

Part C Project Overview

Project Title (in English):

Building a Sustainable Internship Attachment Scheme and Global Perspective on Career Development for Sub-degree Students

Project Title (in Chinese):

副學士學生實習計劃及環球職業導向

Executive SummaryBackground

Employers view internships as “a chance to evaluate a potential employee’s performance” in real-world conditions, and estimate how the intern “fits into the company culture” (Challenger 2016). From the statistics of National Association of Colleges and Employers (2016), the employers offered 72.7% of their interns the full-time jobs. That means, students with an internship can get a foot in the door, and have high chance to be recruited and hired. From students’ perspective, internship experiences are definitely helping them foster a realistic expectation about the real world of work, clarify their career intentions, and develop network both inside and outside the department. Ju *et al.* (1998) explored students’ perceptions of their internship experiences by looking at eight key dimensions, including professional skills improvement, leadership development, general knowledge improvement, future career marketability, self-actualisation, relationship with supervisor, structure of the programme, and structure of the academic course.

To provide a holistic development for our students, our College is already providing around 700 internship places each year; however, regardless of the benefits created by the internship programmes, it is observed that there is a decreasing attractiveness of the internship programmes among the sub-degree students of our College. Students might not really understand the benefits of internship experiences created to sub-degree students, as their main focus is on further study and not career development. Besides, there might be a gap between the employers’ and students’ expectation on internship programmes. From the feedback of the previous employers, it is observed that students did not have a well-written and professional CV during their application period, they were not well-prepared for their work and had some common behavioral problems such as late for work, bad attitudes, etc. during their internship period.

As internship is a valuable experience for students, the major objective of this project is to equip students to be a more competent professional who is able to integrate and apply in practice the fundamental knowledge and skills required for functioning effectively as an entry-level professional. The project is also designed a) to promote the values and importance of internship programmes by providing students a professional career development training and enhancing their self-understanding on career planning and market trends, b) to enhance students' employability and workplace success by equipping them with job-hunting skills and developing their professional working attitude and a sense of workplace ethic for the students, and c) to broaden students' perspective on local and international job market by offering them industrial attachment matching service and establishing network with local and multi-national companies or organisations for internship opportunities. It is believed that with improved working attitude and behavior of students, a win-win situation of students, employers and college can be achieved.

To achieve the above objectives, this project will include the following major components:

Firstly, **a series of career planning and soft skills training workshops** will be provided to students. Our Career Development Officers will organise various workshops to help students enhance self-understanding by using personality assessment tests such as Holland Codes (Career Key™) or Personality Dimension and Myers-Briggs Type Indicator (MBTI®) so that students can set clear objectives for their internship and career paths. Besides, soft skills training workshops will be organised to help students excel in different workplaces. These workshops will focus on CV writing skills, interview skills and work attitude.

Secondly, **sharing sessions by guest speakers, celebrities and graduates from various career fields** will be organised. Through these, students will learn about the current market trends and familiarise themselves with the procedures and expectations in company recruitment.

Thirdly, **an online CV builder will be developed**. Student will be able to create a professional CV in minutes for free. A wide range of CV templates can be chosen from the online CV builder. Also, the system can help students check their typo. It helps students create a professional CV which stands out from the crowd.

Fourthly, **local internship programmes, a series of matching services and local / overseas company visits will be organised**. Students will be offered an internship position at local companies based on their personality type and career planning. Upon completion of their internship, students will have chances to visit overseas companies, and increase their international understanding and learn the operations of the overseas companies in person.

Last but not least, **promotional videos/ video clips** on the value of internship experience will be produced and promoted to attract more students to get the internship opportunities. **Publications on the career development and the information kits for local/overseas working experience** will be published and shared with other self-financing post-secondary institutions, secondary schools and educational conferences.

Part D Problems Identified

(Please provide your assessments to the problems / needs identified.)

The demand for sub-degree professional studies from various kinds of occupational groups in the contemporary business environment is increasing, as it is observed that an increasing number of employers (ranging from business firms to the government) demand higher educational qualifications in hiring workers, particularly those holding higher positions nowadays. Also, employers want to secure workers who are highly motivated and more skilled by sponsoring them to attend professional education. Human capital theory advocates that education significantly increases productivity (Becker, 1993). The assumption appeared in hot debates (e.g. Marginson, 1997) that the theory continues to underpin many investment decisions by business firms and governments. Many firms now support and encourage their employees to attain higher level of professional education on human capital grounds (Carter and Lindsay, 1996).

Additionally, many occupations would like to become professionalised. They increase their educational requirements so as to raise their prestige and pay in society. Collins (1979) and Larson (1977) proposed that some occupational elites have increased educational requirements as a way of enhancing the prestige of their occupation. Hence, we could conclude that the more educated the members of an occupation, the more willing employers and the public are to accede to their demands for greater prestige, higher pay, and more control over their conditions of work.

Under the process of professionalisation, it seems that the industry and the occupational groups themselves are willing to become more self-motivated and selective, that they are willing to raise the quality and quantity of their work, and to continue their work-related learning. In this sense, we could significantly match with occupational groups which traditionally emphasise skills and apprenticeship rather than academic attainment (Tobias, 2003). Nowadays, the professionalisation journey of these occupations is typically regarded as desirable and necessary in the knowledgeable modern society. This leads to a changing demand for sub-degree professional education.

Many academic institutions have recorded an upward trend in providing professional education on subjects which traditionally focused on an apprentice-style, non-academic learning approach. To fill the gap, **internship** can be reflected on developing comprehensive curriculum with professional education. Starting from 1990s, internship has appeared in key agenda of different research studies. Davies (1990) mentioned that internship is a kind of experiential learning through which students are to apply learned theories from school to dynamic world circumstances. Lam and Ching (2007) discussed that

internship narrows down the gap among students, institutions and industry partners. For the term of internship, definition varies among different stakeholders. According to National Association of Colleges and Employers (NACE, 2016), internships are “one-time work or service experience related to the student’s major or career goal”. Unfortunately, employers, students and institutions have brought out different expectations among all parties. This has led to poorly organised and unstructured internship programmes (Lam and Ching, 2007).

Providing a sustainable and valuable internship experience for sub-degree students is not a simple task for a self-financing institution in Hong Kong. Even though the internship programs at HKCC have been well received by students, we believe that extra funding from the government will certainly enhance existing internship experience for students, employers, and the College.

Problems faced by the College: Insufficient Resources

As a self-financing institution, the College has to survive on scarce resources. With the sustainable funding support from government, our College can develop a full-fledge internship programme and improve the quality of professional education in the sub-degree sector. It is essential that professional education should support the substantial growth of industry in increasing productivity and should equip practitioners in the professions.

Observation and feedback from employers: Not well-equipped internship sub-degree candidate

The employers observed that students of internship programme not only lacked preparation for the programme, but also had some common problems, such as that of punctuality, of a sense of responsibility, of time management, lack of self-initiation, failure to meet market requirements and grooming and appearance standards, lack of problem-solving skills. Furthermore, students may not perform their best and be productive in the internship if they believe that they are underpaid or unpaid. To assess the work progress of students, employers even need extra manpower to supervise them. With the additional funding, the College can provide a well-structured pre-internship training for the sub-degree students and also the on-job support and post-internship evaluations for the students. Students having better soft skill will certainly perform well during their internship period and create less problems to the employers.

Problems faced by students

Sub-degree students at our College are more eager to articulate into bachelor’s degree programmes than being employed. In addition, they are busy with their study. Many fail to understand the value of the internship programmes in integrating academic theories into practice through participating in internship. With sufficient resources, the College can provide more structured programmes for students. Firstly, students’ self-understanding on their own strengths and weaknesses can be identified; the core value of internship programme can be promoted to students and encourage them to participate in internship. Through a series of training sessions and assessments, it is believed that students’ employability and workplace success can be enhanced.

Part E Project Objectives and Deliverables	
Measurable Objectives	How it can be achieved
1. To provide a professional career development training for sub-degree students	<ul style="list-style-type: none"> • To recruit a Career Development Officer and a Project Assistant for providing professional career training • To provide various training workshops (by internal staff and external consultants)
2. To enhance sub-degree students' self-understanding on career planning and also the understanding on market trends	<ul style="list-style-type: none"> • To conduct various career assessment tools, such as Career Key, MBTI, for enhancing self-understanding of students • To organise a series of career talks, company visits for increasing students' understanding on market trends
3. To develop professional working attitude and a sense of workplace ethic for the students	<ul style="list-style-type: none"> • To deliver Workplace Ethics and Attitudes Training • To create manual on workplace ethics • To organise various sharing sessions with professional bodies and public enterprises to strengthen the sense of workplace ethics for students
4. To offer industrial attachment matching service	<ul style="list-style-type: none"> • To offer career advising services • To provide series of matching services of industrial attachment for students based on their personality type and discipline of study area • To build up an online CV builder
5. To establish network with local and multi-national companies or organisations for internship opportunities	<ul style="list-style-type: none"> • To organise different company visits both local and One Belt One Road (OBOR) countries by our project team • To strengthen the existing industrial network through the Mentorship Programme, Alumni Association, NGOs and various professional bodies
6. To develop students' job-hunting skills	<ul style="list-style-type: none"> • To create job searching engine via social media • To organise CV Writing Skills Workshop

	<ul style="list-style-type: none"> • To provide a series of trainings such as Appearance and Grooming Workshop for Interview, How to Win the Opportunity for the 1st interview, Interviewing Skills Workshops, Job Hunting Skills Workshop and Mock Interview Workshop
<p>7. To broaden students' perspective on local and international job market</p>	<ul style="list-style-type: none"> • To organise a series of career talks and company visits • To establish an Internship Resources Corner • To set up a Facebook page, with frequent updates on the information of both local and international job markets • To facilitate students to develop their social media platform, like LinkedIn for linking the professional networking • To publish a handbook or an information kit for working overseas
<p>8. To increase employability of students</p>	<ul style="list-style-type: none"> • To design pre-internship and post-internship training • To maintain follow-up review based on employers' assessment and self-evaluation after the internships provided
<p>9. To promote the importance of internship experience to sub-degree students</p>	<ul style="list-style-type: none"> • To produce a promotional video on the value of the internship experience • To establish a Facebook fan page to share the experience gained from the internship experience and also have frequent updates on the job market • To organise sharing sessions for both sub-degree students and secondary students
<p>10. To equip students to be a more competent professional</p>	<ul style="list-style-type: none"> • To provide a series of training • To develop the pre- and post-internship questionnaire / survey for evaluating the changes after participating the Internship Attachment Scheme

Project Deliverables	
<i>(Please list out all the deliverables to be achieved and how they can be shared with, if possible, other institutions.)</i>	
Deliverables	Sharing mechanism
1. Form a professional career development team and training workshops	<ul style="list-style-type: none"> • A handbook or an information kits regarding the content of trainings, company visits, the mechanism of career advising services and matching services, and students' sharing will be published, and uploaded to Facebook and College's webpage for public's access. • The sharing videos will be uploaded to Facebook and be accessible by the public. • The Facebook page could be accessible by the public. • Good qualities and common issues of students during internships will be shared on the Facebook page. • The promotion video will be uploaded to Facebook and be accessible by the public. • The YouTube channel will be set up for access and subscription by public. • Students will share their experiences with freshmen.
2. Provide career assessment services	
3. Develop a series of pre-internship and post-internship training	
4. Organise company visits	
5. Provide career advising services, and mentor and internship attachment matching services	
6. Publish a handbook or an information kits	
7. Videotape the sharing sessions by mentors	
8. Expand a pool of potential internship opportunities	
9. Set up an Internship Resources Corner	
10. Set up a Facebook page	
11. Follow-up review sessions with students after internship	
12. Produce a promotional video to promote the value of internship experience to sub-degree students	
13. Organise sharing sessions	
14. Conduct an assessment survey of students' performance on pre and post internship attachment scheme	
15. Build up an online CV builder	
<i>(Please indicate the information that can be uploaded onto relevant EDB websites during and after the project period.)</i>	
The promotional video of the core value of internship programme, a handbook or an information guide on career development for sub-degree students, and some relevant conference pages (if any) can be shared with the relevant EDB websites for the public.	

Beneficiaries		
Expected type and number of beneficiaries of the project	<ul style="list-style-type: none"> • Around 2000 places for HKCC students to participate each year with total 6000 in 3 years • Around 500 students from other self-financing post-secondary institutions • Students from around 100 secondary schools 	
Implementation Schedule		
<i>(Please list out the implementation schedule and key milestones to be achieved on a half-yearly basis.)</i>		
Estimated start date of the project (month/year)	9/2017	
Estimated end date of the project (month/year)	8/2020	
Project duration (months)	36 months	
Month	Key milestones	
	In terms of project activities and deliverables	In terms of monitoring and evaluation
1-6	<p><u>Setup and Initial Period:</u></p> <ol style="list-style-type: none"> 1. Form a Project Implementation Team and a Project Evaluation Team for the project 2. Start recruitment and manpower arrangement 3. Promote the project to the students and colleagues 4. Provide career assessment services for students 5. Set up a Facebook fan page 6. Contact the existing employers and start to develop an employer database 7. Invite mentors / alumni / industrial partners for video production (e.g. the value of internship, workplace ethics and attitudes) 8. Establish an online CV builder 	<ul style="list-style-type: none"> • The Project Evaluation Team will monitor the project's progress and give advices to the Project In-Charge. • Monthly evaluation meeting will be held to monitor the progress of the project.

<p>7-12</p>	<p><u>1st phase of Implementation Period</u></p> <ol style="list-style-type: none"> 1. Organise a series of Career Talks and soft skills training workshops for students such as CV Writing Skills, Appearance and Grooming Workshop for Interview, Interview Skills Workshops, Job Hunting Skills Workshop, etc., 2. Deliver Workplace Ethics and Attitudes Training Workshop for students 3. Provide career advising services and internship attachment matching services 4. Develop a series of pre-internship & post-internship training sessions for students 5. Organise a series of company visits 6. Produce a promotion video regarding the importance of internship experience to sub-degree students, and upload the sharing video to Facebook and YouTube channel 7. Collaborate with Programme Leaders and external potential employers to offer internship and support services 8. Contact potential companies in One Belt One Road countries 9. Evaluate the programme implementation progress 	<ul style="list-style-type: none"> • The Project Evaluation Team will monitor the project’s progress and give advices on the Project. • Quarterly evaluation meeting will be held to monitor the progress of the project. • Feedback from students will be collected.
<p>13-18</p>	<p><u>2nd phase of Implementation Period</u></p> <ol style="list-style-type: none"> 1. Conduct review sessions with students after internship 2. Organise sharing sessions 3. Set up an Internship Resources Corner 4. Create a manual on workplace ethics and attitudes 5. Publish a handbook or an information kits 6. Promote the project (to students from new cohort) 7. Provide career assessment services 8. Organise a series of company visits 	<ul style="list-style-type: none"> • The Project Evaluation Team will monitor the project’s progress and give advices on the Project . • Quarterly evaluation meeting will be held to monitor the progress of the project. • Feedback from students and employers will be collected.

	<p>9. Explore potential employers in providing more internship opportunities</p>	
19-24	<p><u>3rd phase of Implementation Period</u></p> <ol style="list-style-type: none"> 1. Contact existing employers' network for the offering of internship positions 2. Organise career and soft skills training workshops such as CV Writing Skills, Appearance and Grooming Workshop for Interview, Interview Skills Workshops, Job Hunting Skills Workshop, etc. 3. Offer internship and support services 4. Provide career advising services, and mentor and internship attachment matching services 5. Deliver Workplace Ethics and Attitudes Training Workshop 6. Evaluate the programme implementation progress 	<ul style="list-style-type: none"> • The Project Evaluation Team will monitor the project's progress and give advices on the Project. • Quarterly evaluation meeting will be held to monitor the progress of the project. • Feedback from students and employers will be collected.
25-30	<p><u>4th phase of Implementation Period</u></p> <ol style="list-style-type: none"> 1. Conduct review sessions with students after internship 2. Organise sharing sessions 3. Publish a handbook or an information kits 4. Promote the project 5. Provide career assessment services 6. Organise a series of company visits 7. Explore potential employers in providing more internship opportunities 	<ul style="list-style-type: none"> • The Project Evaluation Team will monitor the project's progress and give advices to the Project In-Charge. • Quarterly evaluation meeting will be held to monitor the progress of the project. • Feedback from students and employers will be collected.
31-36	<p><u>5th phase of Implementation Period</u></p> <ol style="list-style-type: none"> 1. Contact existing employer network for the offering of internship positions 2. Organise career and soft skills training workshops such as CV Writing Skills, Appearance and Grooming Workshop for Interview, Interview Skills Workshops, Job Hunting Skills Workshop, etc. 3. Offer internship and support services 	<ul style="list-style-type: none"> • The Project Evaluation Team will monitor the project's progress and give advices on the Project. • Quarterly evaluation meeting will be held to monitor the progress of the project. • Feedback from students and employers will be collected. • A final report will be written and submitted to EDB.

	<ol style="list-style-type: none">4. Provide career advising services, and mentor and internship attachment matching services5. Deliver Workplace Ethics and Attitudes Training Workshop6. Evaluate the programme implementation progress7. An appreciation gathering for all participating employers and students cum evaluation of service implementation	
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Publicity Plan

- Send mass mail to students
- Post the information of the project in College and Student Affairs Office Website
- Invite Programme Leaders to assist in the promotion
- Set up the Facebook fan page
- Set up the YouTube Channel and upload the video to promote the value of internship
- Publish handbook / information kits of internship and working overseas

Part F Cash Flow and Budget				
Project Expenditure				
	Amount in HK\$			
Period	Year 1	Year 2	Year 3	Total
<i>Manpower</i>				
Career Development Officer (Internship Attachment)	\$384,000	\$399,360	\$415,332	\$1,198,692
Project Assistant	\$240,000	\$249,600	\$259,584	\$749,184
Equipment / Facilities	\$380,000	\$95,000	\$89,000	\$564,000
Services	\$195,000*	\$195,000*	\$195,000*	\$585,000*
General Expenses	\$105,000	\$5,500	\$6,000	\$116,500
Others (e.g. auditor's fee)	\$200,000	\$125,000	\$175,450	\$500,450
Total	\$1,504,000	\$1,069,460	\$1,140,366	\$3,713,826
Project Income (if any, e.g. fees received)				
	Amount in HK\$			
Period	Year 1	Year 2	Year 3	Total
Total				
<i>(Please provide a detailed breakdown of the project budget by completing the following Excel file.)</i>				
Grant Sought under the Quality Enhancement Support Scheme			\$3,413,826	
Funding from the Applicant			\$300,000 (the financial support of \$100,000 per year from the College to support overseas company visit)*	
Funding from Other Sources			--	
Total Project Value			\$3,713,826	

(Please specify the amount to be funded by each funding source (e.g. donations, contributions from applicant / its parent organisation) and whether the funding has been secured. If not, please provide the plan to obtain the funding.)

The College, HKCC, will provide financial support for the overseas company visits. HKCC is also taking the leadership role to oversee this project and providing assistance in the whole development of the project.

(Please provide the duty lists of manpower to be funded by this project.)

Post	Duties
Career Development Officer (Internship Attachment)	<ul style="list-style-type: none"> • To execute and implement the details of the project • To coordinate all the activities and services • To report the progress of the project to QESS • To provide career advising services to students • To supervise the Project Assistant
Project Assistant	<ul style="list-style-type: none"> • To provide administrative support, content management, and information record to the project • To handles enquiries from students and external parties regarding activities • To monitor and update the information of the online social platform

Project Sustainability

The project team will proceed with the work for our college students after the project period. Through this project, the College is able to (1) offer quality sub-degree programmes, including both academic and career-related, that meet the changing needs of our community and prepare graduates for pursuing further study or career development, and (2) provide all-round development opportunities to nurture creativity, active learning, critical thinking, self-confidence, a positive attitude and a sense of responsibility of the sub-degree students.

Our students can benefit from different channels including workshops, handbook and online tools. Our College not only will strengthen its existing internship programme, but also widen students' global outlook. The project will allow students to achieve dual qualifications in terms of academic and professional. Furthermore, our college will provide guidance and be a role model for the other higher education institutions in the professional education development.