BSc Internship – Level 5

Academic Year 2025/2026 · Percentage of Module Grade: 100%

Course	UG5009 Internship
Module Leader	Internship Department
Lecturer	n/a
Paper due	1 August 2026
Word count	2,000 words (+/- 10%)
Percentage of final grade given	100% of final grade

Objectives

The assignment has been designed:

- To evaluate the opportunity and experience of working within an organisation.
- To provide an opportunity for students to directly apply theory into practice in a working business environment.
- To aid and enhance communication skills and teamwork.
- To understand what additional knowledge/skills are needed to pursue one's career competitively.

The project aims to develop:

1. Communication skills: written and oral
2. Analytical skills
3. Research skills
4. Organisational skills

The students will display the following skills:

1. Consider some basic management theory and relate this to their working experience.
2. Demonstrate knowledge and understanding of organisations and their management.
3. Describe business functions and processes.

Structure and Format of the Report

This is an individual assignment. Make sure your writing is precise and to the point. Your paper should not exceed 2,000 words (+/- 10%) per student, excluding appendices and references.

Structure of the report

The report consists of:

- **Cover Page***
- **Table of Contents****

Part One: Internship Plan and Introduction to the Company (400 words)

The internship plan and introduction to the company should reflect a comprehensive understanding of the organisation's operations, culture and objectives, and should encompass:

Company Overview
Provide a detailed introduction to the company, including its industry sector, size, mission and values.

Operating Style and Culture
Analyse the company's operating style and culture, highlighting key aspects such as teamwork, innovation and diversity.

Objectives and Internship Plan
Outline the company's key objectives and your proposed internship plan. This should include the internship dates, objectives to be achieved, and how they align with the company's goals.

Part Two: Spotlight on Key Challenges in Practice (400 words)

In this section, you will identify and analyse a key challenge or set of challenges faced by the company. This should include:

Overview of the Challenge
Describe the challenge in detail, emphasising its significance within the industry and the company.

Potential Solutions
Evaluate potential solutions to address the challenge, considering factors such as feasibility, impact and alignment with company objectives.

Proposed Approach
Outline your proposed approach to addressing the challenge during the internship, demonstrating critical thinking and problem-solving skills. Here you may want to support your proposals with similar case studies.

Part Three: Analysis of Experience Learning, Personal Reflection & Professional Development Plan (1,200 words)

This section requires a comprehensive and reflective analysis of your learning experience during the internship, integrating theoretical knowledge with real-world practice. Your analysis should include:

Reflection on Skills and Knowledge
Reflect critically on the skills and knowledge developed during the internship, assessing their effectiveness and relevance in addressing challenges encountered.

Cross-Cultural Aspects
Explore cross-cultural dimensions encountered during the internship, including challenges faced, strategies employed to overcome them, and lessons learned. Reflect on how cultural differences influenced your interactions, decision-making processes and overall experience.

Self-Evaluation
Engage in critical self-evaluation, identifying strengths, weaknesses and areas for improvement. Consider how you adapted to new environments, managed conflicts and collaborated with diverse teams.

Insights Gained

> Reflect on insights gained during the internship, both professionally and personally, and how they have contributed to your growth.
>
> **Challenges Overcome**
> Discuss challenges encountered during the internship, including cross-cultural challenges, and how you addressed them. Evaluate the effectiveness of your strategies and areas for further development.
>
> **Skills Acquired**
> Identify and assess the skills acquired during the internship, particularly those related to cross-cultural communication, problem-solving and adaptability.
>
> **Future Professional Plans**
> Outline your future professional plans, considering how the internship experience has influenced your career trajectory. Discuss how you will continue to develop and apply your skills in future endeavours.

- **Bibliography:** Use the Harvard referencing style to list books, articles and/or case studies you have referenced in preparing your report.

* The cover page should include the name of the course, the title of the project, the student's registration number, the tutor's name and the date.

** The table of contents should include all the headings with appropriate page numbers, including the Bibliography and the Appendices.

Reference books (latest editions to be preferred)

Baird, B. (2014) *Internship, Practicum, and Field Placement Handbook*. International edn. 7th edn. Pearson.

Format of the report

1. The assignment should display a coherent structure: the title page should include the student's name, module name, lecturer name, date and school name, followed by a contents page, executive summary, introduction, methodology, findings, analysis, conclusions, recommendations, in-text referencing, bibliography and appendices.
2. The report should be prepared as a neatly typed Word document (Arial, 12 point), with double spacing and page numbering.
3. Tables or work/data taken from other sources may be included in an appendix.
4. All sources must be referenced in the text and a full bibliography must be provided (including visited websites) in the Harvard referencing style. Paraphrasing or direct quotes taken from other sources must be clearly indicated with citations. No footnoting!
5. Students are reminded that depth, relevance and variety are the crucial elements of quality research. Wikipedia is not considered to be a relevant source of information; any student referencing Wikipedia will have marks deducted. If you find information on Wikipedia, use the original sources listed at the bottom of the article instead.
6. Students are reminded to use valid and peer-reviewed references to support their work. Websites should only be used if they represent an established source, and only for facts and figures. Students should make the most of academic and practitioner books and articles.
7. Submission should be by the deadline below.

8. All work must conform to ESE regulations on Cheating, Collusion and Plagiarism, as described in your programme handbook. You are advised to use the Harvard referencing style and avoid plagiarism.

Deadline

Midnight, 1 August 2026

Reports must be uploaded to Turnitin by midnight on 1 August 2026. Only when this has been done will the assignment be considered submitted.

Coursework must be submitted for assessment by the due date. Coursework is deemed to have been submitted once it is lodged in accordance with the assessment requirements for the module or unit.

Late submission

Coursework may be accepted after the deadline, but **5 marks** will be deducted from the face value mark for work submitted before the end of the day after the due date, and **10 marks** for coursework submitted up to one week after the due date. (For example, if a piece of work deserves a mark of 48%, 43% will be recorded if the work is submitted before the end of the day after the due date, and 38% – a fail – if the work is submitted up to a week late.) **If the imposition of the penalty deduction results in a fail mark, the student will be deemed to have failed the assessment.**

Assessments which are marked with a literal grade, or which take the form of a presentation, performance or exhibition, may not be submitted late. Coursework arising from reassessment may not be submitted late.

If you fail to submit an electronic version of your work, your mark will normally be recorded as a non-submission. However, if on the due date for your assignment Turnitin is unavailable due to technical difficulties, you must submit the electronic version of your work as soon as possible to the Academic Office. Your tutor will be aware of the situation and may well have informed you of such problems, so you will not risk penalties. You should submit the hard copy of your work as normal by the deadline.

Turnitin details

Please see submission details on the ESE Student Portal.

General Marking Criteria (Undergraduate Studies)

Class / Mark	**1st** Outstanding quality **80–100%**	**1st** Excellent quality **70–79%**	**2(i)** High quality, skilled work **60–69%**	**2(ii)** Satisfactory, sound quality, competent with some limitations **50–59%**	**3rd** Acceptable quality **40–49%**	**Fail/PP** Weak quality **35–39%**	**Fail** Very poor quality **0–34%** **0% = non-submission**
Knowledge and understanding, including relevance	Innovatively addresses objectives of the assessment task, especially those components requiring sophistication of critical analysis, synthesis and evaluation. Has demonstrated exceptional creative flair and originality. Has a full range of exceptional technical, creative and/or artistic skills. Has shown an exceptional ability to manage their learning on their own initiative, and work without supervision. Has demonstrated exceptional initiative and/or personal responsibility.	Authoritatively addresses the objectives of the assessment task, especially those components requiring critical analysis, synthesis and evaluation. Has demonstrated exceptional creative flair and originality. Has a full range of exceptional technical, creative and/or artistic skills. Has shown an exceptional ability to manage their learning on their own initiative, and work without supervision. Has demonstrated exceptional initiative and/or personal responsibility.	Clearly addresses the objectives of the assessment task, especially those elements requiring critical analysis. At the higher end the work will not contain errors or omissions. The student has shown a high level of creativity and originality throughout their work. Has a thorough command of highly developed relevant technical, creative and/or artistic skills. Has shown a strong ability to systematically manage their learning and work without supervision. Has consistently demonstrated well developed initiative and/or personal responsibility.	*Text cut off in the original PDF*	*Text cut off in the original PDF*	*Text cut off in the original PDF*	*Text cut off in the original PDF*

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Practical skills, including reasoning	A clear and consistent line of highly critical and evaluative argument, displaying the ability to develop one's innovative ideas from the work of others. Creative flair in theoretical and conceptual analysis. Has shown exceptional knowledge and understanding, significantly beyond the threshold expectation of a graduate at this level and beyond what has been taught. Has conducted thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and possesses a well developed ability to critically appraise a wide range of sources. Has made consistent, logical, coherently developed and substantiated arguments, and demonstrated the ability to systematically consider, critically evaluate and synthesise a wide range of views and information. They have demonstrated sophisticated perception, critical insight and interpretation of complex matters and ideas. Has demonstrated an exceptional ability to reflect critically and independently on their work.	A clear and consistent line of critical and evaluative argument, displaying the ability to develop one's own insightful ideas from the work of others. Excellent engagement in theoretical and conceptual analysis. Has shown exceptional knowledge and understanding, significantly beyond the threshold expectation of a graduate at this level and beyond what has been taught. Has conducted thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and possesses a well developed ability to critically appraise a wide range of sources. Has made consistent, logical, coherently developed and substantiated arguments, and demonstrated the ability to systematically consider, critically evaluate and synthesise a wide range of views and information.	Generally clear line of critical and evaluative argument, with ability to develop own ideas from the work of others. Ability to engage in theoretical and conceptual analysis. Has demonstrated sophisticated breadth and depth of knowledge and understanding, showing a clear, critical insight. Has demonstrated a thorough understanding of subject-specific theories, paradigms, concepts and principles, and a sound understanding of more specialised areas. Has demonstrated the ability to make coherent, substantiated arguments, as well as the ability to consider, critically evaluate and synthesise a range of views and information. They have demonstrated a thorough, perceptive and thoughtful interpretation of complex matters and ideas. Has demonstrated the ability to reflect critically on their work.	Some limited critical discussion, but argument is unconvincing, particularly at the lower end where the work is more descriptive. More reliance on work of others rather than developing own arguments. Limited theoretical and conceptual analysis. Has demonstrated a sound breadth and depth of subject knowledge and understanding, if sometimes balanced towards the descriptive rather than the critical or analytical. Has demonstrated a thorough understanding of subject-specific theories, paradigms, concepts and principles, and a sound understanding of more specialised areas.	Work is descriptive with minimal critical discussion and limited theoretical engagement. Too much reliance on the work of others rather than developing own understanding and application of the material. Has demonstrated a depth of knowledge and understanding in key aspects of their field of study, sufficient to deal with terminology, facts and concepts. Has demonstrated an understanding of subject-specific theories, paradigms, concepts and principles. Has consistently demonstrated an understanding of subject-specific theories, paradigms, concepts and principles as well as more specialised areas. Has shown the ability to devise and sustain an argument, with some consideration of alternative views, and can explain often complex matters and ideas.	Very limited range, use and application of relevant and recommended sources. Demonstrates lack of real understanding. Too much reliance may be placed on dated, unreliable or non-academic sources. Has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study. Over-reliance on set sources. Has not demonstrated an adequate ability to select and evaluate reading and research. Lack of technical, creative and/or artistic skills in most, or key, areas.	Descriptive or anecdotal work with scanty or no argument. Reliant on the work of others and does not use this to develop own arguments. No critical discussion or theoretical engagement. Little practical and intellectual application. Inadequate understanding of subject-specific theories, paradigms, concepts and principles, including their limitations and ambiguities. Arguments and explanations are weak and/or poorly constructed, and does not critically evaluate the arguments of others or consider alternative views. Has shown little or no ability to reflect on their work.

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Cognitive skills, including application of evidence	Wide range of recommended and relevant sources used in an innovative and consistent way to support arguments. In-depth use of sources beyond recommended texts; demonstrates creative flair in independent research. Has conducted independent, extensive and appropriate investigation, analysis, research, enquiry and/or study well beyond the usual range, together with critical evaluation, to advance work and/or direct arguments. Has demonstrated an exceptional ability to select, consider, evaluate, comment on and synthesise a broad range of research, primary sources, views and information and integrate references. Has presented research findings perceptively, convincingly and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively.	Wide range of relevant and recommended sources used in an insightful and consistent way as supporting evidence. Some in-depth use of sources beyond recommended texts, to demonstrate independent research. Has conducted independent, extensive and appropriate investigation, analysis, research, enquiry and/or study well beyond the usual range, together with critical evaluation, to advance work and/or direct arguments. Has demonstrated an exceptional ability to select, consider, evaluate, comment on and synthesise a broad range of research, primary sources, views and information and integrate references. Has presented research findings perceptively, convincingly and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively.	Good range of relevant and recommended sources used in an imaginative and largely consistent way as supporting evidence. Use of some sources beyond recommended texts, including more complex materials. Has conducted thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and possesses a well developed ability to critically appraise a wide range of sources. Has thoroughly selected, critically evaluated and commented on reading, research and primary sources, usually beyond the set range. Has presented thorough research findings perceptively and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively.	Range of relevant and recommended sources are used, but this may be in an unimaginative or literal manner, particularly at the lower end of the range. Limited use of sources beyond the standard recommended materials. Has conducted background investigation, analysis, research, enquiry and/or study using established techniques accurately, and can critically appraise academic sources. Has consistently solved complex problems, selecting and applying a range of appropriate methods, and can make decisions in complex and unpredictable circumstances. Has argued logically, with supporting evidence, and has demonstrated the ability to consider and evaluate a range of views and information. Has clearly and consistently explained complex matters and ideas. Has selected, evaluated and commented on reading, research and primary sources, sometimes beyond the set range. Has consistently presented their research findings effectively and appropriately in many formats, and has gathered, processed and interpreted data efficiently and effectively.	Limited range of relevant and recommended sources are used, but with some inadequacies in their use and employment as supporting evidence. There may be some reliance on dated or unreliable sources. Has conducted general background investigation, analysis, research, enquiry and/or study using established techniques, with the ability to extract relevant points. Has demonstrated the ability to select, evaluate and comment on reading, research and primary sources. Can communicate information, ideas, problems and solutions verbally, electronically and in writing, with clear expression and style. They have also demonstrated numeracy and digital literacy skills.	Very limited range, use and application of relevant and recommended sources. Demonstrates lack of real understanding. Too much reliance may be placed on dated, unreliable or non-academic sources. Has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study. Over-reliance on set sources. Has not demonstrated an adequate ability to select and evaluate reading and research. Lack of technical, creative and/or artistic skills in most, or key, areas.	Minimal and inadequate knowledge of relevant and recommended sources. Their use as supporting evidence may be inaccurate, inappropriate or negligible. Reliance on dated, unreliable or non-academic sources. Has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study. Over-reliance on set sources. Has not demonstrated an adequate ability to select and evaluate reading and research. Lack of technical, creative and/or artistic skills in most, or key, areas.

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Transferable skills, including structure and presentation	Outstanding visual and written presentation. Sophisticated yet clear and accessible style. Very good standards of vocabulary, syntax, spelling and punctuation. Possibly innovative yet logical and fluent organisation and development of materials. Articulate, coherent and succinct. Relationships between statements and sections are clear and precise. Referencing is accurate and appropriate. Has demonstrated a wide range of extremely well developed problem-solving skills, as well as a strong aptitude for decision-making with a high degree of autonomy, in the most complex and unpredictable circumstances. Has autonomously completed practical tasks and/or processes with a high degree of accuracy, coordination and proficiency. Can communicate information, ideas, problems and solutions to an accomplished level verbally, electronically and in writing. They have shown an accurate, fluent, sophisticated style. They possess exceptional numeracy and digital literacy skills.	Excellent visual and written presentation. Very clear and accessible style. Good standards of vocabulary, syntax, spelling and punctuation. Logical and fluent organisation and development of materials. Coherent and succinct. Relationships between statements and sections are very clear. Referencing is accurate, appropriate and extensive. Has demonstrated a wide range of extremely well developed problem-solving skills, as well as a strong aptitude for decision-making with a high degree of autonomy, in the most complex and unpredictable circumstances. Has autonomously completed practical tasks and/or processes with a high degree of accuracy, coordination and proficiency. Can communicate information, ideas, problems and solutions to an accomplished level verbally, electronically and in writing. They have shown an accurate, fluent, sophisticated style. They possess exceptional numeracy and digital literacy skills.	Good visual and written presentation. Clear and accessible style. Generally good standards of vocabulary, syntax, spelling and punctuation. Logical organisation and development of materials. Coherent. Relationships between statements and sections are easy to follow. Referencing is accurate and appropriate. Has demonstrated thorough problem-solving skills, selecting and justifying their use of a wide range of methods, and can make decisions in complex and unpredictable circumstances. Has performed practical tasks and/or processes autonomously, with accuracy and coordination. Can communicate information, ideas, problems and solutions with a high degree of proficiency verbally, electronically and in writing. They have a clear, fluent and expressive style with appropriate vocabulary. They have a high standard of numeracy and digital literacy skills.	Generally sound presentation. Style is largely clear and accessible. There may be minor errors of vocabulary, syntax, spelling and punctuation, but these should not detract from the overall meaning. There may be inconsistencies in the organisation and development of materials. The relationship between some statements and sections may not be easy to follow. Some points may not be made coherently or succinctly. Work is referenced accurately with few errors. Has consistently solved complex problems, selecting and applying a range of appropriate methods, and can make decisions in complex and unpredictable circumstances. Has consistently completed practical tasks/processes mainly independently in an accurate, well-coordinated and proficient way. Can consistently and confidently communicate information, ideas, problems and solutions verbally, electronically and in writing. They show a clear, coherent, expressive style, with a range of vocabulary. They have consistently demonstrated strong numeracy and digital literacy skills.	Acceptable presentation. Some aspects of the style may be unclear. Points may not be made coherently or succinctly. Some errors of vocabulary, syntax, spelling and punctuation, but these are not serious distractions from the overall meaning. Some lack of logical development and organisation of the materials. The relationship between some statements and sections may be hard to follow. Work is referenced accurately with some errors. Has demonstrated an ability to solve problems, applying a range of methods to do so, and the ability to make decisions in complex and unpredictable circumstances. Has completed practical tasks and/or processes accurately and with a degree of independence. Has presented their research findings in several formats, and has gathered, processed and interpreted data effectively.	Weak presentation. Some aspects of the style may be inappropriate, unclear and inaccessible. Some points will not be made coherently or succinctly. Errors of vocabulary, syntax, spelling and punctuation may seriously detract from the overall meaning. The materials may lack logical development and organisation. The relationship between some statements and sections may be difficult to recognise. Limited use of references, and some may be inaccurate. Limited ability to solve problems and/or make decisions. Shows little or no real creativity. Has attempted practical tasks/processes but followed a limited, procedural or mechanistic formula, and they contain errors, with little or no independence. Has not presented research findings clearly or effectively, and their gathering, processing and interpretation of data is unsatisfactory. Not able to sufficiently express ideas and convey clear meaning verbally, electronically and/or in writing; uses inaccurate terminology, with many errors in spelling, vocabulary and syntax.	Poor visual and written presentation. The style may be inappropriate, unclear and inaccessible. Points may not be made coherently or succinctly. Errors of vocabulary, syntax, spelling and punctuation may seriously detract from the overall meaning. The materials may lack logical development and organisation. Relationships between statements and sections may be difficult to recognise. References may be absent, inaccurate or incorrect. Limited ability to solve problems and/or make decisions. Shows little or no real creativity. Has attempted practical tasks/processes but followed a limited, procedural or mechanistic formula, and they contain errors, with little or no independence. Has not presented research findings clearly or effectively, and their gathering, processing and interpretation of data is unsatisfactory. Not able to sufficiently express ideas and convey clear meaning verbally, electronically and/or in writing; uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. Unable to demonstrate consistently basic numeracy and digital literacy skills.

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Subject-specific criteria	Has demonstrated an accomplished and innovative application of discipline-specific specialist skills.	Has demonstrated an accomplished and innovative application of discipline-specific specialist skills. Has demonstrated the capability to make clear, authoritative and valuable contributions to group discussions and/or project work, with exceptional teamwork and leadership skills.	Has demonstrated a capable and effective application of discipline-specific specialist skills. Has demonstrated the capability to make strong, valuable contributions to group discussions and/or project work, with an understanding of team and leadership roles.	Has consistently demonstrated the development and informed application of discipline-specific specialist skills. Has consistently demonstrated the capability to make coherent and constructive contributions to group discussions and/or project work.	Has demonstrated evidence of developing and applying discipline-specific specialist skills. Has demonstrated a capability of making useful contributions to group discussions and/or project work. Has demonstrated initiative and/or personal responsibility. The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB. The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.	–	–