

## **COURSE CONTENT FOR MH2900**

|                           |   |                 |                     |
|---------------------------|---|-----------------|---------------------|
| <b>Academic Year</b>      | Any   | <b>Semester</b> | Special Term I & II |
| <b>Course Coordinator</b> | Erik Anders Mikael Gustavsson                     |                 |                     |
| <b>Course Code</b>        | MH2900  |                 |                     |
| <b>Course Title</b>       | Professional Attachment I (Co-op)                 |                 |                     |
| <b>Pre-requisites</b>     | Approval by the Division of Mathematical Sciences |                 |                     |
| <b>Mutually Exclusive</b> | MH4901 PA, MH4907 PA                              |                 |                     |
| <b>No of AUs</b>          | 5   |                 |                     |
| <b>Contact Hours</b>      | 10 Weeks  |                 |                     |
| <b>Proposal Date</b>      | 15 October 2018                                   |                 |                     |

### **A. Course Aims**

This 10-week Professional Attachment programme is offered as a core course for all for all BSc in Mathematical Sciences (Cooperative Education Program) undergraduate students during Year 1 Special Semester I & II.

The purpose of this Professional Attachment is to enable the application of knowledge and skills you have learned in the university in an authentic work environment. This is such that you can gain relevant exposures and develop practical industry experiences and skills that will facilitate your career decision and future transition into your selected vocation. It aims for you to develop professional competencies that will enhance your employability and lifelong learning capabilities to support your career and life endeavours and your readiness for the future of work.

### **B. Intended Learning Outcomes (ILOs)**

At the end of the Professional Attachment, you (as a student) should be able to:

#### **I. Cognitive**

1. Apply knowledge and skills relevantly and appropriately in the workplace.
2. Identify your own competency gaps at the internship workplace.
3. Evaluate and develop personal learning and development pathways towards bridging competency gaps identified in point (2) above.
4. Develop and apply strategies to solve problems effectively (involves critical thinking and creativity, generating questions, resourcing, application, and reiteration).
5. Evaluate resources and develop insights to make informed judgements and recommendations.

#### **II. Context**

6. Discuss the internship organisation's nature and context of business.
7. Reflect on the organisational culture at the internship organisation.
8. Appraise the significance and impact of the project/work/assignment undertaken at the internship organisation.
9. Describe the career pathways within the internship organisation as well as the broader industry.
10. Reflect on personal and professional development needs within the internship organisation as well as the broader industry and set strategic goals for advancing along an intended career path.
11. Apply time and task management strategies effectively.

#### **III. Relationship**

12. Apply effective written and oral communication skills in professional settings when communicating and connecting with relevant stakeholders.

13. Assimilate into the work environment (people, team, hierarchy) and function effectively.

#### **IV. Affective/Moral**

14. Tolerate ambiguity and handle anxiety.

15. Contribute proactively to the internship organisation.

16. Demonstrate responsibility, integrity and professionalism in the fulfilment of all workplace and internship requirements.

17. Demonstrate the persistence to learn, overcome and improve.

#### **V. Technical (including those related specifically to the degree programme learning outcomes)**

18. Use tools that enable and facilitate effective project/work/assignment undertaken at the internship organisation. (This includes mathematical/software/computing tools for analysing and solving problems.)

#### **C. Course Content**

This internship programme, being a work-integrated education course, has its educational content embedded within the work environment and assignments that students will undertake at each internship organisation. For this reason, the internship job scope will be evaluated by the course instructor/coordinator using the following criteria:

- a. It is relevant to the student's discipline of study;
- b. It provides the required internship duration;
- c. It accommodates NTU's internship periods;
- d. It caters to NTU's internship duration requirement;
- e. It provides sufficient structure and rigour that will enable students to achieve the intended learning outcomes listed above;
- f. It provides the appropriate workload for the stipulated internship period;
- g. It enhanced the career prospects of the student;
- h. The internship workplace is safe and conducive for student learning and development;
- i. The internship workplace is equipped with the necessary tools and resources for the internship work;
- j. The internship organisation has standing policies to safeguard the welfare of interns;
- k. The internship organisation supervisor possesses the competencies, experience, and commitment to provide guidance to the students;
- l. The internship organisation will use NTU's internship assessment scheme for students.

#### **D. Assessments**

This is a Pass/Fail course with the final outcome determined collectively by your Faculty Supervisor and your Organisation Supervisor.

The assessments will be based on the intended learning outcomes (ILO) in section (B) above and you should familiarise yourself with them as they will be your focus throughout the internship.

Your Organisation Supervisor will assess your performance at the internship workplace through an evaluation form "Assessment of Work in the Organisation" (AWO). He/She will complete this evaluation at the end of your internship.

Your Faculty Supervisor will facilitate and assess your learning, development, and growth through your e-journal submissions. The e-journals are where you will reflect on your experience, learning, growth and achievement of the relevant ILOs. Keep the ILOs in mind throughout your experience and undertake or seek challenges in the workplace that will provide you with opportunities to generate experience and evidences regarding your competencies.

| Component  | Course ILOs assessed                    | Programme Learning Outcomes assessed (see Annex 4) | Weighting   | Team / Individual | Assessment Rubrics  |
|--|---|--|-------------|-------------------|---|
| Assessment of Work in the Organisation (AWO).<br><br>This component evaluates your performance at the workplace. | 1, 4, 5, 11, 12, 13, 14, 15, 16, 17, 18 | A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, D, E       | 50          | Individual        | See Annex 1 for rubric.<br><br>Assessed by Organisation Supervisor. |
| e-Journal 1  | 2,3,6                                   | A1, A2, A3, C1, D, E                               | 10          | Individual        | See Annex 2 for rubric.<br><br>Assessed by Faculty Supervisor.      |
| e-Journal 2  | 1,4,5                                   | A1, A2, A3, A4, B1, B2, B3, B4, C1, D, E           | 10          | Individual        | See Annex 2 for rubric.<br><br>Assessed by Faculty Supervisor.      |
| Final Report   | 7, 8, 9, 10, 12                         | A1, A2, A3, A4, B1, B2, B3, B4, C1, D, E           | 30          | Individual        | See Annex 3 for rubric.<br><br>Assessed by Faculty Supervisor.      |
| <b>Total</b>   |   |  | <b>100%</b> |                   |   |

### E. Formative Feedback

Continuous feedback on progress and performance can be expected from student's internship organisation supervisor.

Student's faculty supervisor will also provide feedback through the student's internship e-journal submissions and/or site visits.

### F. Learning and Teaching Approach

An internship is an experiential learning programme done in a professional setting. Students will be placed in an organisation for the entire internship period and will undertake work assignments and/or projects in the organisation. It is through such work in the real-world environment where students learn and develop the competencies and experiences relevant to the intended learning outcomes of this course.

Each student will be supervised by (1) an Organisation Supervisor at the internship organisation, and (2) a Faculty Supervisor in NTU.

The Organisation Supervisor will be the key person working with and interacting with the student on a day-to-day basis. The Organisation Supervisor will be one providing guidance and feedback to the student on a regular basis.

The Faculty Supervisor from NTU will serve to facilitate student's learning and progress through interactions via e-journal submissions, email, phone, and/or visits. The Faculty Supervisor will also be each student's first point of contact for any matters arising from the internship. Student can also contact the respective Internship Programme Manager at NTU's Career and Attachment Office as an alternative.

## **G. Reading and References**

### **NTU Student Internship Handbook**

Please refer to the respective Professional Internship/Attachment Teamsites via NTU Studentlink for the Internship Handbook.

### **NTU Work-Integrated Education Blog – WIE ARISE**

<https://blogs.ntu.edu.sg/wie-arise/>

### **Harvard Business Review: 6 Ways to Make the Most of Your Internship**

<http://bit.ly/2J81BU2>

### **Huffington Post: 21 Ways to Make the Most of Your Internship**

<http://bit.ly/2kK6Fz5>

### **Vault: How to Successfully Manage your Assignments:**

<http://bit.ly/2LNfrIX>

## **H. Course Policies and Student Responsibilities**

Please refer to the respective Professional Internship/Attachment Teamsites via NTU Studentlink for detailed Internship Policy and Procedures.

Further information can be obtained from NTU's Career and Attachment Office (CAO) via [cao\\_internship@ntu.edu.sg](mailto:cao_internship@ntu.edu.sg).

## **I. Professional and Academic Integrity**

An internship concerns work in a professional setting. As with good academic work, good professional work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of professional and academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. Refer to this link for details:

<http://www.ntu.edu.sg/ai/Pages/shared-values-honour-code.aspx>

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of integrity in all the work you do as a student of NTU. Not knowing what is involved in maintaining integrity does not excuse professional and academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of professional and academic dishonesty, including and not limited to, plagiarism, fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your faculty supervisor if you need any clarification about the requirements of professional and academic integrity in the course.

## **J. Course Instructors**

Your Faculty Supervisor for the period of your internship will be allocated to you after the placement process is completed.

This internship course is managed and administered by your school's internship course coordinator as well as NTU's Career & Attachment Office.

### K. Planned Weekly Schedule

Your internship work schedule will follow that provided by your Internship Organisation.

#### Annex 1:

#### Assessment Rubrics for Assessment of Work in the Organisation (AWO)

Criteria for the assessment of student performance in the internship organisation by the organisation supervisor:

| ILOs | Focus                            | Criteria  |
|------|----------------------------------|---|
| 1    | Knowledge and Skills             | Able to apply knowledge and skills (whether prior or newly learned) appropriately in the workplace and/or projects/tasks.                     |
| 4    | Problem-solving                  | Able to solve problems systematically and effectively.  |
| 5    | Resourcefulness                  | Able to source for relevant information to make informed judgement, decisions and/or recommendations.   |
| 11   | Time and Task Management         | Able to plan, organise, manage and complete assignments effectively and in a timely manner.   |
| 12   | Written and Oral Communication   | Able to communicate effectively and appropriately in writing and verbally.  |
| 13   | Team Work                        | Able to function effectively with other colleagues/stakeholders in the work environment.  |
| 14   | Adaptability                     | Able to function effectively under ambiguity and/or change.   |
| 15   | Initiative                       | Able to remain consistently pro-active towards contributing to the work and/or organisation.  |
| 16   | Responsibility                   | Consistently demonstrates commitment, responsibility, integrity, professionalism and ethical behaviour at the workplace.                      |
| 17   | Persistence to Learn and Improve | Consistently demonstrates persistence and grit to overcome challenges, to learn and improve continuously at the workplace.                    |
| 18   | Fluency with Tools               | Able to use tools, whether software or hardware tools, (and learn new ones where necessary) proficiently to accomplish tasks and assignments. |

#### Annex 2:

#### Assessment Rubrics for E-Journal 1 and E-Journal 2

You are required to submit a total of two (2) e-journals and one (1) Final e-Journal/Report documenting and reflecting on your internship experience in relation to the relevant intended learning outcomes of this course.

The first two (2) e-journals (E-Journal 1 and E-Journal 2) will be assessed in week 3 and week 6 respectively during the internship. These are purposed to be formative assessments where you will receive feedback on your progress.

For each of these e-journal submissions, you are to present evidences and reflections on each one of the three (3) ILOS listed in the assessment table. The e-journal submission link will be provided to you by CAO:

- Evidences can be provided in the form of text descriptions, photographs, or drawings (ensure you seek clearance from your internship organisation should sensitive information be involved).
- Reflect critically on the evidences and the experience producing them, relating them to how they demonstrated your achievement of the specific ILO (or how they helped you to do so): Particularly but should not be limited to - what were the tasks (or observations) and their contexts, actions taken (or lessons drawn) by you and their reasons, and results achieved? What did you learn (e.g. information, knowledge, skills)? Evaluate your own capabilities and attitude where appropriate.
- If you wish to provide further evidences and reflections on ILOs which you have covered in an earlier e-journal submission, you are encouraged to do so. Such new evidence(s) and reflection(s) should demonstrate your development and growth.

#### Criteria for E-Journal 1 and E-Journal 2.

| Focus                  | Criteria   |
|------------------------|--|
| Evidence for each ILO  | Evidence provided is relevant to and supports the ILO.   |
| Reflection on each ILO | Critical and thoughtful reflection on the experience of achieving the ILO. Clear and concise articulation of thoughts. |
| Achievement of ILO     | Conclusive achievement of ILO.   |

#### Annex 3:

#### Assessment Rubrics for Final Report (Oral Presentation and Written Report).

Your Final Report submission will be assessed at the end of your internship.

For this final submission, your focus is to cover the remaining 5 ILOs and present evidences and reflections on them. In addition, an overall reflection on your internship experience as a whole is expected:

- Evidences can be in the form of text descriptions, photographs, or drawings (ensure you seek clearance from your internship organisation should sensitive information be involved).
- Reflect critically on the evidences and the experience producing them, relating them to how they demonstrated your achievement of each ILO (or how they helped you to do so): Particularly but should not be limited to - what were the tasks (or observations) and their contexts, actions taken (or lessons drawn) by you and their reasons, and results achieved? How are the achievements validated (by supervisor, colleagues, stakeholders, etc.)? What did you learn (e.g. knowledge, skills)? How will you do things differently and better?

- If you wish to provide further evidences and reflections on ILOs which you have covered in E-Journal 1 and E-Journal 2, you are encouraged to do so. Such new evidence(s) and reflection(s) should demonstrate your development and growth.
- Your overall internship reflection will include but not limited to: Your overall experience in the internship, what are your strengths and weaknesses? Did the experience affirm or revealed them? How will you build up your strengths and reduce your weaknesses? How do you now view this industry and this sort of work? What alternatives will you consider? Knowing what you now know, what are your tentative career plans after graduation? What will you do from this point onwards to put those plans in act?

**Criteria for Final Report (oral presentation and written report) submission (30%):**

| <b>ILOs</b> | <b>Focus</b>            | <b>Criteria</b>  |
|-------------|-------------------------|--|
| 8, 12       | Oral presentation       | Understanding of the nature and relevance of project to the organisation.<br>Understanding of main tasks and/or experiments conducted.   |
| 12          | Presentation            | Consider whether prescribed format is followed: layout, spelling, punctuation and grammar.<br>Consider clear, concise and effective executive summary, logical sequence of chapters. |
| 7,8         | Content                 | Understanding of organisation's industry, business, work culture and intern's role in the organisation.  |
| 9,10        | Reflection & Conclusion | Ability to reflect own personal conduct, progress, attachment learning experience and career choice.   |

**Annex 4: MAS Programme Learning Outcomes**

### Graduates of MAS programmes should be able to

|                         |           |                       |   |
|-------------------------|-----------|-----------------------|---|
| <b>Competence</b>       | <b>A1</b> | (Understanding)       | independently process and interpret mathematical theories and methodologies, and apply them to solve problems   |
|                         | <b>A2</b> | (Rigour)              | formulate mathematical statements precisely using rigorous mathematical language  |
|                         | <b>A3</b> | (Intuition)           | discover patterns by abstraction from examples  |
|                         | <b>A4</b> | (Modern Tool Usage)   | use computer technology to solve problems, and to communicate mathematical ideas  |
| <b>Creativity</b>       | <b>B1</b> | (Critical Thinking)   | critically assess the applicability of mathematical tools in the workplace  |
|                         | <b>B2</b> | (Analysis)            | critically analyse data from a multitude of sources   |
|                         | <b>B3</b> | (Interdisciplinarity) | build on the connection between subfields of mathematics to tackle new problems   |
|                         | <b>B4</b> | (Creativity)          | develop new applications of existing techniques   |
| <b>Communication</b>    | <b>C1</b> | (Communication)       | present mathematics ideas logically and coherently at the appropriate level for the intended audience   |
|                         | <b>C2</b> | (Teamwork)            | work in teams on complicated projects that require applications of mathematics, and communicate the results verbally and in written form  |
| <b>Civic-mindedness</b> | <b>D</b>  | (Professionalism)     | develop and communicate mathematical ideas and concepts relevant in everyday life for the benefits of society   |
| <b>Character</b>        | <b>E</b>  | (Ethics)              | act in socially responsible and ethical ways in line with the societal expectations of a mathematics professional, particularly in relation to analysis of data, computer security, numerical computations and algorithms |