

IMBRSea Remote Professional Practice

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1. Introduction and background

The Professional Practice is one of the most important joint training components of the IMBRSea MSc programme. Due to the current COVID-19 pandemic, mobility between countries in Europe has been strongly affected as has the access to laboratories and research centers. In this situation, the IMRSea programme decided to establish an ad-hoc working group to identify possible alternative remote professional practices (RPP). The RPP can be done by students whose supervisors cannot find distance and working-home options themselves. In those cases, the professional practices will be replaced by an alternative remote professional practice (RPP).

The goals of a RPP will be very similar to a regular PP with the difference that the work will be carried out in an online and collaborative manner.

Note that the original description of a PP is formulated as follows:

“The main objective of the IMBRSea Professional Practice is for the student to become familiar with different work functions and roles expected for a particular profession. The Professional Practice should allow the student to understand how knowledge acquired through formal learning may be applied to solving problems in real-world situations. Over the Professional Practice the student will be immersed in the working environment and will get acquainted with real-life job world.“

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In the current situation the work environment and work functions of a marine biology professional have slightly altered but the majority of tasks are still happening and still can be carried out in a remote setting. Examples include: meetings, project writing, data analysis, teaching, ... Practical field and lab work however are largely impacted. The ad-hoc working group on RPP has therefore decided to design RPP projects that will be able to replace the originally selected PP for those students that are in a situation where the original PP can no longer be executed.

A RPP will be a project where a team of students will work in a remote setting with remote guidance of at least one marine professional. A project will be designed as such that it is still a realistic reflection of how a professional real-world working situation for a marine scientist could look like. For students taking part in a RPP the evaluation frameworks will remain equal to the original PP - students will have to define personal objectives, will have to provide weekly proof of the activities they have been working on, and follow all the activities on the online portfolio. This will guarantee that the learning objectives of this course remain as close as possible to the original setting.

In order to keep the whole student community updated on what is happening within different RPP's a set of additional communication goals will be installed:

- Google Drive folder will be created for each topic with access by the students attending that topic. There students can exchange documents and work on files together.
- Supervisors will decide on the best channels of communication (email, slack, skype etc.)
- On a weekly basis every team will at least post one public communication in a dedicated folder in the shared google drive about what they are doing - this post will be shared on relevant communication channels by the IMBRSea Coordination Office.

2. Practical procedures

Step 1: A catalogue of remote professional practice topics will be designed. Each partner University should at least present one topic, clearly indicating the goals of the work, the supervisor, and specific additional requirements. Ideally the size of the teams should be more or less equal for all topics with an ideal of 5 people per topic. We need to be able to accommodate all 92 students from the 2019 cohort, if needed so.

Step 2: The approved catalogue is presented to the students and teams are formed using a similar method as for the original PP. Students indicate their top 2 wanted topics. Based on the motivations, teams will be decided by the RPP coordination team.

Step 3: The RPP starts in collaboration with the supervisor as soon as the team is ready.

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Step 4: Overall follow-up happens through the MATIX platform for all personal elements of the RPP. For team related deliverables and for co-working a dedicated team-drive will be created and coupled to the IMBRSea accounts. The weekly or recurring tasks will be divided in both team and personal tasks. Total duration of the RPP should be at least 6 weeks after the start.

The online reflective portfolio will include the following elements:

- Week 1:
 - Portfolio task 1: Upload a personal and a team report reflecting the decisions taken during the initial meeting.
 - Submit a **short personal report of the initial meeting** and make an extensive list of all the objectives you wish to achieve. Also upload a team report of the initial meeting in the team drive (see further). Team objectives should be uploaded to the portfolio team drive. Personal objectives can be added in the MATIX personal space. Be as detailed as possible and allocate each of your personal objectives to the overall Professional Practice end competences. Ensure that for each end competence at least one specific objective is specified. Learning objectives should be specific, challenging, proximal and meaningful. They should help you to identify learning opportunities. (extra reading: Setting Goals: Who, Why, How?" by Turkay, 2014). Add a personal reflection on this first meeting and on the objectives you wish to achieve.
Important: This task will be reviewed by the academic supervisor and feedback on the set personal objectives will be provided.
 - Team task 1: Submit a team report uploaded to the Team Drive include at least the following elements:
 - Date / Time / platform used
 - People present
 - Work plan
 - Who has what tasks and responsibilities
 - Reflection on the potential benefits and challenges of the upcoming group work: identify the 3 biggest possible issues & how are you going to address them when they come up
- Week 2: Portfolio task 2 from the normal PP - describe your institute - is cancelled!
- Week 1 - 6:
 - Portfolio task 3: Every week, upload 2 pictures that illustrate an activity in which you were involved and explain the context in which this picture was taken. You should not always be visible in the picture. Screen captures are also allowed. If possible, link the pictures to one of your personal objectives from task 1.



- Portfolio task 4: Every week, comment on at least one skill you acquired or worked on during the past weeks and upload proof that shows this. Proof can be of any form: a report, a movie, an interview, ... Link these skills to the original defined objectives of your Professional Practice. Check the following link with some tips to identify your skills <http://www.sciencemag.org/careers/2012/09/so-you-think-you-have-skills>
- Team task 2: Upload reports from every ‘formal’ progress meeting to the “Meetings” folder in your team drive. Note that these should be the meetings in which your RPP supervisor should also be involved.
- Team task 3: Upload at least once a week a short media release on the activities you are doing. Upload them in the folder “communication”. A media release should include text, pictures, movies and also an indication which text should be used for which channel (Facebook / Twitter / Instagram / Website). Communication will be posted by the IMBSea Coordination.
- Week 2-3:
 - Portfolio task 5: Follow-up questionnaire (adapted for RPP) from the IMBRSea coordination office: At the end of week 2, an online questionnaire will be available in Matix. In this questionnaire a list of questions that relate to the flow of the professional practice will be asked. You can indicate in the questionnaire if you would like to have a meeting with the coordinators to discuss your answers and/or have a moment to ask questions, share concerns about your professional practice.
- From week 3 onwards:
 - Portfolio task 6: Peer review by a fellow student. Every student will be assigned to another student who will act as a peer that will evaluate how the Professional Practice is going. Via a virtual meeting, students will discuss the flow of the Professional Practice. To guide these peer assessments, the interviewing student will have to devise a set of questions based on the five end competences of the Professional Practice (see Annex 1). The aim is that for each question the answer (as an outcome of the interview) is provided as well as a critical reflection by the interviewer. Both the answers and the reflections will be provided to the interviewed student and to the academic supervisor.
- Week 3-4: A mid-term meeting should be organized between the student and the mentor. During the meeting the progress of the Professional Practice is discussed. This will involve asking for feedback from the mentor (after you have reflected on it yourself first) on how you are doing with your personal objectives. The original list of objectives is evaluated and adapted where needed.
 - Portfolio task 7: a report of the meeting is uploaded. The mentor will be asked to confirm that this meeting happened. The report should include reflection by the student and feedback from the supervisor on the personal objectives.
- End of Week 6:



- Portfolio task 8: Final meeting between the Professional Practice mentor and the student. At the end of the Professional Practice a final closing meeting should happen between the student and the mentor. The mentor and student submit an agreed report which shows the outcome of this final meeting.

Step 5: Every student writes upon ending the RPP a personal reflective report about the work carried out. Presentation of results will happen through an online exhibition (first week of July).

Important notes:

1. RPP supervisors should at a very regular basis meet with the team. At least once a week, a report showing the progress but also indicating the potential challenges and difficulties should be provided by the RPP supervisor. This report (short and to the point) should provide additional input about the functioning of the teams during the final evaluation and grading.
2. RPP should in terms of workload be comparable to a normal PP corresponding to 240 hours per team member. Timesheet reporting will be difficult, however if needed online collaborative tools like microsoft teams, slack, ... could be promoted.
3. A RPP is designed as team work, however every student should have personal tasks and responsibilities, have personal objectives and be able to report clearly in a personal manner about the work.



3. Timelines

- Circulate the RPP concept document to the IMBRSea consortium partners by: 18 March 2020
- IMBRSea Board meeting to present and approve the RPP: 23 March 2020
- Presentation of the RPP concept and topic to students: 25 March (Webinar)
- Selection of topic by students by: 15 April 2020
- Selection of students and groups formation by: 17 April 2020
- Students can start the RPP as of Monday 20 April 2020. By May 4th all students following the RPP should be able to start, have a topic and a supervisor/“coach”
- Students submit their personal portfolio and report by 26 June 2020.
- Presentation of results will happen through an online exhibition (first week of July 2020).



ANNEX 1 Remote Professional Practice Topics

1. Online Conference (RPP01)

Description: Even before the current Covid-19 crisis, there has been an increasing trend towards organizing virtual conferences especially with the aim of lowering the academic carbon footprint. However, these nearly carbon neutral (NCN) conferences can also help to make academia more inclusive and accessible by for example increasing opportunities for participation of researchers from the global South. The goal of this RPP is to organize and host a virtual conference on a topic related to marine sciences. Students will be involved in the academic as well as the technical and organisational aspects of this conference. On the academic side, this will include approaching selected speakers and choosing relevant session topics. The technical aspects mean for example selecting an appropriate hosting platform and communication channels. From an organisational point of view, students will have to design relevant promotion materials as well as schedule the timing of the presentation of the materials and relevant interactive activities to engage the participants.

Supervisor: - Micheline De Mey (Universiteit Gent): micheline.demey@ugent.be and Julia Jung (second year IMBRSea student): julia.jung@imbrsea.eu

Team size: 2-4 students

Start date: 20 April 2020

Remark: This RPP could also be multiplied with a few virtual conferences organised around specific topics based on the level of interest and capacity of the supervisory team

2. Writing a strategic partnership (or H2020) project (RPP02)

Description: No matter if you are going for a PhD, a work in academia, NGO, industry or government, you will probably need project management skills. Learning how to write grant proposals, manage projects and deal with different co-workers are certainly must traits for future marine scientists. Young scientists should submit as many fellowship and grant proposals as their career level allows, even if the chances seem low. More than anything, the aim here is to get familiar with grant writing—and start learning the art of preparing a budget that not only wins you the grant, but also allows you to perform the work you promised without major obstacles. In this professional practice students will write their own project in small groups of 4-5 people with the help of a supervisor.

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Supervision: Tim Deprez (Ghent University): tim.deprez@ugent.be

Team size: max 4-5 people

Start date: 20 April 2020

3. IMBRSea Citizen Science (RPP03)

Description: In recent years, citizen science has increasingly gained recognition for its power to improve outreach and engagement as well as the processing of high volumes of scientific data. For online citizen science projects, multiple platforms are available that aid researchers in building and conducting such projects, like <https://www.zooniverse.org/>, <https://scistarter.org/> or <https://www.zentrumfuercitizenscience.at/>. The goal of this RPP is to devise and set-up a citizen science project working with one of the IMBRSea partner universities. The students will first gain an overview of the key principles for setting up citizen science projects and then identify possible projects from the partner universities. Students will then design the online project paying particular attention to means of building engagement with the citizen scientists as well as setting up a potential timeline for publication and further processing of the results obtained through the platform.

Supervision: Luiza Beirão Campos (UGent) - luiza.beiraocampos@ugent.be

Team: 2- 5 students

Start date: 20 April 2020

4. Mapping of the blue economy sector (RPP04)

Description: The 'blue' economy represents roughly 5.4 million jobs and generates a gross added value of almost €500 billion a year. In this RPP students will create a database of the blue economy sector, from coastal tourism, fisheries, aquaculture, and maritime transport, to ocean energy, marine biotechnology, and mineral resources. Which companies, organisations, universities,... are present in the EU providing blue jobs? Which skills are required in the blue economy sector? Via research and surveys, students will create a blue economy database which will be implemented on the IMBRSea website. Besides the database of the blue economy sector it is important to make the job opportunities attractive for young people. How can you promote blue jobs to young people (social media campaign?).

Supervisor: Marleen Roelofs (UGent): marleen.roelofs@ugent.be

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Team size: max 4-5 students

Start date: 20 April 2020

Remark: Possible implementation of the database on the IMBRSea website or Marinetraining website.

5. Develop a blog series for marine biology related posts (broader than IMBRSea Blogspot) (RPP05)

Description: The goal is to create a reusable informative and engaging resource that could remain in use by IMBRSea students going forward - students outside of the immediate student group could be asked to contribute as could the original professional practice supervisors

Supervisor: Ian O'Connor GMIT (ian.oconnor@gmit.ie) (Katie O'Dwyer can assist)

Team size: 4-5 students

Start date: 20 April 2020

Additional requirements: Freely available websites include: Weekly, Wix, GoogleSites

Examples

<https://imbrsea.blogspot.com>

<https://oceanbites.org>

https://www.sciencedaily.com/news/plants_animals/marine_biology/

<https://dynamicceology.wordpress.com/?s=ecology>

<https://thesiswhisperer.com>

6. Develop a podcast series for marine biology related topics (RPP06)

Description: The goal is to create a reusable informative and engaging resource that could remain in use by IMBRSea students going forward - students outside of the immediate student group could be asked to contribute as could the original professional practice supervisors

Supervisor: Ian O'Connor (GMIT): ian.oconnor@gmit.ie (Katie O'Dwyer can assist)

Team size: 4-5 students

Start date: 20 April 2020



Additional requirements: Freely available websites include: Weekly, Wix, GoogleSites

Examples:

<https://oceanservice.noaa.gov/podcast/>

<https://player.fm/series/science-and-the-sea-podcast>

<https://player.fm/series/people-behind-the-science-podcast-stories-from-scientists-about-science-life-research-and-science-careers>

<https://player.fm/series/two-sea-fans-mote-marine-laboratory-podcast>

7. IMBRSea responses to the UN SDG's (RPP07)

Description: The goal is to respond to the 17 UN SDG's (or a subset spread over more than one student team) with an IMBRSea response as to how the IMBRSea programme is addressing/working within each goal.

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Supervisor: Ian O'Connor (GMIT): ian.oconnor@gmit.ie (Katie O'Dwyer can assist)

Team size: 4-5 students

Start date: 20 April 2020

8. Marine science funding to address the UN SDG's (RPP08)

Description: The goal is to outline marine research projects that they would fund under each of the 17 UN SDG's with well justified reasons as to why those projects should be funded

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Supervisor: Ian O'Connor (GMIT): ian.oconnor@gmit.ie (Katie O'Dwyer can assist)

Team size: 4-5 students

Start date: 20 April 2020

9. Assessment/review of mobile applications (phone Apps) to assist field work activities for marine biologists (RPP9)

Description: The goal is to carry out a review of mobile applications (either Android and/or iOS) that can be used to assist with preparation and execution of field-work for marine biologists. This includes (but is not limited to) risk assessment forms, check-lists for equipment/materials and real time data collection (e.g. location details, GPS, input of variables, storage, connectivity, exporting formats etc.). The review should not be exhaustive,



but focus on testing and reviewing a number of selected apps, describing general pros and cons as well as suitability to marine biology applications. Such resource should be compiled in a final single document/manual/online portal that will be informative and usable by IMBRSea students going forward - students outside of the immediate student group could be asked to contribute as could the original professional practice supervisors

Supervisor: Luca Mirimin GMIT: Luca.Mirimin@gmit.ie (Ian O'Connor can assist)

Team size: 4-5 students

Start date: 20 April 2020

Additional requirements:

Freely available apps and (obviously) mobile phones/tablets

Examples: <http://brunalab.org/apps/>

10. The ocean crew: understanding our connection with the ocean (RPP10)

Description: Many professionals working in a marine environment do have a non-marine background. In many emerging blue economies, there is a need for well-skilled people that also have a good understanding of the ocean. Until now no online curriculum exists that can be taken by marine professionals. The goal of this RPP is to design and work out an online curriculum in which the trainees receive good and profound knowledge on the ocean's influence in their lives as well as their influence in the ocean. As a basic guideline the Ocean Literacy principles will be followed. The online course should potentially lead to certification in a later stage. Students engaging in this course will fully design the course (at different levels) and will implement it within a Moodle platform.

Supervisor: Evelyn Paredes Coral (UGent): evelyn.paredescoral@ugent.be and Tim Deprez (UGent): tim.deprez@ugent.be

Team size: 4 students

Start date: 20 April 2020

Additional requirements: This RPP could be divided in two sub-RPP's where each team focuses on a specific set of Ocean Literacy principles

11. Assessing and monitoring cumulative impacts of climate change and anthropogenic impacts on vulnerable deep-ocean ecosystems (RPP11)



Description: The project aims at developing a scientific expert report and proposal to implement ecosystem monitoring to be shared with MPA managers and other stakeholders. The general theme is the rising pressures on ecosystems identified as functional or biodiversity hotspots on the ocean floor, such as hydrothermal fields, submarine canyons or seamounts. Focusing on a specific marine area (to be selected by the group), the project will address knowledge needs and identify possible monitoring/observing methods. The proposal will describe the potential factors of vulnerability and define an interdisciplinary strategy to monitor changes and help anticipating risks.

Supervisor: Nadine Le Bris (Sorbonne University): nadine.le_bris@upmc.fr

Team size: 6 students

Start date: 20 April 2020

Additional requirements: 4 or 5 students are also fine

12. Critical review assessment of the Refugia Capacity of Marine ecosystems in a Changing Climate (RPP12)

Description: To meet the aim of adaptation through enhancing adaptive capacity and resilience of marine ecosystems, it has been widely recognized the identification and protection of Marine Refugia as an important tool in conservation planning to face climate change impacts in marine ecosystems. Morelli et al., 2016, define refugia as “areas relatively buffered from contemporary climate change over time that enable persistence of valued physical, ecological and socio-cultural resources”. However, the literature that identifies Marine Refugia is very heterogeneous and the concept itself has been misused during decades. Therefore, it seems necessary to better understand how many potential marine refugia are already identified and quantify the capacity of these Refugia to maintain marine biodiversity. This project will consist of doing a systematic review and a meta-analysis of the literature of already identified potential Marine Refugia. The results from this project will contribute to the master thesis of a second-year student working in this subject.

Supervisor: Lars Stemmann (Sorbonne University): stemmann@obs-vlfr.fr

Team size: 4 students

Start date: 6 April 2020

Additional requirements: 5 and 6 students may also be possible

13. Using media/social media to evaluate/assess non-sustainable fishing practices, with particular emphasis on purse seining of spawning aggregations of non-pelagic species (RPP13)

Description: Purse seining normally targets pelagic species. However, in many parts of the world, including the Mediterranean and north-west Atlantic, purse seiners opportunistically target spawning aggregations of highly valuable and vulnerable species such as sea bass

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(Dicentrarchus labrax), sea breams (Sparidae), and meagre (Argyrosomus regius). While there are no official statistics that allow the evaluation of the extent and impact of this activity, information can be obtained from media (social media, local newspapers, etc.). For example, videos of large purse seine catches of the above species can be found on youtube, facebook, etc.. The goals/tasks of this RPP include: 1) searching different media for information on this activity in as many countries as possible (Spain, Portugal, France, Italy, Greece, Turkey, etc.), 2) contacting and interviewing (design and implementation of questionnaire survey) of purse seine associations and skippers 3) review EU and national regulations/legislation regarding this activity (e.g. in some countries it is not legal to purse seine non-pelagics), 4) evaluate the extent of this activity based on the media/social media survey and questionnaires, 5) compile national fisheries statistics on the species in question, 6) review the biology of the species, evaluate the state of the resource and the resilience of the species, 7) evaluate (to the extent possible) the impact of this activity on the stocks/species, 8) write a report based on the above and make recommendations.

Supervisor: Karim Erzini (Algarve University): kerzini@ualg.pt

Team size: 4-6 students

Start date: 6 April 2020

Additional requirements: This work could be extended to other parts of the world (e.g. if students are from non-EU countries where this activity takes place).

14. Comparing the ethical standards of creel and trawl Nephrops fisheries (RPP14)

Description: The ethical dimension of fisheries is an important matter and is relevant for the establishment of management strategies. This work involves a comparison of the ethical standards of creel and trawl fisheries in countries where both gears compete for the capture of Nephrops (Portugal and possibly Scotland and Norway). The rapfish approach will be used. The work will involve: (1) a review of ethical issues in fisheries and (2) gathering of data available in peer reviewed journals and online and applying the rapfish methodology to the selected fisheries.

Supervisor: Margarida Castro (Algarve University): mcastro@ualg.pt

Team size: 4 students

Start date: 6 April 2020

Additional requirements: Software available at <http://www.rapfish.org/>. Reference: Lam, M. E. (2016). "The Ethics and Sustainability of Capture Fisheries and Aquaculture." Journal of Agricultural & Environmental Ethics 29(1): 35-65.

15. Finalize & Create content for Kahi Kai (unique Ocean) website and social media (RPP15)

Description: Kahi Kai ("Unique Ocean" in Hawaiian) is a French-Hawaiian non-profit organisation that aims to highlight the curiosity, fragility and beauty of the marine biodiversity in order to promote the interest of all in the protection of this marine world. This marine biodiversity is

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essential for the health of the ecosystems of our planet but also for humanity. The non-profit organisation Kahi Kai connects scientists to scientists through scientific tools and importantly scientists to the general public through exhibitions, conferences and workshops. Kahi Kai is composed of scientists and people passionate about nature, discoveries and adventure. Some of them have taken part of some expeditions such as TARA Oceans and TARA Pacific (Tara Foundation), Hōkūle'a (Pacific Voyaging Society) or Va'a Motu (Explore Foundation), to discover the wonders of our planet. One of Kahi Kai's major projects is to image, through unique portraits, the biodiversity of the marine world in order to illustrate the beauty, elegance and curiosity of these fascinating organisms, but also to understand the place of each in the encountered cultures.

About the proposed project: Starting from the initial website that was created in 2008, we have begun to update and simplify our new web presence (new.kahikai.org) and a social media presence. The proposed project for 6 students, is to participate in finalising the new website and creating content for the website as well as the social media (instagram, twitter, etc...).

- Implement pre-existing content from old site, to new site
- Implement the « Lérins Biodiversité » campaign on the platform
- Create Basic information (including keywords that we can use for database) and interesting facts for species we have images from
- Create new content / outreach articles for a chosen topic (by the student. ex. scientific expeditions, blue economy,)
- Create community/network (to welcome contributions from students, scientists or the laymen, double internal validation (text quality and image quality))
- Propose other ideas to improve the website and better connect to the scientific community and the general public

Supervisor: Aldine Amiel, Christophe Mocquet, Noan LeBescot, Eric Röttinger (University of Côte d'Azur): eric.rottinger@univ-cotedazur.fr

Team size: 6 students

Start date: 20 April 2020

16. Sharks: Predators or Prey? (RPP16)

Description: As high trophic level predators present in all the World's oceans, Sharks possibly play an important role in regulating marine communities through top-down control. They are also heavily targeted by artisanal and industrial fisheries, both for their flesh, usually consumed locally, and their fins, exported to Eastern Asian countries. Several shark species are listed on the IUCN Red List of Threatened Species as “*vulnerable*”, “*endangered*”, or “*critically endangered*”, and many of them are also listed in CITES annexes I, II and III, and protected by national law facilitating the regulation of their international exploitation and trade. Understanding the past, present and future of the relationship between sharks and humans requires an interdisciplinary approach combining biology, ecology, anthropology, economics and law.

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You are given the task of developing an online course on this topic. The target audience are Undergraduate Students and you will be using the Moodle platform (university level online course platform: <https://moodle.org>).

Supervisors:

GAUTHIER, Olivier (and team) – Maître de Conférences, Biologie, UBO: olivier.gauthier@univ-brest.fr

Team size: up to 6 students

Start date: 4 May 2020

17. Extracting information from archived pictures for a patch dynamics study in the Asturian rocky shore (RPP17)

Description: The students will extract spatial information from 2-year, monthly time-series pictures of exposed intertidal surfaces to document the patch dynamics of the different populations. These data have been obtained during the European, BIODIVERSA project PERCEBES, that addresses the recovery of exploited stalked barnacle populations. Data extraction will be done using the Geographic Information System QGIS. The students will learn to manipulate spatial layers, and to perform simple spatial operations.

Supervisor: José Luis Acuña (University of Oviedo): acuna@uniovi.es

Team size: maximum 2-3 people students

Start date: 20 April 2020

Remark: QGIS is freely available. However, it is a bulky program which requires a decent computer. The students should first make sure that it runs in their computers.

18. Design and validation of tools for updating European citizen perceptions about Marine Ecolabels (RPP18)

Description: In the context of growing concerns about the state of the world's fish stocks, increased demand for fish and seafood and general failing in the management of the sustainability of marine resources, ecolabels have emerged as feature of international fish trade and marketing. Ecolabels are "seals of approval" given to products that are deemed to have

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fewer negative impacts on the environment than functionally or competitively similar products A great range of ecolabelling and certification schemes exists, however data about preferences and attitudes of European citizens-consumers about eco-certifications are not well known. The main objective of this work will be that students design, develop and validate instruments (survey) to be used in several European countries for updating the European citizen perceptions about the marine ecolabels.

Supervisor: Yaisel J. Borrell (University of Oviedo): borrellyaisel@uniovi.es

Team size: maximum 3-4 students

Start date: 20 April 2020

19. Marine Statistics library - create a collection of tutorials, including datasets derived from literature through which marine scientists can learn and test statistical tests in R (RPP19) - To be confirmed

Description: There is a lot of material for learning statistics but they are rarely biostatistics. And when it is the case, they are usually highly focused on the medical area. It's very hard to find good free resources on statistics for ecology and marine sciences. In this professional practice students will curate and create online materials for learning biostatistics that are focused on marine science and showing real life uses of it in marine biological research.

Supervisor: TBC

Team size: 4-5 students

Start date: 20 April 2020

20. Ecosystem Approach to Fisheries and Balanced Harvesting (RPP20)

Description: Make a critical reflective review of the concept "Ecosystem Approach to Fisheries" (EAF) and discuss the pros and cons of the concept "Balanced harvesting" in this context.

Supervisor: Jeppe Kolding - jeppe.kolding@uib.no

Team size: 4-5 students

Start date: 20 April 202 - 4 May 2020

Remarks: The RPP will be based on online available literature



ANNEX 2 UGent specific regulations for internships due to corona measures

Source: <https://onderwijstips.ugent.be/en/tips/specifieke-regeling-voor-de-stages-omwille-van-cor/>

The following regulations are in force at Ghent University for students who have not yet started their internship or only have a very limited internship experience.

Provide alternative internship assignments that maximally aim for the same competences. There does not have to be a one-to-one relationship (i.e. number of hours, number of assignments, number of evaluation moments, form of the activities,...) between the originally planned internship activities and the alternative remote-internship assignments. For this purpose, it is possible to deviate from what is stated in the course specifications of the internship course. This is regarded as force majeure and does not affect the validity of evaluations of the course unit in question. Clearly communicate these changes and how the final grading will be made via Ufora.

These measures **MUST** be taken for:

- all internships that have been taken up as elective courses. In this case, students can still replace the internship course in their curriculum by another elective course until 31 March 2020 at the latest. This can only be done at the student's request and cannot be imposed.

- all internships that do not uniquely contribute to an educational competence.

- all internships in the graduation year of a Master's programme (except in very exceptional cases and then only after approval by the director of education of the faculty).

