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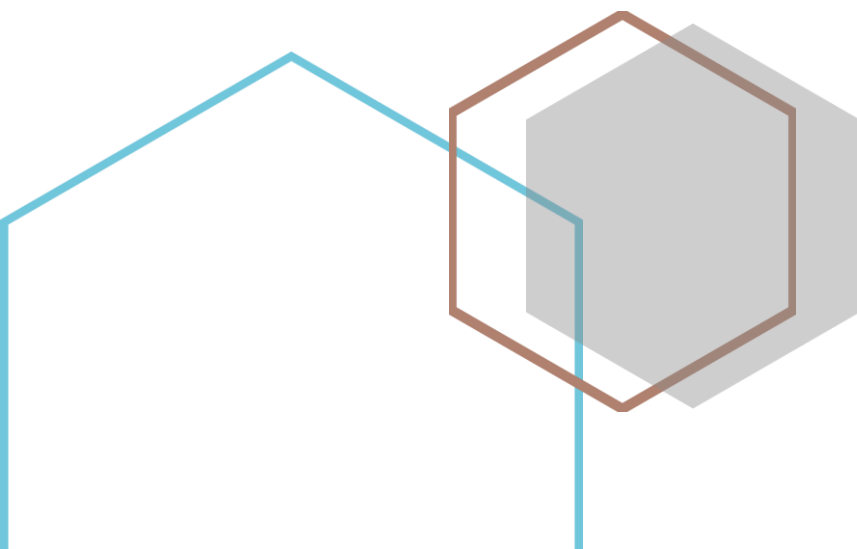
# PROPOSAL FOR REVIEW OF INTERNSHIP AND PLACEMENT SCHEME FRAMEWORK

**BENGUET STATE UNIVERSITY, PHILIPPINES**

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**Integrating Talent Development into Innovation Ecosystems in Higher Education**

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# Table of Contents

Description of current policy	2
Planning and management of the process	2
Preparation of the students for internships	2
Procedures in place to monitor the quality of internships / placements	2
Collecting feedback from students and employers regarding the quality and effectiveness of internships	2
Procedures in place for monitoring and assessment of the skills and competencies that the student has developed during the internship / placement	3
Possibility for engaging in internships / placements in the non-profit and public sector	3
Gaps, weak points and inefficiencies of the internship policies at the university	3
Possible improvements in internship policies	4

The framework review proposal outlines the current University policy and practice regarding student internships and placements and makes proposals for improvements.



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#### DESCRIPTION OF CURRENT POLICY

Internships, On-the-Job-Training (OJT) or Practicum are required as part of the curriculum in various courses. Thus, the syllabus defines the areas where the students are going to undergo internship/OJT/Practicum.

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#### PLANNING AND MANAGEMENT OF THE PROCESS

A Coordinator in the College or Institute where the student is enrolled takes charge of coordinating with the institutions or companies where the students will be assigned. Memorandum of agreement is required before students are deployed.

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#### PREPARATION OF THE STUDENTS FOR INTERSHIPS

The main requirement is for students to have finished the pre-requisite courses. If the students qualify to undergo internship or placement, they are required to submit the following to their College/Institute:

- (1) Parent/guardian's waiver
- (2) Medical/Health certificate (with updated anti-rabies vaccination for veterinary medicine students)

BSU then prepares the following to be submitted to the receiving entity:

- (3) Endorsement letter from BSU
- (4) Student Information Sheet

Students are tasked to find their own lodgings and they take care of their food needs.

There are no specialized trainings and preparation sessions.

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#### PROCEDURES IN PLACE TO MONITOR THE QUALITY OF INTERSHIPS / PLACEMENTS

The accepting entity fills up monitoring and evaluation forms provided by the university. It is up to them if they would like to carry out examinations of their intern, OJT or practicumers.

The evaluation results will be used by BSU faculty as part of the criteria for grading the student's performance.

Pre- and post-tests are also given.

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#### COLLECTING FEEDBACK FROM STUDENTS AND EMPLOYERS REGARDING THE QUALITY AND EFFECTIVENESS OF INTERSHIPS

After the internship, students are met by faculty-in-charge per area of internship and they submit their internship portfolio. This portfolio is a written document detailing their daily activities and lessons, including photo-documentation. These are discussed by the teachers and students to determine the effectiveness of the internship, OJT or practicum.

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PROCEDURES IN PLACE FOR MONITORING AND ASSESSMENT OF THE SKILLS AND COMPETENCIES THAT THE STUDENT HAS DEVELOPED DURING THE INTERNSHIP / PLACEMENT

POSSIBILITY FOR ENGAGING IN INTERNSHIPS / PLACEMENTS IN THE NON-PROFIT AND PUBLIC SECTOR

GAPS, WEAK POINTS AND INEFFICIENCIES OF THE INTERNSHIP POLICIES AT THE UNIVERSITY

The portfolio prepared by each student captures the skills and competencies that the student has developed. This is then verified and validated by the accepting entity through the filled-up monitoring and evaluation form.

The coordinator also visits the students on site during deployment.

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Internships, OJT and Practicum are mostly done in the public sector. However, private companies are also involved. For example, student teachers may go to private schools, veterinary medicine students may go to private animal farms and animal clinics and hospitals, and students taking up hospitality courses go to hotels and restaurants.

Non-profits are not normally considered at the moment. If there are opportunities to include non-profits, it would probably be tapped, too.

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### Planning

After planning and determining where to send the students, the usual problem is finding contact persons and agencies, institutions or companies where to bring students. Sometimes refusals come so close to the schedule and it takes time to find another one within the same category. The worst that can happen is to cancel deployment in that specific area of specialization.

### Monitoring of quality

Usually, students go for internships in groups and they are evaluated as a group. There is a tendency to train the active students, while some students just go with the flow and do not learn much. Individual learning is pretty much dependent on individual interests. Thus, the criteria used to monitor the quality of internship are insufficient in all aspects beyond the technical ones.

There are cases when negative feedback is received only after the internship, when the students come back to school. For example, students complain that they were not well supervised and taught. On the other hand, supervisors may complain that students were not being conscientious in their work and they were not following rules. If this becomes known at the end of the internship, there is not much that can be done to correct the issue except in the next deployment with a different batch of students. Visiting and monitoring the students during deployment is a challenge because traveling to all these various places where students are deployed takes a lot of travel and the coordinator cannot sacrifice his/her other classes to do so. Thus, there is need for more adequate tools for continuous monitoring.

### Diversification of Internship Opportunities.

There is a need to diversify the experience of students. Currently, they are being sent to traditional locations, which makes the experience very limited. Non-profits are not normally considered, and this could be



one direction of change.

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### **Improving the process of establishing contacts with business, public sector and the non-profit sector in view of creating opportunities for students to get engaged in placements and internships**

It would be very useful to create a database where the various Colleges and Institutes can easily find and make contact with their partners or would-be partners for internship, OJT and Practicum.

### **Improving the process of planning internships/placements**

Due to the COVID 19 pandemic, additional health checks will be required. A work and health monitoring system will have to be developed so that the work and health status of the students can be checked daily online.

### **Strengthening the monitoring process in order to ensure the quality of internships/placements**

It is necessary to develop an online monitoring system. This is viable because most students have android cell phones. A system for real time monitoring would be very useful.

### **Expanding the possibilities of internships/placements in the non-profit and public sectors**

For example, in order to enhance the value of animal welfare in veterinary medicine students, it would be useful to deploy them in non-profit animal shelters/sanctuary.

BSU will consider the following proposals made by partner universities collaborating on the INNOTAL project:

- Development of an Internship Program Manual and Rules, which would sensitize the students to the requirements and expectations during internships help them report unsatisfactory experiences.
- Internships can be preceded or followed by CV and portfolio development sessions for students. Such trainings should be led by career advisors. Well written CVs and portfolios that could be used to motivate companies to become internship providers or help interested companies to find the best matches. Following the internship, the same process can help students better present their experience and skills and thus improve their employment prospects.
- It may be useful to include in the preparatory phase a meeting with students who have already completed their internship, as they could share with the current students a lot of useful and relevant experience.
- Preparatory trainings for the students can be organized in the following areas:
  - Using social networks and social capital for career growth
  - Creating and maintaining a LinkedIn profile

- Maintaining presentable and decent social media profiles (Facebook, etc.)
- Email correspondence etiquette
- Preparation for interviews

4. The monitoring process can be strengthened by strengthening the feedback mechanism. The internship should be followed at least by a meeting with the student, and possibly also with the industry supervisor. This would make it possible to assess the skills and competencies developed by the student. A more time- and resource consuming, but also more effective, approach is to organize several such meetings before, during and after the internship. This will allow for timely corrective measures.

BSU should consider the suggestion jointly developed by the INNOTAL partners to introduce as best practice the signing of an Internship Agreement between the student, the University and the internship provider. The agreement should specify in advance the learning goals of the internship experience. It could serve as a form of a contract between the parties involved and can streamline both implementation and monitoring.

