



香港樹仁大學

HONG KONG SHUE YAN UNIVERSITY

Work Placement Student Handbook

DEPARTMENT OF HISTORY



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**Work Placement
Student Handbook**

Compiled by:
Dr. Lo Wing Sang
Industrial Attachment Coordinator
Department of History

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Department of History
Hong Kong Shue Yan University
10 Wai Tsui Crescent, Braemar Hill
North Point
Hong Kong

Please direct queries and suggestions to:
Dr. Lo Wing Sang
Email: wslo@hksyu.edu

CONTENTS

Section 1: General Information	1
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	
Section 2: Application and Requirements	6
2.1 Recruitment	
2.2 Application Procedure	
2.3 Requirements	
Section 3: Roles and Responsibilities	9
3.1 Student	
3.2 Internship Agency	
3.3 Department of History	
Section 4: Rubrics for Assessments	12
4.1 Rubrics for Reflective Journal	
4.2 Rubrics for Roundtable Discussion	
4.3 Agency Evaluation Form	
4.4 Rubrics for Final Report	
4.5 Overall Evaluation Sheet	
Section 5: Other Guidelines	18
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	

Section 6: Significance	22
6.1 Alignment with Programme Aims	
6.2 Alignment with Programme Intended Learning Outcomes	
6.3 Alignment with Qualification Framework	
 Appendices	 26
1. Template for Reflective Journal	
2. Template for Final Report	
3. Recruitment Notice	
4. Application Form	
5. HIST 130 Introduction to Historical Theories and Methods	
6. Student Feedback Survey	
7. Student Focus Group Interview Schedule	

SECTION 1: GENERAL INFORMATION

1.1 Introduction

Work placement is an experiential course offered by the Department of History in conjuncture with enterprises, professional bodies and NGOs. It emphasises teaching and learning through hands-on experience of real-world practices in an authentic workplace. It enables students to reflect upon what they have experienced in the workplace using historical concepts and tools.

The course is designed for Year 3/4 History students. Students must successfully complete an internship for 120 hours in an enterprise, a professional body or a NGO under a co-supervision from a Workplace Supervisor and an Academic Supervisor. Credits will be awarded to students who demonstrate that they have been able to apply their historical knowledge, research techniques and analytical skills successfully to achieve the intended learning outcomes.

1.2 Course Aims

The course aims to maximise learning opportunities for students:

No.	CAs
1	To integrate historical theories, research techniques and analytical skills with reflective intellectual practice for advancing archival, oral and public historical knowledge;
2	To foster students the experience, competence and attributes that meet with the job expectation from their chosen workplace;
3	To become an independent learner who are ready to embark on their career path and able to contribute to the betterment of community.

1.3 Course Intended Learning Outcomes (CILOS)

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

No.	CILOs
1	Utilise grounded experience and examples from real-life practice to demonstrate historical wisdoms, paradigms and discourses;
2	Apply historical knowledge, research techniques and analytical skills to formulate feasible solutions to problems;
3	Demonstrate a strong sense of accountability in tasks and projects with proper attitudes and behaviours;
4	Follow instructions, play the assigned roles, and perform personal and group work with appropriate approaches and strategies;
5	Present views, exchange ideas with others, and write reports effectively to facilitate tasks and projects;
6	Evaluate own performance in study and work through regular reflection for self-improvement.

1.4 Teaching and Learning Activities (TLAs)

Work placement incorporates a range of strategic TLAs in line with the three major stages of preparation, action and reflection:

Preparation Stage	Pre-internship Workshops: Students take a suite of pre-internship workshops that are offered for them to enhance their work readiness and practical skills to meet with the job expectations from the workplace.
TLAs: 1 st Set	Pre-internship training workshops and sharing sessions
Action Stage	Internship in Enterprise Students start to work in an internship agency, perform the work required by the internship agency, and learn actively through hands-on experience in the workplace.
TLAs: 2 nd Set	All roles, tasks, projects assigned to the students during the internship period.
Reflection Stage	Academic Supervision Students will be required to conduct active reflection to integrate their working experience with their academic learning and review their working performance for self-improvement during the internship period.
TLAs: 3 rd Set	Reflective journal, roundtable discussions, and a theoretically informed final report on the internship experience in connection with appropriate historical framework and themes.

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: Roundtable 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 the standard rubrics to evaluate student's 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	3 rd set	1, 2, 4
2	2 nd set, 3 rd set	3
3	1 st set, 2 nd set	3
4	1 st set, 2 nd set	3
5	2 nd set, 3 rd set	1, 2, 4
6	3 rd set	1, 2, 4

1.7 Reading List

Main Readings

Jenkins, K. (1991), *Re-thinking History*, London: Routledge.

Mann, Thomas (1987), *A Guide to Library Research Methods*, New York: Oxford University Press.

Wineburg, Sam. (2001), *Historical thinking and other Unnatural Acts: charting the future of teaching the past*, Philadelphia: Temple University Press.

Supplementary Readings

Conkin, Paul K. and Stromberg, Roland N. (1989), *Heritage and Challenge: The History and Theory of History*, Arlington Heights, IL: Forum Press.

Ferro, Marc. (2003) *The Use and Abuse of History*. Rev. ed. London: Routledge.

Howarth, Ken. (1999), *Oral History*, Stroud, Gloucestershire: Sutton Publishing.

Perks, Robert and Alistair, Thomson. Ed., (1998), *The Oral History Reader*, London; New York: Routledge.

Szaluta, Jacques. (1999), *Psychohistory: Theory and Practice*, New York: P. Lang.

羅志田編：《二十世紀的中國・學術與社會（史學卷）》，濟南：山東人民出版社，2001年

葛劍雄：《歷史學是什麼》，北京：北京大學出版社，2002年。

唐諾・里齊，王芝芝譯：《大家來做口述歷史》，台北：遠流圖書公司，1997年。

李向平、魏揚波：《口述史研究方法》，上海：上海人民出版社，2010年。

當代上海研究所編：《口述歷史的理論與實務：來自海峽兩岸的探討》，上海：上海人民出版社，2007年。

丁興祥、張慈宜、賴誠斌等譯：《生命史與心理傳記學：理論與方法的探索》，台北：遠流出版事業有限公司，2002年。

Hong Kong Archives Society；香港檔案學會：《香港檔案學會通訊》(2000-2007)，香港：香港檔案學會。

馮惠玲、張輯哲：《檔案學概論》，北京：中國人民大學出版社，2001年。

台灣國立政治大學圖書資訊與檔案學研究所：《圖資與檔案學刊》，台北：國立政治大學，2005年。

SECTION 2: APPLICATION AND REQUIREMENTS

2.1 Recruitment

The recruitment for Work Placement course usually starts in the first semester of Year 3. The Work Placement Coordinator in the Department of History oversees the recruitment arrangement and contacts the potential agencies for the provision of internship. In identifying the potential agencies, the Coordinator will visit the agencies and consider their suitability in accomplishing the courses 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 in enterprise for their consideration. A pre-internship workshop will be launched to brief students about the course and to answer 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 advices when required.

2.2 Application Procedure

If students intend to apply for Work Placement, they should take the steps below:

- Student applicants submit a completed application form with a learning record and a curriculum vitae to the Work Placement course Coordinator for consideration before the deadline;
- Student applicants are interviewed by the external agency to assess their aptitude for the post they have applied for;
- Successful student applicants start their Work Placement during one of the semester periods from the second semester of Year 3 to the second semester of Year 4.

2.3 Requirements

Student applicant must meet with the following requirements when applying the Work Placement course:

- Student must attain an accumulated GPA at 2.5 or above;
- Student must complete the HIST 130 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 for their application to the course.

Successful student applicants must fulfill two further requirements below to be awarded the 3 credits from Work placement:

- **Internship Requirement:**

Student must fulfill the job expectations of the internship agency throughout the internship period.

The total hours required to complete the internship are 120 hours. 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:**

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 roundtable discussions with the Academic Supervisor, and writing a reflective journal and final report.

SECTION 3: ROLES AND RESPONSIBILITIES

Introduction

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

3.1 Students

Students enrolled in Work Placement receive instructions and supervision from the Work Placement 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 Work Placement;
- To commit strongly to the given guidelines and to meet with 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 roundtable discussion;
- To maintain a reflective journal and to write a final report as required by the Academic Supervisor.

3.2 Internship Agency

The internship agency should offer orientation and guidance of the Work Placement course to the student. 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 student's 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 Work Placement Coordinator to discuss students' performance, behaviour and attitudes;
- To support the Work Placement Coordinator to run the course effectively;
- To complete and return the Agency Evaluation Form to the Work Placement Coordinator upon the completion of the internship.

3.3 Department of History

The Department of History will host Work Placement courses to students, and delegate a Work Placement Coordinator from the academic staff to oversee the course and ensure its smooth implementation. The major roles and responsibilities of the Work Placement Coordinator are:

- To maintain close communication 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 in groups of 5 to 10 once every two to three weeks through the regular roundtable discussion;
- 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 HISTORY

Work placement Roundtable 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 relate to academic knowledge, concepts and theories.</p>	
Total Scores (I+II):				

Additional Comments (Attach additional pages if needed.):

Signature: _____
Academic Supervisor

Date: _____

4.2 Rubric for Roundtable Discussion (10%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF HISTORY

Work placement Roundtable Discussion Evaluation Form

Student Name: _____

Student Number: _____

Agency: _____

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 relate to academic knowledge, concepts and theories.</p>	
Total Scores (I+II):				

Additional Comments (Attach additional pages if needed.):

Signature: _____

Academic Supervisor

Date: _____

4.3 Agency Evaluation Form (40%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF HISTORY

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 Work Placement Coordinator. Feel free to contact the Work Placement 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 HISTORY

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, logical sequence, clear evidence of planning.	Well-structured, reasonably logical sequence, some evidence of planning.	Poorly structured, illogical sequence, 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 HISTORY

Work Placement Overall Evaluation Sheet

Student Name: _____ Student Number: _____
Agency: _____ Internship Period: _____
Academic Supervisor: _____ Workplace Supervisor: _____

Reflective Journal (10%)	
Roundtable 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 dimension with regard to all or nearly all of the course intended learning outcomes.		The student's performance is good. He/she meets with most required/ expected standard in academic and work dimension 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 dimension with regard to a number of the course intended learning outcomes.			The student's performance is barely adequate. He/she barely meets with the required/ expected standard in academic and work dimension with regard to the course intended learning outcomes.		The student's performance is inadequate. He/she fails to meet with most required/ expected standard in academic and work dimension with regard to the course intended learning outcomes.	

Signature: _____
Work Placement 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
	January	
Employment Mode	Semester II	Academic Trainings
Part-time: 10 hours per week Duration in Weeks: 12	February	Writing reflective journal
	March	Participating in roundtable discussions
	April	
	May	Completing the final report
Employment Mode	Summer	Academic Trainings
Part-time: 15 hours per week Duration in Weeks: 8	February	Writing reflective journal
	March	Participating in roundtable discussions
	August	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 not limit 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 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. For more details please visit the webpage <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 industrial attachment courses 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 that the work component of an industrial course is conducted for teaching and learning purpose. Students taking an Internship or Historical Studies 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 University's Industrial Attachment Office.

5.7 Sexual Harassment

Hong Kong Shue Yan University is committed to eliminate 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 the webpage of University Panel Against Sexual Harassment at https://www.hksyu.edu/Info/university_committees.html

SECTION 6: SIGNIFICANCE

Work Placement is introduced in line with the University's strategic development goal to embed more workplace-integrated teaching and learning into the existing curriculum that:

- Offers innovative pedagogy in delivering historical knowledge;
- Demonstrates the applied aspects of History for the contemporary knowledge-based economy;
- Meets the need for informed and skilled individuals for the development of social and commercial enterprises and NGOs;
- Equips students with the generic competences to realise their career development;
- Makes a difference to students' learning experience and benefits the development of entrepreneurship in general.

6.1 Alignment with Programme Aims

The offering of Work Placement for year 3/4 History students 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
To provide History discipline-specific training to students including concepts, theories, approaches, methods, abilities, knowledge and professional ethics pertinent to the study of it.		✓	
To cultivate in students a broad and also thorough knowledge of China's historical evolution and pertinent issues till contemporary times with repeated, conscious, relevant, multi-dimensional, and open-minded cross-reference to experience of other peoples and cultures.			✓
To cultivate graduates with balanced and perceptive understanding of Hong Kong and China suitable for further leadership and services roles.		✓	
To provide students a set of transferable skills suitable for work or further studies.	✓		

6.2 Alignment with Programme Intended Learning Outcomes

PILOs	Contributing to the PILOs		
	Major	Significant	Some
Develop a rigorous approach to the acquisition of a broad knowledge base, with some specialist knowledge in selected areas.			✓
Present and evaluate information, using it to plan and develop investigative strategies.	✓		
Deal with well-defined issues within largely familiar contexts, but extend this to some unfamiliar problems.		✓	
Exercise appropriate judgment in planning, selecting or presenting information, methods or resources.	✓		
Carry out routine lines of enquiry, development of investigation into professional level issues and problems.	✓		
The ability to perform skills tasks requiring some discretion and judgment, and undertake a supervisory role.		✓	
Read and synthesise extend information form subject documents; organise information coherently, convey complex ideas in well-structured form.	✓		
Plan approaches to obtaining and using information, choose appropriate methods and data to justify results and choices	✓		

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 Work placement 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. **Application Form**
5. **HIST 130 Introduction to Historical Theories and Methods**
6. **Student Feedback Survey**
7. **Student Focus Group Interview Schedule**

Appendix 1: A Template of Reflective Journal

Work Placement Reflective Journal

Student Name: _____

Student ID: _____

Internship Date: _____

1. *Describe your working experience 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 historical implication of the issues or problems you encountered in your working experience.*

--

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 historical methods used for answering the research questions.*

--

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

DEPARTMENT OF HISTORY

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 XXXXX with your resume through email and in hard copy.

Deadline

XXXXXXXXXX

For inquiry

Dr. Lo Wing Sang

Industrial Attachment Coordinator

Tel: 2806 5165

Email: wslo@hksyu.edu

Appendix 4: A Sample of Application Form

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF HISTORY

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 your Work Placement):

1.
2.
3.
4.
5.

**Please submit your completed Application Form to Lina Wong with your curriculum vitae through email (lywong@hksyu.edu) and in hard copy.*

Signature: _____

Date: _____

Appendix 5: A Sample of HIST 130 Introduction to Historical Theories and Methods

Course Title	:	Introduction to Historical Theories and Methods
Course Code	:	HIST 130
Year of Study	:	1
Course Credits	:	3 credits
Duration in Weeks	:	14 weeks
Contact Hours Per Week	:	Lecture (2 hours) Tutorial (1hour)
Medium of Instruction	:	Chinese
Prerequisite Course(s)	:	Nil

Course Aims

The First-year subject provides students with a basic understanding of history as a discipline, fundamental skills and methods in research, and discipline-specific format and style for writing history papers, reports and other forms of assignment. Practical exercise constitutes an important part in the subject for students to consolidate what they learn about required practices and format in the discipline, including citation and documentation of various sources.

Course Intended Learning Outcomes (CILOs)			
Upon completion of this course, students should be able to:		History skills equivalent¹	Generic Skills Equivalent²
CILO 1	Discuss & reflect concisely on the nature and characteristics of History as a discipline;	H1a,H2b	G5Ad-f,G4Aa-d
CILO 2	Apply basic methods and theories in historical research;	H1a,H2b	G5Ad-f
CILO 3	Demonstrate critical use of primary and secondary sources and execute proper citation practices;	H2a-c,H2e,H3a-c	G5Ad-f
CILO 4	Apply in practice basic format and style in writing historical papers, reports & other assignments.	H2-H3,H5a-c	G5Ca-c, G5Ba,b

¹ Adapted from the UK QAA for Higher Ed Subject Benchmark Statement for History 2007. Code assigned by Dept. for quick reference.

² Listed in Generic Skills level 4 and level 5 in the Qualification Framework announced by the HKCAAVQ. Code assigned by Dept for easier reference.

Teaching & Learning Activities (TLAs)	
TLA 1	Lecture & Guided Discussion
TLA 2	Tutorial & Exercise on format & Citation Practices (Computer Aided)
TLA 3	Exercise on the Application of Historical Research Methods
TLA 4	Written Assignment by Group/Individual

Assessment Tasks (ATs)		
Continuous Assessment:		
AT 1	Contributions to class discussion	10 %
AT 2	Tutorial & Exercise on format & Citation Practices	15 %
AT 3	Exercise on the Application of Historical Research Methods	15 %
AT 4	Individual Essay writing	20 %
Final Assessment:		
AT 5	Written Examination ³	40%
Total		100%

AT1: Class Participation (10%)		
Level	Description	Mark-Grade Conversion
Excellent	Full attendance of class Aggressive & Often Leading in class activities	10 → A- To A
Very Good	≥ 80% attendance of class Highly contributive in class activities	8-9 → B- To B+
Good	Able to meet the minimum requirement of attendance Active engagement in class activities	6-7 → C- To C+
Pass	Able to meet minimum requirement of attendance Some/passive engagement in class activities	5 → D to D+
Redeemable Failure	Able to meet minimum requirement of attendance Lack attention and/or engagement in class activities	4 → E
Fail	Fail to meet the minimum requirement of attendance	≤ 3 → F

³ The assessment criterion for the final exam is not attached here as every course is required to submit a marking guideline/scheme to the Registry during the period of moderation of exam papers every semester.

AT2: Tutorial & Exercise on format & Citation Practices (15%)		
Level	Description	Mark-Grade Conversion
Excellent	Presentation conducted with excellent organisational skills, clarity; highly informative, well documented and inspirational. Practice done highly efficiently, skillfully and adheres fully to format, style and citation requirements.	14-15 ➡ A- To A
Very Good	Presentation conducted with good organisational skills, clarity; informative and well documented. Practice done efficiently, skillfully and adheres to format, style and citation requirements with few minor mistakes.	12-13 ➡ B- To B+
Good	Presentation adequately prepared with fair organisational skills, clarity; with adequate information and fairly well documented. Practice adequately done and adhering to format, style and citation requirements but not always consistent.	10-11 ➡ C- To C+
Pass	Presentation barely acceptable with below average organisational skills, insufficient data or documentation. Practice barely acceptable showing attempt of adhering to format, style and citation requirements with noticeable mistakes.	7-9 ➡ D to D+
Redeemable Failure	Presentation unacceptable with poor organisation skills, wrong or irrelevant information or documentation. Practice unacceptable with serious mistakes in data or documentation. Revision or re-submission required.	5-6 ➡ E
Fail	Both presentation and practice largely incomplete or fail to meet minimum requirements; not attempted or following instructions	≤ 4 ➡ F

AT3: Exercise on the Application of Historical Research Methods (15%)		
Level	Description	Mark-Grade Conversion
Excellent	Excellent application of different historical research methods showing some creativity Excellent organisational/presentation skills with clarity and forcefulness.	14-15 → A- To A
Very Good	Good application of different historical research methods showing solid mastery. Good organisational/presentation skills with clarity.	12-13 → B- To B+
Good	Fair application of historical research methods with some mistakes. Number/types of methods applied are few/limited Fair organisational/presentation skills.	10-11 → C- To C+
Pass	Application of the historical research methods barely acceptable showing obvious errors. Only one method is applied. Mediocre organisational/presentation skills.	7-9 → D to D+
Redeemable Failure	Application of research methods poor and with serious mistakes. Poor organisational/presentation skills.	5-6 → E
Fail	Exercise not attempted/ largely incomplete or fails to meet minimum requirements and/or follow instructions.	≤ 4 → F

AT4: Individual Essay Writing (20%)		
Level	Description	Mark-Grade Conversion
Excellent	Excellent quality of independent work achieving consistently high standard. Arguments solidly defended with some creative views. Wide-ranging perspectives. Extensive resources consulted. Appropriate and accurate in documentation. Adhere strictly to specified format and style.	19-20 → A- To A
Very Good	Good quality of work consistently produced. Arguments strongly defended. Wide-ranging perspectives but with little or no surprise. Extensive resources consulted.	17-18 → B- To B+

	Appropriate and accurate in documentation. Adhere to specified format and style.	
Good	Fair quality of work but not always consistent. Arguments defended but not always solidly grounded. Perspectives need enrichment. Average resources. Fairly adequate and accurate in documentation. Adhere to specified format and style with few errors.	13-16 → C- To C+
Pass	Work barely acceptable with noticeable mistakes. Arguments barely defended. Lacking of multiple perspectives. Insufficient resources and documentation barely acceptable. Some errors in format and style.	8-12 → D to D+
Redeemable Failure	Work unacceptable and/or with serious mistakes. Revision and re-submission is required. Arguments poorly defended. Only a single or lacking of perspective. Inadequate or irrelevant resources and/or poor documentation. Negligence of specified format and style.	5-7 → E
Fail	Work largely incomplete or unable to meet minimum requirements /not attempted/ not following instructions	≤ 4 → F

Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities, and Assessment Tasks		
Course Intended Learning Outcomes	→ Teaching and Learning Activities	→ Assessment Tasks
CILO1	TLA1,2	AT 1,5
CILO2	TLA 1,2,3	AT 1,2,3,5
CILO3	TLA 3,4	AT2,3,4,5
CILO4	TLA 4	AT2,4

Course Outline

Part A Historical Theory

- 1 Introduction—What is History? (1 week)
2. Studying history: Main Themes and Common Problems (1 week)
3. Essential historical theories in a Nutshell (2 weeks)

Part B Research methods

4. Research method 1: Basic Approaches in Historical Research (1 week)
5. Research method 2: Oral History (1 week)
6. Research method 3: The Use of Quantification in History (1 week)
7. Research method 4: The Use of Psycho-analysis in history (1 week)
8. Research method 5: The Use of Comparative Study in History (1 week)

Part C Discipline-specific Format, Style and Citation Practices

9. Format, Style & Citation Practices in History Written Assignments:
Introduction & Exercises (both Chinese & English) (3 weeks)
10. Thesis Writing (1 week)

Resources

Principal References

- Barzun, Jacques, and Graff, Henry F.(1985), *The Modern Researcher*, 4th ed., New York: Harcourt, Brace, Jovanovich.
- Jenkins, K. (1991), *Re-thinking History*, London: Routledge.
- Mann, Thomas (1987), *A Guide to Library Research Methods*, New York: Oxford University Press
- Wineburg, Sam.(2001), *Historical thinking and other Unnatural Acts: charting the future of teaching the past*, Philadelphia: Temple University Press.
- 鄭樵生編：《史學入門》，北京：北京大學出版社，2008 年。
- 瞿林東主編：《史學理論的世界視野：外國史學研究》，北京：北京師範大學出版社，2007 年。
- 劉北成、陳新編：《史學理論讀本》，北京：北京大學出版社，2006 年。
- 何兆武，陳啓能主編：《當代西方史學理論》，上海：上海社會科學院出版社，2003 年。

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- 杜維運：《史學方法論》，台北：華世出版社，1999 年。

Supplementary Reading

1. Introduction—What is History?

- Barraclough, Geoffrey. (1979), *Main Trends in History*, New York: Holmes & Meier.
- Cannadine, David. ed. (2002), *What is History Now?* Basingstoke, England; New York: Palgrave Macmillan
- Carr, Edward Hallett, (1961) *What is History?*, New York: Vintage.
- 瞿林東：《史學在社會中的位置》，北京：商務印書館，2011 年。
- 張玉法：《歷史學的新領域》，台北：聯經出版事業有限公司，1978 年。
- 葛劍雄：《歷史學是什麼》，北京：北京大學出版社，2002 年。

2. Basic problems in the study of history

- Ferro, Marc. (2003) *The Use and Abuse of History*. Rev. ed. London: Routledge.
- Marwick, A.(1971), *Basic Problems of Writing History*. Milton Keynes : Open University Press.
- 朱震宗：《史學方法與學術批評》，桂林：廣西師範大學出版社，2008 年。
- 李則芬：《史學入門的警惕》，台北：黎明文化事業股份有限公司，1993 年。
- 遼耀東：《史學危機的呼聲》，台北：聯經出版事業有限公司，1987 年。

3. Understanding historical theories

- Burke, Peter. (1992), *History and Social Theory*, Cambridge: Polity Press.
- Conkin, Paul K. and Stromberg, Roland N. (1989), *Heritage and Challenge: The History and Theory of History*, Arlington Heights, IL: Forum Press.
- Fulbrook, Mary. (2002), *Historical Theory*. London; New York: Routledge.
- 羅志田編：《二十世紀的中國・學術與社會（史學卷）》，濟南：山東人民出版社，2001 年
- 蔣大椿等主編：《史學理論大辭典》，合肥：安徽教育出版社，2000 年。
- 《歷史研究》編輯部：《建國以來史學理論討論舉要》，濟南：齊魯書社，1983 年。
- 康樂、黃進興譯：《歷史學與社會科學》，台北：華世出版社，1981 年。

4. Research methods 1: Basic Approaches in Historical Method

- 余英時著，邵東方編：《史學研究經驗談》，上海：上海文藝出版社，2010 年。
- 李紀祥：《時間，歷史，敘事：史學傳統與歷史理論再思》，台北：麥田出版社，2001 年。
- 許冠三：《大(活)史學答問》，台北：桂冠圖書公司，1996 年。
- 聰後等：《歷史編纂法》，台北：五南圖書公司，1993 年。
- 嚴耕望：《治史經驗談》，台北：台灣商務印書館，1981 年。

5. Research method 2: Oral History

- Baum, Willa K. (1995), *Oral History for the Local Historical Society Walnut Creek*. California: AltaMira press.
- Dunaway, David K. & Baum, Willa. (1996), *Oral History: An Interdisciplinary Anthology*. 2nd ed., Walnut Creek, California: AltaMira Press
- Howarth, Ken. (1999), *Oral History*, Stroud, Gloucestershire: Sutton Publishing.
- Perks, Robert and Alistair, Thomson. Ed., (1998), *The Oral History Reader*, London; New York: Routledge.
- 定宜庄、江潤主編：《口述歷史讀本》，北京：北京大學出版社，2011 年。
- 李向平、魏揚波：《口述史研究方法》，上海：上海人民出版社，2010 年。
- 當代上海研究所編：《口述歷史的理論與實務：來自海峽兩岸的探討》，上海：上海人民出版社，2007 年。
- 王俊義、丁冬主編《口述歷史》，北京：中國社會科學出版社，2003 年。
- 中華文化促進中心：
- 唐諾·里齊，王芝芝譯：《大家來做口述歷史》，台北：遠流圖書公司，1997 年。

6. Research method 3: The Use of Quantification in History

- Harvey, Charles. (1996), *Databases in Historical Research : Theory, Methods and Applications*, Basingstoke : Macmillan Press.
- (英)羅德里克著，王小寬譯：《計量史學方法導論》，上海：上海譯文出版社，1997 年。

7. Research method 4: The Use of Psycho-analysis in history

- Szaluta, Jacques. (1999), *Psychohistory: Theory and Practice*, New York: P. Lang.
- Loewenberg, Peter. (1995), *Fantasy and Reality in History*, New York: Oxford University Press.
- 孫隆基：《歷史學家的經綫：歷史心理文集》，桂林：廣西師範大學出版社，2004 年。
- William McKinley Runyan、丁興祥，張慈宜，賴誠斌等譯：《生命史與心理傳記學：理論與方法的探索》，台北：遠流出版事業有限公司，2002 年。
- 羅鳳禮著：《歷史與心靈：西方心理史學的理論與實踐》，北京：中央編譯出版社，1998 年。
- 彭衛著：《歷史的心鏡：心態史學》，鄭州：河南人民出版社，1992 年。

8. Research method 5: The Use of Comparative Study in History

- Jeffrey Seitzer. (2001), *Comparative History and Legal Theory : Carl Schmitt in the First German Democracy*, Westport, Conn. ; London : Greenwood Press.
- Edward L. Farmer. (1977), *Comparative History of Civilizations in Asia*, Reading, Mass. : Addison-Wesley.
- 范達人、孟易醇《比較史學》，長沙：湖南出版社，1991 年。
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- Brundage, Anthony. (1989), *Going to the Sources: A Guide to Historical Research and Writing*, Arlington Heights, IL: Harlan Davidson.
- Burke, Peter (1991), *New Perspectives on Historical Writing*. Cambridge: Polity Press.
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- 邱榮舉：《學術論文寫作研究》，台北：翰盧圖書出版有限公司，2002年。
- 張慶勳：《論文寫作手冊》，台北：心理出版社股份有限公司，2002年。
- 宋晞：《史學方法與論文寫作》，台北：中國文化大學出版部，1996年。

Appendix 6: A Sample of Student Feedback Survey

HONG KONG SHUE YAN UNIVERSITY

Industrial Attachment Office

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

	Very Agree	Agree	Neutral	Disagree	Very Disagree	N/A
	(5)	(4)	(3)	(2)	(1)	(0)
Internship/Placement Arrangement						
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 7: 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!

