

# Module Guidelines

BUS390 Internship

Bachelor of International Business  
Management



**UBI**  
United Business  
Institutes

In partnership with  
 **Middlesex  
University  
London**

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## General Info

<b>ECTS Credits:</b>	15
<b>Level:</b>	300
<b>Module Prerequisites:</b>	All Level 200 modules need to be completed
<b>Programme Year:</b>	Bachelor of International Business Management - Year 3

## Module Description

The internship is a key highlight and mandatory component of the bachelor's programme, as it aims to provide students an opportunity to apply the knowledge and skills acquired throughout the programme in real-world professional settings. Through the internship, students will be able to witness and experience how the different pillars of knowledge and skills acquired integrate with actual demands in the workplace. The module also seeks to strengthen student's ability to work independently and in teams, and helps to expand students' professional networks. As the final part of the programme, this module prepares students for their transition into the work force, whether as a professional, executive or entrepreneur.

## Learning Outcomes

### *Knowledge and Insights*

On completion of this module the successful student will be able to:

- 1) Demonstrate in-depth understanding of the particular role and function of his/her internship placement, and evaluate how it contributes to specific organisational needs;
- 2) Draw connections between theoretical organisational concepts/models and how they are evident in real-world professional context;
- 3) Illustrate how business environment(s) can influence the strategy, behaviour, and management of organisations.

### *Skills and Attitudes*

This module will call for the successful student to:

- 4) Work effectively in both individual and team tasks;
- 5) Function in a solution-oriented manner;
- 6) Take responsibility for his/her own professional growth and development;
- 7) Apply tools and techniques related to business management in actual work contexts;
- 8) Assess risk, take initiative and effectively innovate to improve work processes and/or outcomes;
- 9) Reflect on the social impact of organisational decisions, and act in an ethical manner within different work contexts;
- 10) Use technology to acquire, analyse and communicate information;
- 11) Communicate effectively, through a variety of media, in a form appropriate to the intended audience.

## Requirements to Note

- The internship takes place within the second semester of the third year. Students have the option of starting the internship in mid-January, or latest the first week of February. All internships must be completed by the end of May.
- Students have some flexibility in structuring a regular and suitable work schedule with their internship company within this 20-week window. However, they should not work more than 20 hours a week, in order to fulfil the other academic commitments of the semester.
- In total, the internship should span approximately 300 to 320 work hours.
- Time spent on Capstone research work during the internship is not considered part of the work hours guidelines stated above. The hours recommendation for Capstone is devised separately, and can be referred to in the Capstone module guidelines.
- Students are advised to first consider the internship options sourced by the Alumni, Internship and Career Office. If students are unable to select from this list due to the desire to pursue a particular business role, they may source for their own internships. Whichever the option, onus is on the student in pursuing the internship actively and professionally, which would include the timely submission of CVs, following up with interviews, etc.
- If students elect to source for their own internship, the following guidelines apply in the selection of suitable internship companies:
  - The internship can be local or international;
  - Students will not be allowed to work in a family business and their internship mentor cannot be a relative or a friend;
  - The working language of the shortlisted internship company must be English or the language elective that the student selected in the bachelor's programme. For the latter, the student must ensure that their internship mentor is able to communicate in English in order to facilitate UBI's correspondence with the company. In such cases, students should note that all assessments will still need to be submitted in English;
  - All companies and positions sourced by students need to be approved by the Alumni, Internship and Career Office before the application can be confirmed.

## Application Procedure

- Prior to the internship, all students must attend 2 'internship orientation' workshops (which span a total of approximately 6 contact hours) in the semester preceding the internship. The workshops cover essential elements of the internship application, reinforce UBI's professional expectations of student-interns, and brief students on all assessment components of the internship.
- An internship catalogue with a list of internship partners and positions will be released during the workshops. The link to the online application portal will also be communicated to all students.

- All students need to submit their online application within two weeks for their preferred internship positions, listing their top three choices. Students need to submit their CVs together with their online application, as well as a statement describing the rationale for their choices. Other documents required will be listed in the application portal and will also be communicated to students during the workshops.
- Students who are keen to source for their own internships will also be required to submit their application online. Further instructions for such applications can be found in the online application portal.
- The Alumni, Internship and Career Office will forward the CVs to the respective companies for consideration.
- Companies are likely to require students to attend an interview, whether face-to-face or online via a video conference platform. Interview notifications will be sent to students by the Alumni, Internship and Career Office.
- Students who are successful in their application and receive an internship offer must reply via email to the Alumni, Internship and Career Office within three working days to secure the placement.
- A second round of internship application will commence for students who are unable to secure an internship position in the first cycle.
- As the internship module is a mandatory component of the Bachelor's programme, UBI will ensure that there are sufficient internship positions available for all Year 3 students.
- However, all students are expected to be timely in their applications and professional in their correspondence with the internship companies, in order to maximise their own chances of securing an internship placement.

### Application Timeline

- The following timeline summarises the internship application process, and exact deadlines will be released at the beginning of Year 3, Semester 1.

<b><i>Period</i></b>	<b><i>Item</i></b>
Semester 1 Week 5	Internship Orientation Workshops
Semester 1 Week 7	Online Application Deadline
Semester 1 Week 9 and 10	Internship Interviews
Semester 1 Week 11	Offer Letter and Confirmation
Semester 1 Week 12	Second Application Cycle Opens
Semester 1 Week 13	Internship Interviews

Semester 1 Week 14	Offer Letter and Confirmation
Semester 2	Internship begins

## Communication, Conduct and Etiquette

- As the internship application is a time-sensitive process, all students must check their emails / Moodle regularly, and respond accordingly in a timely and professional manner.
- Prior to the acceptance of Offer, Students are not allowed to contact or communicate directly with the internship partners who are listed in UBI's internship catalogue. During the application process, all communication between students and UBI's internship partners must go through the Alumni, Internship and Career Office.
- During the internship, basic professional etiquette should be observed.
  - Be punctual, responsible and polite
  - Adhere to the dress code recommended by the company
  - Communicate in a professional manner
  - Respect deadlines
  - Be open to feedback
- If there are workplace situations or emergency events that students need advice or assistance in, which the internship mentor may not be able to provide, students should contact the Alumni, Internship and Career Office or the UBI Internship Module Instructor.
- As the internship is a credit-bearing academic component of the programme, students are reminded to submit their internship assignments in a timely manner.
- Within the first week of the internship, the UBI internship module instructor will contact the student's internship mentor. The primary purpose of this call is to check on the student's well-being, and provide an avenue for the internship mentor to surface any urgent issues with regard to the student that UBI needs to address.

## Assessment Overview

Your grade for the internship module will be based on the following assignments:

<b>Type of Assessment</b>	<b>Percentage</b>	<b>Learning Outcomes</b>	<b>Period / Deadline</b>
Mid-Internship Learning Journal	20%	1, 4, 6, 8, 9, 10, 11	7 <sup>th</sup> week of internship
Final Internship Report	40%	1, 2, 3, 4, 6, 9, 11	Exam Week
Instructor / Mentor Evaluation	40%	1, 4 – 11	Within a week of the end of internship

Apart from the summative assessment elements, *formative feedback* would be provided by UBI's internship instructor following the submission of the mid-internship learning journal. The student's internship mentor is also expected to provide timely and regular feedback to the student, beyond the scheduled discussions at the mid and end points of the internships.

## Description of Module Assessments

### Mid-Internship Learning Journal (20%)

*Deadline: Week 7 of Internship*

#### Assignment Description

- The learning journal serves as a mid-internship checkpoint for the student to reflect on and evaluate the work experience in the first half of the internship, and to set clear goals for the second half.
- It also provides a concrete basis for the student and the internship mentor to converse about the internship experience thus far, and the parties can provide mutual feedback to enhance the work and learning process in the second half to the benefit of both student and organisation.
- UBI's internship module instructor, who assesses and grades the learning journal, will also utilise the learning journal as a point of discussion with the student, in order to provide feedback, support and advice for the second half.
- The expected word length of the learning journal is approximately 2000 – 2300 words.
- The mid-internship learning journal requires the student to:
  - outline the scope of work done in the first half, and key deliverables achieved
  - reflect and evaluate the work experience thus far, commenting on both processes and outcomes
  - identify key learnings for the first half of the internship
  - identify Areas for Improvement (AFIs), and establish goals for the second half of the internship
  - outline plans for improving in the second half of the internship and/or plans to achieve the goals established.

#### Grading of Assignment

- The learning journal functions as a form of self-evaluation, and will also be graded by the UBI internship module instructor as a summative assessment component of the course.
- It will be assessed based on the depth and quality of the reflection and evaluation, as

well as the student's clarity in outlining plans for improvement and setting targets for the second half of the internship.

- Refer to Appendix A for the assessment rubrics of the Mid-Internship Learning Journal.
- The learning journal will also be concurrently submitted to the student's internship mentor, and serves as a basis for formative feedback as well as input for the mentor to gain a fuller picture of the student's work experience. (Note: the internship mentor will not be involved in the summative assessment of the intern at this mid-point juncture.)

### **Final Internship Report (40%)**

*Deadline: Exam Week*

#### Assignment Description

The final internship report provides an opportunity for the student to reflect on and evaluate the entire internship experience in a structured manner.

There will be two sections to the report. The first section triggers a deep reflection of personal and professional growth, while the second section requires students to draw connections between theory and practice, and discuss the role of digitalisation in the context of their internship experience.

**Section A** require students to provide:

- a clear job description, and a description of duties and responsibilities assigned
  - with an analysis of the areas in which the duties were performed well, and areas in which the performance fell short, and why
- a personal reflection and evaluation of the student's overall experience in relation to the learning outcomes of the module, as well as any personal professional goals that the student established for this internship.

**Section B** require students to provide:

- A commentary, based on application of relevant business concepts, models or processes learnt in earlier modules, of how the internship experience has shaped the student's understanding of:
  - i. the requirements, demands and challenges of the specific job position in the industry
  - ii. how the position interacts and integrates with other functions/departments in the organisation
  - iii. how external factors may influence the decisions and/or performance of the organisation as a whole

*In addressing these areas, students must incorporate discussion of the role and/or impact of digitalisation in the workplace.*

The expected word length of the final internship report is approximately 5000 words.

### Grading of Assignment

The final internship report will be graded by the internship module instructor.

Section A carries 30% of the grade for the final report, while section B carries 70%.

Refer to the assessment rubrics of the final report in Appendix B for more details.

### **Mentor / Instructor Evaluation (40%)**

This component assesses the student based on his/her overall work performance during the internship. It also provides a basis for the internship mentor to provide a final moment of feedback for the student, in preparation for his/her transition to the work force.

At the beginning of the internship, the internship mentor will be given a “Performance Evaluation Form” (see Appendix C) provided by UBI along with additional guidelines for mentors. This allows internship mentors to be fully prepared for the evaluation process.

As part of the stipulated guidelines, before mentors complete the form, they are required to conduct a final review session, in the final week of the internship, with the student. The different categories of the evaluation form may provide the mentor some structure to this review session.

The evaluation form and its 12 respective ‘quality statements’ are designed to measure most of the learning outcomes of the course. Apart from a numerical score for each statement, the mentor must give written feedback for each category assessed, providing some qualitative details to support the score assigned. The UBI internship module instructor will use both quantitative and qualitative data from the evaluation form to internally finalise the grade of the student.

The UBI module instructor will also participate in the final review session, primarily to listen to the discussion. This is an additional layer of input for the module instructor to consider. In instances where the qualitative description and details provided by the internship mentor do not co-relate well with the numerical score assigned, the module instructor will contact the internship mentor to obtain more information before confirming an eventual grade. This assessment process is designed to ensure that the standards of performance evaluation across the student body during their internships are more uniform.

## Workload Calculation for the Module

The workload of this module is estimated at 23 to 25 hours a week. Below is a detailed breakdown of the estimated work load for this module.

Time spent with internship company	approx. 300 to 320 hours
Time spent on pre-internship workshops and related tasks (e.g CV preparation)	approx. 9 hours
Time spent on internship application, interview preparation and interviews	approx. 8 hours
Time spent on mandatory review and feedback sessions	approx. 3 hours
Preparation and Writing of Mid-Internship Learning Journal	approx. 20 hours
Preparation and Writing of Final Internship Report	approx. 40 hours
<i>Estimated Total Time</i>	<i>380 to 400 hours</i>

## Appendix A – Assessment Rubrics for Mid Internship Learning Journal

The learning journal serves as a mid-internship checkpoint for the student to reflect on and evaluate the work experience in the first half of the internship, and to set clear goals for the second half.

Students are required to:

- outline the scope of work done in the first half, and key deliverables achieved
- reflect and evaluate the work experience thus far, commenting on both processes and outcomes
- identify key learnings for the first half of the internship
- identify Areas for Improvement (AFIs), and establish goals for the second half of the internship
- outline plans for improving in the second half of the internship and/or plans to achieve the goals established.

### Assessment Breakdown

The grade for the learning journal will be assessed according to the following:

Reflection and evaluation of work experience	30%
Identifying key learnings, AFIs and establishing goals for second half	30%
Plans for improvement and/or plans to achieve goals established	30%
Organisation, Structure and Language	10%
<b>Total</b>	<b>100%</b>

	<b>Very Poor / Unsatisfactory (F)</b>	<b>Satisfactory (D-, D, D+)</b>	<b>Good (C-, C, C+)</b>	<b>Very Good (B-, B, B+)</b>	<b>Excellent (A-, A)</b>
<b>Reflection and evaluation of work experience</b>  (addressing both processes and outcomes)	<p>Response reflects a lack of awareness of the duties and work processes that the student is assigned, as well as the outcomes that the student are supposed to achieve.</p> <p>Student does not address the link between work processes and outcomes, or the links established are highly tenuous.</p>	<p>Response reflects a general awareness of the duties and work processes that the student is assigned, as well as the outcomes that the student are supposed to achieve.</p> <p>Links between work processes and outcomes are established, but the analysis is ambiguous or superficial in some areas.</p>	<p>Response reflects good general understanding of the duties and work processes that the student is assigned, as well as the outcomes that the student are supposed to achieve.</p> <p>Links between work processes and outcomes are analysed, and generally sound, but some ambiguity remain.</p>	<p>Response reflects clear and accurate understanding of the duties and work processes that the student is assigned, as well as the specific outcomes that the student are supposed to achieve, with minimal ambiguity.</p> <p>Links between work processes and outcomes are evaluated, with some good insights provided.</p>	<p>Response reflects in-depth and comprehensive understanding of the duties and work processes that the student is assigned, as well as the specific outcomes that the student are supposed to achieve.</p> <p>Links between work processes and outcomes are thoughtfully evaluated, with sound insights provided.</p>
<b>Identifying key learnings, AFIs and establishing goals for second half</b>	<p>Key learnings and AFIs provided are vague, and suffer from a lack of details in most areas. Most portions do not align well with student's evaluation of the work experience.</p>	<p>Key learnings and AFIs are provided, but lacks clarity / details in several areas. Several portions are ambiguous or does not align very well with student's evaluation of the</p>	<p>Key learnings and AFIs are generally clear and comprehensive. However, some portions are ambiguous or does not align very well with student's evaluation of the</p>	<p>Key learnings and AFIs are mostly clear, specific, and comprehensive, and aligns well with student's evaluation of the work experience, despite some gaps or inconsistencies.</p>	<p>Key learnings and AFIs are very clear, specific, and comprehensive, and aligns well with student's evaluation of the work experience.</p> <p>Goals established</p>

	Goals established are mainly ambiguous or unrealistic.	work experience.  Goals established are realistic in some areas and targets some AFIs, but several portions are ambiguous or unrealistic.	work experience.  Goals established are generally realistic and targets most AFIs, but some portions may be ambiguous.	Goals established are generally specific, realistic and targets the AFIs identified.	are specific, realistic and targets the AFIs identified.
<b>Plans for improvement and/or plans to achieve goals established</b>	Plans proposed are vague, and suffer from a lack of details in most areas.  OR  Plans proposed are generally unrealistic or do not address the targets / goals established.	Plans proposed cover most targets / goals, and are feasible in some areas. However, several questionable areas remain due to a lack of details or the proposed plans do not seem to align well with the intended goals.	Plans proposed are clear and covers most targets / goals, and are generally feasible. However, some proposed portions are unrealistic or lack sufficient details.	Plans propose are mostly feasible and concrete, and effectively address most of the targets / goals. Details provided are useful, despite some gaps.	Plans proposed are feasible, concrete and effectively address all of the targets / goals established. Useful details provided.
<b>Organisation, Structure and Language</b>	Response is poorly organised and haphazard.  Discussion is generally difficult to follow due to poor organisation and/or	Response reflects prior planning with some degree of organisation, but the essay suffers from a lack of coherence in some areas.	Response is generally well-organised and well-structured, despite some portions which are difficult to follow.  Use of English is	Response is well-organised and structure is effective.  Use of English is secure and appropriate throughout the	Response is well-organised and structure is effective.  Use of English is precise and highly effective in conveying the author's points,

	numerous language errors.	Discussion can be followed with ease but clarity in some areas is marred by slips in expression, inappropriate expressions, or poor grammar.	generally secure with occasional slips.	response, with minimal errors.	with minimal errors.
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## Appendix B – Assessment Rubrics for Final Internship Report

**Section A** (30%) would require students to provide:

- a clear job description, and a description of duties and responsibilities assigned
  - with an analysis of the areas in which the duties were performed well, and areas in which the performance fell short, and why
- a personal reflection and evaluation of the student's overall experience in relation to the learning outcomes of the module, as well as any personal goals that the student established for this internship.

### Assessment Breakdown

The grade in Section A (30%) will be assessed according to the following:

Description of internship role, duties and responsibilities assigned	5%
Analysis of areas in which the duties were performed well, and areas in which the performance fell short	10%
Reflection and evaluation of overall experience in relation to the learning outcomes of the module and personal goals for the internship	10%
Organisation, Structure and Language	5%
<b>Total</b>	<b>30%</b>

Assessment Rubric

	<b>Very Poor / Unsatisfactory (F)</b>	<b>Satisfactory (D-, D, D+)</b>	<b>Good (C-, C, C+)</b>	<b>Very Good (B-, B, B+)</b>	<b>Excellent (A-, A)</b>
<b>Description of</b> <ul style="list-style-type: none"> <li>▪ Internship role</li> <li>▪ Duties and responsibilities assigned</li> </ul> (5%)	Description is haphazard, lacks clarity and lacks important details for readers to understand the job scope.	Description is clear in some areas, but lacks sufficient details or clarity for readers to fully understand the job scope.	Description is generally clear, with core duties described. However, description comes across as generic without a very sharp understanding of the role.	Description is generally complete and clear with few gaps or inconsistencies. Demonstrates a clear understanding of job scope.	Description is comprehensive, detailed, and very clear. Demonstrates an in-depth understanding of job scope.
<b>Analysis of areas in which the duties were performed well, and areas in which the performance fell short</b>  (10%)	Analysis is brief in most areas or highly skewed.  Few attempts to explain and rationalise the performance, and/or the arguments made are mainly irrelevant / illogical.	Analysis addresses both positive achievements and shortcomings, but is brief or superficial in several areas.  Some attempts to explain and rationalise the performance but is incomplete OR the arguments made lack depth or clarity, or suffer from logical gaps in several areas.	Analysis addresses both positive achievements and shortcomings, and useful details are provided.  Attempts to explain and rationalise the performance are generally present and logical, though the quality of analysis is not entirely consistent. Lacks depth or clarity, or suffer from logical gaps in some areas.	Analysis is comprehensive with some good insights provided. Both positive achievements and shortcomings addressed.  Demonstrates a clear awareness of one's performance during the internship, and provides some convincing reasons to account for it.	Analysis is comprehensive, balanced, and very insightful.  Demonstrates an in-depth awareness of one's performance during the internship and the specific contributing factors which resulted in the performance.

	<b>Very Poor / Unsatisfactory (F)</b>	<b>Satisfactory (D-, D, D+)</b>	<b>Good (C-, C, C+)</b>	<b>Very Good (B-, B, B+)</b>	<b>Excellent (A-, A)</b>
<p><b>Reflection and evaluation</b> of overall experience in relation to the learning outcomes of the module and personal goals for the internship (10%)</p>	<p>Response reflects a consistent lack of awareness of the learning outcomes of the module and personal goals.</p> <p>Student's evaluation of the impact of the internship on his/her development is mainly superficial or rather brief.</p>	<p>Response reflects a general awareness of the learning outcomes of the module and personal goals.</p> <p>Student's evaluation of the impact of the internship on his/her development is clear in most areas, but generally lacks depth with few insights provided.</p>	<p>Response reflects good awareness of the learning outcomes of the module and personal goals.</p> <p>Student's evaluation of the impact of the internship on his/her development is clear in most areas, with some insights provided.</p> <p>On the whole, the reflection and evaluation contain some good insights, with a lack of depth in some areas.</p>	<p>Response reflects good understanding of the learning outcomes of the module and personal goals.</p> <p>Student is generally able to clearly evaluate the impact of the internship on his/her professional and personal development, despite a few inconsistencies.</p> <p>On the whole, the reflection and evaluation are detailed with several good insights provided.</p>	<p>Response reflects sound appreciation of the learning outcomes of the module and personal goals.</p> <p>Student is able to clearly and convincingly evaluate the impact of the internship on his/her professional and personal development.</p> <p>On the whole, the reflection and evaluation are detailed, insightful and nuanced.</p>
<p><b>Organisation, Structure and Language</b> (5%)</p>	<p>Response is poorly organised and haphazard.</p> <p>Discussion is generally difficult to follow due to poor organisation and/or</p>	<p>Response reflects prior planning with some degree of organisation, but the essay suffers from a lack of coherence in some areas.</p>	<p>Response is generally well-organised and well-structured, despite some portions which are difficult to follow.</p>	<p>Response is well-organised and structure is effective.</p> <p>Use of English is secure and appropriate throughout the</p>	<p>Response is well-organised and structure is effective.</p> <p>Use of English is precise and highly effective in conveying</p>

	<b>Very Poor / Unsatisfactory (F)</b>	<b>Satisfactory (D-, D, D+)</b>	<b>Good (C-, C, C+)</b>	<b>Very Good (B-, B, B+)</b>	<b>Excellent (A-, A)</b>
	numerous language errors.	Discussion can be followed with ease but clarity in some areas is marred by slips in expression, inappropriate expressions, or poor grammar.	Use of English is generally secure with occasional slips.	response, with minimal errors.	the author's points, with minimal errors.

**Section B (70%)** require students to provide:

- A commentary, based on application of relevant business concepts, models or processes learnt in earlier modules, of how the internship experience has shaped the student's understanding of:
  - iv. the requirements, demands and challenges of the specific job position in the industry
  - v. how the position interacts and integrates with other functions/departments in the organisation
  - vi. how external factors may influence the decisions and/or performance of the organisation as a whole

*In addressing these areas, students must incorporate an evaluation of the role and/or impact of digitalisation in the workplace.*

### Assessment Breakdown

The grade in Section B (70%) will be assessed according to the following:

B(i)	20%
B(ii)	20%
B(iii)	20%
Overall Organisation, Structure, Language and Referencing	10%
<b>Total</b>	<b>70%</b>

### Assessment Rubrics

- Module instructors apply a 'best-fit' principle when adopting the band descriptors to finalise a grade for each part of *Section B*.
- Below is the band descriptor for *Section B (i)*. [The band descriptors for *Section B (ii)*, and *(iii)* will be developed at a later stage.]

**Band Descriptor for Section B(i) – 20%**

Grade	Descriptors
<p><b>Excellent</b>  (A-, A)</p>	<p>Response illustrates <i>sound appreciation</i> of the job position and <i>thorough understanding</i> of the requirements, demands and challenges of the specific job position in the industry.</p> <p>These are <i>effectively illuminated</i> by <i>appropriate</i> and <i>practical</i> examples from the internship experience, AND supported by <i>relevant</i> academic knowledge. There is <i>effective integration of theory and practice</i>.</p> <p>Student is able to <i>effectively extend</i> the discussion by leveraging on one's internship experience, to draw <i>sound insights</i> about the <i>role in the industry</i> in general.</p> <p>Evaluation of the role, potential and/or impact of digitalisation on the job position is <i>insightful and practical</i>.</p>
<p><b>Very Good</b>  (B-, B, B+)</p>	<p>Response illustrates <i>comprehensive and accurate understanding</i> of the requirements, demands and challenges of the specific job position in the industry.</p> <p>These are <i>well explained</i> with <i>generally appropriate</i> and <i>useful</i> examples from the internship experience, AND supported by <i>relevant</i> academic knowledge, despite <i>some inconsistencies</i>.</p> <p>Student is able to <i>extend</i> the discussion by leveraging on one's internship experience, to draw <i>reasonable insights</i> about the <i>role in the industry</i> in general.</p> <p>Evaluation of the role, potential and/or impact of digitalisation on the job position is <i>practical and logical</i>.</p>

<p><b>Good</b> <b>(C-, C, C+)</b></p>	<p>Response illustrates <i>accurate understanding</i> of the requirements, demands and challenges of the specific job position in the industry, <i>despite some gaps</i>.</p> <p>These are <i>explained</i> with examples from the internship experience, AND supported by <i>relevant</i> academic knowledge, though the <i>suitability</i> and <i>quality</i> of substantiation is <i>at times questionable</i>.</p> <p>Student is able to <i>extend</i> the discussion by leveraging on one's internship experience, to <i>make some generalisations</i> about the <i>role in the industry</i></p> <p>Evaluation of the role, potential and/or impact of digitalisation on the job position is <i>generally practical</i>.</p>
<p><b>Satisfactory</b> <b>(D-, D, D+)</b></p>	<p>Response illustrates <i>partial understanding</i> of the requirements, demands and challenges of the specific job position in the industry, <i>with some important considerations</i> not addressed.</p> <p>These are supported by examples from the internship experience, AND academic knowledge, though the <i>depth</i> of substantiation is fairly <i>superficial</i> OR the <i>quality / relevance</i> of substantiation is <i>questionable</i> in several areas.</p> <p>Student <i>attempts to</i> extend the discussion by leveraging on one's internship experience, and makes <i>some generalisations</i> about the role in the industry, which is not consistently appropriate.</p> <p>Evaluation of the role, potential and/or impact of digitalisation on the job position is <i>present</i>, but may be <i>impractical</i> in some aspects.</p>

<p><b>Very Poor / Unsatisfactory (F)</b></p>	<p>Response illustrates <i>a general lack of understanding</i> of the requirements, demands and challenges of the specific job position in the industry, <i>with several important considerations</i> not addressed.</p> <p>Student's response <i>lacks appropriate examples</i> from the internship experience OR is generally <i>not supported</i> by academic knowledge.</p> <p>There are little meaningful attempts to contextualise the job position in a broader job market.</p> <p>Evaluation of the role, potential and/or impact of digitalisation on the job position is <i>absent</i>, or <i>largely impractical</i>.</p>
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**Rubric for Organisation, Structure, Language and Referencing**

	<b>Very Poor / Unsatisfactory (F)</b>	<b>Satisfactory (D-, D, D+)</b>	<b>Good (C-, C, C+)</b>	<b>Very Good (B-, B, B+)</b>	<b>Excellent (A-, A)</b>
<b>Organisation, Structure, Language and Referencing</b>  <b>(10%)</b>	<p>Response is poorly organised and haphazard.</p> <p>Discussion is generally difficult to follow due to poor organisation and/or numerous language errors.</p> <p>Recurring mistakes in citation and bibliography.</p>	<p>Response reflects prior planning with some degree of organisation, but the essay suffers from a lack of coherence in some areas.</p> <p>Discussion can be followed with ease but clarity in some areas is marred by slips in expressions, inappropriate word choice, or poor grammar/spelling.</p> <p>Occasional mistakes in citation method and bibliography.</p>	<p>Response is generally well-organised and well-structured, despite some portions which are difficult to follow.</p> <p>Use of English is generally secure with occasional slips.</p> <p>Occasional mistakes in citation method and bibliography.</p>	<p>Response is well-organised and structure is effective.</p> <p>Use of English is secure and appropriate throughout the response, with minimal errors.</p> <p>Correct and consistent use of citation method and correct bibliography.</p>	<p>Response is well-organised and structure is effective.</p> <p>Use of English is precise and highly effective in conveying the author's points, with minimal errors.</p> <p>Correct and consistent use of citation method and correct bibliography.</p>

## Appendix C – Performance Evaluation Form

Dear Mentor,

We are grateful for your effort in guiding our student during the internship.

Please take some time to complete the following performance evaluation form. Your evaluation plays a significant role in determining the student's overall grade for the internship module.

For each statement, please provide:

- a) a score by considering the appropriate descriptor for that statement; **AND**
- b) comments to justify your score. The comments can be explanation and/or examples, and are critical in helping UBI better understand the performance of the student during the internship.

If there are particular components that you would like more information or clarity on, please do not hesitate to contact UBI's internship module instructor at [*to be filled*].

Thank you once again for your partnership with UBI in ensuring that our assessment of the student's performance is objective and rigorous.

**For each statement, please refer to the following set of descriptors to help you select a score that best corresponds to the student's performance.**

- 0 – The student has *not demonstrated* this quality during the course of the internship.
- 1 – The student has demonstrated this quality to a *small extent* by the end of the internship and *shows no improvement* throughout the internship.
- 2 – The student has demonstrated this quality to a *partial extent* by the end of the internship but has *shown some improvement*.
- 3 – The student *has demonstrated this quality* by the end of the internship but is *generally inconsistent*.
- 4 – The student *has demonstrated* this quality by the end of the internship and is *generally consistent*.
- 5 – The student *has demonstrated* this quality by the end of the internship and is *very consistent*.

### **Performance Evaluation by Internship Mentor**

**1. The student works effectively in individual tasks.**

Score (0-5) :

Comments:

**2. The student is an effective team player.**

Score (0-5) :

Comments:

**3. The student functions in a solution-oriented manner.**

Score (0-5) :

Comments:

**4. The student takes personal responsibility for his/her own professional growth and development.**

Score (0-5) :

Comments:

**5. The student applies relevant tools and techniques related to business management in the course of his/her work.**

Score (0-5) :

Comments:

**6. The student is able to assess risk when making decisions in the context of work.**

Score (0-5) :

Comments:

**7. The student takes initiative in improving work processes / outcomes.**

Score (0-5) :

Comments:

**8. The student is able to innovate to improve work process / outcomes.**

Score (0-5) :

Comments:

**9. The student demonstrates ethical behaviour and ethical work practices.**

Score (0-5) :

Comments:

**10. The student is able to effectively use digital technology and/or digital communicative tools in the course of the internship.**

Score (0-5) :

Comments:

**11. The student is able to communicate effectively, through speech, writing and/or other presentation platforms, during the internship.**

Score (0-5) :

Comments:

**12. The student has demonstrated sound understanding of his/her role and function in your company.**

Score (0-5) :

Comments:

## Appendix D – Final Grade Grid

Assessment Item	Raw Score	Weighted Score
Mid Internship Learning Journal (20%)	/ 100	
Final Internship Report (40%)	/ 100	
Mentor / Instructor Evaluation (40%)	/ 60	

Final Grade: \_\_\_\_\_