



東華學院
TUNG WAH COLLEGE

Handbook for Co-operative Education Scheme

September 2015

Co-operative Education Scheme (the “Co-op Scheme”)

1. Overview of Co-op Scheme

1.1 The Co-op Scheme is an educational model that formally integrates academic studies with relevant, real-world work experience. Students need to work in appropriate fields of business, industry, non-profit organisations, social services, or other professions for a period of 8 to 12 months during the Co-op year. The Scheme aims to bridge the gap between classroom learning and the real world, thereby enabling students to integrate their knowledge, concepts and skills learned from textbooks or classrooms with their own personal values and goals in a practical way in the workplace.

1.2 All degree students are required to take full-time Co-op jobs in companies or organisations (normally outside the College) for 8 to 12 months during their course of studies, according to the study paths of respective degree programmes.

1.3 Since the main purpose of Co-op education is to help students develop their life and other soft skills through general work experience, unlike the typical practicum arrangement of a degree major, there will be no restriction set on the nature of Co-op jobs (*except for programmes of BBA(Hons) in Health Services Management, BSocSc(Hons) in Applied Psychology, and BSc(Hons) in Occupational Therapy – students of these programmes are required to engage in Co-op jobs in related settings*).

1.4 Students may obtain information of Co-op works and related application procedure at the Career Counselling Centre (CCC), or via the CCC website at www.twc.edu.hk/ccc. They need to go through formal recruitment and interview procedures, just like in the real world, which shall in turn form part of their learning experience.

1.5 Students will be equipped with the required knowledge and skills through General Education courses and other co-curricular and pre-Co-op workshops prior to their Co-op year. Each student will be assigned a Student Academic Advisor (SAA) and can among other things seek advice on the appropriate choice of General Education courses that best suit their learning interest and prepare them for the Co-op jobs. Students may also obtain guidance from SAAs and support from Co-op coordinators at CCC to find Co-op jobs.

1.6 The Co-op Scheme carries a total of 18 credits, and students will be under joint supervision and assessment of SAAs and Co-op supervisors (i.e. their supervisors at work). All students, except those of BSocSc(Hons) programme, will be expected to keep monthly work journals and submit them to SAAs on a monthly basis. Their performance during the Co-op period will be assessed both professionally and academically, which includes a probationary evaluation; an overall performance evaluation; and a final reflective report.

1.7 BSocSc(Hons) students only: To further integrate Applied Psychology into the Co-op Education Scheme, the final reflective report is modified and custom-made to provide students with the opportunity to apply psychological concepts and knowledge to the Co-op workplace. By adopting the experiential learning theory as the pedagogical framework, students will conduct a “Self-Change Project” through work during the Co-op year, and will be required to submit five mini-reports at different stages of their Co-op period. More details of the Self-Change Project and the requirements of the mini-reports are outlined in Appendix 5.

2. Objectives and Intended Learning Outcomes of Co-op Education Scheme

2.1 Objectives

- i. Provides an experiential learning opportunity for students to integrate classroom learning with real-world workplace experience, and to gain and learn from hands-on experience;
- ii. Equips students with the general knowledge and skills required at work, and makes them transferable to their future career;
- iii. Helps students build appropriate self-values, interpersonal relationships and communication skills through work experience, and strengthens students' motivation and intelligence in face of adversity and stress;
- iv. Develops students' critical thinking and problem-solving skills, ethical values and professional quality in handling regular tasks as well as challenges at work;
- v. Helps students to search for meaning at study, at work and in life, through engaging in a real work and reflection process;
- vi. Helps students to understand an organisation's mission and expectations.

2.2 Co-op Intended Learning Outcomes (CILOs)

In the course of this Co-op education scheme, students (except those of BSocSc(Hons) programme) are expected to:

CILO1: Identify and design their own learning outcomes, operationalise and reflect them in the Co-op work;

CILO2: Apply general knowledge and skills acquired from regular and co-curricular courses to perform tasks assigned in the Co-op work, and review and refine them;

CILO3: Demonstrate self-confidence and good interpersonal communication skills, and to work well as part of a team;

CILO4: Apply problem-solving skills, critical thinking skills and ethical sense to the Co-op work, and to deal with difficulties and dilemmas in particular;

CILO5: Employ life skills and self-management skills in the Co-op work setting;

CILO6: Demonstrate the ability and core competence to meet an organisation's requirements and expectations.

BSocSc(Hons) students are expected to:

CILO1-AP: Identify and design their own learning outcomes, operationalise and reflect them in the Co-op work, and adapt them to their own career goals in life;

CILO2-AP: Apply psychological and general knowledge and skills acquired from regular and co-curricular courses to perform tasks assigned in Co-op work, and review and refine them;

- CILO3-AP: Utilise psychological principles in demonstrating self-confidence and good interpersonal communication skills, and work well as part of a team;
- CILO4-AP: Apply problem-solving skills, critical thinking skills and ethical sense to the Co-op work, and to deal with difficulties and dilemmas in particular;
- CILO5-AP: Employ effective psychological strategies and self-management skills in the Co-op work settings;
- CILO6-AP: Demonstrate the ability and core competence to meet organisation's requirements and expectations;
- CILO7-AP: Utilise, integrate and synthesise knowledge, skills and values at a professional/occupational level;
- CILO8-AP: Evaluate the extent the behaviour has impact on self-relevant issues and adjust behaviour in the specific situation.

3. Benefits of Co-operative Education Scheme

3.1 To Students

- Gain and learn from hands-on experience during college study and earn academic credits
- Have the opportunity to earn income while studying
- Get to know the real-world workplace setting and office operation
- Gain full-time work experience and develop related soft and life skills, adding to students' portfolio and capability and making them more employable
- Have the chance to explore and develop career goals and plans prior to graduation

3.2 To Employers

- Able to identify and train up capable students during the Co-op work for potential staff recruitment
- Have an extra source of capable personnel well-trained to fit in specific skills or job requirements of the Co-op organisation
- Have the chance to collaborate with an education institution to bring academic perspectives in their staff recruitment and human resources development
- Contribute directly to the education sector and the development of human resources for the industry and the society as a whole

3.3 To the College

- Contribute to the whole-person development and all-rounded potential of its degree students
- Have the chance to reach out to the community and develop quality graduates to meet the specific skills or job requirements of Co-op organisations

- Develop a tripartite collaboration with the industry and students in shaping and building the human resources pool of the society

4. Structure of the Co-op Scheme

4.1 Co-op education integrates students' academic studies with real-life work experience. It aims to extend students' learning beyond the classroom and such integration should enhance the scope and effectiveness of their learning.

4.2 All bachelor's degree students (except senior year entrants – see subsection 4.6 below) are required to take the Co-op Scheme. It is credit-bearing and performance of the students will be graded and recorded in their academic transcripts. Students are recommended to take certain Co-op related General Education courses before or during the Co-op period.

4.3 Students will engage in a full-time paid employment for 8 to 12 months at Co-op partners' companies or other organisations (exact duration of the employment depends upon the curriculum of different programmes). A "full-time employment" is defined as:

- (a) an employment regarded by the Co-op employer as full-time in nature, or
- (b) an employment of any other kind involving no fewer than 36 working hours per week on average; concurrent employments are acceptable provided that each of them involves no fewer than 12 hours per week on average. Students will be required to submit supporting documents such as timesheets as a proof of their actual working hours.

4.4 As for the assessment, they need to pass an interim probation evaluation in the first 3 months (or in the first month for BMedSc(Hons) students) of the Co-op period in order to continue on, and pass the overall performance evaluation by the end of the Co-op period.

4.5 Upon completion of the Co-op period, students are required to join de-briefing sessions and complete the final reflective report, which will be graded by their SAAs.

4.6 It is optional for senior year entrants to join the Co-op Scheme. Senior year entrants who would like to join the Scheme are recommended to engage in a 6-month Co-op job (in the form of full-time employment) right after they have completed their final year examination. Upon successful completion of the Co-op job, students will be granted 9 credit units. Graduation will then take place at the year when the students have finished the Co-op job.

5. Operation and Administrative Support for Co-op Education Scheme

5.1 The implementation of Co-op education involves both the College (i.e. students, SAAs and Co-op coordinators) and Co-op partners (and Co-op supervisors). Their close collaboration and teamwork shall facilitate the smooth operation of the scheme and ensure that the learning interests of students will be well taken care of.

5.2 The Student Affairs Office (SAO) is responsible for reaching out to the business or industry to promote the Scheme and to seek collaborators and develop related partnership. A formal Memorandum of Understanding will be signed between the College and Co-op partners to reach mutual understanding and commitment.

Career Counselling Centre (CCC)

5.3 CCC takes charge of the operation and related logistics of the Co-op Scheme, and offers support to all students, SAAs and Co-op partners. It is basically working like a job centre, where students can find details of Co-op jobs offered by Co-op partners and submit their job applications. Students can also consult Co-op coordinators at the Centre for further information or other career and job-related matters.

5.4 CCC also provides support for Co-op partners to arrange career talks, recruitment exercises and job interviews on campus.

5.5 Students can also search for jobs other than those from Co-op partners. In doing so, they need to register and confirm the employment with CCC which will then work out relevant arrangement with the organisation.

5.6 Developed by ITSO and monitored by CCC, a Co-op Online System (<http://twcweb.twc.edu.hk/app/coop>) has been set up for students to submit their documents/assignments related to Co-op, and for student academic advisors (as well as programme leaders and department heads) to retrieve students' submissions.

Co-op Related General Education Courses

5.7 The Languages and General Education Centre (LGEC) offers various General Education Courses to equip students with academic knowledge and skills in support of their Co-op jobs.

5.8 Students can consult SAAs for their study choice according to their own academic and career interest. Examples of such Co-op related General Education Courses include:

- Understanding and Motivating Self
- Interpersonal Relationship and Teamwork
- Managing Oneself and Problem Solving Skills
- Coping with Life Challenges

5.9 To facilitate students taking Co-op related General Education (or other) Courses during the Co-op year, a flexible study mode will be adopted. It will include the use of on-line learning and discussion platform, multi-media learning materials or evening and Saturday classes, when needed.

Pre-Co-op Education Workshops

5.10 Prior to engaging in Co-op jobs, students need to attend all structured workshops arranged by CCC. These workshops serve both informative and training purposes. Students will among other things learn about the purposes, arrangement, assessments and other requirements of the Co-op Scheme. Students will be expected to develop job-readiness and self-assessment skills, and an understanding of the following:

- the expectations of the College and Co-op partners on students involved in the Co-op Education Scheme
- health and safety considerations in Co-op workplace
- issues relating to confidentiality and rights to privacy

- work ethics and responsible use of information technology
- the rights to work in an environment free from abuse and harassment
- relevant sections of the Employment Ordinance
- appropriate handling and reporting of concerns or problems at the Co-op workplace

5.11 As students have to apply for Co-op jobs and attend job interviews with prospective employers, the workshops will help prepare students for their job applications and interviews. To add to the learning experience, interviewers will also be asked to offer written or verbal feedbacks or suggestions after the interviews.

5.12 The job interview provides both Co-op employers and students with a good foundation for a successful Co-op work experience. Students will be advised that job interviews will be competitive by nature and they may not be able to get a Co-op job in the first interview. If so, they shall reflect and learn from such experience, and prepare for the next round with further guidance and coaching from SAAs and Co-op coordinators.

5.13 Students can browse and look for Co-op jobs at the CCC website at www.twc.edu.hk/cc and submit their job applications via CCC to Co-op partners.

5.14 Students are also encouraged to look for Co-op jobs other than those provided by Co-op partners, e.g. other openings in the job market.

5.15 Once the Co-op job offer has been confirmed, students are required to submit the employment documents to CCC for registration. CCC will then coordinate with concerned Co-op supervisors on the assessment and other arrangements, while SAAs will work out the Co-op learning plans with students.

5.16 A learning plan will specify clearly among other things students' learning objectives for the Co-op job, how the students intend to achieve them, and the kinds of knowledge, skills and other resources required.

6. Roles of Student Academic Advisors (SAAs), Co-op Supervisors and Co-op Coordinators

6.1 In general, SAAs will guide and coach students throughout the Co-op period. They help students develop learning objectives and plans based on their own interest and career or life goals. They will also meet with students to ensure that students are progressing well to achieve their learning objectives and to meet the job requirements and expectations of the Co-op supervisors (i.e. supervisors at work), as agreed.

6.2 Co-op supervisors are responsible for assigning tasks and responsibilities and setting expectations and other requirements for the Co-op jobs, according to the posts assigned and with reference to the student's learning objectives and plans. They will coach, monitor and evaluate students' performance during their employment. They will also be invited to offer feedbacks or suggestions for possible improvement of the Co-op Scheme.

6.3 To facilitate better understanding and cooperation among students, Co-op supervisors and SAAs, a learning agreement will be adopted to spell out clearly the students' learning objectives and plans to achieve them. Students are responsible for developing the learning agreement and seek advice and approval from their Co-op supervisors and SAAs. The

Learning Agreement (Appendix 1) plays a key role to ensure that students' learning objectives are clearly defined and will be achieved as planned.

6.4 The Co-op coordinators at CCC are responsible for the operation and logistics support, and serve to coordinate between Co-op partners, SAAs and students. They also act as the contact persons for all matters relating to the Co-op Scheme. Among other things, they organise pre-Co-op workshops, arrange Co-op jobs and related interview and recruitment procedures, offer advice to students, and monitor and handle all Co-op related issues, including students' work attendance and punctuality, motivation to work, potential injury and work safety issues, abnormalities or complaints, etc. In case of any concern, they will alert and work with SAAs for immediate reconciliation or possible follow-ups. Site visits, on-site observations or face-to-face interviews will be arranged, when needed.

7. Roles of Students

7.1 Students should see themselves as regular employees, and perform job duties as assigned. They should work hard to meet the job requirements and expectations of their Co-op supervisors and at the same time achieve their learning objectives for the Co-op Scheme.

In general, students should adhere to the following code of conduct during the Co-op period:

- to account for their time honestly and accurately
- not to personally receive any fees, commissions, gifts or gratuities from the clients of Co-op organisations
- to at all times safeguard the Co-op organisation's confidentiality and secure all materials
- to avoid and disclose conflicts of interest, if any
- not to use inside information of Co-op organisations to pursue personal interests

8. Completion and Assessment Requirements

8.1 The Co-op Education Scheme bears 18 credits of a degree programme. Students need to fulfil all assessment and other requirements in order to complete the Scheme.

8.2 Students are normally required to complete 8 to 12 months of full-time employment (exact duration of the employment depends upon the curriculum of different programmes). Upon special approval, students may be allowed to complete the required Co-op work in more than one organisation. The related supervision and assessment will be adjusted accordingly, on a case-by-case basis.

Assessment Components

8.3 Students' performance during the Co-op period is evaluated by 3 components, as follows:

- i. Probationary Performance Evaluation (Appendix 2)
- ii. Overall Performance Evaluation (Appendix 3)

- iii. Final Reflective Report (to be marked by SAA) (Appendix 4 for non-BSocSc(Hons) students and Appendix 5 for BSocSc(Hons) students)

Students are required to pass all the above assessment components in order to satisfactorily complete the Scheme.

8.4 The Probationary Performance Evaluation (Appendix 2) assesses students' performance and progress in meeting the job requirements and expectations during the probationary period of their employment. Students have to pass the probation in order to continue on with the job. Similar performance appraisal framework adopted by the Co-op organisation may be used in lieu of the Probationary Performance Evaluation Form provided here.

8.5 The Overall Performance Evaluation (Appendix 3) will be conducted by the Co-op supervisor by the end of the Co-op period. It is a comprehensive job performance appraisal, consisting of mainly close-ended, structured evaluation questions, and a few open-ended questions. The completed evaluation report should be stamped and signed by the Co-op supervisor, and then returned to CCC within two weeks after completion of the Co-op job.

8.6 Non-BSocSc(Hons) students: The Final Reflective Report (Appendix 4) mainly consists of three sections: i) Co-op job responsibilities; ii) relevance of experience; and iii) effects of Co-op jobs on the students' career plans. Students should refer to the guidelines provided when preparing their reflective reports. They are also required to fill out monthly Co-op work journals (Appendix 6), and to submit the journals to both the SAA and the Co-op co-ordinators at CCC for record each month.

8.7 BSocSc(Hons) students: The Final Reflective Report on the Self-Change Project (Appendix 5) consists of five mini-reports: i) Report-S1 – the Proposal Report; ii) Report-S2 – the Progress Report; iii) Report-S3 – the Summary Report; iv) Report-O – Report on Knowing Others; and v) Report-W – Report on Knowing the Workplace.

9. De-briefing Session

9.1 Upon completion of the Co-op period, a de-briefing session will be arranged on campus for students to present, exchange and discuss their learning experiences. It allows students to share their perceptions of what have been learnt and their Co-op experiences, and SAAs to put things into a broader perspective and encourage further discussion. It also provides students with an opportunity to evaluate their performance during the Co-op period.

9.2 Each student should have a de-briefing session with their SAA. The discussion should be based on their final reflective report and performance evaluation reports.

Suggested questions for discussion:

- i. What skills, knowledge and values have you acquired?
- ii. What is the most valuable part of the Co-op job?
- iii. What is the least valuable part of the Co-op job?
- iv. What skills, knowledge and values would you like to learn more about?
- v. What skills, knowledge and values learnt from the courses (in general) were you able to apply to the Co-op job the most?

- vi. How has the Co-op job influenced your career planning?
- vii. In what ways do you think the college should provide more support to students during the Co-op period?
- viii. In what ways do you think the Co-op employers should provide more support/opportunity to help achieve your learning objectives?

10. Reporting of Student Achievement

10.1 The grade and credits earned for the Co-op Scheme will be reported via the Examination Committees of respective academic departments, and then approved in the Examination Board. The results will then be recorded in the student's academic transcript.

Duration of Co-op Period: 8 to 12 months (full-time employment)

Number of Credits: 18

Grade: Pass or Fail

11. Failure Cases

11.1 If students fail to fulfil the requirements of the Co-op Scheme, their cases will be referred to respective Programme Committee for discussion on possible follow-up action. Normally, students will be given the chance to re-attempt the Co-op job in the subsequent year, but they may need to defer graduation. No additional fee will be incurred to these students apart from the required administrative fee of HK\$1,500.

11.2 Students who still fail after two re-attempts will fail the whole Co-op Scheme and will not be able to fulfil the graduation requirement.

Appendix 1 Learning Agreement

Name of Student: _____

Name of Co-op
Organisation: _____

Co-op Job Title: _____

Name of Co-op Supervisor: _____

Starting Date: _____

Completion Date: _____

Statement of Learning Objectives: With the assistance of Student Academic Advisor, the student shall set at least 3 learning objectives for the Co-op work. These objectives should be specific and attainable, and shall be approved by both Student Academic Advisor and Co-op Supervisor.

I. Learning Objectives (i.e. list at least three goals you would like to achieve during the Co-op period.)

1. _____

2. _____

3. _____

II. Learning Approaches and Resources (i.e. how will you plan to achieve these learning objectives and what resources do you need?)

1. _____

2. _____

3. _____

III. List the main problems you expect to come across in achieving your objectives.

1. _____
2. _____
3. _____

IV. How do you intend to handle these problems?

1. _____
2. _____
3. _____

Signature of Student: _____

Name:

Date:

Signature of Co-op Supervisor: _____

Name:

Position:

Date:

Signature of Student Academic Advisor*: _____

Name:

Date:

**Student Academic Advisor will endorse the learning agreement electronically if it is submitted through the Co-operative Education Scheme Online System. Physical signature will not be required in this case.*

Appendix 2

Probationary Performance Evaluation Form

Student Name: _____

Co-op Company Name: _____

Co-op Job Title: _____

Name of Co-op Supervisor: _____

Tel: _____ Email: _____

Probationary Period: From (Date/Month/Year) _____

To (Date/Month/Year) _____

This evaluation form should be completed by the person in the best position to evaluate the student's performance. Your assessment and observation of job performance (i.e. positive and constructive feedbacks) will help us to further guide the student in his/her personal and career development in future. Please indicate which of the following best describes the student's performance in the 3 areas that follow:

A	Outstanding	Consistently far exceeds the standard required with outstanding performance
B	Very Good	Consistently exceeds the standard required with outstanding performance
C	Good	Frequently meets expectations with good performance
D	Satisfactory	Generally meets expectations with general performance
E	Pass	Marginally meets expectations with general performance
F	Fail	Does not meet expectations
N/A	Not Applicable	Not Applicable

Kindly return the completed evaluation form to the Career Counselling Centre of Tung Wah College via email: ccc@twc.edu.hk or by fax: 3753 2105 at your earliest convenience.

A) Work Behaviour	A	B	C	D	E	F	N/A
<i>Interpersonal and Team Work Skills</i>							
1. Gets along well with people of different personalities/ages/cultures							
2. Manages and resolves conflicts appropriately							
3. Listens and responds to feedbacks effectively							
4. Works well with others to accomplish a mutual goal							
5. Opens to and supportive of ideas, opinions and contributions of team members							
<i>Communication</i>							
1. Takes initiative to ask questions for clarification and directions							
2. Expresses thoughts clearly and effectively in speech							
3. Expresses thoughts clearly and effectively in writing							
<i>Critical & Analytical Thinking / Problem Solving Skill</i>							
1. Adopts a logical, structured and analytical approach to problem-solving							
2. Identifies the problem and be creative in exploring possible solutions							
3. Be able to work independently with minimal supervision							
4. Demonstrates a keen and positive attitude in face of challenges							
<i>Adaptability / Flexibility</i>							
1. Demonstrates a willingness to alter plans to match changing needs							
2. Keeps open to and responds constructively to change							
3. Manages multiple tasks effectively and concurrently							
4. Works well under pressure							
<i>Self-Value and Personal Integrity</i>							
1. Knows own strengths and set goals to improve weaknesses							
2. Recognises others' contribution and give credits for their achievements							
3. Ensures that work is done to the best of his/her ability							
4. Balances personal perspective/needs with those of the employer							
5. Celebrates personal successes as well as those of the team							

B) Professionalism and Ethical Behaviour	A	B	C	D	E	F	N/A
1. Shows awareness and sensitivity to ethical issues							
2. Consults senior colleagues about ethical issues when necessary							
3. Takes constructive comments/feedbacks of work or ideas positively							
4. Pays close attention to details and works with accuracy							
5. Understands how the organisation functions and how to fit in							

C) Initiative, Delivery and Learning	A	B	C	D	E	F	N/A
1. Completes tasks assigned in time							
2. Completes all tasks given to a high standard							
3. Learns new information or tasks quickly with little supervision							
4. Demonstrates ability to apply new information in a practical setting							
5. Acknowledge mistakes and learns from them							

1. List the problems the student encountered in the Co-op work, if any:

- i. _____
- ii. _____
- iii. _____

2. Suggestions for areas of improvement for students, if any:

- i. _____
- ii. _____
- iii. _____

3. Other comments, if any:

4. Are you satisfied with the student's performance during the period of probation?

Yes _____ No _____

Signature of Appraiser:

Name:

Position:

Date:

Company Stamp

Signature of Appraisee (the student):

Name:

Date:

Appendix 3

Overall Performance Evaluation Form

Student Name: _____

Co-op Company Name: _____

Co-op Job Title: _____

Name of Co-op Supervisor: _____

Tel: _____ Email: _____

Co-op Job Starting Date: _____

Co-op Job Ending Date: _____

This evaluation form should be completed by the person in the best position to evaluate the student's performance. Your assessment and observation of job performance (i.e. positive and constructive feedbacks) will help us to further guide the student in his/her personal and career development in future. Please indicate which of the following best describes the student's performance in the 3 areas that follow:

A	Outstanding	Consistently far exceeds the standard required with outstanding performance
B	Very Good	Consistently exceeds the standard required with outstanding performance
C	Good	Frequently meets expectations with good performance
D	Satisfactory	Generally meets expectations with general performance
E	Pass	Marginally meets expectations with general performance
F	Fail	Does not meet expectations
N/A	Not Applicable	Not Applicable

Kindly return the completed evaluation form to the Career Counselling Centre of Tung Wah College via email: ccc@twc.edu.hk or by fax: 3753 2105 at your earliest convenience.

A) Work Behaviour	A	B	C	D	E	F	N/A
<i>Interpersonal and Team Work Skills</i>							
1. Gets along well with people of different personalities/ages/cultures							
2. Manages and resolves conflicts appropriately							
3. Listens and responds to feedbacks effectively							
4. Works well with others to accomplish a mutual goal							
5. Opens to and supportive of ideas, opinions and contributions of team members							
<i>Communication</i>							
1. Takes initiative to ask questions for clarification and directions							
2. Expresses thoughts clearly and effectively in speech							
3. Expresses thoughts clearly and effectively in writing							
<i>Critical & Analytical Thinking / Problem Solving Skill</i>							
1. Adopts a logical, structured and analytical approach to problem-solving							
2. Identifies the problem and be creative in exploring possible solutions							
3. Be able to work independently with minimal supervision							
4. Demonstrates a keen and positive attitude in face of challenges							
<i>Adaptability / Flexibility</i>							
1. Demonstrates a willingness to alter plans to match changing needs							
2. Keeps open to and responds constructively to change							
3. Manages multiple tasks effectively and concurrently							
4. Works well under pressure							
<i>Self-Value and Personal Integrity</i>							
1. Knows own strengths and set goals to improve weaknesses							
2. Recognises others' contribution and give credits for their achievements							
3. Ensures that work is done to the best of his/ her ability							
4. Balances personal perspective/needs with those of the employer							
5. Celebrates personal successes as well as those of the team							

B) Professionalism and Ethical Behaviour	A	B	C	D	E	F	N/A
1. Shows awareness and sensitivity to ethical issues							
2. Consults senior colleagues about ethical issues when necessary							
3. Takes constructive comments/feedbacks of work or ideas positively							
4. Pays close attention to details and works with accuracy							
5. Understands how the organisation functions and how to fit in							

C) Initiative, Delivery and Learning	A	B	C	D	E	F	N/A
1. Completes tasks assigned in time							
2. Completes all tasks given to a high standard							
3. Learns new information or tasks quickly with little supervision							
4. Demonstrates ability to apply new information in a practical setting							
5. Acknowledge mistakes and learns from them							

Other Comments

1. Absenteeism

____ 1. Is not a problem with the student (Acceptable).

____ 2. Is a problem with the student (Unacceptable).

REMARKS: _____

2. List the outstanding attributes of the student, if any:

i. _____

ii. _____

iii. _____

3. List the problems the student encountered in the Co-op job, if any:

i. _____

ii. _____

iii. _____

4. Suggestions for areas of improvement for students, if any:

- i. _____
- ii. _____
- iii. _____

5. (Optional) Would you hire this student after his/her graduation?

YES _____

NO _____ – please share with us the reason(s): _____

6. Additional comments about the student's performance, if any:

Overall Rating of Student Performance: PASS / FAIL *(please delete as appropriate)*

Signature of Appraiser:

Name:

Position:

Date:

Company Stamp

Signature of Appraisee (the student):

Name:

Date:

Appendix 4

Guidelines for Final Reflective Report

Word limit: Maximum 2,000 words.

Format: The report should be typewritten and double-line spaced. You should refer to the structure and outline suggested below when preparing your report. You may also add additional elaborations or discussions, if needed.

1. Section One (40%) (CILO: 2, 3, 4, 5, 6)

Summary statements of job duties and responsibilities

A. Work output

1. What were your main tasks and responsibilities in the Co-op job?
2. What were your main contributions to your team/Co-op organisation as a whole?
3. To what extent did you meet the expectations on your Co-op job?

B. Mental process used on job

1. How and to what extent were you able to relate and apply the knowledge and skills learned from your studies (in general) to your job?
2. How did you use problem-solving skills and coping strategies in your job?
3. When did you need to be creative and innovative? What were the results?
4. Were there any problems or difficult times, and how did you handle the pressure?
5. What were the main self-management skills you found useful in your Co-op job?

C. Interpersonal relationships

1. How did you get along with your co-workers and supervisors? Any specific problems encountered and how did you deal with them?
2. How did you get along with customers or clients? Any specific problems encountered and how did you deal with them?

D. Job satisfaction

1. How do you find the Co-op job experience? Were you happy? Why or why not? If not, how did you manage to continue on with the Co-op job?
2. Did the job provide you with the hands-on experience you aimed for? Was it any challenging?

3. To what extent have you achieved the Co-op learning outcomes and your own learning objectives?
4. If possible, is there anything you would like to change about this Co-op job in order to make it better for you?

2. Section Two (40%) (CILO: 1, 2, 3, 4, 5)

Relevancy of Experience

A. Personal maturity and growth

1. How have you grown as a person after completing this Co-op work?
2. How have you grown as an employee after completing this Co-op work?

B. Academic application

1. What have you learnt in classes that you apply on the job?
2. Which courses or workshops do you find most useful for the Co-op work?

C. Enhancement of self-understanding

1. What were your main strengths and weaknesses you have identified from your Co-op job?
2. How did you manage to face your limitations and apply your strengths in your job?

D. Improvement of personal qualities

1. What have you learnt about dealing with people?
2. How have your communication skills improved during the Co-op job?
3. How did you build up your self-confidence and handle your emotion at work?

E. Setting of goals and evaluation of effectiveness in attaining these goals

1. Which methods/approaches have you adopted in setting your short-term and long-term goals?
2. What did you do to attain these goals and what are the main areas for improvement?

F. Identification of special interest

1. Which aspects of this post/industry are you most interested in?
2. Which aspects of this post/industry would you like to know more about?

3. Section Three (20%) (CILO: 1, 2, 3, 4, 5)

Summary statement describing the effects of Co-op work on your career plan

1. Significance of Co-op work – Why is this Co-op work important to you?

2. How has this Co-op job affected your career plan? Are you still interested in this field?
Is there any change in your career plan now?
3. Where do you see yourself after graduation? Where do you see yourself 5 years from now?

The final reflective report will be graded mainly in terms of: (1) organisation and professionalism; and (2) content and depth of reflection. Unsatisfactory papers will be returned, and students will receive a Failure grade.

Template of the title page of the Final Reflective Report

<Title of Final Reflective Report>

by

<Student Name>

<Programme of Study>

<Student ID>

<Student E-mail Address>

Performed at

<Name of Co-op Organisation>

<Address of Co-op Organisation>

Report of Co-op period: <Start Date – End Date>

Date Submitted: <dd/mm/yyyy>

Appendix 5

Indicative Guidelines of Final Reflective Report: Self-Change Project

Project goals: The goals of this project are for BSocSc(Hons) students to:

- Understand and evaluate the relevance of psychological theories and principles in relations to personal, social and professional domains of life;
- Analyse and reflect the complex situational and personal factors that influence behaviour of self and others; and
- Acknowledge that the utilisation of psychology knowledge can lead to personal empowerment when making behavioural change.

Students are instructed to carry out the following steps for the project, which consists of 3 “knowing” aspects at workplace:

1 – Assessment of “Knowing Oneself”

Students will outline and describe one or a repertoire of work-related behaviour(s) that are difficult for them to alleviate, maintain or improve within the Co-op context. In an iterative process, they could identify the circumstances or antecedents that prompt (or predispose) them to the particular behaviour(s) concerned. Plans and strategies will be laid out with the aim of bringing about modification of behaviour(s) through contingency of reinforcements. Examples of self-chosen behaviour concern various aspects of the Co-op work relating to aspects of **knowing oneself, knowing others and knowing the work, such as attendance and punctuality, conformity and obedience, interpersonal attraction and prejudice, conflicts and peacemaking, ethical behaviours and responsibilities, personal and corporate goal attainment**. In thinking about oneself, students should keep in mind the **four domains: cognitive¹, affective², psychomotor³ and interpersonal⁴**.

¹ Cognitive domain: acquiring knowledge at work, making application on skills learnt, analysis of problems, synthesis and evaluation of information at work

² Affective domain: receiving (willing to listen), responding (willing to participate), valuing (willing to be involved), organising (willing to be an advocate), characterisation (willing to change one’s behaviour, lifestyle or way of life)

³ Psychomotor domain: training in using specified equipment such as computers, machines, instruments etc., and performing sequences of motor activities to a specified level of accuracy, smoothness, rapidity, or force

⁴ Interpersonal domain: seeking/ giving information (asking for and offering information), proposing (putting forward an idea), building and supporting (helping to put forward another person’s idea), shutting out/ brining in (excluding or involving another), disagreeing (appropriately offering a different opinion), summarising (restating in a compact form for a discussion or collection of ideas)

Report on Knowing Oneself (Reports S1, S2, & S3)

Report-S1 (proposal report): After the first three months of Co-op work, students are required to **submit a mini-assignment of maximum of 400 words** on behaviour(s) that they find difficult to alleviate, maintain or improve and should try to identify the circumstances or antecedents that prompt them to the behaviour(s) identified. Students are required to construct specific plans and strategies with references to the psychological theories learnt in a variety of courses described above.

Report-S2 (progress report): After six months of Co-op work, students are required to **submit a mini-assignment of maximum of 400 words**. In an iterative process of self-observation, students are required to construct a summary stating the outcome of the proposal in Report-S1. Further, students are expected to show how undesirable habits are maintained and propose potential barriers to desirable habits.

Report-S3 (summary report): By the end of the Co-op work period, students are required to produce a summary of their learning experience. Students are expected to **submit a mini-assignment of maximum of 400 words** concluding the observation of behaviour in the year of Co-op work, the psychological theories in practices, and their continuous evaluation on the chosen behaviour(s). Students should explicitly account for their behavioural change in terms of established frameworks, theories, concepts or models and delineate the empowerment, if any, brought by any successful behavioural change(s). Students shall consult their SAA prior to the submission of the report.

2 – Assessment of “Knowing Others”

Based upon the knowledge learned in *PSY2001 Cognitive Psychology: Theories of How We Think*, *PSY2002 Personality Theories and Individual Differences*, and *PSY2003 Social Psychology: Dynamics between Individuals and Groups*, students are required to describe and evaluate how different psychological phenomena affect the behaviours of his/her colleagues, and to analyse the effects of his/her personality on the social and work relationship with others.

Report on Knowing Others (Report-O)

Report-O: After five months of the Co-op work and consulting their SAA, students are required to **submit a mini-assignment of maximum of 400 words** with the descriptions and analysis of the psychological phenomena that have been observed among colleagues in the Co-op workplace. In addition, students are required to include a brief personality analysis of them and describe how it affects their social and work relationship with others.

3 – Assessment of “Knowing the Co-op Workplace”

Concurrently students are required to critically describe and analyse the following characteristics of the assigned Co-op work using relevant psychological theories:

- Formal and informal organisation of the Co-op workplace,
- Leadership styles of supervisor(s),
- Team building and related issues,
- Group behaviours in the organisation, and
- Conflict resolution within the organisation.

In addition, students are encouraged to explore their roles and responsibilities as an employee in the Co-op work, and how these affect their personal lives.

Report on Knowing the Workplace (Report-W)

Report-W: After the first two months of Co-op work and consulting the SAA, students are required to **submit a mini-assignment of maximum of 400 words** with descriptions and analysis of the above mentioned areas. Students are encouraged to review the course materials of *PSY1003 Research Methods in Psychology*, *PSY3002 Contemporary Issues in Modern Psychology*, and *PSY3003 Industrial and Organisation Psychology* and are required to discuss their analysis with reference to the psychological theories they learnt in class.

Alignment of Final Reflective Report: Self-Change Project with the Co-op Intended Learning Outcomes (for BSocSc(Hons) students with major in Applied Psychology) (CILOs – AP)

Final Reflective Report: Assessment tasks	Co-op Intended Learning Outcomes (for BSocSc students with major in Applied Psychology) (CILOs – AP)							
	1	2	3	4	5	6	7	8
Report-S1: Proposal Report (after 5 months)	✓	✓	✓		✓			
Report-S2: Progress Report (after 9 months)			✓	✓	✓	✓		
Report-S3: Summary Report (at end of Co-op)					✓	✓	✓	✓
Report-O: Report on Knowing Others (after 7 months)			✓	✓				
Report-W: Report on Knowing the Co-op Workplace (after 3 months)		✓				✓	✓	

Assessment and Supervision

Each student will be assigned to a Student Academic Advisor (SAA) who teaches psychological subjects. The reports will be graded mainly in terms of: (1) organisation and professionalism; and (2) content and depth of reflection on the application of psychological concepts in the workplace. Students are required to “pass” all assessment tasks of the Final Reflective Report in order to complete the Co-op Education Scheme.

Appendix 6
Monthly Co-op Work Journal

Month of the Journal: _____

Name of Student: _____

Name of Co-op Supervisor: _____

Name of Co-op Organisation: _____

Tasks Performed:

Monthly Summary (e.g. achievements, problems encountered or reflection, if any)

Signature of Student: _____

(Date: _____)