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University of Ghana Internship Policy, Strategy and Implementation Framework



**University of Ghana
Internship Policy, Strategy and
Implementation Framework**

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EXECUTIVE SUMMARY

Globally, the pressure on institutions of higher learning to enhance the employability of the students they train has intensified. Governments, parents, employers, and other stakeholders are consistently demanding more results in exchange for the huge investments made in education. In response to these demands, higher education institutions have adopted many strategies to satisfy stakeholders. A common strategy in this regard is the use of internships.

An internship is a work-based learning experience for students and graduates, which includes relevant and important educational components, either as part of a study curriculum, or not, and provides students/graduates with the opportunity to gain practical experience, knowledge, and skills in their related fields of study/profession needed to facilitate a successful transition into the job market.

Although many units in the University of Ghana (UG) have deployed variants of internships to address the theory-practice mismatch, there has not been a comprehensive policy that guides the practice. This document, therefore, is the first attempt at a comprehensive and inclusive Policy, Strategy and Implementation Framework to help UG address the challenge of skills deficits and guide units in their collaboration with stakeholder institutions to provide internships to enhance employability of UG students.

The document comes in three parts: 1) An Internship Policy, 2) an Internship Strategy, and 3) an Implementation Framework.

- 1) This Policy spells out the internship objectives for UG, students, graduates and the industry. The type of internship training recognised by UG includes undergraduate internship, course credit internship, non-course credit internship, internship for academic credit, graduate internship, simulated internship

and internship bootcamps and workshops. To participate in any of these internship training programmes, students must meet the eligibility conditions indicated in this Policy. Similarly, participating industries or agencies are expected to meet the eligibility standards and play their prescribed roles as spelt out in the Policy. The actual structure and durations of UG internships will depend on specific programmes at various units/departments within the University. However, the minimum duration for internships should be six (6) weeks and the maximum duration should be ten (10) weeks per academic year, usually during the long vacation period.

2) A comprehensive SWOT analysis precedes the seven-point strategic pillars namely:

- Institutionalise UG-wide internship programmes.
 - Formalize internship arrangements with UG partners.
 - Integrate and prioritize internship activities in units.
 - Provide budgetary support for internship programmes.
 - Expand the enrolment of partners into internship programmes.
 - Develop monitoring and evaluation mechanisms for internship programmes.
 - Explore opportunities for exchange programmes.
- 3) The implementation framework, as outlined in this document, indicates the respective roles and responsibilities of UG, students/graduates, and industry and the following areas:
- Memorandum of Agreement (MoA)
 - Status of Interns in an Organisation
 - Internship Approval Procedures
 - Remuneration and Benefits for Interns
 - Recruitment Portal and Vacancies for internships

- Roles and Responsibilities
- Performance Appraisal of Interns, Mentors and Supervisors
- Internship Termination Guidelines and Exit Strategies
- Intern Tracer Studies
- Internal Grievances Policy and Handling of Internship Policy Breaches

To facilitate the smooth implementation of the Policy and Strategy, the following are recommended:

- The Committee recommends that the Career and Counselling Centre (CCC) should be assigned the coordinating role. The CCC should, therefore, be equipped with the necessary human, material and financial resources to enable it carry out this role.
- Units/Departments without any internship programme should be encouraged to develop one, taking into consideration the various forms of internship training as outlined in the Policy.
- Orientation programmes for newly admitted students should include a session on internship opportunities available to students at the university.
- Regular awareness programmes using various media outlets (e.g., Radio Univers) and Publicity Committees of the JCR and departments should be undertaken to help students develop the passion for internship activities.
- All colleges/schools/departments and units should appoint a focal person responsible for internships at their respective units.
- Units/Departments should explore the various type of internships available in the Policy and implement the one that ties in well with their study focus.
- CCC needs to develop a framework to harmonise the assessment of interns who register for internship for academic credit.

Methods and Procedure

Information solicited from units within the University included current internship programmes, type and structure of internship programme (practicum, or clinical practice), resources required, number of interns that subscribe to the programme per year, supervision of interns, as well as benefits of internship programme to interns and to the Unit/Department/University.

Relevant Key Stakeholders Consulted

The views and experiences of selected institutions on UG student internship, comparative analysis of performance of interns from other tertiary institutions and general expectations of institutions on internships were some of the key areas discussed with the stakeholders virtually. Ten [10] policies and procedures on internship programmes of local and international tertiary institutions were reviewed to help shape the discussion and drafting of the UG Internship Policy:

The key outcomes of the different deliberations formed the basis of this document.

This document is an indication that the University of Ghana seeks to provide adequate opportunities for students/graduates to meet the demands of the job markets by providing diverse avenues for them to gain relevant practical experience within their field of study. It is UG's way of demonstrating the importance of internships in enhancing the learning experiences that offer meaningful and practical work-related training to students relative to their field of study.

In collaboration with all relevant stakeholders, UG must ensure that the contents of this document are translated into an effective tool for enhancing internships, shared, owned and monitored on a regular basis to stimulate a student-friendly and responsive internship programme. Industry players should also take advantage of the

University of Ghana's internship programme to, not only transfer new skills to the University's interns, but also to develop their talents and use them as a pipeline to bring new ideas into their respective workplaces.

UNIVERSITY OF GHANA INTERNSHIP POLICY, STRATEGY AND IMPLEMENTATION FRAMEWORK

1 INTERNSHIP POLICY

1.1 Preamble

The University of Ghana (UG) Policy on Internship is focused on the framework for the development and effective implementation of student and graduate internship programmes. This includes the structure for internship programmes; resources required for the smooth running of internship initiatives and activities; and management, monitoring, and assessment of the impact of UG-wide internship activities.

Thus, this policy document is intended for use by Colleges, Schools, Departments, and units within UG, and all relevant and active stakeholders of UG involved in designing, developing, implementing/collaborating, managing, and evaluating UG-related internship programmes for students and graduates.

For the purposes of this Policy, an internship is a work-based learning experience for UG students and graduates, which includes relevant and important educational component, either as part of a study curriculum, or not, and provides students/graduates with the opportunity to gain practical experience, knowledge, and skills in their related fields of study/profession needed to facilitate successful transition into the job market.

An intern is a UG student/graduate trainee placed in an organization/industry with assistance from UG, with or without remuneration, for the purpose of gaining practical work experience, and/or satisfy requirements for qualification of a UG approved programme of study.

1.2 Definitions and Abbreviations

No	Word/Term	Definition
1	Coordinators	Persons appointed to handle all matters related to student internship at the department level

1.2.1 Abbreviations

Abbreviation	Definition
BEC	Business and Education Committee
CCC	Careers and Counselling Centre
CSOs	Civil Society Organizations
GPA	Grade Point Average
GRASAG	Graduate Students' Association of Ghana
HOD	Head of Department
IT	Information Technology
JCR	Junior Common Room
M&E	Monitoring and Evaluation
MoA	Memorandum of Agreement
NGOs	Non-Governmental Organisations
PRO VC-ASA	Pro Vice-Chancellor-Academic and Student Affairs
SWOT	Strengths, Weaknesses, Opportunities and Threats
UG	University of Ghana
UGCS	University of Ghana Computing Systems

1.3 Rationale

Empirical evidence exists to indicate that a key component of successful education-to-employment ideals is the implementation of well-designed/structured work-based learning experiences for students through internships. Thus, with the increased levels of youth unemployment, increased competition, a complex and fast developing labour market, leading to the evolvment of new types of jobs, occupations and professions require new sets of skills that are rarely found among recent university graduates. It has, therefore, become increasingly necessary for UG to develop innovative modes of education and training for students in transferable skills and employability.

The purpose of this policy, therefore, is to contribute effectively to bridging the gap between university education and work, improve job readiness for UG graduates and enhance their employability, contribute towards the reduction in the current shortage of necessary skills for the workplace, address the mismatch between university education and job, ease the transition from education and training to industry, contribute towards the reduction of skills shortages among UG graduates by better matching them to industry needs, and contribute to sustainable growth and employment in Ghana.

1.4 Aim

The aim of this policy is to provide a structured and formal guide for internship programmes in UG that effectively assists UG students and graduates to realise and fulfil their potential, by reducing the disparity between skills and labour demands, thereby boosting their confidence, and promoting employment among UG graduates.

1.5 Objectives

A clear understanding of each player's needs and objectives, clear and realistic expectations, and regular interactions with the parties

involved are necessary in building trust, developing sustainable partnerships, and ensuring the success of internship programmes. Thus, the objectives of this policy are outlined in relation to the players involved - UG, Students/Graduates and Industry.

University of Ghana

1. To gain close coordination between university education and employers regarding graduate employment and professional development. This is to strengthen cooperation of UG with public, private, non-governmental sectors and international institutions.
2. To offer students/graduates the opportunity of acquiring the personal and professional skills and experience required by industry. This is to increase employability and employment readiness of UG students/fresh graduates.
3. To dynamically react appropriately to demands of society beyond the UG's traditional role as a teaching and research institution.
4. To contribute to a more effective and healthier industry, the economy and economic development by producing better employees.

Student/Graduate

1. To apply the knowledge acquired in the classroom in an actual work environment.
2. To gain practical and professional experience in a specific field of study.
3. To increase employability and prospects for smooth transition to regular employment.
4. To locate, authenticate or generate an interest in a particular career.
5. To acquire the skills and competencies demanded by industry/employers.

6. To build a broad-based professional network.
7. To become a UG Student or graduate employee of choice.

Industry

1. To strengthen cooperation with UG by playing an active role in the design and implementation of education-to-employment/ internship learning experiences.
2. To enhance student and graduate recruitment plans (talent search) and promote early career growth policies (talent management).
3. To decrease skill paucity amongst fresh graduates.
4. To build up the commitment and visibility of industry engagement in internships as part of a sound human capital development plan/strategy.
5. To add to Corporate Social Responsibility plans and actions.
6. To increase heterogeneity/diversity in the workplace.
7. To benefit from the gains on the investment made in interns, either during the internship or soon after, by employing a fully trained workforce.

1.6 Application and Scope of the Policy

This policy shall be applicable to all matters relating to internship of students at the University of Ghana and all relevant stakeholders defined herein.

1.7 Types of Internship Training

The University of Ghana recognizes the following forms of internship programmes:

1.7.1 Undergraduate Internship

Undergraduate internship is an internship offered to undergraduate students at the University of Ghana who require practical experience, knowledge and skills needed to facilitate successful transition from their professional field to the job market as part of their study programmes.

1.7.2 Course-credit Internship/Experiential Learning

Course-credit internship or experiential learning is an internship programme that is mandatory for all students to create an opportunity for them to be involved in intellectual engagements and creativity, and to acquire practical experience, knowledge, and skills required to facilitate a successful transition to the job market related to their field of study. This internship programme is graded as part of a curriculum.

1.7.3 Non-Course Credit Internship

Non-Course credit internship is an internship programme that provides students with the opportunity to gain career exploration and short-term work experience without enrolling in an internship course at UG. This is not part of the curriculum and not graded. Students from the University of Ghana, for whatever reason, can pursue a non-course credit internship, either for pay or as a volunteer. This can be an especially good way to spend a holiday break and gain practical experience, knowledge, and skills in one's professional field.

1.7.4 Internship for Academic Credit

Structured along the same lines as Scholastic Sports Practicum Programme, the Internship for Academic Credit (3 credit hours) programme encourages students' enrolment in an internship programme for the award of grades. This shall be an elective and,

therefore, non-mandatory. However, students who complete a minimum of 6-week monitored internship programme shall have their grade added to their final GPA.

1.7.5 Graduate Internship

Graduate internship is an internship for graduate students enrolled at the University of Ghana who require practical experience, knowledge, and skills to facilitate a successful transition to the job market in their professional field as part of their post-graduate studies.

1.7.6 Simulated Internship

Simulated internship is either an online or remotely developed programme that enables students to complete various modules simulating high-quality business and industry learning environments. The 'artificial' work environment created by the University allows students to be engaged by experts in the industry on key competencies needed to master the skills set and attributes necessary for gainful employment.

1.7.7 Internship Bootcamp/Workcamp

Internship bootcamp is an intensive training programme in which students work under assigned managers with work responsibilities to develop their professional skills in a real-world setting on campus, whilst internship workcamps require students to visit industry and work on assigned projects to gain practical experience, knowledge, and skills to enable a smooth transition to the job market in their fields of study in school.

1.7.8 Campus Jobs

Campus jobs are opportunities provided for students to work during their off-lecture periods in units within the University on either pay or voluntary basis.

1.8 Eligibility

For students to be eligible for any of the defined internship programmes above, they must have fulfilled the following requirements:

1. The student applicant must be enrolled in a programme at the University of Ghana.
2. The student must have completed their previous semester examinations.
3. Normally, students who have completed, at least, their second year of training shall be assisted by UG for placement in an internship programme.
4. Students who have completed their first year of training are eligible for self-placement with support from UG.
5. Students must have no backlog courses, and not defaulted in paying the requisite fees to the University to be considered for internship programme. This does not, however, apply to self-placed internships.
6. Students whose previous internship behavioural report is below expectation shall be blacklisted by the University and may not be assisted with placement into another internship programme.

1.9 Duration of Internship Programmes

Minimum Duration

The actual structure and duration of UG internships shall depend on specific programmes. However, the minimum duration for internships shall be six (6) weeks per an academic year, usually during the long vacation period.

Maximum Duration

For a normal long vacation internship programme, the maximum duration shall be ten (10) weeks.

Duration for Doctoral Experiential Learning

This is mandatory for all PhD students and shall last between six (6) to twelve (12) months.

Unit/Programme Determined Duration

UG student internship is mandatory when it is part of a curriculum or programme, and students cannot graduate until they complete the internship as stipulated or prescribed by the programme. The duration of internship in this case is determined by the Unit/Department/School involved.

1.10 Monitoring and Accountability

1. The implementation of this Policy shall be monitored and evaluated by the Career and Counselling Centre periodically to assess progress and utilize findings and lessons learned from implementation to improve internship-related activities and programmes in the University of Ghana.
2. Schools/Departments within UG shall appoint a focal person for internships.
3. Students shall complete an internship form at the end of every internship period and submit to their respective School/Departmental focal person for internship.
4. Industry shall complete a form on each intern from UG and submit it to the intern's departmental focal person at the end of each internship period.
5. Departmental focal persons shall collate these forms and put together comprehensive reports annually on internships at the school level for respective Colleges.

6. The Careers and Counselling Centre shall collate all reports on internships in UG and report to the office of the Pro VC- ASA annually.
7. Pro VC-ASA shall table the report at the Academic Board/BEC annually.

1.11 Funding and Support of Internship Training

1. UG internship programmes shall be privately funded. In other words, UG, host organisations/institutions and students/graduates shall be responsible for funding internship activities. This is to ensure sustainability and strengthen the engagement and commitment of all parties involved.
2. UG shall be responsible for administrative costs related to the search and placement of interns in host organisations/institutions.
3. Students/graduates shall pay a token fee to UG towards administrative costs and placement.

2 INTERNSHIP STRATEGY

2.1 Introduction/Background

Internships are a critical aspect of training in many Universities and other higher education training institutions. While many units in UG have run internship programmes for many years, there appears not to be comprehensive records on how long and which units have run internship programmes in UG during her seventy-five-year history. The record of the first internship programme was in 1966 by the Department of Family & Consumer Sciences and in 1970 by the Careers and Counselling Centre.

Most of the units/departments engaged in internship activities do not have any formal memorandum of agreement with the receiving internship organisations/institutions. These units/departments do not benefit financially from the existing internship arrangements.

Internship practices in most units/departments take the form of industrial attachment and are for the purposes of experiential learning. Few are for the fulfilment of graduation requirements. Some of the practices range from fieldwork as found in the School of Veterinary Medicine and the Institute of Environment and Sanitation Studies to attachment with media houses, advertising agencies, public relations/corporate affairs departments; advocacy and public communication programmes with development agencies, and Civil Society Organizations (CSOs) in the Department of Communication Studies; and lesson observation and teaching practice/internships in the Department of Teacher Education. The units' responses indicate that internship partnerships cut across the various sectors of industry: health, education, manufacturing, IT, telecom, finance, food processing, agriculture, aviation, Advocacy/NGOs, hospitality, mining, regulatory agencies, research institutions, media houses, government agencies, and religious and faith-based groups.

Faculty in the various units/departments reported supervising interns together with supervisors in the host organisations/institutions. Further, the data indicate that the evaluation of the success of internship programmes at various units/departments is achieved via the completion of evaluation forms by interns, submission of internship reports by interns, seminar presentation to faculty by interns, and the submission of internship reports on interns by field internship supervisors (UG Internship Practices Documents/Tables Attached).

2.2 Vision and Mission

- | | | |
|----------------|---|--|
| Vision | - | A University that provides an all-inclusive student-focused and dynamic internship programme. |
| Mission | - | To provide a student-friendly and responsive internship programme in collaboration with UG partners to enhance employability of UG students. |

- Objectives** - The policy shall provide a clear understanding of each player's needs and objectives, establishing clear and realistic expectations, and ensuring regular interactions with the parties involved. Please refer to 1.4 of the Internship Policy.

2.3 SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none">• Unique location in the Capital City of Accra• Proximity to the most densely populated industrial and business enclave in the country.• A very proud historical heritage• Large alumni network across the country• Diverse academic disciplines• Vibrant international presence• A large number of partnerships with foreign universities	<ul style="list-style-type: none">• Large student numbers• Unwillingness of students to take up internship with some organisations.• Limited paid internship• Geographically dispersed students across the regions, making it difficult to place students during vacations.• Reluctance of halls of residence to offer holiday accommodation to students.• Lack of readily available information on internship programmes• No clearly designated financial resources for internship activities

Opportunities	Threats
<ul style="list-style-type: none">• A gradual acceptance of internship by companies• Opportunity for students to acquire practical knowledge.• Government NYEP/ NABCO/NYA programmes• Availability of National Youth Policy• Increasing numbers of innovation and incubation hubs in Ghana• National Service programme• Growing interests in industry-academia partnerships• The desire to be an employer of choice on the labour market.	<ul style="list-style-type: none">• Intense competition from other universities• Unwillingness of companies to accept interns.• Limited paid internship• Lack of national supportive internship policy

2.4 Strategic Pillars

1. Institutionalise UG-wide internship programmes.
2. Formalise internship arrangements with UG partners.
3. Integrate and prioritize internship activities in units.
4. Provide budgetary support for internship programmes.
5. Expand the enrolment of partners into internship programmes.
6. Develop monitoring and evaluation mechanisms for internship programmes.
7. Explore opportunities for exchange programmes.

2.5 Strategic Objectives

No	Strategic Pillar	Strategic Objective	KPI	Responsible Unit
1.	Institutionalise UG-wide internship programme	<ol style="list-style-type: none"> Create awareness among all units in UG. Appoint internship focal persons at college/school/department level. Develop unit-specific internship plans. Involve student groups e.g., SRC/GRASAG in internship activities. Create an internship portal for use by all partners. Develop short video documentaries of student experiences for awareness creation. 	<ol style="list-style-type: none"> 50% of all colleges/schools/units/ departments have appointed an internship focal person. Generic Job Description for Focal Person developed by CCC and adopted by all units. Unit internship plans developed. Number of students who participate in internship programmes increased. Number of partners using the online portal expanded. 70% of students enrolled in internship should have used the portal. 	Departments/Units/ Schools/Colleges /Careers and Counselling Centre

2.	Formalise internship arrangements with UG partners	<ol style="list-style-type: none"> 1. Hold discussions with all partners (existing and potential partners) on internship. 2. Develop Memorandum of Agreements (MoAs) with all partners. 	<ol style="list-style-type: none"> 1. Generic MoAs approved by the Office of Legal Counsel. 2. Number of meetings held with partners per year completed. 	Departments/Units/ Schools/Colleges /Careers and Counselling Centre
3.	Integrate and prioritise internship activities in units	<ol style="list-style-type: none"> 1. (Units to) engage students on internship opportunities in UG. 2. (Units to) develop an online database of their partners. 3. (HODs to) table internship plans for discussion in departmental meetings. 4. Train internship focal persons at college/ school/ department level. 5. Departments/Units/ Schools/Colleges/ Careers and Counselling Centre 	<ol style="list-style-type: none"> 1. Online database of all partners. 2. Number of internship focal persons trained. 3. Unit reports on students and faculty engagement on internship programmes. 	Departments/Units/ Schools/Colleges /Careers and Counselling Centre

4.	Provide budgetary support for internship programmes	<ol style="list-style-type: none"> 1. Units to) budget for internship programmes in annual budget. 2. Encourage partners to remunerate interns. 3. Organise fundraising activities at School level to support UG internship programmes. 	<ol style="list-style-type: none"> 1. Number of fundraising activities undertaken. 2. Amount of funds realised per year. 3. Percentage of internship budgetary allocation utilised. 	Departments/Units/ Schools/Colleges /Careers and Counselling Centre
5.	Expand the enrolment of partners into internship programmes	<ol style="list-style-type: none"> 1. Organise partners' events. 2. Institute partner awards/recognition events. 3. Task and support CCC/schools/other units to organise enrolment drives. 4. Compile list of partners and publish on UG website. 5. Units to write appreciation letters to partner organisations. 	<ol style="list-style-type: none"> 1. Annual partner events organised. 2. At least 50% of units organize partner enrolment drives on their own or in partnership with other units. 3. A regularly updated list of internship partners published on UG website. 	Departments/Units/ Schools/Colleges /Careers and Counselling Centre

6.	Explore opportunities for student exchange programmes	<ol style="list-style-type: none"> Engage international partners for student exchange programmes. Participate in educational fairs of foreign universities. 	<ol style="list-style-type: none"> Percentage increase in number of students who participate in exchange programmes. 	Departments/Units/ Schools/Colleges /Careers and Counselling Centre
7.	Develop monitoring and evaluation mechanisms for internship strategy	<ol style="list-style-type: none"> Develop college/ school/ unit reporting format. (CCC/UGCS to) develop an online reporting portal. Develop monitoring and evaluation [M&E] tools for evaluation of internship programmes. Actively use evaluation report for programme review and improvement. (Units to) submit annual internship reports to CCC 	<ol style="list-style-type: none"> Submission of annual evaluation report to PVC (ASA) by the end of 2nd Semester. Submission of evaluation reports by units to CCC by end of 1st Semester. A comprehensive review of the strategy at the end of three [3] years. 	Departments/Units/ Schools/Colleges /Careers and Counselling Centre

3 IMPLEMENTATION FRAMEWORK

3.1 Memorandum of Agreement (MoA)

A Memorandum of Agreement (MoA) shall be developed and signed between the University and the partner company. The MoA shall include the following, among others:

- The objectives of the Internship Programme
- Requirements
- Learning Outcomes
- Training Approach
- The Hiring Process
- Obligations of the University
- Obligations of the partner company
- The benefits to the University
- The benefits to the partner company

3.2 Status of Interns in an Organisation

The intern shall be a worker of the partner company. But whether he/she is classified as an employee and is due the National Minimum Wage shall be discussed with the partner company and agreed on before the commencement of the internship programme.

3.3 Internship Approval Procedures

- Partner company consults the Placement Centre on internship positions/openings.
- The Careers and Counselling Centre, together with the relevant Schools, shall advertise internship openings.
- Students shall apply for posted positions.
- Student Internship Coordinating Unit at the Department level shall review the applications and set up interviews with students.
- Placements shall be done by end of May.
- The period of the internship programme is June - August.

3.4 Remuneration and Benefits for Interns

By taking part in the internship programme, students:

- Learn new skills.
- Unique hands-on opportunity for students to gain valuable work experience.
- Improve employability and learn valuable/transferable skills.
- apply classroom studies to real-life projects.
- Experience laboratory, office or fieldwork in either industry or the public sector and build career network.
- Establish relationships with mentors and peers in the students' field of interest.
- Earn money while building skills.
- Get paid competitive wages while on a job placement.
- Explore career options in their area of interest and test out an industry, company or job.

3.5 Recruitment Portal and Vacancies for internships

The University shall develop a recruitment portal for use by prospective interns and alumni. The purpose of the portal is to enable students and alumni to upload their curricula vitae/other relevant information to be accessed by recruiting companies/agencies.

The management of the portal shall be the responsibility of the Careers and Counselling Centre with assistance from the University of Ghana Computing Systems.

Schools/Departments/Units who have existing agreements with partner institutions are responsible for advertising internship opportunities and may use the portal. The Careers and Counselling Centre, in collaboration with the Colleges, shall also circulate internship opportunities for the information of students.

3.6 Roles and Responsibilities

Interns in an organisation

Interns from the University of Ghana shall abide by the following:

- i. Complete an application form.
- ii. Enter into an agreement with UG on code of conduct and other responsibilities outlined in the relevant form(s).
- iii. Ensure that they do not bring the name of UG into disrepute.
- iv. Take part in orientation programmes before taking up the internship position. The orientation programmes shall be organised by the CCC or School/Department/Unit.
- v. Abide by the rules, regulations and protocol of the partner institution.
- vi. Take responsibility and ensure that the assessment forms/ progress reports are completed, duly signed and submitted to the School/Department/Unit.
- vii. Heads of departments shall designate Coordinators to be responsible for internship programmes. The coordinators shall work with the school.

Roles of Schools/Departments/Units

- i. An orientation manual containing UG's expectations, mode of assessment and progress reports on interns shall be prepared by the CCC to be used by schools/departments/units to organise pre-departure sessions for interns.
- ii. Units Supervisors shall monitor the progress of interns and submit performance reports using agreed forms.
- iii. Units shall hold debriefing meetings with all interns after their internship programme and use feedback and observations to improve the internship programme.
- iv. Ensure that reports are filed for all interns at the unit level.
- v. Address any negative feedback received on interns.

Roles and Responsibilities of Partner Organization (Supervisors of interns)

- i. Supervisors shall provide orientation to students at the beginning of the internship.
- ii. Supervisors shall ensure that opportunities for learning are made available for interns.
- iii. Ensure that assessment forms for interns are completed and feedback is given to the University at the end of the internship. The assessment shall be online.
- iv. Students are to submit their assessment reports online.

3.7 Performance Appraisal of Interns by Mentors/Supervisors

Departments/units with internship programmes are mandated to design evaluation forms for interns. The forms shall include an assessment of conduct, initiative, ability to innovate, IT skills and general performance of intern, among others. A generic form is attached for easy reference.

3.8 Internship Termination Guidelines and Exit Strategies

The Intern accepts that the internship may be terminated at any time, prior to the agreed internship duration, at either the students or the company's discretion.

Possible Causes for Termination of Internship by the Company

- Health issues.
- Sexual harassment/misconduct.
- Professional Incompetence of the Company.
- Drug and substance addictions (alcohol).
- Lack of an enabling working environment.
- Breach of confidential organizational information.

Organisation's Possible Causes for Termination

- Poor attendance (habitual lateness/absenteeism).
- Failure to honour the learning contract.
- Unethical, inappropriate or threatening behaviour
- Violation of confidentiality.
- Disruptive or insubordinate behaviour.
- Violation of the Organisation's workplace policies.
- Drug and alcohol abuse, and sexual misconducts.

Termination Guidelines and Exit Strategies

Comprehensively highlighted below are strategic ways a student intern can adopt and apply for an early termination of internship in the work setting.

- i. All developing issues that gravely and continue to affect an intern, must be identified by the intern and immediately presented to the supervisor in charge or the faculty supervisor.
- ii. An official meeting or a conference meeting shall be scheduled by the supervisor, with the intern and other site supervisors in attendance, in a bid to discuss and resolve the issue.
- iii. When all efforts and attempts toward addressing the issue fail to work, the supervisor in charge shall make the student intern submit a written piece or letter describing the issue and indicating reasons for an early termination of internship.
- iv. The supervisor upon receiving the letter, shall officially forward it to a higher authority, like the Human Resource Manager and Director, or the appropriate authority, internship committee.
- v. A meeting shall be held for a review and discussion of the issue presented, in consultation and investigation with the appropriate authority, the intern and the immediate supervisor in charge. It is important to note that the request or issue may be approved or denied.
- vi. Practically, in resolving the issue, the intern's place of service

can be changed to a different setting based on a unified consent. Alternatively, the appropriate authority may also go ahead with the demand of the intern to terminate the internship.

3.9 Intern Tracer Studies

Tracer studies give very important information about detailed experiences, prospects and challenges faced by interns during the internship period. They also help to ascertain the progress of interns after they have completed the programme. This form of study shall be carried out by the Career and Counselling Centre of the University of Ghana. The study is to be conducted during and after the period of internship. It follows through to the rest of the career path of the intern or the prospective employee.

The Intern Tracer Studies of the University shall track all the work and professional activities of students outside the university setting. Simply, a database of intern students shall be properly maintained and used as points of reference when the need arises. The tracer studies also help to answer questions such as:

- Were interns able to apply the skills and competences they have acquired in their education at the internship site?
- What are the skills and competences they acquired during the internship?

For this reason, the University of Ghana has purposely designed tracer studies to help students, educational stakeholders, employers and the University as a whole. This is done through a combination of objective and subjective data from the interns, their place of internship and their employers.

Tracer Study Implementation

Career and Counselling Centre shall collaborate with other experienced personnel and stakeholders from reputable agencies like research agencies and departments in and out of the University community.

3.10 Internal Grievance Policy and Handling of Internship Policy Breaches

The University of Ghana is highly passionate about guiding and engaging students practically in strategic and beneficial ways in their career decisions and professional space. Students are comprehensively abreast with information on misconducts, confidentiality and sexual policies created at the various work settings in which they find themselves. Students are encouraged to report any besetting incidents pertaining to sexual harassment, physical and verbal abuse to the supervisor in charge, the appropriate higher authority and/ or the internship coordinators of the University for immediate intervention.

Steps for Students Filing a Statement of Grievance

- i. The student intern shall fill in a Statement of Internship Grievance Form. This form can be obtained from the Career and Counselling Centre. The form may be filled in a hardcopy or softy copy form and submitted via email or even posted.
- ii. It is important to follow and pay utmost attention to all available and suggested interventions.

Handling of Internship Policy Breaches

- i. The student intern may contact the appropriate authority of the Career Centre if necessary to voice all grievances and seek guidance. This may be done by visiting the official website of the centre or directly visiting the centre in person. Alternatively, he or she may draw the attention of the immediate supervisor to contribute to the resolution of the grieving issue.
- ii. The Career and Counselling Centre may be consulted in times of discomforting experiences on the part of the student intern. The CCC may consult relevant structures within the University for the matter to be addressed. Where necessary, the Pro Vice-Chancellor shall constitute a committee to investigate the matter. The ultimate decision of removing the intern from

his or her place of work to a different setting may also be reached in a bid to resolving discomfoting experiences at the place of internship. This kind of intervention stems from strong consultation among all appropriate authorities such as the immediate supervisor, Human Resource Personnel and the Internship Coordinator at the Career and Guidance Centre, University of Ghana.

- iii. Issues pertaining to sexual harassment, sexual misconduct and substance abuse at the work setting of the intern may also be ultimately addressed by a collective intervention and application of policies on Sexual Harassment and Drug and Substance Abuse from both the university and the intern's place of service.

