



INTERNSHIPS

Term-time 2020-2021

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Introduction

The Faculty of Social Sciences has identified two overarching themes for our undergraduate curriculum: social innovation and global citizenship. In line with the University of Hong Kong's student-centered approach to learning, we seek to nurture socially innovative leaders, and global citizens who will be able to contribute their talent, knowledge and skills to a better society. To achieve these goals we have introduced two internships, the Social Innovation Internship and the Global Citizenship Internship, each a credit-bearing, non-paid experiential learning opportunity for university undergraduates designed to broaden their horizons and enable them to integrate academic knowledge with first-hand practical experience. The internships are specially designed to encourage students to maximize their full potential by going beyond the confines of the campus, their own academic discipline, and geographical boundaries. They adopt a multidisciplinary and practice-oriented approach engaging students to expand social awareness through working with Community Partners.

The Faculty offers the non-paid Social Innovation Internship (SI²) [12 credits] both during the summer (June-August) and term time (September-April) in cooperation with local, Hong Kong-based Community Partners, while the non-paid Global Citizenship Internship (GCI) [12 credits] is offered only during the summer with a Community Partner outside Hong Kong. Unless otherwise stipulated, all social sciences students are required, as a condition of graduation, to undertake 24 credits of off-campus learning, one each under these two themes.

Course Outline

THE UNIVERSITY OF HONG KONG
FACULTY OF SOCIAL SCIENCES

FOSS2018 Social Innovation Internship
Term-time 2020-21

Course Outline

I. Course Aims

The Social Innovation Internship is offered both during term-time (September – April; the current internship outlined in this handbook) and summer. These are unique learning initiatives to enrich students' education by expanding their horizons and enabling them to integrate academic knowledge with first-hand practical experience. Internships are specially designed to encourage students to maximise their full potential by going beyond the confines of the campus, their own academic disciplines, and geographical boundaries. They adopt a multidisciplinary and practice-oriented approach engaging students to expand social awareness through working with Community Partners.

II. Learning Outcomes

LO1: To enhance students' understanding of social issues through first-hand practical experience working with both local and global Community Partners

LO2: To identify key issues and develop strategies to enhance social development and promote social innovation

LO3: To enable students to apply academic knowledge (including models, theories and/or concepts), critical thinking, and analytical skills acquired at the University to analyze real-life situations

LO4: To develop work ethics, self-initiative, adaptation to the organisational culture, and communication skills for successful workplace performance

III. Assessment & Academic Deliverables

	Deliverables	Weight in Grading	Learning Outcome
1	Internship Orientation and Consultation Sessions	Pass/Fail	2, 4
2	Organisation Analysis	Pass/Fail	1, 2, 3
3	Integrated Essay Outline	Pass/Fail	2, 3
4	Reflective Journal	Pass/Fail	3, 4
5	Overall Performance at Community Partner Organisation	50%	1, 2, 3, 4
6	Poster Presentation	10%	2, 3
7	Integrated Essay	40%	2, 3

The three non-graded academic deliverables are to help students build up their own understanding of the first-hand experience in social issues in relation to the internship organisation agenda and their own personal values. By knowing the strategy of the organisation and learning more about themselves when they develop their professional self, students will gradually develop their own academic analysis of the social issues of their choice over the internship period.

In order to enhance the level of digital skills, students are required to produce at least two multi-media products, including the final poster presentation, at the end of the internship course. The purpose is to help students present their analysis and learning experience through the appropriate use of technology. The competence in digital literacy and relevant technical proficiency is the emphasis of the delivery of digital components.

1. Internship Orientation & Consultation Sessions (Pass / Fail)

Prior to undertaking an internship with the Community Partner, students will be required to participate in the Internship Orientation. Additionally, it is **compulsory** for all student interns to attend the Internship Workshops and consultation sessions during the course. Students will have the opportunity to interact with speakers and critically reflect on ways to become successful interns as well as being engaged in exploring the core skills and essential knowledge for the fulfillment of academic deliverables, which is necessary for the successful completion of the internship.

Students who are unable to attend the orientation or any of the consultation sessions must first receive prior approval from the Faculty for their absence and will receive a description of the nature of the make-up assignment(s) from the Faculty. Details for submission of the make-up assignment(s) will be provided to requisite students via email and only special circumstances will be considered, with supporting documentation, for cases of absence.

The Internship Orientation and Consultation Sessions seek to:

- introduce students to the aims, expectations, and key issues related to the internship
- prepare students for the academic deliverables of the course including: the Organisation Analysis, Integrated Essay Outline, Reflective Journal, Integrated Essay, and Poster Presentation
- provide students with insight about the internship experience at the workplace by covering topics such as: work ethics, self-initiative, adaptation to the organisational culture, and communication skills

2. Organisation Analysis (Pass / Fail)

Early into the internship, students are required to write an Organisation Analysis in essay format or as a photo essay on their community partners through research and first-hand observation. In this assignment, students should review the development, work environment, personnel, and operation of the organisation; develop models and theories to capture the functioning and development of the organisation; and account for the ways

in which the organisation responds to and bring about changes. Please refer to the “Important Dates” on page 10-11 for due dates.

Requirements

Students are required to:

- Submit a **Minimum 800-word** Organisation Analysis
- Use 1.5-line spacing, 12-point font, and 1½ inch margins
- Use APA style referencing
- Submit the Organisation Analysis via Turnitin in the Moodle platform to the respective Academic Tutor

Or

- Submit a photo essay of a series of photos with narratives (maximum 10 photos and not more than 80 words per photo)
- At least one non-graded deliverable (Organisation Analysis or Reflective Journal) should be presented in the multi-media format.

Assessment Criteria

- Ability to provide an overview of the nature, goals, and structure of the organisation at which students are taking the internship
- Ability to assess a wide range of internal and external factors that facilitate or hinder the development of the organisation
- Ability to give plausible recommendations to the organisation for improvement
- Ability to use composition, contrast, color and perspective in visual aids to convey messages (for photo essay only)
- Ability to take impactful photos and to use photo-editing tools (for photo essay only)

3. Integrated Essay Outline (Pass / Fail)

The Integrated Essay Outline serves as a bridge to the final essay, giving students a space to plan what they will write. It can be presented in bullet points showing the overall structure of the essay. Students should articulate their essay outline with a title, a thesis statement, supporting arguments properly laid out under their proposed paragraphs, as well as a reference list. This also gives Academic Tutors an opportunity to bring the essay back on track early at an earlier stage, if necessary.

Requirements

Students are required to:

- Submit a **500-word** Integrated Essay Outline
- Use 1.5-line spacing, 12-point font, and 1½ inch margins
- Use APA style referencing
- Submit the Integrated Essay Outline via Turnitin in the Moodle platform to the respective Academic Tutor

Assessment Criteria

- Ability to construct a strong and coherent argument
- Ability to structure the Integrated Essay Outline in a logical manner providing topic sentences and supporting arguments
- Ability to locate relevant academic resources, which will be utilised for the Integrated Essay

4. Reflective Journal (Pass / Fail)

The Reflective Journal serves as a means for students to reflect on their practical experience and utilise their critical and analytical thinking skills. Instead of describing their internship duties or analysing the company, students should focus on one or two critical incidents / events that help them learn the most out of their internship. They may analyse the incidents from the perspectives of different stakeholders involved; reflect on their own behaviour and what things they could do to make a difference. A good reflective journal demonstrates self-awareness and new insights. Please refer to the “Important Dates” on page 10-11 for due dates.

Requirements

Students are required to:

- Submit a **Minimum 1,500-word** Reflective Journal
- Use 1.5-line spacing, 12-point font, 1½ inch margins
- Use APA style referencing (if applicable)
- Submit Reflective Journal via Turnitin in the Moodle platform

Or

- Submit a video with maximum 3 minutes to reflecting on the student’s learning journey
- At least one non-graded deliverable (Organisation Analysis or Reflective Journal) should be presented in the multi-media format.

Assessment Criteria

- Ability to highlight the key events during the internship period in an analytical manner
- Ability to critically reflect on the internship experience and demonstrate a higher order thinking process
- Ability to generalise learning and new insights in a wider context
- Ability to engage audience through the skillful use of variation in voice and attractive visual aids (for video only)
- Ability to present the video creatively and to use video-editing tools (for video only)

5. Overall Performance at Community Partner Organisation (50%)

The Overall Performance at the Community Partner Organisation is conducted by the respective Community Partner Supervisor(s) at the workplace. Students are assessed on 9 assessment criteria (see table below) related to workplace performance. The Evaluation Form for Supervisors should be completed by the supervisor(s) via the following link: www.socsc.hku.hk/sigc/cp (Application Selection > Student Evaluation).

Assessment on Student's Performance

(Please refer to the Final Evaluation Form for Supervisor on page 25-26 for the complete grade matrix.)

Item	Assessment Criterion
1.	Takes initiative to explore new areas of study and pursue better outputs after satisfying the basic requirements
2.	Adapts to the work culture and the rules of the working environment
3.	Willing to communicate with supervisor and other colleagues
4.	Maintains a positive work attitude
5.	Able to work independently
6.	Motivated to seek ways to fortify own strengths and overcome weaknesses
7.	Works in a congenial manner
8.	Manages workload in an orderly and responsible manner
9.	Integrates supervisors' recommendations into own repertoire of knowledge and skills

The supervisors of community partner are required to assess the intern's standard of performance at workplace based on 7-point scale for each assessment criteria. An overall mark for intern's performance is the sum of points given for the nine assessment criteria above and the final grade of intern will be generated based on the designed grading scale accordingly.

6. Poster Presentation (10%)

The Poster Presentation offers student interns the opportunity to work in groups of two or three with fellow students who have conducted their internship at the same Community Partner Organisation. Students should first pick a topic related to their internship, then narrow it to a focus or issue which reflects what all group members are concerned about. The topic does not have to be the same as their essay topic and should not be about the Organisation in general. Students should integrate academic knowledge with experiential learning during internship period, beyond just workplace duties, providing a peer-peer sharing and learning experience where the internship is reviewed through a wider context.

Grade Descriptors has been included in the "References" on pages 22-23.

Requirements

Students are required to:

- Present as a group unless they are the only student conducting the internship at a Community Partner Organisation
- Submit the poster in PDF format to the respective Academic Tutor. A template will be sent to students by

email in due course

- Be encouraged to bring a piece of evidence of work related to or a product of the internship experience as a showcase at the Poster Presentation, for example: multi-media products, short video clips, research reports, articles, pamphlets contributed by themselves during the internship period.

Assessment Criteria

Understanding, Analysis & Integration of Academic Knowledge with the Internship Experience

- Ability to demonstrate perceptive and critical engagement with issues and themes based on a comprehensive understanding of relevant concepts and theories
- Ability to effectively analyze and integrate academic knowledge with experiential learning using cohesive argumentation
- Ability to provide a critical reflection on the internship experience

Structure & Organisation

- Ability to create a presentation which provides an outline clearly introducing the structure and a conclusion, and summarises the main ideas / arguments

Delivery & Mechanics

- Ability to present findings effectively within the given time frame
- Ability to engage the audience through skillful use of eye contact, gestures, variation in voice, and attractive and professional visual aids
- Ability to conduct the presentation with clarity and fluency

7. Integrated Essay (40%)

The key purpose of the Integrated Essay is to increase students' awareness of social and/or global issues by integrating academic enquiry with practical experience gained through the internship. The Integrated Essay is meant to enhance students' academic initiative relating to their experiential learning. Students should pick a topic which is related to their internship experience and ideally their academic studies. Students will demonstrate their understanding of the topic through developing arguments and supporting it through both scholarly (academic references) and empirical evidence (observation from internship).

Please refer to the "Important Dates" on page 10-11 for due dates. Grade Descriptors has been included in the "References" on page 20-21.

Requirements

Students are required to:

- Submit a **3,000 - 3,500 word** Integrated Essay
- Use 1.5-line spacing, 12-point font, 1½ inch margins
- Use APA style referencing
- Submit the Integrated Essay via Turnitin in the Moodle platform

Assessment Criteria

- Ability to integrate academic knowledge and internship experience to support an argument
- Ability to examine the topic by accessing and analyzing relevant academic resources
- Ability to demonstrate critical analysis of topic through key insights and observations
- Ability to write a well-structured and organised essay with appropriate citations and referencing

IV. Self-evaluation Form for Interns

The submission of the Self-Evaluation Form for Interns is **compulsory** for the successful completion of the SIGC Internship Programme. Failure to complete the form will result in a delay of the grade until the Form submitted. Each student intern is required to submit the Self-Evaluation Form for Intern online via the following link: <http://www.socsc.hku.hk/sigc/apply/> (SIGC Internship Application > Self-Evaluation).

V. Plagiarism & Citation Guideline

At The University of Hong Kong, plagiarism is a disciplinary offence. Any student who commits the offence is liable to disciplinary action and the plagiarised work will receive a fail grade. Regulation 5 of the University's Regulations Governing Conduct and Examination provides that:

"A candidate shall not engage in plagiarism nor employ nor seek to employ any other unfair means at an examination or in any other form of work submitted for assessment as part of a University examination. Plagiarism is defined as unacknowledged use, as one's own, of work or another person, whether or not such work has been published."

Plagiarism will result in an automatic "fail" grade being awarded for that particular item and, if serious enough, may result in the student failing the course. For this reason all students are urged to read "What is Plagiarism?" via <http://www.rss.hku.hk/plagiarism/> and to refer to the citation guideline via https://lib.hku.hk/general/research/guides/citation_styles.html.

VI. Penalties on Late/ Failure of Submission & "Free-riding" Behaviour

Late submission of any assignment will be marked down by 5% for the first 24 hours late, and an additional 10% for every 24 hours (or part thereof) thereafter. Saturdays and public holidays count. If a student receives a Fail grade on the first submission of the Organisation Analysis, Integrated Essay Outline or Reflective Journal, he/she will have the opportunity of resubmission **ONCE**. Failure in the resubmission of the Organisation Analysis, Integrated Essay Outline or Reflective Journal will result in a 5% deduction from the overall mark for each deliverable. There is no resubmission for graded assignments.

Failure to submit or participate in any **ONE** of the academic deliverables (summarised on page 2) will result in **FAILURE** for the course unless prior approval has been granted by the Faculty.

If there is any “free-riding” issue in Poster Presentation as a group, students should report to your respective Academic Tutor as soon as possible for intervention. Any “free-riding” behaviour may result in a “FAIL” grade or AT LEAST 50% of mark deduction of the Poster Presentation assignment depending on the seriousness of the “free-riding” behaviour.

THE UNIVERSITY OF HONG KONG
FACULTY OF SOCIAL SCIENCES

FOSS2018 Social Innovation Internship
Term-time 2020-2021

Important Dates

Date	Events	Remarks
September 21, 2020 (Monday) 6:00pm-7:30pm	1. Internship Orientation	Compulsory for all interns Details refer to page 12
September 28, 2020 (Monday)	Commencement of Internship	Internship period includes school holidays, reading weeks & semester breaks
First 2 weeks of internship commencement	Academic Tutor (AT) to visit interns and Community Partners (CP) at workplace	
October 29, 2020 (Thursday) 6:30pm-8:00pm	<i>Consultation Session 1:</i> Know Thyself & Organisation	Compulsory for all interns Details refer to page 12
November 12, 2020 (Thursday)	2. Deadline for Organisation Analysis	* Students submit by 4:00pm via turnitin in the Moodle platform.
December 8 – 23, 2020	Examination Period – Internship Break	Students may resume their internship earlier upon their own schedule of examination
Early to Mid-January, 2021	AT to visit interns and CP at workplace to conduct the mid-term evaluation	No semester break for internship after examination period
January 21, 2021 (Thursday) 6:30pm-8:00pm	<i>Consultation Session 2:</i> Integrated Essay and its Outline	Compulsory for all interns Refer to page 12
February 11, 2021 (Thursday)	3. Deadline for Integrated Essay Outline	* Students submit by 4:00pm via turnitin in the Moodle platform.
March 11, 2021 (Thursday)	4. Deadline for Reflective Journal	* Students submit by 4:00pm via turnitin in the Moodle platform.
April 1, 2021 (Thursday) 6:30pm-8:00pm	<i>Consultation Session 3:</i> Poster Presentation Conference	Compulsory for all interns Refer to page 12
April 9, 2021 (Friday)	5. Completion of Internship	
April 15, 2021 (Thursday)	6. Deadline for Poster Submission	* Students submit by 4:00pm via turnitin in the Moodle platform in PDF format. Or upload on google drive and send the link to respective AT if the size of the poster file is too big.

April 29 & 30, 2021 (Thursday & Friday) 6:00pm-8:00pm	7. Poster Presentation Conference	* Students have to attend <u>BOTH</u> sessions as presenters or reviewers. Refer to page 12
May 13, 2021 (Thursday)	8. Deadline for Integrated Essay	* Students submit by <u>4:00pm</u> via turnitin in the Moodle platform.

*** IMPORTANT NOTE:**

Late submission of any graded assignment will be marked down by 5% for the first 24 hours late, and 10% for every 24 hours (or part thereof) thereafter. Saturdays and public holidays count. If a student receives a Fail on the first submission of the Organisation Analysis, Integrated Essay Outline or Reflective Journal, he/she will have the opportunity of resubmission **ONCE**. Failure in the resubmission of the Organisation Analysis, Integrated Essay Outline or Reflective Journal will result in a 5% deduction from the overall mark of this course. There is no resubmission for the graded assignment after the deadline.

Failure to submit or participate in any **ONE** of the academic deliverables (on page 2) will result in **FAILURE** for the course except if prior approval has been obtained from the Faculty.

THE UNIVERSITY OF HONG KONG
FACULTY OF SOCIAL SCIENCES

FOSS2018 Social Innovation Internship
Term-time 2020-2021

Internship Orientation, Consultation Sessions and Poster Presentation

1. Formal wear is required for Internship Orientation and Poster Presentation Conference
2. Interns are required to attend **all** activities.

Internship Orientation

Date: September 21, 2020 (Monday)

Time: 6:00pm to 7:30pm

Rundown

6:00pm	Welcoming Remark
6:10pm	How do we learn in Experiential Learning?
6:20pm	Sharing by Past Interns
6:40pm	Parallel Sessions to meet respective Academic Tutor: <ul style="list-style-type: none">• Overview of the academic deliverables• Briefing on work ethics and work culture
7:30pm	End

Consultation Sessions

Session 1	Session 2	Session 3
Know Thyself & Organisation	Integrated Essay	Poster Presentation Conference
October 29, 2020 (Thursday)	January 21, 2021 (Thursday)	April 1, 2021 (Thursday)
6:30pm-8:00pm	6:30pm-8:00pm	6:30pm-8:00pm

Poster Presentation Conference (Impact Story-telling Exhibition)

Date: April 29 & 30, 2021 (Thursday & Friday)

Time: 6:00pm to 8:00pm

Note: Formal wear is required;
Students are required to attend **BOTH** sessions on April 29 & 30, 2021 as either presenters or reviewers.

Roles and Responsibilities

Roles and Responsibilities

Faculty of Social Sciences

The Dean of the Faculty of Social Sciences, together with the assistance of the Associate Dean (Undergraduate Education), Director and Assistant Director of Experiential Learning, Lecturer, Assistant Lecturer and Academic Tutors, administers and monitors the Programme. The Faculty acknowledges the necessity to arrange the internship programme according to the changing needs of students and current developments in our society.

Academic Tutor (AT)

Given the academic nature of the programme, an AT is assigned to provide each intern with academic advice throughout the internship and to liaise with the Community Partner for any operational issues encountered on site. The AT will also assess the interns' written assignments and their presentation as indicators of their academic development.

Throughout the programme, the Faculty and AT will be responsible for:

- a. Preparing students for the internship through an internship orientation prior to the commencement of the internship;
- b. Liaising with Community Partners to ensure the interns' experiential learning through suitable task assignments;
- c. Monitoring the interns' learning by giving feedback and providing advice on the academic deliverables;
- d. Facilitating the Community Partner Supervisors' assessments of the interns' performance through evaluation meetings with interns and supervisors during the middle and final stage of the internship; and
- e. Organising the presentation seminars for the interns at the end of the internship.

Community Partner (CP)

The Faculty highly appreciates the commitment of its CPs in offering learning opportunities and supervising interns. Each CP is asked to undertake the following tasks:

a. Task assignment

The choice of task assignment depends on the planning of the CP. CPs are expected to stipulate the learning opportunities and the task assignment while liaising with the Faculty before the internship is taken up by the interns. The task assignment will appear on the Partnership Agreement signed by both the CP and the Dean.

Should there be any changes in the agreed tasks, the CP is required to inform the Academic Tutor who will then communicate with the intern concerned. It is essential for the CP, AT, and intern(s) to reach a consensus about expectations regarding the nature of the assignments and the workload.

b. Direct supervision

CPs are expected to designate a staff member to act as a supervisor of the tasks assigned to the intern in the following areas:

- (i) To brief the student about the mission, structure, function, practice, and relevant administrative procedures of the organisation;
- (ii) To introduce the tasks involved and the key personnel that the interns will be working with;
- (iii) To provide clear instructions and adequate guidance for the smooth implementation of the tasks;

- (iv) To open channels for interns to express their expectations, needs and difficulties. Each supervisor is also expected to communicate with the respective AT about the intern's progress and performance. Based on previous experience, the normal amount of supervisory time should be 1 to 1.5 hours per week in the summer term when the interns work on a full-time basis; and
- (v) To give optional advice to facilitate interns to integrate internship experience into the academic deliverables.

c. *Incidental learning opportunities for students*

CPs are encouraged to provide ample opportunities for students to experience administration, policies, and practices throughout the internship. It is advisable for each intern to meet with staff other than the supervisors on either formal or informal occasions, to participate in project planning, attend conferences, or engage in any other activities which may provide learning opportunities.

d. *Resource support*

CPs should provide a suitable work environment for each intern. No payment or any other form of emolument should take place.

e. *Leave approval*

Leave application procedures are set out as follows:

- (i) Interns should seek endorsement from the Community Partners at least one week in advance; and
- (ii) Interns should then seek approval from the Faculty before taking the leave.

Failure to follow the above leave application procedure may result in mark deduction or failure of the course. No retrospective application for personal leave will be considered. A copy of the Leave Application Form is enclosed on page 30.

f. *Performance assessment*

Supervisors should discuss the interns' performance with the ATs and the mid-term evaluation serves as a "check-point" for interns, CPs, and ATs and no form submission is required. Any request for a change of work period, hours or nature of the internship should be approved in writing by both the CP and the Faculty.

Supervisors are required to fill in the Evaluation Form for Supervisors to assess interns' final performance at the end of the internship period. The Evaluation Form and its assessment descriptors can be referred to pages 24-26 respectively.

The Faculty will organise presentation seminars providing an opportunity for interns to share the learning experience integrating academic knowledge with experiential learning. Supervisors are encouraged to attend.

g. *Feedback from CP*

Other than evaluation meetings, supervisors are invited to communicate closely with the Academic Tutors about issues relating to the internship and interns' performance whenever necessary.

Student Intern

a. General expectations of interns

Interns taking Social Innovation Internship are expected to take the initiative to learn by acquiring direct experience in the following areas:

- (i) Exposure to relevant social issues;
- (ii) Understanding of relevant policies;
- (iii) Learning of related strategies and practices;
- (iv) Development of analytical, interpersonal, and team work skills, as well as critical thinking; and
- (v) Integration of academic knowledge with experiential learning.

b. Attendance and written work required by the Faculty

Prior to the commencement of the internship, each intern must participate in the Internship Orientation and Consultation Sessions.

Each intern should complete the full internship programme. In case of illness or absence, interns should report to the Community Partner (CP) supervisor and Academic Tutor (AT) by telephone and supplement the application with a copy of the relevant medical certificate. An intern who is absent under these conditions is expected to make up time to complete the agreed tasks or projects.

To facilitate a prompt response to problems that may arise during the internship and further improve the programme, interns are required to complete a Self-evaluation Form for the final evaluation.

c. Relationship with CP

During the internship, each intern should work under the instruction and guidance of the supervisor. Each intern is expected to comply with the policies and procedures of the CP and collaborate and cooperate closely with the supervisor and colleagues. Verbal evaluations of work progress should be conducted with supervisors periodically. In case of emergency, interns should notify and seek advice from the supervisor and AT immediately.

d. Work arrangement

Students should report to their supervisor or AT if the work assigned is inappropriate or does not match with the description in the Internship Agreement.

e. Resource support

Interns will be provided with a suitable work environment by the CP.

f. Seeking signed approval

The Leave Application Form should be endorsed by the supervisor and approved by the Faculty for any leave taken during the internship period.

If applying for sick leave, a medical certificate should be attached with the application form (with the supervisor's signature) and sent to the Faculty for record purposes.

Please submit the Leave Application Form to the AT concerned.

Special Issues

Special Issues

I. Insurance coverage

All interns who have paid a composition fee are allowed to use the services available in the University Health Service (UHS) according to their entitlements. Interns who sustain injuries or incur sickness in the course of University work, or in Hong Kong but outside the University premises (e.g. during field trips, project work or site visits) are entitled to treatment from UHS.

II. Bad weather

SI² and GCI interns are expected to follow the instructions of the University when Tropical Storm Warning Signals or Rainstorm Warning Signals are hoisted.

When the Tropical Storm Warning Signal No.3 or the Red Rainstorm Warning Signal is in force, it should be assumed that all SI² interns will continue their duties as scheduled unless the Community Partner (CP) supervisor has given special instructions.

For SI² and GCI interns who have not arrived at their agencies or commenced their work

If either the Tropical Storm Signal No. 8 (or above) or the Black Rainstorm Warning Signal is hoisted or in force at or after 06:00, interns will be exempted from morning duties scheduled before 14:00.

If either of the warnings is hoisted or in force at or after 11:00, interns will be exempted from afternoon duties scheduled at any time after 14:00 and before 18:00.

If either of the warnings is hoisted or in force at or after 15:00, interns will be exempted from evening duties scheduled from 18:00 onwards.

For SI² and GCI interns who have arrived at their agencies or commenced their work

When the Tropical Storm Warning Signal No.8 (or above) or the Black Rainstorm Warning Signal is hoisted, interns are expected to terminate all outdoor activities in progress and inform their supervisors immediately. With the consent of their supervisors, interns may continue indoor activities and services provided that safe shelter for the interns and the service recipients is guaranteed. If no secure venue is available, interns should ensure that all service recipients are taken to a safe place, and remain there until it is safe for them to leave.

The above arrangements should be followed by all CPs in Hong Kong except those who have special needs and for those agreements that have been reached between the CPs and the Faculty beforehand.

III. Social action

There may be concern about interns' participation in certain events, such as sit-ins, demonstrations, petitions and so on, which a CP may invite interns to join. Interns may want to know if help should be provided or if they should participate in an event. Always bear in mind that "learning" is the prime objective of SI² and GCI. The Faculty fully believes in interns' ability to use proper judgment. If interns feel that certain activities are inconsistent with their own beliefs, they should discuss this matter with the supervisor and Academic Tutor concerned. The Faculty encourages interns to consult the supervisor, and it is up to interns' discretion to participate in such activities.

IV. COVID-19 and hybrid mode of working

In response to the unpredictable development of COVID-19, a hybrid mode of working would be adopted in Time-time 2020-2021. Even though there would be certain flexibility in working arrangements, interns should be reminded of their full time commitment during the internship period. Expectation of remote working should be communicated fully in the beginning of the internship in order to avoid any miscommunication and misunderstanding.

References

Profile of Academics in Experiential Learning Team

Ms. Elsa Lam

Senior Lecturer

Director of Experiential Learning

Faculty of Social Sciences

Elsa Lam received her BSocSc in Journalism and Communication from The Chinese University of Hong Kong, her LLM in Law in Development from the University of Warwick as a British Chevening Scholar and her MPA from Harvard University as a Mason Fellow. She began her career as a journalist in Hong Kong and later devoted herself for more than a decade to disaster relief and rehabilitation and rural community development in China and Vietnam. Prior to joining HKU, she brought her expertise in monitoring and evaluation in social development program to the private forestry sector where she specialized in social compliance, sustainability, and stakeholder engagement issues.

Mr. Ken Yau

Lecturer

Assistant Director of Experiential Learning

Faculty of Social Sciences

Ken Yau received his Master and Bachelor degrees from The London School of Economics (LSE) in the United Kingdom, majoring in Political Theory and Government & Economics respectively. After his return to Hong Kong, he was awarded the degree of Doctor of Philosophy at The Hong Kong Polytechnic University for his scholarship on informal employment and labour activism. Prior to joining HKU, he served as Policy Research Officer in a Legislative Councillors' Office, and Societal Officer in a District Council Member's Office. With his expertise in politics and policy studies, he also taught various undergraduate and postgraduate courses at other local universities for many years, including internship attachment, political economy, sociology and China studies.

Dr. Shing Au-Yeung

Lecturer

Department of Sociology

Dr. Au-Yeung is a lecturer of the Department of Sociology at The University of Hong Kong. He has a BA in Communication Studies from The University of Michigan (UMich), a M.Sc. in New Media from The Chinese University of Hong Kong and a PhD. in Sociology from The University of Hong Kong. He has been researching and

lecturing on cultural policy and community arts since 2003. He has co-presented exhibitions with community artists, outsider artists and non-profit organisations in relation to Sociology's Media Culture and Creative Cities programme. In recent years, he has been working with university students to integrate creative presentation, public engagement and social and cultural inquiry by supervising student projects. He is a regular contributor on Hong Kong Economic Journal's column on cultural policy since 2012.

Ms. Winky Wu

Assistant Lecturer

Faculty of Social Sciences

Winky Wu holds a Master degree in Innovation Management and Entrepreneurship from the Alliance Manchester Business School (AMBS) at the University of Manchester as well as a Bachelor degree in Political Economy from the University of California, Berkeley (UC Berkeley). Before joining HKU, Winky served as a management consultant in the government. Her research interests focus on social innovation and entrepreneurship in Hong Kong.

THE UNIVERSITY OF HONG KONG
FACULTY OF SOCIAL SCIENCES
FOSS2018 Social Innovation Internship
Assessment Form for Integrated Essay

Name of Student: _____ University No.: _____ Community Partner: _____
Please tick on each assessment category below:

<i>Assessment Category</i>	Excellent	Good	Satisfactory	Pass	Fail
Integration & Analysis	Strong integration of academic knowledge and the internship experience to support a well-structured thesis statement/ argument. Topic was examined by accessing and analyzing a wide range of relevant academic resources and theories, models and/ or concepts.	Good integration academic knowledge and internship experience to support a clear argument. Topic was examined by accessing and analyzing a majority of relevant academic resources and theories, models and/ or concepts.	Satisfactory integration of academic knowledge and internship experience to support a reasonably clear argument. Topic was examined by accessing and analyzing generally relevant academic resources and concepts	Less than satisfactory integration of academic knowledge and the internship experience, yet weak argument. Topic was examined by accessing and analyzing a few relevant resources.	Weak integration of academic knowledge and the internship experience. Central argument missing or unclear. Highly descriptive, lacking/ or weak argument. Weak/lack of relevant resources were accessed and analyzed.
Structure & Organisation	Flow of the essay was logical. Transitions among ideas/ arguments were always clear; sentences within each paragraph relate to each other & are subordinate to the topic. Introduction & conclusion effectively related to the whole.	Transitions among ideas/ arguments were generally clear. Paragraphs were built on related sentences logically develop the main points. No major digressions. Introduction & conclusion effectively related to the whole.	Transitions among ideas/ arguments were sometimes unclear. Most points were logically developed. There may be a few minor digressions but no major ones. Introduction & conclusion were somewhat effective.	Only some major points were set off by paragraphs and were signaled by transitions. There were some logically connected points. There may be some major digressions. Introduction and conclusion may be lacking or ineffective.	The organisation & structure must be inferred by the reader. Most points were connected illogically. There were major digressions. Introduction and conclusion were missing
Insights	Observations and analysis in the essay extrapolate beyond the scope of the internship experience itself.	Observations and analysis in the integrated essay which led to worthwhile insights on the internship experience.	Some insights within the integrated essay gained from the internship experience.	Integrated essay tackled with a narrow scope, which resulted in few insights from the internship experience.	Integrated essay lacked insights on the internship experience.
Language	Sentence formation, grammar, and diction excellent; correct use of punctuation, citation style, and referencing; minimal to no spelling errors.	Sentence formation, grammar, and diction strong despite occasional errors; punctuation, citation style, and referencing often used correctly with minor spelling errors.	Some problems in sentence formation, grammar, and diction (usually not major). Some errors in punctuation, citation style, referencing, and spelling.	Many errors in sentence formation, grammar, and diction. Frequent errors in citation style, punctuation, referencing, and spelling.	Major errors in all areas of mechanics: sentence formation, grammar, diction, citation style, punctuation, referencing, and spelling.

Overall Comments	
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Overall Grade	:	<div></div>
Signature of Academic Tutor	:	<div></div>
Name of Academic Tutor	:	<div></div>
Date	:	<div></div>

Marking Scale	
Standard	Grade
Excellent	A+ A A-
Good	B+ B B-
Satisfactory	C+ C C-
Pass	D+ D
Fail	F

THE UNIVERSITY OF HONG KONG
FACULTY OF SOCIAL SCIENCES

FOSS2018 Social Innovation Internship

Grade Descriptors for Presentation

Assessment Category	Excellent	Good	Satisfactory	Pass	Fail
Understanding, Analysis, and Integration of Academic Knowledge with Internship Experience	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis and integration of academic knowledge with experiential learning is consistently clear and effective. Arguments fit together and build a compelling case, providing critical reflection on the internship experience.	Generally perceptive and critical engagement with issues and themes; some shortcomings in understanding of relevant concepts and theories, but the analysis and integration of academic knowledge with experiential learning is mostly clear and effective. Some arguments underdeveloped or some considerations overlooked in providing a critical reflection of the internship experience.	Occasional perceptive and critical engagement with issues and themes, but presentation tends toward rather superficial understanding of relevant concepts and theories, with some inaccuracies in the analysis and integration of academic knowledge with experiential learning. Offers own position but reasoning is sometimes impaired by weak reflection, emotive, or inconsistent argumentation and reflection on the internship experience.	Very limited critical engagement with key issues and themes; rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by considerable inaccuracies in the analysis and integration of academic knowledge with experiential learning. Offers own position, but the arguments/ reflection on the internship experience are not put forward explicitly and not well supported.	No critical engagement with issues, and themes. Integration of academic knowledge with experiential learning characterized by serious inaccuracies and misunderstandings. Offers own position, but analysis/ reflection on the internship experience are flawed, disorganised, or difficult to identify or understand.
Structure / Organisation	The presentation provides an outline which clearly introduces the structure and a conclusion that clearly summarizes the main ideas / arguments. Transitions from one main idea / argument to the next are always clear to the listener through the use of signaling phrases such as "the next point" "the final section" etc.	The presentation provides an outline which introduces the structure and a conclusion that summarizes the main ideas / arguments but one or both could be more comprehensive. Transitions from one main idea / argument to the next are almost always clear to the listener through the use of signaling phrases such as "the next point" "the final section" etc. The listener is always able to follow the development of the main arguments.	The presentation attempts to provide an outline which introduces the structure and / or a conclusion that summarizes the main ideas / arguments. If both are present, one or both may be unclear or lacking in enough detail. Transitions from one main idea / argument are sometimes unclear to the listener through a lack of or unclear use of signaling phrases such as "the next point" "the final section" etc. However, the listener is able to follow the development of most of the main arguments.	The presentation fails to provide an outline which introduces the structure of the presentation or a conclusion that summarizes the main ideas / arguments. If one is present, it is unclear or lacking in enough detail to be useful to the listener. Transitions from one main idea / argument are often unclear to the listener through a lack of or unclear use of signaling phrases such as "the next point." "The final section." etc. However, the listener is able to follow the development of some of the main arguments.	There is no outline or conclusion. Transitions from one main idea / argument are unclear because of a lack of signaling. The listener is not able to follow the development of any of the main arguments.

Delivery & Mechanics	Presenter(s) adhere strictly to time limits set. Presenter(s) engage the audience at all times through the skillful use of eye contact, gestures, variation in voice, attractive and professional looking visual aids. Spoken language is always accurate, comprehensible, fluent, and precise.	Presenter(s) adhere strictly to time limits set. Presenter(s) engage the audience through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids although one or two of these could be done better in places. Spoken language is mostly accurate, comprehensible, fluent and precise with a few hesitations.	Presenter(s) may be slightly off the time limits set. Presenter(s) engage the audience most of the time through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids although one or two are ineffective in parts of the presentation. Spoken language is generally comprehensible and fluent but not always accurate/precise.	Presenter(s) may be significantly off the time limits set. Presenter(s) attempt to engage the audience some of the time through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids but with limited overall effectiveness. The language is often inaccurate; occasionally incomprehensible. Some main arguments can be followed.	Presenter(s) do not adhere to the time limits set. Presenter(s) seem to make little attempt to engage the audience eye contact, gestures, variation in voice, attractive and professional looking visual aids. All are ineffective throughout the presentation. The language is mostly incomprehensible and many of the main arguments are unclear.
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Marking Scale	
Standard	Grade
Excellent	A+ A A-
Good	B+ B B-
Satisfactory	C+ C C-
Pass	D+ D
Fail	F

THE UNIVERSITY OF HONG KONG
FACULTY OF SOCIAL SCIENCES

FOSS2018 Social Innovation Internship
Grade Descriptors for Student's Performance at Community Partner

Excellent (A+/A/A-)

Student's performance consistently far exceeds the expected standards. Student exemplifies exceptional initiative to explore new areas and lucidly adapts to the work culture. Student demonstrates excellence in communication with supervisor and colleagues, showing a positive attitude and ability to work independently. Student demonstrates a very high-level of motivation and congeniality, as well as having an outstanding ability to manage workload and integrate supervisor's feedback to enhance workplace performance.

Good (B+/B/B-)

Student's performance is consistently above the expected standards. Student exemplifies good initiative to explore new areas and is able to adapt well to the work culture. Student demonstrates a high-level of communication with supervisor and colleagues, showing a positive attitude and ability to work independently. Student demonstrates a high-level of motivation and congeniality, as well as effectively managing the workload and integrating supervisor's feedback to enhance workplace performance.

Satisfactory (C+/C/C-)

Student's performance consistently meets the expected standards. Student exemplifies a satisfactory initiative to explore new areas and ability to adapt to the work culture. Student is satisfactory in the following areas: communication with supervisor and colleagues, positive attitude, motivation, and congeniality. Student also shows an average ability to work independently, manage workload and integrate supervisor's feedback to enhance workplace performance.

Pass (D+/D)

Student's performance meets some of the expected standards. Student exemplifies a less than satisfactory initiative to explore new areas and has difficulty adapting to the work culture. Student is less than satisfactory in the following areas: communication with supervisor and colleagues, positive attitude, motivation, and congeniality. Student shows difficulty in working independently, managing workload and integrating supervisor's feedback to workplace performance.

Fail (F)

Student's performance is consistently below the expected standards. Student exemplifies an unacceptable level of initiative to explore new areas and has difficulty to adapt to the work culture. Student demonstrates inability to communicate with supervisor and colleagues, and shows a lack of positive attitude, motivation and congeniality. Student is unable to work independently, manage workload and integrate supervisor's feedback to workplace performance.

Final Evaluation Form on Intern's Performance at Community Partner Organisation

(To be completed by the supervisor)

Name of Intern: _____
(in BLOCK LETTERS; Underline the last name)

Community Partner: _____

Name of Supervisor: _____
(in BLOCK LETTERS; Underline the last name)

Contact Number: _____ Email Address: _____

Part A: Assessment of Intern's Performance

Item	Assessment Criterion	Level of Performance						
		Excellent ↔ Good			Satisfactory	Less than Satisfactory ↔ Poor		
1	Takes initiative to explore new areas of study and pursue better outputs after satisfying the basic requirements	7	6	5	4	3	2	1
2	Adapts to the work culture and the rules of the working environment	7	6	5	4	3	2	1
3	Willing to communicate with supervisor and other colleagues	7	6	5	4	3	2	1
4	Maintains a positive work attitude	7	6	5	4	3	2	1
5	Able to work independently	7	6	5	4	3	2	1
6	Motivated to seek ways to fortify own strengths and overcome weaknesses	7	6	5	4	3	2	1
7	Works in a congenial manner	7	6	5	4	3	2	1
8	Manages workload in an orderly and responsible manner	7	6	5	4	3	2	1
9	Integrates supervisors' recommendations into own repertoire of knowledge and skills	7	6	5	4	3	2	1
Overall Mark* (Sum of the marks above) =								

*The overall mark is subject to the review of the Examination Board of the Faculty

Other Comments on Intern's Performance:

Grading Scale		
Grade	Mark	Level of Performance
A+	61-63	Excellent (Performance consistently far exceeds the expected standards)
A	58-60	
A-	55-57	
B+	52-54	Good (Performance is consistently above the expected standards)
B	49-51	
B-	45-48	
C+	42-44	Satisfactory (Performance consistently meets the expected standards)
C	39-41	
C-	36-38	
D+	32-35	Pass (Performance meets some of the expected standards)
D	28-31	
F	≤27	Fail (Performance is consistently below the expected standards)

Part B: Communications from the Faculty of Social Sciences, The University of Hong Kong

(Please tick where appropriate)

Communication Topic	Very Clear	Clear	Unclear
1. Objectives of the Programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Structure of the Programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Expectations of the intern in the Programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Criteria for assessing the performance of the intern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Responsibilities of your organisation as a Community Partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part C: Other Comments

1. Do you have any suggestions on how the Faculty could have better prepared interns in the future?
Please mention specific subject areas that we should address in the next round of internship.

2. How, and in what ways, has the internship programme contributed to your organisation's objectives?

3. Other matters of concern?

** The Faculty will disclose **Part A of the Final Evaluation Form** to the intern unless the supervisor has specific concerns that he/she would like to raise with the Academic Tutor and is against doing so.

Signature of Supervisor: _____

Date: _____

Please complete the form online via <http://www.socsc.hku.hk/sigc/cp> (Application Selection> Student Evaluation)

Self-evaluation Form for Intern

Intern name: _____ University No.: _____
 (Full name in BLOCK LETTERS)

Curriculum: _____ Year: _____

HKU Email address:: _____ Contact number: _____

Type of internship: ☐ Local Internship ☐ Non-local Internship ☐ Service Leadership Internship

Title of Project: _____

Community Partner: _____

Name of Supervisor: _____

Part A: General Evaluation

(Please tick where appropriate.)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	N/A
1. The internship enhances my understanding of:						
(i) academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) integration of academic knowledge and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) social issues through first-hand practical experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The internship provides training / opportunities for application of:						
(i) analytical skills & critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) multi-disciplinary knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) practical / research skills to the work situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) innovative approach to address problems/ issues encountered during internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The internship agency facilitate my smooth adjustment to the work setting and my understanding of organisation culture through:						
(i) effective supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) adequate support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) extensive exposure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I cooperate well with the student partner(s) / workplace colleagues in:						
(i) exchanging ideas and experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) resolving differences and reaching compromises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) achieving mutual enhancement of whole-person development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) accomplishing tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Overall speaking, this internship is a fruitful one:						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B: Comments and Suggestions

1. Most valuable feature(s) of the Internship:

2. Difficulties encountered during the Internship:

3. Support from the Academic Tutor / Community Partner Supervisor during the Internship:

4. Suitability of the Project / Community Partner to the Internship:

5. Any other comments:

Signature of Student: _____

Date: _____

Please complete the form online via <http://www.socsc.hku.hk/sigc/apply/> (SIGC Internship Application > Self-Evaluation)

Leave Application Form

Intern name: _____ University No.: _____
 (Full name in BLOCK LETTERS)

Curriculum: _____ Year: _____

Contact number: _____ E-mail address: _____

Type of internship: ☐ Local Internship ☐ Non-local Internship ☐ Service Leadership Internship

Community Partner: _____

Name of Supervisor: _____ Contact number: _____

Date & time of leave	Type of leave	Reason	Duty resumed on
Date: From _____ to _____	<input type="checkbox"/> Sick Leave	_____	____/____/____
Time: From _____ to _____	<input type="checkbox"/> Special Leave	_____	DD / MM / YYYY
Total Hours: _____			

Signature of Intern: _____ Date: _____

Part B: To be completed by the Community Partner

☐ Endorsed without condition _____

☐ Endorsed with condition(s): _____

☐ Not endorsed for the following reason(s): _____

Name of Supervisor: _____ (In BLOCK LETTERS)

Signature of Supervisor: _____ Date: _____

Part C: To be completed by the Academic Tutor

☐ Approved without condition _____

☐ Approved with condition(s): _____

☐ Not approved for the following reason(s): _____

Name of Academic Tutor: _____ (In BLOCK LETTERS)

Signature of Academic Tutor: _____ Date: _____

** Once the leave applicant has completed all Parts of this Form with the dual endorsement by both Supervisor of the Community Partner and Academic Tutor, the applicant has to return the completed Form to the Faculty Office in person, by post or by email to socii@hku.hk for record purpose.*



Social Innovation Internship

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11/F, Faculty of Social Sciences, The Jockey Club Tower, The University of Hong Kong

www.socsc.hku.hk/sigc