

INTERNSHIP

Handbook and Guidelines

TABLE OF CONTENTS

1. Purpose	3
2. Definition and Scope	3
3. Workload Requirement	4
4. Career Management Framework	4
5. Career Counselling Services and Resources	5
6. Roles and Responsibilities	6
7. Procedure	8
8. Required Documentation for Assessment	9
9. Internship Report Guide	9
10. Assessment Rubric	11
Appendices	13
Appendix A: Key Contacts and Office Hours	13
Appendix B: Glossary of Career Management Terms	13
Appendix C: Internship Checklist	14

1. PURPOSE

The Internship, formally referred to as Professional Practice, serves as a vital bridge between the theoretical knowledge acquired within the classroom and the practical realities of the professional world. This mandatory component of the first-cycle (Bachelor) study programmes is designed with several interconnected purposes in mind. Primarily, it offers students a structured opportunity to apply relevant concepts, theories, and frameworks from their studies in Economics, Management, or Business Administration within a genuine organisational context. Through this application, students are able to develop and demonstrate a range of key professional competencies, including effective communication, analytical thinking, teamwork, ethical reasoning, and adaptability. Furthermore, the internship provides a valuable space for students to reflect critically on their own career development, testing their assumptions and refining their professional aspirations in a real-world setting. Finally, for the Faculty, the internship programme represents a crucial mechanism for maintaining and evidencing strong, meaningful connections with external organisations and professional practice, a fundamental expectation of the institution's commitment to quality and its pursuit of international accreditation.

Key Element	Summary
Core Objective	To bridge academic theory with professional practice.
Student Benefits	Application of knowledge, development of professional competencies, career reflection.
Faculty Benefits	Demonstrates strong connections with external organisations and supports quality assurance for accreditation.

2. DEFINITION AND SCOPE

For the purposes of this manual and the Faculty's requirements, an Internship (Professional Practice) is defined as a time-bounded, supervised professional engagement within an organisation whose activities are demonstrably relevant to the student's field of study and intended graduate profile. This engagement may be structured as a full-time or part-time commitment, and it may be compensated or undertaken without financial remuneration, depending on the agreement reached between the student and the host organisation. Regardless of its specific format, the internship is designed to provide an authentic and immersive learning experience that complements and enriches the student's academic journey.

Key Element	Summary
Definition	A time-bounded, supervised professional engagement.
Organisational Relevance	The host organisation's activities must be relevant to the student's programme of study.
Format	May be full-time or part-time, paid or unpaid, as agreed between the student and the host organisation.

3. WORKLOAD REQUIREMENT

To ensure a sufficiently meaningful and substantive learning experience, the internship must comprise a minimum of one hundred and fifteen working hours. This engagement is typically scheduled during periods when no formal teaching is taking place, allowing students to dedicate their full attention to the professional environment. The specific distribution of these hours, including the daily or weekly workload, is a matter to be agreed upon directly between the student and the host organisation, ensuring that the arrangement is both practical for the employer and conducive to the student's learning objectives. Should a student complete more than the minimum required hours, this additional commitment may be reflected in their narrative report and the employer's feedback. However, it is important to note that the final assessment decision remains based on the fulfilment of the core course requirements and the quality of the documentation submitted, rather than on the total number of hours completed beyond the established minimum.

Key Element	Summary
Minimum Hours	115 working hours.
Scheduling	Typically during periods without formal teaching; schedule agreed between student and employer.
Exceeding Hours	Permitted and may be noted in the report, but assessment is based on meeting requirements, not exceeding them.

4. CAREER MANAGEMENT FRAMEWORK

The Faculty views the internship not as an isolated academic requirement, but as a cornerstone of a lifelong process of proactive career management. We therefore encourage students to approach their internship strategically, situating it within a broader framework of professional development that unfolds in a continuous cycle. This career development cycle consists of four interconnected phases, each informing and enriching the next.

The first phase is self-assessment, a process of deep introspection through which students seek to understand their own core values, genuine interests, personality traits, and key skills. This foundational understanding is essential for making informed decisions about the direction of one's career. Following this, the career exploration phase involves actively researching industries, professional roles, and organisations that align with the profile the student has developed through self-assessment. This research might include studying industry trends, analysing job descriptions, and learning about the culture of potential employers.

The third phase is experience and skill building, and it is here that the internship itself plays its most critical role. This phase provides the practical arena in which students can

test the assumptions formed during self-assessment and exploration, applying their academic knowledge in real-world scenarios and developing the specific competencies that employers value. Finally, the cycle culminates in the job search and transition phase, where students leverage the clarity, experience, and professional network they have built to successfully navigate the transition into their next career stage, whether that be securing their first professional role or pursuing further studies. The internship thus provides invaluable input and momentum for this final phase, offering concrete experiences to discuss in interviews, references to cite, and a clearer sense of professional direction.

Phase	Description	Key Activities
1. Self-Assessment	Understanding your values, interests, personality, and skills.	Introspection, reflection, using assessment tools, counselling.
2. Career Exploration	Researching industries, roles, and organisations.	Industry research, job analysis, informational interviews, networking.
3. Experience & Skill Building	Gaining practical experience to test assumptions and develop competencies.	The Internship – applying knowledge, developing skills, receiving feedback.
4. Job Search & Transition	Leveraging experience to secure the next career step.	CV and letter preparation, interviewing, networking, graduate school planning.

5. CAREER COUNSELLING SERVICES AND RESOURCES

To support students throughout this career development cycle, the Career Development Centre serves as a central hub of expertise, resources, and personalised guidance. We strongly encourage students to engage with these services proactively, viewing them as a strategic investment in their professional futures rather than a resource to be consulted only when a problem arises.

A core offering of the Centre is individual career counselling. Through one-on-one appointments with the Academic Coordinator or a dedicated career counsellor, students can explore a wide range of topics in a confidential and supportive setting. These conversations might focus on clarifying career paths and making difficult decisions, developing a strategic approach to the internship or job search, refining application materials such as CVs and motivational letters, preparing for interviews through mock sessions, or planning for graduate studies. These appointments can be scheduled by contacting the Centre directly.

In addition to individual counselling, the Centre regularly organises a series of practical workshops designed to equip students with essential career management skills. These workshops cover topics such as the art of writing compelling CVs and motivational letters that effectively market one's unique profile, mastering both traditional behavioural interviews and more technical case interviews, building and nurturing

professional networks, optimising one's LinkedIn presence to create a strong professional brand, and defining a personal value proposition that communicates one's strengths clearly to potential employers.

Beyond direct interaction, the Centre also provides access to a curated set of online resources and tools to support students' independent work. The Courseware platform serves as the central digital hub for all internship-related administrative processes, including registration and submission of final documentation. Students are encouraged to use the Europass CV Builder, a standardised tool that facilitates the creation of a professional CV in multiple languages. Links to online career portals, job boards, and company career pages are regularly shared on the Centre's webpage and social media channels. Perhaps most valuably, students are encouraged to connect with the Faculty's alumni network, a rich source of information and potential mentorship from graduates who have navigated similar career paths.

Finally, the Faculty actively facilitates networking and employer engagement through a variety of events. These include annual career fairs where students can meet potential employers face-to-face, guest lectures and company presentations that offer direct insights from industry professionals, and dedicated alumni networking events. The Centre also provides guidance on how to conduct informational interviews, empowering students to proactively reach out to professionals in fields of interest to learn about their roles, industries, and career journeys.

Service / Resource	Description	How to Access
Individual Career Counselling	One-on-one appointments for career exploration, CV review, interview prep, and graduate studies planning.	Schedule by contacting the Career Development Centre.
Workshops	Group sessions on CV writing, interview skills, networking, LinkedIn, and personal branding.	Check Centre announcements for dates and registration.
Online Resources	Courseware platform, Europass CV Builder, career portals, and alumni network.	Access via Faculty website, Courseware, and Centre links.
Networking & Employer Events	Career fairs, guest lectures, company presentations, and alumni networking events.	Participate as announced by the Centre.

6. ROLES AND RESPONSIBILITIES

The success of the internship experience depends on the clear understanding and diligent execution of responsibilities by all parties involved. Each participant plays a distinct and essential role.

The Student Intern is at the centre of this collaborative effort and bears the primary responsibility for their own learning and professional conduct. This begins with proactive engagement with the Career Development Centre's resources to refine career goals and conduct a successful search for a suitable host organisation. Once an opportunity is secured, the student is responsible for formally registering the internship via the designated Courseware process. During the internship itself, the student is expected to perform all assigned tasks with the utmost professionalism, ethical integrity, and diligence. Maintaining open and proactive communication with both the employer supervisor and the Academic Coordinator is essential for a smooth and productive experience. Finally, the student is responsible for compiling and submitting all required documentation in the specified format and by the published deadlines, ensuring that their experience is properly assessed and recorded.

The Employer Supervisor, representing the host organisation, provides the essential link to professional practice. This individual is responsible for offering guidance and mentorship, helping the student understand the context of their work and the broader operations of the organisation. The supervisor confirms the internship period and the total hours completed, providing a crucial verification of the student's engagement. An equally important responsibility is the provision of feedback, both through informal conversations during the internship and through the completion of the formal Employer Evaluation Form at its conclusion. Through this feedback, the supervisor contributes directly to the student's professional development, offering insights that can shape their future growth.

The Academic Coordinator, based within the Faculty's Career Development Centre, oversees the academic integrity and administrative coherence of the entire internship programme. This role involves providing career counselling and support to students as they search for and prepare for their internships. The Coordinator is responsible for approving each internship registration, ensuring that the proposed placement is appropriate for the student's programme of study. Serving as a central point of contact, the Coordinator facilitates communication between students and employers when needed. Finally, the Academic Coordinator conducts the final evaluation of the student's submission, reviewing the complete documentation package and assigning the official pass/fail outcome, which is then communicated to the Student Services Office for recording.

Role	Key Responsibilities
Student Intern	Engages with career services; secures placement; registers via Courseware; performs tasks professionally; communicates proactively; submits complete documentation on time.
Employer Supervisor	Provides guidance and mentorship; confirms internship period and hours; gives informal and formal feedback; completes and signs the Employer Evaluation Form.
Academic Coordinator	Provides career counselling; approves internship registrations; facilitates communication; evaluates final submission; assigns pass/fail outcome.

7. PROCEDURE

The internship process is designed as a clear, three-phase journey from preparation to completion, ensuring that students have structured support at each stage.

The first phase, **Before the Internship**, focuses on preparation and application. During this phase, students are strongly encouraged to engage with the Career Development Centre for counselling to discuss their career goals and formulate an effective internship search strategy. Armed with this guidance, the student then independently identifies a suitable host organisation. Upon securing a placement, the student submits a formal application through the Courseware platform. This application package must include a completed Internship Application Form, an up-to-date Curriculum Vitae (preferably in the Europass format), and a compelling motivational letter that clearly articulates the reasons for choosing the specific organisation and the learning goals the student hopes to achieve.

The second phase, **During the Internship**, is dedicated to active learning and professional engagement. At the outset, the student should discuss their learning objectives with their employer supervisor to establish a shared understanding of expectations. Throughout the period, the student diligently performs the agreed-upon tasks and, crucially, maintains a record of their activities, challenges, and insights. This reflective practice will prove invaluable when writing the final report. Finally, the student should proactively seek feedback from their supervisor and colleagues, demonstrating a commitment to continuous improvement.

Phase	Key Actions
Before the Internship (Preparation & Application)	Engage with career counselling; identify host organisation; submit application via Courseware (including Application Form, CV, and Motivational Letter).
During the Internship (Execution)	Discuss learning goals with supervisor; perform tasks diligently; maintain a reflective log; proactively seek feedback.
After the Internship (Reflection & Submission)	Complete Student Self-Assessment Form; write 5-page Narrative Report; compile all documents into a single PDF; submit via Courseware by deadline; schedule post-internship counselling.

The third and final phase, **After the Internship**, involves reflection, documentation, and submission. Once the internship is complete, the student begins by completing the Student Self-Assessment Form, reflecting thoughtfully on their performance and the competencies they have developed. They then compose the narrative internship report, a five-page document that synthesises their experience. All required documents, including the motivational letter, CV, self-assessment form, narrative report, and the employer evaluation form (completed, signed, and stamped by the supervisor), are then compiled into a single, colour-scanned PDF file and submitted through the Courseware

platform by the published deadline. After the internship has been graded, students are encouraged to schedule a post-internship counselling session to discuss how the experience has shaped their career plans and to prepare for the next steps in their professional journey.

8. REQUIRED DOCUMENTATION FOR ASSESSMENT

To successfully complete the internship and receive a passing grade, each student must submit a comprehensive documentation package for assessment. This package must be presented as a single, colour-scanned PDF document, with the following items arranged in the specified order to facilitate efficient and consistent review by the Academic Coordinator.

The package begins with the **Motivational Letter**, which may be the same letter submitted with the initial application, re-attached for completeness. This is followed by an updated **Curriculum Vitae**, with the Europass format being the preferred standard. The third component is the completed **Student Self-Assessment Form**, which provides the student's own perspective on their learning and skill development. The fourth and most substantive component is the **Narrative Internship Report**, which must not exceed five pages and must adhere to the formatting guidelines provided on the course page. The final document in the package is the **Employer Evaluation Form**, which must be fully completed, signed, and officially stamped by the employer supervisor, providing an external assessment of the student's performance.

Document	Description	Key Requirements
Motivational Letter	Explains interest in the organisation and learning goals.	May be the same as the application letter; demonstrates intentionality.
Curriculum Vitae (CV)	Summarises education, experience, skills, and accomplishments.	Europass format preferred; up-to-date and professional.
Student Self-Assessment Form	Student's reflection on their learning and competencies.	Completed in full; demonstrates self-awareness.
Narrative Internship Report	Analytical synthesis of the internship experience.	Maximum 5 pages; follows the structure outlined in Section 9.
Employer Evaluation Form	External assessment of the student's performance.	Completed, signed, and stamped by the employer supervisor.

9. INTERNSHIP REPORT GUIDE

The narrative report represents the student's opportunity to synthesise their practical experience with their academic learning, demonstrating critical reflection and analytical thinking. It should be a coherent, well-structured document that goes beyond mere description to explore the deeper meaning and implications of the internship.

The structure of the report is designed to guide this analytical process. At the top of the first page, the student should provide a clear header containing their name, student identification number, programme of study, the name of the host organisation, the official dates of the internship, the total number of hours completed, and the name and title of their employer supervisor.

The first section, **Context and Tasks**, should briefly introduce the host organisation, describing its sector, size, and primary activities, and then identify the specific department or unit where the student worked. Following this, the student should provide a concise but factual list of the main tasks and projects they were responsible for during their time with the organisation. This section sets the stage for the analysis that follows.

The second section, **Learning and Theory Connection**, forms the analytical heart of the report. Here, the student is expected to select two or three specific concepts, models, or frameworks from their academic studies that directly relate to their internship tasks. For each chosen concept, the student should first describe the theory as it was learned in the classroom. Subsequently, they must explain how they observed this theory in practice, how they actively applied it to a task, or how their practical experience challenged or confirmed its relevance. This section is critical for demonstrating the integration of academic knowledge with professional experience.

The third section, **Competencies and Evidence**, asks the student to reflect on their own performance using the competencies listed in the Student Self-Assessment Form, such as communication, analytical skills, teamwork, ethics, adaptability, and initiative. For three or four of these key competencies, the student should provide specific examples from the internship that illustrate their strengths in these areas or, conversely, highlight areas where they recognise a need for further development. Using concrete examples grounds the reflection in real experience.

The final section, **Conclusions and Recommendations**, allows the student to summarise the most significant takeaways from the overall experience. The conclusions should capture what the student has learned about the industry, the organisation, and, most importantly, themselves. The recommendations should offer two to four actionable suggestions. These might be recommendations for the organisation itself, provided they are based on evidence and do not breach confidentiality, or, more directly relevant to the student's own development, a personal development plan outlining the specific skills or knowledge they need to acquire to prepare for their future career.

Throughout the report, students must uphold the highest standards of academic integrity. All sources of information, whether from books, academic articles, company publications, or any other external material, must be properly cited. Plagiarism, defined as using the words, ideas, or information of others without proper acknowledgment, is a serious academic offence. Any instance of plagiarism will result in the internship being

marked as "Not Fulfilled," and the case will be treated according to the Faculty's academic integrity policies.

Report Section	Content Summary	Key Purpose
Header	Student name, ID, programme, organisation, dates, hours, supervisor.	Identifies the report and provides key contextual data.
1. Context and Tasks	Brief description of the host organisation and a factual list of tasks performed.	Sets the stage for the analysis.
2. Learning and Theory Connection	Selection of 2-3 academic concepts, with explanation of how they were observed, applied, or challenged in practice.	Demonstrates integration of theory and practice.
3. Competencies and Evidence	Reflection on 3-4 competencies (e.g., communication, teamwork) with specific examples from the internship.	Demonstrates self-awareness and professional skill development.
4. Conclusions and Recommendations	Summary of key learnings and actionable recommendations for the organisation or personal development.	Synthesises the experience and plans for future growth.

10. ASSESSMENT RUBRIC

The final outcome for the internship is recorded as a pass or fail, formally designated as "Fulfilled" or "Not Fulfilled." To ensure consistency, transparency, and alignment with the intended learning outcomes, the Academic Coordinator evaluates each submission against a standardised rubric. This rubric considers five key dimensions of the student's work.

The first dimension, **Completion and Compliance**, assesses whether the submission is complete as a single merged PDF file and whether all required forms are included and correctly filled out. A submission that meets the requirement is complete and correctly formatted, while one that does not is missing items or has been submitted incorrectly.

The second dimension, **Practice Engagement**, evaluates whether the documented hours and tasks demonstrate a plausible engagement of at least one hundred and fifteen hours. This requirement is met when the application form and employer evaluation clearly support this engagement, and it is not met when the hours or tasks are unclear or appear to fall short of the required minimum.

The third dimension, **Theory-Practice Integration**, is perhaps the most critical for demonstrating academic learning. This dimension is met when the narrative report clearly and convincingly links specific course concepts to the practical tasks and experiences described. It is not met when the report remains purely descriptive, with no analytical connection made to academic knowledge.

The fourth dimension, **Professional Competencies**, evaluates the depth of the student's self-reflection. The requirement is met when the reflection in the self-assessment form and the narrative report is thoughtful, aligns with the employer's feedback, and demonstrates an awareness of professional skills. It is not met when the reflection is superficial, inconsistent with other forms, or shows a lack of self-awareness.

The final dimension, **Integrity and Clarity**, addresses the quality of the writing and the student's adherence to ethical standards. A submission meets the requirement when there are no indicators of plagiarism, the writing is clear and well-organised, and confidentiality is respected. A submission fails to meet the requirement when there is evidence of plagiarism, the writing is unclear or disorganised, or the report contains confidential information without permission.

Dimension	Meets Requirement (Fulfilled)	Does Not Meet Requirement (Not Fulfilled)	Evidence Source
Completion & Compliance	Submission is complete as a single merged PDF. All required forms are included and correctly filled.	Submission is incomplete or not in the correct format. Missing forms or fields.	Course Submission Package
Practice Engagement	Hours and tasks are documented and plausibly demonstrate 115+ hours of engagement.	Hours/tasks are unclear or do not plausibly amount to 115 hours.	Application Form & Employer Evaluation
Theory-Practice Integration	The report clearly and convincingly links specific course concepts to practical tasks and experiences.	The report is purely descriptive, with no analytical connection to academic knowledge.	Narrative Report
Professional Competencies	Reflection is thoughtful, aligns with self-assessment and employer feedback, and shows an awareness of professional skills.	Reflection is superficial, inconsistent with other forms, or shows a lack of self-awareness.	Self-Assessment Form & Employer Evaluation & Narrative Report
Integrity & Clarity	No plagiarism indicators. Writing is clear, well-organised, and confidentiality is respected.	Evidence of plagiarism. Writing is unclear, disorganised, or contains confidential information without permission.	Narrative Report

APPENDICES

APPENDIX A: KEY CONTACTS AND OFFICE HOURS

Students are encouraged to reach out to the relevant offices with any questions or for support during their internship journey. The Academic Coordinator can be contacted at the Career Development Centre, whose email address and office hours are published on the Faculty website and Courseware. For administrative questions regarding enrolment or record-keeping, the Student Services Office is the appropriate point of contact, and their details are also available on the Faculty website. For any technical issues related to the Courseware platform, students should refer to the designated support contact provided on the platform itself.

Role / Office	Contact Information	Purpose
Academic Coordinator (Career Development Centre)	Email and office hours as published on Faculty website and Courseware	Career counselling, internship approval, evaluation questions.
Student Services Office	Email and office hours as published on Faculty website	Administrative questions regarding enrolment and records.
Courseware Support	Contact information as provided on the Courseware platform	Technical issues with the Courseware platform.

APPENDIX B: GLOSSARY OF CAREER MANAGEMENT TERMS

To ensure a shared understanding of key concepts, this glossary provides definitions for terms commonly used in career development and the internship process.

Term	Definition
Curriculum Vitae (CV)	A detailed document outlining a student's education, work experience, skills, and accomplishments, used primarily in academic and European contexts.
Motivational Letter	A formal letter accompanying the CV, explaining the student's interest in a specific position or organisation and highlighting their relevant qualifications.
Networking	The process of building and maintaining professional relationships for the purpose of exchanging information, advice, and opportunities.
Informational Interview	A meeting with a professional to learn about their career path, industry, or organisation, rather than to ask for a job.
Hard Skills	Teachable, technical abilities specific to a job, such as proficiency in Excel, accounting principles, or programming languages.
Soft Skills	Interpersonal and behavioural skills that enable effective interaction and work, including communication, teamwork, and problem-solving.
Personal Branding	The practice of marketing oneself and one's career as a brand, defining and communicating one's unique value proposition to the professional world.
LinkedIn	A professional social networking platform widely used for career development, networking, and job searching.

APPENDIX C: INTERNSHIP CHECKLIST

To assist students in navigating the process, the following checklist provides a clear sequence of recommended actions.

Phase	Action Items
Preparation & Search (1-2 months before start)	Meet with Career Development Centre counsellor. Update and finalise CV. Draft a general motivational letter. Research organisations and roles aligned with interests. Identify and contact potential host organisations. Secure an internship offer.
Registration & Start	Submit internship application via Courseware (with CV and motivational letter). Receive approval from Academic Coordinator. Begin internship; confirm schedule with supervisor. Discuss and set learning goals with supervisor.
During Internship	Keep a log of tasks, projects, and reflections. Actively seek and receive feedback. Gather non-confidential materials that may inform the report.
Completion & Submission	Obtain completed, signed, and stamped Employer Evaluation Form. Complete Student Self-Assessment Form. Write the 5-page Narrative Internship Report. Scan all documents into a single, colour PDF in the correct order. Submit PDF via Courseware by the published deadline. Schedule post-internship counselling session (optional).