

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public and International Affairs  
with effect from Semester A 2024/25**

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**Part I Course Overview**

<b>Course Title:</b>	<u>PIA Postgraduate Internship</u>
<b>Course Code:</b>	<u>PIA5000</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P5</u>
<b>Medium of Instruction:</b>	<u>The on-campus language of instruction is English. The off-campus language of instruction will depend on the predominant language in use in the off-campus setting.</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>N/A</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>N/A</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>POL5000 POL Postgraduate Internship</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>PIA5802 MAPPM Action Report, PIA5803 MAPPM Overseas Study</u>

## Part II Course Details

### 1. Abstract

The University seeks to prepare students who have the ability, attributes and attitude to engage in discovery learning for their roles as future employees. Internships enable individuals to develop the skills, attributes, abilities, behaviours, insights and attitudes needed to fill workplace positions successfully while observing, questioning, reflecting on and learning from the practices of job incumbents.

PIA Postgraduate Internship is designed to provide students with real life work experience in local, mainland Chinese, and/or international contexts for a clearly defined period of time. Students are expected to gain practical understanding of the professional contexts and operations of public organizations, private sector, NGOs, non-profit organisations or political-related organizations and to apply some of the programme-related theories, skills and work ethics they have learned in the programme curriculum.

### 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.	Discover major-related knowledge and multi-disciplinary critical thinking skills.	---		✓	✓
2.	Collaborate effectively in teamwork for developing a new perspective on work attitudes.	---	✓		✓
3.	Evaluate work experience in a reflexive manner, with reference to professional development, ethical issues and social responsibilities required to becoming a global citizen.	---	✓	✓	✓
4	Work in responsible and independent ways, showing a proactive approach to lifelong learning and career development.	---	✓	✓	✓
5	Communicate effectively in inter-personal settings, in writing, and in a variety of media.	---		✓	✓
		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	
Briefing	The briefing helps students acquire the ethics, etiquette and interpersonal communication skills needed for succeeding in a workplace.	✓	✓	✓	✓		
Communication with the instructor before and during internship	Related information will be released and students can raise their concerns or problems about the internship at different stages.	✓	✓	✓	✓	✓	
Full internship	Provides students with real life working experience in local, mainland Chinese, and/or international contexts. Students can gain in-depth and practical understanding of private or public sector operations and the professional contexts as they apply the theory and skills they have learned in the formal curriculum.	✓	✓	✓	✓	✓	
Literature search & review	Discovery and analysis of information, using critical reasoning, from a range of sources, including company reports, operation instructions, books, articles, television, Internet, documentaries, and the mass media.	✓	✓	✓		✓	
Filling out the post-internship questionnaire	Students can identify their learning outcomes by filling out the survey. The survey is designed according to the five CILOs. Other aims are to find out how well the internship has prepared student interns to face the jobs in future workplaces.		✓	✓	✓		
Internship journal writing	A daily journal captures each student's understanding of and reflection on work experience in a concise and precise manner.	✓	✓	✓	✓	✓	

#### 4. Assessment Tasks/Activities (ATs)

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

PIA Postgraduate Internship provides a logical channel for the application of theoretical concepts and are a source of practitioner input into curriculum development. They are also an additional forum for student assessment. From the perspective of the sponsoring organizations internships allow the evaluation of future employees, while students gain an opportunity to enhance their understanding and to reflect critically upon the nature of the world of work. They also gain an insight into the concerns of potential employers. Students are required to complete all the following assessment tasks of this course:

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
1. Pre-internship Briefing	✓	✓	✓			5%	As assigned by the Department.
2. Evaluation from internship on-site supervisor	✓	✓	✓	✓	✓	65%	Each intern is assigned with an on-site supervisor who will provide feedback to the intern throughout the internship, and prepare an evaluation report on intern's performance at the end of the internship.
3. Post-internship questionnaire	✓	✓	✓	✓	✓	10%	Student interns have to fill out a questionnaire after working at the host organizations.
4. Internship journal prepared by students		✓	✓	✓		20%	The journal requires to keep track of and reflect on their internship experience.
Examination: 0 % (duration: , if applicable)							

**5. Assessment Rubrics**

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

Assessment Task	Criterion	Pass	Failure
1. Pre-internship Briefing	Actively participate in the briefing.	Attend and actively engage in the briefing.	No attendance and/or fail to engage in the briefing.
2. Evaluation from internship on-site supervisor	Meet the expectations and work-related requirements at workplace.	Get “ <i>Satisfactory</i> ” Grades and above in all assessment items.	Get “ <i>Unsatisfactory</i> ” Grade in any assessment item.
3. Post-internship questionnaire	Self-evaluate the learning outcomes of the internship.	Timely submission of a completed post-internship questionnaire.	Late or no submission of a completed post-internship questionnaire.
4. Internship journal prepared by students	Report the progress of the internship and deeply reflect on the integration between work practices and work-related theories/knowledge.	Student can effectively connect course or program-based knowledge and understanding with the experiential aspects of the activity.	Student cannot effectively connect course or program-based knowledge and understanding with the experiential aspects of the activity.

**This course is assessed on a Pass/Fail basis. Performance is based on students’ achievement of the CILOs and their performance in assessment tasks/activities.**

### 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.)

Workplace organisations; the nature of jobs; work environment; organisational culture; values of organisation; organisation management; organisation policy; work division; differing roles in organisations; work experience; workplace relationships; work planning; leadership; coordination; communication; information collection; work discipline; team work; self-motivation; learning at work.

#### 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.)

See course outline

##### 2.2 Additional Readings

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

1.	Adair, J. (1985). <i>Effective Decision Making (1<sup>st</sup> edition)</i> . Great Britain: Pan.
2.	Bornstein, David (2004). <i>How to change the world: Social entrepreneurs and the power of new ideas</i> . Oxford: OUP.
3.	Covey, S. (2003). <i>The Seven Habits of Highly Effective People</i> . New York: Simon and Schuster.
4.	Gerber Michael E. (2009). <i>Awakening the entrepreneur within: How ordinary people can create extraordinary companies</i> . New York: Harper Business.
5.	Norton, Michael (2007). <i>365 Ways to change the world: How to make a difference – one day at a time</i> . New York: Free Press.
6.	Roberts, Lelia (2006). <i>After you graduate: finding and getting work you will enjoy</i> . New York: Open University Press.
7.	Vogt, Peter (2007). <i>Career wisdom for college students: insights you won't get in class, on the Internet, or from your parents</i> . New York: Ferguson.
8.	Wallace, Harold R. and Masters, L. Ann Masters (2001). <i>Personal development for life and work</i> . Cincinnati, Ohio: South-Western: Thomson Learning.
9.	Change Makers Net – Social entrepreneur profiles and stories, and information produced by Ashoka. <a href="http://www.changemakers.com/">http://www.changemakers.com/</a>
10.	Heinemann, H. N., DeFalco, A. A., and Smelkinson, M. (1992) 'Work-experienced enriched learning', <i>Journal of Cooperative Education</i> 28 (1): 17-33
11.	Thiel, G. R. and Hartley, N. T. (1997) 'Cooperative education: A natural synergy between business and academia', <i>SAM Advanced Management Journal</i> (Summer): 19-24.