



ITEC904

Industry Based Internship B

S2 External 2014

Computing

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General Information

Unit convenor and teaching staff Unit Convenor Peter Busch peter.busch@mq.edu.au Contact via peter.busch@mq.edu.au E6A 320
Credit points 16
Prerequisites ITEC903
Corequisites
Co-badged status
Unit description For details of this unit contact the Faculty of Science.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Display expertise in various application software packages. It is expected the student will draw upon and make use the sorts of tools and techniques they applied in their MIT (or equivalent qualification); such tools may include application software such as the Microsoft suite or programming a specific application the organisation may require.

Competence in the ability to write reports in a professional capacity within an external company drawing upon the technical writing expertise gained in the previous MIT program (or equivalent qualification). It is expected the student will be writing technical reports outlining the work conducted in the company.

Evidence of reflection on the semester long internship, showing critical appraisal of the experience gained. Evidence in this case will be in the form of a reflective journal over the course of the semester that will be shown to the supervising academic every two

weeks.

Ability to express outcomes gained from the internship through professional presentation, using available tools such as powerpoint or other presentation mediums. It is expected by the end of the year that the student becomes convincing and confident in what they present.

Higher level competence in the acquisition and application of 'tacit knowledge' gained in the workplace, permitting the graduate to provide consulting advice in a 'politically sensitive' way in their new workplace. Such tacit knowledge would be tested by way of the student presenting confidently as indicated in LO #4.

Assessment Tasks

Name	Weighting	Due
<u>Report</u>	20%	Week 11
<u>Reflective journal</u>	30%	Week 13
<u>Presentation</u>	10%	Week 14
<u>Company report</u>	40%	Week 14

Report

Due: **Week 11**

Weighting: **20%**

You have come in as an external consultant. Your job is to write a comprehensive report for the company's executives outlining your assessment and understanding of the organisation to which you have been posted by your consulting firm. The report should describe the (job) company's history, mission, core businesses, clientele, competitors and sources of revenue. The report should also include a small structure chart (not every employee needs to be included).

Sources of information are likely to include annual reports, the company website (of course), and asking colleagues at your internship workplace.

The report should make recommendations for improving the company's IT infrastructure in light of your findings.

- how has the literature and discussions from this and other units informed your suggestions?

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- Competence in the ability to write reports in a professional capacity within an external company drawing upon the technical writing expertise gained in the previous MIT program (or equivalent qualification). It is expected the student will be writing technical reports outlining the work conducted in the company.

Reflective journal

Due: **Week 13**

Weighting: **30%**

You are expected to keep a daily journal of their observations and reflections. Although, it may not be possible for you to write in the journal every day, you should provide entries at least four times a week.

1. Write in your own time, not during the working day.
2. Write in an informal, conversational tone; journals are about reflections and thoughts about experiences, opinions and perceptions.
3. Write your entries as they are fresh in your mind.
4. Reflect; what would you do differently in the future?

The reflective journal will adopt the ALACT model (Korthagen, 2001)[1] on practice-related events, that is to say expressing:

Action or experience

Looking Back on feelings and thoughts

Awareness of essential aspects

Creating alternative methods

Trialling in a new situation.

[1] Korthagen, F., (2001) *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education* Mahwah, New Jersey: Lawrence Erlbaum Associates.

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- Evidence of reflection on the semester long internship, showing critical appraisal of the experience gained. Evidence in this case will be in the form of a reflective journal over the course of the semester that will be shown to the supervising academic every two weeks.

Presentation

Due: **Week 14**

Weighting: **10%**

A 15 minute presentation with powerpoint (or alternative) slides, articulating experiences gained in the internship, thoughts, reflections etc.

On successful completion you will be able to:

- Display expertise in various application software packages. It is expected the student will draw upon and make use the sorts of tools and techniques they applied in their MIT (or equivalent qualification); such tools may include application software such as the Microsoft suite or programming a specific application the organisation may require.
- Ability to express outcomes gained from the internship through professional presentation, using available tools such as powerpoint or other presentation mediums. It is expected by the end of the year that the student becomes convincing and confident in what they present.
- Higher level competence in the acquisition and application of 'tacit knowledge' gained in the workplace, permitting the graduate to provide consulting advice in a 'politically sensitive' way in their new workplace. Such tacit knowledge would be tested by way of the student presenting confidently as indicated in LO #4.

Company report

Due: **Week 14**

Weighting: **40%**

1. Internship Grade

Your response to this question will be worth 40% of your intern's final academic result. Please use the following guidelines to establish what grade you will assign to your intern:

0-14 the intern's quality of work was below standard the intern's effort was poor the intern was not professional the intern had little desire for improvement and learning

15-19 the intern's quality of work met your expectations the intern's effort was sufficient the intern was sufficiently professional the intern sufficiently desired improvement and learning

20-25 the intern's quality of work exceeded your expectation the intern's effort was well above your expectations the intern was very professional the intern strongly desired to improve and learn

2. Intern Reference

Please provide a written reference for the student to use when applying for future jobs. The response from this question will be given to the intern in an official letter. Please provide a minimum of 4 sentences for this reference.

On successful completion you will be able to:

- Higher level competence in the acquisition and application of 'tacit knowledge' gained in the workplace, permitting the graduate to provide consulting advice in a 'politically sensitive' way in their new workplace. Such tacit knowledge would be tested by way of the student presenting confidently as indicated in LO #4.

Delivery and Resources

Provided by the organisation/company on Monday to Friday.

Unit Schedule

Monday to Friday is spent in the workplace/company.

A fortnightly meeting will take place with the convener of the course (e.g. Dr. Peter Busch).

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Display expertise in various application software packages. It is expected the student will draw upon and make use the sorts of tools and techniques they applied in their MIT (or equivalent qualification); such tools may include application software such as the Microsoft suite or programming a specific application the organisation may require.
- Ability to express outcomes gained from the internship through professional presentation, using available tools such as powerpoint or other presentation mediums. It is expected by the end of the year that the student becomes convincing and confident in what they present.

Assessment tasks

- Report
- Reflective journal
- Company report

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Competence in the ability to write reports in a professional capacity within an external company drawing upon the technical writing expertise gained in the previous MIT program (or equivalent qualification). It is expected the student will be writing technical reports outlining the work conducted in the company.
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Assessment tasks

- Report
- Reflective journal
- Presentation

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Display expertise in various application software packages. It is expected the student will draw upon and make use the sorts of tools and techniques they applied in their MIT (or equivalent qualification); such tools may include application software such as the Microsoft suite or programming a specific application the organisation may require.

Assessment task

- Report

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically

supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Competence in the ability to write reports in a professional capacity within an external company drawing upon the technical writing expertise gained in the previous MIT program (or equivalent qualification). It is expected the student will be writing technical reports outlining the work conducted in the company.
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Assessment tasks

- Report
- Reflective journal
- Presentation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- Higher level competence in the acquisition and application of 'tacit knowledge' gained in the workplace, permitting the graduate to provide consulting advice in a 'politically

sensitive' way in their new workplace. Such tacit knowledge would be tested by way of the student presenting confidently as indicated in LO #4.

Assessment task

- Company report

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Display expertise in various application software packages. It is expected the student will draw upon and make use the sorts of tools and techniques they applied in their MIT (or equivalent qualification); such tools may include application software such as the Microsoft suite or programming a specific application the organisation may require.
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Assessment tasks

- Reflective journal
- Presentation
- Company report

Standards

	Standards			
Criteria for LO 1	Developing	Functional	Proficient	Advanced
Expertise in the application of correct tools and techniques	No real sign of competence in the application of appropriate tools or techniques.	Barely adequate use of the appropriate tools and techniques.	Satisfactory use of the appropriate tools and techniques, showing use of initiative and appropriate levels of assertiveness in such use.	Excellent use of appropriate tools and techniques; well balanced approaches in the use of such tools and techniques.
Criteria for LO. 2	Developing	Functional	Proficient	Advanced
Competence in the ability to write reports in a professional capacity.	Virtually no engagement with literature; perhaps fleeting understanding of consulting practices in the workplace.	Some evidence of recourse to the literature. Limited understanding of the consulting issues faced in the workplace.	Satisfactory recourse to the literature on consulting practices; some evidence of reflection with regard to issues faced in the companies.	A deep analysis of the literature and the ability to both deeply and widely reflect on consulting situations faced in the workplace.
Criteria for LO. 3	Developing	Functional	Proficient	Advanced
Evidence of internship reflection.	The candidate has barely engaged with the tasks expected of them in the workplace. The candidate may have been late on a number of occasions, but does not reflect on these experiences and considers the work to still have been performed adequately. A barely satisfactory level of achievement.	The candidate will have been a solid performer in the workplace, but not much more. The candidate will have been relatively disengaged, but tasks have been undertaken satisfactorily. Reflection will not necessarily acknowledge the lack of commitment to the internship, rather the intern feels what has been achieved was okay.	The candidate is well regarded by the employer. The candidate has undertaken his or her tasks well, having achieved milestones by the due date. The candidate will have been punctual. The candidate will not necessarily have shown quite the same level of initiative as that in the 'advanced' category. The candidate will be able to reflect on such experiences and may admit more initiative could have been shown.	An outstanding candidate, who has performed workplace tasks far beyond what the employer had expected. Polite, courteous and efficient at tasks. The candidate will be able to reflect on experiences gained and in assessment tasks, such as the report, the candidate will also refer extensively to the literature with regard to organisational learning theory.
Criteria for LO. 4	Developing	Functional	Proficient	Advanced
Ability to present outcomes.	The speaker will be nervous. Presentation will be relatively unprofessional with little structure. The message basically comes across, but not at a professional level, rather amateurish.	The presentation is satisfactory, the format makes of visual tools, but the candidate will still appear 'unpolished'. Body language is not conducive to engagement with the audience, but the message of the presentation is nonetheless delivered.	A good presentation, making use of the appropriate tools for the type of subject material covered. The speaker will be engaged with the audience, but the talk will be somewhat more 'flat' than that delivered by the 'advanced' presenter.	An excellent presentation, with superior use of tools available. Professional presentation and appearance. Highly confident and at ease with the audience, keeping listeners engaged and interested at all times.
Criteria for LO 5	Developing	Functional	Proficient	Advanced

Level of competence in the application of 'soft skills'.	A relative lack of 'diplomacy' in handling consulting situations causing unease within the company.	Able to sense situationally appropriate behaviour and apply such behaviour accordingly in the internship company.	Well balanced use of situationally appropriate behaviour and the ability to apply such behaviour in the internship company.	Excellent incorporation of situationally appropriate behaviour at the appropriate time and juncture based on circumstances as they arise within the company.
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