THE EEG - PART 7

'WORK PLACEMENT (WP) HANDBOOK'

31 August 2025

Education & Examination Guide
Wittenborg University of Applied Sciences
Work Placement Handbook

CONTENTS

1. INTRODUCTION

This handbook is intended to provide information for students with regards to the Work Placement (WP) module. This is a compulsory module for all IBA, MCI, HBA and EBA. It describes the structure of the module and the role and responsibilities of the student, the WP teacher, the employer and the WP Supervisor (from the company). Students must ensure that they have read and understood the instructions and information in this handbook before starting the module.

WP is your opportunity to prepare for life after studying. This course is meant to provide you with the understanding of how a western/international organisation operates and to improve your skills and competencies while gaining work experience. You will put your academic knowledge into practice.

The duration of the WP is minimum of 3 months full-time.

1.1.   WORK PLACEMENT(WP) PROCESS IN BRIEF

WP is an essential part of your curriculum and it will take time to get it arranged. It is part of your learning experience to find your own placement. The career centre is here to assist you. Contact details can be found at office 365, Wittenborg online.

Make sure you start preparing in time. Below is an outline of the process you need to go through.

Prepare
- Read the EEG Part 7
- Enrol in the WP module using the Enrolment Key
- Read the module information online
- Check that you have satisfied all the compulsory pre-requisites before applying for WP

Pre-requisites
- Passed PDP 1 and 2.
- Obtained a minimum of 160 ECs or completed Phase 1 and 2 of the IBA, MCI, EBA, HBA programme in full. Exception is given to EBA double degree students who are required to have a minimum of 80 ECs.

Search
- Seach for internship opportunities via HOSCO, WittenborgConnect, LinkedIn, or other employment websites
- Once you've found a suitable opportunity, send your application, CV and motivation letter to the employer directly
- Once the employer accepts you, get a signed acceptance letter or contract from the employer

Paperwork
- Complete the online WP Request Form. The link to the form can be found in the WP module online area
- Upload the required documents
- External Relations team will process your request within 3-5 days.
- Once approved, the WP Coordinator will inform you via email that you can officially start the WP

WP period
- Execution of your Work Placement (minimum of 3 months)
- Write and upload the Weekly Work Journal (WWJ) and Monthly Journal (MJ)
- At the end of the WP period, if the WP teacher informs you that you've passed your WWJ & MJ, you may write and submit the Work Evaluation Report (WER)
- Get the company supervisor to complete the online Supervisor WP Evaluation Form (SWPE)

Assessment
- Your WP teacher will evaluate and grade your WWJ + MJ, WER and SWPE
- If you pass, you will receive the schedule for the date of your Oral Defence
- The Oral Defence is usually held on the Thursday or Friday of the last week (i.e. exam week) of the respective block

Notes:

When submitting the online WP Request Form, you need to also upload the following documents:
- A confirmation letter or contract from your work placement / internship employer;
- Your most recent transcript from OSIRIS;
- Tri Partite Agreement, or the 'Nuffic Agreement' (print the PDF form, complete it and request your work placement / internship employer to sign it;
- Chamber of Commerce Registration – in Dutch: 'Inschrijving Kamer van Koophandel'. (only for students who wish to do their WP within their own company)

1.2. GOALS OF WORK PLACEMENT

Next to gaining work experience, the work placement module is also a way of building your CV and to start creating your professional network. The goals of this module are to:

- Gain a useful experience of the working environment.
- Become aware of the culture and structure of a working environment.
- Provide an opportunity for you to enhance your learning experience and career prospects by applying your academic knowledge and capabilities in the workplace.
- Strengthen links with industry and commerce.
- Develop new capabilities and skills.
- Operate within a structured and routinely supervised environment.
- After appropriate, initial training, be able to use required methods, procedures and standards applicable to tasks set.
- Be able to function effectively across tasks set using available tools, methodologies and/or equipment without frequent reference to others.
- Demonstrate a rational and organised approach to set task(s).
- Demonstrate oral and written communication skills for effective dialogue with colleagues and superiors, or project instigators.
- Show the ability to rapidly absorb fresh (technical) information when it is systematically presented and apply it effectively.
- Describe and evaluate the structure, major activities and responsibilities of the organisation.
- Evaluate your performance and abilities critically.

WP is an opportunity for students to prepare for life after studying. During this module, students will be able to put their academic and theoretical knowledge into practice.

Benefits of the WP are as follows:

- *Improved competencies and knowledge, including soft skills, and specific technical skills and aptitudes*
  WP provides students with the opportunity to gain skills specific to the students' specialisation or industry of choice. It also enhances their knowledge and familiarity with the industry they are involved in, allowing them to be more aware of their future career choices.

- *Augmented personal development, independence and ability to articulate skills and knowledge in a practical environment*
  WP involves students in team-based work or project-based groups. This kind of experience is beneficial and helps to build up their creativity and problem-solving skills as well as collaborative work.

- *Improved career prospects to compete in a competitive workforce*

WP can provide the opportunity for students to find a permanent job in the same company or to interact with other professionals allowing them to expand their networks and be exposed to other possible employment opportunities.

1.3. PREREQUISITES FOR STARTING THE WORK PLACEMENT MODULE

To start your WP, you need to satisfy the following pre-requisites:

- Passed PDP 1 and 2.
- Obtained a minimum of 160 ECs or completed Phase 1 and 2 of the IBA, MCI, EBA, HBA programme in full. Exception is given to EBA double degree students who are required to have a minimum of 80 ECs.

Exceptions: Students can be given permission to complete part of their WP in advance provided they do not have more than 2 retake exams to complete at that time.

Make sure you start the process of the WP early to avoid unnecessary delays in your study programme. In case you need additional assistance, please contact the External Relations Department.

You are strongly encouraged to attend the Work Experience Preparation Session. This is a support module that explains what the WP module is, the process, how to find suitable internships, how to write a CV, etc. The exact dates and times of the sessions can be found in the WP module online area. You can also view the uploaded videos of the sessions in case you are not able to attend the sessions.

1.4. CRITERIA FOR CHOOSING A PROPER WORK PLACEMENT

To ensure a meaningful WP, it is necessary for the internship assignment to meet the following criteria:
- The WP provides sufficient in-house operations and ownership. (i.e. At least 75% of the WP must be completed at the office). Fully online or fully work from home is NOT ALLOWED.
- Preferably, the company should have enough capacity and experienced staff to properly supervise interns and provide meaningful learning experiences. Even self-employed professionals without employees (ZZP'ers) may offer internships if they meet certain conditions, such as having sufficient time for supervision and offering an educational work environment. It is up to the discretion of the WP Coordinator to accept or reject the student's request to do work placement in such company.
- The work is of sufficient level, matching the level of the study (HBO).
- Creativity and intelligence levels of the student should be tested; it is intended that the student's knowledge, understanding and skills gained during the study is put into practice as part of a completed task, which is ample opportunity for direct action, ownership and responsibility.
- Performing simple facilitating clerical/administrative work is **not permitted**.

- The assignment should be challenging, that is:
  - Students should be held accountable for their analytical and problem-solving skills.
  - Students should use their skills related to searching, finding and processing information.
  - Students should use their communication skills, both written and oral.
  - Students should be given the opportunity to work independently.
- Students must do work that matches the level of training. If possible, students' roles should be rotated in the organisation.
- The content of the training needs to meet the objectives of the WP programme. In relation to this, it needs to be linked to the students' general programme of study and the students' specialisation in particular.
- The host organisation is responsible for supervising the student and a supervisor within the organisation should be assigned to this task. This is to facilitate the introduction of the student to the internship organisation, as well as creating a process whereby the student can be mentored, trained and evaluated within the organisation.
- Understanding and skills that students have acquired, can be applied and expanded.
- The company and student's role within the company are of an international character. Students are not allowed to do the WP in their country of origin, unless it is an internationally operating company. In this case, a student must state why and in what way the company has an international character. The final decision will be made by the WP Coordinator (External Relations Department).

You should discuss these criteria with your host company to ensure that the company knows what is expected of you from the school's perspective. It will also help you formulate your job description well.

Take note that even if you have a formal letter of acceptance from the employer, the WP Coordinator can disapprove the WP if it is evaluated that it does not meet the requirements mentioned in this section or for any other reasons deemed necessary. WP Coordinator must also be able to verify the company and supervisor information via website or LinkedIn.

1.5. WITTENBORG SUPPORT IN FINDING INTERNSHIP/WORK PLACEMENT

Students can search for a suitable WP in a variety of ways. Some examples are shown below:

- Independently, by direct contact with an employer
- Through responding to calls for WP applications from employers on career platforms such as Indeed or LinkedIn
- Through a recognised WP agency which will help to find and negotiate a suitable placement (take note that the agency may charge service fee)
- Through speaking to other students or alumni

- Through Wittenborg's Career Platforms

Wittenborg uses career platforms WittenborgConnect and it is for all students. HOSCO can be useful especially for HBA students, although EBA and IBA students can use the platform too.

Wittenborg encourages internships in multinational companies in the Netherlands and abroad. Once you have found a suitable internship for yourself, you can easily apply by sending your CV and cover letter directly to the company.

You are not allowed to start your WP without the signed Tri-Party so-called 'Nuffic agreement'. All hours worked prior to the signed 'Nuffic agreement' will not count for the hours necessary to fulfil your WP module. Working without a signed 'Nuffic Agreement' or work permit is considered illegal in the Netherlands. Wittenborg is not responsible for any legal issues arising from this case.

2. WP MODULE CONTENT

2.1. GENERAL REQUIREMENTS

Students should have at least one task that provides them with insight into how a company or organisation works (at an international level). This can include acquisition, relationship management, product development and organisation management.

Students should become aware of how subjects they have studied are applied in practice, such as marketing, sales, logistics, financial management or organisation management. This should be expressed as they describe their experiences in their work journal and work evaluation report.

The goals of work placement, as stated previously, can be translated into the following subjects for you to consider when doing your work placement.

UNDERSTAND THE NEEDS OF THE COMPANY

Let them know whether you understand your tasks, and if you have questions, ask!

Managers are always very busy. They accepted you as a work placement student because it would be beneficial to them as well. They want to be sure that you understand what is required of you. The manager should reserve time for you, normally at least once per week on a regular basis. Show them you can work independently. They do not want to help you all the time. You have arrived in the final year and everybody expects that you are able to take some responsibility on your own. Therefore, work as effectively and efficiently as possible and show the supervisor at your company and your WP teacher what you can do. Wittenborg's work placement teacher and work placement coordinator are there to

assist you as well whenever necessary. The section competencies to be acquired during the work placement below describes which competences you should display and develop during your work placement.

UNDERSTAND AND ADAPT TO THE COMPANY'S CULTURE

Be part of the social system of the company. At work, people have moments of relaxation and moments when they work hard. In the west, we communicate directly. People will interpret your words in a western way. Therefore, they take everything very literally: say 'yes' if you mean 'yes', and say 'no' if you mean 'no'. Thus, get an understanding of western culture and enjoy being part of the company's staff.

ASSERTIVENESS AND INITIATIVE

You are being educated for a future management position. Act as an assistant manager, make plans, come with the right proposals, ask for approval and get the job done!

Do not bother your host company with questions about your insurance, ID or IND card or things like this. If you have questions about it, first consult the intranet. If you still have questions, contact the international office of Wittenborg University of Applied Sciences. Do not ask everybody the same questions – direct your queries to the people who can be of help. If you can solve the problem yourself, then take responsibility and do it!

WORK PLACEMENT TEACHER'S ROLE & COMPANY'S ROLE

It is important that students observe professionals at work in their chosen career field. This will enable them to gain an understanding of the type of work relevant to their chosen occupation. When appropriate, we encourage employers to enable interns to participate in staff meetings, attend presentations and sit in on meetings with clients. Additionally, interns should have the ability to speak and interact with professionals inside as well as outside their own department to learn about different occupations and career paths.

The assigned WP teacher (from Wittenborg) provides adequate opportunities for students to ask questions and receive guidance on assigned projects. As feedback is a critical part of the learning process, there is a WP teacher directly assigned to the final year student who can provide guidance throughout the work experience period. The supervisor must be able to meet with their students in person briefly each month to make certain that the student understands their work assignments and is receiving constructive feedback about their work performance. The WP Coordinator is in contact with the company supervisor at least once during the period of the internship. If any procedural issues arise, the WP teacher informs the WP coordinator, who will take further action.

2.2. COMPETENCIES TO BE ACQUIRED DURING THE WORK PLACEMENT

At the end of the WP, a student will be able to:

- Demonstrate the attainment of advanced threshold levels in the specified core capabilities.
- Demonstrate that they have operated within a structured and routinely supervised environment.
- Use required methods, procedures and standards applicable to tasks set, after appropriate initial training.
- Function effectively across tasks set using available tools, methodologies and/or equipment without frequent reference to others, after appropriate initial training.
- Demonstrate a rational and organised approach to set task(s).
- Demonstrate oral and written communication skills for effective dialogue with colleagues and superiors, or project instigators.
- Show ability to rapidly absorb fresh technical information when it is systematically presented and apply it effectively.
- Describe and evaluate the structure, major activities and responsibilities of the organisation.
- Evaluate critically their performance and abilities.

Also, students need to demonstrate the ability to work effectively with computer software used in business (office packages), including web-based software (databases and web mail), internet and intranets, email and other popular information and online communication management tools and to show that they can communicate fluently in English to an equivalent level of IELTS 6.0 band level.

At the end of the WP, students should have developed new skills or made improvements in existing skills. We encourage work placements that concentrate on the following areas:

- Negotiating skills
- Customer relationship management skills
- Networking skills
- Team working skills
- Organisation skills
- Ability to deal with stress
- Accurate working practices
- Commercial thinking
- Entrepreneurial skills
- Pro-active & independent working methods

2.3. DELIVERABLES

Throughout the WP period, you must submit the following deliverables:

- Weekly Work Journals (WWJ) – to be uploaded every week
- Monthly Plan– to be uploaded every month

You need a pass on these journals before you can submit the following
- Work Evaluation Report (WER)
- Supervisor's WP Evaluation
  If you receive a pass in both evaluations and an approval from the GEB, you will be invited for Work Placement Oral Defence.

2.4. TRANSFERRED WORK PLACEMENT CREDITS & SPECIAL CRITERIA

There are no exceptions offered by Wittenborg for the WP. All regular students must fulfil the conditions of this module and to go through the assessment of this module .

Transferred Work Placement Credits

The Graduation and Examination Board recognises that students can ask **at entry of the BBA Programme** to be deemed as having completed the WP module. This will only be considered if the following conditions have been fulfilled:

- The student has done a prior work placement which had at least the same duration of a normal Wittenborg work placement and was done not more than two years prior to the date of admission to the BBA programme.
- This prior work placement has **not** been credited before by another education institute.
- The student has to fill in the online WP Waiver Request Form and provide the WP Coordinator with:
  - a proper and detailed job description
  - a recommendation letter from the company
- The WP Coordinator will contact the company on the recommendation letter **.**
- The WP Coordinator will then **formally recommend** the student's request of compensating the WP duration period to the Graduation and Examination Board. If approved, student still needs to write the Work Evaluation Report (WER) and defend it.
- The student, however, does not have to do the weekly and monthly journal or the supervisor evaluation form.
- The final approval is given by the Graduation and Examination Board.

Work Placement for Direct Entry (Phase 3) students

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Additionally, WP is not obligatory for students with direct entry into the final phase (Phase 3). However, they must complete 15 ECs for this module either by doing standard internships as per our procedure or they can replace these credits with other taught modules. They must make an agreement for possible modules with their process tutor through their study agreement.

Work Placement in Student's Own Company

Students (especially EBA students) may do their work placement within their own company. For this, the company must be registered with KvK (**Dutch Chamber of Commerce)** or you need to have a clear business plan, approved by your WP teacher. All regular assessments apply (WWJ + MJ, WER, and Oral Defence). In addition, you need to provide physical products or services with your final presentation and an insight into your assets.

The company needs to appoint an external supervisor. Criteria set for the external supervisor are:
- The external supervisor may not be a personal/family relation of the student.
- The WP Coordinator needs to be able to verify the supervisor's expertise on the topic/ field of your business.
- The external supervisor should be able to provide sufficient time for mentoring and evaluation of the student.

Work Placement in A Current Student's or Alumnus' Company
These are guidelines to ensure transparency, fairness, and academic integrity in the supervision and evaluation process:
- **Criteria of WP**: Conditions related to the work placement must be adhered to strictly (See Items 1.4, 2.1 and 2.2 of this Handbook). The WP Coordinator has the discretion to accept or deny the request to do work placement in that company, based on the guidelines in this handbook.
- **Supervision**: The company may engage an external professional supervisor who holds a senior position within the company or an affiliated partner organisation.
- **Overseeing the WP:**
  - The WP Coordinator or Teacher will ensure the WP aligns with academic requirements and review the intern's progress throughout the internship
  - The WP Coordinator or Teacher would enforce a clear code of conduct to prevent any form of bias or undue influence in the evaluation process. Both parties (intern and student/alumnus owner) should agree to this code to ensure professionalism
  - The WP Coordinator or Teacher would review the WJ and MJ throughout the internship to ensure that the intern is receiving meaningful work experience and that there is no undue influence from the student/alumnus owner.

2.5. WORK PLACEMENT PLANNING

This planning is for full-time study to achieve 15 ECs. Submission of paperwork and presentation options are stated below.

- Presenting the WP module is possible in every block in week 6 except for Retake Weeks-Summer and Retake Weeks-Winter.
- The student is responsible for their own planning and the planning of feedback sessions with the WP teacher.
- Only the final reports may be uploaded via Turnitin in the online area.
- The student must submit 2 properly bound copies of the final work evaluation report to Registrar before or on the day of the Oral Defence.
- Block weeks mentioned are the standard 6 weeks of each block, excluding any introduction weeks (IW), study weeks (SW) and catch-up weeks. Check the online area for specific deadline dates and times.
- Start uploading your report before the deadline. That way any technical errors may be reported to and dealt with by the IT team. It is the student's responsibility to inform the IT team about any technical errors encountered, at least 30 minutes before the deadline.
- Students can only upload their WP Report after the completion of their WP.
- **Students are not allowed to do WP Oral Defence together with GA/FP Oral Defence. They have to pass their WP module first before submitting their GA/FP**.

Work Placement Report Oral Defence Opportunities, Block SEP, OCT, DEC, FEB, APR & MAY		
Day	**Block Week**	**Deadlines**
	Throughout the WP period (minimum of 3 months).	Compulsory uploads of WWJ every week and Monthly Plan every month. Deadline: Monday, Week 1 of the block in which it will be presented. This is to allow time for your WP teacher to check your uploads. Failure to complete all uploads may result in a failure.
	Until Week 3 of the block in which it will be presented.	Student working on their WP Report. Before working on your WP Report, make sure that you have received a pass grade from your WP teacher about your WWJ and Monthly Plan.
Monday	Week 4	Deadline for submission of final report of WP Report. Take note that if the deadline falls on a national holiday, it will be moved to the immediate (pre/post) working day in the same week. For example, if Monday is 2nd Easter Day (national holiday), the submission deadline will be moved to Tuesday. The time of 16:00 remains the same.
Tuesday	Week 6	Approval for Oral Defence given Oral Defence schedule ready and published on the online area by 16:00 by the secretary to the GEB. Hand in 2 bound copies of report at front desk by 16:00. (Refer to the instructions in the schedule for the exact time and date.)
Wednesday	Week 6	Upload draft PowerPoint/Prezi presentation slides. Refer to the WP Module Online Area for the deadline.
Thursday	Week 6	WP Report Oral Defence. Take note that the Oral Defence will always be on a Thursday. If Thursday is a

		national holiday, it will be moved to Wednesday of the same week.

3. WORK PLACEMENT MODULE GUIDE DESCRIPTION

Module Name	Work Placement (WP)
Module Code	WP31
Prerequisite	160 ECs or Phase 1 and 2 of the IBA, HBA, MCI or EBA programme completed. Exception given to EBA double-degree students who require a minimum of 80 ECs.
Introduction	This course is meant to provide students with the knowledge and understanding of how a western organisation operates and improve their skills and competencies while gaining work experience.
Goals	The goals of this module are to: • Gain a useful experience of the working environment. • Become aware of the culture and structure of a working environment. • Provide an opportunity for students to enhance their learning experience and career prospects by applying their academic knowledge and capabilities in the workplace. • Strengthen links with industry and commerce. • Develop new capabilities and skills. • Operate within a structured and routinely supervised environment. • After appropriate initial training, be able to use required methods, procedures and standards applicable to tasks set. • Be able to function effectively across tasks set using available tools, methodologies and/or equipment without frequent reference to others. • Demonstrate a rational and organised approach to set task(s). • Demonstrate oral and written communication skills for effective dialogue with colleagues and superiors, or project instigators.

	• Show ability to rapidly absorb fresh technical information when it is systematically presented and apply it effectively. • Describe and evaluate the structure, major activities and responsibilities of the organisation. • Evaluate critically their performance and abilities.

Content & Deliverables	This module can be started anytime within the academic year; however, it must be completed before students are permitted to submit their dissertation proposal.
	
	• Students will describe their experiences in a weekly journal, to be kept individually in the online area of this module. This can also include a series of emails or entries/posts into the news board in the online area of this module, showing their progress.
	• They will evaluate their experiences and link them to the theory they have learnt in a Final Work Evaluation Report of 7,500 (+/- 10%) words. This paper must be completed before starting on the research dissertation.
	• Students will also be required to prepare a presentation of the Work Evaluation Report.
	• Deliverables:
	   • Weekly Work Journals (WWJ) + Monthly Plan
	   • Work Evaluation Report (WER) including supervisors' WP evaluation
	   • Work Placement Oral Defence

Instruction	Minimum of 3 months' full-time both at the company workplace and at school when required.
Module / Lecture and seminar status	Compulsory
Testing and assessment	The assessment process is both formative and cumulative. The formative process includes the regular maintenance of a structured learning log, the "Weekly Work Journal (WWJ) and Monthly Plan". This allows students to plan and monitor their progress, to reflect on, and learn from their experiences, as well as to improve their performance during the placement.

	Formative assessment also includes "employer" comments and observations during the placement period. The "employer" is the project instigator or company supervisor.

The cumulative process includes performance evidence obtained throughout the placement (from the learning log) and is not just a snapshot of one point in time, e.g. on completion of the task(s). The project instigator will provide confirmation of satisfactory performance and attendance.

For successful completion of the placement, students must be able to demonstrate that they have achieved all the outcomes as agreed in the job description (WP Request Form).

Details regarding the marking of the WWJ + Monthly Plan, WP Report, Supervisor WP Evaluation and WP Report Oral Defence are explained in Module Evaluation Plan. |
| European Credits | 15 |
| Recommended literature | THE SUCCESSFUL WORK PLACEMENT: PERSONAL, PROFESSIONAL, AND CIVIC DEVELOPMENT, 3e, International edition

ISBN-13: 9780495596424 / ISBN-10: 0495596426

H. Frederick Sweitzer; University of Hartford; Mary A. King, Fitchburg State College |
| Notes | Check the online area for online forms, videos, tips and additional information. |

APPENDIX 1 NECESSARY FORMS

All the online forms can be found in the module online area.

- Work Placement (WP) Request Form
- Tri-partite Standard Internship Agreement for non-EU/EEA students (Nuffic Agreement)
- Company Supervisor Evaluation Form
- WP Waiver Request Form

APPENDIX 2 WORK PLACEMENT MODULE EVALUATION PLAN			
Module Name			Weight
Evaluation 1	The Learning Log or Weekly Work Journal (WWJ) + Monthly Journal (MJ)	Pass	
Evaluation 2	Supervisor's Work Placement Evaluation	Pass	-
Evaluation 3	Work Evaluation Report (WER)	5.5	80%
Evaluation 4	Work Placement Oral Defence	5.5	20%
			Total must equal 100%

Short explanation of Evaluation 1

The learning log or Work Journal: should be kept within the Wittenborg online area of this module and is assessed by the Work Placement Teacher.

Pass or Fail: students need to get a Pass before they can start on their Work Placement Report.

See appendix 3 and 4 How to write a work journal and how it will be evaluated (rubrics).

Short explanation of Evaluation 2

The Supervisor's Work Placement Evaluation is assessed by the company supervisor. The Work Placement Teacher will assess and decide whether it is a Pass or a Fail and write in the comment section of the rubric.

This is an online form and can be accessed HERE.

Short explanation of Evaluation 3

A written Work Evaluation Report (7,500 words, +/-10%) describing the organisation and evaluating the work undertaken is assessed by the Work Placement Teacher.
- 80% of the final mark.

See appendix 5 & 6 How to write and how it will be evaluated (rubrics).

Short explanation of Evaluation 4

An oral assessment which will take the form of an oral defence. The students should note that their presentation should reflect their activities and experiences during their work placement, and should substantially reflect what they have stated in their work placement evaluation report. It is assessed by the Work Placement Teacher.
- 20% of the final mark

See appendix 7 on how the oral defence will be evaluated (rubrics)
Final mark required for pass: 5.5.
Notes

APPENDIX 3   HOW TO WRITE A WEEKLY WORK JOURNAL (WWJ) AND MONTHLY PLAN

The Work Journal is a kind of diary which you complete on a regular basis. The journal provides an opportunity for you to write about your learning experience. There are several ways that you can use your journal to examine your working experience. Some of its uses are to examine new knowledge and skills, to discover what you feel as a result of experiences in your work placement, and to reflect on your own learning. In your journal you can reflect on successes or problems, as well as anxieties or other feelings you have about your working environment, work colleagues, etc. You may also record your responses to difficulties that come up during the course of your working experience. That is why it is important to record something in your journal each day after your work.

To be most effective, the journal should not be merely a log of events. It should be a means to analyse or reflect on the activities you are performing and the new things you are learning. In addition, it helps you to recognise important events and to relate your stated objectives to what you perceive you are learning and doing.

Use the following to help you decide what information to include in your journal entries:

1. Job Description
   o Describe in as much detail as possible what you will be doing during your work placement. You may need to add to this description as your work placement period progresses.
   o How do your job responsibilities match your own personal objectives?
2. The Organisational Setting
   o What is the organisational structure? Who are the leaders? Who makes things happen?
   o What is the company position within the industry, sector and the market?
   o Who are the clients/customers of the organisation?
   o Describe the work atmosphere at your work placement site. How are decisions made? Is it a cooperative or competitive atmosphere? Is there a lot of group work, or do people work by themselves?
3. General Journal Entries
   o Describe what you did and what you observed at your work placement.
   o Describe what new skills or knowledge you have learned since the beginning of your work placement. How might these new skills or knowledge help you in future job searches?
   o Describe what people do who work in this occupation. Describe a typical day at your work site.
   o Describe some of the advantages and disadvantages of working in this occupation or at this organisation.

- o How have your duties changed since you first started? Have you been given more responsibility?
- o What do you feel is your main contribution to the organisation?
- o How do the people at work treat you? How does it make you feel?
- o What have you done this week that makes you proud? Why?
- o List new words and their definitions that you encounter during your work placement.
- o How will work in this field affect your lifestyle?
- o Describe what was the best thing that happened to you today. How did it make you feel?

You should:

- Aim to write around 200 words every week, describing what you have done, the tasks you have been given, any successes or failures, any points of interest that you have observed (for example, maybe you have noticed something about how business in Europe differs from in your own country).
- Every month you should aim to write a summary of what you have achieved, highlighting whether you have been able to complete all tasks given to you, looking ahead also to your tasks for the coming weeks, giving information about any feedback (positive or negative) you have received from your employer. Did you understand what was required from you? How is your relationship with your employer, do you get on well, do you understand each other's cultural backgrounds?

To summarise, here are five points that the student needs to review every week in the Work Journal:

- a. Assignments and responsibilities/tasks for the week
- b. New experiences, skills developed, accomplishments
- c. Progress on ongoing project
- d. Working environment (from a cultural, ethical, etc., point of view)
- e. Plans for the next week

This journal needs to be written as a Word document which can be revised and uploaded on a weekly basis to the Work Placement module online area, where you will see a link "Submit Work Journal" (the method of uploading your journal is exactly the same as for submitting a completed seminar paper).

The work journal is important because:

- It serves as a series of notes to help you when you start to write your Work Evaluation Report.
- It enables your WP teacher to see what is happening in your work placement on a regular basis and, therefore, offer any help that is needed if you are facing difficulties. (it should be noted that the student is always responsible to pro-actively contact the WP teacher in case of any difficulties).
- It is a record of what you have done, and this can be compared with the job description which was submitted to gain your work placement permission.

- It demonstrates to your WP teacher whether you are being given the opportunity to develop a research project which can be used as the core of your final Research Report.

The Work Journal should reflect your:

- Adaptation to new environments and new working methods
- Adaptation to new management styles and new work ethics
- Ability to take in and understand constructive feedback
- Evidence of self-initiative and independently taken actions
- High level of observation and reporting skills
- Communication skills (oral and written)
- Ability to socialise and interact with other work colleagues
- Ability to be flexible and open to new working standards
- Dedication to work by having a sense of responsibility

Technical Requirements:

- This journal needs to be written as a Word document which has to be updated and uploaded to the intranet on a weekly/monthly basis.
- The WWJ and MJ must be written in a Word document.
- The approximate number of words is 200 per week.
- Write a monthly summary of what has been achieved and what you look forward to in the coming weeks.

Marks are awarded for:

- Task fulfilments (pass/fail)
  - Did the student complete the journal and upload it on a weekly basis?
  - Did the student write a monthly summary?

- Content (pass/fail)
  - Does the student adequately describe the tasks given to him/her?
  - Does the student identify successes and failures in the work placement?
  - Does the student reflect on things that have been learned during the work placement?
  - Does the student comment on issues such as cultural differences, differences in work ethics, power distance between boss and employees?

- Usefulness (pass/fail)

- Is the journal a good basis for the Work Evaluation Report, i.e. does it provide sufficient information?
- Is it clearly laid out with key points easily findable?
- Does it record what the student was required to do?
- Does it record any problems arising between the student and the employer?
- Does it show whether there was a research project given, which could form the basis of the Research Report?

APPENDIX 4   RUBRICS TO ASSESS WEEKLY WORK JOURNAL AND MONTHLY PLAN

RUBRICS TO ASSESS WEEKLY WORK JOURNAL (WWJ) + MONTHLY PLAN			
Evaluation Dimensions	**PASS/FAIL**		
Number of WWJ + Monthly Plan (E.g. for 3 months of WP, there should be (3x4) 12 weekly journals and 3 monthly journals	Students must upload the full number of weekly journals and monthly journals. Students will get a FAIL mark if they upload less than the full number.		
Evaluation Dimensions	**Fail**	**Meets Expectation** **Pass**	**Exceeds Expectation** **Excellent**
Reflection on Tasks: ▪ Outline of job tasks & responsibilities ▪ New knowledge learnt or practical application of current knowledge ▪ Hard/Soft/IT skills acquired/mastered	▪ Merely listing of tasks & responsibilities ▪ Unable to identify new knowledge or practical application of knowledge ▪ No or minimal mention of hard/soft/IT skills acquired	▪ Some outline of job tasks & responsibilities ▪ Identification of some new knowledge or practical application of current knowledge ▪ Some mention of hard/soft/IT skills acquired	▪ Excellent reflection on job tasks & responsibilities ▪ Excellent reflection of new knowledge or application of current knowledge ▪ Extensive reflection of hard/soft/IT skills acquired or mastered
Reflection on Work Experience: ▪ Contribution of new ideas/initiatives/solutions ▪ Challenges in carrying out tasks - complexity of tasks, meeting deadlines ▪ Ethical issues	▪ Little or no reflection on contribution of new ideas ▪ Little or no reflection on challenges or successes in completing tasks ▪ Little or no reflection of ethical issues faced	▪ Some reflection on contribution of new ideas or initiatives ▪ Some mention on challenges or successes in completing tasks ▪ Some reflection on ethical issues faced and how they are solved	▪ Excellent reflection on contribution of new ideas and initiatives ▪ Excellent reflection on challenges or successes in completing tasks ▪ Excellent reflection on ethical issues faced and relating it to theoretical concepts
Final Evaluation: Pass/Fail			

APPENDIX 5   HOW TO WRITE A WORK EVALUATION REPORT (WER)

Individual student work experiences vary considerably and, therefore, no two work evaluation reports will be alike. You might have focused during your work experience on a specific research project to learn additional technical skills. However, the results may eventually be utilised for some other purpose. When you are writing the report please have the following in mind:

Tips and suggestions for writing the report:

- Before writing the report, review your journal entries for facts and themes to be incorporated in your report.
- Clearly define and consistently maintain the focus of the report (limit your writing to the guidelines, avoiding major digressions).
- Follow a logical plan of organisation (following the content guidelines will assist you in doing this)
- Use supporting evidence and relevant details to develop the subject matter (major conclusions and observations should be substantiated).
- Establish coherence between and within paragraphs, particularly through clear order and transition.
- Strive for sentence clarity and variety.
- Follow proper English language rules in developing your sentence structure, paragraphing, grammar, and spelling.
- Document any source of information used (use of such sources as books, magazines, interviews, etc., should be consistently identified in some way – footnotes, endnotes, etc.).
- The physical appearance of your report as well as its content should reflect professionalism. Take pride in your work.
- Word count: 7,500 (+-10%)
- **You may use first-person pronouns (I, me, my, mine, we, our, us) in the Self-Evaluation part of your report and third-person pronouns (the author, the intern, they, he/she, them, his/her) in other parts of the report**

To help you focus on what to include in your work evaluation report, you may want to consider the following:

INTRODUCTION

Word Count: 10%, 750 words

The introduction is one of the most important sections of a report but it is often poorly written. One reason may be that students misunderstand the purpose of an introduction. An introduction introduces readers to the report and not necessarily, or only minimally, to the subject matter.

Readers have an understandable need to know some basic things about a report before they begin reading it: such as what is it about, why was it written, what is it for, for whom it is written, and what are its main contents. Readers need a basic orientation to the topic, purpose, situation, and contents of a report - in other words, an introduction.

Secondly, you should describe the employer you worked for in proper detail. Introduce the employer's connection to you by providing an overview of your position. Include such details as where you worked, for how long and how the position fits into your education.

Describe also the nature of the position you held in relation to the employer - what is the position's value to the company? Why does the company hire work placement students? Is the work placement new or long-standing?

In describing your work duties, outline your specific responsibilities and tie them into any assignments with which you were involved. You may write about the following briefly:

- Your specific day-to-day responsibilities and activities as described in the job descriptions and agreed upon with your employer/direct supervisor.
- Duties you took on or were assigned beyond the standard job description.
- Activities in coordination with groups, teams or co-workers.
- Specific technical/managerial functions of your position.
- The academic background necessary for any assignment you worked on.

If assigned to conduct or take part in any projects:

- The goals of any project you were involved in.
- Key data, equations, or software that you generated or used.
- Names and functions of machinery or instruments that you operated.
- Analysis and application of data to your project.
- Outline some of the employer's key goals and challenges, highlighting those problems or projects with which you were specifically charged.
- Documents, reports, or presentations that you were required to complete.

COMPANY BACKGROUND & COMPANY ANALYSIS

Word Count: 15%, 1,125 words

Company Background

Outline of the background and specific business of the company and/or department in which you performed your work placement:

- What is the full title of the company/institution? Give a brief history of the company, full mailing address and relevant web links.
- What is the type of ownership of the company/institution? State the main shareholders and their shares.
- Give an overview of the employing organisation's size, structure, and commitment to work placement/co-op positions. Use the company literature or web page directly to help you generate detail but avoid simple copy-and-paste composing - assimilate the material.
- What kind of organisation did you choose (commercial hotel, airport hotel, conference centre, suite hotel, residential hotel, boutique hotel, casino hotel, resort hotel, restaurant, bar, country club)? Give details about the establishment.
- What is the organisation's mission/vision?
- How many employees are there in the organisation you worked in?
- What does the organisation offer that is different from that of other organisations? What makes it a unique organisation?

To summarise this section, you should include information about the company's history, ownership, location, key services or products provided, general administrative structure, and long-term goals. Within this context, conclude with a summary of the goals of your work placement project as well.

Company Analysis

- What is the sector that the company/institution operates in? Specify the products and services produced for the target market – Use a SWOT analysis, if necessary.
- Who are regarded as the customers of your work placement company/institution (consider the end users, retailers, other manufacturers, employees, etc.)?
- What is the competitive environment of the organisation?
- Provide an organisation chart of the company, along with information on the number of employees.
- When appropriate, quote key company literature - e.g. a brochure, a mission statement, a web page - to summarise the company's values and culture.
- Detail how the position you held fits into the overall company organisation.

Furthermore, you can use the following to expand your company analysis:

1. Marketing Strategies

What are the company's target market, future trends and areas for potential growth? Identify the main competitors, distribution patterns, and things that make the company unique. Consider how the customer benefits from the product or service, what their needs are, and how they can be reached.

Include strategic information specifically relating to your work placement project, how it will be implemented, what personnel are required, and what this means for the organisation.

2. Finances

Begin with a broad overview of the company's general budget (e.g. income and expenses with major allocations) and then focus on the finances tied specifically to your work placement project. Do your best to describe start-up and on-going expenses as well as anticipated income and profits. If project benefits are not monetary, how will your results be utilised considering the company's overall goals?

3. Management and Human Resources

Describe whom you worked with (title and position) and how they fit into the overall hierarchy of the company. How did different units within the company (e.g. research development and business marketing) work with one another? Did you have an opportunity to interact with different types of staff within the company? How can the firm improve organisational management? Are any changes required to properly implement your work placement project results?

It might be possible that you will be working for another department than the ones listed above; therefore, elaborate on that specific department's functions.

LITERATURE REVIEW

Word Count: 10%, 750 words

The literature review may vary based on the type of internship completed. It serves as a crucial component that connects academic theory with practical experience gained during the internship. Students are expected to critically examine **relevant** theoretical concepts,frameworks, and best practices in their field of work. This analysis not only provides academic depth, but also demonstrates the student's ability to apply learned concepts to real-world scenarios encountered during the internship.

The literature review should include:

- **Theoretical Frameworks and Concepts**: Students should reference established theories, models or frameworks related to their internship tasks. Examples of theories, models or frameworks that may be relevant are marketing strategies, human resources management, operations etc. For example, if a student worked on improving customer service, they might discuss frameworks like **SERVQUAL** or customer satisfaction models, and then compare these theories to what they experienced at the company.

- **Best Practices:** It is also important to highlight best practices in the specific field or position, and relate them to the student's tasks. For example, a marketing intern could review best practices in digital marketing and analyse how closely the company's strategies align with or differ from these.
- **Interpretive and Critical Approach:** The literature review should not simply summarise theories; it must be interpretive and critical. This means that students should evaluate the relevance and effectiveness of the frameworks they have studied in the context of their internship. Were these theories applicable in practice? Did the company implement strategies effectively? This critical reflection shows deeper engagement with the material.
- **Linking Theory to Experience:** The review should tie the theory to specific situations or tasks the student encountered during the work placement. Student can reflect on leadership theories and assess how these theories applied or failed to apply in the company's culture.

In essence, the literature review is an opportunity for students to synthesise their academic learning with their internship experience.

SELF-EVALUATION – PROFESSIONAL AND PERSONAL LEVEL (20%, 1500 words)

Word Count: 25%, 1,875 words

An evaluation of your work placement on a professional and personal level is important not just for your work placement supervisor, but for your academic department, your peers, and for you personally as well. To evaluate your experience, elaborate on areas such as the following:

- The assessment others made of your work, especially if you were given a formal written evaluation.
- Contributions that the work experience made to your career development, goals, and growth as a professional.
- Contributions of the work experience to your selection of future coursework, either because you foresaw new needs due to the work or because a co-worker made recommendations.
- Assessment of which courses you completed, and which were the most or the least applicable to your work placement. Note specific courses and principles studied in these courses.
- Noteworthy distinctions between your education and on-the-job experience.
- Whether the work placement made good use of your technical background.
- What skills and qualifications you think that you have gained from the work placement?

You can use the following to better assess and structure this section.

The work placement position:

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- For which department were you working?
- Did you work for one department or were you assigned to several departments?
- What were your daily, weekly, monthly tasks?
- Tell us about any events or team activities you were involved in.
- To what extent were you involved in your colleagues' daily routine?
- Were you able to train directly under the supervisor? What did you learn from your supervisor?
- How were you able to apply your learning in class to the specific work you were involved in?
- How did this experience develop your analytical, organisational, management skills?

Difficulties and problems:

- Did you have any problems or difficulties that you had to solve? How did you do that?
- What skills did you apply in direct relation to any problems you encountered?
- Identify areas of the department where you feel improvements were necessary.
- From the above, select one major concern you encountered and provide a solution on this concern.

 Lessons learned:

- How did the work placement relate to your major focus?
- What was especially interesting or memorable?
- What was good or bad about your experiences? Why?
- What are your conclusions concerning your studies and/or your future career?
- Was your academic knowledge sufficient for the work placement? (Were you overqualified? What kind of knowledge did you lack?)
- Did this experience help you decide which area of work you would like to concentrate on for your future career?
- What was the most important thing you learned from this work placement in relation to the career you wish to pursue?

Example on how to write a self-reflection:
While I have had many useful experiences at the company, I feel that I still need to develop my confidence level in negotiating with clients. I have observed many colleagues who are very effective negotiators and I hope to sharpen my negotiation skills so as to be more effective in carrying out my responsibilities.

WORKPLACE EVALUATION

Word Count: 25%, 1,875 words

This section should consist of the following themes.

Workplace Evaluation - Culture

The image of the organisation differs depending on how you view it. Even in companies with strong cultures, the social distance between senior management and shop floor reality can be very wide. Cultures are hardly planned or predictable; they are the natural products of social interaction and evolve and emerge over time.

Elements of the organisational culture may include:

- Stated and unstated values
- Overt and implicit expectations for member behaviour
- Customs and ceremonies
- Stories and myths about the history of the group
- Shop talk - typical language used in and about the group
- Climate - the feelings evoked by the way members interact with each other, with outsiders, and with their environment, including the physical space they occupy

Use the following for a better structure.

Workplace culture:

- Did you like the working atmosphere in the organisation? Explain.
- Reflect on the culture within the organisation.
- What cultural norms were explained to you?
- What cultural norms did you pick up on?
- Did you gain any insights about corporate culture that you will take into consideration when searching for full-time employment?

Diversity at the workplace:

The concept of diversity encompasses acceptance and respect. It means understanding that everyone is unique and recognising individual differences. These can be along the dimensions of race, ethnicity,

gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

- Given the above definition of diversity, describe a situation in which you showed respect to a person (or people) with diverse characteristics.

Workplace evaluation – Management style and communication

In this section, comment on the following:

- The organisation hierarchy? How did it work in terms of "power distance" and responsibility levels?
- What was the management style used in your workplace company? Make use of the existing management styles like autocratic, democratic, laissez-faire, etc.
- How did the management style affect your individual decision making?
- Were you free to make decisions or did you have to refer all decision making to management?
- Were you briefed on how the management and decision-making processes work? If not, did you show any interest in finding out?
- Were there any problems incurred as a result of misunderstandings with regards to the management style? For example, comment on the existing management/leadership style.
- Were there examples of good communication skills being utilised by the employees? Please explain.
- In what ways did you communicate within and outside of the organisation?
- How would you improve the effectiveness of the communication within the organisation?

Workplace evaluation – Overall impression

In this section, comment on:

- What was it like to work for this company?
- Did you feel welcome and well taken care of?
- Your relationship with your colleagues and your supervisor.
- What values would you suggest could be adopted to improve the work environment, if any? Why?
- Your level of personal satisfaction with the work placement and whether you would recommend it to others.
- Whether you understood the company's expectations and received useful feedback from the company.
- Whether you would recommend the company to other students in the future and if not, why not?

Career Reflection

- How did the work placement relate to your field of study?

- How do you think the work placement will influence your future career plans?
- What conclusions have you drawn regarding your future career goals because of this work placement?
- One of the purposes of the work placement is to help you figure out your long-term career goals. What steps do you plan to take to obtain your dream job (either at this organisation or another organisation)?

CONCLUSIONS AND RECOMMENDATIONS

Word Count: 25%, 1,875 words

Conclusion:

The conclusion should summarise the key points of the work placement experience, reflecting on how the learning objectives were achieved and what insights were gained. Here's how to structure this section:

- Restate the internship goals: Briefly remind the reader of the original goals or objectives set for the internship. This could include both personal goals (e.g. developing a specific skill) and professional goals (e.g. contributing to a particular project).
- Summarise key findings and experiences: Reflect on the most important tasks or projects you were involved in. Highlight the primary lessons learned during the internship, both professionally and personally. Were there any unexpected challenges or successes?
- Discuss how your experiences have contributed to your growth in relation to your field of study, career aspirations, or skills.
- Link your hands-on experience back to the academic theories and frameworks in the literature review.
- Self-reflection – summarise how the work placement has contributed to your career development. Did it confirm your interest in the field, or did it provide new perspectives?

Recommendations:

The recommendations section should provide actionable insights or suggestions for improvement, either for the company or for future interns. Recommendations could include:

- **Recommendations for the Company**:
  - On operational improvements (to resolve inefficiencies),
  - On strategy recommendations,
  - On cultural or workplace enhancements

- **Recommendations for future interns**:
    - Advice on preparing for the internship
    - Key skills that might be useful
    - How to make the most of the internship experience
    - Challenges faced and how future interns could overcome or avoid these

- **Recommendations for the Institute/Programme:**
    - On the work placement programme
    - Recommendations for additional modules/topics in curriculum
    - Further support students in bridging academic learning with real-world experience

Some questions you may ask yourselves:
- What should they do differently?
- Would you suggest any changes to the way the company organises its work placement?
- How the whole experience could be improved for the student.
- How the whole experience could be improved for the company.
- What advice would you give to a student who is ready to start their work placement assignment?

Example of how to write recommendations and conclusions:
In my personal experience, it would be better if I were given more freedom to make suggestions with regards to packaging and marketing strategies. I was involved and my opinions were sought, but only for minor parts. Maybe I wasn't forthcoming or assertive enough, or maybe it is just not the culture in this company to elicit suggestions from lower-level employees, let alone from an intern.

Important Notes for HBA students:

- HBA students may do their work placement in Phase 3 in the same company as their In-Company Training in Phase 2. However, they are NOT ALLOWED to resubmit their In-Company Training Report as a Work Evaluation Report (WER), as this will be regarded as self-plagiarism.
- Students may reuse some information from their In-Company Training Report in their WER, but they must cite the reference or source appropriately.The requirements of an In-Company Training Report differ from those of the WER. Refer to the EEG Part 7a, for a clearer distinction between the two reports.

Important Notes for
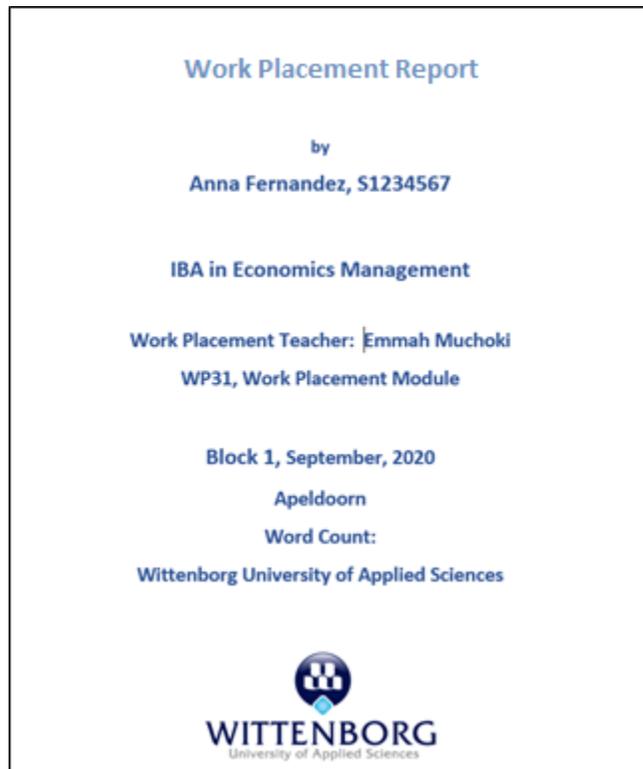
APPENDICES AND SUPPLEMENTARY MATERIAL

Students should include here any document which might provide useful information, but which is not necessary for the main body of the report - company brochure, copy of your weekly journal, monthly summaries, etc.

The absence of such an appendix should not necessarily be penalised as it might be there was nothing appropriate that could have been used; markers should ask themselves what additional information would have been useful, what could have been added, and then decide to what extent its non-inclusion is a demerit to the overall quality of the report.

Technical Requirements:

The Work Evaluation Report (WER) must be a professionally finished work in format, style, spelling and appearance, as the finished document reflects on both the student and the institute. The format of the manuscript should be consistent with the guidelines presented herein. Failure to follow these instructions may result in either rejection or a request for a revision of your Work Evaluation Report.

- Typed in a Word document
- Font: Times New Roman 12, Arial 11 or Geneva 10
- 1.5-spacing except for indented quotations and footnotes
- Margins: left (binding edge) 40mm / 1.5 inch right, top and bottom 25mm /1 inch
- Cover page – follow the format below:
    - o Title: Work Evaluation Report
    - o Name and student ID number
    - o Programme and specialisation
    - o WP teacher's name
    - o Course ID and title
    - o Block, month and year
    - o Campus location
    - o Word count
    - o Wittenborg University of Applied Sciences name and logo
- Hard copies should be properly bound (no spiral binding) and printed on single sides of A4-sized paper. Either black and white or colour is acceptable.

Work Placement Report

by
Anna Fernandez, S1234567

IBA in Economics Management

Work Placement Teacher: Emmah Muchoki

WP31, Work Placement Module

Block 1, September, 2020

Apeldoorn

Word Count:

Wittenborg University of Applied Sciences

APPENDIX 6 RUBRICS TO ASSESS WORK EVALUATION REPORT

Name of Student: _____ Student Number: _____

Work Placement Teacher: _____ Grade: _____

Evaluation Dimensions		Unsatisfactory (1 - 5 marks)	Fair (6 - 10 marks)	Good (11 - 15 marks)	Excellent (16 – 20 marks)	Weight	Score
RUBRICS TO ASSESS WORK PLACEMENT REPORT							
Content & Development	Understanding of Work Environment	▪ Company information is largely copied from external sources, showing minimal engagement or understanding ▪ Tasks & responsibilities are poorly outlined or missing. ▪ Little to no understanding of the company's sector or operations. ▪	▪ Some original content, but much of the company description is copied ▪ Tasks and responsibilities are outlined but incomplete ▪ Limited understanding of the business sector or organisation	▪ Company information is mostly original, showing reasonable understanding ▪ Tasks and responsibilities are adequately described ▪ Demonstrates some understanding of the company and its business sector	▪ Thorough and original company information, demonstrating deep engagement ▪ Comprehensive and well-structured outline of tasks and responsibilities ▪ Excellent understanding of the business sector and the organisation	15%	Click or tap here to enter text.
	Literature Review & Connection to functions, tasks	▪ Insufficient or no analysis of theoretical concepts or frameworks and their connection to work tasks ▪ Lacks understanding of relevant skills and knowledgeNo practical application of theory	▪ Limited analysis of relevant theoretical concepts or frameworks ▪ Some understanding of key knowledge, competencies and skills, but weak connections to practice ▪ Some evidence of applying theory to practice	▪ Good critical analysis of relevant theoretical concepts or frameworks ▪ Demonstrates a good understanding of key knowledge, with reasonable application to work tasks ▪ Some connection between theory and practice is evident	▪ Excellent critical analysis of theoretical concepts or frameworks, showing depth of thought ▪ Demonstrates a strong ability to apply academic knowledge to work tasks ▪ Clear, insightful connections between theory and real-world experience	10%	Click or tap here to enter text.
	Professional & Personal Evaluation	▪ Reflection is minimal or superficial, with no examples provided	▪ Some reflection with a few examples, but lacking depth	▪ Good reflection on work with relevant examples ▪ Demonstrates good insights into	▪ Comprehensive reflection from multiple perspectives	45% - first-person	Click or tap here to

		• Lacks insights into personal and professional growth • Little understanding of personal strengths, weaknesses and areas for improvement	• Shows insights into personal but not professional development • Partial understanding of personal strengths, weaknesses	both personal and professional development • Clear understanding of strengths and areas for improvement	• Deep insights into personal & professional development, supported by specific examples • Demonstrates a strong understanding of personal strengths, weaknesses, and concrete improvement strategies	pronouns accepted	enter text.
	• Identification of Areas for Improvements, • Recommendations & • Conclusion	• No identification of areas for improvement • Recommendations missing or too vague to be actionable • Provides no meaningful summary of the internship or findings	• Identifies a few areas for improvement but lacks depth and critical reflection • Some general recommendation offered, but lack specificity or actionable detail • Provides a basic summary of the internship experience	• Identifies key areas for improvement, with meaningful reflection on both personal and organisational performance • Provides clear and relevant recommendations that are actionable and supported by specific examples or data from internship • Clear and concise summary of the internship, including key findings and accomplishments	• Provides in-depth and critical identification of areas for improvement, both personal and organisational • Presents innovative, highly actionable recommendations based on well-supported observations • Recommendations demonstrate critical thinking and a strong understanding of the business context and internship experience • Offers a highly insightful and comprehensive conclusion that summarises the internship experience in detail	15%	
Language & Structure	Organisation & Structure Grammar, Punctuation, Vocabulary & Spelling	• Does not follow guidelines • Word count is far from required limits • Lacks logical flow and structure, with disjointed	• Some disorganisations, with weak transitions between paragraphs • Conclusion is underdeveloped	• Logical structure with clear flow • Some minor issues with transitions and repetition of phrases • Adequate conclusion and	• Well organised and logical structure, with smooth transitions and excellent flow • Conclusion and recommendations are well-formed,	15%	Click or tap here to enter text.

		paragraphs and poor transitions ▪ No clear conclusions or recommendations ▪	and lacks coherence	recommendations provided	insightful, and constructive		
		▪ Numerous errors in grammar, punctuation, and spelling ▪ Use of vague or ambiguous language ▪ Sentence structures are awkward, leading to confusion	▪ A few major grammatical, punctuation and spelling errors ▪ Repetitive vocabulary and unclear sentence structures at times ▪ Language lacks precision ▪	▪ Minor grammatical, spelling, and punctuation mistakes Varied sentence structure with good, though sometimes limited, vocabulary	▪ Almost no mistakes in grammar, punctuation, or spelling ▪ Excellent vocabulary and varied sentence structure, with a scholarly writing style ▪		Click or tap here to enter text.
Other Comments: (WP teacher may include comments from the WP Supervisor here)							

Total Score for Work Evaluation Report (WER) (Total Possible Score is 100)		Click or tap here to enter text.

Rubrics to assess work Placement report oral defence

Name of Student: _____ Student Number: _____

Work Placement Teacher: _____ Grade: _____

RUBRICS TO ASSESS WORK PLACEMENT REPORT ORAL DEFENCE			
Evaluation Dimensions	**Needs Improvement** (1 – 1.5 marks)	**Meets Expectations** (2 - 3 marks)	**Exceeds Expectations** (4 - 5 marks)	**Total: 15 marks**
Depth of Content	♦ Lacks reflection on internship experience - merely listing of events ♦ No reference to practical application or recommendations	♦ Some concise reflections on internship experience with evidences ♦ Some helpful practical applications and recommendations	♦ Insightful critical analysis of key events in internship experience ♦ Innovative solutions and recommendations for the organisation	Choose an item.
Organisation & Presentation	♦ Ineffective transitions with no logical flow ♦ Lacks confidence (nervous, no eye contact, slouching) ♦ Poor command of language (incorrect grammar, awkward sentences, limited or repetitive vocabulary)	♦ Effective transitions to connect key points ♦ Confident for most part of the presentation ♦ Proper grammar for most part of the presentation but some sentences are incomplete/awkward, or vocabulary use is limited	♦ Engaging delivery to enhance understanding ♦ Poised and confident with clear articulation and enthusiasm ♦ Excellent vocabulary and good command of the language	Choose an item.
Use of Visual Aid	♦ Slides contain excessive text and are difficult to read ♦ Layout is cluttered and lacks visual appeal ♦ Limited use of visuals, making the presentation hard to follow	♦ Slides have a moderate amount of text, but some elements are difficult to read ♦ Layout is simple but functional ♦ Some use of visuals, with key points highlighted but not consistently engaging	♦ Slides are clear, concise, and emphasize main points effectively ♦ Layout is visually appealing and enhances viewer engagement ♦ Visual aids are well-integrated, making the content easy to follow and interesting	Choose an item.
Marks Range	**Needs Improvement** (1 – 1.5 marks)	**Meets Expectations** (2 - 3 marks)	**Exceeds Expectations** (4 - 5 marks)	**Total: 5 marks**
Responses to Questions	♦ Struggles to provide meaningful responses to questions posed during the oral defence ♦ Answers are incomplete, unclear or indicate a lack of understanding of the subject matter	♦ Shows an acceptable level of understanding of the report and the related academic concepts ♦ Responses are meaningful but may not delve deeply into more complex aspects of the question	♦ Demonstrates a thorough grasp of the internship experience and the related theoretical concepts ♦ The student is confident, articulate and thoughtful in their responses	Choose an item.

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	♦ Shows minimal preparation and is unable to respond to basic questions related to their internship experience or report ♦ Appears uncomfortable or unconfident, often resorting to simple answers like "I don't know" or repeating information without elaborating	♦ Shows reasonable confidence and engages with the questioning process, although some hesitation or lack of fluency may be present	♦ Demonstrates excellent communication skills, structuring their answers clearly and logically ♦ Demonstrates an ability to engage with challenging or higher-order questions that require analysis, synthesis, or evaluation and able to answer with creativity and confidence, offering solutions or new perspectives ♦ ♦	
Other Comments			
		Total Score for Oral Defence **(Total Possible Score is 20)**	Click or tap here to enter text.

Important Notes Regarding Oral Defence:

- Students must be physically present for the Oral Defence. In case of mitigating circumstances and student is not able to be physically present, an official request must be made to the Work Placement Teacher and to the Graduation & Examination Board (GEB), **at least two weeks before the Oral Defence Day**. The GEB will process the request and will approve or disapprove the request. If the request is not approved, student can opt to do the Oral Defence in the next opportunity block.

- The Oral Defence proceeding is a public event and any individual can attend it (for example parents, family members, friends, employers, students etc.). However, they must not interfere with the proceeding.

- Attire: Formal or Smart Casual. Students must be formally and decently attired for the Oral Defence. Slippers, Crocs, flip-flops, pyjamas, shorts, track suits/pants, Bermudas, T-shirts, Spaghetti-strap dress/blouse, caps, sunglasses etc. are strictly prohibited. Students may be denied the Oral Defence or penalised with a deduction of 1-2 marks, if they are not formally and decently attired.