



British Applied College  
الكلية البريطانية التطبيقية



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## BAC Internship Handbook

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## 1. Introduction

At British Applied College, Umm Al Quwain (BAC) we believe in the power of combining academic knowledge with practical experience. College internship programs offer students the chance to take what they're learning in the classroom and apply it to real-world situations. This makes for a valuable experience that can help students to grow professionally and enhance their employability. BAC is in a great position to offer a diverse range of internship opportunities across various industries including digital technology and engineering.

College internships are designed to excel in your academic journey and career goals. Our programs provide a unique blend of hands-on experience, mentorship, and critical professional development courtesy of partnerships with leading corporations, local businesses, and cutting-edge start-ups. Paired with an experienced team of career advisors, we work tirelessly to help you find the perfect internship; one that not only challenges you, but also supports your personal and professional growth.

## 2. Objectives

Internship programs are designed with the following objectives in mind, aiming to create a mutually beneficial relationship between interns and host organizations,

- To provide students with hands-on experience in their field of study or area of interest, enabling them to apply theoretical knowledge in real-world situations.
- To develop specific industry-related skills and competencies that are often not attainable through classroom learning alone.
- To allow interns to understand the day-to-day workings of a professional environment, including industry standards, practices, and ethics.
- To enable interns to build and expand their professional network by connecting with professionals in their field, which can be invaluable for future job searches and career advancement.
- To create opportunities for students to earn academic credit, linking their academic studies with practical experience in their field.
- To develop soft skills such as communication, teamwork, problem-solving, and time management, which are crucial for professional success.

## 3. Procedure

BAC will co-ordinate to organize internship programs for its students for hands-on practical work experience. The following includes a list of conditions related to the internship.

- a) Agreements with Providers: BAC will enter into a Memorandum of Understanding with the Internship providers that includes:
  - i. *Start Date*: The date the MOU begins.
  - ii. *End Date*: The date the MOU concludes.
  - iii. *Planned Work*: A clear description of the work to be performed by the learner.
  - iv. *Renewal Date*: Where applicable, agreements will include renewal provisions.

- v. *Document Access:* Both the Industry and the College will have access to a copy of the agreement outlining the responsibilities of the college, learner, and work site. These documents are shared with learners in the Moodle portal.

All agreements are drafted by the Head of Research and Innovation for internships. Agreements are signed by the concerned Industry provider and the college. Research and Innovation Department maintains the list of MOU's available for internships and the company names will be shared to the Head of Schools for further communication with faculty and students via Moodle page or an email.

- b) *Alignment with Learning Outcomes:* Internship work tasks are planned with relevant LOs. And it's designed and mapped well with QFE Level 6. Detailed mapping can be seen in mapping documents -NQF folder. For CBE School programs, Group Project LOs are aligned with QFE frame works, students need to complete internship to acquire the LOs. Similarly for other schools units such as Research projects, Project Management etc. More can be seen on mapping documents. This confirm that placement sites by the college's academic board to ensure that work opportunities meet qualification criteria.
- c) *Job Descriptions for Learners:* Industry partners and work sites are required to provide a detailed job description for each learner's role as part of the internship placement process. These job descriptions must outline the specific tasks, responsibilities, and expected outcomes associated with the role. Each job description will be reviewed and approved by the Head of School to ensure alignment with the learning objectives (LOs) of specific units related to the learner's academic program before placement confirmation (Form 3e).

*Linking Job Descriptions to Qualification Learning Outcomes:* Beyond the review process, job descriptions serve as a critical tool to bridge academic learning with practical application. Job descriptions often include collaborative responsibilities, such as working with teams to design, implement, or evaluate projects. These tasks enable learners to develop skills in teamwork, problem-solving, and project management, directly supporting LOs such as coordinating group activities, managing resources effectively, and delivering successful outcomes within set timelines. For example, roles involving project planning, client interaction, or solution development are closely aligned with the competencies emphasized in Group Project units. Roles requiring learners to engage in organizational tasks, supervise activities, or analyze business processes align with the LOs of management-focused units. Tasks such as resource allocation, performance monitoring, and process optimization help learners apply theoretical knowledge in areas like operations management, decision-making, and leadership. This alignment ensures learners gain practical insights into managerial practices while achieving the academic goals of their qualification.

By embedding respective learning outcomes into the core responsibilities outlined in job descriptions, the internship program ensures that learners gain the skills, knowledge, and competencies necessary to excel in their academic and professional journeys.

- d) Contractual Agreements for Learners: Learners are required to sign a contractual agreement that will be shared with both the provider and the college. Each learner's contractual agreement outlines key aspects of their internship, including:
- i. *Learning Expectations*: A clear outline of the learning goals to be achieved during the internship.
  - ii. *Assignments*: Expectations for learner assignments and responsibilities during the program.
  - iii. *Evaluation*: Criteria for assessing learner performance and learning outcomes.
  - iv. *Staff Supervision*: Details of the supervision and support arrangements provided by the College.
  - v. *Provider Supervision*: Information on supervision and mentorship arrangements provided by the employer.

These agreements are actively monitored through regular updates from both the provider and department supervisors to ensure compliance and address any issues that arise (Form f- Learners Contractual Agreements). Head of School will prepare and recommend a Bonafide Certificate duly signed and issued by Academic Director for the successful start of Internship.

*Following are the Policies Governing to Agreements during the Internship*: Internship agreements may require updates due to unforeseen circumstances or evolving needs. The following policies guide any modifications:

- i. *Extension or Reduction of Internship Duration*: Changes to the internship duration may arise due to unforeseen delays, project requirements, or other valid reasons. Any extension or reduction of the internship period must be discussed and agreed upon by the learner, the provider, and the college. These changes must be formally documented in an updated agreement, with clear timelines and justifications to avoid any misunderstandings or misalignments with academic requirements.
- ii. *Change in Learning Assignments or Projects*: Adjustments to a learner's assigned tasks or projects may be required to accommodate shifts in organizational priorities or unforeseen challenges. These changes must align with the original learning objectives to ensure the internship continues to provide valuable educational outcomes. Any proposed changes must be reviewed and approved by the college to maintain the academic integrity of the program.
- iii. *Supervision Adjustments*: Supervision arrangements, both from the college and the provider, are critical to the learner's success. If there is a need to adjust these arrangements—such as a change in the designated supervisor or mentorship approach—it must be communicated promptly and clearly to all parties. The adjustments must ensure continuity of guidance and support for the learner, with formal documentation reflecting the updates.
- iv. *Learner Role Modifications*: In some cases, the learner's role within the internship may need to be redefined due to changes in organizational needs or performance considerations. Any modifications to the learner's responsibilities must be justified



and documented, ensuring they remain consistent with the internship's learning goals. This process involves a collaborative review by the college and the provider to safeguard the learner's educational outcomes.

- v. *Health, Safety, or Legal Considerations*: The safety and well-being of the learner are paramount. Should any health, safety, or legal issues arise during the internship, immediate action will be taken to update the agreement as necessary. This may involve altering the internship environment, tasks, or duration to ensure compliance with safety standards and legal requirements while minimizing disruption to the learner's experience.
- vi. *Learner Performance Issues or Provider Concerns*: If issues related to the learner's performance or concerns raised by the provider emerge, a structured review process will be initiated. This process involves identifying the root cause of the issue, engaging in dialogue with all stakeholders, and determining the appropriate course of action. Potential actions may include revising the agreement, providing additional support or training, or, in extreme cases, terminating the internship agreement. All decisions will be documented and implemented transparently.

By following these policies, the college ensures that internship agreements remain flexible and responsive to both learner and provider needs, while maintaining alignment with academic and professional standards.

- e) **Learner Orientation Program**: Each learner must complete an Internship orientation program covering the knowledge, skills, and behaviors necessary for success in the work environment.

Head of Research, Innovation & Industry outreach will identify an Internship coordinator from each school. The concerned Internship coordinators will provide an orientation covering industry expectations, professional behavior, health and safety regulations, and other necessary preparatory skills. Orientation must be completed before the placement start date. (Form 3g- Internship Orientation Feedback).

The orientation program for internships, organized by the Internship coordinator from each school for students before their placement begins. The orientation will typically span 2-3 hours to ensure comprehensive coverage of key topics without overwhelming students. It should be scheduled well in advance of the placement start date, allowing sufficient time for students to assimilate the information and ask questions.

The content of the orientation will be divided into the following key sections:

- i. *Industry Expectations*: This part will focus on the skills, behavior, and performance expected from students during their internship. Topics like professionalism, time management, communication, and teamwork will be covered, helping students align their behavior with industry standards.
- ii. *Professional Behavior*: Students will be guided on the importance of maintaining professionalism in the workplace. This includes adhering to workplace norms, proper attire, punctuality, and maintaining a positive attitude. Ethical

considerations such as respecting confidentiality and integrity will also be addressed.

- iii. *Health and Safety Regulations:* It is critical to ensure that students understand workplace health and safety protocols, especially for internships in fields like engineering, construction, or laboratories. This will include emergency procedures, safe handling of equipment, and awareness of potential hazards.
- iv. *Preparatory Skills:* Students will be trained in any specific skills required for their role, such as using relevant software, conducting research, or operating industry-standard tools. This ensures they are technically prepared for the tasks ahead.

To ensure the effectiveness of the orientation program over time, a feedback mechanism will be established. After each orientation session, students will be asked to complete a short survey or questionnaire to evaluate the clarity of the information presented, its relevance, and the overall usefulness of the session. This feedback will be analyzed regularly to identify areas for improvement, allowing for adjustments to the program content or delivery methods as necessary. Additionally, periodic follow-ups with students and employers during and after the internship can provide insights into how well the orientation has prepared students for their roles, further enhancing the quality and relevance of the orientation program.

- f) *Compliance with Employment Laws and Safety Regulations Policy:* The Internship Coordinators will ensure that all work sites comply with UAE employment laws and adhere to health and safety regulations. The Head of Research, Innovation & Industry Outreach shall confirm compliance with national employment and safety regulations in the Memorandum of Understanding.

To ensure continuous adherence to employment laws and safety regulations, the following monitoring mechanisms will be implemented at BAC:

- i. *Regular Site Audits or Employer Audit Reports:* Internship Coordinators will conduct periodic on-site inspections to verify compliance with employment and safety standards. Document findings and share comprehensive audit reports with relevant stakeholders. Address non-compliance issues identified during audits through corrective action plans. Utilize external auditors when necessary for unbiased evaluations.
- ii. *Provider Compliance Reports:* The Head of Internship Coordinator will collect compliance reports from external service providers on a regular basis. Ensure these reports demonstrate adherence to the agreed-upon legal and safety standards. Establish a process for verifying the accuracy and authenticity of submitted reports. It will be advised to take corrective actions, if providers fail to meet compliance benchmarks.
- iii. *Learner Feedback Mechanism:* Students can directly inform about the work conditions and legal compliance directly to their respective Internship Coordinators. Students will be asked to give feedbacks about work conditions and legal compliance. Feedbacks

will be reviewed regularly to identify recurring issues or potential risks. Further feedbacks will be used to improve policies, processes and training programs.

- iv. *Incident Reporting System:* Students can inform to their Internship Coordinators for any reporting incidents or unsafe practices. Further, Internship Coordinators reviewed and investigated promptly. College will implement corrective and preventive measures to address reported issues. College will track and analyze incident trends to identify systemic issues and inform policy updates.
  - v. *Standardized Checklists:* Detailed checklists will be developed to assess compliance during inspections and audits. Use checklists to monitor critical safety and legal compliance aspects regularly. Update checklists periodically to reflect changes in regulations and best practices.
  - vi. *Annual Review of MOUs (Memoranda of Understanding):* Review agreements with partners and employers annually to ensure they align with current laws. Update terms as necessary to reflect changes in safety or legal requirements. Confirm partners' continued commitment to upholding compliance standards. Document and archive reviews for accountability and reference purposes.
  - vii. *Training and Awareness Programs:* College will conduct workshops and training sessions on compliance requirements for employees and learners. Focus on topics such as workplace safety, employment rights, and ethical practices. Use interactive methods to engage participants and ensure retention of key concepts. Internship Coordinator Head is responsible and provide accessible resources for self-study and ongoing awareness.
- g) *Designated Officer for Internship Implementation:* The Head of Research, Innovation & Industry Outreach is the designated Officer for Internship implementation coordinating with Internship Coordinators of different Schools. The designated officer is responsible for overseeing Internship implementation, ensuring that all policies are followed, managing agreements, monitoring internships, and being the main point of contact for both learners and providers.

The designated officer performance needs to be evaluated and it will be evaluated to ensure accountability and continuous improvement. Feedback from Internship Coordinators across various schools will be gathered to assess the officer's effectiveness in coordination and communication. IE Office will conduct periodic surveys with learners and internship providers to evaluate the officer's responsiveness, problem-solving abilities, and overall support during the internship process. Compliance with shared policies, deadlines, and the quality of documentation, agreements, and reports will be monitored as a measure of the officer's organizational efficiency. Annual performance reviews, led by senior management, will include measurable KPIs such as the number of successfully completed





internships, satisfaction ratings, and the time taken to resolve issues. Additionally, the quality and relevance of partnerships facilitated by the officer will be assessed, along with the findings from internship-related audit reports, to identify areas of strength and improvement. These mechanisms collectively ensure that the designated officer consistently meets collegial standards and enhances the internship experience for all stakeholders.

- h) **Designated Assessor for Internship:** Each Head of School designates students to different faculty members to oversee and assess their internship performance. (Form 3h: Designated Assessors). Internship coordinators play an important role in managing the internship process, ensuring smooth communication between students, and the industry. They are responsible for assigning students to appropriate faculty members who will oversee and assess their performance. The coordinators ensure that students are placed in internships that align with their academic and career goals, provide necessary support during the internship, and track their progress. Additionally, coordinators assist in troubleshooting issues that arise during the internship period and maintain regular contact with both the students and employers.

For assessors, there are specific guidelines to ensure a fair and comprehensive evaluation of internship performance. Assessors are expected to consider the students' ability to apply academic knowledge to real-world scenarios, their engagement with assigned tasks, and their overall contribution to the organization. They should assess the quality of work, problem-solving abilities, initiative, communication skills, and professional behavior. More on evaluation process can be seen in Section 9.

- i) **Reflection and Assessment Opportunities:** At the end of the internship program, learners submit a Report on Internship and present their Internship experience to the Assessor. The assessor evaluates their achievement of qualification learning outcomes pertaining to Internship, during evaluation Assessor considers the evaluation report received from the employer as well and submits their assessment report to the respective Head of School.

To standardize and enhance the assessment process, learners' oral presentations are evaluated based on a structured framework that aligns with the qualification standards. The framework uses the following assessment criteria levels: *Pass (P)*, *Merit (M)*, and *Distinction (D)*.

*Pass (P)* - Clear explanation of the internship tasks and responsibilities. Basic understanding of the connection between the internship and course learning outcomes. Use of appropriate verbal communication with limited use of supporting visuals.

*Merit (M)* - Detailed and well-organized description of internship tasks, with examples of problem-solving or achievements. Strong linkage between internship experience and

qualification learning outcomes. Confident delivery with effective use of visuals and audience engagement.

*Distinction (D)* - Comprehensive and insightful analysis of internship tasks, achievements, and challenges, including innovation or leadership demonstrated. Deep understanding and critical reflection on how the internship contributed to personal and professional growth. Exceptional delivery, with professional-level communication, impactful visuals, and strong audience engagement.

*Resit or Resubmission (R)* option will be given to the students who fail to achieve minimum Pass criteria.

This structured framework will be followed across the schools that ensures consistency in assessment while encouraging learners to reflect critically and present their experiences effectively

- j) **Annual Evaluation and Feedback:** Internship Coordinators will compile Feedback surveys from Learners and Internship providers at the conclusion of each Internship. (Form 3i and Form 3j: Feedback survey). These surveys will form the basis of an annual evaluation process aimed at continuously improving the internship program. The Internship Coordinators will be responsible for gathering and organizing the survey data. The Head of Research, Innovation & Industry Outreach will analyze the information and prepare a comprehensive report. This report will outline key findings, propose actionable improvement plans, and be presented to the University Advisory Committee for review and further recommendations.

*Evaluation Metrics:* The evaluation process will utilize both quantitative and qualitative data from surveys, focusing on the following key metrics:

- i. *Learner Satisfaction Scores:* Ratings on overall internship experience, including clarity of expectations, support provided, and perceived value of the internship.
- ii. *Employer Feedback Ratings:* Employers' evaluations of learner performance, adaptability, and contribution to workplace objectives.
- iii. *Learning Outcomes Achievement:* Assessment of how effectively the internship supported learners in meeting program-specific learning outcomes.
- iv. *Alignment with Qualification Goals:* Evaluation of whether the internship aligned with academic and professional qualification requirements.
- v. *Workplace Skills Acquisition:* Evidence of skills development, such as communication, teamwork, problem-solving, and technical expertise.
- vi. *Project Completion Rates:* Analysis of the percentage of learners successfully completing assigned tasks or projects during their internships.
- vii. *Health and Safety Compliance Observations:* Feedback on adherence to workplace safety standards and protocols.

*Timelines for Implementing Improvement Actions:*



- i. *Survey Distribution:* Surveys will be distributed to learners and employers within one week of internship completion.
- ii. *Data Collection and Analysis:* Internship Coordinators will compile responses and submit the data to the Head of Research, Innovation & Industry Outreach within two weeks.
- iii. *Report Preparation:* A detailed analysis report, including identified trends, challenges, and proposed improvements, will be completed within four weeks of data collection.
- iv. *Presentation to Advisory Committee:* The report will be presented to the University Advisory Committee in the next scheduled meeting to ensure timely review and recommendations.
- v. *Implementation of Improvements:* Actionable recommendations will be implemented in the following academic cycle, with progress tracked quarterly to assess effectiveness and identify any further areas for enhancement.

By using above targeted metrics and adhering to defined timelines, the process supports continuous alignment with learner, employer, and academic expectations.

#### **4. Internship types and duration at BAC**

The internship programs at BAC can be diversified to address the needs of different types of students, in the form of their academic profiles, career aspirations and development needs. Internship programs that could be available are:

- ✓ Short-term internship programs - 2 weeks to 4 weeks (non-credit)
- ✓ Credit-based internship programs - 15 UK Credits (aligned with Project LOs)

#### **5. Finding an Internship Opportunity**

Students can secure an internship through following channels:

- ✓ *Via the Student Affair Office (SAO) at the BAC:* Students can apply to internships posted by the SAO, which liaises with companies to detail the internship program's requirements and the roles expected of the intern.
- ✓ *Via Academic Departments:* Students can find internships through their department's connections, facilitated by department faculty.
- ✓ *Through Personal Professional Networks:* Students may leverage their own professional contacts to find a hosting company for their internship.

Students need to apply for Internship program using the form 3b-Students Internship Application Form

##### *a) Internships via Student Affair Office:*

When the SAO learns of a potential internship, it shares with the hosting company a set of requirements that outline the company's responsibilities and asks for a detailed job description. Once the SAO reviews and approves the opportunity based on the school's criteria, it's announced to students through the BAC Academic Department. Students interested in these opportunities

should consult their academic advisors and apply through the Forms (Form # 3b), attaching all required documents for review and approval by the department head.

*b) Internships Found through Personal Networks:*

Students who find internship opportunities through their UAE professional networks must communicate with the SAO to obtain the necessary documentation for host companies, including a sample acceptance letter. Once the company commits to hosting BAC students and returns the signed acceptance letter, the student can proceed with the registration process using form (Form # 3b).

*c) Internships via Academic Department:*

Internships may also be arranged through the contacts of an academic department or faculty member with local businesses. The SAO will provide the company with the requisite hosting requirements. Upon agreement, the company should return a signed acceptance letter to the student, who will then proceed with the documents for the internship's approval process.

In all scenarios, before beginning their internship, students must receive approval from the School Head or Department Chair, and the faculty internship supervisor will serve as the initial liaison between BAC and the hosting company, overseeing the student's performance throughout the internship.

## **6. Roles and Responsibilities for Faculty and Employer**

The Responsibilities for British Applied College Internship Program encompass active student engagement in fulfilling academic requirements, adherence to guidelines, goal identification, professionalism, and timely completion of tasks. Industry experts are tasked with providing meaningful experiences, guidance, and a safe environment, while faculty members facilitate partnerships, oversee student progress, and ensure alignment with academic objectives. Following are roles and responsibilities,

*a) For Faculty:*

- ✓ Develop and maintain partnerships with industry experts and host companies to facilitate internship opportunities.
- ✓ Provide guidance and support to students in identifying suitable internship placements.
- ✓ Ensure that internship programs align with academic objectives and meet college standards.
- ✓ Conduct orientation sessions to prepare students for the internship experience.
- ✓ Assign faculty supervisors to oversee and evaluate students' progress during internships.
- ✓ Monitor students' adherence to internship guidelines and address any issues that arise.
- ✓ Collaborate with industry experts and host companies to ensure a positive and valuable experience for students.
- ✓ Facilitate communication between students, industry experts, and host companies as needed.
- ✓ Provide resources and support for students to reflect on their internship experiences and integrate learning into their academic coursework.



- ✓ Evaluate students' performance and provide feedback to help them achieve their learning goals.

b) *For Industry Experts In charge:*

- ✓ Provide meaningful learning experiences that align with the student's academic and professional goals.
- ✓ Collaborate with the student to develop a clear understanding of internship objectives and expectations.
- ✓ Offer guidance, mentorship, and constructive feedback to help the student succeed.
- ✓ Facilitate opportunities for the student to apply theoretical knowledge in practical settings.
- ✓ Ensure a safe and supportive work environment for the student.
- ✓ Communicate regularly with the student to assess progress and address any challenges or concerns.
- ✓ Share industry insights, trends, and best practices to enrich the student's learning experience.
- ✓ Encourage the student to take initiative, ask questions, and actively participate in relevant activities.
- ✓ Provide opportunities for networking and professional development.
- ✓ Participate in evaluation processes and provide input on the student's performance and growth.

**7. Guidelines for Students, British Applied College:**

The Guidelines for Students at British Applied College outline essential responsibilities and recommendations for students undertaking internships, emphasizing professionalism, learning objectives, and effective communication between students, industry experts, and faculty mentors.

a) *Student Responsibilities:*

- ✓ Attend orientation sessions and adhere to the guidelines provided by the college.
- ✓ Identify personal learning goals and objectives for the internship experience.
- ✓ Complete required paperwork and documentation promptly.
- ✓ Maintain regular communication with the industry expert and faculty supervisor.
- ✓ Demonstrate professionalism, punctuality, and a positive attitude throughout the internship.
- ✓ Follow the policies and procedures set forth by both the college and the host company.
- ✓ Seek feedback and guidance from the industry expert and faculty supervisor to enhance learning and performance.
- ✓ Complete assigned tasks and projects within agreed-upon timelines.
- ✓ Reflect on learning experiences and participate in evaluation processes as required.
- ✓ Discuss and undertake mini projects, assignments, and case studies with industry authorities.
- ✓ Adhere to industry rules and regulations.
- ✓ Obtain prior permissions from relevant industrial authorities for the use of any industry documents.



- ✓ Abide by ethical practices and standard operating procedures of the industry.
- ✓ Follow health and safety precautions mandated by the industry.
- ✓ Maintain weekly communication with academic guide to report progress.
- ✓ Prepare an internship report in consultation with the academic guide.

*b) General Internship Recommendations:*

- ✓ Set clear goals before starting the internship and focus on achieving them.
- ✓ Utilize the opportunity to learn about various departments in large organizations.
- ✓ Approach tasks with enthusiasm and a positive attitude.
- ✓ Avoid negativity and embrace opportunities for learning.
- ✓ Be inquisitive and seek maximum knowledge and exposure.
- ✓ Identify a mentor within the company and initiate new projects.
- ✓ Aim to enjoy the internship and achieve tangible accomplishments.
- ✓ Maintain a regular internship schedule agreed upon with the project head.
- ✓ View the internship as a transition from college to the workplace and demonstrate honesty, punctuality, and a willingness to learn.
- ✓ Adhere to company policies and business practices.

*c) Student's Diary/Daily Log:*

- ✓ Maintain a daily diary to document observations, impressions, information gathered, and suggestions.
- ✓ Include sketches and drawings related to observations.
- ✓ Have the diary signed daily by the supervisor/in charge and periodically reviewed by the faculty mentor.
- ✓ Submit the diary along with attendance records and evaluation sheets after training.

*d) Internship Report:*

- ✓ Prepare a comprehensive report highlighting observations and learnings.
- ✓ Consult with Industrial Supervisor/Faculty Mentor for assigned topics.
- ✓ Utilize daily diary entries to aid in report writing.
- ✓ Ensure the report is signed by the Internship Supervisor and Faculty Mentor.
- ✓ Evaluation criteria include originality, adequacy, organization, learning experience variety, and practicality.

## **8. Health, safety, and welfare of students**

BAC is committed to prioritizing the health, safety, and welfare of students during internships. Specifically, when students undergo training in high-risk areas like the mining industry, Chemical Plants etc., BAC ensures they are covered by insurance, treating them as if they were employees in terms of health and safety provisions. Moreover, in line with industry standards, the college provides clear instructions to students regarding the necessity of obtaining insurance coverage for their protection during internships.



## 9. Monitoring & Evaluation:

### 9.1 Monitoring Phase:

#### a) At the Industry Side –

- ✓ Develop an internship schedule ranging from 4 to 8 weeks, providing a copy to the departmental project guide/faculty mentor/supervisor.
- ✓ Each student maintains an Internship diary/notebook, updating it daily and getting it reviewed by the industrial mentor/supervisor.
- ✓ Students prepare monthly reports and presentations, verifying them with the industrial mentor/supervisor.
- ✓ Ensure adherence to formal entry and exit procedures for internship commencement and closure.
- ✓ Discuss any early termination or extension of internship tenure with the departmental project guide/faculty mentor/supervisor, coordinating with the departmental internship coordinator and head.

#### b) At the College Side –

- ✓ Students submit monthly reports and presentations for verification by the departmental project guide/faculty mentor/supervisor.
- ✓ Present monthly activities online/offline to the departmental project guide/faculty mentor/supervisor.
- ✓ Present a comprehensive overview of internship activities online/offline to the departmental project guide/faculty mentor/supervisor at the internship's conclusion.
- ✓ Conduct surprise visits by Faculty Mentor/Internship Coordinator/Head of the Department or Academic Director to verify students' physical presence; unauthorized absences may result in cancellation of training or disciplinary action.
- ✓ Students may avail 1-day leave every 4 weeks, with prior permission from the respective industry mentor and notification to the Faculty Mentor, Internship Coordinator and Head of Department, at least one day in advance via email.

### 9.2 Evaluation Procedure:

The evaluation procedure involves several steps to assess the progress and performance of interns during their internship period. Industry mentors will be evaluating the student using forms (Form No. 3d) and submit it to the Faculty, BAC. Further BAC will evaluate and grade accordingly meeting the LO's Requirements.

The evaluation procedure systematically assesses the progress and performance of interns throughout their internship. The process involves collaboration between industry mentors, faculty evaluators, and the learners themselves to ensure alignment with qualification learning outcomes (LOs) and maintain consistency in evaluation.

- i. *Industry Mentor Evaluation:* Industry mentors at the host company are responsible for completing the Internship Evaluation Form (Form No. 3d) to assess the intern's performance across key skill areas. The evaluation form includes criteria such as punctuality, initiative, professionalism, adaptability, technical skills, problem-solving, creativity and innovation, work quality, understanding of industry, teamwork and collaboration, and communication skills. Each criterion is rated as Excellent, Good, Average, or Poor.  
Additionally, mentors provide qualitative feedback in the Comments and Observations section, offering constructive insights into the intern's strengths and areas for improvement. They also evaluate whether the intern met the agreed goals and objectives, as outlined in the Overall Internship Experience section. The completed and signed form is submitted online to the student's faculty internship supervisor.
- ii. *Faculty Evaluation and Grading:* Upon receiving the mentor's evaluation, the faculty assesses the intern's overall performance, ensuring alignment with the qualification LOs. The faculty grades the intern based on both the mentor's evaluation report and the learner's deliverables, such as the Internship Report and Oral Presentation.
- iii. *Learner Deliverables and Presentation Assessment:* At the end of the internship, learners submit a comprehensive Report on Internship detailing their experiences, tasks, and learning outcomes. They also present their internship experiences in an oral presentation evaluated by the faculty using a structured framework that aligns with the qualification standards. Presentation Framework and Criteria are follows,

*Pass (P)* - Clear explanation of the internship tasks and responsibilities. Basic understanding of the connection between the internship and course learning outcomes. Use of appropriate verbal communication with limited use of supporting visuals.

*Merit (M)* - Detailed and well-organized description of internship tasks, with examples of problem-solving or achievements. Strong linkage between internship experience and qualification learning outcomes. Confident delivery with effective use of visuals and audience engagement.

*Distinction (D)* - Comprehensive and insightful analysis of internship tasks, achievements, and challenges, including innovation or leadership demonstrated. Deep understanding and critical reflection on how the internship contributed to personal and professional growth. Exceptional delivery, with professional-level communication, impactful visuals, and strong audience engagement.

*Resit or Resubmission (R)* option will be given to the students who fail to achieve minimum Pass criteria.

- iv. *Assessment Consolidation and Reporting:* The assessor evaluates the learner's achievement of LOs by considering the employer's evaluation, the internship report, and the oral presentation. The final assessment report, summarizing the learner's performance





and alignment with LOs, is submitted to the respective Head of School for review and records.

- v. *Standardized evaluation across Schools*: The structured use of Form No. 3d, combined with the standardized oral presentation framework, ensures consistency in the evaluation process across all schools. It encourages critical reflection and effective communication from learners while maintaining alignment with academic and professional standards.

This evaluation procedure ensures a holistic assessment of learners, fostering meaningful feedback loops between industry, faculty, and learners for continuous improvement and professional growth.

### 10. Summary:

This Internship Manual for British Applied College (BAC), reflect on the critical role that internships play in bridging the gap between academic theories and the practical demands of the professional world. Our dedicated approach ensures that students are not just placed in internships but are given the tools and guidance necessary for true professional and personal development. We recommend students to make use of this manual as a roadmap to navigate your internship journey.

### Appendix – List of Forms

Form 3b - Students Internship Application Form
Form 3d - Internship Evaluation Form
Form 3e - Job Description for Learners
Form 3f - Contractual Agreements for Learners
Form 3g - Internship Orientation Feedback
Form 3h - Department wise details of Internship Coordinators and Supervisor names
Form 3i - Internship Feedback Survey -Learner feedback
Form 3j - Internship Feedback Survey -Provider feedback