THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Public Policy and Management
Programme QF Level : 6
Course Title : Internship
Course Code : PPG6030
Department/Unit : Department of Social Sciences and Policy Studies
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : EMI
Course Level : 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

   The Internship course prepares our future public manager or administrators to gain and apply their knowledge in realistic situations through an industry placement for eight weeks. The involvement in Internship will facilitate students to network in professional fields they are considering for career paths and grant them an opportunity for professional advancement. It will enable students advance team working roles and skills and boost group bonding through engagement in a variety of collaborative and competitive extended team-based exercise. It is anticipated that the skills attained from working with an organisation will benefit students in facilitating them to enhance their performance on their jobs after graduation. Students taking this course cannot choose the Overseas Experiential Learning course.

2. **Course Intended Learning Outcomes** (CILO$_s$)

   Upon completion of this course, students will be able to:

$CILO_1$	:	Attain professional involvement-based hands-on experience about real world problems in a field relevant to their specialisation of studies.
$CILO_2$	:	Demonstrate competence and commitment in work-related/ regional contexts.
$CILO_3$	:	Advance active communication and problem-solving skills for personal and career development.
$CILO_4$	:	Apply skills important for time management, discipline, self-learning and effective communication.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Pre-internship Workshops: - Review of and reflection on learning from the programme and how it may relate to the Internship experience. - Introduction to types and needs of Internship partners. - Interview skills and job etiquettes.	$CILO_{1-4}$	Workshop Presentation, Group Discussion, Consultation with EdUHK's Internship Supervisors
Internship	$CILO_{1-4}$	- Participants are assigned Internship tasks such as activities or programmes as arranged by supervisor of Internship partners. - Internship Supervisors from EdUHK pay regular visits or make phone calls to

		ascertain if Internship is effectively implemented and students are able to demonstrate and achieve the learning outcomes. - The Internship Supervisors conduct mid-term and final evaluation with consultation of the work-place supervisor.

Note and Arrangement

Note	Apart from regularly attending the workplace, students are expected to meet with the Internship Supervisor on at least thrice during the placement. - An initial meeting in a pre-internship workshop should occur to set expectations and discuss broadly the project areas applicable for the student. - A second meeting or discussion should occur around the middle of the placement to discuss the progress and to finalise the details of the work undertaken by the student. - A final meeting in a debriefing/focus group meeting should occur towards the end of the placement, to discuss the learning outcomes and final project. - The Internship Supervisor will be available during the entire course of the work placement to advise or assist the student with any content-related issues faced in the workplace.
Arrangement	The Internship is offered in Semester II and Summer Semester of every academic year. Student Interns are required to work for at least 150 hours (or the agreed period between EdUHK and the Internship host) during the Internship period. The detailed work schedule will be agreed by the Internship Partners, the Interns and the Internship Supervisor prior to the commencement of the Internship.

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
(a) Industry/Internship Supervisor Evaluation Performance review by supervisor of Internship partners and the Internship Supervisor from the University. Students' knowledge, attitude and skills will be considered in the evaluation.	55%	$CILO_{1-4}$
(b) Final Reflective Report **(3,000 to 4,000 words)** Submitted as a summative report by students at the end of the Internship discussing the observations on activities undertaken during the Internship, the key learning outcomes, achievements and plans for further development.	30%	$CILO_{1-4}$

(c) Focus Group (90 to 120 minutes) At the end of the Internship, students under the guidance from the facilitator will reflect upon their learning experience in a deeper manner.	15%	*CILO₁₋₄*

5. Use of Generative AI in Course Assessments
Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)
Nil

7. Recommended Readings

Butin, D. (2008). *Service-learning and social justice education: Strengthening justice-oriented community based models of teaching and learning*. London: Routledge.

Christopher, P., Houghton, D. and Murray, L. (2017). *Organizational behavior: a critical-thinking approach*. Los Angeles : SAGE.

Hao, Z, & Laiden, R. C. (2011). Internship: A Recruitment and Selection Perspective. *Journal of Applied Psychology, 96*(1), 221–229.

Kiser, P. M. (2009). *The human services internship: Getting the most from your experience* (2nd ed.). Belmont, Calif.: Thomson Brooks.

Ku, A. S., & Pun, N. (Eds.). (2004). *Remaking citizenship in Hong Kong: community, nation, and the global city*. London: Routledge.

Princeton Review. (2000). *The internship Bible*. New York: Random House.

Reid, A., & Scott, W. (Eds.). (2008). *Researching education and the environment: retrospect and prospect*. London: Routledge.

Sung, Y. W. (2005). *The emergence of Greater China: The economic integration of Mainland China, Taiwan and Hong Kong.* Basingstoke, England: Macmillan.

Sweitzer, H. F., & King, M. (2014). *The successful internship: Personal, professional, and civic development* (4th ed.). Belmont, Calif.: Brooks/Cole Cengage Learning.

Wang, G. (2015). The influence of the college's **internship** pattern on students' **internship** performance in the context of Mainland China's national conditions: A perspective compared with American University. *Journal of Youth Studies*, *18*(2), 93-100.

8. Related Web Resources
Internship in Higher Education:
http://www.answers.com/topic/internships-in-higher-education

9. Related Journals
The Journal of Experiential Education.
College Student Journal
Journal of Cooperative Education.
Journal of Youth Studies
Contemporary Educational Psychology
Journal of Employment Counselling

10. Academic Honesty
The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

11. Others
Nil

Updated as of 16 July 2025