

# PIA5000: PIA POSTGRADUATE INTERNSHIP

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

PIA Postgraduate Internship

### Subject Code

PIA - Public and International Affairs

### Course Number

5000

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

POL5000 POL Postgraduate Internship

### Exclusive Courses

PIA5802 MAPPM Action Report, PIA5803 MAPPM Overseas Study

## Part II Course Details

### Abstract

The University seeks to prepare students who have the ability attributes and attitude to engage in discovery learning for their roles as future employees. Internships enable individuals to develop the skills, attributes, abilities behaviours insights

and attitudes needed to fill workplace positions successfully while observing, questioning, reflecting on and learning from the practices of job incumbents.

PIA Postgraduate Internship is designed to provide students with real life work experience in local mainland Chinese, and/or international contexts for a clearly defined period of time. Students are expected to gain practical understanding of the professional contexts and operations of public organizations private sector NGOs non-profit organisations or political-related organizations and to apply some of the programme-related theories, skills and work ethics they have learned in the programme curriculum.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Discover major-related knowledge and multi-disciplinary critical thinking skills.			x	x
2	Collaborate effectively in teamwork for developing a new perspective on work attitudes.		x		x
3	Evaluate work experience in a reflexive manner, with reference to professional development, ethical issues and social responsibilities required to becoming a global citizen.		x	x	x
4	Work in responsible and independent ways, showing a proactive approach to lifelong learning and career development.		x	x	x
5	Communicate effectively in inter-personal settings, in writing and in a variety of media.			x	x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Briefing	The briefing helps students acquire the ethics, etiquette and interpersonal communication skills needed for succeeding in a workplace.	1, 2, 3, 4

2	Communi-cation with the instructor before and during internship	Related information will be released and students can raise their concerns or problems about the internship at different stages.	1, 2, 3, 4, 5	
3	Full internship	Provides students with real life working experience in local mainland Chinese, and/or international contexts. Students can gain in-depth and practical understanding of private or public sector operations and the professional contexts as they apply the theory and skills they have learned in the formal curriculum.	1, 2, 3, 4, 5	
4	Literature search & review	Discovery and analysis of information, using critical reasoning, from a range of sources, including company reports, operation instructions, books, articles, television, Internet, documentaries, and the mass media.	1, 2, 3, 5	
5	Filling out the post-internship questionnaire	Students can identify their learning outcomes by filling out the survey. The survey is designed according to the five CILOs. Other aims are to find out how well the internship has prepared student interns to face the jobs in future workplaces.	2, 3, 4	
6	Internship journal writing	A daily journal captures each student' s understanding of and reflection on work experience in a concise and precise manner.	1, 2, 3, 4, 5	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Pre-internship Briefing	1, 2, 3	5	As assigned by the Department.	No

2	Evaluation from internship on-site supervisor	1, 2, 3, 4, 5	65	Each intern is assigned with an on-site supervisor who will provide feedback to the intern throughout the internship, and prepare an evaluation report on intern's performance at the end of the internship.	No
3	Post-internship questionnaire	1, 2, 3, 4, 5	10	Student interns have to fill out a questionnaire after working at the host organizations.	No
4	Internship journal prepared by students	2, 3, 4	20	The journal requires to keep track of and reflect on their internship experience.	No

**Continuous Assessment (%)**

100

**Additional Information for ATs**

PIA Postgraduate Internship provides a logical channel for the application of theoretical concepts and are a source of practitioner input into curriculum development. They are also an additional forum for student assessment. From the perspective of the sponsoring organizations internships allow the evaluation of future employees, while students gain an opportunity to enhance their understanding and to reflect critically upon the nature of the world of work. They also gain an insight into the concerns of potential employers.

**Assessment Rubrics (AR)****Assessment Task**

Pre-internship Briefing

**Criterion**

Actively participate in the briefing.

**Pass (P)**

(P) Attend and actively engage in the briefing.

**Failure (F)**

(F) No attendance and/or fail to engage in the briefing.

**Assessment Task**

Evaluation from internship on-site supervisor

**Criterion**

Meet the expectations and work-related requirements at workplace.

**Pass (P)**

(P) Get "Satisfactory" Grades and above in all assessment items.

**Failure (F)**

(F) Get "Unsatisfactory" Grade in any assessment item.

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**Assessment Task**

Post-internship questionnaire

**Criterion**

Self-evaluate the learning outcomes of the internship.

**Pass (P)**

(P) Timely submission of a completed post-internship questionnaire.

**Failure (F)**

(F) Late or no submission of a completed post-internship questionnaire.

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**Assessment Task**

Internship journal prepared by students

**Criterion**

Report the progress of the internship and deeply reflect on the integration between work practices and work-related theories/knowledge.

**Pass (P)**

(P) Student can effectively connect course or program-based knowledge and understanding with the experiential aspects of the activity.

**Failure (F)**

(F) Student cannot effectively connect course or program-based knowledge and understanding with the experiential aspects of the activity.

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**Additional Information for AR**

This course is assessed on a Pass/Fail basis. Performance is based on students' achievement of the CILOs and their performance in assessment tasks/activities.

## Part III Other Information

**Keyword Syllabus**

Workplace organisations; the nature of jobs; work environment; organisational culture; values of organisation; organisation management; organisation policy; work division; differing roles in organisations; work experience; workplace relationships; work planning; leadership; coordination; communication; information collection; work discipline; team work; self-motivation; learning at work.

**Reading List**

**Compulsory Readings**

Title	
1	See course outline

### Additional Readings

Title	
1	Adair, J. (1985). <i>Effective Decision Making</i> (1st edition). Great Britain: Pan.
2	Bornstein, David (2004). <i>How to change the world: Social entrepreneurs and the power of new ideas</i> . Oxford: OUP.
3	Covey, S. (2003). <i>The Seven Habits of Highly Effective People</i> . New York: Simon and Schuster.
4	Gerber Michael E. (2009). <i>Awakening the entrepreneur within: How ordinary people can create extraordinary companies</i> . New York: Harper Business.
5	Norton, Michael (2007). <i>365 Ways to change the world: How to make a difference – one day at a time</i> . New York: Free Press.
6	Roberts, Lelia (2006). <i>After you graduate: finding and getting work you will enjoy</i> . New York: Open University Press.
7	Vogt, Peter (2007). <i>Career wisdom for college students: insights you won't get in class, on the Internet, or from your parents</i> . New York: Ferguson.
8	Wallace, Harold R. and Masters, L. Ann Masters (2001). <i>Personal development for life and work</i> . Cincinnati, Ohio: South-Western: Thomson Learning.
9	Change Makers Net – Social entrepreneur profiles and stories, and information produced by Ashoka. <a href="http://www.changemakers.com/">http://www.changemakers.com/</a>
10	Heinemann, H. N., DeFalco, A. A., and Smelkinson M. (1992) 'Work-experienced enriched learning' , <i>Journal of Cooperative Education</i> 28 (1): 17-33
11	Thiel, G. R. and Hartley, N. T. (1997) 'Cooperative education: A natural synergy between business and academia' , <i>SAM Advanced Management Journal</i> (Summer): 19-24.