



THE UNIVERSITY OF
MELBOURNE
Melbourne School of Engineering (MSE)

ENGR90033 Internship

Work Integrated Learning

Task #2

Initial Reflection

Guidelines

Version: 2017-11-15

Word count tolerances

“1,000 words” corresponds to the **total** word count in your submission.

Tolerances: **−0** words (i.e. minimum of 1,000 words in total) and
+100 words (i.e. maximum of 1,100 words in total)

Submissions with a total word count outside these specified tolerances will incur a mark penalty.

Assessors will only read the first 1,100 words of your Initial Reflection submission and mark accordingly.

Task #2 : Initial Reflection

Task sheet

One Page Overview

Task description

You will write a 1,000 word Initial Reflection. Effective IT and engineering professionals are called upon to reflect on their professional practice in order to develop in their workplace. A reflection incorporates a brief description of a situation you have faced and, most importantly, how it made you feel, what it might mean, and (of great importance) what you have learned.

The 1,000 word Initial Reflection will:

- Focus on your internship experience or a similar experience (preferably work or, if not, a university team experience) if you are yet to commence your internship or commenced your internship late
- Include a reflection on a situation you faced and the behavior displayed by you and by others
- Explore your own values and feelings associated with the behavior
- Relate this situation and associated behavior to the theories outlined in the subject so far (i.e. academic theories associated with leadership, teamwork, interpersonal communications and emotional intelligence)
- Connect this situation to the relevant Engineers Australia Stage 1 Competency Standards outlined in Table 3 of the document [Stage 1 Competencies Professional Engineer.pdf](#) available at the subject LMS website. C&IS students, in particular, are also welcome to make use of the document [C&IS Graduate Attributes.pdf](#).
- Comment on your professional development goals, and
- Maintain a formal style (i.e. third-person written style), yet include personal pronouns (I) where appropriate (i.e. first-person written style).

Any feedback you receive in relation to this task should be applied in your assessed Task #4 Final Report.

Audience

Your reflection will **only** be read by the Melbourne School of Engineering academic and coordination staff. This will allow you to fully express yourself in relation to your personal and professional development.

Confidential material

Do **not** include any material in any of your reports that would in any way breach confidentiality with your host organization, especially (but not limited to) topics that would broach sensitive Intellectual Property owned by the organization.

Material associated with company business may be sensitive in the market and, if disclosed, would lower trust between you and the company. Be sure to work closely with your Industry Supervisor to keep sensitive market issues confidential.

Title page

Your submission will include a title page with the following information:

Enrolment group (e.g. 2017-SM1, 2017-SM2, 2018-SUM)

Your name and student ID number

Internship:

Industry name, address and telephone number

Industry Supervisor name, position and contact details (email, phone)

MSE Mentor name (or Department Representative name if not yet allocated)

Submission mode

Submit your reflection on Turnitin via the subject LMS website.

Before submitting, please name your submission as follows:

<STUDENT ID> <SURNAME> Initial Reflection.pdf

Support

If you find yourself struggling in any way with respect to your internship placement, do **not** delay in approaching a member of MSE staff for confidential support and advice. ¹

¹ You can also seek support via the University of Melbourne [Counseling and Psychological Services website](http://services.unimelb.edu.au/counsel/home) <http://services.unimelb.edu.au/counsel/home>

Handbook

Length of submission: no more than 1,000 words
Expected hours of effort: approximately five hours
Value: 10%

Submission mode: Turnitin via subject LMS website

Student Confidentiality – Audience for your Task #2 Initial Reflection

Task #2 report submissions are confidential.

Information reported in your Task #2 submission will not be shared with your employer or student peers.

Melbourne School of Engineering academic and coordination staff are the only audience for your Task #2 submission.

This allows “you the student” to fully express yourself in relation to your personal and professional development.

Objectives of your Task #2

When preparing your Initial Reflection document, your overall objective is to demonstrate to your marking assessor that you are aware of the professional practice skills outlined in the assessment criteria.

Template

A template document is available at the subject LMS website.
Student interns will use this template.
Not including the required information will result in a mark penalty.

Assessment criteria:

Marking Criteria (value)	Outline of what is sought
Role (20%)	Description of expected role during the internship placement.
Communication (20%)	With reference to communication abilities – the student intern will offer an initial reflection on current competency, opportunities for improvement, plans and strategies for improvement.
Information Management (20%)	With reference to information management abilities – the student intern will offer an initial reflection on current competency, opportunities for improvement, plans and strategies for improvement of professional use and management of information.
Self Management (20%)	With reference to self management abilities – the student intern will offer an initial reflection on current competency, opportunities for improvement, plans and strategies for improvement of orderly management of self, and professional conduct.
Team roles (20%)	With reference to team roles – the student intern will offer an initial reflection on current competency, opportunities for improvement, plans and strategies for improvement of effective team membership and team leadership.

Assessment Rubric

Marking Criteria	Mark Earned							
	Absent 0%	Unacceptable 40%	Low pass 50%	High Pass 60%	Good 70%	Very good 80%	Excellent 90%	Outstanding 100%
Role	Absent	Only cursory attempt to address the criterion	A statement that shows little understanding of expected role and no evidence of attempts to clarify the role and its relationship to University learning	A statement that shows rudimentary understanding of expected role and little evidence of attempt to clarify the role and its relationship to University learning	A statement that shows understanding of expected role and clearly links the role to University learning	A statement that shows understanding of expected role and clearly links the role to University learning, with supporting evidence.	A concise statement that shows strong understanding of expected role and strong evidence of research to clarify the role and its relationship to University learning	Assessor must offer a justification for a perfect score
Communication	Absent	Only cursory attempt to address the criterion and reflect on experience. Attempts at presenting theoretical perspectives and their application to practice not successful; or links between two areas not clear or not made at all.	A statement that addresses only some aspects of the criterion and communicates the issue poorly . Presents some degree of personal reflection and understanding of theoretical perspectives and application to practice though there are clear gaps in understanding.	A statement that addresses only some aspects of the criterion, even though it might be a detailed addressing of that aspect. Shows some personal reflection, though needs more development. Presents a degree of understanding of theoretical perspectives and their application to practice, though needs more development.	A statement that addresses most aspects of the criterion in significant detail, and shows personal reflection; minor gaps may be evident. Presents a strong understanding of theoretical perspectives and application to practice; minor gaps may be evident.	A concise statement that address A concise statement that addresses all aspects of the criterion, and shows personal reflection . Presents detailed understanding of theoretical perspectives and their application to practice.	A concise statement that addresses all aspects of the criterion and shows deep personal reflection . Presents an in depth understanding of, and engagement with, theoretical perspectives and their application to practice.	Assessor must offer a justification for a perfect score
Information Management	Absent	Only cursory attempt to address the criterion and reflect on experience. Attempts at presenting theoretical perspectives and their application to practice not successful; or links between two areas not clear or not made at all.	A statement that addresses only some aspects of the criterion and communicates the issue poorly . Presents some degree of personal reflection and understanding of theoretical perspectives and application to practice though there are clear gaps in understanding.	A statement that addresses only some aspects of the criterion, even though it might be a detailed addressing of that aspect. Shows some personal reflection, though needs more development. Presents a degree of understanding of theoretical perspectives and their application to practice, though needs more development.	A statement that addresses most aspects of the criterion in significant detail, and shows personal reflection; minor gaps may be evident. Presents a strong understanding of theoretical perspectives and application to practice; minor gaps may be evident.	A concise statement that addresses all aspects of the criterion, and shows personal reflection . Presents detailed understanding of theoretical perspectives and their application to practice.	A concise statement that addresses all aspects of the criterion and shows deep personal reflection. Presents an in depth understanding of, and engagement with, theoretical perspectives and their application to practice.	Assessor must offer a justification for a perfect score

Assessment Rubric (continued)

Marking Criteria	Mark Earned							
	Absent 0%	Unacceptable 40%	Low pass 50%	High Pass 60%	Good 70%	Very good 80%	Excellent 90%	Outstanding 100%
Self Management	Absent	Only cursory attempt to address the criterion and reflect on experience. Attempts at presenting theoretical perspectives and their application to practice not successful; or links between two areas not clear or not made at all.	A statement that addresses only some aspects of the criterion and communicates the issue poorly . Presents some degree of personal reflection and understanding of theoretical perspectives and application to practice though there are clear gaps in understanding.	A statement that addresses only some aspects of the criterion, even though it might be a detailed addressing of that aspect. Shows some personal reflection, though needs more development. Presents a degree of understanding of theoretical perspectives and their application to practice, though needs more development.	A statement that addresses most aspects of the criterion in significant detail, and shows personal reflection; minor gaps may be evident. Presents a strong understanding of theoretical perspectives and application to practice; minor gaps may be evident.	A concise statement that addresses all aspects of the criterion, and shows personal reflection . Presents detailed understanding of theoretical perspectives and their application to practice.	A concise statement that addresses all aspects of the criterion and shows deep personal reflection . Presents an in depth understanding of, and engagement with, theoretical perspectives and their application to practice.	Assessor must offer a justification for a perfect score.
Team roles	Absent	Only cursory attempt to address the criterion and reflect on experience. Attempts at presenting theoretical perspectives and their application to practice not successful; or links between two areas not clear or not made at all.	A statement that addresses only some aspects of the criterion and communicates the issue poorly . Presents some degree of personal reflection and understanding of theoretical perspectives and application to practice though there are clear gaps in understanding.	A statement that addresses only some aspects of the criterion, even though it might be a detailed addressing of that aspect. Shows some personal reflection, though needs more development. Presents a degree of understanding of theoretical perspectives and their application to practice, though needs more development.	A statement that addresses most aspects of the criterion in significant detail, and shows personal reflection; minor gaps may be evident. Presents a strong understanding of theoretical perspectives and application to practice; minor gaps may be evident.	A concise statement that addresses all aspects of the criterion, and shows personal reflection . Presents detailed understanding of theoretical perspectives and their application to practice.	A concise statement that addresses all aspects of the criterion and shows deep personal reflection . Presents an in depth understanding of, and engagement with, theoretical perspectives and their application to practice.	Assessor must offer a justification for a perfect score.

Answers to Frequently Asked Questions

Overview

The key learning outcome sought from Task #2 is to experience, learn about, and develop the process of personal and professional reflection.

The application of this skill is required in the completion of Task #4 Final Report.

Students are encouraged to consider their individual (i.e. personal) “professional development goals” associated with the EA Graduate Competencies.

These goals are normally focused around the current industry placement; however, this is not essential. Especially when there are mitigating circumstances, for example, there are commencement delays outside the student’s control.

The goals can readily change/adjust/modify over time (i.e. over the duration of an Internship or for any work experience).

The purpose of Task #2 – Initial Reflection

Your first reflective writing task in this subject has been set for you to develop your skill in reporting personal reflection and analysis. If you have not yet commenced your Internship placement (or commenced your Internship late) you are welcome to draw upon a situation that you have previously encountered at University or within a prior work experience where you have been required to interact with other people.

Overall process (discussed in detail in Bootcamp workshops)

From the Engineers Australia (EA) Stage 1 Competency Standard for professional engineers, choose Competency 3 titled ‘Professional and Personal Attributes elements’.

Make use of any (or all) of these six elements to ‘reflect upon’ a situation and the behaviors displayed by you or others in that situation.

Explore your values relating to this situation and your feelings associated to your behavior and the behaviors of others.

Then, in order to ‘make sense’ (develop a deeper understanding) of your experience, use your theoretical understandings of teamwork, leadership, interpersonal communications (listening skills and reflective responses skills) emotional intelligence and the organisation to complete an analysis.

Your Academic Mentor will assess your Task #2 report.

Incidentally, associated concepts are introduced in the first two (Bootcamp) Workshops in this subject.

In addition to your mark, you will receive substantial feedback that will assist your learning both your internship placement and in the preparation of your Task #4 Final Report.

Question: If a student is yet to commence their internship, but have prior internship or work experience, should the student write about their past experiences instead?

Yes.

Question: If a student has already commenced their internship, but have prior internship or work experience they would like to mention, should the student focus on the current internship and link the current internship to past experiences if relevant?

Keep the current internship as the main focus!

There is a risk associated with attempting to incorporate past experiences into the current narrative (i.e. a mark penalty if it is done confusingly or clumsily), but also an associated potential reward (i.e. increased mark) if it is done smoothly and elegantly.
Students must 'reflect' on their reflective reporting abilities

Question: What should a student write about for their Task #2 if they are yet to commence their internship placement and have no prior work, placement or internship experience?

Write about experiences at University within a team or within a tutorial setting.
It is imperative that the student reflects on encounters with other people.

Question: Can I write more (or less) than 1,000 words and not be penalized?

Refer to page 1 of this document AND the Initial Reflection template document.