



## KURSPLAN

# Internship in Engineering Management, 7,5 högskolepoäng

## *Internship in Engineering Management, 7.5 credits*

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<b>Kurskod:</b>	JIMS24	<b>Utbildningsnivå:</b>	Avancerad nivå
<b>Fastställd av:</b>	Council for Undergraduate and Masters Education 2023-05-02	<b>Utbildningsområde:</b>	Samhällsvetenskapliga området (75%) och naturvetenskapliga området (25%)
<b>Gäller fr.o.m.:</b>	2024-08-19	<b>Ämnesgrupp:</b>	FE1
<b>Version:</b>	1	<b>Fördjupning:</b>	A1F
		<b>Huvudområde:</b>	General Management

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### Lärandemål

On completion of the course, the students will be able to:

#### Kunskap och förståelse

1. Explain the meaning of "reflective practice" and implement relevant aspects of the concept of the "reflective practitioner".

#### Färdighet och förmåga

2. Collaborate and communicate with peers in the daily activities in an engineering-focused company.

3. Follow instructions and carry out defined activities within given time frames, in an engineering-focused company.

4. Identify opportunities and/or challenges related to engineering management in a specific organizational setting and provide suggestions of how to approach and/or overcome these.

5. Apply academic literature to gain a deeper understanding of practical situations.

#### Värderingsförmåga och förhållningssätt

6. Critically and independently reflect on the boundaries between theory and practice as well as different aspects – challenges and/or opportunities – connected to engineering management.

7. Critically assess own behavior and its consequences, as well as the behavior of others, in different types of situations during practical work.

8. Reflect on his/her own learning process as well as the development of knowledge in a practical setting, relating to the notion of the "reflective practitioner".

### Innehåll

The internship course is designed to allow students the opportunity of translating prior learning and experiences into practice. In addition, the course facilitates in developing the students' ability to work both independently and in collaboration with others. The course builds on student placement in an existing or emerging company, or other relevant organization (for a minimum of 5 weeks). By engaging in pre-defined assignments, relevant for the study programme, the

student implements his/her current knowledge, skills and approaches in a digital context.

### **Connection to Research and Practice**

Students are immersed in practice during this course, spending at least five weeks as organizational members in an engineering-focused company. The internship report requires students to reflect on research related to a given management issue and assess the a

### **Undervisningsformer**

The course is based on practical work combined with reflective tasks conducted by the student in response to experiences in the internship.

*Prior to the course*, students interact with the examiner to get approval of the internship assignment (including specification of the work tasks assigned in the internship organization and area of in-depth learning).

*During the course* students are supervised by dedicated company representative(s) in parallel to writing reflective reports (field note reflection).

Field note reflection: During the time of the internship each student should take field notes about experiences, things and challenges they observe related to engineering management. Drawing on these field notes students should critically reflect on how practice mirrors what they have studied in previous courses and whether they recognize gaps in their knowledge and skills portfolio. Students should submit one such reflections to their internship teacher during the internship.

*At the end of the course* a written internship report concludes examination.

Internship report: Each student writes a report with the aim of analyzing and generating new insights related to engineering management in view of the internship project they have completed. To facilitate a frame of reference and analyses, students should study research-based literature. The report should be well structured and fulfil the scientific standards required by JIBS. The report should be 2000 words long (excluding references and appendix) and contain the following:

- Introduction that presents the topic and questions in focus during your internship.
- A summary of previous and relevant research (based on the literature requirements)
- Presentation of observations/experiences/discussions (etc) in practice combined with critical discussion and analyses (including references to previous research).
- Conclusions and insights related to your personal learning during the internship, in view of the notion of the reflective practitioner.
- List of references.
- Appendix 1: Description of the internship organization
- Appendix 2: Description of the work conducted in the organization

Undervisningen bedrivs på engelska.

## Förkunskapskrav

Bachelor's degree (i.e the equivalent of 180 credits at an accredited university) with at least 90 credits in engineering (or the equivalent). At least 30 credits at advanced level in General Management, representing courses on the Engineering Management programme at JIBS (or equivalent).

## Examination och betyg

Kursen bedöms med betygen Underkänd eller Godkänd.

Internship in Engineering Management – field note reflection: ILOs 4 and 6

Internship in Engineering Management – internship report: ILOs 1, 2, 3, 4, 5, 6, 7, and 8

All examination is individual.

All parts of the examination of the course must have a pass grade (A-E or Pass) before a final grade is set. The final grade of the course is determined by the internship report.

Poängregistrering av examinationen för kursen sker enligt följande system:

Examinationsmoment	Omfattning	Betyg
Internship – field note reflection	1,5 hp	U/G
Internship in Engineering Management – internship report	6 hp	U/G

## Kursvärdering

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, the programme evaluators in the course must be contacted. In the middle of the course, the examiner should meet the programme evaluators to identify strengths/weaknesses in the first half of the course.

At the end of the course, the examiner should remind students to fill in the survey. The examiner should also call a meeting with the programme evaluators to debrief the course, based on course evaluation data and comments. The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluations.

At the end of each study period, JIBS' Director of Quality and Accreditation crafts a "Course Evaluation Quarter Report", presenting the quantitative results from course evaluation surveys. The Associate Dean of Education, The Associate Deans of Faculty, Programme Directors, and JSA President and Quality receive the report.

## Övrigt

### Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

### **Kurslitteratur**

Schön D.A, 1987, *Educating the Reflective Practitioner*, San Francisco: Jossey Bass, p. xi .

Moon, J. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. New York: RoutledgeFalmer.

At least 10 references more (articles published in academic journals and/or books with research orientation) related to the course topic – to be identified by the student.