

Community Project and Internship Guidelines

2026-2027

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1. Community Project and Internship

1.1 General description

As part of their studies, all AUC students complete an Internship (I) and/or a Community Project (CP). Students engage 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. Community Projects and Internships are a form of learning through reflection on doing. 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 experience or develop research skills directly related to their field of study. They are typically situated in professional or academic environments—such as companies, research institutes, NGOs, or government agencies—and often involve structured tasks aligned with a student's academic background and career aspirations. Internships may be paid or unpaid, but they must provide a clear professional learning experience and help prepare students for future employment or graduate study (AS&P learning objectives 2.3.1–2.3.3).

Community Projects, by contrast, are centered on active participation in community-oriented initiatives and are typically unpaid. They may take place in nonprofit organizations, grassroots initiatives, or civic groups at local, national, or international levels. The focus is on serving the public good and fostering personal, social, and civic responsibility. These projects aim to promote engagement beyond the academic setting and help students to further develop intercultural sensitivity, empathy, and awareness of societal issues (AS&P learning outcomes 2.3.6 & 2.3.7).

If a project involves all four learning objective categories, the student may 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](#) (advised 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 coordinators¹ 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.

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 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, except for 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.

2.2 CP/I project criteria

Curriculum planning

- Internships must be relevant to or match the personal curriculum of a student at AUC (this is not necessary for Community Projects but is recommended). The designated content of the Internship has a clearly motivated objective fitting your own goals for your planned and chosen courses and can be shown to have a majority of activities that are at a bachelor's level. The relevance and level need to be explained in the CP/I proposal.
- The CP/I-related activities must 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. What will be done and learned must be realistic in the timeframe of the CP/I.

Type of organization

- The CP/I project, or organization is (part of) a legal entity (e.g. an association or 'stichting') with more than one employee or volunteer. CP/I projects that are part of student-for-student organizations – with the exceptions listed below – are considered extra-curricular activities and do not count as CP/Is.
- 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 main board leadership role within such projects (only one position per committee for a year is allowed to count as a CP/I) and should select from the following list of AUCSA committees: AUCCafe; AUCMUN; Catch; Diversity Commission; Dormfest; Dormsessions; Sustainability Committee; and TedXAUC.
- Organizations listed on the AUC Opportunities page are preferred and will be guaranteed acceptance, provided that the online proposal is complete and submitted by the deadline.

Supervision

- The CP/I organization and supervisor:
 - 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.

- commits to providing at least 140 hours of work for the student during the CP/I (28 hours are added to this for students to write and prepare for the assessments).
- is willing to record the agreements regarding mutual rights and obligations in writing, using the contract provided by AUC. Other contracts than AUC will not be accepted.
- Students are required to have a supervisor with evident expertise and professional experience within the CP/I organization (i.e. is an employee, active volunteer member or owner) who guides them in their daily work and who provides feedback on their performance and learning. Fellow bachelor students, direct family members, and tutors cannot assume the role of a CP/I supervisor. The AUCSA Board and AUCSC are the only exceptions in which board members may evaluate fellow board members on a peer-review basis.
- In cases where core faculty members are supervisors the student should confirm with the supervisor that the project is within the allowed maximum of 5 CP/I projects per academic year.

Ethics and limitations

- All CP/I projects must meet general ethical standards: they must not exploit, abuse, or harm individuals or communities; they must be reciprocal and respectful; and they must provide genuine benefit to the host organization or community, not only to the student. Projects must also be carried out with appropriate supervision, transparency, and informed consent where relevant.
- For CP/I projects involving research, AUC's guidelines on ethics and integrity in research apply: <https://student.auc.nl/shared-content/a-z/ethics-and-integrity-in-research/ethics-and-integrity-in-research.html>
- The CP/I destination at the time of departure for the CP/I project cannot have a negative (orange or red) [travel advice from the Dutch government](#). For information on visa's, insurances and going abroad in general contact the Internation Office ServiceDesk.
- CP/I projects conducted fully online or remotely are not permitted.
- Voluntourism projects are not permitted; these are short-term volunteering activities, often abroad, that are paid for by the volunteer and primarily serve the volunteer's travel experience rather than meeting a genuine community need.
- 30 EC Internships cannot be done in the final semester alongside the capstone.
- June and January CP/Is cannot be done alongside courses in the same period.

2.3 Required/allowed number of CP/I projects

As per the Academic Standards & Procedures students must 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 Internships²; or one 6 EC Community Project and one 6 EC Internship; or a 12 EC

² Students who do a second internship need to choose Internship 2 on GLASS after they completed their first internship.

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, or clearly develop to a higher level, 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.

2.4 Timing of the CP/I project

CP/I projects can take place in all regular course periods, i.e. in the autumn or spring 16-weeks periods, or in the January or June 4-week periods. 6 EC full-time projects are only possible in the January or June intensive. Note that CP/I projects may start earlier or continue beyond AUC's scheduled project period. Hours completed outside this period count as extracurricular hours and do not contribute to AUC's required hour count.

2.5 Cross-period CP/I

Students may apply for a cross-period CP/I, but the project must be planned within a single semester, such as Autumn-January or Spring-June. In the event 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 2b.

Students may apply for a cross-period CP/I project, longer than a semester in exceptional circumstances. Students must 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, e.g., 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.

AUUSA, AUSSC and the BoS qualify as whole year cross-period CP/I projects.

2.6 Change in the CP/I project timeline

The CP/I coordinators can approve requests for project timeline changes from one period to another only if the project circumstances have changed and the supervisor confirms this by re-submitting the supervisor acceptance form to cp@auc.nl.

2.7 Role of the CP/I coordinators and CP/I s

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 office hours (see the CP/I subpage on AUC's Student Information for up-to-date information). The CP/I coordinators head the team of CP/I assessors (faculty of AUC or UvA/VU), who grade the assessments and provide feedback to the students. The CP/I coordinators will organize the two mandatory plenary sessions for groups of students (see Table 2c for dates). The assessors will lead the sessions and organize individual meetings with their students. Dates and details of these sessions will be shared on the CP/I page on student.auc.nl.

2.8 Double Internships and 30EC Internships

Students may complete a 12 EC double Internship or 30 EC Internship (Internship 3 in Portal). These Internships must be research-based and must have an academic supervisor and 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.

2.8.1 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 E.

2.8.2 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 must 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.

2.8.3 Research-based Internship and capstone

Research-based internship can be done at the same institution as the capstone thesis and it is expected that the CP/I hours are in addition to the capstone, which means that no CP/I hours are used to substitute or replace hours expected for the capstone.. For the capstone assessments, the student must be careful to avoid self-plagiarism. This means that students cannot copy-paste text from the CP/I assessments into the capstone assessments. Referring to e.g., results is allowed, if proper referencing is applied.

3. 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 weighted grade of at least 55% for the CP/I assessments *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, assessor feedback will also be accessible in Portal (<https://portal.auc.nl/#cpi>) and it is the student's responsibility to make themselves aware of the feedback provided. Do not rely on Datanose notifications.

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% <i>75% mandatory attendance of meetings/sessions with the assessor</i>	Students receive a overall "Pass", if the weighted average of all assessments is above 55%, <i>and</i> the Final Reflection Report is a "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% <i>75% mandatory attendance of meetings/sessions with the assessor</i>	Students receive a overall "Pass", if the weighted average of all assessments is above 55%, <i>and</i> the Final Reflection and Content-based Report are a "Pass".
30EC Internship <i>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).</i>	30EC	CP/I Report: - Learning Plan: 25% - Interim Learning Plan Update: 25% - Final Reflection Report: 20% - Final Supervisor Evaluation: 10% - Content-Based Report: 20% <i>75% mandatory attendance of meetings/sessions with the assessor</i>	Students receive a overall "Pass", if the weighted average of all assessments is above 55%, <i>and</i> the Final Reflection and Content-based Report are a "Pass".

In Section 5 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 the Appendices.

3.1 Fraud and Plagiarism

For the proposal and all assessments, the AS&P Fraud and Plagiarism regulations apply. This includes using any texts from external sources without proper reference, 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 fact, the assessment structure is organized in such a way that you continuously work on updating and expanding the first assessment, the learning plan.*

In cases where fraud or plagiarism is suspected, the relevant procedure in the AS&P applies.

3.2 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, acknowledging this in an explanatory footnote. Additionally, students must 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.
- We recommend students use UvA’s secure and private AI Chat (aichat.uva.nl) and have it set to Study Modes, which is designed to support learning process rather than just giving the answers.
- Assessors may use generative AI to refine, structure, or clarify feedback they have already formulated, provided they remain fully responsible for the substantive evaluation and final assessment decision. Generative AI may not be used to determine grades, pass/fail outcomes, or evaluative judgements. Student work must not be uploaded to AI tools unless explicitly permitted under applicable UvA, AUC, and data-protection policies.

3.3 Deadlines and dates

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, and the dates for the plenary sessions

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	5 Nov	12 Dec
January	30Oct	13 Jan	20 Jan	29 Jan
Spring	27 Nov	4 Mar	15 Apr	21 May
June	1 April	9June	16June	25June

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	5 Nov	11 Dec	29 Jan
Spring-June	27 Nov	15 Apr	21 May	25 June
Autumn-June	1 July	5 Nov	15 Apr	25June

Table 2c. Dates for plenary sessions from 15:00-16:30

Period of CP/I	Session 1	Session 2
Autumn	16 Sept	28 Oct
January	6 Jan (online; 1 session only)	
Spring	17 Feb	31 Mar
June	2 June (online; 1 session only)	
Cross-period	<i>Sessions are followed of the period in which the CPI is started</i>	

3.3.1 Extensions

Extensions can only be granted prior to the deadlines as stipulated in the guidelines.

No extensions are granted for the Learning Plan and Interim Learning Plan Update in the intensive period of January and June.

If a student needs more time to submit their CP/I application, they may request an extension in the CP/I application form in Portal. This option is available directly on the Portal.

Extensions for the Learning Plan, Interim Learning Plan Update and Final Report of *up to five workdays* should be requested via email to the assessor, who may approve them at their discretion.

Extensions for more than 5 workdays are only granted under exceptional circumstances and must be submitted to the CP/I coordinators via AUC Digital Service Desk.

3.3.2 Late submissions

Late submission of assessments results in a failing grade.

3.3.3 Contracts

Students must have a contract signed by the two parties involved (partner organisation and student) and submit it in their project in AUC Portal, without the signature of the CP/I coordinator. The link for the upload of the contract becomes available **after** the first assignment, the Learning Plan, has been submitted. The template can be downloaded on the CP/I page on the student.auc.nl website.

4. 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.

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 must be to-the-point, and as concrete as possible.

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.

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 must be formulated as wishes, desires or aspirations rather than concrete learning objectives. After you have started your CP/I, you must submit a learning plan in which the learning objectives are made concrete and aligned with the tasks you perform during your individual CP/I.

Below you find some examples of learning objectives:

- I'm aiming to be 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 to learn 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.

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.

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**.

4.1 30 EC: Research Proposal

Besides the general proposal via AUC Portal, students must submit a research proposal as an appendix to the general 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

It is recommended that the student use the research proposal criteria from the Capstone Guidelines

The proposal will be forwarded by the CP/I coordinator to the relevant Head of Studies, who is 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.

5. 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.

The plan is centered around learning objectives and defines what a learner is expected to know, understand, or be able to do after completing a lesson, course, or educational activity, or in this case 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.

The process of determining and formulating learning objectives

This part describes the necessary steps you must take to be able to provide a meaningful Learning Plan. To ensure that the CP/I experience is embedded in AUC's degree, you must 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). 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 and Planned Activities: 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 e.g., innovation or resilience.

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 must 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.

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 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 context.

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.

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 must 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."

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: Review your learning objectives to ensure they are realistic, measurable, and relevant to your profession. Per learning objective, specify:

- 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 feedback received 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.

We recommend you ask your supervisor for your CP/I project for input and feedback.

5.1 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 sections:

1. 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 must be specified further. It also helps to describe an average workday.

2. 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 and how you will assess your progress.

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

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, e.g., 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 1000-1800 words. Since the learning plan should not exceed the maximum word count, you must also include the word count in your learning plan.

6. Background: Interim Learning Plan Update

This part describes the necessary steps you must 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 must 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 your supervisor and assessor. Look at your objectives, the activities you had planned, the resources and support you identified, and your self-assessment strategies.
 - 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.
 - 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?
 - 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?
 - Seek supervisor feedback on your progress (see Appendix C "Supervisor Evaluation Form") and areas of improvement. Reflect on the feedback given by your supervisor and incorporate it into your interim learning plan.
2. Plan Revision: Based on your reflections and the feedback received, determine if any changes must 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.

6.1 Assessment: Interim Learning Plan Update

The Interim Learning Plan Update is an expanded or revised version of the learning plan, and it is allowed to reuse the text from the Learning Plan. The Interim Learning Plan Update must contain the following sections:

1. *Update Project, Activities and Learning Objectives*

Update on the project, e.g., changes in activities and tasks. The project details and activities must be specified further. Moreover, if needed per learning objective highlight and explain whether revisions are necessary. Please note that using text from prior assessments is not considered self-plagiarism, because this is part of one continuous

assessment.

2. *Reflections on Learning Objectives Progress*

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](#).

3. *Add the Supervisor Evaluation Form (appendix C) as an appendix.*

Please note that passing the Interim Learning Plan Update presupposes including the Supervisor Discussion Guide, otherwise this assignment will be a fail.

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

Word count: 1000-2000 words. Please remember to provide the word count.

6.2 Tools to help you reflect

There are many ways to reflect and many methods available, e.g., 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 encountered. 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 e.g., ChatGPT

Generative AI 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 up with another question. Advice is also appreciated.

7. Final Reflection

In your Final Reflection, your goal is to synthesize your learning experiences and summarize or conclude 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.

The Final Reflection is a **summative expanded or revised version of the Interim Learning Plan Update**, and it is allowed to reuse the text from it. Moreover, the Final report follows the structure and rubric of the Interim Learning Plan Update.

Upload another newly filled out Supervisor Evaluation Form (Appendix C). It is a separate upload and should not be included in the Final Reflection. The signed form needs to be submitted by the student together with the Final Reflection on AUC Portal.

Word count: 1,500 – 3,000 words. Please provide the word count in your 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

CP/I Faculty Supervision Disclaimer (AUC Core Faculty Only): The undersigned acknowledges that AUC core faculty may supervise a maximum of five (5) CP/I projects per academic year.

Appendix B: Grading Rubric 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 - Formulating the identified learning outcomes as learning objectives	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. 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.	Fewer than three or more than five LO are listed. The objectives are too similar or do not cover distinct aspects of the general learning outcomes. 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.
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 accurately reflect the knowledge, skills, or attitudes gained from academic studies.
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		2 out of the 4 rubrics must receive a "Pass"	More than two rubrics received a "Fail"

Appendix C: Supervisor Evaluation Form

This form is used to evaluate a student’s performance during a Community Project or Internship (CP/I), integrating both formative (ongoing/midpoint) and summative (final) feedback. It supports reflection, dialogue, and grading. The completed form must be submitted to AUC Portal by the student.

1. General Information

Student's Name:

Supervisor's Name:

Position/Project Title:

Organization/Department:

2. Evaluation and Feedback

For each category, please provide comments where relevant.

Competency	Pass	Needs Improvement	Not Applicable
Understands and completes tasks			
Asks appropriate questions / seeks clarification			
Communicates effectively (oral and written)			
Works well with others			
Accepts and uses feedback constructively			
Demonstrates flexibility and adaptability			
Shows punctuality and reliability			
Takes initiative			
Shows willingness to learn			
Manages time and meets deadlines			
Demonstrates required skills for tasks			

Produces accurate and careful work			
Self-assessment and reflection are sufficient			
Progress toward learning objectives			

3. Qualitative Feedback

A. Student’s Strengths

What does the student do particularly well?

B. Areas for Improvement

Where could the student improve further?

C. Summary of Progress and Development

Comment on the student’s overall performance, development, and learning.

D. Additional Notes (optional)

4. Overall Evaluation (only for final evaluation)

The student’s performance is:

☐ Pass ☐ Fail

5. Signatures

Date:

Supervisor’s Name and Signature:

Appendix D: Grading Rubrics Interim Learning Plan Update/Final Reflection

(Weight Interim Learning Plan Update: 30% 6EC, 25% for 12EC/30EC; Weight Final Reflection: 35% 6EC, 20% for 12EC/30EC)

Description/Aim

Pass

Fail

Project Update	- Review your previous plan and the feedback received from the assessor. - Provide an update on changed objectives, the activities planned, the resources and support identified, and your self-assessment strategies.	Demonstrates a comprehensive review and update of previous plans, including objectives, activities, resources, support, and self-assessment strategies.	Does not demonstrate a comprehensive or complete review or update of the previous plans.
Reflections	-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 previous 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 previous 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	- 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 assessor.	Does not provide evidence of supervisor feedback or does not incorporate feedback from the assessor.
Overall evaluation		2 out of the 3 rubrics must receive a "Pass"	More than one rubric received a "Fail"

Appendix E: 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 <i>Weight: 10%</i>	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 <i>Weight: 10%</i>	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 <i>Weight: 15%</i>	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 <i>Weight: 15%</i>	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 <i>Weight: 15%</i>	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 <i>Weight: 10%</i>	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 <i>Weight: 10%</i>	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

<i>Weight: 15%</i>	able to manage their work and to keep to agreements and meet deadlines. <i>For empirical research</i>, the data collection/experiments are carried out with effort and the work is organized and documented. In collaborative work, the student was a cooperative and engaged team player.	deadlines, and in general showed a lack of independence and initiative. <i>For empirical research</i>, the data collection/experiments are carried out with little effort or skill and/or they are carelessly documented. In collaborative work, the student did not engage effectively with collaborators.
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”.