



TQF 4
**IIB 3541: Preparation for Cooperative
Education in International Business**

**International College
Suan Sunandha Rajabhat University
Bangkok, Thailand**

TQF 4: Preparation for International business Cooperative Education specification

Preparation for International Business Cooperative education includes working integrated with learning in International Business areas; getting of real work experience; working in local or in international business environment, companies, private or government sectors in Thailand or South East Asia (or other countries) with completion of final report.

Preparation for International business Cooperative Education Specification consists of 7 sections

Section 1	General Information
Section 2	Aim and Objectives
Section 3	Development of Student Learning Outcome
Section 4	Course Characteristics and Implementation
Section 5	Planning and Preparation
Section 6	Student Assessment
Section 7	Field Experiences Evaluation and Improvement

TQF 4: Preparation for International business Cooperative Education

Name of Institution Suan Sunandha Rajabhat University

Campus/Faculty/Department International College

Section 1: General Information

1. Course code and course title

IIB3541 Preparation for Cooperative Education in International Business (90 hrs.)

2. Number of credits or number of hours

At least 90 working hours within one-two months.

3. Program and type of course

Bachelor of Business Administration Program in International Business (International Program). This field experience is a major required course.

4. Responsible Faculty Member/Advisor for Field Experience

Dr. Yingsak Vanpetch (Head of Program) and lecturer team

5. Semester and Year of Study

3rd semester / 3rd year

6. Latest Date of Specification Development or Modification

Revised course description in 2016

Section 2: Aims and Objectives

1. Aims of Field Experience

Preparation for Cooperative Education in International Business will enable students to develop the skills, attitude, and motivation for their future career in International Business sphere.

Within Preparation for Cooperative Education in International Business students increase their skills to analyze corporative structure, organizational behavior, system of corporative division of labor and internal management and also the patterns and logic of international business processes in the modern conditions of Thai and International business development.

In general Preparation for Cooperative Education in International Business is oriented for students' preparation for their further real employment in the future, and emphasizes on the consideration and analyzing of the real company working in market conditions.

2. Objectives of Field Experience Development and Improvement

1. To create an opportunity for student to learn from hands- on experience in order that they can realize if they lack any skills crucial to their career;
2. To provide students' knowledge, and skills in international business processes in order to well- prepared for their future career;
3. To clarify students' point of view on various business and industries movement on the international level, global and regional system of international business organization, Governmental regulation and modern functioning; and
4. To prepare students to have ability to work with others such as colleagues and supervisors, and personalities that meet the requirements of International business' human resource demand.

Section 3: Development of Students' Learning Outcome

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- (1) Have professional ethics
- (2) Have integrity and honesty
- (3) Have discipline, self and social responsibility
- (4) Respect and follow rules and regulation of institution and society
- (5) Respect other people's right and be a good listener

1.2 Process of Activities

- (1) Orientation to student about discipline, morals and ethics before the internship.
- (2) Setting internship schedule, scope of work, and how to evaluate performance.
- (3) Continuing monitoring and evaluation student's behavior to follow the rules as well as employees of the organization.

1.3 Evaluation Strategies

- (1) Self evaluation by using morals and ethics questionnaire.
- (2) Staff mentor evaluate by using observation form
- (3) Responsible advisor interviews colleagues, supervisors, and others concerns including the record.

2. Knowledge

2.1 Knowledge to be acquired

- (1) Have the ability to use knowledge of theories and concepts.
- (2) Have the ability to relate knowledge of all subjects.

2.2 Process of Activities

- (1) Orientation to student about current theory and knowledge in various areas of business;
- (2) Participation with the supervisor at work place to arrange the source of information for students to improve knowledge and skills.

2.3 Evaluation Strategies

- (1) Evaluate the ability to integrate theories and knowledge related to working assignments from student report and interviewing.
- (2) Evaluate the work performance of student from internship host, internship supervisor and advisor/inspector by using student assessment rubric.

3. Cognitive Skills / Intellectual Skills

3.1 Cognitive Skills / Intellectual Skills to be developed

- (1) Have the ability to search for knowledge
- (2) Have analytical thinking
- (3) Have academic and professional skills

- (4) Have practical skill

3.2 Process of Activities

- (1) Assign student involve in one or more special projects to analyze problems by using analytical thinking and develop flowcharts to describe causes and provide adequate method to solve problems.
- (2) Conduct research regarding the proper preparation of business industry planning issues.

3.3 Evaluation Strategies

- (1) Evaluate student's presentation
- (2) Evaluate student's discussion
- (3) Evaluate student's report

4. Interpersonal Skills and Responsibility

4.1 Interpersonal Skills and Responsibility to be developed

- (1) Have responsibility for assignment (individual/group)
- (2) Have ability to work in team both as a leader or a follower
- (3) Have ability to express appropriate opinion
- (4) Have ability to develop self responsibility both in academic and professional career

4.2 Process of Activities

- (1) Group communication and building teams.
- (2) Experienced in leading / coordinating complex activities
- (3) Listening for a variety of purposes (for information, empathy, support, criticism, etc.)

4.3 Evaluation Strategies

- (1) Coordinating between the host internship and SSRUIC to evaluate student for improvement..
- (2) Using peer evaluation at work place.

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology Skills to be developed

- (1) Have statistical and mathematical skills
- (2) Have communication skills both oral and written
- (3) Have ability to choose appropriate media of presentation
- (4) Have ability to search for data and sources
- (5) Have to use IT to follow the progress
- (6) Have to use correct Thai language and appropriate English language

4.2 Process of Activities

- (1) Search for information and data from academic resources and IT.
- (2) Construct mathematical graphic presentations (in various media)

4.3 Evaluation Strategies

- (1) Evaluate student's presentation
- (2) Evaluate student's report

Section 4: Course Characteristics and Implementation

1. General Description

Preparation for International Business Cooperative education includes working integrated with learning in International Business areas; getting of real work experience; working in local or in international business environment, companies, private or government sectors in Thailand or South East Asia (or other countries) with completion of final report.

Preparation for International Business Cooperative education is designed for 3 year student in International Business degree program. The course will be held during 1 semester in 3 year and the duration comment from the month of June till July (at least 3 weeks, 90 working hours).

2. Student activities

The main activities of students are to:

1. have practical training of at least 90 hours at work placements;
2. have practical training at work placements under the Preparation for Cooperative Education Program;
3. follow all regulations of the work placement strictly;
4. dress the formal SSRUIC student uniform or the uniform of their work organization;
5. contact and report training assignments regularly (once a week) to the inspector/ advisor from IB program of SSRUIC;
6. support organization and participate in advisor's visitation of the student's work placement at least two times during the course (once during 1-2 week, second time – during 2-3 weeks of Preparation for Cooperative Education);
7. submit an individual report about their work at the work placement to their job supervisor who can give a consultation to students;
8. submit to the inspector/ advisor final report and have a presentation **within two weeks** after completing the *Preparation for Cooperative Education in IB*.

3. Student Report or Assignment

Reports or Assignments	Submission Due
Write daily record and weekly record	Second week of the internship (submit to supervisor or advisor for through email)
Report any problems arise or sickness	- Sick leave less than 3 days, submit a leave form to supervisor and SSRUIC at the first day returning to work. - Sick leave more than 3 days, submit a leave form with a medical certificate to supervisor and SSRUIC at the first day returning to work - Submit any problems / obstacles to the work through email.
Report Benefits and experiences	Submit monthly through email

4. Follow-up Student Learning Outcomes from Preparation for International Business Cooperative education

The activities used for follow-up student learning outcome both while training and post training are:

- (1) Using follow-up form
- (2) Using interview follow-up
- (3) Using follow-up letter.

5. Duties and Responsibilities of Field Supervisors in the Work Place.

- (1) Role to evaluate the effectiveness and efficiency of internship student;
- (2) Role to control the student behavior to comply to the host's rules and regulations;
- (3) Role to train working skills for internship student.

6. Duties and responsibilities of Advisors/Inspectors

- Inspector/ advisor has roles to monitor and evaluate the students by visiting them to assess the students' work performance, self development, adaptability and learning capacity using the Rubric Assessment Criteria. In addition, the inspector/ advisor is assigned to assess the *Coop Education* report submitted by individual students which expresses the application of individual students' knowledge to actual practice.
- SSRUIC inspector/ advisor has to assess students' performance by using the host supervisors' report and individual students' *Coop Education* report.
- When visiting the students at the *Coop Education* workplace, the inspector/ advisor has a role as a consultant to various problems found at work, then discuss to the host about the problem and find out the possible solutions. If receiving a report of student violation, the inspector/ advisor should find the fact and report to the Director of International College in written form.

7. Preparation for student support

- (1) Orientation by the program prior to the internship;
- (2) Study tour or institutional visit to the internship workplace;
- (3) Handbook and Forms (Leave Form, Student Record Form, Student Evaluation Form, Rubric Assessment Criteria
- (4) SSRUIC contacts the required internship workplace and sends an official letter to the workplace at least one month before the internship program begin;
- (3) Email and Website

8. Facilities and Support from the Workplace

- (1) The internship workplace under MOU with SSRUIC supports accommodation And / or transportation.
- (2) The internship workplace is expected to provide documents for student practice. Document may include research or trade/professional journal articles, policy manuals, and electronic sources.
- (3) The internship workplace is expected to provide internship supervisor.
- (4) The supervisor assigns, monitors and evaluates tasks and projects.

Section 5: Planning and Preparation

1. Selection of Cooperative Education Venues

Field experience advisor selects the internship workplaces based on willingness to train students and provide the students' learning pathway.

- (1) Students will improve competencies and skills.
- (2) Students will experience real world work situations.
- (3) Students have the opportunity to improve their English language skills.
- (4) Hosting partner will have extra quality human resource.
- (5) Students have opportunity to improve knowledge about other cultures and languages.
- (6) Improves employability for students.

Appropriate workplaces relevant to the B.B.A. (International Business) degree program for Preparation for Cooperative Education are as follows:

- Work placements that provide experiences in any fields and directions of International business such as industrial, agricultural, service and technology;
- Work placement that are related with Multinational companies and structures functioning (such as branches or multinational corporations, banks, holdings);
- Work placements that are related with international trade, international transportation, logistic and mailing;
- Work place that are related with Thai Government and with international business and international economic relations regulation, stimulation and control (such as services, ministries, agencies and so on);
- Work placements that are related with Non-Governmental and Non-profit International organization activity and functioning;
- Work positions in National and global, Governmental and private statistical and analytical agencies and associations; educational institutions that are related with International Business researches and studying.

2. Student Preparation

- (1) To explore industries that often employs graduates from his / her major.
- (2) To create a professional resume and have it reviewed by field experience advisor /career counselor.
- (3) To practice interviewing according to resume.
- (4) To expand personal network through Student Organization / Professional Association / Career Counseling.

3..Advisors/Supervisors Preparation.

The internship advisor / supervisor has a very important function to prepare:

Phase 1 Before the Internship Period:

- To prepare a good introduction to the company and a smooth start at the workplace, it will be a big stimulus for the students' motivation.

Phase 2 During the Internship:

- To prepare the contact person in case of problems, suggest and guide the learning process at workplace (by giving feedback and demonstrating) to increase the students' competencies..

Phase 3 At the End of / After the Internship:

- To prepare the process of assessing the student's competencies and evaluating the internship project as a learning process.

4. Field Supervisor Preparation.

The field supervisor has a role as teacher and trainer and be able to:.

- (1) Provide organization orientation to student.
- (2) Assist student in the preparation of a learning contract that requires the selection of appropriate task assignments..
- (3) Provide the process of evaluation student's performance through written evaluation and verbal feedback.
- (4) Notify the responsible faculty of any concerns or problems related to student performance by using various media (meeting, telephone, email, letter, etc.).

5. Risk Management

Program lecturers convened to prevent the risk of student internship:

- (1) The lecturers research and evaluate all areas of potential liability and risk..
- (2) The lecturers develop a policy manual specifies the responsibilities and roles of of the institution, students, and hosting for " ... injury, loss, claims or damages arising from negligent operation and other problems arising during work. "

Section 6: Student Assessment

Head of the Program or lecturer or appointed person assigned by SSRUIC will be an inspection person to supervise the students at the workplace in order to monitor and evaluate the students' performance periodically at least twice.

The evaluation structure is as below:

1. Attendance & Participation in Orientation Seminar	10 %
2. Host's Evaluation in Work Performance	30 %
3. Inspector/ advisor's Evaluation	20 %
4. Internship Final Report	10 %
5. Report Presentation using Power Point	10 %
6. Weekly Report	20 %
Total	100 %

The SSRUIC supervisor / advisor / inspector compiles all scores for evaluating the student's grading. The Grading Criteria are as follows:

Student's Score (%)	Grade	Result/Remark
86.00 – 100	A	4.00
82.00 – 85.00	A ⁻	3.75
78.00 – 81.00	B ⁺	3.50
74.00 – 77.00	B	3.00
70.00 – 73.00	B ⁻	2.75
66.00 – 69.00	C ⁺	2.50
62.00 – 65.00	C	2.00
58.00 – 61.00	C ⁻	1.75
54.00 – 57.00	D ⁺	1.50
50.00 – 53.00	D	1.00
46.00 – 49.00	D ⁻	0.75
0.00 – 45.00	F	0
-	I	Incomplete
-	W	Withdraw

1. Student Assessment procedure

- (1) The staff mentor / internship supervisor of workplace evaluates by using the criteria of Cooperative Education Program.
- (2) The internship advisor summarizes the result of evaluation and report to SSRUIC Director.

2. Field Supervisors' Responsibility for Student Assessment

The field experience supervisor evaluate student's performance during training and the end of training by using Forms for Evaluation

3. Responsible Faculty Member's Responsibility for student assessment

SSRUIC advisor has to evaluate student's performance by using the host supervisor's report and student's internship reports which express the application of student's knowledge to actual practice.

4. Conclusion of Discrepancy of Assessment Results

The Head of the Program Coordinator and the host enterprise discuss about the difference of evaluation results (if any) and determine the conclusion.

Section 7: International Business Preparation for Cooperative Education Evaluation and Improvement

1. Process for Preparation for International Business Cooperative Education by All Concerned

1.1 Students

Student evaluates Preparation for International Business Cooperative Education experience by using provided questionnaire.

1.2 Host Supervisors or Entrepreneurs

The host supervisor records assignment result and evaluate internship experience by using provided questionnaire and randomly oral evaluation.

1.3 Advisor /Lecturer Responsible for Preparation for International Business Cooperative Education

The internship advisor records student's performance after consultation in Report form training of internship.

1.4 Others, e.g., New Graduates

The new graduates present experiences received from the internship workplace to internship students about benefits and obstacles to practice for future career on the Orientation or Midterm evaluation meeting.

2. Process for Evaluation Review and Improvement Plan

2.1 Developing a Learning Contract

- The student and SSRUIC work together to plan all aspects of the internship and complete a Learning Contract, which includes discipline-specific learning objectives and relevant learning outcome measures.

- The learning objectives describe what the student hopes to learn from the overall experience, especially as it pertains to their course of studies.

- The learning outcome measures are vital for assessing learning and attainment of the learning objectives.

2.2 Reviewing Direction and Support

- SSRUIC role is primarily to serve student experience, answering question, and encouraging students in necessary ways.

- The internship students contact with SSRUIC advisor for ongoing guidance and support (by email, in person, etc.) for assistance.

- Feedback received from the internship supervisor should be noted as one of SSRUIC supporting idea to improve the plan.