



香港樹仁大學
HONG KONG SHUE YAN UNIVERSITY



IAO
Industrial Attachment Office

INDUSTRIAL ATTACHMENT STAFF HANDBOOK



INDUSTRIAL ATTACHMENT STAFF HANDBOOK

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CONTENT

Preface	1
Section 1 : General Information	2
1.1 Background	2
1.2 Major Features of an Industrial Attachment Course	2
1.3 Shue Yan Graduate Attributes	3
1.4 Strategic Areas for Industrial Attachment	4
Section 2 : Designing an Industrial Attachment Course	5
2.1 Credits	5
2.2 Requirements	5
2.3 Aims	6
2.4 Intended Learning Outcomes	6
2.5 Qualifications Framework	7
2.6 Teaching and Learning Activities	8
2.7 Assessment Tasks	11
2.8 Grading Distribution	12
Section 3 : Implementing an Industrial Attachment Course	13
3.1 Schedule	13
3.2 Recruitment	13
3.3 Application Procedure	14
3.4 Supervision	15
3.5 Award of Grades	15

Section 4 : Assessing an Industrial Attachment Course	16
4.1 Rubric-Based Assessment	16
4.2 Rubric for Reflective Journal	17
4.3 Rubric for Group Supervision	18
4.4 Rubric for Agency Evaluation	19
4.5 Rubric for Final Report	20
4.6 Overall Evaluation Sheet	21
Section 5 : Administration, Roles and Responsibilities	22
5.1 Introduction	22
5.2 Administrative Structure	22
5.3 Major Roles and Responsibilities of Different Parties	23
Section 6 : Quality Assurance	28
6.1 Introduction	28
6.2 Quality Assurance Committee	28
6.3 Director of Industrial Attachment	28
6.4 External Programme Assessor	28
6.5 External Examiner	29
6.6 Head of Department	29
6.7 Department Committee	29
6.8 Double Marking	29
6.9 Board of Examiners	30
6.10 Student Feedback Survey	30
6.11 Procedures for Opening or Revising an Industrial Attachment Course	30

Section 7 : Other Guidelines	31
7.1 Indicative Timelines for Coordinating Industrial Attachment Courses	31
7.2 A Memorandum of Understanding	32
7.3 Statutory Minimum Wage	32
7.4 Financial Subsidy	33
7.5 Insurance Coverage	33
7.6 Sexual Harassment	33
Section 8 : Significance	34
Appendices	36
Appendix 1 Template for Reflective Journal	36
Appendix 2 Template for Final Report	37
Appendix 3 Recruitment Notice	39
Appendix 4 Application Form	40
Appendix 5 Memorandum of Understanding	42
Appendix 6 Student Feedback Survey	44
Appendix 7 Student Focus Group Interview Schedule	46

Preface

Hong Kong Shue Yan University aims to develop students' academic knowledge, professional competence and practical skills in line with the latest needs and expectations of the community. Our constant pursuit of innovative pedagogical models and practice has led to the establishment of a wide range of industrial attachments in our existing undergraduate programmes that enable students to broaden their social horizons, expand their learning experience and improve their employability.

This Handbook explains the procedures for developing credit-bearing industrial attachment courses. Guidelines and policies for course design and implementation are provided. Staff offering an industrial attachment course are recommended to read this Handbook carefully in order to have a full understanding of the principles and procedures involved. If you have questions or need further clarification, please contact the Industrial Attachment Office at iao@hksyu.edu.



Section 1 : General Information

1.1 Background

Committed, since its establishment in 1971, to expanding educational opportunities for the community, Hong Kong Shue Yan University has played a leading role in Hong Kong's self-financed tertiary education sector since it gained University title in 2006. The Industrial Attachment Office was established in 2018 to coordinate the provision of workplace-integrated learning opportunities for students. In pursuit of the University's strategic goal of encouraging flexible pedagogies and embedding more practical experiences into the curriculum of existing degree programmes, the Office provides a university-wide platform:

- To establish a sustainable organisational framework for implementing industrial attachment courses;
- To ensure the provision of workplace-integrated teaching and learning through industrial attachments that meet social and economic needs;
- To maintain effective collaboration with industries, employers, professional bodies and governmental and non-governmental organisations;
- To source quality industrial attachments for placements, internships, research practicums, service learning, enterprise learning, workplace training and related opportunities;
- To support all academic departments to develop discipline-specific, credit-bearing industrial attachment courses as part of their undergraduate programmes;
- To maintain close collaboration with the Office of Student Affairs to offer pre- and post- attachment support to students;
- To review the overall quality of industrial attachments and formulate further development plans.

1.2 Major Features of an Industrial Attachment Course

An industrial attachment course should have clearly stated aims and well-defined and measurable intended learning outcomes. It should enable students to apply their theoretical knowledge through hands-on experience of real-world practices in an authentic organisational context. The teaching and learning process occurs through a cycle of engagement and reflection to connect what students have learned in the classroom with real life lessons learned in the workplace. It develops students' capacity to combine theory with practice in order to create new knowledge and builds generic competencies to enable them to pursue their career goals. It emphasizes the alignment of the existing curriculum with the expectations of the community that the University should cultivate capable and self-reliant graduates who are ready to embark on their chosen career path and able to contribute to the betterment of the community.

1.3 Shue Yan Graduate Attributes (SYGAs)

The University's graduate attributes provide common parameters for strategic planning, programme development, course design and assessment tasks. Industrial attachment courses contribute to the achievement of the graduate attributes as shown below:

SYGAs	Contributing to achieving the SYGAs	
	Major	Some
Articulate, open-minded critical thinkers with a passion for lifelong learning and self-improvement	✓	
Committed to appropriate ethical behaviour, based on a strong sense of social responsibility	✓	
Well prepared to apply their specialist knowledge, skills and creativity in their chosen field of employment	✓	
Ready to apply their global outlook and understanding of Chinese cultural values to support the harmonious development of Hong Kong and China in the 21st century		✓

1.4 Strategic Areas for Industrial Attachment

Shue Yan University's professionally oriented degree programmes¹ already have a well-developed internship/ placement/practicum that meets professional requirements. Four strategic areas have been selected for the development of industrial attachment courses that will be suitable for students on other programmes offered by the University:

- 1) Arts and Culture;
- 2) Enterprise;
- 3) Research and Education;
- 4) Social and Community Services.

The parties targeted for collaboration include arts and creative bodies, cultural production houses, commercial enterprises, social enterprises, education agencies, research agencies, publication agencies, non-governmental organisations, service organisations and charity organisations.



¹ Counselling and Psychology, Journalism and Social Work

2.1 Credits

A credit-bearing industrial attachment course is normally designed as a 3-credit course at 200 level or above. The credits are awarded on the basis of successful completion of both the work component and the prescribed academic component during the industrial attachment period in an external agency.

2.2 Requirements

Before commencing the work and academic components of an industrial attachment course, students are required to possess some basic theoretical knowledge, practical techniques and generic skills. Students must have successfully completed at least Year 1 of the registered degree programme or an associate degree that is accepted to articulate to the Year 2 of the registered degree programme before taking an industrial attachment course.

To obtain the 3 credits from an industrial attachment course, students should fulfil two requirements:

Job Requirement	Academic Requirement
Students must fulfill the work expectations of the external agency throughout the industrial attachment period.	Students must meet the University's academic expectations throughout the industrial attachment period.
The total hours required to complete the work component in an industrial attachment course are around 120-140 hours. The student is expected to participate in the work of the external agency every week over a specified time period as required by the Workplace Supervisor.	The overall expected effort for an industrial attachment course includes students' self-study on a regular basis, participating in academic training with the Academic Supervisor, writing a reflective journal and completing a final report.

Other requirements that reflect the specific pedagogical objectives of individual degree programmes and the nature of the external agencies for industrial attachment may be added.

² In reading this Handbook for designing an industrial attachment course, colleagues should also refer to the HKSYU OBTL Handbook for the general university policies, guidelines and practices on programme and course design in OBTL mode. The HKSYU OBTL Handbook is available at https://www.hksyu.edu/qa/OBTL_Handbook.htm

2.3 Aims

The aims of an industrial attachment course should be in alignment with the overall aims of the degree programme to which it belongs. Alongside the discipline-specific and/or curriculum-specific features, an essential common aim of industrial attachment course is to combine theory with practice to broaden students' social horizons, enrich their learning experience, and improve their employability through direct engagement in the workplace.

2.4 Intended Learning Outcomes (ILOS)

The intended learning outcomes of the industrial attachment courses may vary from programme to programme. Upon completion of an industrial attachment course, however, students should be able to:

No.	ILOs
1	Utilise grounded experiences from real-life lessons and practice to enrich discipline-specific discourse;
2	Apply discipline-specific theoretical concepts and analytical skills in dealing with work situations and in formulating feasible solutions to problems;
3	Demonstrate a strong sense of accountability in tasks and projects with proper attitudes and behaviours;
4	Follow instructions, play assigned roles and perform personal and group activities using appropriate approaches and strategies;
5	Present views, exchange ideas with others, and write reports effectively to facilitate tasks and projects;
6	Evaluate their own performance in study and work through regular reflection for self-improvement.

2.5 Qualifications Framework (QF)

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 outcomes of industrial attachment courses with the Level 5 GLD is shown in the table below:

The Alignment of ILOs with the QF at Level 5

ILOS	QF: Level 5
1, 2, 6	Knowledge & Intellectual Skills <ul style="list-style-type: none"> 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.
2, 4, 5	Processes <ul style="list-style-type: none"> 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.
2, 3, 4	Autonomy & Accountability <ul style="list-style-type: none"> 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.
1, 4, 5	Communication, ICT and Numeracy <ul style="list-style-type: none"> 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.

2.6 Teaching and Learning Activities (TLAs)

The three major stages of an industrial attachment course are preparation, action and reflection. Each stage incorporates a range of strategic teaching and learning activities that are designed to enable students to achieve the course intended learning outcomes.

01

Preparation

Before students undertake an industrial attachment in an external agency as part of their study, they must learn some basic theoretical knowledge, professional attitudes and practical skills. The TLAs may include a suite of lectures, seminars, workshops, or a semester course designed and offered specially for students to develop the required competences to meet the academic and work expectations in line with the course intended learning outcomes.

Before the commencement of an industrial attachment course, students should also be encouraged to consult with the Industrial Attachment Coordinators/Academic Supervisors to prepare some self-intended learning outcomes. This preparation process encourages students to become active learners who are self-motivated and have clearly planned goals for their learning process. The consultation process also results in more effective matching of students' interests with course design and choice of external agencies.

02

Action

After the preparation stage, students start to work in the external agencies. Students are expected to perform the work required by the external agencies 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 external agencies. A Workplace Supervisor will be assigned by the external agencies to each student. The student will be guided to acquire the required competencies, 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.

Reflection

Working in an external agency under the guidance of a Work Supervisor alone does not qualify as a credit-bearing industrial attachment course at degree level. It is necessary to provide students with opportunities for well-structured reflection throughout the industrial attachment process, so that they can make appropriate theoretical and practical sense of their working experience for their academic and career development. Students must, therefore, finish stages 1 and 2 and then integrate their working experience with their academic learning and review their working performance for self-improvement. The Industrial Attachment Coordinator helps to assign Academic Supervisor for students to supervise their reflection.

The Academic Supervisor should guide students to conduct a high-level reflection, provide a reading list for a proper literature review and offer them intellectual stimulus on a regular basis. The TLAs for this purpose may include such academic tasks as writing a reflective journal, giving presentations, participating in tutorials, roundtable discussions, individual or group supervisions, and completing an overall written report.

Summary Chart on the TLAs in IACs and Alignment with CILOs

Preparation Stage	Basic Theoretical and Practical Trainings					
TLAs:	Utilise grounded experiences from real-life lessons and practice to enrich discipline-specific discourse;					
ILOs:	1	2	3	4	5	6
	✓	✓			✓	



Action Stage	Working in external agency					
TLAs:	All roles, tasks, projects assigned to the students during the industrial attachment period.					
ILOs:	1	2	3	4	5	6
			✓	✓	✓	



Reflection Stage	Academic Supervision					
TLAs:	Reflective journal, presentation, tutorial, roundtable discussion and final report on industrial attachment, etc.					
ILOs:	1	2	3	4	5	6
	✓	✓			✓	✓

2.7 Assessment Tasks (ATs)

Students participating in an industrial attachment course will be assessed continuously through a collaborative model. A work assessment by the Workplace Supervisor and an academic assessment by the Academic Supervisor will be incorporated to evaluate the overall students' performance. All assessment tasks should adopt rubrics to evaluate students' performance in achieving the course intended learning outcomes with an explicit set of grade descriptors and a standard scale of numerical marks for each grade. See the samples of rubrics in Section 4.

The assessment tasks shown below are for general reference. Different industrial attachment courses may include discipline-specific and/or course-specific assessment tasks related to their pedagogical purpose and design. The Industrial Attachment Coordinators/Academic Supervisors in academic departments should clearly explain the respective assessment tasks to students before the commencement of the attachment.

2.7.1 Participation in Academic Training

Students are expected to actively participate in all the academic training in an industrial attachment course such as the required lectures, seminars, workshops, courses, supervision, presentation, tutorials, roundtable discussion etc. The assessment of each student's participation in academic training should provide a transparent measurement of the extent to which he/she attended the required academic training, and the level of their participation in and contribution to the activities.

2.7.2 Reflective Journal

A reflective journal is a structured record maintained by students to document what they have worked on, the experience gained, and new knowledge and skills acquired during the industrial attachment period. It allows students to process their thoughts and articulate the real-life lessons they have gained from the workplace with preliminary insights in an independent manner. It provides abundant useful materials and ideas for students to act upon themselves to develop their academic analysis and career practice. See Appendix 1 for a reflective journal template.

2.7.3 External Agency Evaluation

The perspective of the external agency is an indispensable component of the assessment of students' performance in an industrial attachment course. The evaluation of students' performance in the workplace allows the external agency to assess the level at which students have achieved expected work and performance standards. The evaluation form or worksheet for external agencies should be clearly designed and provide clear metrics for grading and space for written comments.

2.7.4 Final Report

A final report on the industrial attachment experience enables students to consolidate their real-world lessons into a higher-ordered reflection. In the report, students are expected to provide a comprehensive summary of their experiences and observations from the industrial attachment process that consists of a theoretically informed analysis in connection with appropriate academic discourse. See Appendix 2 for a template of Final Report.

2.8 Grading Distribution

In order to encourage students to complete both the work and academic components of an industrial attachment course to the best of their ability, it is recommended that the workplace component and the academic performance should be equally weighted for the overall grade. An example of an industrial attachment course that adopts such a grading strategy is shown below:

Basic Performance Participation in Supervision (10%) Reflective Journal (10%)	Subtotal: 20%
Working Performance Agency Evaluation (40%)	Subtotal: 40%
Academic Performance Final Report (40%)	Subtotal: 40%
	Total: 100%

This grading strategy is provided as an example. When an industrial attachment course is designed for students, the assessment tasks and their share of the total grading can be varied from the example above.

3.1 Schedule

An industrial attachment course is a collaborative venture between an academic department and an external agency. It is important to realise that the external agency does not exist to serve undergraduate programmes and students. In assigning students to external agencies for an industrial attachment, flexibility in relation to the periods and forms of industrial attachment may be required in order to make them happen. As long as the basic requirements are fulfilled, the implementation of an industrial attachment course may take the following forms based on mutual agreement between the academic departments and the external agencies:

Recommended Periods and employment mode for Industrial Attachment Course

Period	Employment Mode	Weeks	Hours per Week
Semester Time			
Semester I	Part-time	12-13	10-12
Semester II	Part-time	12-13	10-12
Summer Time			
June to August	Part-time	12-13	10-12
June / July / August	Full -time	4	30-40

3.2 Recruitment

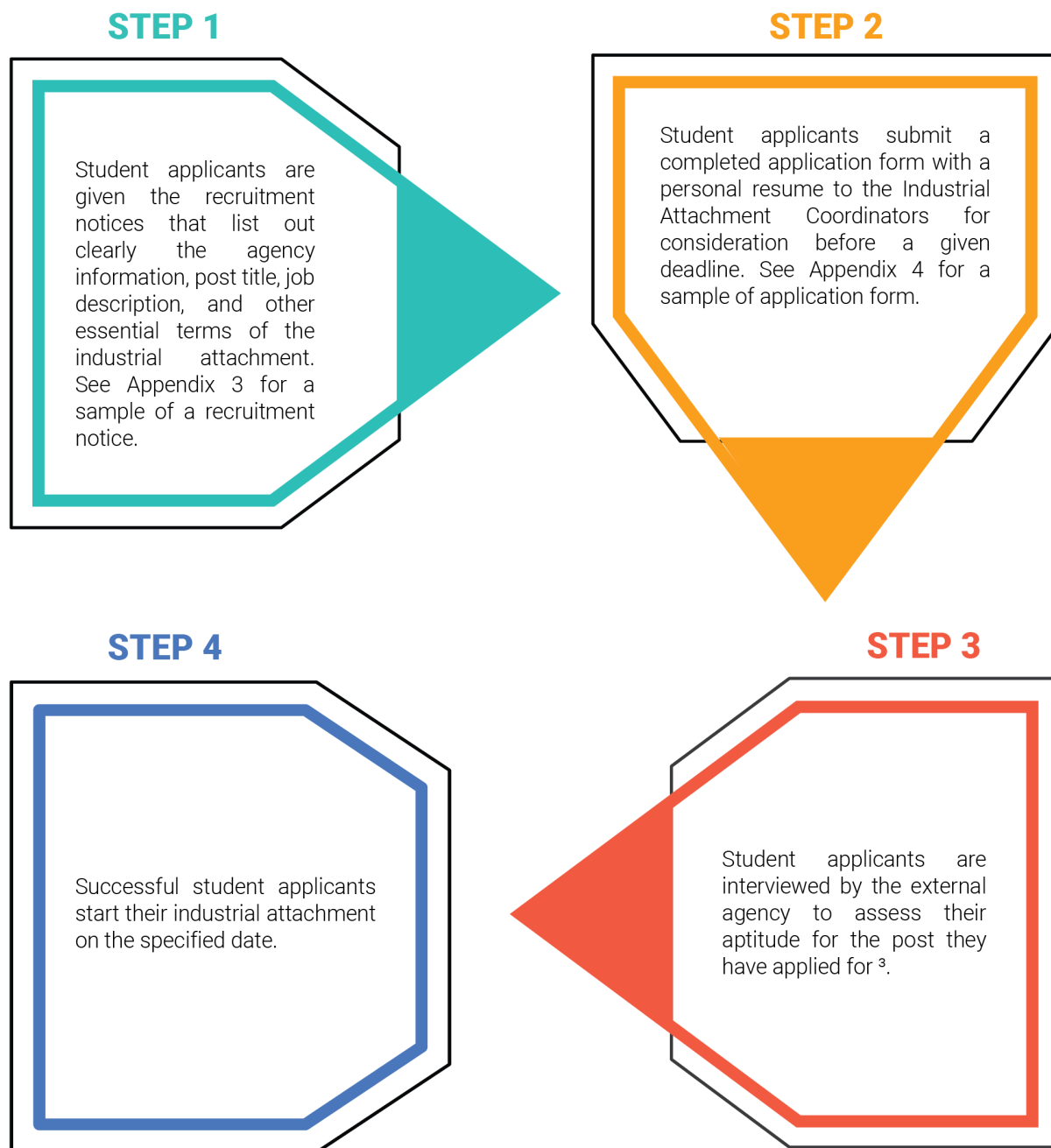
The Industrial Attachment Office supports academic departments to source the potential external agencies and coordinate the recruitment process for the work component of an industrial attachment course.

To identify the potential external agencies, the Director of Industrial Attachment/the Industrial Attachment Coordinators in academic departments should visit the agencies for a site observation and consider whether they would be able to meet the University's requirements as a provider of industrial attachments as part of a credit-bearing course for undergraduate programmes.

Once the provision of industrial attachments is confirmed, the Industrial Attachment Office helps the Industrial Attachment Coordinators in academic departments to set up briefing sessions for students about the opportunities for industrial attachment and the application procedures. Students will be encouraged to reflect upon their career interests, to familiarise themselves with the work expectations of the external agencies, and to identify their own intended learning outcomes from the industrial attachment. The Industrial Attachment Coordinators/Academic Supervisors in academic departments should designate special office hours to provide additional consultations and advice.

3.3 Application Procedure

It is recommended that the application procedure for industrial attachment should be as close to the real-world practice as possible. If students intend to apply for an industrial attachment course, they should therefore take the steps below:



³ Subject to the inclination of the external agencies, the Industrial Attachment Coordinators may conduct prior student applicants selection process for their consideration.

3.4 Supervision

During the industrial attachment period, the Workplace Supervisors from the external agencies should provide students with daily supervision in relation to the work component of the industrial attachment course. The Academic Supervisors assigned by the Industrial Attachment Coordinators from academic departments are expected to meet with their supervisees at least once every two to three weeks to guide them to complete the academic component of the industrial attachment course.

3.5 Award of Grades

Upon the completion of an industrial attachment course, the Industrial Attachment Coordinator of the relevant academic department collates all the Grades awarded by the Workplace Supervisors and the Academic Supervisors, and reports them to the Registry for students' GPA record and Industrial Attachment Office for observing their overall performance in industrial attachment.

SECTION 4 : ASSESSING AN INDUSTRIAL ATTACHMENT COURSE

4.1 Rubric-based Assessment

An effective assessment of an industrial attachment course should be transparent with a clear set of grade descriptors and consistent marking criteria that indicate the performance standards required for the achievement of each Grade. Samples of rubrics for the major assessment tasks and an overall evaluation sheet of an industrial attachment course with a grading distribution as shown below are provided in this section for reference.

Samples		Share of Total Grading
1	Basic Performance (20%) <ul style="list-style-type: none">• Reflective Journal• Group Supervision	10%
2		10%
3	Working Performance (40%) <ul style="list-style-type: none">• Agency Evaluation	40%
4	Academic Performance (40%) <ul style="list-style-type: none">• Final Report	40%
5	Overall Evaluation Sheet (100%)	100%



4.2 Rubric for Reflective Journal (10%)

HONG KONG SHUE YAN UNIVERSITY

DEPARTMENT OF XXXXXXXX

Reflective Journal Evaluation Form

Student name: _____

Student Number: _____

Agency: _____

Attachment 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 focus theme or focus.</p>	<p>Theories and concepts are often correctly applied to the discussion of real cases.</p> <p>Thoughts and ideas are expressed adequately and basically clear and logical with a generally clear focus theme or focus.</p>	<p>Theories and concepts are rarely correctly applied to the discussion of real cases.</p> <p>Thoughts and ideas lack a clear theme or focus, are expressed in a woolly manner and are hard to follow.</p>	
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-organized 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 organized 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 organized presentations.</p>	

Total Scores (I+II):

Signature: _____

Academic Supervisor

Date: _____

4.3 Rubric for Group Supervision (10%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF XXXXXX

Group Supervision Evaluation Form

Student name: _____

Student Number: _____

Agency: _____

Attachment 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 advance and stimulate the standard and progression of the discussion.</p> <p>Personal inputs for the discussion always correctly relate to academic knowledge, concepts and theories.</p>	<p>Some important observations, materials and feelings are properly shared throughout the discussion.</p> <p>Comments often advance and stimulate the standard and progression of the discussion.</p> <p>Personal inputs for the discussion often correctly relate to academic knowledge, concepts and theories.</p>	<p>Few observations, materials and feelings are shared throughout the discussion.</p> <p>Comments rarely advance and 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):				

Signature: _____

Academic Supervisor

Date: _____

4.4 Rubric for Agency Evaluation (40%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF XXXXXXXX

Confidential

Student Evaluation Form

Thank you for your collaborating with Hong Kong Shue Yan University in industrial attachment 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 via email: XXXXXXXXXXXXXXXX. Feel free to contact the Industrial Attachment Coordinator on XXXX XXXX if you have any problems.

Name of Agency: _____

Placement 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: _____

4.5 Rubric for Final Report (10%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF XXXXXXXXXX

Final Report Evaluation Form

Student name: _____

Student Number: _____

Agency: _____

Attachment 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: _____

Date: _____

Academic Supervisor

4.6 Overall Evaluation Sheet (40%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF XXXXXXXXXXXX

Overall Evaluation Sheet

Student name: _____

Student Number: _____

Agency: _____

Attachment Period: _____

Academic Supervisor: _____

Workplace Supervisor: _____

Reflective Journal (10%)	
Group Supervision (10%)	
Agency Evaluation (40%)	
Final Report on Industrial Attachment (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 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 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 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 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 most required/ expected standard in academic and work dimension with regard to the course intended learning outcomes.	

Signature: _____
Industrial Attachment Coordinator

Date: _____

SECTION 5 : ADMINISTRATION, ROLES AND RESPONSIBILITIES

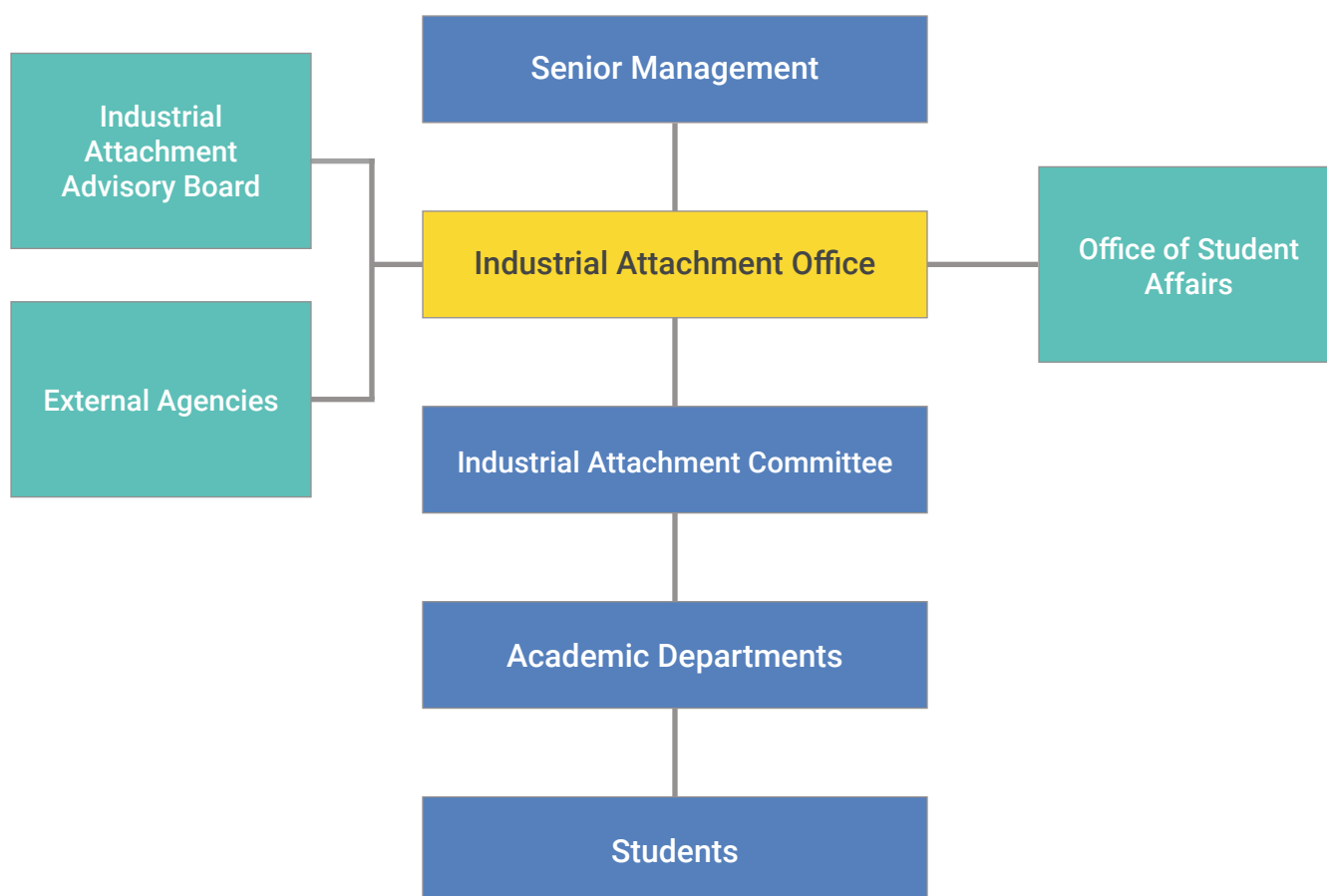
5.1 Introduction

The establishment of an Industrial Attachment Office in Hong Kong Shue Yan University provides a university platform to coordinate the different parties involved in the provision of discipline-specific and credit-bearing industrial attachment courses. The Industrial Attachment Office is responsible for facilitating the advancement of industrial attachment in alignment with the University's strategic development plan and for providing support for academic departments to establish or enhance industrial attachment courses for their students.

Externally, the Office supports the invitation for business leaders, industry practitioners, recruitment specialists and industrial attachment providers to participate in the Industrial Attachment Advisory Board. The Office maintains close communication and collaboration with external agencies in order to fulfill the demand from academic departments for industrial attachment places.

Internally, the Office liaises with the Office of Student Affairs to provide comprehensive pre- and post-attachment support services to students. The Office supports the Director of Industrial Attachment to chair the Industrial Attachment Committee and meets with needs from the Industrial Attachment Coordinators in the Committee to accomplish the implementation of discipline-specific and credit-bearing industrial attachment courses as part of academic curriculum of all degree programmes.

5.2 Administrative Structure



5.3 Major Roles and Responsibilities of Different Parties

The role of the Industrial Attachment Office is to coordinate the different parties involved in the advancement of industrial attachment courses. The major roles and responsibilities of the different parties are:

5.3.1	<ul style="list-style-type: none"> To formulate University policy, standard procedures and quality assurance mechanisms for the implementation of industrial attachment;
Senior Management	<ul style="list-style-type: none"> To monitor the overall development and implementation of industrial attachment in the University;
	<ul style="list-style-type: none"> To review the annual Key Performance Indicators reports from Industrial Attachment Office;
	<ul style="list-style-type: none"> To make final decisions on strategic development plans and other essential issues relating to industrial attachment.

5.3.2	<ul style="list-style-type: none"> To advise the Industrial Attachment Office on the formulation of strategic policy, planning and development;
Industrial Attachment Advisory Board	<ul style="list-style-type: none"> To offer insights into the industry, business, market, community, and overall economic and social trends;
	<ul style="list-style-type: none"> To provide a social networking platform for placements, internships, research practicums, service learnings, enterprise learnings, workplace trainings and related opportunities;
	<ul style="list-style-type: none"> To recommend sources of funding to support activities relating to industrial attachment.
	<ul style="list-style-type: none"> To advise on all other issues relating to industrial attachment.

SECTION 5 : ADMINISTRATION, ROLES AND RESPONSIBILITIES

5.3.3	<ul style="list-style-type: none"> To make available a range of opportunities for students to learn through working in the agency;
External Agencies	<ul style="list-style-type: none"> To orient students to the background, culture and practice of the agency;
	<ul style="list-style-type: none"> To provide a Workplace Supervisor to guide students onsite for the implementation of the roles, tasks and projects assigned to them throughout the industrial attachment period;
	<ul style="list-style-type: none"> To give professional and constructive feedback on student's performance and help them to improve;
	<ul style="list-style-type: none"> To monitor students' behaviour and attitude to ensure that they behave in an ethical and courteous manner;
	<ul style="list-style-type: none"> To communicate with the Industrial Attachment Coordinator to discuss students' performance, behaviour and attitudes;
	<ul style="list-style-type: none"> To complete and return the Agency Evaluation Form to the Industrial Attachment Coordinator upon the placement completion.

5.3.4	<ul style="list-style-type: none"> To work with the Industrial Attachment Office on issues relating to the provision of industrial attachment courses;
The Industrial Attachment Committee	<ul style="list-style-type: none"> To support the Industrial Attachment Office to identify potential external agencies and to develop collaboration with them;
	<ul style="list-style-type: none"> To facilitate the liaison between the academic departments and Industrial Attachment Office to maintain effective communication and close collaboration;
	<ul style="list-style-type: none"> To implement the provisions of discipline-specific and credit-bearing industrial attachment courses at the department level;
	<ul style="list-style-type: none"> To enhance the industrial attachment culture and participation in academic departments;
	<ul style="list-style-type: none"> To implement the industrial attachment procedures, recruitment, supervision and assessment;
	<ul style="list-style-type: none"> To assist in the regular review and collection of student feedback relating to industrial attachment for improvement.

5.3.5	<ul style="list-style-type: none"> To liaise with Industrial Attachment Office on issues of pre- and post-industrial attachment support;
Office of Student Affairs	<ul style="list-style-type: none"> To provide student services for pre-attachment and career preparation;
	<ul style="list-style-type: none"> To conduct publicity projects and other activities relating to industrial attachment on campus life;
	<ul style="list-style-type: none"> To facilitate the implementation of the post-attachment evaluations

5.3.6	<ul style="list-style-type: none"> To design industrial attachment courses as part of academic curriculum of the undergraduate programmes in line with the University policy and procedures;
Academic Departments	<ul style="list-style-type: none"> To host the industrial attachment courses offered to their students;
	<ul style="list-style-type: none"> To delegate Industrial Attachment Coordinators from the academic staff to participate in the Industrial Attachment Committee;
	<ul style="list-style-type: none"> To assign students to an Academic Supervisor from the Department in groups of 5-10.

5.3.7	<ul style="list-style-type: none"> To work with the Office of Industrial Attachment to explore more industrial attachment opportunities;
Industrial Attachment Coordinators	<ul style="list-style-type: none"> To hold briefing workshops for students;
	<ul style="list-style-type: none"> To coordinate the recruitment and selection process and to identify the appropriate candidates for the industrial attachment;
	<ul style="list-style-type: none"> To maintain close communication with the Workplace Supervisor to discuss issues and evaluation process in relation to students' performance in the workplace;
	<ul style="list-style-type: none"> To support the Academic Supervisor in supervising the students and to give students additional advice in case of need;
	<ul style="list-style-type: none"> To assist in the regular review and collection of student feedback relating to industrial attachment for improvement.

SECTION 5 : ADMINISTRATION, ROLES AND RESPONSIBILITIES

5.3.8	<ul style="list-style-type: none">• To guide students to conduct regular reflections upon their industrial attachment experiences;
Academic Supervisors	<ul style="list-style-type: none">• To support students to overcome difficulties during the course of their industrial attachment;
	<ul style="list-style-type: none">• To provide reading lists to students and intellectual stimulus to enable them to connect their industrial attachment experiences with the appropriate academic discourse;
	<ul style="list-style-type: none">• To encourage students to exchange their views and experiences academically and in a presentable style;
	<ul style="list-style-type: none">• To give students feedback on their academic performance with suggestions for improvement;
	<ul style="list-style-type: none">• To assess students' academic performance during the industrial attachment period in line with the assessment rubrics;
	<ul style="list-style-type: none">• To provide the Grades awarded to students in respect of the completion of the academic component of the industrial attachment experience to the Industrial Attachment Coordinator by the due date;
	<ul style="list-style-type: none">• To assess students' academic performance during the industrial attachment period in line with the assessment rubrics;

5.3.9	<ul style="list-style-type: none"> To engage fully throughout the whole teaching and learning process of industrial attachment course;
Students	<ul style="list-style-type: none"> To commit according to the given guidelines and expectations required from the Workplace Supervisor in completing the tasks and projects in the workplace;
	<ul style="list-style-type: none"> To behave in an appropriate manner and comply with the policies and regulations in the external agency;
	<ul style="list-style-type: none"> To respect the external agency's values, their staff and practice and be able to demonstrate the appropriate working attitude and teamwork spirit;
	<ul style="list-style-type: none"> To engage actively in conducting academic study and achieve the intended course learning outcomes;
	<ul style="list-style-type: none"> To reflect regularly on individual work and academic performance for self-improvement throughout the industrial attachment process;
	<ul style="list-style-type: none"> To critically analyse matters of concern arising from the industrial attachment encounter and relate them to an academic discourse;
	<ul style="list-style-type: none"> To maintain a reflective journal, exchange ideas and experiences with others during supervisions, and write a final report as required by the Academic Supervisor;
	<ul style="list-style-type: none"> To complete the student feedback survey of industrial attachment course as required by the Industrial Attachment Office.



6.1 Introduction

Industrial attachment courses, as credit-bearing undergraduate courses, are subject to multiple quality assurance mechanisms that take advantage of the inputs from various committees, external advisors, teaching staff and students. The major mechanisms for quality assurance in relation to industrial attachment courses are:

6.2 Quality Assurance Committee

The Quality Assurance Committee is responsible to act on behalf of the Academic Board for the development and implementation of the academic quality assurance framework as it relates to all types and levels of study within the University. All proposals that offer a new industrial attachment course or any revisions made to an existing industrial attachment course must be submitted to the Quality Assurance Committee for review and approval.

6.3 Director of Industrial Attachment

The Director of Industrial Attachment will review all proposals offering a new industrial attachment course or revision on an existing industrial attachment course, particularly the suitability of the placement arrangement and the practical and professional trainings for an undergraduate, credit-bearing course. In making recommendations for improvement, the Director of Industrial Attachment may arrange peer review from members of Industrial Attachment Committee and seek advice from members of the Industrial Attachment Advisory Board. Industrial attachment course proposer is expected to consider the recommendations when the proposal is finalized for the review and approval by Quality Assurance Committee.

In order to keep the implementation of industrial attachment courses abreast with the changing expectations from the Government, the market and the community, the Director of Industrial Attachment also conducts an overall review of all the industrial attachment courses in the University for formulating development strategies and submits the review to the Quality Assurance Committee for comments on an annual basis.

6.4 External Programme Assessor

The role of the External Programme Assessor is to assess the overall integrity of an academic programme on a periodic basis. Industrial attachment courses will be subject to scrutiny by the EPA as part of the review and revalidation process.

6.5 External Examiner

The appointment of External Examiners is to assure academic credibility and improve the academic standards of the courses. Sample scripts of the student final reports of an industrial attachment course are required to be sent to the External Examiner for his/her comments.

6.6 Head of Department

The Head of Department, assisted by the Associate Head of Department/Programme Leader/Industrial Attachment Coordinator, reviews proposals to introduce a new industrial attachment course or to revise an existing industrial attachment course. In order to ensure that the course design and delivery are appropriate and in line with the overall programme aims and intended learning outcomes, the Head of Department should seek and consider recommendations from Departmental Committee, External Programme Assessor, and Director of Industrial Attachment before the proposal is submitted to Quality Assurance Committee for final review and approval. The Head of Department should also conduct regular evaluations of the industrial attachment course(s), report the evaluation results as part of the Annual Programme Review, and take steps to optimise the implementation of industrial attachment courses for every stakeholder.

6.7 Departmental Committee

The Departmental Committee is made up of all full-time teaching staff of the Department. Its role is to discuss curriculum revision, the introduction of new courses, assessment methods, student academic performance and any other matters in relation to the development of academic programmes. When academic departments intend to open or revise an industrial attachment course, it is required the proposal and any changes be discussed in the Departmental Committee.

6.8 Double Marking

It is advisable to use a double marking system for the final report that requires at least 2 sample scripts from each of low, medium and high graded student final reports to be marked by two markers. This helps to assure comparability between different courses and provides students with an assurance of fairness and consistency in marking standards.

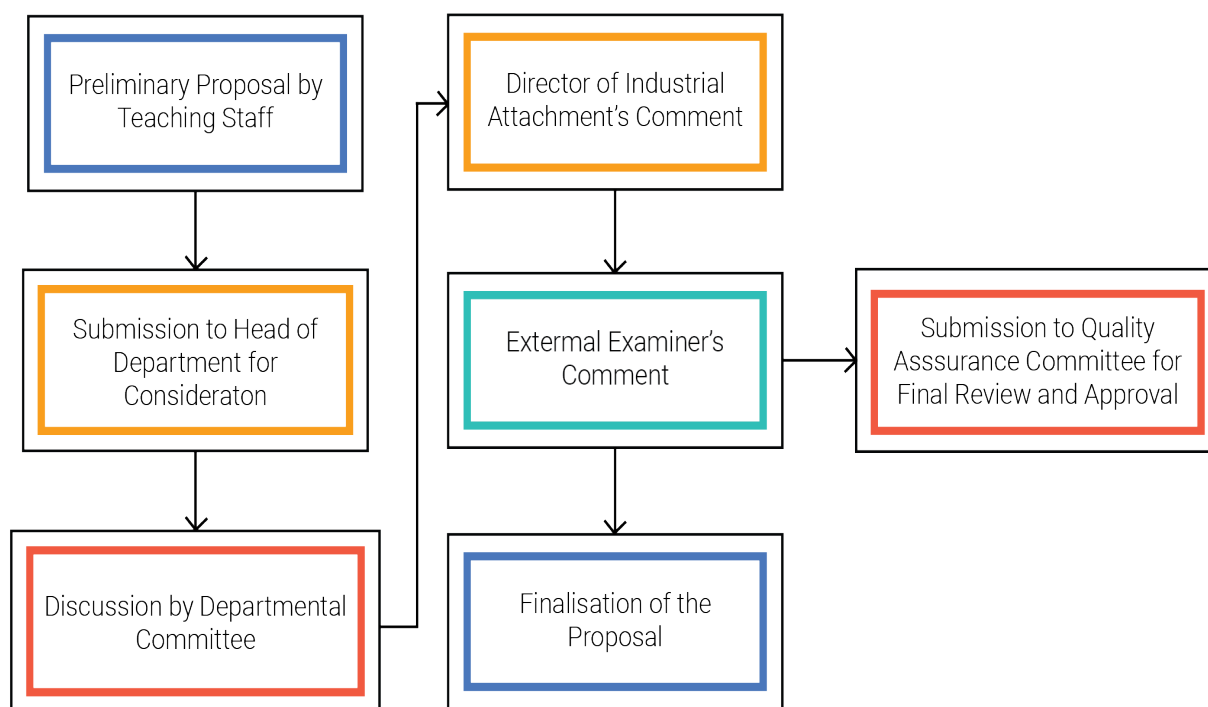
6.9 Board of Examiners

The Board of Examiners consists of the Administrative Vice-President, full-time teaching staff, and the External Examiners. The Board discusses the final grades of all courses, including all the industrial attachment courses, and suggests modifications where the distributions appear to be skewed or bunched.

6.10 Student Feedback Survey

A Student Feedback Survey for industrial attachment courses has been designed to provide students with an opportunity to reflect on their learning experience and to submit their comments on the course design, arrangement and utility. A 5-point scale is used for gauging the level of their satisfaction. Space for written comments on essential aspects is provided for students to give their own feedback. The Survey will be conducted online upon completion of the course. The results will be kept strictly confidential without any individual identities being disclosed to teachers. A sample of the Student Feedback Survey for industrial attachment courses is at Appendix 6.

6.11 Procedures for Opening or Revising an Industrial Attachment Course



SECTION 7 : OTHER GUIDELINES

7.1 Indicative Timelines for Coordinating Industrial Attachment Courses

The offer of an industrial attachment course needs an effective arrangement to run each task on time and in a smooth order. The table below provides the indicative timelines for coordinating industrial attachment courses that are opened for different semesters.

For Semester I					
Jan	Feb	Mar	Apr	May	Jun
Confirming with agencies the placements for industrial attachments		Briefing students about the course	Starting the recruitment process	Confirming with agencies the successful students list	Meeting agencies for sourcing
Jul	Aug	Sep	Oct	Nov	Dec
Maintaining placement opportunities for industrial attachments		Conducting pre-placement workshops	Starting the work placement in agencies and the academic supervision for students		
			Finalising the overall grading		

For Semester II					
Sep	Oct	Nov	Dec	Jan	Feb
Confirming with agencies the placements for industrial attachments		Briefing students about the course	Starting the recruitment process	Confirming with agencies the successful students list	Conducting pre-placement workshops
Mar	Apr	May	Jun	Jul	Aug
Starting the work placement in agencies and the academic supervision for students		Finalising the overall grading	Meeting agencies for sourcing or maintaining placement opportunities for industrial attachments.		

SECTION 7 : OTHER GUIDELINES

Summer					
Jan	Feb	Mar	Apr	May	Jun
Confirming with agencies the placements for industrial attachments		Briefing students about the course	Starting the recruitment process	Confirming with agencies the successful students list	Conducting pre-placement workshops
Jul	Aug	Sep	Oct	Nov	Dec
Starting the work placement in agencies and the academic supervision for students		Finalising the overall grading	Meeting agencies for sourcing or maintaining placement opportunities for industrial attachments.		

7.2 A Memorandum of Understanding

A successful implementation of an industrial attachment course for students depends on a transparent collaboration between the Agency and the University. It is therefore advisable for both parties to sign a Memorandum of Understanding that clearly defines agreed roles and responsibilities, principles, expectations and requirements. See Appendix 5 for a sample of a Memorandum of Understanding.

7.3 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).

7.4 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. Students should, however, understand the work component of an industrial course is conducted for teaching and learning purposes. Students taking an industrial attachment course may work for the external agency entirely on a voluntary basis, particularly if the external agencies are NGOs, community organisations, charity institutions, welfare authorities, social enterprises, or non-profit making companies, etc., financial subsidy should not be the target.

7.5 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.

7.6 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 provide 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 8 : SIGNIFICANCE

Hong Kong Shue Yan University is determined to be the leading private University in Hong Kong. Strategic development goals have been set to sustain the University's first mover advantage as the students' choice of private university in Hong Kong and to enrich students' learning experience and employability ⁴. The integration of industrial attachment with the academic curriculum is introduced in support of the University's vision. The new teaching and learning model and practice from industrial attachment courses is advanced to accomplish the strategic development goals and to offer innovative pedagogy in delivering theoretical, professional and practical knowledge that

- Keeps academic programme development abreast with the ever-changing and competitive environment;
- Enhances the integration of tertiary education with community that is necessary for the knowledge-based economy;
- Meets the need to develop informed and skilled individuals who have the self-reliance, capabilities and attributes to make an effective contribution to the society.
- Equips students with the generic competences to realise their career goals and the determination to succeed in different contexts and throughout life.

Overall, industrial attachment courses seek to make a difference to students' learning experience and contribute to the betterment of the community in general.

⁴ For details see Hong Kong Shue Yan University Strategic Plan 2016-2022 at https://www.hksyu.edu/Info/strategic_plan.html

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

Appendix 1 : Template for Reflective Journal

Student Name: _____

Student ID: _____

Placement Date: _____

1. <i>Describe your working experiences in the agency.</i>

2. <i>How did you work with others?</i>

3. <i>What did you learn from the jobs? Were you able to apply any knowledge and skill in dealing with the jobs? Evaluate your achievement of the self-intended learning outcomes.</i>

4. <i>Think about the theoretical implication of the issues or problems you encountered in your working experience.</i>

Appendix 2 : Template for Final Report

Student Name: _____

Student ID: _____

Submission Date: _____

Part I: Basic Information

Name of External Agency: _____

Placement Post: _____

Placement Period: _____

Workplace Supervisor: _____

Academic Supervisor: _____

Part II: Reflection (3000-4000 words)

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

4. *Data collected through documentary research, interviews, and/or observations for discussion*

5. *Analytical findings from the industrial attachment experiences*

6. *The overall lessons from the industrial attachment 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 XXXXX with your *resume* through email and in hard copy.

Deadline

XXXXXXXXXX

For inquiry

XXXXXXXXXXXXXXXXXX

Industrial Attachment Coordinator

Tel: XXXXXXXXXX

Email: XXXXXXXXXX

Appendix 4 : A Sample of Application Form

HONG KONG SHUE YAN UNIVERSITY

Industrial Attachment Course 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 Industrial Attachment (Up to three choices)

<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 Enterprise Learning):

1.
2.
3.
4.
5.

**Please submit your completed Application Form to XXXXXX with your resume through email and in hard copy.*

Signature: _____

Date: _____

Appendix 5 : A Sample of Memorandum of Understanding

Memorandum of Understanding between (The Agency Providing Industrial Attachments) and Hong Kong Shue Yan University

I. The Parties

This Memorandum of Understanding constitutes a mutual agreement between the agency providing industrial attachment(s) (hereinafter referred to as the “Agency”) and Hong Kong Shue Yan University (hereinafter referred to as the “University”).

II. Objectives of the Collaboration

- To develop effective linkage between the Agency and the University for establishing mutually beneficial partnership.
- To enhance students’ employability through integrating academic knowledge from classroom with real-world practice in an authentic organisational context.
- To provide the Agency an opportunity to recognise the talent and available manpower from the University as part of the potential resource for business advancement.
- To maintain the teaching and learning practice of the University for students abreast with the current job expectation and requirement.

III. Function of the Memorandum

This Memorandum of Understanding provides the basic guidelines within which the industrial attachment will be implemented on the basis of mutual benefits.

IV. Responsibilities of the Parties

- i. Agency
 - To make available a range of opportunities for students to learn through working in the agency;
 - To orient students to the background, culture and practice of the agency;
 - To provide students with guidance from a Workplace Supervisor onsite for the implementation of the roles, tasks and projects throughout the industrial attachment period;
 - To provide professional and constructive feedback on students’ performance and to support the students to improve;
 - To monitor students’ behaviour and attitude to ensure that they behave in an ethical and courteous manner;
 - To stay in touch with the Industrial Attachment Coordinator to discuss students’ performance, behaviours and attitudes;
 - To complete the Agency Evaluation Form and send it to the Industrial Attachment Coordinator upon the completion of the placement.

ii. University

- To provide students guidance on working attitudes and behaviours before the attachment;
- To assign an Industrial Attachment Coordinator to liaise with agency to deal with issues in relation to the industrial attachment;
- To coordinate the recruitment and selection process and to identify the appropriate students for the attachment;
- To encourage students to achieve the best performance for the industrial attachment;
- To ensure students are covered by a Group Personal Accident Policy Schedule during the industrial attachment;
- To arrange Academic Supervisor(s) for students to guide their academic learning process;
- To collect the Agency Evaluation Form from the Agency upon the completion of the attachment.

V. Termination of the Industrial Attachment

- The Agency shall have the right to terminate the industrial attachment for a student in case he/she has infringed the Agency's rules, regulations, and interests.
- The Agency shall have the right to terminate the industrial attachment in case the agreed responsibilities from this Memorandum of Understanding are violated.
- The University shall have the right to terminate the industrial attachment in case the agreed responsibilities from this Memorandum of Understanding are violated.
- Prior to the termination of the collaboration takes effect, for whatever reasons, the parties should discuss in a co-operative manner to arrive at the best solution and interests for the student(s).

Principle of Operation

- This Memorandum of Understanding, although not a legally binding commitment, sets out the responsibilities that have been identified and the consensus reached between the Agency and the University.

Signature

Signature

Name of the Representative

Title of Representative

Agency Name

Date

Name of the Industrial Attachment Coordinator

Department

Hong Kong Shue Yan University

Date

Appendix 6 : A Sample of Student Feedback Survey

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIOLOGY

**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 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!

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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