



RUBRIC SUPPLEMENT

# INTERNSHIP PROGRAM

FACULTY OF SOCIAL AND POLITICAL SCIENCES  
UNIVERSITAS NEGERI SURABAYA

**2025**



## **FOREWORD**

We give thanks to God Almighty, for with His grace and blessings, we have been able to complete this supplement to the internship assessment rubric as part of the evaluation and development process of the internship programme at the Faculty of Social Sciences and Political Science (FISIPOL).

This supplement has been compiled to provide clear guidelines for assessing internship activities carried out by FISIPOL students, with the aim of evaluating their achievement of competencies, skills, and professional attitudes during their internships at various partner institutions or organisations. With this assessment rubric, it is hoped that it will provide a comprehensive overview of students' ability to apply the knowledge gained in the classroom, while also serving as a tool to improve the quality of the internship programme in the future.

We hope that this supplement to the assessment section will contribute positively to efforts to improve the quality of education and prepare FISIPOL students to enter the workforce with the necessary competencies. We would also like to express our gratitude to all those who have supported and actively participated in the preparation of this document.

In conclusion, we hope that this assessment supplement for internships will be utilised effectively for the advancement of education at FISIPOL and will be beneficial to students in carrying out their internship activities.

## A. Curriculum: Internship Programme

### Brief Description

This syllabus is designed to equip students with the skills to write structured, critical, and reflective final internship reports and present their internship results professionally to the institution and partners.

### Learning Outcomes

Upon completion of this module, students will be able to:

1. Analyse the internship process and formulate key achievements and lessons learned
2. Write a systematic internship final report that adheres to scientific/popular standards.
3. Evaluate the impact of the internship on the partner and personal development.
4. Develop presentation materials and present internship results professionally.

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### Course Structure and Learning Activities

Week	Topic Learning	Subtopic	Method	Assessment
1	Introduction Internship Evaluation	Purpose of evaluation, reflection, and internship contribution	Asynchronous (Internship Location)	Class participation
2	Internship Report Structure	Report structure (introduction, implementation, results, evaluation, conclusion)	Case studies, document analysis	Short quizzes
3	Effective Report Writing Techniques		Academic language workshop writing	Initial report draft
4	Internship Impact Evaluation	Success indicators, partner feedback, self-assessment	Simulation, interviews	Evaluation rubric format
5	Compilation Presentation	Slide design techniques, storytelling, visualisation techniques	Practice presentation	Presentation materials

Week	Topic Learning	Subtopic	Method	Assessment
6	Final Presentation Simulation	Rehearsal, receiving feedback & suggestions	Peer feedback	Presentation Final
7	Finalisation and Submission of Report	Revision and strengthening of the report, upload to the system	Final guidance	Submission of final report

### 0#« Final Component

**Assessment** Final

**Internship Report Weighting**

60% Presentation of Results

## B. Program Planning Assessment

INTERNSHIP PROGRAM PLANNING ASSESSMENT FORM					
No	Aspects Evaluated	Weight (%)	Score (0–100)	Final Score (Weight × Score ÷ 100)	Evaluator's Notes
1	Description of the background of the academic mobility activity; the situation of the institution where the internship will take place; the actual project plan to be developed during the internship	15			
2	Formulation of clear and relevant internship objectives	15			
3	Scope of activities that align with institutional needs and student competencies	2			
4	Activity implementation methods (strategies, approaches, steps)	20			
5	Realistic and measurable schedule and plan of activities	10			
6	Potential real and measurable impact and sustainability of the programme	10			
7	Innovation, creativity, and novelty in the programme	10			
<b>Total Score</b>		100		Total Score	
<b>Grade Conversion</b>					
	<b>Total Score</b>	<b>Grade</b>	<b>Description</b>		

	> 80	Very Good	Innovative, systematic, problem-solving, implementable, and realistic
	61	Good	Systematic, problem-solving, implementable, less innovative
	41	Fair	Systematic, problem-solving, not clearly implementable
	21	Insufficient	Incomplete in explaining key aspects
	< 20	Very	Not systematic and does not cover the main components of programme planning

#### Program Planning Assessment Rubric

Grade	Score	Assessment Criteria
Very Poor	<20	The design presented is disorganised and inconsistent with the description of the institutional situation, the objectives of the internship, the scope of the internship activities to be carried out, the activity methods, and the schedule and schedule of activities
Poor	2	The design presented is organised but lacks descriptions of the institutional situation, the objectives of the internship, the scope of the internship activities to be carried out, the methods of the activities, and the plan and schedule of activities
Sufficient	41	Design that presented systematically, solving problems, but less implementable
Good	61-80	Design that presented systematically, solves problems, implementable, less innovative
Very good	>80	The design presented is systematic, solves the problem, can be implemented and innovative, and real appropriate to the conditions of the internship location

## C. Program Evaluation Assessment

### 1. Partner Assessment

A measurable partner assessment rubric for interns, designed to evaluate the achievement of competencies, the impact of actual work, and the professional attitude of students during their internship:

NAME OF PARTNER SUPERVISOR:

STUDENT NAME:

PROGRAM

### Partner Evaluation Rubric for Internship Students

Assessment Aspects Indicators	Assessment	Maximum Score	Scoring Criteria
<b>1. Discipline and Work Ethics</b>	Timeliness, compliance with rules, integrity	10	0-3: Very poor 4-6: Adequate 7-8: Good 9-10: Very Good
<b>2. Initiative and Responsibility</b>	Ability to work independently, proactive Completing tasks		0-3: Passive 4-6: Needs guidance 7-8: Independent 9-10: Proactive and solution-oriented
<b>3. Communication and Team</b>	Ability to communicate ideas, cooperating in a team		0-3: Poor 4-6: Adequate 7-8: Good 9-10: Very Good and Collaborative
<b>4. Quality of Work</b>	Accuracy, neatness, and quality of work output	20	0-7: Many errors 8-13: Satisfactory

<b>Assessment Aspects Indicators</b>	<b>Assessment</b>	<b>Maximum Score</b>	<b>Scoring Criteria</b>
		14–17: Good 18–20: Very Good and Neat	
<b>5. Task Completion and Targets</b>	Timeliness and task achievement	20	0–7: Not completed 8–13: Mostly completed 14–17: Almost all
			completed 18–20: All completed on time
<b>6. Impact of student contributions</b>	Significant impact	20	0–7: No impact 8–13: Limited impact 14–17: Clearly visible 18–20: Innovative and beneficial in the long term
<b>7. Mastery of Knowledge and Technical Skills</b>	Alignment with field of study	10	0–3: Minimal proficiency 4–6: Basic 7–8: Good 9–10: Very Good and Responsive
<b>Total Score</b>		<b>10</b>	

## Final Score Interpretation

Total Score	Category	Description
85	Very Good	Students provide meaningful and professional contributions
70 – 84	Good	Students demonstrate consistent and reliable performance
55	Fair	Students completed assignments but need more guidance
< 55	Insufficient	Students have not demonstrated the expected competencies

## 2. Internship Report Exam Assessment

### Internship Report Exam Assessment Rubric

Name	:
Student ID	:
Examination Date	:

Component	Grade 55-69	Score 70-80	Score 81-100	Average Score
<b>Internship Report</b>				
A. The internship report describes the internship process that has been carried out (15%)				
1	General description of the internship location	No clear overview of the internship location	There is a clear overview of the internship location	There is a clear overview of the internship location and well described
2	Student tasks during the internship	Student tasks are not well explained	Student tasks are well explained but not aligned with graduate competencies	Student tasks are well explained and with graduate competencies
3	Attendance	Attendance records are available, but attendance is not 100%	Attendance is 100% but not signed by the authorised official at the internship location	There is 100% attendance and it is signed by the authorised official at the internship location
B. The internship report describes the following: (70%)				
1	Introduction	The background of the internship does not adequately explain the objectives	The background of the internship does not adequately explain the objectives	The background of the internship does not adequately explain the objectives

		the internship and the reasons why a particular topic was chosen for discussion	internship and the reasons why a particular topic was chosen for discussion with sufficient detail	Internship and reasons Why a topic is chosen for discussion with great care	
2	Rationale	Rationale The selection of the internship location is not in line with the internship field	Rationale The selection of the internship location is appropriate, but the internship field has not been specified in detail in relation to the location Internship	Reason The selection of the internship location is appropriate, and the internship field has been specified in detail with its relevance to the location. internship	
3	Organisational Profile and Activities Internship	Not described Organisational profile and internship activities	There is an of the organisation, but the internship activities are not described clearly	Describes the the organisation and internship activities clearly and well	
4	The discussion primarily focuses on the achievements of the internship project/product development that are impactful and measurable	Theory/evidence  The supporting theory/evidence used is not relevant to the problem being discussed	Theory/evidence  used are insufficiently aligned with the issues being discussed	Theory/evidence  The supporting evidence used is appropriate for the issue being discussed	
5	Self-reflection/Recommendations for sustainability	Self-reflection  The students' self-reflection did not cover two aspects: <i>technical skills</i> and <i>social-emotional skills</i> (incomplete)	Self-reflection  Students' self-reflection is described as complete (2 aspects) but <i>lessons learned</i> are incomplete	Self-reflection  Students were explained completely (2 aspects) with complete <i>lessons learned</i> and well	
6	Conclusion	Conclusion not formulated in accordance with the results of the discussion	Conclusion formulated inconsistently with the results of the discussion	Conclusion formulated in accordance with the results the discussion accurately	

7	Recommend	The recommendations made are not related to the issues analysed	The recommendations made are not sufficiently related to the issues analysed	The recommendations made are related to the issues analysed	
<b>C. The internship report is well organised (15%)</b>					
1	In accordance with the Internship Guidelines	The report is not written in accordance with the internship report writing guidelines in the Internship Guidelines	The report is written inconsistently with the guidelines for writing an internship report in the Internship Guidelines	The report was written in accordance with the report writing guidelines in the Internship Guidelines	
2	The presentation logic is coherent	The structure of chapters, paragraphs, and sentences does not align with the development of ideas, with inappropriate use of connecting words	The structure of chapters, paragraphs, and sentences aligns with the development of ideas, but there is still some use of .	The structure of chapters, paragraphs, and sentences aligns with the development of ideas, supported by the appropriate use of conjunctions	
3	Standard and scientific language	Does not use standard Indonesian and the use of citations/reference lists in accordance with proper conventions	Using standard Indonesian language but citations/reference lists not in accordance with proper conventions	Using standard Indonesian language and citations/reference lists in accordance with proper conventions	
<b>Internship Report Presentation</b>					
<b>A. Presentation Flow (30%)</b>					
1	Logic in presentation analysis	The presentation is delivered with a flow that is less than optimal logical	The presentation is delivered in a fairly sequential	The presentation is delivered with a good flow	
2	Substance of the presentation	The content of the presentation does not match the content of the internship report	The content of the presentation is not entirely consistent with the internship report	The content of the presentation is consistent with the internship report	
<b>B. Presentation Process (30%)</b>					

1	Quality of presentation slides	The slides used are not attractive and do not use fonts that are easy to read	The slides used are quite attractive and do not use fonts that are easy to read	The slides used are attractive and use fonts that are easy to readable	
2	Systematic presentation slides	The order of the slides is not the same as the order of the presentation	The order of the slides is not the same as the order of the presentation is not yet correct	The order of the slides is the same as the order of the presentation	
<b>C. Communication in Presentations (40%)</b>					
1	Ability to explain the contents of the internship report	Inadequate Explaining the contents of the report well	Able to explain the content adequately	Able to explain the contents of the report clearly	
2	Ability to answer examiner's questions	Less able to answer examiner questions well	Able to answer questions but with minor errors	Able to answer examiner questions very well	
<b>Number</b>					

### 3. Presentation Assessment

No	Aspect	Score	Scoring criteria
1	Completeness of material	4	<ol style="list-style-type: none"> <li>PowerPoint slides consist of a title, group name, content, and reference list</li> <li>PowerPoint slides are organised systematically according to the material</li> <li>There is a list of relevant references</li> <li>Includes engaging images</li> </ol>
		3	There is 1 criterion for completeness of the material from a score of 4 that is not met
		2	There are 2 criteria for material completeness from score 4 that are not met
		1	There are more than 2 criteria for completeness Material from score 4 is not met
2	Writing of material	4	<ol style="list-style-type: none"> <li>Materials are created in PowerPoint format</li> <li>Each slide is clearly legible</li> <li>Content content is concise and meaningful</li> <li>Language that used appropriate to the material</li> </ol>
		3	There is 1 criterion for the completeness of the material for score 4 that has not been met
		2	There are 2 criteria for completeness of material from score 4 that are not met
		1	There are more than 2 criteria for completeness Materials from score 4 are not met
3	Presentation skills	4	<ol style="list-style-type: none"> <li>Presented with confidence, enthusiasm, and clear language</li> <li>All group members participated in the presentation</li> <li>Able to express ideas and argue well</li> <li>Good presentation time management</li> </ol>
		3	There is 1 criterion for completeness of the material from a score of 4 that was not met
		2	There are 2 criteria for material completeness from a score of 4 that are not met
		1	There are more than 2 completeness criteria for the material from score 4 are not met

Group Presentation Assessment

**Group Presentation Scoring Guidelines**

No	Student Name	Completeness of material				Writing of Material				Material Presentation				Total Score	Final Grade
		4	3	4	3	2	1	2	1	4	3	2	1		

Scoring=□□□□ □□□□□□□□ / □□□□□□ □□□

ATTACHMENT. FINAL INTERNSHIP REPORT TEMPLATE

**FINAL INTERNSHIP REPORT**

**TITLE OF THE ACTIVITY THAT HAS BEEN DEVELOPED**

At \_\_\_\_\_



**Prepared by**

:

**1. ....**

**Student ID**

**2. ....**

**Student ID**

**State University of Surabaya**

**FACULTY**

**PROGRAM**

**Approval Sheet FINAL**  
**INTERNSHIP REPORT**  
**(Group/Individual)**

1. Activity Title : .....
2. Address .....
3. Group Leader :
  - a. Name : .....
  - b. Student ID : .....
  - c. Programme / Department : .....
  - d. Faculty : .....
  - e. Phone : .....
  - f. Email : .....
4. Member : .....
5. Member Name : 1.  
2.
6. Time : .....

Surabaya, .....

Known,

Program Coordinator S1 .....,

Supervising Lecturer,

.....  
NIP. .....

.....

Approved by,  
Deputy Director of  
PMMA

Dr. M. Jacky, M.Si  
NIP. 197607092006041001

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**Once the proposal is complete, please delete all text highlighted in blue.**

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**Table numbers do not need to be bold and should not have spaces before or after them.**

## **E LIST OF FIGURES**

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background

**The background of the proposal should clearly explain the strategic reasons why this internship programme is important, why the location was chosen, and how it is expected to impact the programme. The following elements must be included:**

- ✓ The important role of work internships in improving the quality of graduates of the targeted internship programme
- ✓ Explain the position of the internship as an important part of the curriculum in higher education (related study programme), particularly for:
  - Enhancing students' practical competencies
  - Bridge the gap between theory and practice
  - Equipping students with real-world, measurable work experience
- ✓ Link to the needs of the job market for graduates who are job-ready and highly competitive.
- ✓ Emphasise the added value of structured and impactful internships: not only do they add to your experience, but they also contribute to the partner organisation.

#### Example wording:

*Internships are an important strategy for improving student quality, as they provide students with the opportunity to interact directly with the world of work, understand real-world challenges, and apply their academic competencies in a contextual and measurable way.*

- ✓ An explanation of the importance of the industry that will be the subject of the internship, especially in the future (projections). Link this to current and future challenges.

- Explain the relevance of the industry/institution to the future of students/graduates
- Link to strategic issues, such as the 4th Industrial Revolution, green economy, energy transition, digitalisation, food security, etc.
- Add data or trends if necessary: market developments, technology, regulations, or SDGs.



*The aquaculture industry is predicted to become one of the leading sectors in national and global food security. Therefore, student involvement in understanding the value chain of this industry through internships will strengthen their capabilities as future innovators and entrepreneurs in the marine sector.*

- ✓ Explanation of the selected internship location (company, government agency, SME, or other). The selected location must have *excellent* performance, giving it a competitive edge over existing competitors.
- State the name of the institution/industry where the internship will take place.
- Explain the reasons for selection:
  - Possesses competitive advantages (achievements, innovation, technology, reputation).
  - Relevant to the student's programme of study.
  - Provides a real learning environment accessible to students.
- Strengthen with data or achievements institutional in question if possible.



*The Situbondo Brackish Water Aquaculture Centre (BBPBAP) was chosen as the internship location because of its excellence in research-based aquaculture technology development. This institution has been recognised nationally*

*and internationally as a centre of excellence in the development of superior seeds and pond water quality management.*

### **Connect with the Expected Impact**

- Mention from the outset that the internship is not only for learning but also for making tangible and measurable contributions
- Emphasise that this proposal is designed to produce *outputs* and tangible *outcomes*:
  - Knowledge transfer to partners.
  - Proposed innovations (this section needs to be clarified and should outline the specific innovations that will be provided)
  - Process improvement
  - Documentation of *best practices*

#### *Example wording:*

*With an impact-based internship approach, students not only aim to absorb knowledge from partner institutions, but also offer contributions through small innovation-based projects, documentation of good practices, or the utilisation of simple technologies needed by internship partners.*

<ul style="list-style-type: none"><li>□ Include indicators success (e.g.: number products developed, number of processes improved, partner satisfaction level).</li><li>□ Describe the measurement tools (observations, interviews, logbooks, surveys, daily reports).</li><li>□ List concrete outputs (e.g., evaluation reports, activity infographics, prototypes, simple training modules).</li></ul>
--

### **1.2. Internship Objectives**

This section explains **what** students and study programmes **aim** to **achieve** through the internship. Objectives should be **specific, measurable, relevant, and realistic (SMART)**.

#### **1. General**

- To provide students with hands-on experience in the workplace within their field of study.

- To develop practical problem-solving skills.

## 2. Specific objectives (minimum 2–3 points)

- Identify and analyse work processes at partner institutions.
- Develop ideas or simple simple to challenges or problems at the internship location.
- Produce a and output (output) that can be used or followed up by partner institutions.



*The objective of this internship programme is to provide students with direct work experience and enhance their analytical, innovative, and collaborative skills in the industrial world. Specifically, this programme aims to:*

1. *Conduct a comprehensive review of the fish seed production process at BBPBAP Situbondo.*
2. *Design a simple digital-based water quality monitoring system prototype for fish ponds.*
3. *Prepare an evaluative report and recommendations that can serve as input for the partner institution.*

Internship Proposal .....

As for technical skills, the focus is on the following:

- ✓ Students are able to prepare the technical aspects required to carry out work activities in accordance with the conditions of the internship workplace.
- ✓ Students are able to explain or carry out work activities in accordance with the conditions of the internship workplace.
- ✓ Students are able to compile work reports for each work activity that has been carried out.

Relational skills are aimed at the following:

- ✓ Students are able to receive information completely and accurately, both verbally and in writing.
- ✓ Students are able to submit internship reports to supervisors (field mentors) or internship committees accurately and on time.
- ✓ Students are able to establish working relationships with supervisors (field supervisors), internship committees, and colleagues or teams.
- ✓ Students are able to build a dynamic and resilient work team.

### **1.3 Benefits**

The benefits obtained from the implementation of the Internship Programme are as follows:

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Explanation of the industry involved

**Can be developed according to the profile of the industry/institution that will be used as the internship location**

#### 2.2. Industry Organisation Structure

**Can be created from references in accordance with the profile of the industry/institution that will be used as the internship location**

#### 2.3. Conceptual Framework of the Impactful Internship Programme

- Definition and indicators of an impactful internship programme:
  - Outcome for students (skills, networking, understanding of the work context).
  - Outcome for partners (contribution, recommendations, small innovations).
- Previous studies or best practices on successful internship programmes that have had a real impact.
- Use of measurement measurement impact (impact measurement) in off-campus learning activities.

## CHAPTER III

### METHOD

#### II. METHOD

##### **3.1. *Task Assignment***

To achieve the objectives and goals of the internship effectively and efficiently, all interns, both individually and as a team, need clarity regarding their *task* assignments from the internship site. Task assignments may refer to existing positions or roles, or they may be based on specific responsibilities if the internship site has particular events or activities. Based on the job analysis for the position or events, specific tasks that must be carried out by the interns can be identified. Additionally, this information can be used to prepare interns for coaching activities before they are deployed to the internship location, equipping them with technical knowledge and skills.

##### **3.2. Duration**

The internship will last a minimum of 4 months. However, if there are differences with the internship location, adjustments will be made, including the duration of the internship. An extension of the internship period will be considered if it is deemed highly beneficial for the participants.

##### **3.3. Procedure**

The procedure for conducting work placements can be explained as follows:

- ✓ Submission of a proposal to the internship location.
- ✓ Discussion and approval of the assignment forms for the interns.
- ✓ Providing orientation to interns regarding the assignments that have been discussed and approved.
- ✓ Departure of participants to the location.
- ✓ Orientation at the internship site.

- ✓ *Performing* the assigned tasks.
- ✓ Brief explanation by the field supervisor regarding the tasks that need to be explained.
- ✓ Supervision by the field supervisor or task execution.
- ✓ Evaluation by the field supervisor of the performance of the interns.

Some techniques used in the implementation of activities include:

<b>Technique</b>	<b>Description</b>
<b>Direct observation</b>	Students observe activities in the work unit to understand the system, workflow, and challenges faced.
<b>Internal document review</b>	Review SOP documents, production reports, or institutional evaluations as a basis for analysis.
<b>Structured and informal interviews</b>	Conducted with staff, technicians, and supervisors to gather information and practitioners' perceptions.
<b>Collaborative discussions</b>	Students regularly discuss with field supervisors to develop recommendations or innovations.
<b>Mini-project design</b>	Students design and test problem-based solutions with limited scalability but real impact.

Specifically related to conceptual abilities, each participant is required to produce a paper to be submitted to the supervisor to assess the extent of the **conceptual** development of the intern. The first paper contains a description of the business processes at the internship site, the second contains the identification of key factors determining the success of the internship site, and the third and subsequent papers relate to the description and analysis of problems that can be identified by the participants.

The following are alternative solutions:

alternative solutions. The more papers produced, the more often students practise their conceptual abilities. In this case, the role of the field supervisor is highly expected to sharpen students' abilities in relation to the actual conditions at the internship location.

### **3.4. Monitoring and Supervision**

Monitoring activities are conducted by the DPL every week based on reports Weekly reports submitted by students through Simagang to ensure that the internship runs smoothly. If necessary, the DPL conducts direct monitoring at the internship site. Therefore, assistance from the field supervisor (internship site) is highly appreciated, especially in communicating important matters related to the performance, health, and safety of the participants. Supervision activities will be conducted during the first few weeks of the participants' presence at the location or at least within the first month. These activities aim to ensure the participants' presence at the location from the outset and to confirm that the interns understand the tasks they will be assigned or are currently working on. Additionally, these activities aim to strengthen relationships with the internship location.

### **3.5. Implementation of Evaluation and Impact Measurement**

This internship is not merely passive but also measures students' contributions to the internship partner through:

<b>Component</b>	<b>Description</b>
<b>Daily activity log</b>	Documentation of daily activities, reflections, and lessons learned.
<b>Output indicator matrix</b>	Measures the achievement of activities and involvement in the process.
<b>Feedback from partners</b>	Interviews/questionnaires for assess the benefits of student activities for the institution.

Component	Explanation
<b>Final internship report</b>	Contains achievements, recommendations, problem analysis, and potential follow-up actions.

### **3.6. Evaluation**

The internship evaluation is conducted to assess the performance of the interns and the internship programme. The performance evaluation of the interns is based on several factors:

- a. Weekly reports
- b. Work papers
- c. Field supervisor observations conducted twice, during the first month and the last week of the internship.
- d. Observation forms will be provided to field supervisors during supervision.
- e. Final report.
- f. Presentation of internship results.

***Example of a flowchart for a practical internship with tangible and measurable outcomes***

Stage	Explanation
Identify Partners	Selection of internship institutions based on reputation, potential impact, and relevance to the field.
Problem Mapping	Identify issues or challenges faced by partners (productivity, technology, human resources, marketing, etc.).
Objectives & Focus	Formulating internship programme objectives that are aligned with the identified challenges.

<b>Data Collection</b>	Direct observation, interviews with staff, SOP studies, reports, and other sources.
<b>Problem Analysis</b>	Using simple analysis methods (e.g., SWOT, fishbone, etc.) to understand the root causes of problems.
<b>Solution Design</b>	Students propose small small that are relevant, innovative, and realistic to implement.
<b>Implementation/Simulation</b>	Limited implementation of mini-projects (pilot tests, templates, prototypes, etc.).
<b>Impact Evaluation</b>	Assess whether the intervention yields positive results based on initial indicators.
<b>Report &amp; Recommendations</b>	Preparing academic and practical reports for partners to follow up on.
<b>Presentation &amp; Validation</b>	Presenting results to the university and partners to obtain feedback.

# Impactful Internship Project



## **CHAPTER IV**

### **ANALYSIS AND**

### **EVALUATION**

#### **4.1 Student Contribution to the Institution**

This subsection outlines **the actual role of students** in supporting work processes, achieving targets, or improving quality at the internship institution. The description includes:

- **Task Description:** Describe the main tasks assigned to the student.
- **Work Outcomes:** Include tangible achievements such as documents prepared, analysis reports, product designs, media content, etc.
- **Added Value:** Did the student's presence accelerate the work, improve the system, or provide alternative solutions?

#### **Concrete Example:**

"The student developed an internal reporting system using Google Sheets, which reduced weekly data compilation time by 40%."

#### **4.2 Measurable and impactful activities that have been carried out**

This subsection provides **a quantitative and qualitative description** of student internship activities, with benchmarks for achievement.

- **List of Activities:** Describe all major activities, projects, or initiatives undertaken.
- **Measurable Indicators:**
  - Number of documents produced
  - Number of content/promotional materials created
  - Process efficiency percentage
  - Number of audiences reached
- **Impact Measure:**
  - Performance improvement (e.g., time, cost, quality)
  - Effects on internal stakeholders (work teams) or external stakeholders (customers, community)

**Example:**

*"The redesign of a local product marketing brochure increased consumer interest by 25% based on daily visitor surveys."*

**4.3. Impact Evaluation on Industry, Students, and Society**

This evaluation assesses **three aspects of the impact** of the internship activities:

**a) Impact on Industry**

Transfer of ideas/knowledge from the university to partners

Improved efficiency or quality of services Strategic  
recommendations implemented

**b) Impact on Students**

Enhanced technical and non-technical  
competencies Understanding of real-world  
industry workings

Enhanced self-confidence and professional maturity

**c) Impact on Society (if relevant)**

Public outreach activities (campaigns, training, etc.) Dissemination of useful  
information or solutions

*Example of evaluation:*

- *Industry experiencing reduction in in of weekly reports by 35%.*
- *Students have mastered cross-divisional communication skills and data processing applications.*
- *The local community has gained basic food safety literacy through pamphlets and social media content developed by students.*

**4.4 Learning Reflection**

This section contains **students' personal reflections** on the internship process they have undergone, focusing on learning and growth:

- **Competency Achievements:** What new skills or knowledge were gained?
- **Professional Values:** What did the student learn about ethics, communication, and workplace culture?
- **Strengths and Weaknesses:** What were the biggest challenges faced and how were they addressed?
- **Recommendations for Self and the Programme:** What areas need further development? What suggestions do you have for future internship programmes?

*Example*

*reflection:*

*"I learned that adaptability and initiative are crucial in the workplace. I also realised the importance of improving my presentation and cross-departmental communication skills."*

## CHAPTER V

### FOLLOW-UP PLAN & RECOMMENDATIONS

#### 5.1 Recommendations for the Partner

This section contains constructive feedback from students to the partner institution based on their internship experience, work observations, and direct interactions. Recommendations may include:

- **Improvement of Efficiency or Work Processes**

Example: *"It is recommended to use a simple digital task management system such as Trello or Google Workspace to better monitor cross-divisional workflows."*

- **Utilisation of Technology or New Innovations**

Example: *"Partners may consider using short-form video social media (TikTok/Reels) to reach the younger generation target market."*

- **Enhancing Intern Engagement**

Example: *"A more structured orientation and mentoring schedule should be created to help interns adapt more quickly."*

#### 5.2 Recommendations for the Internship Programme

This section contains students' suggestions for internship programmes managed by the campus or study programme. Focus on **improvements to the system, curriculum, and institutional support**

#### 5.3 Personal Development Plan

This subsection outlines **the concrete steps students** will take to develop their competencies after the internship. It includes short-term and medium-term plans, such as:

- **Soft Skills to be Improved**

Communication, time management, leadership, cross-cultural collaboration.

- **Hard Skills to be Mastered**

Programming languages, data analysis, graphic design, public speaking, digital tools, etc.

- **Concrete Steps**

*“I will attend a public speaking training course, complete an advanced Canva design course, and participate in a collaborative project with the campus SME.”*

- **Mid-Term Goals**

*“Become a job-ready graduate in the digital creative industry, with a structured and measurable portfolio.”*

## **5.4 Program Sustainability Potential**

Discuss the possibility that this internship programme does not end with the students but has **long-term impact and can be continued**:

- **Potential for Sustainable Collaboration**

*“Partners offer opportunities to hire students as part-time staff or freelancers for ongoing projects.”*

- **Industry-Based Curriculum Development**

*“Internship topics can be used as input for the development of practical modules or final projects based on real-world industry cases.”*

- **Replication or Scaling Up**

*“This collaboration model can be replicated with other partners in similar fields or expanded to include affected community groups.*

## **CHAPTER VI**

### **CONCLUSION**

#### **6.1 Conclusion**

#### **6.2 Final Reflection**

Every reference cited in the text must appear in the reference list, and vice versa. The reference format follows the Harvard style (last name, year, and sorted alphabetically).

## APPENDIX

- Daily Logbook
- Visual Documentation
- Partner Evaluation Results
- Evidence of Internship Activities or Products

### Proposal Format and Structure

#### Proposal Writing Format

- a. Paper Type and Size: HVS 70gsm A4 size
- b. Proposal Cover
- c. Approval page with a plain white background
- d. Font: Times New Roman, Normal, 12 pt (title), 11 pt (content).
- e. Text uses 1.15 line spacing and left and right alignment.
- f. *Layout* uses A4 paper size, one column, left margin 4 cm, right, top, and bottom margins each 3 cm.

