Amsterdam University College

Community Projects and Internships Guidelines 2024-2025

Table of contents

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 outcomes (Academic Standards and Procedures (AS&P) 2.3.4-2.3.5, 2.3.7 d & e). Furthermore, Internships and Community Projects each have their own emphasis on certain learning objectives, but not exclusively. The four categories of learning objectives are:

- Professional skills
- Interpersonal skills
- Life skills and personal development
- Citizenship/community engagement

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 (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 (AS&P learning outcomes 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 and process

1. Find and secure a CPI opportunity (2-4 months in advance). Check if the CPI meets AUC's criteria.

2. Add the CPI to **GLASS** and apply for approval from the CPI coordinators[1] with the online CPI proposal (2 months in advance, see deadlines).

3. Start the project and follow the assessment structure.

---

[1] The proposal 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 coordinators will also take care that, if a January or June CP/I project is approved, the student is deregistered from a previously registered course.

2. Procedures and Requirements

2.1 CP/I General Criteria

CP/I projects provide a platform for students to explore opportunities and take ownership of their learning. AUC offers CP/I opportunities through our offerings and partner networks, but we also allow for students to proactively seek their own experiences outside the university. 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, with the exception of student board memberships with AUCSA, Board of Studies and Student Council. Moreover, interning outside your educational program allows you to explore different organizations, gain insights into specific career paths, build your network, and develop adaptability in new work environments.

2.1.1 CP/I project criteria

- Internships need to be relevant to or match the personal curriculum of a student at AUC (this is not necessary for Community Projects but is recommended if at all possible). This means that the designated content of the Internship has a clearly motivated objective fitting your own goals for your planned and chosen courses. The relevance needs to be explained in the CP/I proposal.

- The CP/I-related activities have to be delineated in such a way that, before and during the Internship, the students obtain a reasonable overview of the subject of the CP/I. This means that what will be done and learned should be realistic in the timeframe of the CP/I.

- The CP/I project or organization is (part of) a legal entity (e.g. an association or 'stichting').

- Students may earn a maximum of 6 EC for projects taking place within AUC, including AUCSA, Board of Studies and Student Council. Students who wish to do a CP/I project with an AUCSA committee must have a leadership role within such projects (a position on the committee board) and should select from the following list of AUCSA committees: AUCCafe; AUCMUN; Catch; Diversity Commission; Dormfest; Dormsessions; Sustainability Committee; TedXAUC; and Winterformal. 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.

- The CP/I organization is willing and able to invest an agreed amount of time in supervising the student and committing to filling out acceptance and evaluation forms for AUC's assessment.

- Students are required to have a supervisor within the CP/I organization who guides them in their daily work and who provides feedback on their performance and learning. CP/I projects that take place at an organisation or institution outside of AUC, require a supervisor who is also a member of that organisation or institution. Internal CP/I projects, for example research projects initiated by AUC faculty, Right2Education, and selected AUCSA committee boards, typically are situated within AUC's academic building and need an AUC faculty member as supervisor. Fellow bachelor students, family members, and tutors cannot assume the role of a CP/I supervisor (an exception is made in cases whereby the tutor is part of the CP/I project). The AUCSA Board and AUCSC are the only exceptions where students can evaluate each other on a peer-review basis. A CP/I project consists of 168 hours of work (per 6 EC), 20 of which could be devoted to writing the assessments. Finally,

core faculty supervisors cannot supervise more than 5 CP/I projects per academic year.

- The organization is willing to record the agreements regarding mutual rights and obligations in writing, using AUC's CP/I contract. Other contracts than AUC will not be accepted.

2.1.2 Required/allowed number of CP/I projects

As per the Academic Standards & Procedures students are required to complete a Community Project, or alternatively, an Internship. Students should choose between the following: one 6 EC Community Project; or one 6 EC Internship; or two separate 6 EC Internships; or one 6 EC Community Project and one 6 EC Internship; or a 12 EC Double Internship; or a 30 EC Internship. These options cannot be combined to meet the degree requirements. Furthermore, in the case of two separate Internships, the learning objectives for the second Internship must be different from the ones for the first Internship. Finally, note that the 30 EC count towards the maximum of 42 EC off-campus and/or approved study abroad course credits) and cannot be combined with a semester abroad.

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. 6 EC full-time projects are only possible in the January or June intensive. It is also possible to complete a summer CP/I in July and/or August, but for 0 EC and it will not fullfil a graduation requirements. 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. In case of a cross-period project, the proposal must follow the deadline for the period in which the CP/I starts. 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 proposal 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 coordinators 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 CP/I

coordinators through AUC's Digital Service Desk.

2.1.7 Role of the CP/I coordinators and CP/I internal supervisors

The CP/I coordinators evaluate and approve the CP/I proposal. During the project, the CP/I coordinators are available for advice and assistance. They also hold online Q&A sessions. The CP/I coordinators head the team of CP/I internal supervisors (faculty of AUC or our partners), who grade the assessments and provide feedback to the students. The internal supervisor will also organize one individual meeting and two plenary sessions for groups of students. Dates and details of these session will be shared on the CP/I page on student.auc.nl.

2.2   Double Internships and 30EC Internships

2.2.1   Definitions

It is possible to complete a 12 EC **double Internship or 30 EC Internship** (Internship 3 in Portal; starting Spring 2024). These Internships must be research-based and must have an academic supervisor and, usually, take place at academic institutions or research institutes. The workload must be 168 hours per 6 EC and the student is required to write a second, content-based, report. The supervisor must confirm that the Internship consists of the 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 the hours of research-based work, has to be submitted.

2.2.2   Guidelines for the second, content-based report for a 12 EC double internship/30 EC internship:

- 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 for a 12 EC internship
- For a 30 EC internship, the word count for a complete report must be in the range of 5,000-6,000 words.

The rubrics for a 12 EC/30EC for the content-based report are provided in **Appendix G**.

2.2.3   Submission and rubric

The Internship supervisor oversees the writing of the content-based report and grades it. The grading rubric for the content-based report should be provided by the internship student. The supervisor should fill in the rubric and determine the grade based on pass/fail within 12 working days after the submission deadline and send it to cpi@auc.nl.

2.2.4 Double and 30 EC research-based Internship and capstone

A double research-based or 30 EC 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 Assessments

2.3.1 Assessments

The whole CP/I project will be graded pass or fail. To get an overall passing grade, students must have designated the assigned hours to the project and receive a pass for at least 55% of the CP/I assignments **and** a pass for the Final Reflection Report. Note that in calculating weighted average grades for assessments, a pass counts as 100% and a fail as 0%.

Students submit all the assessments for their CP/I project in AUC Portal (https://portal.auc.nl). Proposals or assessments submitted via email will not be processed. Furthermore, assessments including feedback will also be accessible in Portal. See Table 2a and b in section 2.4. for deadlines. The assessments components for CP/I projects are shown in table 1 below.

Table 1. General Assessment Structure per CP/I

Community Project, Internship	6 EC	CP/I Report: - Learning Plan: 20% - Interim Learning Plan Update: 30% - Final Reflection Report: 35% - Final Supervisor Evaluation: 15% *75% mandatory attendance of meetings/sessions with the internal supervisor.*	Students receive a "Pass", if 55% of the CP/I Report received a "Pass", *and* the Final Reflection Report needs to receive a "Pass" for the whole CP/I to "Pass".
Double Internship	12EC	CP/I Report: - Learning Plan: 25% - Interim Learning Plan Update: 25% - Final Reflection Report: 20% - Final Supervisor Evaluation: 10% - Content-Based Report: 20% *75% mandatory attendance of meetings/sessions with the internal supervisor.*	Students receive a "Pass", if 55% of the CP/I Report received a "Pass", *and both* the Final Reflection Report and the Content-Based Report need to receive a "Pass" for the whole CP/I to "Pass".

30EC Internship	30EC	CP/I Report:	Students receive a
Students need to submit a Research Proposal before the projects starts which must be approved by the respective Head of Studies (see 2.5.6).		- Learning Plan:25% - Interim Learning Plan Update: 25% - Final Reflection Report: 20% - Final Supervisor Evaluation: 10% - Content-Based Report: 20% *75% mandatory attendance of meetings/sessions with the [internal supervisor](#).*	"Pass", if 55% of the CP/I Report received a "Pass", *and both* the Final Reflection Report and the Content-Based Report need to receive a "Pass" for the whole CP/I to "Pass".

In Section 3 and further, detailed descriptions are provided for all graded assessments including preparatory steps necessary to compose a meaningful learning plan, interim learning plan update and a final reflection report. In addition, the grading rubrics for each individual assignment are included in de Appendices.

2.3.2   Fraud and Plagiarism

For the proposal 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 organization. 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 reflection report. In cases where fraud or plagiarism is suspected, the relevant procedure in the AS&P applies.

2.3.3   Policy on using Generative AI (adapted from Advanced Research Writing)

- Students are permitted to use generative AI technology in working on their writing projects for this course, provided they adhere to the following:
- Students may use generative AI technology to support their writing, in ways similar to how internet search engines, grammar and spell checkers, and (online) dictionaries and thesauruses are used.
- Students may use generative AI as a source of information and to generate content, as long as they use the tool as an assistant, not an author.
- If students use generative AI tools, they must provide full transparency about how they use them. For instance, by acknowledging this in an explanatory footnote. Additionally, students are required to save and provide full access to their complete chat history for project (students can give access to this by clicking on the "share chat" button and pasting the link in a footnote in assessments).
- Students are advised to familiarize themselves with the advantages as well as disadvantages and potential risks of using generative AI.
- Students who make use of generative AI tools in their writing assignments remain fully responsible for the texts they submit.
- The "Regulations governing fraud and plagiarism" (AS&P, Appendix 2) apply to any assignment submitted, written with the help of generative AI or not.

2.4 Deadlines

A CP/I proposal must be submitted and approved before the start of the project. Students must apply individually, also if the project involves multiple AUC students. These are the deadlines for the proposal and assessments:

Table 2a. CP/I Deadlines for single period projects

Period of CP/I	Proposal	Learning plan	Interim Learning Plan Update	Final report
Autumn	1 July	1 Oct	6 Nov	20 Dec
January	1 Nov	15 Jan	22 Jan	31 Jan
Spring	2 Dec	5 Mar	15 Apr	30 May
June	1 April	10 June	17 June	27 June

Table 2b. CP/I Deadlines for cross-period projects

Period of CP/I	Proposal	Learning plan	Interim Learning Plan Update	Final report
Autumn-January	1 July	6 Nov	20 Dec	31 Jan
Spring-June	1 Nov	15 Apr	30 May	27 June

2.4.1 Extensions

If an extension of the CP/I proposal or final report deadline is necessary, the student can submit an extension request via AUC Portal. The option to request an extension for the final report is made available in AUC Portal (under 'Actions' in the student's project) two weeks before the final report deadline, and only if all other assignments have been submitted. Extension requests should be submitted prior to the original proposal or assessment deadline. The CP/I office can grant extensions of up to 5 working days. Extension requests for longer periods of time can only be made in exceptional circumstances and must be submitted to the CP/I coordinators through the AUC Digital Service Desk.

2.4.2 Late submissions

Late submission of assessments results in a failing grade.

2.4.3 Cancelation policy

The student's CP/I project will be cancelled if a negative (orange or red) travel advice is in place for the CP/I destination at the time of departure for the CP/I project.

2.4.4 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. The contract must be submitted via AUC Portal after the Learning Plan has been submitted. The template can be downloaded on the CP/I page on the student.auc.nl website https://student.auc.nl/shared-content/a-z/community-projects-and-internships-cpi/community-projects-and-internships-cpi.html.

2.5. Guidelines for the online CP/I proposal

This part describes the expected sections and content of your proposal to be submitted through Portal. The CP/I proposal must be original work. Copying from the examples below or from previous CP/I projects counts as plagiarism.

2.5.1 Description of CP/I partner and project (100-300 words)

In this section, you briefly describe the partner organisation, the project and your responsibilities within the project. The description should be to-the-point, and as concrete as possible.

2.5.2 Motivation (200-500 words)

In this section, you provide a brief motivation for participating in this CP/I project. The motivation could be linked to your 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 Learning objectives (around 100-200 words)

In this section, you must formulate 3 to 5 learning objectives using subheadings. Inspired by the expected activities, tasks, and personal ambitions, you can devise learning objectives on professional skills, interpersonal skills, life skills and personal development, and/or community engagement. Internships should focus primarily on professional skills and community projects on community engagement.

Note that since you have not started your CP/I at the time of the submission of your proposal, the learning objectives should be formulated as wishes, desires or aspirations rather than concrete learning objectives. After you have started your CP/I, you have to submit a learning plan in which the learning objectives are made concrete and aligned with the tasks you perform during you individual CP/I.

Below you find some examples of learning objectives:

- I'm aiming for being able to process legal dossiers for human rights cases.
- I'm aiming to achieve being able to work independently in a chemical lab and synthesize simple organic compounds.
- I'm aiming for learning what my strengths and weaknesses are when acting as a teacher.
- I anticipate that I will be volunteering with people from very different backgrounds. I'm aiming for a better understanding of how to develop positive relationships with people with different norms and values.
- I'm aiming to learn how to work with children in disadvantaged positions.

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; or 840 for a 30 EC Internship). Retroactive counting of hours is not allowed, that is, work completed before the start of the project cannot be included in the 168 hours.

2.5.5 Signed supervisor acceptance form (online appendix)

The supervisor acceptance form must be included in the proposal. The template can be found in **Appendix A.**

2.5.6 30 EC: Research Proposal (online appendix)

Besides the general proposal via AUC Portal, students must submit a research proposal. This proposal is written under the supervision of the academic supervisor and should contain at least the following components:

- The title
- Introduction to the research providing a broad overview of the topic
- The background
- The research question(s)
- The objectives being specific, measurable, achievable, relevant and attainable
- Research methodology/research methods
- Work plan/timeline
- Bibliography

The Head of Studies will be responsible for the decision whether the project can go ahead. Where possible, they seek advice from AUC core faculty with expertise in the specific research domain identified by the student. They decide whether the research project is feasible, ensuring the quality of our educational programme.

3. Background: Learning Plan

Every student doing any kind of CP/I will need to submit a learning plan. A learning plan is a structured document that outlines the objectives, goals, and activities you intend to pursue to enhance your knowledge and skills in a specific area. It serves as a roadmap for personal and professional development, helping you set clear targets, identify resources, and track your progress. A learning plan is a valuable tool to maximize the learning experience and make the most of the opportunity. These are the common components:

- Learning Objectives: A learning plan allows you to define your learning objectives for the CP/I. These goals could include gaining specific technical skills, understanding industry practices, improving communication or teamwork abilities, or exploring a particular aspect of the field.

- Planning Activities: A learning plan helps you plan activities and tasks that contribute to your learning objectives. This may involve participating in specific projects, attending training sessions, shadowing experienced professionals, conducting research, or engaging in networking opportunities.

- Resources and Support: Identification of the resources, materials, tools, or mentors available to support your learning. This may involve access to online courses, relevant literature, industry databases, or guidance from experienced professionals (supervisor, peers) within the organization.

- Self-Assessment: A learning plan encourages you to periodically reflect on your development and assess your progress towards your goals. By evaluating your strengths and areas for improvement, you can make necessary adjustments to your plan and ensure continuous growth throughout the internship or community project.

- Documentation: Having a documented learning plan allows you to showcase your commitment to learning and development. It serves as evidence of your proactive approach and can be shared with supervisors or future employers to demonstrate the skills and knowledge gained during the internship or community project.

The process of determining and formulating learning objectives

This part describes the necessary steps you need to take to be able to provide a meaningful Learning Plan. To assure that the CP/I experience is embedded in AUC's degree, you need to consider and expand on what you have already learned at AUC and think about how academic learning objectives from AUC can be translated to professional life.

Below the process of formulating learning outcomes is outlined, and tips are given for the formulation of them. In addition, an example is provided.

1. Inspect AUC's Learning Outcomes and think about where your personal ambition lies and where you would like to develop: see section 2.3 in the Academic

Standards and Procedures https://student.auc.nl/shared-content/a-z/academic-standards-and-procedures/academic-standards-and-procedures.html). These learning outcomes can be knowledge gained, skills developed, or attitudes shaped through your studies. All AUC's intended learning outcomes are broad and conceptual.

2. Clarify Job Requirements: Understand the project, job, or profession you are preparing for. This may involve researching the skills, knowledge, and attitudes that are required in that profession. Look at job advertisements, talk to professionals in the field, and read professional guidelines and competency descriptions. You are looking for the professional learning objectives here.

3. Align and Translate: The next step is to align the academic learning outcomes with the professional learning outcomes. Identify where the knowledge, skills, and attitudes you gained from your academic studies meet the needs of the profession.

   - Knowledge Translation: Your understanding of specific concepts can be translated into the ability to apply these concepts in a professional context. For example, "an understanding of the fundamental principles of organic chemistry" could translate to "the ability to develop safe and effective chemical compounds in a lab environment".

   - Skills Translation: The skills you developed during your studies can often be directly applied in a professional context, though the specifics may differ. For instance, "an ability to critically analyse texts" could translate to "the ability to analyse and draft complex written reports or legal documents".

   - Attitudes Translation: This might involve translating a general academic attitude like curiosity or perseverance into a professional equivalent such as innovation or resilience.

4. Formulate Professional Learning Outcomes: Now, write these translated outcomes as objectives.
   - Use Action Verbs: Learning objectives are more effective when they specify an action that demonstrates learning. Start your objective with action verbs like "create", "analyse", "implement", "evaluate", "design", "manage", etc. These verbs indicate what you will be able to do upon achieving the outcome.
   - Active Voice: Use the active voice rather than passive. For example, instead of saying "An understanding of XYZ will be developed", say "I will develop an understanding of XYZ." This gives a sense of personal responsibility and engagement.
   - Consistent Tense: Keep the tense consistent in all your objectives. If you are talking about what you will achieve by the end of the internship, use the future tense.
   - Be Concise and Clear: Each learning objective should be a concise statement of a single goal. Avoid jargon or overly technical language unless necessary, and make sure your objective is clear and specific enough to be understood by anyone in your field.

- Use Quantifiable Measures (if possible): For example, instead of saying "I will improve my coding skills", you could say "I will be able to write a 100-line code script in Python without assistance."[2]

Here is an example of a well-worded learning objective:

"By the end of the internship, I will design and present a comprehensive business proposal, demonstrating my proficiency in market research, financial forecasting, and persuasive communication."

5. Review and Refine: Finally, review your learning objectives to ensure they are realistic, measurable, and relevant to your profession. They should communicate clearly what you can do and how you can apply what you learned academically in a professional context. Refine them as needed, and we recommend you ask your supervisor at your CP/I project for input and feedback.

The translation process is not always straightforward. Some academic learning outcomes might not translate directly into professional learning objectives. In such cases, you might need to undertake further training or education to bridge the gap. Similarly, some professional learning objectives might require you to expand upon your academic learning outcomes. Finally, while specificity in learning outcomes aids in goal clarity, it is important to acknowledge that not all learning can or should be narrowly defined. Learning is an exploratory process; sometimes, it is about developing broader understanding rather than reaching a predefined end-goal. An overly specific outcome may restrict this exploratory nature. It is equally valuable to set learning outcomes that encourage curiosity, flexibility, and adaptability. These broader outcomes foster a love for learning, promote transferable skills, and equip learners to navigate unforeseen challenges, demonstrating that learning is a lifelong, evolving process.[3]

Example
A student is doing a community project at a local permaculture organization and would like to further develop towards achieving the general AUC learning outcome of lifelong learning: "A student is able to focus on a new knowledge domain, formulate an overview and determine their knowledge gaps" (AS&P article 2.3.4).

Translation to the Permaculture Project, from a student's perspective, could be as follows:

"By immersing myself in the principles and techniques of permaculture, I will gain an extensive understanding of this knowledge domain. I will develop the skill to construct

---

[2]Using quantifiable measures in learning outcomes can be beneficial for setting clear goals. However, focusing solely on quantity may overlook the quality of the work. Not all learning, especially complex cognitive or attitudinal changes, can be effectively quantified. Arbitrary numerical targets might not reflect meaningful learning or progress. Therefore, while numerical measures provide a clear way to track progress, they should be used judiciously and complemented with qualitative assessments to capture the full spectrum of learning and development.

[3] Recommended background reading: Bandaranaike, Suniti. "From research skill development to work skill development." Journal of University Teaching & Learning Practice 15.4 (2018): 7.

an overview of the permaculture landscape and identify areas where my knowledge is lacking. Based on my findings, I will actively seek out resources and experts to fill these gaps, demonstrating my resilience and determination. By the end of my volunteering period my learning objective is:

*I aim to design and implement a small-scale permaculture project independently, demonstrating my gained knowledge and the ability to apply it effectively in a real-world contex*t.

This learning objective involves the same broad concepts as the general learning outcome – focusing on a new domain, creating an overview, and identifying knowledge gaps. However, it translates these concepts into the context of permaculture. It also includes the use of action verbs ("immerse", "construct", "identify", "seek out", "design", "implement"), active voice, consistent tense, and it is clear and concise. Additionally, it suggests a quantifiable measure ("design and implement a small-scale permaculture project independently") that reflects both the acquisition and application of knowledge.

3.1 Assessment: Learning Plan

This part describes the expected sections and content of the Learning Plan every student needs to submit. The Learning Plan must contain the following:

1. Description of Project and Activities
2. Learning Objectives

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

This section can be partly copied from the application. The project details and activities need to be specified further. It also helps to describe an average workday.

Learning objectives

This section contains the specification of the learning objectives you choose to set for yourself in the CP/I project. You should include a minimum of three and a maximum of five learning objectives. Each learning objective you define must cover a distinct AUC general learning outcome as outlined in the Academic Standards and Procedures. You should explain for each learning objective you have chosen for your CP/I project:

- The alignment and translation between AUC's general learning outcome and the specific learning objective you have set for yourself.
- What activities are planned, and what resources and support are used to reach these objectives.

You should also make sure that the formulation of your learning objectives is clear.

The grading rubric can be found in **Appendix D.**

During the project, students are recommended to keep a journal in which they reflect on their activities and learning. It will be helpful to keep track of your progress and challenges you might have experienced. If you think it would be beneficial, you can also discuss your journal with your supervisor in the CP/I organisation. The journals are not graded or checked on. There are many helpful apps available to assist the reflection process, such as reflection.app and Diaro.

The total size of the learning plan can vary, depending on the number of learning objectives, but it should not exceed **1500-1800 words**. Since the learning plan should not exceed the maximum word count, you should also include the word count in your learning plan.

---

4. Background: Interim Learning Plan Update

This part describes the necessary steps you need to take to be able to create a meaningful Interim Learning Plan Update. The Interim Learning Plan Update is a midpoint assessment that allows you to evaluate your progress, adjust your strategies, and realign your goals to better fit the reality of your experience during your CP/I project at the university. This update should be viewed as a dynamic tool that helps you to stay focused, motivated, and adaptable during your internship. Below are the instructions for the Interim Learning Plan Update:

1. *Revisit the initial Learning Plan*: Before starting your interim update, revisit your initial learning plan and the feedback you received from the internal supervisor. Look at your objectives, the activities you had planned, the resources and support you identified, and your self-assessment strategies.

2. *Reflection*
   a. on Progress: In this section, critically reflect on your progress towards achieving your learning objectives per defined learning objective. Discuss what you have learned so far, and what skills, knowledge, or attitudes you have developed. Use specific examples and evidence from your experience. You should also compare your actual progress with your planned progress to see if you are on track.

   b. on Activities: Reflect on the activities you planned to carry out in your learning plan. Which of these activities have you completed, and which are still pending? Have these activities contributed to your learning objectives? Were there any unforeseen challenges or obstacles, and how did you address them?

   c. on Resources and Support: Reflect on the usefulness of the resources and support you identified. Were they helpful in achieving your objectives? Did you need additional resources or support, and how did you acquire them?

3. *Plan Revision*: Based on your reflections and the feedback received, determine if any changes need to be made to your learning plan. You may need to adjust your learning objectives, plan additional or different activities, and areas for

improvement, identify new resources or support, or change your self-reflection strategies.

4. *Supervisor Feedback*: Arrange a meeting with your supervisor to discuss your Interim Learning Plan Update (see **Appendix B** "Supervisor Discussion Guide"). Share your reflections, self-assessments, and proposed revisions with them. Seek their feedback on your progress, areas of improvement, alignment of activities with objectives, and the proposed changes. Reflect on the feedback given by your supervisor and incorporate it into your interim learning plan. Update your objectives, planned activities, or support resources based on this feedback. In this process, it might be beneficial to have a follow-up meeting with your supervisor to ensure the changes align with their feedback.

4.1 Assessment: Interim Learning Plan Update

This part describes the expected sections and content of the Interim Learning Plan Update every student needs to submit. The Interim Learning Plan Update must contain the following sections:

1. Update Description of Project and Activities
2. Update Learning Objectives
3. Add the Supervisor Discussion Guide (appendix B) as an appendix.

Update Description of Project and Activities

Update on the project, such as changes in activities and tasks. This section can be partly copied from the application. The project details and activities need to be specified further. It also helps to describe an average workday.

Update Learning Objectives

Per learning objective transparently and reflectively explain what progress you made and how work activities, resources, and support – including supervisor feedback – have contributed to this (see instructions above). It is important to show in your reflection that you are self-critical and aware, receptive to feedback, and open to improving. In reporting your self-reflections, make sure to include examples (of work situations, learning moments) and evidence (text, evidence, feedback quotes etc.). Finally, to show your progress it is smart to discuss where you were at and where you are at now; make the journey clear. This is a useful resources for reflective writing: Univeristas21 Student Toolkit.

Per learning objective highlight and explain whether revisions are necessary. Please note that using text from the Learning Plan is not considered self-plagiarism, because this is part of one continuous assessment.

The grading rubric can be found in **Appendix E.**

Word count: 1500-2000 words. Please remember to provide the word count.

4.1.1 Tools to help you reflect

There are many ways to reflect and many methods available, such as STARR.

STARR

The STARR method is a structured way of answering behavioural-based interview questions by discussing the specific Situation, Task, Action, Result, and Reflection relating to an experience or event. Here is an example for an internship:

Situation: During my software development internship at XYZ Tech, there was a situation where our team was tasked with developing a new feature for our app. However, it was a complex feature, and the initial feedback from our beta testers was that it was hard to navigate.

Task: As an intern, I was tasked with not only helping to code the feature but also working on enhancing the user interface to make it more user-friendly. I was also responsible for collecting feedback from beta testers and making adjustments based on their input.

Action: First, I sought feedback from the beta testers about specific difficulties they were encountering. I organized this feedback and shared it with the team to guide our modifications. Then, I proposed a new design for the feature interface, which was more intuitive and streamlined. I spent the following weeks coding this new design into our app and refining it based on ongoing feedback from our beta testers.

Result: The new design was very well received, not only by our team but also by the beta testers. It was more intuitive and easier to navigate, which improved the overall user experience of our app. This feedback was included in the final version of the app. Not only did we receive positive reviews, but the usage of this feature increased by 30% after the redesign.

Reflection: This experience was incredibly beneficial for me as it allowed me to improve my problem-solving and user experience design skills. It also taught me the importance of direct user feedback in product development. Going forward, I would focus even more on seeking and integrating user feedback at every stage of the project. Furthermore, this experience also emphasized the importance of clear communication and collaboration within a team, which are skills I will carry forward into my future roles.

Generative AI such as ChatGPT

ChatGPT is a useful way to mentor yourself through reflection and is allowed and recommended for the CP/I process. Of course, the effectiveness depends on the prompts. As an example, you could prompt:

Pretend you are my mentor for an internship and want to help me self-reflect on my learning objective "I will learn to improve my classroom management skills." We will have a conversation. You will ask questions, I will answer, and you respond, and come with another question. Advice is also appreciated.

5. Background: Final Reflection

This part describes the necessary steps you need to take to be able to compose a meaningful Final Reflection. In your Final Reflection, your goal is to synthesize your learning experiences and document your journey, from your initial objectives to your end point. This document is an opportunity to critically evaluate your performance, consider the impact of your internship or community project on your learning, and highlight your professional development. Below are the instructions for the Final Reflection:

Revisit the Initial and Interim Learning Plans: Start by revisiting your initial learning plan and interim learning plan update. Reflect on your original objectives, your revised objectives, and the journey from the initial to the final state.

- Final Reflection: This section should be divided into sub-parts as follows:
  - Reflection on Objectives: Reflect on the learning objectives you finally decided upon in your interim learning plan update. To what extent were you able to achieve these objectives? Discuss what you have learned, and what skills, knowledge, or attitudes you have developed. Use specific examples and evidence from your experience.

  - Reflection on Activities: Reflect on the activities you conducted as part of your learning plan. Which of these activities were most beneficial to your learning objectives? Which of the activities contributed to the AUC general learning outcomes as defined in the AS&Ps? How did the project and your learning objectives you have defined helped you to progress towards these general learning outcomes? Were there any unforeseen challenges or obstacles, and how did you overcome them?

  - Reflection on Resources and Support: Reflect on the usefulness of the resources and support you identified. Were they helpful in achieving your objectives? Did you need additional resources or support, and how did you acquire them?

- Overall Learning and Development: Reflect on the overall learning and development during your internship. Discuss the difference between your knowledge, skills, and attitudes at the beginning and the end of your internship.

- Supervisor Feedback: Arrange a final meeting with your supervisor to discuss your overall learning and growth during the internship. Share your reflections and self-assessments with them. Seek their feedback on your overall progress and areas of improvement. Incorporate their feedback into your final reflection report.

- Future Application: Based on your learning and experience during your internship, discuss how you plan to apply this learning in the future. Identify how this experience has impacted your future career plans, and what steps you might take next. Indicate what feedback you will take with you for future practice/situations.

5.1 Assessment: Final Reflection

This part describes the expected sections and content of the Final Reflection Report every student needs to submit. The Final Reflection must contain the following two sections:

1. Summary of your overall CP/I experience
2. Reflection on learning objectives

Summary of your overall CP/I experience

Summary of your overall CP/I experience and the work that you have done.

Reflection on learning objectives

Per learning objective, reflect on your objective, activities, resources, and support – including supervisor feedback and how you have incorporated it. It is important to show in your reflection that you are self-critical and aware, receptive to feedback, and open to improving. 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 comparisons of the learning outcomes objectives, 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.

You should also incorporate a critical evaluation of your overall learning journey, development, and your reflective skills. Furthermore, you should discuss the future application of your learning and development.

The grading rubric can be found in **Appendix F.**

Word count: **2,000 – 3,000 words**. Please provide the word count in your final reflection.

6. Final Student Evaluation by Supervisor

At the end of your project, you will need to ask your supervisor within the CP/I organization to fill in the final student evaluation form. You will be graded using pass/fail grades. The form can be found in **Appendix C**. The signed form needs to be submitted by the student together with the Final Reflection on AUC Portal. It is a separate upload and should not be included in the Final Reflection.

Appendix A: 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 proposal.

- Name of organisation, department and/or project

- Time period of project

- Location(s) of the project

- Planned tasks and activities (as specific as possible)

- Number of expected hours of supervision

- Contact information (address, telephone, e-mail, hyperlink to a supervisor's internet presence on the organization's website or LinkedIn)

Name and signature   Date

Appendix B: CP/I Supervisor Discussion Guide

Instructions: Part I and II are filled out by the student before the meeting and should be sent to the supervisor. Next, the supervisor fills out Part III and sends it back to the student before the meeting. During the meeting, you discuss all Parts. Parts IV and V are filled out after the meeting by the student and should be sent to the supervisor. **This form needs to be an appendix to the Interim Learning Plan Update <u>and</u> the same form again for the Final Report (for easy reference for the internal supervisor).**

Part I: General Information

Student's Name:
Supervisor's Name:
Position/Project:

Part II: Discussion Topics

Progress Review
- Briefly describe the progress you've made towards your learning objectives since the last review.
- What aspects of your work are you most proud of?
- What challenges or obstacles have you encountered, and how did you manage them?

Self-Assessment
- Reflecting on your experiences, where do you feel you have developed most?
- Which areas do you feel need more work or improvement?

Proposed Revisions
- What changes are you proposing to your learning objectives or plan?
- Why do you believe these changes are necessary?
- What potential benefits do you anticipate from these changes?

Part III: Supervisor's Feedback

Progress Feedback
- How do you perceive the student's progress towards the learning objectives?
- What aspects of the student's work or progress stand out positively?
- Are there areas in which the student could improve? Please provide specific examples and suggestions.

Self-Assessment Feedback
- Do you agree with the student's self-assessment? Please elaborate.
- If there are discrepancies, what could be the possible reasons?
- Is the student full-filling their tasks adequately?

Proposed Revisions Feedback
- What is your opinion on the proposed changes to the learning objectives or plan?
- Do you have any additional suggestions for adjustments or improvements?

Part IV: Action Plan

Agreed Revisions and Next Steps
- Based on the discussion, what changes will be made to the learning objectives or plan?
- What actions will the student take based on the feedback received?
- What support or resources will the supervisor provide?

Part V: Closing Thoughts
- Do you have any final advice or encouragement for the student?

Date:
Signature supervisor:

Appendix C: Final Evaluation of Student by Supervisor

(Weight: 15% 6EC, 10% 12EC/30EC)

Instructions: Part I is filled out by the student before sending it to the supervisor. Next, the supervisor fills out Part II and sends it back to the student. **The student is responsible for uploading this form after the Final Report is submitted.**

Part I: General Information

Student's Name:
Supervisor's Name:
Position/Project:

Part II: Final Evaluation

The student is graded using pass/fail grades. Some categories might not be applicable, then please choose 'N.A'.

	Pass	Fail	N.A.
Listen to and understands assignments/tasks			
Asks appropriate questions/seeks clarification			
Effective oral and written communication			
Works well in a team/with others			
Seeks out and uses constructive criticism			
Adaptable and flexible			
Punctual and reliable			
Shows initiative			
Enthusiastic/willing to learn			
Manages time/meets deadlines			
Demonstrates skills necessary for the work			
Produces accurate work free from careless errors			
Self-assessment of student is sufficient			
Sufficient progress towards learning objectives			

What are the student's strengths?

What are suggested areas for improvement?

Please provide additional feedback about the student's performance.

The overall evaluation of the student is a

PASS	**FAIL**

Additional Comments:

Date	**Signature Supervisor**

Appendix D: Grading Rubrics Learning Plan

(Weight: 20% 6EC, 25% for 12EC/30EC)

	Description/Aim	Pass	Fail
Description of Project and Activities	- Describes the project, activities, and the motivation for taking part. - Describes an average workday	The learning plan includes a detailed description of the project, specific activities, personal motivation. Describes an average workday, provides a clear understanding of the student's role in the project.	Description is vague, lacks important details about the project or does not provide the personal motivation. An average workday is not included, or the description of student's role is not sufficient.
Learning Objectives	- Includes a minimum of three and a maximum of five learning objectives - Each LO must cover a distinct general learning outcome as defined in the AS&Ps	A minimum of three and a maximum of five clear LO is provided. Each objective is different and covers a distinct aspect of the general learning outcomes as defined in the AS&Ps.	Fewer than three or more than five LO are listed. The objectives are too similar or do not cover different aspects of the general learning outcomes.
Alignment and Translation	- Align and translate AUC's general learning outcomes to the specific CPI learning opportunity	The plan effectively aligns and translates AUC's general learning outcomes into specific professional learning objectives. This includes knowledge, skills, or attitudes translations from the academic context to the professional context.	The plan fails to align or translate the AUC's general learning outcomes as defined in the AS&Ps into specific professional learning objectives, or the translations provided do not properly reflect the knowledge, skills, or attitudes gained from academic studies.
Formulation of Learning Objectives	- Formulating the identified learning outcomes as learning objectives	The learning objectives are clearly formulated, use active voice and consistent tense, and employ action verbs. The objectives are concise, clear, and can be understood by anyone in the field. Where possible, the objectives are quantifiable.	The learning objectives are not clearly formulated, lack active voice or consistent tense, or do not employ action verbs. The objectives are not concise or clear, or they cannot be easily understood by anyone in the field. There is a complete absence of quantifiable measures where they could be implemented.
Plan for Reaching Objective	- Indicating the steps and resources/support to achieve the learning objective	The plan includes an outline of what activities are planned, and what resources and support will be used to reach these objectives. The plans are realistic and have a clear connection with the stated learning objectives.	The plan does not specify which activities, resources, or support will be used to reach the objectives. The outlined plans are unrealistic or do not clearly correlate with the learning objectives.
Overall evaluation		**3 out of the 5 rubrics must receive a "Pass"**	**More than two rubrics received a "Fail"**

Appendix E: Grading Rubrics Interim Learning Plan Update

(Weight: 30% 6EC, 25% for 12EC/30EC)

	Description/Aim	Pass	Fail
Initial Learning Plan Review	- Review your initial learning plan and the feedback received from the internal supervisor. - Review your objectives, the activities planned, the resources and support identified, and your self-assessment strategies.	Demonstrates a comprehensive review of the initial learning plan, including objectives, activities, resources, support, and self-assessment strategies.	Does not demonstrate a comprehensive or complete review of the initial learning plan.
Reflections	- Per learning objective transparently and reflectively explain what progress you made. - Reflect on the activities you planned to carry out in your learning plan. - Reflect on the usefulness of the resources and support you identified. - Show in your reflection that you are self-critical and aware, open to improving. - Provide examples and evidence. - Discuss where you were at and where you are at now; make the journey clear.	Provides critical reflection on progress, activities, and resources/support. Uses specific examples and evidence. Discusses challenges and compares actual and planned progress.	Reflection is missing, lacks critical thinking, specific examples, or does not address all required areas.
Supervisor Feedback	- Reflect on the feedback given by your supervisor and incorporate it into your interim learning plan. - Update your objectives, planned activities, or support resources based on this feedback.	Demonstrates engagement with supervisor, seeking feedback and incorporating it into the learning plan. Shows evidence of communication and/or negotiation regarding the feedback with the supervisor. Incorporated the feedback from the internal supervisor.	Does not provide evidence of supervisor feedback or does not incorporate feedback from the internal supervisor.
Overall evaluation		**2 out of the 3 rubrics must receive a "Pass"**	**More than one rubric received a "Fail"**

Appendix F: Grading Rubrics Final Reflection Report

(Weight: 35% 6EC, 20% for 12EC/30EC)

	Description/Aim	Pass	Fail
Summary of Overall CP/I Experience	Summary of your overall CP/I experience and the work that you have done	The summary encapsulates the overall CP/I experience, and the work done, showing a clear understanding and learning from the experience.	The summary is ineffective in encapsulating the CP/I experience, and work done or fails to illustrate learning from the experience.
Reflection on Objectives	-To show in your reflection that you are self-critical and aware, receptive to feedback, and open to improving. - The focus is on reporting on the learning process and not on the activities performed. - Do pre- and post-project comparisons of the learning outcomes objectives. - Support this with discussing situations that were learning moments. - Should be concrete and, if possible, supported by evidence, demonstrating progress.	The report revisits initial and interim learning plans effectively, showing a clear reflection on the original and revised objectives, and traces the journey from the start to the finish. The reflection on each learning objective, including associated activities and resources, is sufficient. It uses specific examples and evidence to demonstrate learning, developed skills, knowledge, or attitudes, and the usefulness of resources and support. It details unforeseen challenges or obstacles and how they were overcome. It displays a self-critical evaluation, receptiveness to feedback, and a commitment to improvement.	The report does not revisit initial and interim learning plans clearly or the reflection on learning objectives, activities, and resources is superficial or vague. It lacks specific examples or evidence, does not adequately discuss the usefulness of resources and support, or fails to discuss challenges or how they were overcome. It lacks a self-critical evaluation, receptiveness to feedback, or a commitment to improvement.
Supervisor Feedback	- You are supposed to incorporate the supervisor feedback when you are reflecting on your learning objectives and your overall learning journey.	The report incorporates supervisor feedback and clearly shows a willingness to understand and act upon it. It effectively shows areas of improvement identified in the feedback.	The report does not incorporate supervisor feedback effectively, or it does not show a willingness to understand and act upon it.
Future Application and Impact on Career Plans	- Discussion on the future application of your learning and development. - Should be incorporated into the discussion about your learning objectives.	The report provides a clear, thoughtful discussion on how the learning and development gained will be applied in the future. It effectively outlines how the experience has impacted future career plans and possible next steps.	The report fails to effectively discuss future application of the learning and development or does not connect the experience with future career plans or next steps.
Overall evaluation		**3 out of the 4 rubric components must receive a "Pass"**	**More than one rubric received a "Fail"**

Appendix G: Grading Rubrics Content-Based Report

(12 EC/30 EC Internships only, Weight 20%) – please send finished form to cpi@auc.nl

Intended Learning Objective	Pass	Fail
1. Quality of the research question and/or thesis *Weight: 10%*	Research topic is suitable; the research question and/or thesis is simple but sufficiently informed and supported by academic sources.	Does not meet the minimal requirements described under "Pass". The research question is poorly articulated and not supported enough by academic sources.
2. Review/synthesis of literature/research context *Weight: 10%*	Sufficient coverage of academic sources relevant to the research question/thesis, with method of review apparent if not always systematically applied.	Does not meet the minimal requirements described under "Pass". Research literature is sporadically sampled; peer- reviewed articles, chapters and/or book-length studies are insufficiently used; online sources are misused.
3. Methodology *Weight: 15%*	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).	Does not meet the minimal requirements described under "Pass". 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.
4. Analysis and Argument *Weight: 15%*	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.	Does not meet the minimal requirements described under "Pass". 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.
5. Discussion and implications *Weight: 15%*	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.	Does not meet the minimal requirements described under "Pass". 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.
6. Organisation and structure *Weight: 10%*	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.	Does not meet the minimal requirements described under "Pass". 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.
7. Effective written communication *Weight: 10%*	Writing and flow of information is generally clear and understandable.	Does not meet the minimal requirements described under "Pass". Writing is not sufficiently clear, concise or engaged; sentences limited in complexity and variety. Word count is exceeded without necessity or approval.
8. Academic competencies	The student works independently; Takes feedback seriously and processes it appropriately; Is usually	Does not meet the minimal requirements described under "Pass". The student relied too much on the supervisor, did not keep to agreements and

	able to manage their work and to keep to agreements and meet deadlines. *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.	deadlines, and in general showed a lack of independence and initiative. *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.
Weight: 15%		
Overall evaluation	**The content-based report receives a "Pass", if the weighted average of the criteria is at least 55%.**	**The content-based report receives a "Fail", if less than 55% of the rubrics received a "Pass".**