



International Internship Course

Meet your Professor



Dr. Kelly Hunnings

Kelly is an enthusiastic and experienced higher educational professional, writer and researcher. Having previously worked in Southern Illinois University, University of New Mexico, Albuquerque, McGill University, Montreal, Quebec, Canada and IBAT College Dublin, Kelly has lived in Ireland since 2017 after falling in love with Ireland (and County Cavan) as part of her study abroad experience. Kelly, born in North Carolina, has received many grants and awards for her work, likes dogs (but does not have one) and is keen to share her experiences and to learn from yours.

Module title			
International Internship Course			
Module NFQ level (only if an NFQ level can be demonstrated)	Module number / reference	ECTS Value	Duration
N/A	M1	N/A	Variable
Parent programme(s). Principal programme title, and embedded(s) if relevant		Stage of parent programme	Semester No.
N/A		N/A	1, 2, 3
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Onsite	6 hours full-time on site mode		
Workplace	N/A		
Synchronous Live Online	N/A		
Asynchronous	N/A		
Entry requirements (statement of knowledge, skill and competence)			
As per programme entry requirements			
Maximum number of learners per instance of the module	15		
Average (over the duration of the module) of the contact hours¹ per week	5 contact hours per semester		
Pre-requisite module title(s) (if any)	None		
Co-requisite module title(s) (if any)	None		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
Resources for this module are a lecture room fitted with whiteboard, computer and overhead projector, PC with internet with requisite software appropriate to this module such as PowerPoint, with associated resources such as DVD player. For online: Zoom/Panopto/ equivalent combination. Learners are required to have ongoing access to a computer, related software and a reliable internet connection. Learners will be provided with a full online induction which provides an introduction to the College generally as well as an IT induction and sessions on learning online. There is no programme-specific technology required for this module.			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module. (Staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)			

¹ Effort while in contact with staff

Role e.g. Tutor, Mentor etc.		Qualifications & experience required:				# of Staff with this profile (WTEs ²)				
Lecturer		Staff delivering this module will hold a minimum of a Level 8 Honours Bachelor’s degree in Humanities or Business or in a related discipline. Holders of Level 8 honours degrees in a relevant discipline, who are exceptionally qualified by virtue of significant senior industry experience, will also be considered.				0.05				
Analysis of required learning effort										
(much of the remainder of this table must also be presented in the programme schedule—take care to ensure consistency)										
						Hours of Learner effort				
Classroom and demonstrations		Mentoring and small-group tutoring (Synchronous)		Other (Asynchronous)*		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
5 ^{FT}	1:15					15	35		200	250

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				100%

1.1 Module aims and objectives

The actual work placement is main part of this course. This is supported by a seminar series; that is, it is an 'exchange of ideas' among participants and not a lecture-based course. Student experience in the placement and assigned readings form the basis for theoretical classroom activities and discussion. In many ways, the course differs from courses students have taken previously in that it relies on the practical experiences of the students themselves for the majority of the input.

The course is challenging (often in unexpected ways) and stretches students beyond their 'comfort zone'. Students who benefit most from the overall experience are those who regard each workday and seminar as an opportunity to learn something new about themselves, the world of work, and the world around them. The seminars are a key opportunity for students to process their work observations and document their learning.

² WTE is the whole-time equivalent number. The number 1 indicates a full time person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

Students are encouraged to take advantage of the opportunity to meet with the faculty member teaching the course by appointment if they have any questions or need any additional support. The instructor is able to assist in dealing with the challenges that one may face in the placement as well as in written assignments

Objectives

1	To engender a critical understanding of the principal ideas of career choice and decision-making, including those relating to business so as to facilitate career planning and development.
2	To develop learners' people and intercultural skills so as to feel as comfortable as possible when delivering a talk, and become a confident communicator in any business and cultural context
3	To encourage reflective practice to build a portfolio about work experience and future employment plans
4	To inculcate independent learning ability required for continuing professional development and academic work

1.2 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

MIMLO 1.1	Exhibit a high degree of understanding of the organization in which they were placed and its culture, as well as the sector in which that organization operates
MIMLO 1.2	Describe and reflect on their internship experience and the ways in which they have developed during the semester as well as to be able to engage with intercultural issues that emerged
MIMLO 1.3	Connect readings and key class themes to their work experience
MIMLO 1.4	Reflect on their own performance in the workplace with an awareness of intercultural issues that emerged
MIMLO 1.5	Demonstrate effective autonomous academic practice by devising, planning and executing a presentation pitch

1.3 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

The opportunity to develop employability skills and potential in a degree is vital, particularly in business which is highly competitive. In this module, students will articulate possible career paths and learn to identify employers' needs in a changing job market. In order to prepare for future employment, topics covered include designing a CV, cover letter, the application process, presentation skills through a personal pitch, and interview techniques. The module incorporates cultural awareness and cultural differences through the promotion of cultural diversity and equality, and the role this plays in inter-cultural communication in Ireland, the EU, and the US. Students will be encouraged to review internship and graduate career opportunities in international businesses as well as local opportunities through the development of a career plan and portfolio. This skill development is not only important for a student's future work and career, but also for their academic one as they are broadly transferable over to writing, research and the educational environment.

1.4 Information provided to learners about the module

The learners will receive information on this module in a variety of different ways. Learners will have access to library resources, both physical and electronic, outside the classroom where required. Selected module materials will be placed on Moodle, the college's virtual learning environment. The description of the module and a short synopsis will be visible on the DBS website and on the VLE, Moodle. A Module Guide will be provided at the beginning of the module, to include the validated module descriptor; class expectations; study advice. The Programme Handbook will have full details of the module including the assessment schedule, the class timetable and all key dates and deliverables for the module.

1.5 Module content, organisation and structure

Unit	Indicative Syllabus
1	Topic 1: Weeks 1, 2, 3 EXPECTATIONS, OUTLOOK Identifying aims for the internship: managing expectations and entering the Irish workplace.
2	Topic 2: Weeks 4, 5, 6 ACCULTURATION Considering culture, comparing cultures: one's work in light of personal and cultural values.
3	Topic 3: Weeks 7, 8, 9 COMPETENCE, COMPETENCIES Organisational culture, professional conduct, personal capacities and the 'fit' of a workplace
4	Topic 4: Weeks 10, 11, 12 CULMINATION Anticipating the transition from school to career; honing the skills that benefit a job application

1.6 Module teaching and learning (including formative assessment) strategy

The principle aspect of this module is the Internship itself. The lecturer acts not in a conventional way, but more as 'facilitator' in order to illicit students' ideas. The lecturer supports these ideas and guides them, not only by presenting information, but also by building awareness within the students themselves. There are obvious concrete skills which must be communicated, but ideally the students create a dialogue within the classroom and between their peers, where debate and the exchange and encouragement of ideas takes place.

This module is assessed through firstly a 'mock' interview, one-to-one, where the student role-plays the candidate and the lecturer role-plays the employer, secondly a 'personal pitch' presentation in

front of the class, where the students presents a 'marketed' version of themselves to an 'employer' supported by a PPT, and finally the submission of an e- portfolio. This portfolio includes submission of ten job adverts and associated people with critical reflections on how the students' internship addressed the competencies described in the job adverts chosen.

1.7 Work-based learning and practice-placement

The module requires students to undertake at least 2.5 days of work experience/internship per week, and they must be willing to carry out independent research outside of office and school hours.

1.8 E-learning

All modules have a learning space on DBS's learning management system (LMS), Moodle, which is used as a blended delivery resource for learners. This system provides a single point of entry for learners to access digital resources to enhance and support the learning experience. Links to core academic materials, continuous assessments, readings, videos and reusable learning objects (RLOs) and other directed e-learning activities are made available on Moodle. Other digital apps to facilitate creativity and problem-solving, help nurture a lively interactive classroom environment or provide a mechanism for learners to evaluate their learning can also be made available via the module page on the LMS. DBS records most in-class and online learning activities for reflective learning, and these recordings are made available to learners on their Moodle page. The announcements feature on the module page on Moodle allows the lecturer to broadcast messages to learners, which are automatically forwarded to their student email addresses.

1.9 Module physical resource requirements

See *Section 1.1* Headline information about the module.

1.10 Reading lists and other information resources

Core Text

Sweitzer, H. Frederick & King, Mary A, (2016), *The Successful Internship*, Cengage Learning

Primary readings

- Cottrell, S. (2015), *Skills for success: the personal development planning handbook*, 2nd edition, Basingstoke: Palgrave Macmillan.
- Pattison, L. (2013). *Professional skills and employability*, Harlow: Pearson, Higher Education.
- Williams, K., Woolliams, M. & Spiro, J. (2012) *Reflective writing Pocket studies skills*, Basingstoke: Palgrave MacMillan.

Supplementary readings

- Athanasou, J.A. and Van Esbroeck, R. (eds.) (2008) *International Handbook of Career Guidance*. Sydney: Springe.
- Arthur, N., Neault, R. and McMahon, M. (eds.) (2019) *Career theories and models at work: ideas for practice*. Toronto: CERIC.

- Arthur, N. and McMahon, M. (eds) (2018) Contemporary theories of career development: international perspectives. Oxon: Routledge.
- Fanthome, C. (2005) Work Placements: A Survival Guide for Students. Palgrave Macmillan.
- Ferraro, G. (2012). The cultural dimension of global business. (7th ed) New Jersey: Prentice Hall.
- Levy, P. (2006). Culture Shock! Ireland: A survival guide to customs and etiquette. London: Marshall Cavendish Editions.

Other useful websites

www.jobs.ie

1.11 Specifications for module staffing requirements

See the headline information about the module.

1.12 Module summative assessment strategy

Academic credit is given for reflective written work based on the internship. The final grade reflects the quality of written work (detail, clarity, and analysis) as well as the degree of positive engagement during seminar sessions.

Method of Assessment	Percentage Weighting	Learning Outcome(s) Being Assessed
Participation	25%	1-4
Blog and discussion online	15%	1-4
Presentation	20%	1-4
Essay	15%	3
Cover Letter and Résumé	10%	2
Re-assessment Strategy		
Learners will re-submit failed components		

1.13 Sample assessment materials

CA1-5

Module Title:	International Internship Course
Module Code:	M1
Module Leader:	Dr. Kelly Hunnings / Michael Kielty
Stage (if relevant):	
Assessment Title:	Various
Assessment Number (if relevant):	1-5
Assessment Type:	
Restrictions on Time/Length :	
Individual/Group:	

Assessment Weighting:	
Issue Date:	
Hand In Date:	
Planned Feedback Date:	
Mode of Submission:	

Tasks (Assignment Specification)
Assignment 1: Participation (25%) Full participation in the work placement is a formal academic element of your programme. Your performance in the work-placement and associated classes/workshops will be assessed on the basis of the following criteria. • Final Work Placement Report (50%) • Workshop preparedness & Participation (30%) • Submission of Weekly Logs (20%) <i>(See Section: 1.13 Grading Criteria)</i> Assignment 2: Blog and discussion online (15%) Students are required to make a blog entry of 250 words between successive seminar sessions. The blog should show self-reflection through the process of the internship and engagement with the assigned readings, building a store of notes useful for written assignments. Completion of five Blog entries is the minimum requirement for receiving credit in this component. Required: at least one post in each of five weeks without seminar Assignment 3: Slide presentation. A Profile of your Workplace (20%) Prepare the text (c. 500 words) and no more than 5 slides for a brief presentation on the organisation with which you have been placed. This should summarise its history, its place in the local economy/industry, key local issues bearing upon its activity, and its prospects. Assignment 4: Essay. 1000-1500 words on ONE of the following topics (15%) (1.) Understanding culture: Propose and discuss a definition of culture, reflecting upon your own and/or another. Culture is a difficult concept to pin down. Why? (or 2.) Acculturation: What happens (theoretically) when a member of one culture enters into a new cultural context? Is this a fixed process or what are the important variables? (or 3.) Learning and communicating in another culture: What are some of the ways in which we come to an understanding of another culture? Where do the difficulties lie? Identify the topic you will discuss and refer to at least two assigned texts or other approved sources with properly formatted citations in your preferred standard style. Assignment 5: Job Application Materials Cover Letter and Résumé (10%)

Identify/invent a job for which you might (realistically) apply. Write a cover letter and prepare a résumé for the job application. These materials should be properly formatted, clearly presented and concise. The letter should fit on a single page; the résumé should be no more than two pages long.

1.13 Grading Criteria

Participation Grading Criteria					
A typical learner performance for each grading band will include the following descriptions:					
70-100	60-69	50-59	40-49	25-39	0-24
Attended punctually 100% of all work placement days	Attended punctually 80% of all work placement days	Attended punctually 70% of all work placement days	Attended punctually >70% of all work placement days	Attended >70% of all work placement days and/or often late	Poor attendance and/or frequent lateness or absences from work placement
Supreme or exemplary workplace report	Very Good workplace report	Good workplace report	Barely adequate workplace report	Poor workplace report	Very poor workplace report
Always arrives to workshops fully prepared	Nearly always arrives fully prepared	Arrives somewhat, if not fully, prepared	Rarely arrives prepared	Never arrives prepared	Never arrives prepared
Consistently plays a active role in class activities and discussions	Usually plays an active role in class activities and discussions	Sometimes plays an active role in class activities and discussions	Plays a passive role in class activities and discussions	Plays little role in class activities and discussions	Plays no role in class activities and discussions
Makes lucid, inventive and sophisticated contributions to the class dialogue	Makes thoughtful, informed and fluent contributions to the class dialogue.	Makes contributions to class that are clear and accurate and relevant to material under discussion.	Makes contributions to class that are uncertain, inconsistent and only marginally relevant to material under discussion	Makes some contributions to class dialogue but demonstrates inaccurate and limited knowledge of material under discussion	Makes no contribution to class dialogue
Actively supports, engages and listens to peers	Actively supports, engages and listens to peers	Supports, engages and listens to peers	Limited interaction with peers	No interaction with peers	Disruptive to peers

	Blogs Grading Criteria			
Components	% Scale			
	70-100%	50-69%	40-49%	0-39%
On Time	Post is completed on time			Post is late.
Content	Post is on topic and relevant. Posts includes at least one link to website /image/video/etc.	Post is on topic and relevant. Post does not include another link.	Post rambles off topic. Post does not include other link.	Post is incomplete or irrelevant.
Quality	Expresses 2 academic insights and reflections in your own words.	Expresses 1 academic insight or reflection in your own words	Summarizes information but does not express reflections or contain academic insights.	Post is incomplete or irrelevant.
Mechanics	Effective use of spelling, grammar, & punctuation Uses a semi-formal tone. Reference throughout	Contains some errors in spelling, grammar & punctuation. Uses a semi-formal tone. Not fully referenced	Frequent errors in spelling, grammar & punctuation. Uses a semi-formal tone. Poor referencing attempt.	Excessive use of jargon, text-speak, or slang. Tone is too informal for class.

Marking Criteria Essay

Quality of argument (20%)

	4	3	2	1	
The argument fully addresses the question					The argument fails to address the question
Logically developed argument					Writing rambles and lacks logical continuity
Writing well-structured through introduction, body and conclusion					Writing poorly structured, lacking introduction, cohesive paragraphing and/or conclusion
Material relevant to topic					Much material is not relevant
Topic dealt with in depth					Superficial treatment of topic

Quality of evidence (20%)

	4	3	2	1	
Argument well supported by evidence and examples					Inadequate supporting evidence or examples
Accurate presentation of evidence and examples					Much evidence incomplete or questionable
Effective use of figures and tables					Figures and tables little used or not used when needed
Illustrations effectively presented and correctly cited					Illustrations poorly presented or incorrectly cited

Written expression and presentation (20%)

	4	3	2	1	
Fluent and succinct piece of writing					Clumsily written, verbose, repetitive
Grammatical sentences					Many ungrammatical sentences
Correct punctuation					Much incorrect punctuation
Correct spelling throughout					Much incorrect spelling
Legible, well set out work					Untidy and difficult to read
Reasonable length					Over/under length

Referencing (20%)

	4	3	2	1	
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Adequate number of references						Inadequate number of references
Adequate acknowledgement of sources						Inadequate acknowledgement of sources
Correct and consistent in-text referencing style						Incorrect and inconsistent in-text referencing style
Reference list correctly presented						Errors and inconsistencies in reference list

Demonstrated level of individual scholarship (20%)						
20 15 10 5						
High						Low

Total: _____

Presentation Marking Criteria

MARKED OUT OF 100

Name and Class:

The Brief:

PRESENTATION		SCORING		Max Points 100	
SECTION 1 – RULES					
Maximum presentation time – 15 minutes		out of 5		(Total X 2.5) = %	
SECTION 2 – PRESENTATION					
Overall was it professional, organised and well developed (e.g. Product model and Presentation)		1	2	3	45
Were the presenter enthusiastic ? Did they show commitment of learning from the experience		1	2	3	45
Was all information presented relevant ?		1	2	3	45
Was there clear demonstration of research ?		1	2	3	45
Did the presentation make you want to find out more about them their topic/subject?		1	2	3	45
Was all content presented visually without error ?		1	2	3	45
Did the presenters register, tone, appearance and communication style add value to the presentation		1	2	3	45
How well did the presenter perform in dealing with questions ?		1	2	3	45

Resume Rubric				
Category	70-100%	50-69%	40-49%	0-39%
Format/Layout	The resume consistently follows formatting guideline for length, layout and spacing. Resume is attractive and easy to read	Formatting guidelines for length, layout, and spacing are almost always followed. 1-2 problems in formatting were made, but readability was not effected	Formatting is Repeatedly inconsistent in length, layout, and spacing. Readability and attractiveness is reduced.	Formatting guidelines for length, layout and spacing are not followed, making the resume unattractive or hard to read.
Style	The fonts are consistent and easy to read. Font size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.	The fonts are consistent and easy to read. Font size varies appropriately for headings and text.	Fonts are not used consistently, varying in style and size and making the text difficult to read.	No consistency in fonts. A wide variety of fonts, styles and point sizes were used.
Content	The resume is factual and includes all necessary items and follows guidelines consistently (e.g. objective, action verbs, dates, places). Relevant education and experience substantiate position sought and are presented in reverse chronological order	Mostly factual; almost all necessary items are included and guidelines are followed for the most part. 1-2 errors in presentation of the content (e.g. objective, dates/places, action verbs, use of reverse chronological order).	Partly factual; several necessary content items are missing or there are several errors in presentation (e.g. objective, dates, places, actions verbs or use of reverse chronological order).	Presentation of content contains many errors or omissions, e.g. in the use of chronological order, action verbs, objective, dates, places, etc.
Grammar/Vocabulary	The resume uses accurate English grammar and vocabulary (word forms, word choice). Action verbs are consistently used in past tense.	There are 1-3 errors in the use of English grammar and vocabulary (word forms, word choice). Action verbs are almost always used in past tense	There are 4-5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are often not used in past tense.	There are more than 5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are usually not used in past tense.
Mechanics	There are no errors in spelling, punctuation, or capitalization in the resume.	There are 1-3 errors in spelling, punctuation, or capitalization in the resume	There are 4-5 errors in spelling, punctuation, or capitalization in the resume	There are more than 5 errors in spelling, punctuation, capitalization in the resume.