



香港樹仁大學

HONG KONG SHUE YAN UNIVERSITY

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

WORK PLACEMENT STUDENT HANDBOOK



DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

WORK PLACEMENT STUDENT HANDBOOK

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SECTION 1: GENERAL INFORMATION

1.1 Introduction

Work Placement 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. In line with the department's focus on interdisciplinary nature of knowledge, the course equips students with communicative competence and transferable skills for a wide range of careers, including education, editing and publishing, public administration, public relations, marketing, the media, tourism, and cultural affairs. Through a co-supervision from an Academic Supervisor and a Workplace Supervisor, the course encourages students to reflect upon their performance and identify areas for self-improvement throughout the experiential learning process.

Work Placement is designed for Year 2 students in the Department of English Language and Literature. There is no pre-requisite for this course. 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)

This course offers students an experiential learning opportunity that broadens their social horizon through direct engagement in the workplace. The major aims of the course are to:

No.	CAs
1	Weld theory with practice by offering students on-the-job training for English writing, translation and communication;
2	Provide students with challenging experiential learning through performing roles, tasks and projects in real-world contexts;
3	Hone students' linguistic, interdisciplinary and transferable skills for a wide range of careers;
4	Help students to identify career goals as it relates to their academic studies and future development.

1.3 Course Intended Learning Outcomes (CILOs)

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

No.	CILOs
1	Handle real-life issues and situations with appropriate theoretical knowledge, critical thinking, and analytical skills;
2	Evaluate the workplace experience in connection with suitable academic discourse and practice;
3	Show communicative and interdisciplinary competence for advancing tasks and projects with proper transferable skills;
4	Demonstrate work ethics, self-initiative, time management, team-work, collaboration, leadership and adaptation to the organisational culture for successful workplace performance;
5	Develop an increased level of self-efficacy both in the academic discipline and in their chosen career path.

1.4 Teaching and Learning Activities (TLAs)

The Work Placement 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 English Language and Literature.



II. Internship

After the preparation stage, students start to work in a company or an organisation of their choice. Students are expected to perform the work required by the company/organisation 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/organisation. A Workplace Supervisor will be assigned by the company/organisation to each student to guide the student to acquire the required competences, practical knowledge and skills, as well as proper attitudes and behaviour 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 Work Placement 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 Supervisor 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 Supervisor guides students to conduct their reflection, provides a reading list, and offers 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, group discussions, and final report on Work Placement

1.5 Assessment Tasks (ATs)

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

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

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 3	1, 2, 4
2	TLA 3	1, 2, 4
3	TLA 2, TLA 3	1, 2, 4
4	TLA 1, TLA 2	3
5	TLA 2, TLA 3	1, 2, 3, 4

1.7 Reading Lists

Main Readings

- Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2012). *Handbook of technical writing* (10th ed.). New York: St. Martin's Press.
- Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument* (2nd ed.). New York: Palgrave Macmillan.
- Kolb, D. (2018). *Experiential learning: Experience as the source of learning and development*. New Jersey: Pearson.

Supplementary Readings

- Bly, R. (2003). *Careers for writers and others who have a way with words*. New York: McGraw-Hill.
- Boud, D, Solomon, N, & Symes, C. (2001). New Practices for New Times. In D. Boud & N. Solomon (Eds.). *Work-based Learning: A New Higher Education?* (pp. 3-17). Philadelphia: SRHE and Open UP.
- Bouelle, T. (2012). Bridging the Gap Between the Technical Communication Classroom and the Internship: Teaching Social Consciousness and Real-World Writing. *Journal of Technical Writing and Communication*, 42 (2), 183–97.
- Brooks, K. (2009). *You Majored in What? Mapping your Path from Chaos to Career*. New York: Viking.
- Brown, L. (2007). Gaining experience: The road map to internship (and entry-level) success. *Public Relations Tactics*, 14 (10), 40.
- Clark, J., & G. W. White. (2010). Experiential Learning: A Definitive Edge in the Job Market. *American Journal of Business Education*, 3 (2), 115-118.
- D'Abate, C., Youndt, M. A., & Wenzel, K. E. (2009). Making the Most of an Internship: An Empirical Study of Internship Satisfaction. *Academy of Management Learning & Education*, 8 (4), 527–539.
- Gardner, B. S., & Korth, S. J. (1997). Classroom Strategies That Facilitate Transfer of Learning to the Workplace. *Innovative Higher Education*, 22 (1), 45-60.
- Kiser, P. M. (2009). *The human services internship: Getting the most from your experience*. Belmont, California: Thomson Brooks.
- Kolb, A. Y. & Kolb, D. A. (2006). Learning styles and learning spaces: A review of the multidisciplinary application of experiential learning in higher education. In R. Sims & S. Sims. (Eds.). *Learning styles and learning: A key to meeting the accountability demands in education* (pp.45-91). New York: Nova Publishers.
- Lermire, T. (2006). *I'm an English Major, Now What?* Cincinnati: Writer's Digest Books.
- Liu, C. (2017). Perception of translation graduates on translation internships, with mixed-methods approach. *Babel*, 63 (4). 580-599.
- McGlinn, J. M. (2003). The impact of experiential learning on student teachers. *Clearing House*, 76 (3), 143-147.
- Moon, J. (2008). *Reflection in learning & professional development: theory & practice*. London: Routledge.
- Raelin, J. A. (2008). *Work-Based Learning: Bridging Knowledge and Action in the Workplace, New and Revised*. San Francisco, CA: Jossey-Bass.

- Rustici, C. (1997). Sonnet writing and experiential learning. *College Teaching*, 45(1), 16-18.
- Smith, K. A. (2000). *Project Management and Teamwork*. Boston, MA: McGraw Hill.
- Stanton, T., & Kamil, A. (1994). *The Experienced Hand: A Student Manual for Making the Most of an Internship* (2nd ed.). New York: Carroll Press.
- Sweitzer, H. F., & King, M. (2009). *The successful internship: Personal, professional, and civic development*. Belmont, California: Brooks/Cole Cengage Learning.
- Whitaker, P. (1995). *Managing to learn: Aspects of reflective and experiential learning in schools*. London: Cassell.

SECTION 2: APPLICATION AND REQUIREMENTS

2.1 Recruitment

The recruitment for the Work Placement course usually starts in the first semester of Year 2. The Industrial Attachment Coordinator in the Department of English Language and Literature oversees the recruitment arrangement and contacts the potential internship agencies for the provision of internship. In identifying the potential internship agencies, the Coordinator 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. A pre-internship workshop 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 Coordinator provides students additional consultations and advice when required.

2.2 Application Procedure

If students intend to apply for the Work Placement 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 Coordinator 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 Work Placement course in the second semester of Year 2.

2.3 Requirements

Student applicants 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 Work Placement course.

• Internship Requirement:

The student must fulfill the job expectations of the internship agency throughout the internship period.

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.

• Academic Requirement:

The student must meet the academic expectations from the course throughout the internship period.

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 Supervisor and their fellow classmates, and writing a reflective journal and a final report.

SECTION 3: ROLES AND RESPONSIBILITIES

Introduction

Successful implementation of Work Placement depends on the mutual understanding and transparent collaboration among different parties including students, internship agencies, and the Department of English Language and Literature. This section specifies their major roles and responsibilities for this course.

3.1 Student

Students enrolled in the Work Placement course receive instructions and supervision from the Industrial Attachment Coordinator, Workplace Supervisor, and Academic Supervisor. The major roles and responsibilities of students are:

- To engage fully throughout the whole teaching and learning process of the Work Placement course;
- To commit strongly to the given guidelines and meet the 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 course intended 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 supervisor and fellow classmates;
- To maintain a reflective journal and write a final report as required by the Academic Supervisor.

3.2 Internship Agency

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 a Workplace Supervisor 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' behaviour and attitude to ensure that they behave in an ethical and courteous manner;
- To communicate with the Industrial Attachment Coordinator to discuss students' performance, behaviour, and attitudes;
- To support the Industrial Attachment Coordinator to run the course effectively;
- To complete and return the Agency Evaluation Form to the Industrial Attachment Coordinator upon the completion of the internship.

3.3 Department of English Language and Literature

The Department of English Language and Literature will host the offerings for Work Placement for students, and delegate an Industrial Attachment Coordinator from the academic staff to oversee the course and ensure its smooth implementation. The major roles and responsibilities of the Industrial Attachment Coordinator are:

- To liaise with all parties on a regular basis for the purpose of coordinating and implementing the course;
- To identify appropriate external agencies and develop collaboration with them for the course;
- To oversee the recruitment and selection process and to identify the appropriate candidates for the course;
- To support students to overcome difficulties during the course of their internship;
- To supervise students as their Academic Supervisor and meet with them once every two to three weeks;
- To provide reading lists to students and intellectual stimulus to enable them to connect their internship experiences with the appropriate academic discourse;
- To assess students' academic performance during the internship period in line with the course intended learning outcomes;
- To ensure the quality of the course by conducting regular review and collecting feedback for improvement to the course.

SECTION 4: RUBRICS FOR ASSESSMENTS

4.1 Rubric for Reflective Journal (10%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

Work Placement Reflective Journal Evaluation Form

Student Name: _____ Student Number: _____
Agency: _____ Internship Period: _____

	Excellent (5-4)	Satisfactory (3-2)	Unsatisfactory (1-0)	Score
I. Academic Connection	<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 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 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>	
II. Level of Reflection	<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 Group Discussion (10%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

Work Placement Group Discussion Evaluation Form

Student Name: _____
Agency: _____

Student Number: _____
Internship Period: _____

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

Signature: _____
Academic Supervisor

Date: _____

4.3 Agency Evaluation Form (40%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

Confidential

Work Placement Student Evaluation Form

Thank you for your collaborating with Hong Kong Shue Yan University in the Work Placement 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 Coordinator. Feel free to contact the Industrial Attachment Coordinator 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 ENGLISH LANGUAGE & LITERATURE

Work Placement Final Report Evaluation Form

Student name: _____
Agency: _____

Student Number: _____
Internship Period: _____

	Excellent (8-7)	Satisfactory (6-4)	Unsatisfactory (3-0)	Score
I. Topic	Clearly articulated with substantial originality and background information.	Basically articulated with modest originality and background information.	Woolly descriptions without originality and lacking background information.	
II. Conceptual Framework	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.	
III. Data Analysis	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.	
IV Organisation	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.	
V. Style	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.	

Total Scores (I+II+III+IV+V):

Additional Comments (Attach additional pages if needed.):

Signature: _____
Academic Supervisor

Date: _____

4.5 Overall Evaluation Sheet

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

Work Placement 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 Work Placement (40%)	
Total:	

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 with 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 with 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

5.1 Time Schedule

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

Application Procedure	Semester I	Pre-internship Trainings
	September	
Briefing students about the course	October	Attending pre-internship sharing session
Starting the recruitment process	November	
Confirming with agencies the list of successful students	December	Attending pre-internship workshops
Employment Mode	Semester II	Academic Trainings
Part-time: 10 hours per week Duration in Weeks: 12	Mid-January	Writing reflective journal
	February	
	March	Participating in discussions with supervisor and fellow classmates
	April	
	May	Completing the Final Report

5.2 Academic Honesty

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

Students should have full preparation before taking the internship in line with their career goal. 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

The Statutory Minimum Wage does not apply to students taking the Work Placement 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).

5.5 Financial Subsidy

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 Work Placement course is conducted for teaching and learning purpose. Students taking the Work Placement 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, non-profit making companies, etc. Financial subsidy should not be the target.

5.6 Insurance Coverage

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

5.7 Sexual Harassment

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

SECTION 6: SIGNIFICANCE

The course is introduced in order to strengthen the interdisciplinary nature of the English programme 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 to perform the interdisciplinary approach to knowledge;
- Demonstrates the applied aspects of the four streams of Literature, Cultural Studies, Translation, and Linguistics;
- Produces informed and skilled individuals that meet the changing social and economic development need;
- Equips students with the generic competences to realise their career goals;
- Makes a difference to students' learning experience and promotes students' awareness of the relevancy and significance of the course to their future as young English graduates living in this "age of interconnectedness".

6.1 Alignment with Programme Aims

The offering of the Work Placement course to Year 2 English majors would enable them to achieve the Department's overall programme aims and programme intended learning outcomes as shown below:

PAs	Contributing to the PAs		
	Major	Significant	Some
Strengthening productive skills in written and spoken English and linguistic knowledge of English	✓		
Providing broad educational exposure which encourages bilingual competence and multicultural sensitivity and development		✓	
Stimulating intellectual growth through providing an educationally generalist programme	✓		
Encouraging student exploration of cultural heritages through critical analyses of English language and literature in English		✓	
Initiating students to adopt an interdisciplinary approach to knowledge in the hybrid, web-like and complex 21 st century	✓		

6.2 Alignment with Programme Intended Learning Outcomes

PILOs	Contributing to the PILOs		
	Major	Significant	Some
Communicate effectively using spoken and written English	✓		
Demonstrate a knowledge of the psychological and social developments in English language study and their application to translation studies		✓	
Display broadening intellectual growth	✓		
Demonstrate a sound knowledge of literature in English, their historical contexts, multiple genres, and their production through other media		✓	
Exhibit a sensitivity to interdisciplinary and intercultural aspects of the study of English language and literature	✓		

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 Work Placement 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. Work Placement Application Form
5. Student Feedback Survey
6. Student Focus Group Interview Schedule

Appendix 1: A Template of Reflective Journal

Work Placement Reflective Journal

Student Name: _____

Student ID: _____

Internship Date: _____

1. *Describe what happened in the agency.*

2. *What were your main responsibilities at the agency? How did you work with others?*

3. *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.*

4. *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?*

Appendix 2: A Template of Final Report

Work Placement 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 (3000-4000 words)

1. *An overall review of the internship experiences*

--

2. *Research questions identified from the internship experiences*

--

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

Appendix 3: A Sample of Recruitment Notice

HONG KONG SHUE YAN UNIVERSITY

Placement for Industrial Attachment

Placement Post

Institution: _____
Job Title: _____
Number of Post: _____
Working Place: _____
Placement Period: _____
Hours per Week: _____

Supervision

Academic Supervisor: _____
Workplace Supervisor: _____

Job Description

Application Procedure

Please complete and submit the Industrial Attachment Application Form to Ms. Nellie Chan with your resume through email and in hard copy.

Deadline

XXXXXXXXXX

For inquiry

Dr. Maria Chan
Industrial Attachment Coordinator
Tel: 21048240
Email: cfchan@hksyu.edu

Appendix 4: A Sample of Application Form

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

Work Placement 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 Work Placement

<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 Work Placement course):

1.
2.
3.
4.
5.

**Please submit your completed Application Form to Ms. Nellie Chan with your curriculum vitae through email (wychan@hksyu.edu) and in hard copy.*

Signature: _____

Date: _____

Appendix 5: A Sample of Student Feedback Survey

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

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

Internship/Placement Arrangement	Very Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Very Disagree (1)	N/A (0)
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 expressing personal views have 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 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 with other parties so that I can reach an agreement that is in the 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 learned from lectures in the 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 your completing this questionnaire. --

Appendix 6: A Sample of Student Focus Group Interview Schedule

HONG KONG SHUE YAN UNIVERSITY

Industrial Attachment Office

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

Website : <https://www.hksyu.edu>

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