

International Internship Course



Faculty Contact Information

Name:

Email:

Office Hour information:

Course Information

Course Description

The International Internship Course (IIC) has two components: experiential learning in the internship as well as a series of classroom seminars. The seminars provide students the opportunity to reflect on and analyse learning and development in the workplace through dialogue and written work. The seminars enable students to make the most of their internship placements by providing the opportunity for students to work with their faculty and to exchange ideas with their peers.

Course Goals

The objective of this course is to enable students to make the most of their internship placement by providing them a structured environment to parse their experiences with faculty and their peers. Students will analyse and reflect upon their experience through a variety of internal and external lenses (cultural, organisational and developmental) to negotiate meaning in the events of their placements and collaborate to resolve challenges.

Students will practice articulating their learning in a variety of formats to enhance their cultural competency, self-awareness and career readiness. These activities will require a significant amount of self-enquiry and self-reflection.

Student Learning Outcomes

At the end of this course, students will:

1. Understand general aspects of the UK sector in which they worked and have a high degree of understanding of the organisation in which they were placed
2. Describe and reflect on their internship experience and the ways in which they have developed during the term
3. Display ability to adapt to a workplace culture different to what might be expected in their home country, and to effectively navigate cultural differences in the workplace
4. Articulate their work-based learning and professional development in a variety of settings and formats
5. Connect readings and key class themes to their work experience

Course Assignments, Grading, and Assessment

Assignment	Percentage	Grading Requirements
Attendance and Participation	20%	
Midpoint Performance Appraisal	5%	Please see rubric on MyStudy
Reflective Learning Journals	25%	Please see rubric on MyStudy
Professional Portfolio	15%	Please see rubric on MyStudy
Workplace Profile Presentation	35%	Please see rubric on MyStudy

Brief Assessment Overview

Assessment 1: Midpoint Performance Appraisal

Due:

A performance appraisal is a formalised opportunity to receive feedback from your internship supervisor(s) about your performance to date. You are responsible for approaching your supervisors to schedule your midpoint appraisal meeting, providing them with the appraisal form (available on MyStudy@FIE), and then collecting and submitting the form to your faculty.

Assessment 2: Reflective Learning Journals

Due:

Five times during the course you are required to make a journal entry of no less than 250 words. The aim of the journal entries is to show self-reflection and awareness through the process of the internship. These are not diary entries in which you merely recount events. Rather, they are structured exercises in which you are expected to *reflect* on your experience, *interpret* your experience through a relevant lens (e.g. the course readings), and *plan* for how you will approach the future. In each journal entry you must include a bibliography and cite at least one of the class readings.

Assessment 3: Professional Portfolio

Due:

The professional portfolio is a collection of relevant information and examples to showcase your professional experience and demonstrate your long-term professional growth. This assignment has two parts: revising your résumé and writing a short personal professional summary, or 'elevator pitch'.

For the first part, you will update your résumé to reflect your study abroad experience in both the professional experience (London internship) and academic (London coursework) sections. This can be a traditional 'paper' résumé, or you can choose instead to update your LinkedIn or other online profile.

Secondly, write and deliver a personal professional summary. This 30 to 60 second 'elevator pitch' should be a compelling, persuasive introduction to your personal brand which connects the

dots between the experience on your résumé and what you are looking to do next. Your summary must prominently feature your London internship.

Assessment 4: Workplace Profile Presentation

Due:

In this presentation, you will report on the organisation in which you have been placed and critically assess how the characteristics and features of the organisation and industry have impacted your individual internship. Your presentation should have no more than 10 slides plus a bibliography slide.

Your faculty will advise you how to submit your presentation. For example, they may tell you to deliver your presentation in class, submit a voiceover recording, or submit slides alongside a script/presentation notes. For reference, the presentation should be about 7 minutes long and a script about 1000 words.

Your presentation must cover the following topics. Some guiding questions are included on the guidelines and rubric document to help you explore each topic.

1. Background information
2. Organisational structure, coordination and control of work
3. Industry insights and/or key issues bearing upon your organisation's activity and prospects
4. Sustainability
5. The intern's role and tasks and what you have learned in the internship experience
6. Bibliography slide

A successful presentation will be at minimum 30% critical analysis (and so at most 70% descriptive/research).

You must show evidence of outside research. At minimum you must cite one course reading related to organisational culture (see the list in the assignment guidelines) and a piece of external research relevant to your industry insights (for example, a trade publication).

Attendance and Participation

In addition to physical presence in class, your class participation score is based on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Occasional participation will have a negative impact on your participation score

Appraisal Feedback and Workplace Performance

Midpoint and final appraisal feedback from your Site Supervisor will also be factored into your final grade. The midpoint appraisal is worth 5% of your final grade and poor scores on the final appraisal (supervisor ratings of 2/5 or lower) will carry letter grade deductions to your final grade (see Important Note below).

IMPORTANT NOTE

Except in cases of mitigating circumstances as deemed by FIE, the following applies:

- If a student withdraws from an internship, has repeated absences from work, has performance or behavioural issues in the workplace, or if the position is terminated by the workplace supervisor, the student will not be able to continue in the course nor earn a passing grade.
- If the overall score for the Final Site Supervisor Appraisal is 2 OR student fails to submit up to 2 weeks' timesheets/has 2 weeks of absences then grade is reduced by a full letter.
- If the overall score for the Final Site Supervisor Appraisal is 1 OR student fails to submit up to 3 weeks' timesheets/has 3 weeks of absences then grade is reduced by two full letters.
- If the overall score for the Final Site Supervisor Appraisal is 2 or below AND the student fails to submit 2 weeks' timesheets/has 2 weeks of absences, then grade is reduced by two full letters.
- Electronic timesheets are submitted to internship@fie.org.uk on a **weekly basis**. The **FINAL deadline** to submit all e-timesheets and appraisal forms (mid-point and final) to internship@fie.org.uk is the **Friday of the week following the last day of the internship**. Any documents received after that date will not be considered. Students must ensure they submit their e-timesheets on time, have their final appraisal meeting with their site supervisor in their last internship week, and must remind their site supervisors to submit the final appraisal form to internship@fie.org.uk that same week or by Friday of the week following the last day of the internship.

Grading

Alternative formats of the FIE Grading Rubric are available in the Student Resources area of MyStudy@FIE.

Relevance	Knowledge and Understanding	Analysis, Critical Thinking and Integration of Experiential Learning	Scholarship and Style
<p>Questions are interpreted correctly;</p> <p>Argument/thesis is clear and developed throughout;</p> <p>Discussion is focused on topic of the questions;</p> <p>Irrelevant content and discussion are not included</p>	<p>Recommended literature and/or research guidelines are used and interpreted appropriately;</p> <p>Selection and use of evidence shows understanding and insight;</p> <p>There is evidence of study beyond the recommended literature and that introduced in the module</p>	<p>Approach shows evidence of analysis and independent reasoning;</p> <p>Originality in argument;</p> <p>Evidence of critical insight and reasoned questioning of assumptions;</p> <p>Integration of connections and experiences outside</p>	<p>Conclusions are well justified and complete;</p> <p>Facts reported and statements made are accurate;</p> <p>Writing is clear and fluent;</p> <p>All sources are appropriate, accurately acknowledged and formatted in recognised style;</p> <p>All work is the student's own</p>

			of the formal classroom	
A 93-100 %	Totally appropriate interpretation and relevant; Excellent and thorough thesis development	Comprehensive understanding and mastery of core evidence and extensive wider reading	Excellent analytical skills, outstanding evaluation of evidence, independent and original critical insight; Meaningfully integrates experiential learning where appropriate	Exceptional fluency and accurate writing using appropriate language, conclusions are well-justified; Accurate and thorough referencing
A- 90-92%	Almost wholly appropriate interpretation and relevant; Very strong thesis	Very strong understanding of evidence and clear evidence of appropriate wider reading	Well-developed analytical skills, excellent evaluation of evidence, shows strong critical insight; Effectively integrates experiential learning where appropriate	Almost wholly accurate and fluent writing using appropriate language, conclusions are full and justified; Accurate referencing
B+ 87-89%	Appropriate interpretation and relevant; Good thesis throughout	Strong understanding of evidence and appropriate wider reading	Very good analytical skills, strong evaluation of evidence; Shows critical insight; Acknowledges and compares	Largely accurate and fluent writing using appropriate language; conclusions are justified; Accurate referencing

			experiential learning and other perspectives	
B 83-86%	Largely appropriate interpretation and relevant; Thesis is clear	Good understanding of evidence and some appropriate wider reading	Good analytical skills, good evaluation of evidence; Shows critical insight; Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language; Conclusions are justified; Accurate referencing
B- 80-82%	Mostly appropriate interpretation and relevant; Thesis is underdeveloped but clear	Sound understanding of evidence and some wider reading	Sound analytical skills; Sound evaluation of data; Shows some critical judgement identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent; Sound use of referencing conventions
C+ 77-79%	Some appropriate interpretation and relevant; Thesis is underdeveloped and lacks clarity	Evidence is largely understood and some wider reading	Sometimes inconsistent analytical skills; Some evaluation of data; Shows some critical judgement though often descriptive; Identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent but not fully supported; Sound use of referencing conventions

C 73-76%	May contain some misinterpretation and/or irrelevant material; Thesis lacks clarity	Evidence is largely understood; Limited reading beyond material introduced in module	Mostly inconsistent analytical skills; Some evaluation of data; Scant critical judgement mostly descriptive; Identifies experiential connections	Some level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent but not fully supported; Sound use of referencing conventions
C- 70-72%	Limited interpretation and relevance; Thesis is inconsistent	Weak understanding of evidence; Limited reading beyond material introduced in module	Mostly inconsistent analytical skills; Some evaluation of data; Lacks critical judgement; Little integration experiential learning	Inconsistent written fluency; Weak use of appropriate language; Weak justification for conclusions; Adequate use of referencing conventions
D 60-69%	Limited interpretation and relevance; Lacks thesis	Weak understanding of evidence and limited, inappropriate wider reading	Inconsistent and weak analytical skills, poor evaluation of evidence, lacks critical insight; Little integration of experiential learning	Inconsistent written fluency; No justification for conclusions; Inaccurate use of referencing
F 0-59%	Significant misinterpretation and irrelevant material	Lacks understanding of evidence and inappropriate or no wider reading	Lacks analytical skills, lacks evaluation of evidence, lacks critical judgement; Lacks integration of experiential learning	Poorly written with little fluency; No justification for conclusions; Poor referencing; Evidence of plagiarism or

				inappropriate use of AI
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Policies specific to this course

- **Co-curricular Activities and Field Trips:** Field trips for your FIE courses have been planned to help students achieve the learning objectives of the course and are required. They take place during class time unless otherwise noted. Details about required visits appear on the class by class schedule below. Please note that any make up for missed co-curricular activities are at the personal expense of the student.
- **Late submission of work:** Written work may be submitted later than the due date only with express permission in advance of the due date from the course instructor. Late work will receive a 5% reduction in points for each 24-hour period handed in past the deadline, including each weekend day. Work submitted a week late will be marked at a C or lower. Any extensions made beyond the last class meeting must be requested in writing to the faculty and include any information on the circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.
- **Late arrivals to class or site visit:** Please arrive on time. Lateness, particularly on days with co-curricular visits, results in missed course material. Faculty may use their discretion to mark a student as 'Absent' if they feel the student has arrived too late or left too early to be considered 'Present' for that session.
- **Trigger Warnings:** Some topics covered in class may expose students to past traumas and evoke a negative reaction. Sensitive topics can vary, such as sexual violence, death, racism, or xenophobia. I want this to be an inclusive space where every student feels comfortable; therefore, I will provide content warnings before lectures for sensitive subject matters. Content warnings are meant to give students a forewarning so they can prepare for their emotional safety. It is important to note that anything in the environment could be a trigger for someone's trauma, such as smell, sound, or texture; it is impossible to account for all possible triggers, and ask for grace as I do my best as an educator to warn students of potentially distressing content during lectures, assignments and/or discussions.

Attendance and Participation

- Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.
- Class attendance and participation is formally recorded and incorporated into a student's final grade.
- In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.

- When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.
- Absence from class does not relieve a student of responsibility for assignments. Students bear the ultimate responsibility for all missed class material and assessment.
- If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.
- [See the full attendance policy here](#)

Required Readings

All readings are available online or on MyStudy@FIE.

Andreshak-Behrman, J. A. & Claris, R. (2018). The final frontier: Going home & keeping your global focus. London: In-house newsletter

Ashiq, W. (2022, March 2). The UK's work culture: explained. *Great British Mag*.
<https://greatbritishmag.co.uk/student-guide/the-uks-work-culture-explained/>

Coleman, J. (2016, July 11). 6 Ways to Make the Most of Your Internship. *Harvard Business Review*.

Collins, M. (2022, October 24). *Recruiters and students have differing perceptions of new grad proficiency in competencies*. National Association of Colleges and Employers.
<https://www.nacweb.org/career-readiness/competencies/recruiters-and-students-have-differing-perceptions-of-new-grad-proficiency-in-competencies/>

Ferraro, G. P., & Briody, E. K. (2017). Lenses for understanding culture and cultural differences. In *The cultural dimension of global business* (8th ed., pp. 28-63). Abingdon, Oxon: Routledge.

Gottschalk, A. (2012, June). Negotiating with the British: From across the waters. www.medius-associates.com/wp-content/uploads/2012/06/Negotiating-with-the-British1.pdf

Gray, K. (2022, November 15). *As their focus on GPA fades, employers seek key skills on college grads' resumes*. NACE: National Association of Colleges and Employers.
<https://www.nacweb.org/talent-acquisition/candidate-selection/as-their-focus-on-gpa-fades-employers-seek-key-skills-on-college-grads-resumes/>

Hobsbawm, J. (2022). Shift 1: Placeless, Timeless. In *The Nowhere Office: Reinventing Work and the Workplace of the Future* (pp. 13–44). London, UK: Basic Books.

Holton, E. F., & Naquin, S. S. (2001). The Art of Being New & What College Failed to Teach You. In *How to Succeed in Your First Job: Tips for College Graduates* (New Employee Success, pp. 1-13). San Francisco, CA: Berrett-Koehler.

Kurnoff, J., & Lazarus, L. (2021). The key to Landing your next job? Storytelling. *Harvard Business Review*.

- Selby, K. M. (2015). Study Abroad Storytelling for Interviews. In *Career Integration: Reviewing the Impact of Experience Abroad on Employment* (pp. 75-79). Learning Abroad Center, University of Minnesota and CAPA International Education.
- Stafford, C. L. (2024, November 1). *Generalist vs. specialist: Choosing a path for career success*. IDEO U. <https://www.ideo.com/en-gb/blogs/inspiration/generalist-vs-specialist-choosing-a-path-for-career-success>
- Stafford, C. L. (Host). (2022, March 8). IDEO U. (Host). (2022, March 8). *Generalist vs. specialist: David Epstein* [Audio podcast episode]. In *Creative Confidence Podcast*. IDEO U. https://soundcloud.com/ideo_u/generalist-vs-specialist-david-epstein
- Sweitzer, H. F., & King, M. A. (2014). Framing the Experience: The Developmental Stages of an Internship. In *The Successful Internship* (4th ed., International ed., pp. 31-47). Belmont, CA: Brooks/Cole, Cengage Learning.
- Sweitzer, H. F., & King, M. A. (2014). Navigating the Internship Site. In *The Successful Internship* (4th ed., International ed., pp. 281-312). Belmont, CA: Brooks/Cole, Cengage Learning.

Additional Resources and Readings

- Belbin. (n.d.). *Belbin for Students*. <https://www.belbin.com/media/1336/belbin-for-students.pdf>
- Dattner, B. & Hogan, R. (2011, April). Can You Handle Failure? *Harvard Business Review*.
- Gottschalk, A. (2006). How organisations negotiate: Managing a love-hate relationship. *Business Development & Licensing Journal*, (2), 22-26.
- Holton, E. (1998). Learning your Organization's Culture and Personality. In *The ultimate new employee survival guide: Making the most of your career from day one*. Princeton, N.J.: Peterson's. pp. 123-131
- Institute of International Education. (2017, October). *Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States*. www.iie.org/Research-and-Insights/Publications/Gaining-an-Employment-Edge---The-Impact-of-Study-Abroad
- Rugman, A. & Collinson, S. (2009). International Culture. In *International Business*. (5th ed., pp 129-158). Essex, England: Pearson Education.
- Schlesinger, L. A., Kiefer, C. F., & Brown, P. B. (2012, March 2). Career Plans Are Dangerous. *Harvard Business Review*.
- Stangor, C. (2011). Types of Power & Leaders and Leadership. In *Principles of Social Psychology* (1st International ed., pp. 305-346) (R. Jhangiani & H. Tarry, Adapters). British Columbia: Open Education Team at BC Campus.
- Storti, C. (2001). *The Art of Coming Home*. Intercultural Press, Introduction

Trompenaars, F., & Hampden-Turner, C. (2013). The Seven Dimensions of Culture: A Definition [PowerPoint slides]. https://issuu.com/thtconsulting/docs/thtconsulting_-_the_seven_dimensions_of_culture

[MyStudy@FIE](#)

MyStudy@FIE is FIE's virtual learning environment based on the open-source platform Moodle. Students are required to access MyStudy@FIE for course information, readings, link to resources, assignment submissions and communication with faculty.

[FIE's Values in the Curriculum](#)

A unique aspect to FIE's curriculum is our courses reflect an engagement with values of 1) knowledge and inclusivity, 2) ethics and human rights, 3) social and cultural engagement, and 4) sustainability. For information about each of these values and how each of FIE's courses aligns with them, please see [Our Values](#).

[Topics](#)

- **Cultural Competence:** The development of cultural and global awareness; recognition of cultural patterns, both general and specific; Awareness of one's own culture and values, and the role these play in intercultural communication; Negotiating the British workplace.
- **Personal and Career Awareness:** The development of analytical and reflective skills needed for the transition from university to work; Knowledge of how work works; Development of a personal brand and professional portfolio.
- **Skill Development:** The building of transferable 'hard' skills such as IT, writing, research, as well as 'softer' skills such as cross-cultural communication, teamwork, and problem-solving.
- **Broader Knowledge:** The understanding of the London workplace environment; The placement organisation's structure and culture; Industry knowledge
- **Personal Development:** Confidence, self-awareness, value-awareness, and a sense of professionalism

[Academic Integrity](#)

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

[Please see FIE's Academic Integrity Policy in full.](#)

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).

Accommodations for Students

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

Additional Policies and Resources

Mental Health and Stress Management Support

FIE offers mental health support. If students wish to seek this support, including with FIE's counsellor, simply email studentlife@fie.org.uk. If you have a counsellor from back home that you are seeing, we strongly encourage you to maintain contact with them throughout your time studying abroad with FIE.

Diversity and Inclusivity

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.