

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management Sciences
with effect from Semester A 2024/25**

Part I Course Overview

Course Title:	Internship Project
Course Code:	MS6324
Course Duration:	Two Semesters
Credit Units:	6
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	Nil

Part II Course Details

1. Abstract

This course offers the students majoring in operations and supply chain management a unique opportunity to apply their academic knowledge to real-world industry challenges. By engaging in an applied project for a partnering company, students will demonstrate their mastery of key concepts and methodologies within the field. This hands-on experience not only bridges the gap between theoretical learning and practical application but also enables students to contribute tangible business value to their host organizations. Throughout the internship project study, students will enhance their expertise in various knowledge domains covered in the MSc program. The course fosters professional growth, problem-solving skills, and industry connections, preparing students for successful careers in operations and supply chain management. Students will be supported through regular faculty supervision and will conclude the course with a comprehensive project report and presentation.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Diagnose Problems: Identify and analyse relevant real-world problems in Operations and Supply Chain Management (OSCM), demonstrating critical thinking skills and the ability to interpret information and numerical data.	20%	✓	✓	✓
2.	Develop Solutions: Formulate and propose effective solutions to OSCM problems using in-depth analytical skills, and critically evaluate the potential consequences of these solutions.	30%	✓	✓	✓
3.	Manage Projects: Execute a real-world business project in a timely and professional manner, demonstrating self-directed learning, effective teamwork, and project management skills.	20%	✓	✓	✓
4.	Communicate Effectively: Produce structured, well-organized, and fluent project documentation, and deliver clear and impactful oral presentations of project findings.	15%		✓	✓
5.	Master Project Writing: Demonstrate proficiency in the different stages of the project writing process, from initial proposal to final report, ensuring well-organized and coherent documentation.	15%		✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Identify, Diagnose and Analyse real-world business problems:	Identify, diagnose and analyse real-world problems in Operations and Supply Chain Management (OSCM) from the project host company. This activity will develop critical thinking skills and the ability to interpret and analyse information and numerical data.	✓	✓					3 hours/week
Participate in Group Discussions:	Engage in group discussions to collaboratively propose solutions to identified OSCM problems. This encourages teamwork, critical evaluation, and the synthesis of ideas.		✓	✓				
Develop Project Proposals:	Create detailed project proposals outlining the diagnosis of a real-world problem and the proposed solutions. This activity emphasizes structured, well-organized writing and the application of analytical skills.	✓	✓			✓		
Manage a Real-World Project:	Undertake a real-world business project, managing all stages from planning to execution. This activity fosters self-directed learning, project management skills, and professional conduct.			✓				
Present Findings:	Deliver oral presentations of project findings and proposed solutions to the host company management and the peers. This activity develops effective oral communication skills and the ability to present structured, well-organized content.				✓	✓		
Engage in Peer Reviews:	Participate in peer review sessions to evaluate and provide feedback on classmates' project proposals and reports. This activity encourages critical evaluation and collaborative improvement.		✓		✓	✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>100</u> %							
Project Solution	✓	✓				40%	
Project Report	✓	✓		✓	✓	15%	
Group Presentation				✓	✓	15%	
Peer Evaluation			✓	✓	✓	10%	
Feedback from the Host Company			✓		✓	10%	
Continued Performance	✓	✓	✓	✓	✓	10%	
Examination: <u>0</u> %							
						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Project Solution	Development and proposal of promising solutions to an OSCM problem, including critical evaluation of potential consequences.	Proposes innovative and highly feasible solutions; demonstrates excellent analytical skills; thoroughly evaluates potential consequences.	Proposes practical and feasible solutions; demonstrates strong analytical skills; effectively evaluates potential consequences.	Proposes reasonable solutions; demonstrates good analytical skills; evaluates potential consequences adequately.	Proposes basic solutions; demonstrates some analytical skills; provides basic evaluation of potential consequences.	Proposes inadequate or infeasible solutions; demonstrates poor analytical skills; provides little to no evaluation of potential consequences.
2. Project Report	Comprehensive written report documenting each stage of the project, from initial problem diagnosis to final solutions and evaluations.	Report is exceptionally well-organized, clear, and thorough; demonstrates excellent problem diagnosis and solution development; includes detailed evaluations and coherent documentation.	Report is well-organized, clear, and comprehensive; demonstrates strong problem diagnosis and solution development; includes effective evaluations and good documentation.	Report is adequately organized and clear; demonstrates good problem diagnosis and solution development; includes satisfactory evaluations and documentation.	Report is basic in organization and clarity; demonstrates some problem diagnosis and solution development; includes minimal evaluations and basic documentation.	Report is basic in organization and clarity; demonstrates some problem diagnosis and solution development; includes minimal evaluations and basic documentation.
3. Group Presentation	Oral presentation of project findings and proposed solutions to peers and instructors.	Presents findings clearly, logically, and engagingly; uses visual aids	Presents findings clearly and logically; uses visual aids well;	Presents findings clearly; uses visual aids adequately;	Presents findings with some clarity; uses visual aids	Presents findings poorly; uses visual aids ineffectively or

		effectively; answers questions comprehensively and confidently.	answers questions competently.	answers questions satisfactorily.	minimally; answers questions with basic competency.	not at all; struggles to answer questions.
4. Peer Evaluation	Evaluation of peers' contributions to group projects, including collaboration, communication, and problem-solving skills.	Provides detailed, constructive, and balanced feedback; demonstrates excellent understanding of peer contributions and collaboration.	Provides constructive and balanced feedback; demonstrates strong understanding of peer contributions and collaboration.	Provides adequate feedback; demonstrates good understanding of peer contributions and collaboration.	Provides basic feedback; demonstrates some understanding of peer contributions and collaboration.	Provides minimal or unconstructive feedback; demonstrates poor understanding of peer contributions and collaboration.
5. Feedback from the Host Company	Evaluation by the project host company on the student's performance, professionalism, and effectiveness in addressing the real company problem.	Outstanding performance and professionalism; highly effective in addressing the problem; exceeds expectations.	Strong performance and professionalism; effective in addressing the problem; meets expectations well.	Good performance and professionalism; adequately addresses the problem; meets expectations satisfactorily.	Basic performance and professionalism; somewhat addresses the problem; meets minimal expectations.	Poor performance and professionalism; fails to address the problem; does not meet expectations.
6. Continued Performance	Continued engagement and participation	Consistently excellent performance and engagement; demonstrates deep reflection and continuous learning	Frequently strong performance and engagement; demonstrates effective reflection and continuous learning	Regularly good performance and engagement; demonstrates satisfactory reflection and continuous learning	Basic performance and engagement; demonstrates minimal reflection and continuous learning	Poor performance and engagement; demonstrates little to no reflection and continuous learning

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Project Solution	Development and proposal of promising solutions to an OSCM problem, including critical evaluation of potential consequences.	Proposes innovative and highly feasible solutions; demonstrates excellent analytical skills; thoroughly evaluates potential consequences.	Proposes practical and feasible solutions; demonstrates strong analytical skills; effectively evaluates potential consequences.	Proposes basic solutions; demonstrates some analytical skills; provides basic evaluation of potential consequences.	Proposes inadequate or infeasible solutions; demonstrates poor analytical skills; provides little to no evaluation of potential consequences.
2. Project Report	Comprehensive written report documenting each stage of the project, from initial problem diagnosis to final solutions and evaluations.	Report is exceptionally well-organized, clear, and thorough; demonstrates excellent problem diagnosis and solution development; includes detailed evaluations and coherent documentation.	Report is well-organized, clear, and comprehensive; demonstrates strong problem diagnosis and solution development; includes effective evaluations and good documentation.	Report is basic in organization and clarity; demonstrates some problem diagnosis and solution development; includes minimal evaluations and basic documentation.	Report is basic in organization and clarity; demonstrates some problem diagnosis and solution development; includes minimal evaluations and basic documentation.
3. Group Presentation	Oral presentation of project findings and proposed solutions to peers and instructors.	Presents findings clearly, logically, and engagingly; uses visual aids effectively; answers questions comprehensively and confidently.	Presents findings clearly and logically; uses visual aids well; answers questions competently.	Presents findings with some clarity; uses visual aids minimally; answers questions with basic competency.	Presents findings poorly; uses visual aids ineffectively or not at all; struggles to answer questions.
4. Peer Evaluation	Evaluation of peers' contributions to group projects, including	Provides detailed, constructive, and balanced feedback;	Provides constructive and balanced feedback;	Provides basic feedback; demonstrates some	Provides minimal or unconstructive feedback;

	collaboration, communication, and problem-solving skills.	demonstrates excellent understanding of peer contributions and collaboration.	demonstrates strong understanding of peer contributions and collaboration.	understanding of peer contributions and collaboration.	demonstrates poor understanding of peer contributions and collaboration.
5. Feedback from the Host Company	Evaluation by the project host company on the student's performance, professionalism, and effectiveness in addressing the real company problem.	Outstanding performance and professionalism; highly effective in addressing the problem; exceeds expectations.	Strong performance and professionalism; effective in addressing the problem; meets expectations well.	Basic performance and professionalism; somewhat addresses the problem; meets minimal expectations.	Poor performance and professionalism; fails to address the problem; does not meet expectations.
6. Continued Performance	Continued engagement and participation	Consistently excellent performance and engagement; demonstrates deep reflection and continuous learning	Frequently strong performance and engagement; demonstrates effective reflection and continuous learning	Basic performance and engagement; demonstrates minimal reflection and continuous learning	Poor performance and engagement; demonstrates little to no reflection and continuous learning

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

The department will appoint a Project Coordinator to coordinate the project/case study subjects and arrange supervisors.

A Project Supervisor will be appointed for each project case. S/he will be responsible inter-alia for the following matters:

- (a) Ensuring that the proposed project meets the agreed criteria.
- (b) Liaising with outside organizations as necessary.
- (c) Providing appropriate supervision i.e. of the right quality and amount.
- (d) Initial supervision and facilitating the operation of learning sets and/or project teams.
- (e) Checking on students' progress.
- (f) Assessment of the project report.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Nil

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	The Case Study Handbook, A Student's Guide. Revised Edition <u>William Ellet</u> , Harvard Business Review Press, September 2018
2.	Case Study Methodology in Business Research , <u>Jan Dul</u> , <u>Tony Hak</u> , Routledge, September 2007
3.	Learning from Case Studies , Easton Geoff. 2nd ed., Prentice Hall, 1992.