

PIA3002: PIA INTERNSHIP

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

PIA Internship

Subject Code

PIA - Public and International Affairs

Course Number

3002

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

Depending on the specific language requirement in the workplace

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

SA3002 /POL3002 POL Internship, PIA3002 PIA Internship, AIS/PIA3800 Professional Internship

Exclusive Courses

SA/POL3000 Professional Internship / SA3001 Environmental Policy Professional Internship

Part II Course Details

Abstract

The University seeks to prepare full-time students who have the ability and attitude to engage in discovery learning for their roles as future employees. Internships enable individuals to develop the skills, abilities, behaviours and attitudes needed to fill workplace positions successfully while observing, questioning, reflecting on and learning from the practices of job incumbents. PIA Internship is designed to provide students with real life work experience in local 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 or non-profit organisations and to apply some of the major-related theories, skills and work ethics they have learned in the major curriculum. This course is exclusive for students with the home major in Public Policy and Politics.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Discover major-related knowledge, multi-disciplinary critical thinking skills, and new problem-solving ideas in one or more designated areas of the work experience.			x	x
2 Develop insights into the range of attitudes and values arising from the complexity and diversity of work relations, and abilities to collaborate effectively in a broad range of teamwork situations.		x		x
3 Evaluate the work experience in a reflexive manner, with reference to academic and professional issues and debates, and the ethical and social responsibilities required of professional citizens in a global society.		x	x	x
4 Work in proactive, creative and independent ways, showing a positive and flexible approach to lifelong learning and employability.		x	x	x
5 Communicate effectively in inter-personal settings, in writing, and in a variety of media.			x	x

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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Readings	Assigned readings on ethics and etiquette in a work place and interpersonal communication skills.	1, 2, 3
2	Training workshop or a 2000-word book report with reflective thinking	The training workshop helps students acquire the ethics, etiquette and interpersonal communication skills needed for succeeding in a workplace. Students are required to complete a 2000-word book report on career planning with reflective thinking to replace the training workshop if they cannot attend it with a prior approval by CL or when the training workshop is not feasible to conduct.	1, 2, 3, 4
3	Meetings before and during internship	Related information will be released and students can raise their concerns or problems about the internship at different stages.	1, 2, 3, 4, 5
4	Full internship	Provides students with real life working experience in local 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 major curriculum.	1, 2, 3, 4, 5
5	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.	1, 2, 3, 5

6	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.	2, 3, 4	
7	Sharing of internship experience	Students are required to produce a 3-minute video to share their internship experience.	1, 2, 3, 4, 5	
8	Report writing	Written presentation of individual student's understanding and reflection on work experience in a concise and precise manner.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Pre-internship Training or a 2000-word book report on career planning with reflective thinkings	1, 2, 3, 4	5	Pre-internship training workshop or a 2000-word book report with reflective thinkings.
2	Evaluation from internship on-site supervisor	1, 2, 3, 4, 5	55	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	1, 2, 3, 4, 5	5	Student interns have to fill out a questionnaire after working at the host organizations.
4	Post-internship video production	1, 2, 3, 5	10	Student interns have to produce a 3-minute video to share their internship experience
5	Final written report prepared by students	2, 3, 4	25	The written report requires students to review and discuss their internship experience and to evaluate whether they have met the CILOs.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Criterion**

Assessment will be on a Pass or Fail basis and will not contribute towards the classification of the award in any way. Performance is based on student achievement of the CILOs and their performance in assessment tasks/activities.

Part III Other Information**Keyword Syllabus**

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.

Reading List**Compulsory Readings**

Title	
1	Adair, J. (1985). <i>Effective Decision Making</i> (1st edition). 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	Scott, S. V., Ray, N. M. and Warberg, W. (1990) 'The design and evaluation of off-campus internship and cooperative programs', <i>Journal of Marketing for Higher Education</i> 3 (1): 121-139.
8	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.
9	Wallace, Harold R. and Masters, L. Ann Masters (2001). <i>Personal development for life and work</i> . Cincinnati, Ohio: South-Western: Thomson Learning.

Additional Readings

Title	
1	Change Makers Net – Social entrepreneur profiles and stories, and information produced by Ashoka. http://www.changemakers.com/
2	Heinemann, H. N., DeFalco, A. A., and Smelkinson, M. (1992) 'Work-experienced enriched learning', <i>Journal of Cooperative Education</i> 28 (1): 17-33
3	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.