



香港樹仁大學

HONG KONG SHUE YAN UNIVERSITY

# DEPARTMENT OF ECONOMICS AND FINANCE

INTERNSHIP STUDENT HANDBOOK





# **DEPARTMENT OF ECONOMICS AND FINANCE**

INTERNSHIP STUDENT HANDBOOK

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# **CONTENTS**

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<b>Section 1: General Information</b>	<b>1</b>
1.1 Introduction	
1.2 Course Aims (CAs)	
1.3 Course Intended Learning Outcomes (CILOs)	
1.4 Teaching and Learning Activities (TLAs)	
1.5 Assessment Tasks (ATs)	
1.6 Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks	
1.7 Reading List	
Main Readings	
Supplementary Readings	
<b>Section 2: Application and Requirements</b>	<b>7</b>
2.1 Recruitment	
2.2 Application Procedure	
2.3 Requirements	
<b>Section 3: Roles and Responsibilities</b>	<b>10</b>
3.1 Student	
3.2 Internship Agency	
3.3 Department of Economics and Finance	
<b>Section 4: Rubrics for Assessments</b>	<b>13</b>
4.1 Rubric for Reflective Journal	
4.2 Rubric for Group Discussion	
4.3 Agency Evaluation Form	
4.4 Rubric for Final Report	
4.5 Overall Evaluation Sheet	
<b>Section 5: Other Guidelines</b>	<b>19</b>
5.1 Time Schedule	
5.2 Academic Honesty	
5.3 Resources for Self-preparation	
5.4 Statutory Minimum Wage	
5.5 Financial Subsidy	
5.6 Insurance Coverage	
5.7 Sexual Harassment	

<b>Section 6: Significance</b>	<b>23</b>
6.1 Alignment with Programme Aims	
6.2 Alignment with Programme Intended Learning Outcomes	
6.3 Alignment with Qualifications Framework	
<b>Appendices</b>	<b>27</b>
1. Template for Reflective Journal	
2. Template for Final Report	
3. Recruitment Notice	
4. Internship Application Form	
5. Student Feedback Survey	
6. Student Focus Group Interview Schedule	

# SECTION 1: GENERAL INFORMATION

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## 1.1 Introduction

Internship offers students an experiential learning opportunity to apply their knowledge from the academic discipline, broaden their social horizon and enhance their work readiness. It emphasises teaching and learning through hands-on experience of real-world practices in an authentic workplace. It encourages students to reflect upon their performance and identify areas for self-improvement through a co-supervision from Academic Supervisors and Workplace Supervisors. It helps students to locate their career goal and equips them with the attributes and competences for future development.

Internship is designed for Year 4 students in the Department of Economics and Finance. Credits will be awarded to students who demonstrate that they have been able to apply their academic knowledge and analytical skills successfully to achieve the intended learning outcomes.

## 1.2 Course Aims (CAs)

The course aims to maximize learning opportunities for students to:

No.	CAs
1	meet with the changing economic and financial development needs from the real-world practice;
2	apply appropriate economic and financial knowledge to handle real-life situations, cases and issues;
3	acquire work ethics, self-initiative, time management, team-work and flexibility to the business and financial organisational culture for successful workplace performance;
4	enhance students' work readiness, generic skills and self-efficacy in realising their career goals.
5	develop an increased level of determination and competence for both in the academic discipline and in their chosen career path.

## 1.3 Course Intended Learning Outcomes (CILOS)

Upon successful completion of this course, students should be able to:

No.	CILOs
1	follow instructions, perform the assigned roles, and conduct individual and group work in the authentic context of economic and financial world;
2	apply economic and financial theories to advance the practical business operations;
3	demonstrate a strong sense of accountability in tasks and projects with appropriate attitudes, behaviours, and generic skills including analytical skills, problem-solving skills, self-management skills, and communication and presentation skills;
4	evaluate own performance in study and work through regular reflection for self-improvement.

## 1.4 Teaching and Learning Activities (TLAs)

The Internship course incorporates a range of strategic TLAs with the three major stages of pre-internship preparation, internship, and reflection.

### I. Preparation

Students participate in a series of pre-internship trainings that are offered for them to enhance their work readiness and practical skills to meet with the job expectations from the workplace. The Industrial Attachment Office will be responsible for the provision of these pre-internship trainings including job preparation workshops and sharing sessions in conjuncture with the Office of Student Affairs and the Department of Economics and Finance.



## II. Internship

After the preparation stage, students start to work in a business or financial company. Students are expected to perform the work required by the company and to learn actively through hands-on experience in the workplace. The TLAs for students at this stage consist of all the roles, tasks and projects assigned by the company. A Workplace Supervisor will be assigned by the company to each student to guide the student to acquire the required competences, practical knowledge and skills, as well as proper attitudes and behaviours in work. Various learning opportunities will be provided to enable students to integrate their academic study from class with their real-world encounters in the workplace.

## III. Reflection

In order to successfully complete the Internship course, students must finish stages 1 and 2 and then integrate their working experience with their academic learning and review their working performance for self-improvement through active reflection. The TLAs for this purpose include writing a reflective journal for self-evaluation, participating in discussions with the Academic Supervisors and their fellow classmates, and completing an overall report that consists of a theoretically informed analysis of their experiential learning in connection with appropriate academic discourse. The Academic Supervisors guide students to conduct their reflection, provide a reading list, and offer them intellectual stimulus on a regular basis.

## IV. Summary Chart on the TLAs in the Work Placement Course

Preparation Stage	Pre-internship Learning
TLA 1	Pre-internship training workshops and sharing sessions
	
Internship Stage	Internship in Company / Organisation
TLA 2	All roles, tasks, projects assigned to the students during the internship period
	
Reflection Stage	Academic Supervision
TLA 3	Reflective journal, presentation, discussions, and final report on Internship

## 1.5 Assessment Tasks (ATs)

The course will be entirely assessed through continuous assessment by the Workplace Supervisors and the Academic Supervisors.

<b>Basic Performance</b> <ul style="list-style-type: none"><li>AT1: Reflective Journal (10%)</li><li>AT2: Presentation and Discussion (10%)</li></ul>	<b>Subtotal: 20%</b>
<b>Working Performance</b> <ul style="list-style-type: none"><li>AT3: Agency Evaluation (40%)</li></ul>	<b>Subtotal: 40%</b>
<b>Academic Performance</b> <ul style="list-style-type: none"><li>AT4: Final Report (40%)</li></ul>	<b>Subtotal: 40%</b>
<b>Total: 100%</b>	

All assessment tasks adopt standard rubrics to evaluate students' performance in achieving the course intended learning outcomes. See the rubrics in Section 4.

## 1.6 Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1	TLA 2	2, 3
2	TLA 2, TLA 3	1, 2, 4
3	TLA 1, TLA 2	2, 3
4	TLA 3	1, 4

## 1.7 Reading Lists

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### Main Readings

Bodie, Zvi, Kane, Alex & Marcus, Alan J., 2018. *Investments*. 11<sup>th</sup> ed., McGraw Hill.

McConnell, Campbell., Brue, Stanley & Flynn, Sean., 2018. *Economics*. 21<sup>st</sup> ed., McGraw Hill.

### Supplementary Readings

Brooks, Chris, 2019. *Introductory Econometrics for Finance*. 4<sup>th</sup> ed., Cambridge University Press.

Cornett, Marcia, Adair, Troy & Nofsinger, John, 2019. *Finance: Applications and Theory*. 5<sup>th</sup> ed., McGraw Hill.

Eun, Cheol & Resnick, Bruce, 2018. *International Financial Management*. 8<sup>th</sup> ed., McGraw Hill.

Fabozzi, Frank J. & Pachamanova, Dessislava A., 2016. *Portfolio Construction and Analytics*. John Wiley & Sons.

Floyd, Kory & Cardon, Peter, 2020. *Business and Professional Communication*. 1<sup>st</sup> ed., McGraw Hill.

Hill, Charles W. L. & Hult, G. Tomas M., 2017. *International Business: Competing in the Global Marketplace*. 11<sup>th</sup> ed., McGraw Hill.

Kapoor, Jack R., Dlabay, Les R. & Hughes, Robert J., 2017. *Personal Finance*. 12<sup>th</sup> ed., McGraw Hill.

Prince, Jeff, 2019. *Predictive Analytics for Business Strategy*. 1<sup>st</sup> ed., McGraw Hill.

Saunders, Anthony & Cornett, Marcia, 2019. *Financial Markets and Institutions Management: A Risk Management Approach*. 7<sup>th</sup> ed., McGraw Hill.

Wight, Jonathan B., 2015. *Ethics in Economics: An Introduction to Moral Framework*, Standard University Press.

# SECTION 2: APPLICATION AND REQUIREMENTS

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## 2.1 Recruitment

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The recruitment for the Internship course usually starts in July and November. The Industrial Attachment Coordinators in the Department of Economics and Finance oversee the recruitment arrangement and contact the potential internship agencies for the provision of internship. In identifying the potential internship agencies, the Coordinators will visit the agencies and consider their suitability in accomplishing the course intended learning outcomes (see Section 1) and capacity in fulfilling the roles and responsibilities for the provision of internships (see Section 3). Once the provision of internship is confirmed, students receive a list of potential internship opportunities for their consideration. Pre-internship workshops will be launched to brief students about this course and to answer their questions. Students will be encouraged to reflect upon their career interests, to familiarise themselves with the internship expectations, and to identify their own intended learning outcomes from the internship. The Coordinators provide students additional consultations and advice when required.

## 2.2 Application Procedure

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If students intend to apply for the Internship course, they should take the steps below:

- Student applicants submit a completed application form with a learning record and a curriculum vitae to the Industrial Attachment Coordinators for consideration before the deadline;
- Student applicants are interviewed by the agency to assess their aptitude for the post they have applied for;
- Successful student applicants start the Internship course in Year 4.

## 2.3 Requirements

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Student applicants must meet with the following requirements when applying an Internship.

- Student must attain an accumulated GPA at 2.3 or above.
- Student must complete ECON 103 Basic Microeconomics and ECON 104 Macroeconomics with an overall grade in C category or above.
- Student must at least attend two pre-internship training workshops and one pre-internship sharing session/forum provided by the Office of Student Affairs. If students have completed more than the minimum requirement, their additional participation will be taken into account in their application to the course.

Successful student applicants must fulfill two further requirements below to be awarded the 3 credits from the Internship course.

Internship Requirement	Academic Requirement
<ul style="list-style-type: none"><li>• The Student must fulfill the job expectations of the internship agency throughout the internship period.</li><li>• The total number of hours required to complete the internship is 120. The student is expected to participate in the work of the internship agency during the internship period as required by the Workplace Supervisor.</li></ul>	<ul style="list-style-type: none"><li>• The Student must meet the academic expectations from the course throughout the internship period.</li></ul>

The overall expected effort for this course includes the additional time from students' self-study on a regular basis for reading, participating in group discussions with the Academic Supervisors and their fellow classmates, writing a reflective journal and a final report.



# SECTION 3: ROLES AND RESPONSIBILITIES

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# Introduction

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Successful implementation of Internship depends on a mutual understanding and transparent collaboration among different parties including students, internship agencies, and Department of Economics and Finance. This section specifies their major roles and responsibilities for this course.

## 3.1 Student

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Students enrolled in the Internship course receive instructions and supervision from the Industrial Attachment Coordinators, Workplace Supervisors, and Academic Supervisors. The major roles and responsibilities of students are:

- To engage fully throughout the whole teaching and learning process of the internship course;
- To commit strongly to the given guidelines and meet with Academic Supervisors' expectations in completing the internship tasks;
- To behave in an appropriate manner and comply with the policies and regulations in the internship agency;
- To respect the internship agency's values, their staff and practice with an appropriate working attitude and teamwork spirit;
- To engage actively in conducting academic study and to achieve the intended course learning outcomes;
- To reflect regularly on individual work and academic performance for self-improvement throughout the internship process;
- To critically analyse matters of concern arising from the internship encounter and to share them in the form of an academic discourse during the group discussion with their supervisors and fellow classmates;
- To maintain a reflective journal and write a final report as required by the Academic Supervisors.

## 3.2 Internship Agency

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The internship agency should offer orientation and guidance to the students for the Work Placement course. The major roles and responsibilities of the internship agency are:

- To orient students to the background, culture and practice of the agency;
- To provide Workplace Supervisors to guide students onsite for the implementation of the roles, tasks and projects assigned to them throughout the internship period;

- To make available a range of valuable opportunities for students to learn through working in the agency;
- To give professional and constructive feedback on students' performance and help them to improve;
- To monitor students' behaviours and attitudes to ensure that they behave in an ethical and courteous manner;
- To communicate with the Industrial Attachment Coordinators to discuss students' performance, behaviours and attitudes;
- To support the Industrial Attachment Coordinators to run the course effectively;
- To complete and return the Agency Evaluation Forms to the Industrial Attachment Coordinators upon the completion of the internship period.

### 3.3 Department of Economics and Finance

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The Department of Economics and Finance will host the offerings for Internship for students, and delegate Industrial Attachment Coordinators from the academic staff to oversee the course and ensure its smooth implementation. The major roles and responsibilities of the Department are:

- To assign Industrial Attachment Coordinators to liaise with agency to deal with issues in relation to the internship;
- To provide students guidance on working attitudes and behaviours before the internship;
- To conduct the recruitment process and the selection of the appropriate students for the internship;
- To ensure students on internship to be covered by a Group Personal Accident Policy Schedule;
- To arrange Academic Supervisors for students to guide their academic learning process;
- To collect the Agency Evaluation Forms from the Agency upon the completion of the internship period.

# SECTION 4: RUBRICS FOR ASSESSMENTS

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## 4.1 Rubric for Reflective Journal (10%)

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DEPARTMENT OF ECONOMICS AND FINANCE

### Internship Reflective Journal Evaluation Form

Student Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Agency: \_\_\_\_\_

Internship Period: \_\_\_\_\_

	Excellent (5-4)	Satisfactory (3-2)	Unsatisfactory (1-0)	Score
<b>I. Academic Connection</b>	<p>Theories and concepts are consistently correctly applied to the discussion of real cases.</p> <p>Thoughts and ideas are expressed very clearly and easy to follow with a very clear focus theme or focus.</p>	<p>Theories and concepts are often correctly applied to the discussion of real cases.</p> <p>Thoughts and ideas are expressed adequately and basically clear and logical with a generally clear focus theme or focus.</p>	<p>Theories and concepts are rarely correctly applied to the discussion of real cases.</p> <p>Thoughts and ideas lack a clear theme or focus, are expressed in a woolly manner and are hard to follow.</p>	
<b>II. Level of Reflection</b>	<p>Self-reviews are specific and detailed and demonstrate deep learning and thinking.</p> <p>Ideas and insights from self-reviews are consistently applied for improving performance.</p> <p>Materials for demonstrations are very strong with well-written descriptions and well-organised presentations.</p>	<p>Self-reviews are adequate and demonstrate moderate learning and thinking.</p> <p>Ideas and insights from self-reviews are often applied for improving performance.</p> <p>Materials for demonstrations are fair with understandable descriptions and adequately organised presentations.</p>	<p>Self-reviews are too few and fail to demonstrate underpinning learning and thinking.</p> <p>The application of ideas and insights from self-reviews for improving performance is limited.</p> <p>Materials for demonstrations are limited, lack appropriate descriptions and include poorly organised presentations.</p>	
Total Scores (I+II):				

Signature: \_\_\_\_\_  
Academic Supervisor

Date: \_\_\_\_\_

## 4.2 Rubric for Presentation and Discussion (10%)

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DEPARTMENT OF ECONOMICS AND FINANCE

### Internship Presentation and Discussion Evaluation Form

Student name: \_\_\_\_\_  
Agency: \_\_\_\_\_

Student Number: \_\_\_\_\_  
Internship Period: \_\_\_\_\_

	Excellent (5-4)	Satisfactory (3-2)	Unsatisfactory (1-0)	Score
<b>I. Level of participation</b>	<p>Demonstrates a very active, self-motivated involvement in the presentation and discussion process.</p> <p>Joins the discussion with very careful listening and openness to other ideas. Demonstrates excellent presentation and communication skills in offering personal points of view.</p>	<p>Demonstrates a consistent involvement in the presentation and discussion process.</p> <p>Joins the discussion with careful listening and basic openness to other ideas. Demonstrates considerable presentation and communication skills in offering personal points of view.</p>	<p>Does not engage in the presentation and discussion process.</p> <p>Joins the discussion but does not listen to others and is not open to other ideas. Cannot present and communicate effectively in offering personal points of view.</p>	
<b>II. Level of contribution</b>	<p>Many important observations, materials and feelings are effectively shared throughout the presentation and discussion.</p> <p>Comments always advance and stimulate the standard and progression of the presentation and discussion.</p> <p>Personal inputs for the presentation and discussion always correctly relate to academic knowledge, concepts and theories.</p>	<p>Some important observations, materials and feelings are properly shared throughout the presentation and discussion.</p> <p>Comments often advance and stimulate the standard and progression of the presentation and discussion.</p> <p>Personal inputs for the presentation and discussion often correctly relate to academic knowledge, concepts and theories.</p>	<p>Few observations, materials and feelings are shared throughout the presentation and discussion.</p> <p>Comments rarely advance and stimulate the standard and progression of the presentation and discussion.</p> <p>Personal inputs for the presentation and discussion rarely correctly relate to academic knowledge, concepts and theories.</p>	
Total Scores (I+II):				

Signature: \_\_\_\_\_  
Academic Supervisor

Date: \_\_\_\_\_

## 4.3 Rubric for Agency Evaluation (40%)

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DEPARTMENT OF ECONOMICS AND FINANCE

Confidential

### Internship Student Evaluation Form

*Thank you for your collaborating with Hong Kong Shue Yan University in the Internship course. Your feedback and comments will be indispensable in helping us to evaluate students' performance from an employer's perspective. Please have this form completed by the Workplace Supervisor and return the completed form to the Industrial Attachment Coordinators. Feel free to contact the Industrial Attachment Coordinators if you have any problems.*

Name of Agency: \_\_\_\_\_

Internship Period: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Please rate his/her performance. Circle the number in the box

	Very Good	Good	Fair	Poor	Very Bad
1. Attitude	4	3	2	1	0
2. Behaviour	4	3	2	1	0
3. Sense of responsibility	4	3	2	1	0
4. Reliability	4	3	2	1	0
5. Efficiency	4	3	2	1	0
6. Teamwork	4	3	2	1	0
7. Ideas for work	4	3	2	1	0
8. Problem-solving skills	4	3	2	1	0
9. Communication skills	4	3	2	1	0
10. Overall performance	4	3	2	1	0

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_  
Workplace Supervisor

Date: \_\_\_\_\_

## 4.4 Rubric for Final Report (40%)

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF ECONOMICS AND FINANCE

### Internship Final Report Evaluation Form

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
Agency: \_\_\_\_\_ Internship Period: \_\_\_\_\_

	Excellent (8-7)	Satisfactory (6-4)	Unsatisfactory (3-0)	Score
<b>I. Topic</b>	Clearly articulated with substantial originality and background information.	Basically, articulated with modest originality and background information.	Woolly descriptions without originality and lacking background information.	
<b>II. Conceptual Framework</b>	Fully developed with a wide range of theoretical ideas and an insightful theme for analysis.	Properly developed with a range of theoretical ideas and an appropriate theme for analysis.	Badly developed with limited theoretical ideas and lack of a clear theme for analysis.	
<b>III. Data Analysis</b>	Substantially provided, very convincingly demonstrated with a clear and comprehensible flow of ideas and arguments.	Adequately provided, basically demonstrated with a generally comprehensible flow of ideas and arguments.	Marginally provided, badly demonstrated with a barely comprehensible flow of ideas and arguments.	
<b>IV Organisation</b>	Very well-structured, with logical sequence and clear evidence of planning.	Well-structured, with reasonably logical sequence and some evidence of planning.	Poorly structured, with illogical sequence and little evidence of planning.	
<b>V. Style</b>	Consistently in proper academic style with very concise and precise use of grammar and syntax, and substantial references all in proper format.	Generally, in proper academic style with reasonable use of grammar and syntax, and adequate references generally in proper format.	Not written in recognisable academic style, poor command of grammar and syntax, few references, not in proper format.	
<b>Total Scores (I+II+III+IV+V):</b>				

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_  
Academic Supervisor

Date: \_\_\_\_\_



## 4.5 Overall Evaluation Sheet

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF ECONOMICS AND FINANCE

### Internship Overall Evaluation Sheet

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Agency: \_\_\_\_\_ Internship Period: \_\_\_\_\_

Academic Supervisor: \_\_\_\_\_ Workplace Supervisor: \_\_\_\_\_

Reflective Journal (10%)	
Group Discussion (10%)	
Agency Evaluation (40%)	
Final Report on Internship (40%)	
<b>Total:</b>	

Outstanding		Above Average			Satisfactory			Below Average		Unsatisfactory	
100-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	49-45	44-40	39-0
A	A-	B+	B	B-	C+	C	C-	D+	D	E	F
The student's performance is excellent. He/she meets all or nearly all required/ expected standard in academic and work dimensions with regard to all or nearly all of the course intended learning outcomes.		The student's performance is good. He/she meets most required/ expected standard in academic and work dimensions with regard to most of the course intended learning outcomes.			The student's performance is adequate. He/she meets a number of required/ expected standard in academic and work dimensions with regard to a number of the course intended learning outcomes.			The student's performance is barely adequate. He/she barely meets the required/ expected standard in academic and work dimensions with regard to the course intended learning outcomes.		The student's performance is inadequate. He/she fails to meet most required/ expected standard in academic and work dimensions with regard to the course intended learning outcomes.	

Signature: \_\_\_\_\_  
Industrial Attachment Coordinator

Date: \_\_\_\_\_

# SECTION 5: OTHER GUIDELINES

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## 5.1 Time Schedule

An indicative timeline of the internship arrangement and academic trainings of the course is shown below:

### First Semester

Application Procedure	Months	Pre-internship Trainings
Briefing students about the course	July	-
Starting the recruitment process, registering the course, applying for internship, taking interviews with the agencies	August	-
Confirming with agencies the list of successful students	September	Attending pre-internship workshops and sharing sessions
Employment Mode	Months	Academic Trainings
At least 10 hours per week Duration in Weeks: 12	September	Writing reflective journal
	October	Participating in discussions with supervisors
	November	Writing the report
	December	Completing and presenting the final report

### Second Semester

Application Procedure	Months	Pre-internship Trainings
Briefing students about the course	November	-
Starting the recruitment process, registering the course, applying for internship, taking interviews with the agencies	December	Attending pre-internship sharing sessions
Confirming with agencies the list of successful students	January	Attending pre-internship workshops
Employment Mode	Months	Academic Trainings
At least 10 hours per week Duration in Weeks: 12	January	Writing reflective journal
	February	Participating in discussions with supervisors
	March	Writing the report
	April	Completing and presenting the final report

## 5.2 Academic Honesty

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Any dishonest or unethical practice in fulfilling any assignment is prohibited. No mark will be given to the assignment in question and disciplinary actions against the violator will be taken. Examples of dishonest or unethical practices include, but are not limited to, plagiarism, fabrication, falsification, cheating, and submitting an assignment that has been previously submitted for another course or that is not one's own work. To comply with the University's policy, students are obliged to upload written assignments to the Veriguide for academic honesty check (<http://www.hksyu.edu/veriguide>).

## 5.3 Resources for Self-preparation

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Students should have full preparation before taking the internship in line with their career goals. The following online supports and direct services will be provided for students to conduct self-assessment and self-preparation for their career planning. Details can be referred at <https://www.hksyu.edu/osa/>

- Online Self-Directed Search
- Online Myers-Briggs Type Indicator
- Mock interview services
- CV Clinic services

## 5.4 Statutory Minimum Wage

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The Statutory Minimum Wage does not apply to students taking the Internship course as part of their learning programme. The relevant government regulations can be found from the Statutory Minimum Wage: Notes for Student Employees and Employers ([http://www.labour.gov.hk/eng/news/pdf/Notes\\_for\\_Student\\_Employees\\_and\\_Employers\\_2015.pdf](http://www.labour.gov.hk/eng/news/pdf/Notes_for_Student_Employees_and_Employers_2015.pdf)).

## 5.5 Financial Subsidy

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In order to provide an incentive to students, external agencies are recommended to offer students a travel allowance to encourage their participation at work. It is, however, essential to understand the work component of the Internship course is conducted for teaching and learning purposes. Students taking the Internship course may work for the external agency entirely on a voluntary basis, particularly if the external agencies are NGOs, community organisations, charity institutions, welfare authorities, social enterprises, or non-profit making companies, etc., financial subsidy should not be the target.

## 5.6 Insurance Coverage

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Hong Kong Shue Yan University has a Group Personal Accident Insurance Policy Schedule in place that covers all students during their internship outside campus. Further information on the insurance policy can be obtained from the Industrial Attachment Office.

## 5.7 Sexual Harassment

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Hong Kong Shue Yan University is committed to eliminating all forms of sexual harassment against staff and students. A University Panel Against Sexual Harassment is formed to handle all reported sexual harassment complaints in the University community and to give recommendations to the University on disciplinary actions as deemed appropriate. Details can be obtained from webpage of University Panel Against Sexual Harassment at [https://www.hksyu.edu/Info/university\\_committees.html](https://www.hksyu.edu/Info/university_committees.html)

# SECTION 6: SIGNIFICANCE

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The course is introduced in order to weld economic and financial knowledge with real-world practice and in support of the University's strategic development goals in relation to embedding more workplace-integrated teaching and learning into the existing curriculum that:

- Offers innovative pedagogy in delivering economic and financial knowledge;
- Produces informed and skilled individuals that meet the changing economic and financial development need;
- Equips students with the generic competences to realise their career goals;
- Makes a difference to students' learning experience and benefit the economic and financial development in general.

## 6.1 Alignment with Programme Aims

The offering of the Internship course to year 4 Economics and Finance students would enable them to achieve the Department's overall programme aims and programme intended learning outcome as shown below:

PAs	Contributing to the PAs		
	Major	Significant	Some
Provide students with a comprehensive and critical understanding of the ideas, concepts, issues and schools of thought which are central to Economics.		✓	
Provide students with a comprehensive and critical understanding of finance theory, financial systems and institutions, the principles of corporate and international finance, and investment analysis.		✓	
Provide students with a comprehensive and critical understanding of the workings of the economies of Hong Kong and the world.		✓	
Provide students with a general liberal arts education and generic skills.	✓		
Provide students with an environment in which students learn to be upright persons with a positive attitude towards life while embracing traditional Chinese values and culture in the global world.	✓		

## 6.2 Alignment with Programme Intended Learning Outcomes

PILOs	Contributing to the PILOs		
	Major	Significant	Some
Identify an economic or financial problem using a conceptual framework and use it to explain and predict issues arising from daily life, business context, and policy formulation.		✓	
Analyse, evaluate and interpret statistical information relating to economics and finance.		✓	
Describe the economic setting of the economies of Hong Kong and the world.			✓
Apply economic theories to explain real world phenomena.			✓
Express themselves fluently in English and Chinese and confidently produce clear written, graphical and numerical expressions of general arguments and specific analysis, use information technology and quantitative skills effectively.		✓	
Work with others effectively as a team member and leader.	✓		
Apply knowledge from other disciplines to tackle economic and finance problems.	✓		
Apply logical, critical thinking and innovative problem-solving skills.	✓		
Appreciate the traditional Chinese culture and values in the global world.			✓
Equip students with balanced personality and moral character to operate in a globalized world with conflicting value systems.	✓		



## 6.3 Alignment with Qualifications Framework

Under the governmental policy for higher education, all bachelor's degree programmes in Hong Kong are required to deliver learning outcomes that are aligned with the Generic Learning Descriptors (GLD) at Level 5 of the HK Qualifications Framework. The alignment of the Internship course with the Generic Learning Descriptors (GLD) at Level 5 of the HK Qualifications Framework is shown in the following table:

QF GLDs at Level 5		Contributing to the GLDs		
		Major	Significant	Some
Knowledge & Intellectual Skills	Demonstrate and/or work with in-depth specialised technical or theoretical knowledge of a field of work or study.		✓	
	Use a wide range of specialised intellectual skills in support of established practices in a subject/ discipline/sector.		✓	
	Critically analyse, evaluate and/or synthesise concepts, information and issues drawn from a wide range of sources to generate ideas.	✓		
Processes	Apply knowledge and skills in a range of technical, professional or management activities.	✓		
	Identify and analyse both routine and abstract technical/ professional problems and issues and formulate evidence-based responses.		✓	
	Exercise appropriate judgement in planning, design, technical and/or management functions related to products, services, operations or processes.		✓	
Autonomy & Accountability	Accept responsibility and accountability, within broad parameters, for determining and achieving personal and/or group outcomes.	✓		
	Work under the mentoring of senior qualified practitioners.	✓		
	Deal with ethical issues, seeking guidance of others where appropriate.	✓		
Communication, ICT and Numeracy	Use some advanced and specialised skills in support of established practices in a subject/discipline/ sector.			✓
	Participate constructively in group discussions and make formal and informal presentations to a range of audiences on standard/mainstream topics in a subject/discipline/sector.	✓		
	Use some advanced features of ICT applications to support and enhance work.			✓
	Interpret, use and evaluate numerical and graphical data to set and achieve goals/targets.		✓	

# APPENDICES

1. Template for Reflective Journal
2. Template for Final Report
3. Recruitment Notice
4. Internship Application Form
5. Student Feedback Survey
6. Student Focus Group Interview Schedule

# Appendix 1: A Template of Reflective Journal

## Internship Reflective Journal

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Internship Date: \_\_\_\_\_

1. <i>Describe what happened in the agency.</i>
2. <i>What were your main responsibilities at the agency? How did you work with others?</i>
3. <i>What did you learn from the jobs? Were you able to apply any knowledge and skill in dealing with the jobs? Evaluate your performance, collaboration with others and outcomes?</i>
4. <i>Think about the relationship between the theories/concepts you learned in the university and the issues or problems you encountered in your working experience. Is there insight to acquire new learning through this process?</i>

## Appendix 2: A Template of Final Report

### Internship Final Report

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Submission Date: \_\_\_\_\_

#### Part I: Basic Information

Name of Internship Agency: \_\_\_\_\_

Internship Post: \_\_\_\_\_

Internship Period: \_\_\_\_\_

Workplace Supervisor: \_\_\_\_\_

Academic Supervisor: \_\_\_\_\_

#### Part II: Reflection (Maximum: 3,500 words)

1. <i>An overall review of the internship experiences</i>
2. <i>Research questions identified from the internship experiences</i>
3. <i>Existing literatures used for answering the research questions</i>

4. <i>Data collected through documentary research, interviews, and/or observations for discussion</i>
5. <i>Analytical findings from the internship experiences</i>
6. <i>The overall lessons from the internship experiences in relation to the research questions</i>
7. <i>References</i>
8. <i>Appendix: The Reflective Journal</i>

## Appendix 3: A Sample of Recruitment Notice

### HONG KONG SHUE YAN UNIVERSITY

#### Internship for Industrial Attachment

##### Internship Post

Institution: \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Number of Post: \_\_\_\_\_  
Working Place: \_\_\_\_\_  
Internship Period: \_\_\_\_\_  
Hours per Week: \_\_\_\_\_

##### Supervision

Academic Supervisor: \_\_\_\_\_  
Workplace Supervisor: \_\_\_\_\_

##### Job Description

##### Application Procedure

Please complete and submit the Industrial Attachment Application Form to Ken ([tktsui@hksyu.edu](mailto:tktsui@hksyu.edu)) with your resume through email and in hard copy.

##### Deadline

August (first semester) / December (second semester)

##### For inquiry

Dr. Woo, Kai Yin / Yeung, Wai Man  
Industrial Attachment Coordinators  
Tel: 2804 8528 / 2804 8530  
Email: [kywoo@hksyu.edu](mailto:kywoo@hksyu.edu) / [wmyeung@hksyu.edu](mailto:wmyeung@hksyu.edu)

## Appendix 4: A Sample of Application Form

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF ECONOMICS AND FINANCE

### Internship Application Form

#### Part 1: General Information

Student name (English):	
Student name (Chinese):	Student number:
Correspondence address:	Phone number (mobile):
	Phone number (home):
	Email:
	Fax:

#### Part 2: Agency Applied for Internship

<u>First Choice</u> Name of Agency: _____ Post: _____ Internship period: _____
<u>Second Choice</u> Name of Agency: _____ Post: _____ Internship period: _____
<u>Third Choice</u> Name of Agency: _____ Post: _____ Internship period: _____

### Part 3: Self-Intended Learning Outcomes

(Up to five that you wish to achieve by the end of the Internship course):

1.
2.
3.
4.
5.

*\*Please submit your completed Application Form to Ken with your curriculum vitae through email ([tktsui@hksyu.edu](mailto:tktsui@hksyu.edu)) and in hard copy.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Appendix 5: A Sample of Student Feedback Survey

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF ECONOMICS AND FINANCE

## Industrial Attachment Course Student Feedback Survey

*The aim of this survey is to gather student's feedback to the credit-bearing internship/placement after the completion of the course. Please select the answer that best represents your views and complete this survey. Select your answer in the boxes provided. Your feedback is essential for us in reviewing and improving the course. The information collected will be kept strictly confidential. No individual identity will be disclosed. Only the aggregated results will be reported and used for analysis.*

### Feedback to Internship/Placement

	strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	strongly Disagree (1)	N/A (0)
<b>Internship/Placement Arrangement</b>						
1. The placement recruitment procedure is efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I was given adequate support from the placement agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I was given adequate feedback on my performance from my workplace supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received support from the Industrial Attachment coordinator when I needed help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Enhancement in Transferable Competency and Skills

5. My sense of responsibility is improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have improved my time management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My competence to work independently is improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have a greater capacity to deal with challenging tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am more capable of conducting data analysis for facilitating tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have improved my organisation and planning skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My problem-solving ability is improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |  |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. My presentation skills for<br>expressing personal views have<br>improved.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I can collaborate better with others<br>to pursue team goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I am able to engage in discussions<br>with other parties so that I can<br>reach an agreement that is in the<br>best interests of the organisation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Overall Internship/Placement Outcomes**

- |   |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. I know how to apply what I have<br>learned from lectures in the<br>workplace. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I have improved my employability.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

--Thank you for completing this questionnaire. --

# Appendix 6: A Sample of Student Focus Group Interview Schedule

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## HONG KONG SHUE YAN UNIVERSITY

### Industrial Attachment Office

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#### Student Focus Group Interview Schedule

##### Introduction

Thank you for your coming!

At this focus group discussion, we aim to collect your opinions and suggestions on the credit-bearing internship/placement. Your feedback, whether it is positive or negative, is a valuable tool for us to review and improve the course. You should feel free to agree or disagree with what are being discussed. The data collected will be kept strictly confidential. No individual identity will be disclosed. Only the aggregated results will be reported and used for analysis.

##### Opening Question

Please introduce yourself.

##### Basic Question

What was your overall learning experience in the placement?

##### Key Questions

1. Please discuss whether the placement can help to improve your employment prospects? Why or why not?
2. What additional support and resources would you have liked to receive from the University?
3. What extra support would you have liked to receive from the placement agency?
4. Could you make any suggestions for the improvement in the IA course? What aspects related to the placement arrangement need improvement? (Feedback related to the duration and location of placement, the diversity of the nature and number of placement agencies, and subsidy of the placement is welcome)

##### Ending Question

Anything that you would like to add but did not get the chance to? Anything you feel may be important and relevant, please feel free to comment.

Thank you!

## Hong Kong Shue Yan University

Tel : (852) 2570 7110

Fax : (852) 2806 8044

Email : [info@hksyu.edu](mailto:info@hksyu.edu)

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