

Brochure for placement providers ***Faculty of Arts, University of Groningen***

Students studying at the University of Groningen can take a Bachelor's or a Master's degree programme. A Bachelor's degree programme takes three years, and a Master's degree programme takes between one and two years. Students taking a degree programme in the Faculty of Arts must do a placement to earn ECTS credits. They can choose to do this at any point during the Bachelor's or Master's phase of the programme.

They are expected to approach organizations themselves to ask whether a placement is possible. This brochure covers various aspects of placements for the Faculty of Arts in Groningen.

You will find a form for registration of your organisation for advertising vacancies for placements, side jobs, jobs for starters, and voluntary work on <https://www.rug.nl/let/jobservice>. We will publish your vacancy if we consider it to be suitable for Faculty of Arts students and/or students from other faculties in the University.

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1. Placements

1.1 What does a placement involve?

A placement is a course unit that gives students an opportunity to put their theoretical knowledge into practice. Students work on a placement assignment or a series of tasks, which have been agreed and clearly defined with the placement provider in advance.

Placements for the University of Groningen generally last between seven weeks and four-and-a-half months, on a full-time basis, but a part-time placement over a longer period is also an option. The majority of placements start in September or February, but a placement can be started at any time of the year.

Any type of organization can provide a placement: government institutions, non-profit organizations, and commercial companies. They can be based in the Netherlands and abroad.

A placement organization is also known as a 'placement provider'. Both the placement provider and the University supply a placement supervisor for the placement. The placement supervisor working for the placement provider is known as the 'mentor'. This mentor takes part in the interim evaluation of the placement, and they evaluate the placement using a form.

The lecturer awards a mark for the placement, based on the mentor's evaluation and the placement report (see 3.1). The student is given a pre-set number of ECTS credits if the placement is completed satisfactorily. This is why a placement cannot begin without prior approval from the lecturer.

1.2 Why take a placement student from the Faculty of Arts?

The University of Groningen teaches degree programmes in 11 different faculties. Every faculty has its own specialization. The programmes taught in the Faculty of Arts cover the following domains:

- International Relations and Regional Studies
- History and Archaeology
- Language and Culture
- Arts and Culture
- Communication and Media

Many of our programmes are interdisciplinary. A current overview is available on our websites:

<https://www.rug.nl/bachelors/faculty-of-arts>

<https://www.rug.nl/masters/faculty-of-arts>

Although arts students are experts in their own academic fields, they are also widely deployable. Most of them have a command of one or more foreign languages, analytical skills, and the ability to solve problems. In addition, they can quickly collect the information they need, which they can then summarize briefly and concisely. They are socially competent, strong in communication (both verbal and written), and absorb knowledge easily.

A placement also gives employers a better opportunity to get to know a student than a job interview. A lot of placement providers use the placement to decide whether a student would be suitable for a job in their organization. The regular contact between placement provider and the Faculty is an easy way for many placement providers to maintain a steady flow of talent into their organization.

1.3 Goals of a placement

For students, a placement forms a bridge to the job market. They get the chance to look behind the scenes of an organization, gain some practical experience, learn on the job with professionals, and start building a network. As placements are at the end of the degree programme, a student can easily accept the offer of a job if there's a match.

The goals of a placement are threefold:

- To assess whether a student can apply the knowledge they acquired during the programme in practice.
- To acquire practical experience relating to the knowledge and skills learned during their studies.
- To acquaint themselves with a possible future profession and/or field of work.

Naturally, the placement must also have advantages for the placement provider. Students are prepared for this in various types of career workshops.

1.4 Contact with the degree programme

The Faculty of Arts has a central placement coordinator for all degree programmes (page 1). Each degree programme has one or more placement coordinators. They are the contact persons for the mentor, as they are responsible for supervising and ultimately assessing the student from within the University.

The Office for Student Affairs registers all placements. Most questions from employers go through the student, but you may also get in touch with the Office for Student Affairs yourself (stages.let@rug.nl).

Step-by-step plan: Five steps to hiring a placement student

1. Identify the requirements within the organization
 - WHO - Which specific knowledge and skills does the organization need?
 - WHAT - What will the placement student's tasks be? The tasks may include research, working on a project or in a project team, a translation or IT job, tasks relating to communication, editing, education, compiling recommendations, writing policy or other texts.
 - WHEN – What is the best period for your organization?
 - WHERE – What is the best location for the placement? Is online working an option?
 - WHY – Is the placement an assignment in itself, or do the tasks involved allow for a series of placements—possibly overlapping?
2. Writing the text for a vacancy
 - Decide how long the placement will last, when it starts and finishes, the number of days per week and hours per day, and the placement allowance.
 - Describe the organization and the department for the student
 - Describe the placement assignment and tasks.
 - Define the profile of the required student: which knowledge, (language) skills, and other qualities does the potential placement student need?
 - Set a closing date for the vacancy: when do applications need to be in?
 - What are the contact details for possible questions?
 - What are the contact details for applying, which documents should students submit with their application?
3. Recruiting candidates
 - Distribute the vacancy via your own website and social media, and advertise the text on the Job Portal of the Institutes of education. Access to the University of Groningen Job Portal can be asked via the website of the Faculty of Arts: <https://www.rug.nl/let/jobservice>
 - Read the letters of application and schedule interviews.
 - During the interview, explore the requirements set by the institute of education for the placement, and find out about the procedure for approving the placement assignment.
 - Select the most suitable candidate and inform the other candidates that have not been chosen. You can keep the details of one or two other students on record, if they agree.
4. Fix the details of the placement assignment with the student.
 - The student must then ask their lecturer for approval for the tasks you have agreed, before they can start the placement and earn ECTS credits.
 - Schedule more appointments with the student: ask for the details of the supervising lecturer and the placement contract from the institute of education. Estimate how long it will take before the contract is signed and the placement can actually begin.
 - Examples of placement assignments:
5. Sign the placement contract
 - Like many other Dutch universities, the University of Groningen uses the UNL Placement agreement: <https://www.universiteitenvannederland.nl/onderwerpen/onderwijs/gemeenschappelijke-stageovereenkomst-universiteiten>. Additional provisions may be added if required, under 'Special provisions'.
 - The University of Groningen only accepts tripartite contracts.

Things to take into consideration beforehand

- Placement allowance
- Placement grants: a student may ask you to sign a grant form in the case of a placement abroad.
- Placement supervisor: one person acts as mentor. This is the person who signs the placement contract and maintains contact with the supervising lecturer.
- Some students have little work experience and need supervision.
- Towards the end of the placement, the student asks the mentor to compile an evaluation—or fill in an evaluation form—, which will form the basis of the lecturer’s final mark for the placement.
- If required, the placement report can be stored in a confidential archive.
- Holidays
- Online working: If colleagues in the organization regularly work from home, the student may do this too. The student will need explicit instructions about setting up a workstation, the technology, and also the tools for working together. We ask students to estimate the number of hours they will be working from home for the purposes of their placement plan.
- Onboarding: as well as being introduced to the mentor and team at the placement location, the student must also be introduced to the support departments.
- Dress code: does the company have a dress code and if so, has the placement student been informed?

Photos for every step:

1. Step 1 003
2. Step 2 027
3. Step 3 040
4. Step 4 046
5. Step 5 050

2 Formalities

2.1 Placement contract

Before the placement begins, the student must submit a placement plan to their lecturer. Once the placement has been approved for ECTS credits, agreements are set out in a placement contract. The University of Groningen has been using the [UNL Placement Contract](#) since 2023.

The student completes the contract and makes sure that it is signed by the lecturer and the mentor at the placement organization. The fully signed contract is then sent to the Office for Student Affairs.

Some organizations have their own placement contract. This can sometimes be used instead of the faculty contract, if it is a tripartite contract without penalty clauses. The student must ask the Office for Student Affairs for approval before signing an external contract. The University does not accept two-party contracts for placements.

2.2 Duration

Most placements last three months. The minimum duration for a placement is seven weeks, and the maximum is five months.

Placements can be full-time or part-time. We advise students doing part-time placements to spend at least three days a week on their placement. This is to make sure that they feel 'part of the organization'.

Placements generally begin in September or February, but students can start a placement at any time during the year.

2.3 Leave

Placement students are entitled to time off, just like regular employees. In principle, they should be allocated the same amount and type of leave as the rest of the organization. Requests for extra time off can only be granted by the mentor after consulting lecturer. You can read the general rules on leave in the appendices to the UNL contract (see 2.1).

2.4 Allowance

The majority of placements are paid, with the average allowance standing at €470 per month. Students are sometimes given a travel allowance, as well as (or instead of) a placement allowance. This may be to compensate for travel expenses (if they don't have a travel card), for the cost of a conference or course, or for housing costs (if a student has to move for the placement).

Students doing a placement abroad can apply to the University for an additional placement grant.

2.5 Insurance

Students are responsible for arranging the required insurance.

The Faculty urges placement students to take out their own statutory liability insurance. The collective liability insurance of the University of Groningen covers the student with regard to the placement provider when performing placement activities.

If the placement is abroad, placement students can make use of the collective travel insurance of the University of Groningen, free of charge.

In certain cases and after consultation, placement students may be covered by the placement provider's insurance.

2.6 Safety

If a placement takes place in an unsafe area, the student and the Office for Student Affairs will check the travel advice for that country on www.nederlandwereldwijd.nl (Ministry of Foreign Affairs). If the travel advice is classified 'negative' (classifications starting from: you are advised against non-essential travel to certain areas), the degree programme may advise the student not to travel.

In such cases, the University's collective insurance will become invalid and any placement grant will be cancelled. If the travel advice is changed from positive to negative *during* the placement, the University will ask the student to return home, in line with instructions of the local Dutch Embassy or Consulate. It may then be possible to complete the placement remotely.

Information about the duty of confidentiality is available in the UNL placement contract (see 2.1).

2.7 Unforeseen circumstances

A situation may arise that impedes or prevents the progress of the placement. Depending on the duration of the delay or interruption, a mutually acceptable solution must be found. Examples include:

- the intention to prolong the placement
- modifying the placement assignment
- providing an extra placement assignment

The placement provider is free to reach an agreement about this with the placement student, but the supervising lecturer must give their approval. If problems of any kind arise during the placement, the mentor should contact the supervising lecturer and/or the Faculty Placement Coordinator (tel. +31 (0)50 363 5844/363 6050).

2.8 Placement workplace

The student will need their own workplace in order to take part in the organization's work process. If the placement is taking place online (or partly online), it is important that the placement provider teaches the student about the platforms they need to use and explains the etiquette within the organization. The student should include the rota for online working days in their placement plan.

3 Assignment, ECTS credits, and supervision

3.1 ECTS credits and assessment

Placements in the Faculty of Arts are always linked to ECTS credits. The supervising lecturer will give approval for the credits based on the placement plan compiled by the student. The plan must include the agreements made with the placement provider about the planning, assignment, and supervision.

A satisfactory Bachelor's placement is usually worth 15 ECTS credits, and a satisfactory Master's placement is worth 10 ECTS Credits. Research Master's students can do a placement that earns them a maximum of 30 ECTS credits. One ECTS credit is the equivalent of 28 hours. The lecturer assesses the placement on the basis of the placement report written by the student, and the mentor's evaluation. The mentor provides an interim and a final evaluation.

3.2 Placement supervision and assessment

A placement student has two supervisors: a lecturer from the degree programme and a mentor at the placement organization. The mentor works closely with the student and plays an important role by showing them the ropes and giving regular feedback. The supervising lecturer stays involved in the background.

Both supervisors must sign the placement contract and are involved in the evaluation process. The lecturer is responsible for the final assessment, i.e. the mark, but the evaluation given by the mentor at the placement organization plays a major role.

The following components are taken into account when evaluating a student's performance:

- Interim evaluation; evaluation scheduled and arranged on the student's initiative. The placement provider can also contact the lecturer for this evaluation. The student is always involved.
- Final evaluation; evaluation scheduled and arranged on the student's initiative. The placement provider can also contact the lecturer for this evaluation. The student is always involved.
- Placement report; report written by the student providing accountability to the placement provider and the lecturer. The report is intended as a critical reflection of the student's own performance. After having been checked by the placement provider and the lecturer, the placement report is filed by the Office for Student Affairs, where it can be read by staff and students. If the placement provider objects to this, a confidentiality clause can be included in the contract under 'Special provisions'.
- Assessment report; the mentor writes this report (or form) at the request of the lecturer.

The appendix provides questionnaires for the evaluations and the assessment report. You will also find a sample evaluation form.

3.3 Placement assignment

A concrete placement assignment needs to be formulated in order to guarantee a meaningful placement. You can make a suggestion yourself. The student and lecturer can add their ideas.

3.3.1 Criteria for a placement assignment

The criteria for a placement assignment are:

- The subject of the assignment must be linked to the degree programme;
- The tasks assigned to the student must be of an academic nature: the student must be given the opportunity to work at a level that corresponds with the level of the degree programme. It must

be possible to 'test' their creativity and intelligence at the Bachelor's or Master's level respectively;

- The student must be allowed to put into practice the knowledge, understanding and skills acquired in the degree programme in the shape of a completed task, which gives the student the opportunity to work independently, provide own input, and take responsibility. Students are not allowed to perform exclusively supportive secretarial/administrative duties;
- The placement assignment must be challenging. In other words:
 - The placement provides enough scope for the student to work independently and offer their own input;
 - Students must be able to use their analytical and problem-solving skills;
 - They must be asked to use their skills in searching for, finding, and processing information;
 - Students must use their communication skills, both written and verbal.

3.3.2 Examples of placement assignments

History and Archaeology domain

Assignment during a Bachelor's in Archaeology placement, in the Hunebed Centre in Borger:

- develop new educational programmes for the excavation site (Drentse Cultuur Academie)
- carry out a qualitative and quantitative study of visitor experience (shadowing and survey)
- make an inventory of, and qualify, the internal training plan at the Nederlandse Archeologenvereniging (AWN) (carry out a qualitative and quantitative study of visitor experience in the Hunebed Centre)
- collect visual material for the Borger-Odoorn collection, make an inventory, and describe the objects.

Arts and Culture domain

Assignment during a Master's in Theatre, Culture and Media placement, in the theatre in Málaga:

- sort various archives and items that the theatre has collected over the years
- write the script for, and provide, guided tours of the theatre
- revise the website
- assist the marketing department with the seasonal calendar
- conduct research for the most important upcoming opera in association with artistic director.

International Relations and Regional Studies domain

Assignment during a Master's in International Security placement, at Traineland in Berlin:

- research: for example, analyse or evaluate the consequences of economic sanctions against Iran's foreign policy
- write a proposal for universal arms control policy for the US, arguing the case for stringent background checks, uniform federal standards, and proactive interventions in the community.

Communication and media domain

Assignment during a Bachelor's in Media and Culture placement,

member of the news editorial team at the Local Broadcasting Organization OOG:

- reporting and on-the-road interviews with passers-by or people connected with a subject in order to gather as much information as possible to relay to viewers
- put forward ideas for news items and compile own items.

Languages and Cultures domain

Assignment during a Master's in Writing, Editing and Mediating placement, in the manuscript department of Boekscout publishers:

- scan manuscripts, assess and contact authors

during the scans, learn to write a short summary and identify any striking features.

A placement only becomes definite when the lecturer has approved the assignment via the placement plan compiled by the student.

Appendices

1 Tips for mentors

1. Prepare the placement

Before the placement student arrives, we recommend that you and the team think carefully about the tasks you want the student to perform and your expectations regarding their output.

The student has devised a placement plan based on a rough description of the assignment in order to gain approval from their lecturer. We also advise the placement supervisor ('mentor') to draw up a more specific description of their tasks (after consulting the team) and develop a clearly structured work plan. The more clearly the student understands the tasks and phases of execution, the better their output will be.

In addition, a detailed work plan ensures that:

- the placement student gains valuable work experience;
- the department makes optimum use of the time put in by the student;
- the placement student has a guideline for the placement;
- a clear set of standards is agreed in advance, for the evaluation of performance.

2. Make sure that the tasks serve a purpose

A university placement assignment will only be approved if it involves tasks that must be performed independently. Think of one or more worthwhile projects that the placement student can take on, even if they are part of a larger project. The tasks must be useful to the placement organization, but the student will feel even more motivated if they are assigned tasks that suit their career goals or strengths. The mentor can also ask the student during the placement if they want to gain more experience in a certain direction, and find appropriate tasks.

3. Make the placement student feel welcome

Interviews with students immediately after their placement show that they performed much better if they were given a good orientation period. Clear the student's agenda for a few hours during the first few days so that they make the most of onboarding and platform instructions. Read through the work plan you compiled together to discuss the assignments, goals, and methods for carrying out the tasks. Make sure that this is a two-sided conversation and encourage the placement student to give feedback and ask questions. Start with:

- an overview of the organization, including the support system, and the department,
- a guided tour of the office, and
- an introduction to the colleagues.

Consider taking the placement student to lunch or for coffee — this is a good way of getting to know the student and their career goals, and it will put them at ease before the real work starts.

4. Plan regular 'check-ins'

A placement student can easily feel 'forgotten'. As a mentor, it's a good idea to 'check in' with your student every day. This checking in could involve:

General intro (5 min.)

- Informal: chat about things outside work

Work progress (15-20 min.)

- Reflection: choose a question
- What went well this week?
- What did you find challenging this week?
- Which new skills or knowledge do you want to acquire before the end of the placement?

Tasks (last week)

- Which tasks have you worked on this past week?

Tasks (coming week)

- What are your tasks, products, and expectations for next week?

Communication (5-10 min.)

- Timing of communication (are we managing to get hold of each other at times when we're both available?)
- Communication response time (do we respond to each other in time, and are our expectations realistic?)
- Communication frequency (should we communicate more, or more frequently?)
- Communication methods (email, telephone, video calls, other)

Wellbeing

- Does the student feel at home?
- Are there any signs of stress? Would the student benefit from a placement buddy?
- How is the work-life balance?

Technology (0-5 min.)

- Computer
- Internet
- Software and security requirements
- Home workstation
- Technical skill of the placement student

You should also schedule a weekly meeting (or as close to this as possible), to:

- inform the student about upcoming projects and
- make sure that they are on the right track for ongoing projects.

5. Don't assume prior knowledge

A placement is often the first time that a student has worked anywhere that is linked to their degree programme. Things that may seem obvious to colleagues (writing formal emails, scheduling appointments) may not be quite so obvious to the placement student. Students are sometimes worried about asking questions. Once a project has been discussed, the mentor should ask whether the student has any questions.

6. Be a mentor

Your job as a mentor is to be someone who the placement student can learn from:

- Let them know that you're always there to answer questions
- Take time to answer their questions
- Teach the placement students the things that you wish someone had taught you in that phase of your life
- Think about aspects of the workplace or job that you consider to be obvious — attending a quarterly meeting, attending a client presentation, perhaps even updating the website — which could be a learning experience for the student.

Offering formal and informal development opportunities is part of helping someone to learn, and therefore part of your job as a mentor. Making sure that placement students have a great time during their placement is crucial to their career. Working with placement students is also an opportunity for mentors to:

- Develop their management skills
- Add to their own CV
- Discover what type of manager they want to be.

2 Questionnaire for the interim and final evaluation

Please note: these questions are a suggestion. Some may be left out and other questions can be added.

For the placement provider:

- How has the placement been until now? - What's going well? - Have there been any problems (planning, for example)?
- How could these problems be solved so that the placement can be finished successfully?
- Has the student gained enough insight into the organization and department?
- Are the student's knowledge and skills sufficiently suited to their tasks?
- Does the mentor have any further wishes regarding the rest of the placement, and are they feasible within the given time?
- What are the agreements about further supervision?
- What are the agreements about the content, lay-out, and submission date of the placement report and any other results?

For the student:

- Is the supervision appropriate?
- Is the placement as you expected: are you being sufficiently challenged?
- Are there any additional tasks/projects that you would like to work on?

Questions for the final evaluation

- Which tasks did the student perform in the second part of the placement?
- Which knowledge or skills did they need to do this?
- Did you/they manage to modify the planning or placement assignment, as discussed during the interim evaluation?
- Which qualities does the placement student have for this field of work, and where is there room for improvement?
- Which other agreements have been made about completing and evaluating the placement?

3 Model evaluation form

Faculty of Arts, Postbus 716, 9700 AS Groningen / www.rug.nl/let/stagevacatureaanbieden / tel. +31 (0)50 363 5844 / stages.let@rug.nl / Evaluation form for placement providers

Name of placement provider:

Name of department:

Base:

Name of placement student:

Placement period:

Description of the work

Which tasks will the placement student be performing? (This refers to the main tasks in the placement contract and any other additional tasks)

.....
.....
.....
.....

2. To what extent has the organization benefited from the activities performed by the placement student and can you put the results to use?

- not at all
- slightly
- sufficiently
- to a high degree

Evaluation of the tasks

3. How would you rate the substantive quality of the reports, documents, advice, translations, etc. made during the placement?

- unsatisfactory
- satisfactory
- good
- very good

4. How would you rate the placement student's writing skills?

- unsatisfactory
- satisfactory
- good
- very good

5. How would you rate the placement student's verbal skills?

- unsatisfactory
- satisfactory
- good
- very good

6. How would you rate the accuracy and thoroughness of their work?

- unsatisfactory
- satisfactory
- good

very good

7. How would you rate the speed at which the work was carried out?

unsatisfactory

satisfactory

good

very good

8. How would you rate the placement student's organizational skills?

unsatisfactory

satisfactory

good

very good

9. How good was the quality of work provided?

unsatisfactory

satisfactory

good

very good

Evaluation of the placement student's performance

10. To what extent was the placement student able to work independently?

not at all

sufficiently

quite well

to a high degree

11. How interested was the placement student in their own work?

not at all

sufficiently

fairly interested

very interested

12. How interested was the placement student in other organizational activities?

not at all

sufficiently

fairly interested

very interested

13. How was the interaction between the mentor and the student?

bad

passable

good

excellent

14. How was the collaboration with other employees in the department?

bad

passable

- good
- excellent

15. How would you rate the placement student's level of knowledge?

- low
- sufficient
- good
- excellent

16. How did the placement student's attitude fit in with the atmosphere in your organization?

- not at all
- sufficiently
- quite well
- very well

Other questions

17. Did you have any problems supervising the placement student?

- yes, with regard to
- no

18. Would you consider offering a placement to another student from the Faculty of Arts in the future?

- yes, because
- no, because

19. Would you appreciate a meeting with the supervising lecturer or placement coordinator in respect of this or a future placement?

- yes
- no

20. Do you have any further questions/comments?

4 Frequently Asked Questions

How long does a placement take?

Between three and five months

How much is a placement allowance?

Between €400 and €600

When do students do a placement?

Placements usually begin in September or February, but they can start at any time in the year.

What are the benefits?

- A placement gives employers a better opportunity to get to know a student than a job interview. A lot of placement providers use the placement to decide whether a student would be suitable for a job in their organization. The regular contact between placement provider and the Faculty is an easy way for many placement providers to maintain a steady flow of talent into their organization.
- For students, a placement forms a bridge to the job market. They get the chance to look behind the scenes of an organization, gain some practical experience, learn on the job with professionals, and start building a network. As placements are at the end of the degree programme, a student can easily accept the offer of a job if there's a match.

How are students insured?

Students are responsible for arranging the required insurance. In certain cases, placement students may be covered by the placement provider's insurance. The Faculty urges placement students to take out their own statutory liability insurance. The collective liability insurance of the University of Groningen covers the student with regard to the placement provider when performing placement activities. If the placement is abroad, placement students can make use of the collective travel insurance of the University of Groningen, free of charge.

How can I send in a vacancy?

By sending an email to stages.let@rug.nl or by completing the placement form on the website.

What makes a vacancy attractive?

A vacancy becomes more attractive if you can agree the duration, starting time, allowance, and assignment together with the student.

What are the rules concerning confidentiality?

Please refer to the UNL Contract, paragraph 10

<https://www.rug.nl/careerservices/werkgevers/unlstageovereenkomst>