



**INTERNSHIP FOLDER**

**2012 - 2013**

By starting this Internship you get acquainted with the work field you're educated for. In this booklet you will find some assignments you have to complete during the internship.

You find the specific core tasks in the booklet "core Tasks and practical assignments". In the attachments you will find all the official documents you need for this internship. But most of all: have a good time and make the best of it!

## Index

1	Introduction.....	4
2	Procedure.....	5
3	Assignments.....	6
3.1	Top-three list.....	6
3.2	The job letter.....	6
3.3	Making appointments.....	6
3.4	Internship Plan.....	8
3.5	The PAP.....	8
3.6	Time Table.....	9
3.7	Presentation.....	10
3.8	Core Task.....	11
3.9	Reflection.....	12
3.10	evaluation.....	12
3.11	Career counseling.....	13
4	Review.....	14
5	Attachment.....	15
5.1	Attachment 1.....	15
5.2	Attachment 2.....	16
5.3	Internship Plan.....	17
5.4	Attachment 3 Assessment of the assignments.....	18
6	Planning of school days and working hours.....	20
7	Company Information file.....	21
8	Time Sheet.....	22
9	Evaluation form company.....	23
10	Evaluation Form Student.....	24
11	Evaluation Sheet: work experience program.....	25
12	Self reflection.....	27
13	The Start Evaluation.....	29
14	Special Assignment Hospitality / General Construction.....	30

# 1 Introduction

This book contains the assignments for the period of your internship. You have already quite some experience in our educational training hours and it is time bring your experience into practice.

At the same time, the internship gives you the opportunity to experience the professional field in a certified company.

You choose this company during the *introduction phase* in which you had the opportunity to get to know several companies.

These companies have special supervisors (Job coaches) who accompany you in the performance of the work. Which activities you will carry out, depends on the special activities of the company you work for and you're Personal Development Plan.

The assignments in this book make sure that you will perform at least some activities directly related to the core tasks and / or processes (see Appendix1). At the end of the course you must be able to demonstrate that you can sufficiently perform the core tasks...

The results of these assignments will be kept in your portfolio: a folder where you collect evidence for your development and/or level.

You come to school every Friday. You will then work on the assignments in this book using the information you have gathered in your company and follow the lessons you need to complete your education.

You BPV-supervisor (job coach) will sign all the assignments you performed on the job.

Only a signed assignment will be put into your portfolio.

What skills and competencies you develop depends for a great deal on your own attitude. Be curious, ask questions and make sure you get the assignments for this period finished in time.

We wish you a lot of success during your internship.

## 2 Procedure

To make the internship a success, we work in three phases: the introduction, action and evaluation phase. In every phase you have to perform some assignments. You find the assignments listed in the chart.

Before you start with the assignments in the introduction phase, you have to be ready to make those first steps!

Most important are:

- The portfolio assignments,
- The PDP

As soon as these assignments are signed by the career counselor, you can start with the introduction phase.

Phase	assignment	Activity	Product
<i>Introduction</i>	1	Orientation on the companies	✓ Top-four list
	2	Job letter to company	✓ Job letter and cv
	3	Make a telephone call to the job coach and make an appointment for a first visit.	✓ Telephone call ✓ E-mail to career counselor
		Meet your job coach and make the first agreements about working hours, etc.	✓ Evaluation of the conversation by the job coach ✓ A signed POK ✓ A filled in informationsheet about the company
Action	4	Discuss internship plan with job coach	✓ Signed internship plan
	5	Discuss PAP with Job coach	✓ Signed PAP
	6	Time table	✓ Signed time tables
	7	The company	✓ Presentation about company
	8	Core task	✓ Slide show
Evaluation	9	Reflection	✓ Reflection report
	10	Evaluation talk with job coach	✓ Filled in evaluation form
	11	Careercounseling	✓ Re-newed PDP and PAP ✓ Up date the Portfolio

### 3 Assignments

Saba is a small Island and you know a lot of people. In the 'pre-introduction phase' we visited the companies who are certified and have a trained job-coach to guide you during the internship. Because it is very important that the match between you and the company is positive, you can choose the companies that interest you most.

#### 3.1 Top-three list

Make a Top-Three list of the companies you want to work for.

Work with a chart like this one below.

The Top Three list will be discussed in the guidance hours.

Name and adress	Describe the company	Possible duties during internship	Motivation for the company: ⇒ Which core tasks can you perform at the company, ⇒ What tasks would you like to do there? ⇒ What do you think you can learn at the company ⇒ Why do you want to learn that? ⇒ Think of other arguments like: it's near, I know the owners, etc.
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After the Top-Three list is discussed with the career counselor, you choose one company and write a job letter.

#### 3.2 The job letter

You write a job letter and an attached CV to the manager of the company of your choice. During English classes you have worked at a proper job letter and cv. Show your letter to the teacher before you send the letter by (e) mail. A signed (by the English teacher) copy of the letter is part of your Portfolio.

#### 3.3 Making appointments

After your job interview and the confirmation that you can start the internship at the company, you make an appointment to make the last arrangements before you start working at the company.

First of all you will make a telephone call. In this telephone call you make an appointment for a short visit. After you made the call, you write an email to the career counselor to tell about the arrangements you made. A printed version of that mail will be kept in your Portfolio.

Let's talk!

During the first talk with your job coach, there is a lot you want to know from him / her. Next to that, during this talk you will sign, together with the job coach, the internship agreement. Make a list with all the things you want to get answered.

Think of:

- At what time you have to start?
- How will you be scheduled?
- What about dress-code, ear rings, make up?
- What will be the first things you will do?
- What does the job coach think about your PAP?
- Are there certain rules you have to obtain?
- Is there a certain time per week you can talk about the assignments you have to do?
- Who should you phone when you are ill? (telephone numbers)
- Don't forget to sign the Internship agreement!
- And much more!

Before you leave, you will ask the Job-coach to fill in a reflection form about this conversation. This form is part of the Portfolio and will be discussed with the career counselor. Next to that, ask your Job Coach to fill in the information file.

End of the introduction phase, Time for ACTION!!!



### **3.4 Internship Plan**

Together with your job coach, you will plan the assignments you have to full fill during the internship. Read with him /her the assignments in this booklet. You will have time on the Fri- days to work on the assignments, but sometimes you need information from the company too.

Before you started the internship, you made a PDP (personal development plan) in which you wrote what you want to achieve. Together with the job coach you can make an agree- ment where, when and how you can work at your PDP.

Further there are certain tasks you have to learn for this profession. In the Qualification file you'll find what those tasks are.

And last but not least, the company has some plans and possibilities.

In the Internship plan you write, together with the job coach, which tasks you will do during your internship and how you will work to achieve these goals.

When you have written your internship Plan the Job coach has to sign it. The Internship Plan is part of the Portfolio.

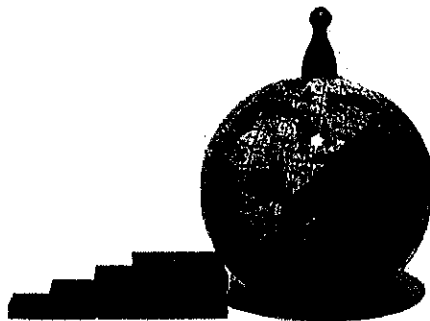
### **3.5 The PAP**

When the Internship Plan is ready and signed, it's only a small step towards the PAP.

In this Personal Action Plan you make a SMART report of the activities you wrote down in your Internship Plan.

You can make several PAPS' for the different tasks you want to work at, or a larger PAP for several tasks.

The only thing you have to keep in mind is that the PAP is part of the evaluation. The PAP is signed by the job coach and is part of the Portfolio.





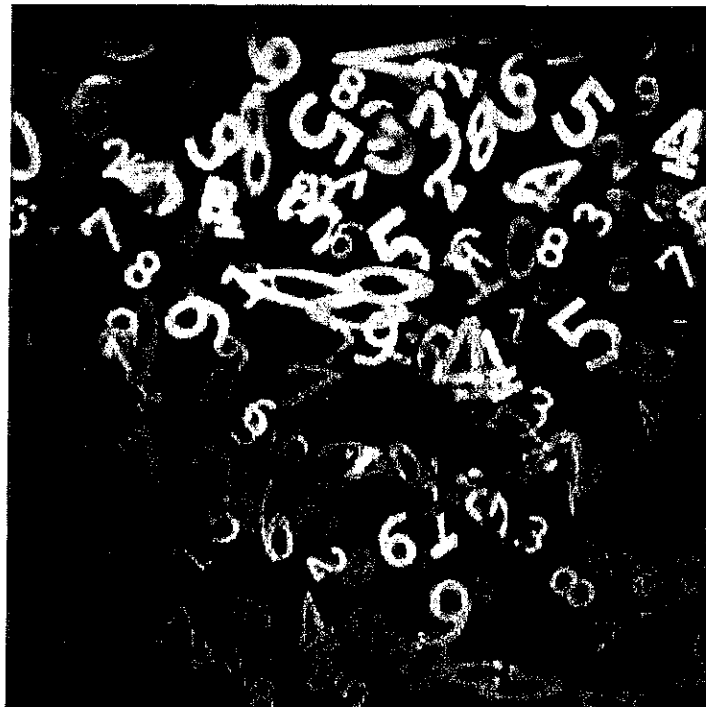
### 3.6 Time Table

In the Internship agreement is written how many hours per week you will work at the company. Due to the fact that the *work* is part of you're education, the job should contribute to this education. That's why you have to work according the Qualification file.

In the time table you write as specific as possible, what kind of job you did, and what core task from the qualification belongs to that job.

There is no core task more important than the other. At the end of your education, all core tasks should be done, and at least sufficient performed.

The time table shows how many hours you worked and which core tasks are emphasized. Each time table will be signed by your job-coach. A summary of the time table is part of the Portfolio and will be signed by the career counselor.



### 3.7 Presentation

A very important part of the internship is to experience how it is to work at a certain company. After a few weeks you become an expert and can tell a lot about your experiences.

As a professional, you will present the company to the lower forms.

The presentation will take place in the last weeks of the internship at school. The job coaches will be invited to join the presentation.

Most important is that you give an answer to the following question: *What can a student expect when he / she will do her /his internship at this company?*

You can choose the way you want to present the information. The presentation will last at least 20 minutes.

You also tell about:

- Overall information about the company
  - Name, adress, manager, core business
  - Which product or service is delivered by the company?
  - Who are the customers of the company?
- PDP and PAP
  - Was it possible to work at you're personal goals at the company?
  - Are you satisfied about the things you learned during the internship?
  - Is working at this company challenging?
- Working in a team
  - How many people work at the company?
  - How was it to be a team member?
  - Did you feel accepted?
  - How was the contact with the job coach organized?
  - Are you a team-worker?
- Job possibilities
  - How does the company hire their employers?
  - Were you well prepared by the vocational education at school?
  - Are there any career possibilities in this company for a student from the Comprehensive school?
  - Why would you recommend this company to others?

During the first weeks of the internship you have time and possibilities to find the answer on these questions. On Fridays we make an appointment on the presentation.

### 3.8 Core Task

After a few weeks working in the company, there will be one or two tasks you perform almost every day and probably are able to perform them independently.

Make slides of this task as a part of your final presentation.

It has to be very clear what task it is and what proceedings to follow to make it a perfect performance.



Reflection

### **3.9 Reflection**

In the last weeks of your internship, you should take the time to reflect on this period.

Reflection takes time. Just stand still for a moment and think.

Think about yourself in the first place. Then think about the company you worked for. Think about school, the profession you are about to learn and the possibilities you see for yourself in this profession.

You will fill out a reflection form in which you look back at the past weeks / months and look forward to the next steps you will have to take in order to develop the person you want to be. When we reflect, it is important to start positive: what went well, what are you proud of, what did you learn, what compliments you received, etc.

Often we learn from our mistakes. After you did something wrong, you can do it better next time!

In your reflection you write about your lessons learned: what will you do different the next time!

The review of the core tasks is part of the reflection form.

The reflection form is one of the official documents of the internship. Both job-coach and career counselor will sign the reflection next to your own signature.

The reflection form will be discussed at the final evaluation and will be kept in the Portfolio.

### **3.10 evaluation**

Also the job-coach will fill in an evaluation form. This evaluation form will, next to your reflection form, be discussed during the final evaluation at the end of the internship.

The signed evaluation form will be kept in your Portfolio.

### 3.11 Career counseling

When you are back in school, the internship, your reflection and the evaluation will be discussed with the career counselor.

The last step of your internship is to write a new PDP. This PDP is also the starting point of the next period and shows the learning points you have to work on.

This PDP is a follow up of the last PDP and replaces the former PDP in the Portfolio.

4



# Portfolio

## Review

Your job-coach, the career counselor and the teachers at the Comprehensive school will review all the products, forms, assignments and tasks you performed during the internship. All assignments you perform during the internship at the company should be signed by the job coach.

Your employability skills are reviewed as well as your professional skills and your competences.

Your review over these three subjects can be:

1. I (insufficient)  
You have to do your period of internship again before you can move on with your education.
2. S (sufficient)  
You performed as expected.
3. E (excellent)  
You performed better as expected.

The final review is an overall review. This final review is *Insufficient or Sufficient*.

In both cases there will be a commend on the review by the career counselor and a teacher.

As you can aspect, all reviews are part of your Portfolio.

## 5 Attachment

### 5.1 Attachment 1

All assignments has to be signed by the Job Coach. This form is a reminder for you: did you do all assignments?

1. Make a top three list		
2. Write a job letter and c.v.		
3. First appointment and sign internship agreement and information aboUt the company		
4. Reflection form by Job Coach		
5. Internship plan		
6. PAP		
7. Time Tables		
8. Presentation		
9. PDP		
10. Review		

Next to the assignments, there are some documents that will kept in the Portfolio.

This is a list with all the documents that should be (signed!) kept in the Portfolio:

1. PDP
2. Copy of your Job letter and C.V. (3.2)
3. Email (3.3)
4. Reflection form (3.3)
5. Internship agreement (3.3)
6. Internship plan (3.4)
7. PAP (3.5)
8. Timesheets (3.6)
9. Reflection (3.9)
10. Evaluation (3.10 Ifour forms)

## 5.2 Attachment 2

### 5.2.1 Reflection form

This form is part of your Portfolio.

Name of the Company:	
Name of the Job Coach:	
Students name:	
Date:	Yes / no / maybe
The student made an appointment in a proper way	
The student came on time	
The student was dressed shipshape	
The student behaved properly	

The student asked questions	
The student listened active when you explained things	
The student shows interest in your company	
All the needed information for the student is shared during this talk	

Are there any other things you want to say about this first impression?
-------------------------------------------------------------------------

Signature
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### 5.3 Internship Plan

Name of the Company:	
Name of the Job Coach:	
Students name:	
Remember: write the tasks SMART!	
Tasks:	Period of time
Nr.	
Nr.	
Nr.	
Nr.	

Name of the Company:	
Name of the Job Coach:	
Students name:	
<b>Evaluation Form Internship Plan</b>	
Sufficient / insufficient	New goals:
Nr.	
Nr.	
Nr.	
Nr.	

#### 5.4 Attachment 3 Assessment of the assignments

##### 5.4.1 Assignment 3.1 Top three list

<b>assessment of the assignment</b>			<b>I</b>	<b>S</b>	<b>E</b>
Top Three list is complete					
			<b>I</b>	<b>S</b>	<b>E</b>
The student is capable to name strong and weak points of him / herself					
			<b>I</b>	<b>S</b>	<b>E</b>
The student is clear about the point he / she wants to learn during the internship					
<b>Assesors for approval</b>			<b>assessor 1</b>		<b>assessor 2</b>
function	Career counselor		inapplicable		
name					
signature					
date					

##### 5.4.2 Assignment 3.4 Internship Plan

<b>assessment of the assignment</b>			<b>I</b>	<b>S</b>	<b>E</b>
Internship plan is according to the core tasks					
			<b>I</b>	<b>S</b>	<b>E</b>
The student shows that he / she wants to learn					
			<b>I</b>	<b>S</b>	<b>E</b>
The internship plan is made up SMART					
			<b>I</b>	<b>S</b>	<b>E</b>
The internship plan is made up in the first two weeks of the internship					
<b>Assesors for approval</b>			<b>assessor 1</b>		<b>assessor 2</b>
function	Career counselor		Member of the exam commission		
name					
signature					
date					

### 5.4.3 Assignment 3.4 PAP

<b>assessment of the assignment</b>			I	S	E
<b>The PAP has been derived from the Internship Plan</b>					
			I	S	E
<b>The PAP is according to the core tasks</b>					
			I	S	E
<b>The PAP is set up SMART</b>					
<b>Assesors for approval</b>	<b>assessor 1</b>	<b>assessor 2</b>			
function	Career counselor	Member of the exam commission			
name					
signature					
date					

### 5.4.4 Assignment 3.6 The Time sheets

<b>assessment of the assignment</b>			I	S	E
<b>The time sheets are complete</b>					
			I	S	E
<b>The student worked on several coretasks</b>					
<b>Assesors for approval</b>	<b>assessor 1</b>	<b>assessor 2</b>			
function	Career counselor	Member of the exam commission			
name					
signature					
date					

### 5.4.5 Assignment 3.7: The presentation

<b>assessment of the assignment</b>			I	S	E
<b>The presentation is at least 15 minutes</b>					
			I	S	E
<b>The core tasks the student had to perform are clearly explained</b>					
			I	S	E
<b>The information about the company is complete</b>					
			I	S	E
<b>The student is able to talk loud and clear in front of a group</b>					
<b>Assesors for approval</b>	<b>assessor 1</b>	<b>assessor 2</b>			
function	Career counselor	Member of the exam commission			
name					
signature					
date					

## 6 Planning of school days and working hours

Planning internship Form 3 – 4 – 5 Vocational
Academic year 2012 - 2013
<b>3 Vocational</b> <ul style="list-style-type: none"><li>• 14 January 2013 – 18 January 2013</li><li>• 18 March 2013 – 22 March 2013</li><li>• 20 May 2013 – 24 May 2013</li></ul> 114 hours
<b>4 Vocational</b> <ul style="list-style-type: none"><li>• 26 November 2012 – 18 January 2013</li><li>• 25 February 2013 – 12 April 2013</li></ul> 352 hours
<b>5 Vocational</b> <ul style="list-style-type: none"><li>• 5 November 2012 – 18 January 2013</li><li>• 18 February 2013 – 12 April 2013</li></ul> 480 hours
Form 4 and 5 will be at school every Friday!  School holidays during the period of internship: 17 December 2012 – 4 January 2013 29 March 2013 – 5 April 2013

## 7 Company Information file

Information	
Internship from: ..... to .....	
Student information	
Students name	
Adress	
Telephone	
Mobile phone	
Email address	
Information company	
Company name Or company stamp	
Adress	
Telephone	
Email adress	
Manager / owner	
Job coach	
Function job coach in company	
Telephone job coach	
Working days / best contact moments	



# 8 Time Sheet

Students name:

Date:


Signature Job coach:

Company's name:

Day	Time	Describe the work you perform:	Core task nr.
	h -		
	h -		
	h -		
	h -		
	h -		

Week nr. **Total hours:**

## 9 Evaluation form company

	<b>Name company</b>					
	<b>Name student</b>					
	<b>Period of internship</b>					
	<b>Name job coach</b>					
<b>Part</b>	<b>Score</b>					<b>Motivation</b>
1. How was the introduction in the company?	++	+	±	-	--	
2. Where you able to make an agreement about the internship before you started?	++	+	±	-	--	
3. Did the company keep the agreements?	++	+	±	-	--	
4. Was the job you did meaningfull and variously?	++	+	±	-	--	
5. Did you learn enough during the internship?	++	+	±	-	--	
6. Were you coached by your job coach at the company?	++	+	±	-	--	
7. Did you have reflection talks on a regular bases?	++	+	±	-	--	
8. Did you feel safe working at the company?	++	+	±	-	--	
9. Did you have a good contact with your colleagues?	++	+	±	-	--	
10. How would you review the company you worked in?	++	+	±	-	--	

# 10 Evaluation Form Student



Students Name:

Company:

Date:

Ratings: 5 = excellent 4 = good 3 = average 2 = fair 1 = poor

*The student*

Is on time	
Is neatly groomed	
Arrives prepared (knew what to do)	
Asks questions	
Listen well and shows interest in work and company	
Shows (a strong) desire to learn	
Is able to follow instructions	
Shows respect to the all colleagues	
Is able to carry out requested tasks	
Is willing to work and to cooperate	
Shows responsibility and takes initiative	
Is pleasant and cooperative	
Is a welcome colleague	

Additional comments or suggestions:



# 11 Evaluation Sheet: work experience program

First name:	Last name:	Status: student
Class:	Department worked in:	Date:

Instructions: Place a check  in the appropriate square for each factor.

Evaluate on accomplishments, according to requirements on the job.

Review should not cover usual performance for the whole period under consideration.

Indicate 'not applicable' when factor does not apply to the job.

	EVALUATION FACTOR	Not Applicable	Needs Improvement	Meets improvement	Exceeds requirement
Quality	Appearance at the job				
	Accuracy of work performed				
	Neatness of work performed				
	thoroughness				
Productivity	Preparedness				
	Response to workload				
	Utilization of working time				
	Ability to follow instructions				
Dependability	timeliness				
	Punctuality				
	Attendance				
	Degree of direction required				
Cooperation	Planning and organization of work				
	Ability to work with the public				
	Ability to work with other employees				
	Attitude towards the job				
	Willingness to accept guidance				
Job knowledge	Demonstration of respect towards supervisor and environment at all times				
	Understanding of job requirements				
	Ability to think problems through				
	Understanding of related areas and functions				

	Demonstrated desire to learn				
Communication	Ask questions when something isn't clear				
	Answers questions clearly				
	Is able to make conversation				
	Listen attentively and with interest				
	Speaks proper English				
Leadership	Willingness to accept responsibility				
	Is able to reflect and adjust behavior				
	Provides a good example				
	Shows good attitude and moral				
	Is able to think ahead				

Comments on specific achievements, progress attained towards performance requirements:

Comments on what is needed to improve performance, or prepare for greater responsibility:

Overall Evaluation: circle one →

*Poor*

*Average*

*Good*

*Very good*

Signed at:

Date:

X

\_\_\_\_\_  
supervisor

X

\_\_\_\_\_  
student



## 12 Self reflection

Students name:

Date:

Companys name:

Periode of Internship:

Describe the work you did at the company

What did you like most about the job ?

What did you not like about the job?

What did you achieve during the internship and are proud about?

**Do you think you have it in you to make a career in this profession? On which experience is your opinion based?**

**How did you show that you are interested in this job?**

**What would you do different the next time?**

**How would you describe your own employability skills?**

**Name five core tasks you worked on. Describe very specific how you worked on the core tasks, what went well and what good be better.**

## 13 The Starrt Evaluation

Use the **starrt** evaluation in three situations that occurred during the period of internship. Of each situation you write a STARRT evaluation.

### Situation

- Describe the situation: what has happened?
- Who was involved?
- Where did it take place?
- What was it about?
- What was the reason it happened?

### Task

- What was your task during the situation?
- What was your function at that moment?
- What where you supposed to do?
- What was expected from you?
- What where your goals, what did you want to achieve?
- Did you have a plan?

### Action

- What did you really do?
- How did you approach the task?
- What did you think at that time?
- How did you feel at that time?

### Result

- What was the result of your action?
- How did others react upon your action?
- How did it help others to go on with their jobs?

### Reflection

- Was the result of your action that what you thought it would be??
- What did you learn?
- Which competencies did you use?

### Transfer

- What would you do when the same situation would happen again?
- What are you planning for the next time something like this will happen?

## 14 Special Assignment Hospitality / General Construction

In the booklet "core tasks and practical assignment", you find the assignment your teacher gives you.

Next to the Job coach, the teacher will sign the assignment and rate it.

Your educational system is a competence base system.

That means:

(...) What is competency-based education and what makes it different? The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes.

Implemented effectively, competency-based education can improve quality and consistency, reduce costs, shorten the time required to graduate, and provide us with true measures of student learning. We must:

1. Measure student learning rather than time.
2. Harness the power of technology for teaching and learning. Computer-mediated instruction gives us the ability to individualize learning for each student. Because each student learns at a different pace and comes to college knowing different things, this is a fundamental requirement of competency-based education.
3. Fundamentally change the faculty role. When faculty serve as lecturers, holding scheduled classes for a prescribed number of weeks, the instruction takes place at the lecturers' pace. For most students, this will be the wrong pace. Some will need to go more slowly; others will be able to move much faster. Competency-based learning shifts the role of the faculty from that of "a sage on the stage" to a "guide on the side." Faculty members work with students, guiding learning, answering questions, leading discussions, and helping students synthesize and apply knowledge.
4. Define competencies and develop valid, reliable assessments. The fundamental premise of competency-based education is that we define what students should know and be able to do, and they graduate when they have demonstrated their competency. This means that we have to define the competencies very clearly. Getting industry input is essential to make sure

that we've identified relevant competencies. Once the competencies are established, we need experts in assessment to ensure that we're measuring the right things.

DR. Robert Mendenhall, Huffington post, 25 October 2012