

Ministry of Education & Higher Education¹

Quality Improvement Fund (QIF)² – Education to Work Transition Project (E2WTP)

Introduction to Internship and Co-operative Education

Prepared for E2WTP Participating Institutions

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Important Notes:

This document is compiled from various publically accessed information. It is not binding to any institutions and its main purpose is to provide a guidance and to highlight some of international Co-Op practices.

Each Institution must have its own policy regarding the internship or the Co-Op process and how it is integrated in the offered degree.

¹ <http://www.mohe.gov.ps/ENG/Index.html>

² <http://www.tep.ps/etemplate.php?id=41>

Introduction to Internship and Co-operative Education

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1- Introduction to Internship and Co-operative Education

The inclusion of internship and co-operative education component in many academic programs provide a unique opportunity for employers and educators to share the responsibility of preparing students for these rapidly changing working conditions. The employer becomes a co-educator helping to develop today's students to become graduates ready to navigate their career and place in society.

There are various internship and co-op models depending on the hosting institution offered programs. Internship is an experience provided within an academic program in which a supervised, on-the-job training assignments are designed to give students the skills and knowledge required for entry into a career or profession. Meanwhile a co-op experience is provided within an academic program whereby the classroom instruction is alternated with semesters of work placement related to a student's field of study.

Internship or a co-op work placement could be an integral part in all of the academic stages or could be limited to handful or even one course within the program. It could be a mandatory for graduation or be optional, all depends on the program certification and professional association requirements.

2- Internship and Co-operative Educational Collaborating Partners^{3,4}

Running an internship or a co-op program involve collaboration of *three parties*, the academic institution, the learner and the employer. Below are brief listing of the benefits and responsibilities of each party.

2a. Academic Institutional benefits include:

- increased enrollment as internship and co-op programs attract top quality, superior, well-motivated students
- well-qualified graduates who are prepared to assume a productive role in society
- enhanced visibility and reputation of co-op through interactions with the community
- feedback from employers on the quality and relevance of program curriculum
- information on current research and development in employer sectors, with opportunities for collaborative projects

2b. Internship or Co-op students gain:

- a well-rounded education, enriched by practical application of classroom learning to gain relevant employment skills and realistic expectations of the workforce before graduation
- opportunities to test and gain a broader understanding of career options, often in a variety of employment settings with financial remuneration to help to defray educational costs
- documented practical experience, a résumé, job search skills and a network of contacts upon graduation
- maturity and self-esteem as productive members of the workforce as well as confidence and skills developed through working with others

³ http://www.tru.ca/__shared/assets/employer_handbook15008.pdf

⁴ [Business%20Co-operative%20Education%20Student%20Handbook_October%202014.pdf](http://www.tru.ca/__shared/assets/Business%20Co-operative%20Education%20Student%20Handbook_October%202014.pdf)

2c. Employer benefits:

- employers can select from a group of applicants who have already met high entrance requirements and have completed some post-secondary training as well as some preparation for operating effectively in the workplace
- employers enjoy access to a pool of screened, motivated, temporary employees for special projects, peak periods, vacation relief, or maternity leave coverage without costly advertising and dozens of unsuitable resumes to wade through
- employers can evaluate potential career employees without obligation or commitment to permanent employment

3- Internship and Co-Op Collaborating Partners Roles & Responsibilities**3a.1. the institution is responsible for:**

- ensuring the integrity of its co-operative education programs
- improving and maintaining relevant curricula which reflects the needs of employers
- offering relevant academic training for students in their chosen career field
- providing adequate resources to the internship and co-op components
- developing internship or co-op based academic programs while meeting the needs of employers.
- providing appropriate academic training to students in their chosen career field
- advising internship and co-op students on appropriate skills and attitudes for their work terms
- assisting employers through all aspects of the internship and co-op process
- ensuring the integrity of its internship and co-operative education programs, including the fair and equitable treatment of students and employers through the placement process
- monitoring the placements through a work-site visit (or via telecommunications), ensuring that both the employer's and the student's needs are being met

3a.2 the role of the institution internship and co-op office is to:

- facilitate the development of internship or co-op opportunities relevant to the program area
- ensure fair and equitable treatment of students and employers through the placement process
- assist employers through all aspects of the internship and co-op process
- prepare internship and co-op students with appropriate skills and attitudes for their Work Terms
- work with employers and students in monitoring and evaluating the students' Work Terms
- encourage students to experience a range of employing organizations during their work placement program
- monitor the placements, preferably through an on-site visit, ensuring that both the employers and the student's needs are being met
- assess and evaluate the Work Term and the student's Work Term Report
- convey to employers the types of funding assistance that may be available
- conduct a post-employment process with students

3b. Internship or co-op students are expected:

- to conduct themselves in a professional manner through all steps in the Co-op process
- to participate in on-site visits by the internship and co-operative education staff
- to work towards personal growth and building a positive reputation in the workplace
- to achieve a satisfactory or better employer evaluation for each work term
- set goals for learning and career development

- conform to all conditions and rules that apply to employees in the organization exercise ethical workplace conduct
- maintain employer confidentiality
- accept feedback/suggestions for improvement in a positive manner
- resolve any problems or issues that may arise in a prompt, professional manner
- advise the employer and, if need be, their internship or co-op coordinator of any concerns or problems with their work assignment or environment as soon as an issue arises
- submit a written report by the completion of each work term
- satisfactorily complete the assigned number of work terms in order to qualify for graduation with an internship co-op designation

3c. Employers are expected to:

- provide the student with an orientation to the workplace, including an overview of the organization, physical layout, relevant personnel, safety practices, and the duties and tasks expected during the work term
- provide supervised learning opportunities to the trainee beyond the bounds of the classroom
- assume the same responsibilities as those associated with hiring any short-term/temporary employee including supervision and evaluation
- prepare the student's co-workers and other staff for the arrival of the student
- ascribe a supervisor for the internship or the co-op student who will oversee the student's work and discuss expectations for the work term with the student, and to provide the student with feedback on their performance
- salaries and benefits are the responsibility of the employer, if applicable, should be provided during the work term

4- Internship and Co-Op Student Hiring Process

- a. employers submit work requirements to the internship or the co-op education Office
- b. job descriptions are made available to the internship or the co-op students
- c. students apply for jobs with covering letters and resumes which are forwarded to employers
- d. employers indicate which students they wish to interview
- e. interviews are scheduled and conducted on campus or at the work site
- f. employers select suitable candidates
- g. once a hiring decision has been made, the internship or the co-op office will notify students of the outcome and the successful candidate will contact the employer to confirm employment

5- Internship and Co-Op Progress Monitoring and Evaluation

- all students and their employers are contacted and visited at least once during each work term
- at the end of each work term, the supervisor is asked to complete an employer evaluation form the employer is expected to discuss this final evaluation with the student and then return the form to the internship or the co-operative education office where it will be incorporated into the student's file
- based on the program design, the students may be required to complete a written work report for submission to the internship or the co-operative education department where it will be graded
- employer participation in reviewing the report is encouraged, but not mandatory

6- Sample of Internship or Co-Op Monitoring and Evaluation Forms⁵

It is up to the academic institution based on the design of the program and the collaborating private or public sector partners to agree on the proper evaluation format to ensure fair judgement of the student performance.

In some institutions internship or co-op placement experience is graded either as completed or uncompleted. In other institutions, the internship or the co-op placement is evaluated as part of a graded course resulting in either an A, B or C etc grade which is used as part of the general point average (GPA) calculations. The evaluation sample shown here is designed for the supervisor or the employer to use and to submit to the academic institution supervisor in charge of the final student evaluation.

1. Interest in Work. <i>The degree to which the student pursues goals with commitment and takes pride in accomplishments.</i>							
1	2	3	4	5	6	7	Not observed
<i>Developing Performance</i> <input type="checkbox"/> Shows little enthusiasm for assigned work, infrequently requests additional tasks		<i>Good Performance</i> <input type="checkbox"/> Enthusiastic about their assignments/work, agreeable to new responsibilities, asks for new tasks			<i>Superior Performance</i> <input type="checkbox"/> Displays enthusiasm for work that is beyond their job requirements; proactively seeks new tasks and responsibilities		

2. Ability to Learn. <i>The extent to which the student becomes proficient with job duties and work processes.</i>							
1	2	3	4	5	6	7	Not observed
<i>Developing Performance</i> <input type="checkbox"/> Sometimes slow to become proficient at new tasks or work processes		<i>Good Performance</i> <input type="checkbox"/> Quick to become proficient at new tasks			<i>Superior Performance</i> <input type="checkbox"/> Exceeds expectations in the complexity and difficulty of work they are able to successfully complete		

3. Quality of Work. <i>The ability of the student to set high standards for own personal performance; strive for quality work; put forth extra effort to ensure quality work.</i>							
1	2	3	4	5	6	7	Not observed
<i>Developing Performance</i> <input type="checkbox"/> Work does not meet expectations, has more than the expected number of errors		<i>Good Performance</i> <input type="checkbox"/> Work is usually very thorough and well done, few errors			<i>Superior Performance</i> <input type="checkbox"/> Work is always very thorough and of excellent quality, few if any errors		

⁵ <https://uwaterloo.ca/co-operative-education/student-performance-evaluation>

4. Quantity of Work. *The volume of work produced by the student, along with his or her speed and consistency of output.*

1	2	3	4	5	6	7	Not observed
<i>Developing Performance</i> <input type="checkbox"/> Does not always complete work within time limits		<i>Good Performance</i> <input type="checkbox"/> Completes the majority of work within specified deadlines			<i>Superior Performance</i> <input type="checkbox"/> Consistently completes work ahead of schedule; seeks additional tasks		

5. Problem Solving. *The student's demonstrated ability to analyze problems or procedures, evaluate alternatives, and select the best course of action.*

1	2	3	4	5	6	7	Not observed
<i>Developing Performance</i> <input type="checkbox"/> Can make routine decisions but needs guidance and checking		<i>Good Performance</i> <input type="checkbox"/> Can be relied upon to make good decisions, requires limited guidance			<i>Superior Performance</i> <input type="checkbox"/> Independently manages complex tasks and makes good decisions for work without guidance		

6. Teamwork. *The degree to which the student works well in a team setting.*

1	2	3	4	5	6	7	Not observed
<i>Developing Performance</i> <input type="checkbox"/> Sometimes uncooperative; or experiences difficulty relating to others		<i>Good Performance</i> <input type="checkbox"/> Frequently cooperative, good team worker			<i>Superior Performance</i> <input type="checkbox"/> Consistently cooperative, proactively seeks to improve working relationships		

7. Dependability. *The manner in which the student conducts his or herself in the working environment.*

1	2	3	4	5	6	7	Not observed
<i>Developing Performance</i> <input type="checkbox"/> Displays an inconsistent work ethic and does not always report to work on time or has some attendance issues		<i>Good Performance</i> Displays a strong work ethic and is present at work and meetings in a reliable and timely manner			<i>Superior Performance</i> <input type="checkbox"/> Displays an excellent work ethic and volunteers to adapt personal schedule to meet work demands		

8. Response to Supervision. *The manner in which the student responds to direction and constructive criticism.*

1	2	3	4	5	6	7	Not observed
<i>Developing Performance</i> <input type="checkbox"/> Sometimes disregards direction and feedback from supervisor		<i>Good Performance</i> Integrates feedback from supervisor into their work to improve productivity & efficiency			<i>Superior Performance</i> Takes the initiative to follow through on all feedback from supervisor and to continuously improve upon their daily tasks and approach to work		

9. Reflection. <i>The student's demonstrated ability to learn and adapt from previous experience.</i>				
1	2	3	4	6
		5		7
Not observed				
<i>Developing Performance</i> <input type="checkbox"/> Has to be told many times before they modify their behaviour or approach to new work based on errors in previous performance.		<i>Good Performance</i> <input type="checkbox"/> Occasionally needs reminder to modify their behaviour or approach to new work based on errors in previous performance		<i>Superior Performance</i> <input type="checkbox"/> Independently recognizes the errors in previous performance and proactively modifies their behaviour and approach to new work

10. Resourcefulness. <i>The student's demonstrated ability to develop innovative solutions and display flexibility in unique or demanding circumstances.</i>				
1	2	3	4	6
		5		7
Not observed				
<i>Developing Performance</i> <input type="checkbox"/> Unsure how to approach new or stressful situations; has difficulty adjusting to changing priorities and circumstances		<i>Good Performance</i> <input type="checkbox"/> Responds appropriately to new or stressful situations; can adjust to changing priorities and circumstances with guidance		<i>Superior Performance</i> <input type="checkbox"/> Generates effective resolutions to new or stressful situations; readily adjusts to changing priorities and circumstances

11. Ethical Behaviour. <i>The extent to which the students behaviour demonstrates integrity and ethics in work and relationships.</i>				
1	2	3	4	6
		5		7
Not observed				
<i>Developing Performance</i> <input type="checkbox"/> Needs guidance in making appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests		<i>Good Performance</i> <input type="checkbox"/> Is able to make the appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests		<i>Superior Performance</i> <input type="checkbox"/> Proactively identifies potential conflicts of interest or questionable conduct and acts to avoid or mitigate these issues

12. Appreciation of Diversity. <i>The degree to which the student shows understanding and sensitivity to needs and differences of others (i.e. ethnicity, religion, language, etc.)</i>				
1	2	3	4	6
		5		7
Not observed				
<i>Developing Performance</i> <input type="checkbox"/> Has difficulty interacting with others due to individual differences		<i>Good Performance</i> <input type="checkbox"/> Has positive interactions with others and is respectful of individual differences		<i>Superior Performance</i> <input type="checkbox"/> Demonstrates leadership in promoting positive interactions and encouraging others to work together despite individual differences

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13. Entrepreneurial Orientation. <i>The students demonstrated ability to take informed risks that demonstrate creativity and add value to the company.</i>				
1	2	3	4	6
		5		7
<i>Developing Performance</i> <input type="checkbox"/> Has difficulty evaluating alternative ideas and making choices that enhance the department or organization		<i>Good Performance</i> <input type="checkbox"/> Able to evaluate alternative ideas and will sometimes make choices that that enhance the department or organization		<i>Superior Performance</i> <input type="checkbox"/> Able to effectively evaluate alternative ideas and independently makes choices that enhance the department or organization

14. Written Communication. <i>The extent to which the student demonstrates effective written communication.</i>				
1	2	3	4	6
		5		7
<i>Developing Performance</i> <input type="checkbox"/> Not consistently clear and concise or requires frequent checking and editing		<i>Good Performance</i> <input type="checkbox"/> Normally clear, well organized and understandable and needs only moderate checking and editing		<i>Superior Performance</i> <input type="checkbox"/> Always clear, well organized and easily understandable; rarely requires checking and editing

15. Oral Communication. <i>The extent to which the student demonstrates effective oral communication.</i>				
1	2	3	4	6
		5		7
<i>Developing Performance</i> <input type="checkbox"/> Occasionally encounters difficulty with expressing ideas clearly and persuasively; demonstrates discomfort with public speaking		<i>Good Performance</i> <input type="checkbox"/> Normally clear, well organized, understandable, and persuasive, good public speaker		<i>Superior Performance</i> <input type="checkbox"/> Always clear, well organized, easily understandable, and exceptionally persuasive, excellent public speaker

16. Interpersonal Communication. <i>The extent to which the student effectively listens, conveys, and receives ideas, information, and direction.</i>				
1	2	3	4	6
		5		7
				Not observed

<p><i>Developing Performance</i></p> <p><input type="checkbox"/> Displays inconsistent listening skills and is reluctant to seek input from others.</p>	<p><i>Good Performance</i></p> <p><input type="checkbox"/> Interactions with others demonstrate acceptable listening skills and the ability to sometimes seek the opinions, ideas, and expertise of others.</p>	<p><i>Superior Performance</i></p> <p><input type="checkbox"/> Interactions with others demonstrate exceptional active listening skills and the ability to proactively seek the opinions, ideas, and expertise of others.</p>
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Overall Performance Rating	
<p>Outstanding Performance</p> <ul style="list-style-type: none"> The student has significantly exceeded all behavioural and developmental performance expectations in respect to output, quality standards, delivery of goals and assignments. This rating is reserved for only those few students who have distinguished themselves by their unique contribution or exceptional performance <p>Your written comments are required below in order to register the rating of Outstanding</p> <hr/>	
<p>Excellent Performance (score between 112 down to 96)</p> <ul style="list-style-type: none"> The student has exceeded all performance expectations in respect to output, quality standards, delivery of goals and assignments. Receiving this rating means the manager is delighted with this student's performance. 	
<p>Very Good Performance (score between 96 down to 80)</p> <ul style="list-style-type: none"> The student has met all and exceeded some performance expectations in respect to output, quality standards, delivery of goals and assignments. Receiving this rating means the manager is very pleased with this student's performance. 	
<p>Good Performance (score between 80 down to 48)</p> <ul style="list-style-type: none"> The student meets performance expectations in respect to output, quality standards, delivery of goals and assignments. Receiving this rating means the manager is pleased with this student's performance. 	

<p>Satisfactory Performance (score between 48 down to 32)</p> <ul style="list-style-type: none"> • The student has not fully met the performance expectations in respect to output, quality standards, delivery of goals and assignments • Receiving this rating means the manager is mostly satisfied with the student's performance 	
<p>Marginal Performance (score between 32 down to 16)</p> <ul style="list-style-type: none"> • Overall performance requires improvement and/or certain key aspects of performance require improvement while other aspects may be satisfactory • Receiving this rating means the manager is displeased with this student's performance 	
<p>Unsatisfactory Performance (score below 16)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student did not meet performance requirements. 	

Supervisor's Comments - Please comment on the student's overall job performance:

Student's Comments - Please comment on your overall performance including your ability to achieve learning objectives and your future employment expectations:

Supervisor's Recommendations- Please provide your recommendations for the student's personal and/or professional development (optional):

* Did you review the completed evaluation form with the student? (Please ensure the student has a copy)

Yes No

Next Work Term

Do you wish to have the student return for the next work term?

Yes No Not Applicable

If yes, have you offered to re-employ the student for the next work term?

Yes No To be determined

If yes, was your offer: Accepted Declined

If the student, has accepted please confirm:

Work term Dates: From: _____ To: _____ To be determined

Internship or *co-operative education* will contact you to confirm new job details.

Supervisor's Name (Please Print)	Signature	Title
Date		

Student's	Signature
Date	

Manager/Human Resources Signature (optional)	Title
Date	