

Component C Part 1	Criteria Presentation	Poor (1-3)	insufficient (4-5)	sufficient (6-7)	Good (8)	Excellent (9-10)
C1 Presentation	C 1.1 Communication skills	Student cannot make the right choices in words and phrases. Their use of language is unprofessional and/or does not fit the language of the professional field. Student demonstrates very limited verbal and non-verbal communication skills.	Student has difficulty selecting appropriate words and phrases. Their language use is unprofessional and inappropriate for the professional field. Student demonstrates limited verbal and non-verbal communication skills.	Student expresses thoughts professionally, using relevant vocabulary appropriate to the professional field. The presentation is convincing and the student maintains audience attention through effective use of verbal and non-verbal communication.	Student communicates professionally, demonstrating a wide and relevant vocabulary range appropriate to the professional field. Their communication is engaging and convincing. The presentation is interesting and pleasant to listen to. Student uses both verbal and non-verbal communication effectively.	Student uses sophisticated vocabulary and delivers a charismatic performance that captivates the audience. Student acts highly professionally and demonstrates exceptional command of verbal and non-verbal communication.
	C1.2 Presentation structure and visual aids	The presentation lacks clear structure, with disorganized ideas that are difficult to follow. There is no apparent logical sequence. The visuals are poor quality and contain errors and inconsistencies.	The presentation lacks sufficient structure, with unclear distinctions between elements and poor transitions between ideas. The content is only partially relevant and unfocused. Important aspects of the solution and the student's methodology are missing from the presentation. The visuals are used ineffectively, containing only partially relevant information and/or errors.	The presentation is sufficiently structured with a clear beginning, middle, and end, and includes adequate transitions between ideas. The content is relevant and clearly focused. The presentation covers the most important aspects of the solution and explains how the student arrived at it. Relevant visuals provide balanced information.	The presentation is well structured with a very clear beginning, middle, and end, and smooth transitions between sections. The logical flow enhances understanding. The content is highly focused and relevant. All important elements of the solution and the research approach are included. Well-designed and relevant visuals effectively enhance understanding and support the narrative.	Seamless transitions create a compelling narrative that captivates the audience. The content is highly focused and relevant. All important elements of the solution and the research approach are included. Professional-quality visuals strongly reinforce key messages/text and significantly enhance audience comprehension and engagement.

Component C Part 2	Criteria Defense	Poor (1-3)	insufficient (4-5)	sufficient (6-7)	Good (8)	Excellent (9-10)
C2 Defense	C 2.1 Defense research process, Results and Conclusions	Student cannot answer questions about the relevant parts of the research process, results, or conclusions. Student does not demonstrate ownership of the report's contents and cannot explain research choices. Student fails to connect theory to practice. Student cannot explain how they arrived at the results and how conclusions were made.	Student has difficulty answering questions about the relevant parts of the research process. Student demonstrates only partial ownership of the report's contents and/or has difficulty explaining research choices. Student shows weak connections between theory and practice. Student can only partially explain how they arrived at the results and how conclusions were made.	Student can answer the questions about the relevant parts of the research process, interpretation of results, and conclusions. Student demonstrates full ownership of the research. Student can justify research choices in a basic way. Student can adequately explain how theory was applied in practice. Student can explain how they arrived at the results and how conclusions were made.	Student can answer the questions about all aspects of the research process, results, and conclusions in a systematic, analytical and reflective way. Student demonstrates full ownership of the research and can discuss the report's contents in depth. Student strongly justifies research choices. Student effectively explains how theory was applied in practice. Student can convincingly explain how they arrived at the results and how conclusions were made.	Student can answer the questions about all aspects of the research process, results and conclusions in a very systematic, analytical and reflective way, demonstrating full mastery of the subject matter. Student demonstrates full ownership of the research and can discuss the report's contents in depth. Student provides an exemplary justification of research choices. Student seamlessly integrates theory and practice. Student can convincingly explain how they arrived at the results and how conclusions were made. Student can elaborate on future implications of the results for the company.
		Student is not able to act as a full-fledged conversational partner.	Student has difficulty acting as a full-fledged conversational partner.	Student acts as a full-fledged conversational partner.	Student acts as a full-fledged conversational partner. Furthermore, student shows that they have a helicopter perspective with the ability to connect the results to the context.	See Good plus: student shows that they are able to explain the impact of the results on the future situation of the company.
	C 2.2 Defense Solution	Student is not able to demonstrate that the solution and given recommendations are suitable and beneficial for the company.	Student has difficulty demonstrating that the solution and given recommendations are suitable and beneficial for the company.	Student is able to demonstrate the suitability and benefit of the solution and given recommendations.	Student clearly demonstrates the suitability and benefit of the solution and given recommendations with detailed examples and evidence. Student provides well-reasoned recommendations that are directly relevant to the client's needs and explains how the solution would improve current operations.	Student expertly demonstrates the suitability and benefit of the solution and given recommendations with compelling evidence and detailed analysis. Student provides well-reasoned, client-tailored recommendations, showing deep understanding of the client's context and industry.
		Student is not able to oversee the implications of their recommendations for the company.	Student has difficulty overseeing the implications of their recommendations for the company.	Student is able to give an overview of the implications of their recommendation for the company.	Student is able to give an overview of the implications of their recommendation for all stakeholders of the company (internal and external).	SEE Good plus: The student has a clear vision of how given recommendations will influence the future situation of the company and what the future implications are.
	C 2.3 Relation with Job context	Student is not able to show that he has adequate expertise and knowledge of trends and developments which are relevant to their research. Furthermore, student fails to connect the research to the broader professional context.	Student has difficulty showing that he has adequate expertise and knowledge of trends and developments which are relevant to their research. Student does not connect research to the professional field in a convincing way.	Student demonstrates sufficient knowledge of trends and developments that are relevant for their research. Student generally shows how the research connects to the professional context, though connections could be made clearer.	Student demonstrates detailed knowledge regarding relevant trends and developments. Student is able to link the research to the broad job context and the professional field, discussing how research outcomes align with or challenge current professional practices	See Good plus: Furthermore, the student has a clear vision on future trends and developments which could have impact on research outcomes.
	C 2.4 Critical Thinking	Student cannot critically reflect on the research process, results, or recommendations. Student has difficulties combining findings to come up with a solution to the problem.	Student has difficulty reflecting critically on the research process, results, or recommendations. Student has difficulties combining findings to come up with a solution to the problem.	Student can critically reflect on the research process, results and recommendations. Student effectively combines findings to come up with a solution to the problem.	See sufficient PLUS: Student can explain in detail in how far the results and recommendations are tailored to the strategic context and specific needs of the internship company.	See good PLUS: Student can explain in detail how results and recommendations would translate to a different context (e.g. different industries, different countries and company size).