



IT001-4-2 & IT001-4-3 INTERNSHIP/INDUSTRIAL TRAINING HANDBOOK

This handbook is applicable to the following Schools:
School of Accounting & Finance
School of Business
School of Computing
School of Marketing & Management
School of Mathematics, Actuarial & Quantitative Studies
School of Technology
School of Psychology
School of Media, Arts & Design

Table of Contents

Introduction	1
1. Internship/Industrial Training Rationale	1
2. Internship/Industrial Training Period	1
3. Learning Outcomes	1
4. Aims and Objectives of Internship/Industrial Training	1
5. Type of Work during Placement	2
6. Support for Students	3
7. Support for Companies	3
8. Future Recruitment	3
9. Remuneration	3
10. Employment Contract	3
11. Placement Referral	3
Internship/Industrial Training Mechanism	3
1. Briefing and Pre-Registration	3
2. Application, Interview and Selection	4
3. Placement Confirmation and Approval	4
4. Reporting, Supervision and Maintaining Weekly Logbooks	5
5. Documents Submission, Evaluation and Grading	5
Internship/Industrial Training Process Flow	6
Expectations during Internship/Industrial Training	7
1. Work Expectations	7
2. Health and Safety Issues	7
3. Students Conduct	7
4. Academic Supervisor Visit	7
Internship/Industrial Training Forms and Templates	8
Content Guidelines for Internship/Industrial Training Report	9
Part 1 Marking Scheme	12
Part 2 Marking Scheme	17
Contact Info	21

Introduction

1. Internship/Industrial Training Rationale

Internship/Industrial training aims to enable students in gaining industrial or professional learning experiences through development of transferrable skills that will enhance their future value to employers. It is important for students to be familiarized with all common processes and exposure at a practical level appropriate to young professionals. Whilst it is clearly desirable for students to gain experiences, the central aim is to achieve appreciation. Internship/Industrial training is a key component of learning in an integrated academic curriculum.

2. Internship/Industrial Training Period

Minimum of 16 weeks divided into 8 weeks part 1 & 8 weeks part 2. 8 weeks of Internship/Industrial Training programme part 1 is equivalent to 4 credits and 8 weeks of Internship/Industrial Training programme part 2 is equivalent to another 4 credits. As per the requirement of the Malaysian Qualifications Agency, the Internship/Industrial Training part 1 and part 2 will be offered during the year-end break after Year 2 Semester 2. This means they could enrol on to Year 3, semester 1 upon returning from the Internship/Industrial Training if they have fulfilled all requirements of the internship. *The Internship/Industrial Training start and end date will be indicated in the Course Schedule when students progress into Year 2.*

Students will require the approval from both the organisation and Academic Supervisor under the following circumstances:-

- Prolonging the duration of their Internship/Industrial Training beyond the 16-week period, provided it does not clash with their upcoming semester classes.
- Starting their Internship/Industrial Training early before the stipulated date of the said engagement, provided it does not clash with the teaching and learning activities of the current semester.

3. Learning Outcomes

On successful completion of the Internship/Industrial Training, students should be able to:

CLO1: Demonstrate a range of technical and non-technical knowledge and skills which are relevant in the career plan (C3, PLO2).

CLO2: Relate on their learning experience, how it has affected them and its value in their future career and plan for that job seeking (A4, PLO9).

CLO3: Demonstrate the personal skills required in working in organisations and better manage projects and people in the CV (A3, PLO4).

CLO4: Communicate more effectively in appropriate media for the purpose and audience in the career plan (A2, PLO8).

4. Aims and Objectives of Internship/Industrial Training

a. Interpersonal and Social Skills

This factor is concerned with gaining an appreciation of human relationship. It relates to such various abilities as working effectively as part of a team and as a member of a hierarchy; mixing with others including superiors, peers and subordinates; organising the work of others and exercising responsibility over them. Communication skills are also an important part of this factor, and include

the ability to act tactfully, to present a case clearly, and to interpret the needs of others, whether articulated or implied.

b. Insight into the World of Work

This factor is concerned with the insight into the 'world of work' to be gained from a placement experience. It is about understanding the constraints of working life, as well as being aware of the functional relationships within and between organisations. An orientation towards work processes, the relationship of work to the rest of society, and an understanding of the realities of working life are all important elements of this factor.

c. Interrelationships of Theory and Practice

This factor is about relating theory to practice, and it describes how a placement offers practical experience of the application of theoretical concepts. It is concerned with appraising the usefulness of theory and academic knowledge at the practical level, as well as offering a context within which to integrate the practical and theoretical parts of an academic course. Typically, the placement offers an experience in working environment whereby students are given the opportunity to apply what had been learnt in previous semesters. During placement, students will be able to practice the complex problem-solving with appropriate consideration for public safety and health, cultural, societal and environment considerations.

d. Personal Development

This factor is about developing personal attributes like self-confidence, maturity and self-reliance. The ability to accept responsibility, to work effectively - especially under stress, and to build on previous knowledge and experience, all contribute to this factor.

e. Additional and Indirect Benefits of Placements

Various benefits arise from work experience in addition to those directly related to a training programme. Such benefits include opportunities for employment and recruitment course appraisal and review, and informed selection of course options and project work. It gives university staff links to industry and commerce, and in return employers gain closer links to the educational sector. A placement can provide fresh ideas and new experiences to all those who participate in it, such as meeting employers' short-term project needs.

f. Career Preparation

This factor is about the contribution of work experience towards career development. Knowledge of potential careers, and experience of them, as well as the development of new areas of interest being considered important aspects of a placement. An insight into different careers and the opportunities for recruitment provided are other significant aspects of this factor.

g. Technical Development

This factor is concerned with the development of technical knowledge and expertise. It is about being involved in product innovation, design and construction. It concerns perceiving the needs of a task accurately and knowing how to extract information quickly and effectively.

5. Type of Work during Placement

The structure of the placement is dependent on what work the employer requires. The University only proviso is that the work should be *related to the students' course of study*. Typically, the students may become part of a project team or work solo on a variety of projects. Some of the most successful placements from the perspective of the employer and students have been challenging projects that "stretch" the students and necessitate the use of complex problem-solving skills. However, it should

be said that students do need some guidance and structured help during the placement from the employer and University, particularly in the first month of the placement.

6. Support for Students

The placements team are on hand to support students along with the assigned Academic Supervisor. Students are encouraged to overcome any difficulties they may encounter themselves but the team is a support mechanism that is always available.

7. Support for Companies

As with the students, the placements team wish to build a good relationship with the companies and will endeavour to support the facilitation of a successful placement. A placement work plan or project is discussed with the appointed Academic Supervisor from the University and the student's Industrial Supervisor at work. Assessment is made both by the company using an assessment form and via discussions between the Academic Supervisor and the Industrial Supervisor. The Academic Supervisor checks that the student is performing and that there are no adverse personal issues.

8. Future Recruitment

Many employers view the placement as a potential induction period leading to a full-time role after graduation. Some of our students are set to return as full-time members of staff after graduation.

9. Remuneration

The placement is normally a paid period of employment, depending on the Company. The rate varies according to type, size and policy of industries. The rate is influenced by factors such as the worth of the work undertaken and location.

10. Employment Contract

The placement conditions of employment will be derived from a contract drawn up between the company and the student. A normal employment contract for short-term/temporary staff is adequate.

11. Placement Referral

A student should normally have achieved a mark of at least 50% overall in the assessment of Internship/Industrial Training module. If you fail to pass the module, placement referral will be required. The form of referral of a failed industrial placement will be decided by the Award Board and will depend on the nature of the failure. It may, for example, take the form of a resubmitted report. In exceptional circumstances a student who has failed internship may be allowed to repeat the year once only. In such cases it will be the student's own responsibility to find an appropriate placement in which to repeat the year.

Internship/Industrial Training Mechanism

1. Briefing and Pre-Registration

The first briefing about the internship will be conducted in *Week 3 of Year 2, Semester 2*. At this point students are given the broad outline of the Internship/Industrial Training. Students will be briefed on the process of internship application. This is to mentally prepare students that they will have to do an

Internship/Industrial Training and so they will plan accordingly. *It is the students' responsibility to find their prospective employers.*

A second briefing will be given in *Week 14 of Year 2, Semester 2*, during the progression briefing. This will be indicated in the Course Schedule. This will be a detailed briefing where students will be briefed on the expectations and assessment criteria. *Students are expected to secure placement before the end of Year 2 Semester 2.*

2. Application, Interview and Selection

At this stage, students are expected to have their Internship/Industrial Training documents, such as CV and cover letter ready and available at any time for Internship/Industrial Training application. Students are ready to submit their Internship/Industrial Training applications to the prospective employers of their choice after the first briefing. Application for Internship/Industrial Training placement is divided into two parts:

- Self- Internship/Industrial Training placement where students source for their own employers via other Internship/Industrial Training application placement sites or directly to the employers identified.
- Students can submit their applications through job portal posted by Career Centre and Corporate Training.

Students are expected to attend job interview sessions during the application period for screening and selection by employers. Students will have to send the CV/Resume, Application Cover Letter together with APU Support Letter. Students are encouraged to select companies within West Malaysia. However, international students may select companies (sourcing on their own) in their home countries. *Strictly, a student must do the Internship/Industrial Training in one organisation/company only.* If a student changes the organisation/company mid-internship, the student will have to extend Internship/Industrial Training period for a minimum of 16 weeks. A Student is not allowed to carry forward the Internship/Industrial Training period that was performed in the first organisation/company as the Internship/Industrial Training will be null and void once a student resigns from the organisation/company before the student finishes Internship/Industrial Training.

Students must submit the Internship/Industrial Training report for a single organisation/company only. Working in different departments/fields within the same organisation/company is allowed.

3. Placement Confirmation and Approval

The Letter of Appointment/Letter of Offer given by the host company must be signed by the student if they agreed to it. The placement requires verification, confirmation and approval from the School. Once the application for Internship/Industrial Training is successful, the following actions must be carried out by student, School and Host Company:

- a. Student must provide all their placement details (Company Name, Contact Person Name & Email, Company Location etc.) by completing the section of Internship Employment Details and upload the Letter of Offer on Moodle.
- b. Internship Coordinator/Academic Supervisor will contact and check the authenticity of the company and will immediately get the approval of the School for the said Internship/Industrial Training placement.
- c. Host Company is to assign a supervisor and provide briefing to the student on the expectations, rules, and regulations of the company. Students will be treated just like any other employees in the company

- d. Students to obey and follow all the regulations set by the host company.

4. Reporting, Supervision and Maintaining Weekly Logbooks

a) Reporting

Students are required to report to the host company at the specified date and time. The host company will ensure that an Industrial Supervisor is assigned to the student and proper briefing/orientation on the rules, regulations and policies are given to the student.

b) Supervision

Each student will have two supervisors, one supervisor from the host company (external) and another one from the University (internal). The Industrial Supervisor will guide and provide feedback on the student's performance, its weekly logs and Internship/Industrial Training report during the period of Internship/Industrial Training. The Academic Supervisor will assess the student's performance, the weekly logs and Internship/Industrial Training duties at the end of Internship/Industrial Training. The Academic Supervisor where possible will visit the student during the Internship/Industrial Training period.

c) Weekly Logbooks

Weekly logbooks refers to all forms of note takings of all personal experiences, attendance report and reflections that the student had during the Internship/Industrial Training period. It is important evidence of the achievement gained at the workplace. Students must clearly record the supplementary skills and knowledge gained during the Internship/Industrial Training. Students are expected to be organised in their work and be diligent in keeping their logbooks complete, signed by the Industrial Supervisor and accurate for reporting and to be submitted on-time. Students must record clearly jobs assigned, problems encountered, details of discussion and job accomplished during the Internship/Industrial Training. The practice to use logbooks to record industrial experience is in-line with Malaysian Qualifications Agency requirement.

5. Documents Submission, Evaluation and Grading

a) Documents Submission

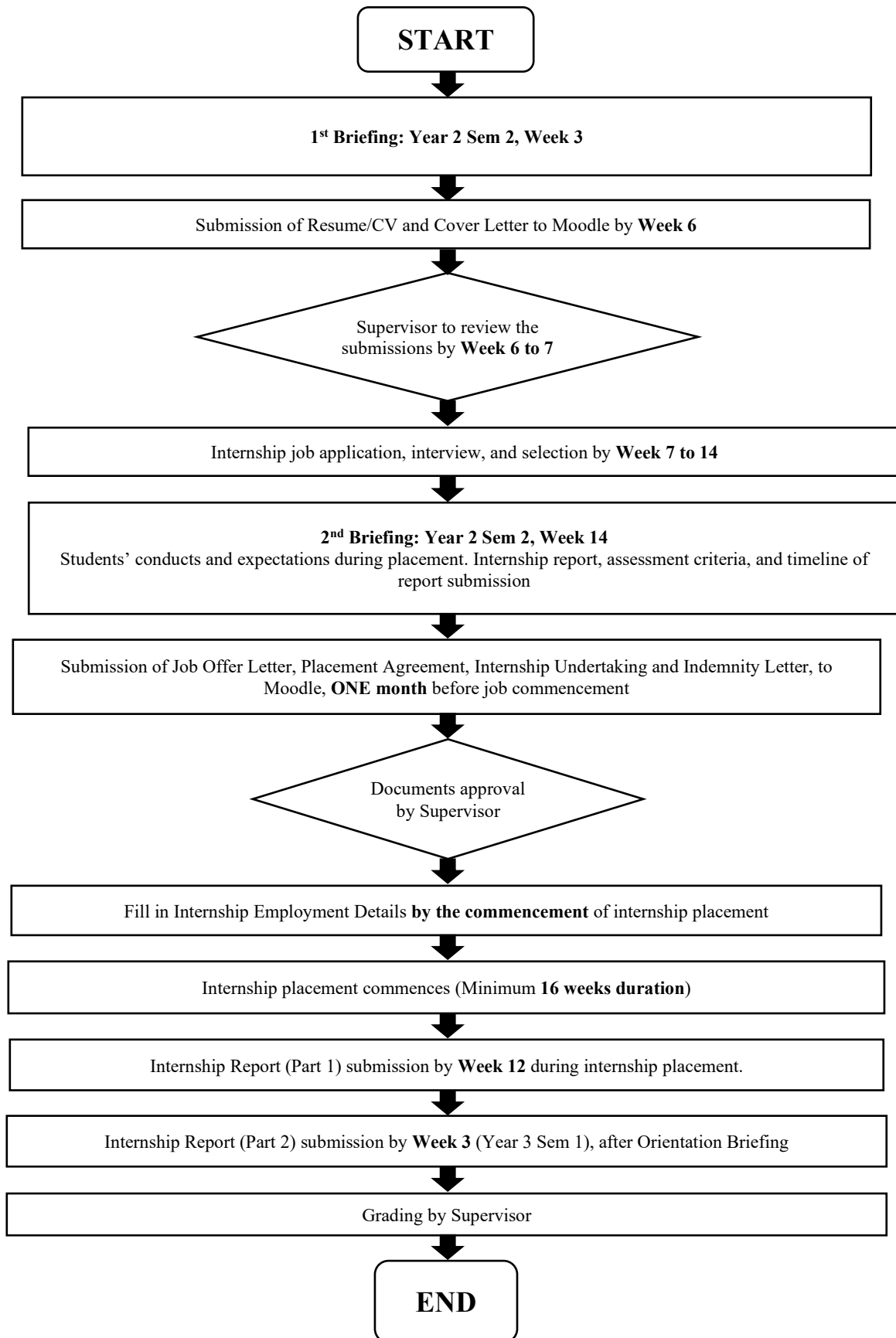
Once the required amount of work-hours for Internship/Industrial Training are met or the Internship/Industrial Training appointment and placement is completed, the student is now on the last stage of Internship/Industrial Training by completing and submitting the needed Internship/Industrial Training documents to the School through Moodle.

Academic Supervisor will check the completion of the documents (Reports, logbooks, forms and etc) submitted by the student in Moodle, liaise with the employer and will provide clearance for the administration of student's report, evaluation and grading by the School. Internship/Industrial Training documents must be submitted within the stipulated date and time. Late submission of any document is not allowed unless there is proof of extenuating circumstances.

b) Evaluation, Assessment and Grading

Student's performance would be evaluated, assessed, and graded depending on the quality and completeness of the Internship/Industrial Training documentations submitted, report, logbooks and feedback given by the Industrial Supervisor.

Internship/Industrial Training Process Flow



Expectations during Internship/Industrial Training

1. Work Expectations

It is hoped that the placement proves to be an interesting and stimulating experience, which will provide a good basis for students' career development. Most jobs have their mundane aspects and students should bear in mind that routine tasks, which may not be particularly interesting or intellectually challenging, nevertheless must be done and their timely and accurate completion could be very important.

If, however, a student feels that they are being asked to undertake an excessive amount of 'undemanding' work or, perhaps, are not being given enough work to keep them constructively occupied, then they should take steps to rectify the situation. Often an informal discussion with the Industrial Supervisor will be all that is required.

It is most important that students use their own initiative to gain the widest possible experience of the "real world" aspects of their placement by taking full advantage of all opportunities open to them, which will help with students' career development. In particular, students should proactively seek for opportunities to participate in complex activities and utilise complex problem-solving skills whenever possible.

2. Health and Safety Issues

Employers have the primary duty to ensure the health and safety of placement students during their employment. During the induction, the following items should be included where appropriate: emergency procedures, safety policy received or location known, location of first aid box, first aid arrangements, fire procedures, accident reporting, display screen equipment regulations, manual handling procedures, protective clothing arrangements and instruction on equipment to be used.

If there are any doubts over any of the above issues the Industrial Supervisor should be asked for clarification.

3. Students Conduct

As employees of the organisation for which they will be working, students are expected to conduct themselves in a way consistent with the expectations of both the employer and the University. It is important that students ascertain what normal practices exist within the organisation i.e. use of e-mail, standard of dress code etc. In particular, they should maintain the same standards of time-keeping, and other working practices as permanent employees, especially in connection with professional and ethical protocols in relation to security and confidentiality of data and information.

The hope is that students will be a good 'ambassador' for the University and that their performance will form the basis for the ability to sustain long-term relationships with the company.

4. Academic Supervisor Visit

The Academic Supervisor where possible will visit the placement company during the Internship/Industrial Training period. Only one visit will be conducted unless there is any special request made by the University or the host company. For international students who are on Internship/Industrial Training in their home countries, a video conferencing or tele-conferencing will be arranged to determine the performance of the students.

Internship/Industrial Training Forms and Templates

Should you need to access and download the Internship/Industrial Training Forms and Templates, they are accessible in **APU Knowledge Base**, in the **Internship** section. Alternatively, you can click on the following link to access to the Internship section.

[APU Knowledge Base Internship Documents Guide](#)

The forms and templates are as follow:

Pre Internship

1. Sample Cover Letter
2. CV Sample & Template
3. Internship Academic Supervisory Log Sheet
4. Template Internship Agreement Form
5. Internship Undertaking and Indemnity Form

During Internship

6. Internship Logbook
7. Internship Attendance Record
8. Internship Academic Supervisor Visit Report
9. Internship Industrial Supervisor Assessment Form
10. Internship Report Clearance Form

Post Internship

11. Internship Student Feedback Form
12. Internship Report Part 1 Cover Page
13. Internship Report Part 2 Cover Page

Content Guidelines for Internship/Industrial Training Report

Format of Report

A wide variety of working environments make it difficult to lay down a set format, but the following may be used as a model.

Cover Page (provided)

Acknowledgements

- Table of Contents
- List of Tables
- List of Figures
- *Appendices

SECTION 1: Company Introduction

- a. Introduction to the business
- b. The Organisation
- c. The Environment
- d. The Functions
- e. The Department/Section
- f. Communications/Information Technology
- g. Financial Structure
- h. Introduction to the nature of work
- i. Tasks – inclusion/ application of concepts and knowledge
- j. Development of employability skills

SECTION 2: Future Plans for Employment

- a. Updated plan to seek employment and continuing professional development (approx. 500 words)
- b. A plan for securing good quality internships for future students (approx. 200 words)
- c. Conclusions & Recommendations

References/ Bibliography

Content Guidelines for Report

1. Introduction

A student is required to produce a reflective report based upon a business and financial appraisal of the company. *The report should be approximately 3000 words in length*, though this may be supplemented by the use of diagrams, flow charts and/or tables of data where appropriate. The overall aim is to study how effectively employability skills have been developed and the lessons learnt in relation to the value and usefulness of these skills to degree study and subsequent employment, and modes of continuing professional development.

2. Objectives of the Report

- To assess how effectively employability skills have been developed and the lessons learnt in relation to the value and usefulness of these skills to degree study and subsequent employment, and modes of continuing professional development.
- To illustrate a general understanding of the organisation in which a student is working for – products/services, markets and competitors.
- To recognise the main areas of activities and how these have developed.
- To develop an understanding of the organisational structure, the main functions in the organisation, the role they play in the organisation, and how the organisation structure welds these functions together.
- To analyse the general nature of communications within the organisation, both across different functions, and within individual functions.
- To analyse specifically the operation of the particular function/department with which a student is employed and to recognise the contribution this makes to the organisation as a whole.
- To assess the source of funding and financial standing of the placement organisation and of the functional area/department in which a student work.

3. Format and Content of the Report

a. Introduction of the business

Brief introduction of the organisation and the specific area of involvement.

b. The Organisation

The organisation, its historical development and general range of activities.

The products/services provided by the organisation.

The general objectives of the organisation in relation to its customers and employees.

The overall structure of the organisation; the different division, departments or sections and the role they perform.

The geographic distribution of the organisation activities.

c. The Environment

The general nature of the markets that the organisation operates within.

The nature of competition within these markets.

The effects of technology within the market, and how the company responds to this.

Details of any particular constraints or issues within the environment, which influences the organisation.

d. The Functions

Outlines of the organisation's structure of the functional area in which a student is employed. The main Departments/Sections of the function and brief details of the role they perform and the contribution they make to the effective running of the Department.

e. The Department/Section

Details of the work/activities of the Department or Section within the organisation in which you are placed and how your specific activity contributes to this.

f. Communications/Information Technology

Details of the main methods of communication used in the organisation, in relation to reports, instructions, procedures etc.

The distinction between formal and informal communications within the organisation and its departments.

g. Financial Structure (If allowed by company)

Details of the sources of capital and methods of funding and financial planning and control exercised within your placement organisation.

An indication of the degree of effectiveness achieved in financial planning and control, including the control of individual projects.

An indication of the market share of your organisation.

h. Introduction to the nature of work

This part must be succinct but nevertheless, convey all the essential details of the project/tasks being delegated or designated.

i. Tasks – inclusion/ application of concepts and knowledge

A student is required to highlight whether a student is able to apply skills and knowledge towards completing the task given.

j. Development of employability skills

How effectively employability skills have been developed and the lessons learnt in relation to the value and usefulness of these skills to the study and subsequent employment, and modes of continuing professional development

4. Confidentiality

The student should check with the Industrial Supervisor for possible security or confidentiality problems in disclosing material, and inform Academic Supervisor (at an early stage) if this is likely. Such problems may be resolved by a combination of the following.

- (a) Removal of data from the report.
- (b) Returning the report to the company after assessment.
- (c) Academic Supervisor may visit the company to mark the report.
- (d) Security vetting of Academic Supervisor. (This should be avoided if possible as it causes delays.)

Part 1 Marking Scheme



APU Internship or Industrial Training

Internship Assessment Form Part 1 (IT001-4-2)

Student Name:

Student Number:

Intake:

Academic Supervisor:

Notes

- This Internship Assessment Form is intended to give a quantitative means of judging a student’s performance for the duration of the first 8 weeks of internship through a written logbook.
- The Academic Supervisor is required to mark on the scale for each category the assessment of the student’s performance under each category, with additional comments to qualify their judgement. At the end the marks should be totalled up.
- The Academic Supervisor should include comments to justify the assessment given.
- If a Academic Supervisor is unable to assess any category, this should be noted in the “Comment” area.
- The main objective of the **logbook** is to evaluate the depth of knowledge and skills of the student in relation to industrial experience and subject matter related to their area of studies.

1 Knowledge and skills

Understanding in technical knowledge: To what extent did the student develop their technical knowledge which is required in the work place?

Poor						Good			
0	1	2	3	4	5	6	7	8	9 10
No understanding of subject matter shown in the internship	Only minimal understanding shown of subject matter. Little to suggest the student has studied the topic as an internship experience		A basic knowledge of subject matter is shown but in many areas, this is superficial with many flaws visible		Adequate knowledge of subject matter is shown. In the main the student’s work is fair but lacks giving required detail and depth in areas		Good level of knowledge shown related to the subject matter in some areas though misses minor details		Very high level of subject matter shown with all or near all aspects covered well

Comment:

IT001-4-2 & IT001-4-3 Internship/Industrial Training Handbook

Understanding in non-technical knowledge: To what extent did the student develop their non-technical knowledge which is required in the work place?

Poor 0	1 2	3 4	5 6	Good 7 8	9 10
No understanding of subject matter shown in the internship	Only minimal understanding shown of subject matter. Little to suggest the student has studied the topic as an internship experience	A basic knowledge of subject matter is shown but in many areas this is superficial with many flaws visible	Adequate knowledge of subject matter is shown. In the main the student's work is fair but lacks giving required detail and depth in areas	Good level of knowledge shown related to the subject matter in some areas though misses minor details	Very high level of subject matter shown with all or near all aspects covered well

Comment:

Understanding in skills: To what extent did the student develop the skills which are required in the work place?

Poor 0	1 2	3 4	5 6	Good 7 8	9 10
No understanding of subject matter shown in the internship	Only minimal understanding shown of subject matter. Little to suggest the student has experience as an internship exercise	A basic knowledge of subject matter is shown but in many areas this is superficial with many flaws visible	Adequate knowledge of subject matter is shown. In the main the student's work is fair but lacks giving required detail and depth in areas	Good level of knowledge shown related to the subject matter in some areas though misses minor details	Very high level of subject matter shown with all or near all aspects covered well

Comment:

2 Learning experience

Development of experience: To what extent did the student develop the learning experience or acquire new knowledge in the areas of internship and the specific subject area?

Not much 0	1	2	3	4	5	6	7	8	A lot 9	10
No new or existing skills developed	Only trivial skills learned or developed. Learning in the main is negligible. Not much in the way of totally new learning undertaken		Some skills developed either existing or totally new. The skills learned are basic and restrictive with further development possible		The student has developed some sound existing and new skills, but has room to have applied themselves to several more skills		A pleasing number of existing skills have been developed at depth. A large number of new skills have also been learned		The student has shown a high level of development related to the development of existing and new skills. In relation to the project substantive learning of skills is shown.	

Comment:

Development of experience for future career: To what extent did the student develop the value of learning experience or acquire new knowledge in their future career and plan for that career?

Not much 0	1	2	3	4	5	6	7	8	A lot 9	10
No new or existing skills developed	Only trivial skills learned or developed. Learning in the main is negligible. Not much in the way of totally new learning undertaken		Some skills developed either existing or totally new. The skills learned are basic and restrictive with further development possible		The student has developed some sound existing and new skills, but has room to have applied themselves to several more skills		A pleasing number of existing skills have been developed at depth. A large number of new skills have also been learned		The student has shown a high level of development related to the development of existing and new skills. In relation to the project substantive learning of skills is shown.	

Comment:

3 Demonstrate the personal skills

In organisation: To what extent did the student demonstrate the personal skills required in working in organisation and better manage projects?

Not much 0	1	2	3	4	5	6	7	8	A lot 9	10
No new or existing skills developed	Only trivial skills learned or developed. Learning in the main is negligible. Not much in the way of totally new learning undertaken		Some skills developed either existing or totally new. The skills learned are basic and restrictive with further development possible		The student has developed some sound existing and new skills, but has room to have applied themselves to several more skills		A pleasing number of existing skills have been developed at depth. A large number of new skills have also been learned		The student has shown a high level of development related to the development of existing and new skills. In relation to the project substantive learning of skills is shown.	

Comment:

In people: To what extent did the student demonstrate the personal skills required in working in organisation and better manage projects?

Not much								A lot	
0	1	2	3	4	5	6	7	8	9 10
No new or existing skills developed	Only trivial skills learned or developed. Learning in the main is negligible. Not much in the way of totally new learning undertaken		Some skills developed either existing or totally new. The skills learned are basic and restrictive with further development possible		The student has developed some sound existing and new skills, but has room to have applied themselves to several more skills		A pleasing number of existing skills have been developed at depth. A large number of new skills have also been learned		The student has shown a high level of development related to the development of existing and new skills. In relation to the project substantive learning of skills is shown.

Comment:

4 Communication

CV: Did the student provide a structured personal details and skills which identified the important aspects in relation to internship application?

Very poor								Very well	
0	1	2	3	4	5	6	7	8	9 10
No personal details and skills.	Weak personal details and skills given, failing to introduce the aspects in internship application.		Introduction of personal details and skills provide a limited justification of the key elements associated with the internship		Satisfactory introduction on personal information and skills but lacking in detail in most areas		Good introduction on personal information and skills covering most areas of interest in detail. Some areas a bit sparsely discussed.		Very good introduction on personal information and skills covering all areas of interest in detail

Comment:

Cover letter: How well was the student able to introduce their interest and justify their internship application?

Very poor								Very well	
0	1	2	3	4	5	6	7	8	9 10
No introduction or consideration of major decision points or any discussion of overall content.	Some introduction are justified but lack detail and clarity of the internship interest		Introduce their introduction and justify the internship application but with little interest to show any justification/appropriate interest.		Satisfactory introduction but lacking in detail and interest in the internship application		Justification is given for the choice of internship and choices made with some interests.		Detailed introduction covering all aspects of internship interests and choices made leaving no doubt that appropriate choices have been made.

Comment:

Project Log Sheet & Email Communication: How well did the student respond to discussion with Academic Supervisor on the internship preparation?

Very poor

Very well

0	1 2	3 4	5 6	7 8	9 10
Unable to respond adequately	Showed a lack of understanding of the discussion.	Hesitant to respond and show a lack of commitment to the discussion	Satisfactory respond to discussion given but more detail could be included in respond	Good respond in the discussion only lacking slightly more cohesive feedback	All discussion questions answered well with a high level of depth provided within the internship procedure

Comment:

4 Comments and Recommendations

(Please supply any relevant comments, particularly if a fail or distinction recommendation is made).

Academic Supervisor comments

Total Mark

Please tick 'Yes' / 'No'

	Yes	No	Comments
Total mark more than or equal to 50	<input type="checkbox"/>	<input type="checkbox"/>	
At least 8 weekly log books – signed and stamped by the company	<input type="checkbox"/>	<input type="checkbox"/>	

Academic Supervisor signature: _____ Date: _____

Part 2 Marking Scheme



APU Internship or Industrial Training

Internship Assessment Form Part 2 (IT001-4-3)

Student Name:

Student Number:

Intake:

Academic Supervisor:

Notes

- This Internship Assessment Form is intended to give a quantitative means of judging a student's performance for the duration of the last 8 weeks of internship through a written logbook and report. Besides, 10% will be assessed by company supervisor.
- The Academic Supervisor is required to mark on the scale for each category the assessment of the student's performance under each category, with additional comments to qualify their judgement. At the end the marks should be totalled up.
- The Academic Supervisor should include comments to justify the assessment given.
- If a Academic Supervisor is unable to assess any category, this should be noted in the "Comment" area.
- The main objective of the logbook and report is to evaluate the depth of knowledge and skills of the student in relation to industrial experience and subject matter related to their area of studies.

1 Knowledge and skills

Understanding in technical knowledge: To what extent did the student develop their technical knowledge which is required in the work place?

Poor								Good		
0	2	2	3	4	6	6	7	8	9	10
No understanding of subject matter shown in the internship	Only minimal understanding shown of subject matter. Little to suggest the student has studied the topic as an internship experience		A basic knowledge of subject matter is shown but in many areas, this is superficial with many flaws visible		Adequate knowledge of subject matter is shown. In the main the student's work is fair but lacks giving required detail and depth in areas		Good level of knowledge shown related to the subject matter in some areas though misses minor details		Very high level of subject matter shown with all or near all aspects covered well	

Comment:

Understanding in non-technical knowledge: To what extent did the student develop their non-technical knowledge which is required in the work place?

Poor								Good		
0	2	2	3	4	6	6	7	8	9	10
No understanding of subject matter shown in the internship	Only minimal understanding shown of subject matter. Little to suggest the student has studied the topic as an internship experience		A basic knowledge of subject matter is shown but in many areas this is superficial with many flaws visible		Adequate knowledge of subject matter is shown. In the main the student's work is fair but lacks giving required detail and depth in areas		Good level of knowledge shown related to the subject matter in some areas though misses minor details		Very high level of subject matter shown with all or near all aspects covered well	

Comment:

Understanding in skills: To what extent did the student develop the skills which are required in the work place?

Poor								Good		
0	2	2	3	4	6	6	7	8	9	10
No understanding of subject matter shown in the internship	Only minimal understanding shown of subject matter. Little to suggest the student has experience as an internship exercise		A basic knowledge of subject matter is shown but in many areas this is superficial with many flaws visible		Adequate knowledge of subject matter is shown. In the main the student's work is fair but lacks giving required detail and depth in areas		Good level of knowledge shown related to the subject matter in some areas though misses minor details		Very high level of subject matter shown with all or near all aspects covered well	

Comment:

2 Learning experience

Development of experience: To what extent did the student develop the learning experience or acquire new knowledge in the areas of internship and the specific subject area?

Not much								A lot		
0	1	2	3	4	5	6	7	8	9	10
No new or existing skills developed	Only trivial skills learned or developed. Learning in the main is negligible. Not much in the way of totally new learning undertaken		Some skills developed either existing or totally new. The skills learned are basic and restrictive with further development possible		The student has developed some sound existing and new skills, but has room to have applied themselves to several more skills		A pleasing number of existing skills have been developed at depth. A large number of new skills have also been learned		The student has shown a high level of development related to the development of existing and new skills. In relation to the project substantive learning of skills is shown.	

Comment:

Development of experience for future career: To what extent did the student develop the value of learning experience or acquire new knowledge in their future career and plan for that career?

Not much								A lot	
0	1	2	3	4	5	6	7	8	9 10
No new or existing skills developed	Only trivial skills learned or developed. Learning in the main is negligible. Not much in the way of totally new learning undertaken		Some skills developed either existing or totally new. The skills learned are basic and restrictive with further development possible		The student has developed some sound existing and new skills, but has room to have applied themselves to several more skills		A pleasing number of existing skills have been developed at depth. A large number of new skills have also been learned		The student has shown a high level of development related to the development of existing and new skills. In relation to the project substantive learning of skills is shown.

Comment:

3 Demonstrate the personal skills

In organisation: To what extent did the student demonstrate the personal skills required in working in organisation and better manage projects?

Not much								A lot	
0	1	2	3	4	5	6	7	8	9 10
No new or existing skills developed	Only trivial skills learned or developed. Learning in the main is negligible. Not much in the way of totally new learning undertaken		Some skills developed either existing or totally new. The skills learned are basic and restrictive with further development possible		The student has developed some sound existing and new skills, but has room to have applied themselves to several more skills		A pleasing number of existing skills have been developed at depth. A large number of new skills have also been learned		The student has shown a high level of development related to the development of existing and new skills. In relation to the project substantive learning of skills is shown.

Comment:

In people: To what extent did the student demonstrate the personal skills required in working in organisation and better manage projects?

Not much								A lot	
0	1	2	3	4	5	6	7	8	9 10
No new or existing skills developed	Only trivial skills learned or developed. Learning in the main is negligible. Not much in the way of totally new learning undertaken		Some skills developed either existing or totally new. The skills learned are basic and restrictive with further development possible		The student has developed some sound existing and new skills, but has room to have applied themselves to several more skills		A pleasing number of existing skills have been developed at depth. A large number of new skills have also been learned		The student has shown a high level of development related to the development of existing and new skills. In relation to the project substantive learning of skills is shown.

Comment:

4 Report

Very weak					Very good
0	1 2 3 4 5 6 7	8 9	10 11 12	13 14	15 16 17 18 19 20
Failed to submit a report.	Submitted a very weak report.	Submitted a below average report.	Submitted an average report.	Submitted a good report.	Submitted a very good report.

Comment:

5 Company Supervisor

<input type="checkbox"/> Enter a mark between 0 and 3	<input type="checkbox"/> Enter 4 only	<input type="checkbox"/> Enter a mark between 5 and 6	<input type="checkbox"/> Enter 7 only	<input type="checkbox"/> Enter a mark between 8 and 10
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Comment:

Comments and Recommendations

(Please supply any relevant comments, particularly if a fail or distinction recommendation is made).

Academic Supervisor comments

Total Mark

Please tick 'Yes' / 'No'

	Yes	No	Comments
Total mark more than or equal to 50			
Component 5 (Industrial Supervisor signed and stamped) mark more than or equal to 5			
Report Clearance Form – signed and stamped by the company			
At least 8 weekly log books – signed and stamped by the company			
At least 16 weeks of attendance record – signed and stamped by the company			
Submitted Academic Supervisor Feedback form			

Academic Supervisor signature: _____ Date: _____

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