



AFRICA COLLEGE OF THEOLOGY-ACT

Training Redemptive Servant Leaders

INTERNSHIP POLICY

AUGUST 2023

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1.0 INTRODUCTION

The internship policy is intended to guide students on internship procedures at Africa College of Theology (ACT). This Policy serves as a reference for faculty, academic support staff, and students in understanding the internship procedures of the College. It is also intended to help anyone who advises or supervises a student on the internship work at ACT. Users are advised to note that policies and procedures outlined in this document are subject to review and change without prior notice.

2.0 INTEGRITY SYSTEM

Africa College of Theology (ACT) seeks to provide students with a high-quality education while encouraging students in terms of ethics, social responsibility, and interdependence. We believe that trust is a vital part of this enterprise and that self-discipline and responsibility to one another are also essential elements. We also believe that any instance of dishonesty is a violation of ACT. Therefore, the ACT integrity policy aims to cultivate a community of students based on trust, academic honesty, and social responsibility that promotes the following:

- a) To ensure that students, faculty, staff, and administrators understand that the responsibility for upholding integrity at ACT lies with them;
- b) To ensure that all students understand that all forms of dishonesty represent a profound violation of ACT;
- c) To clarify what constitutes academic dishonesty and to define standards of behavior expected of all ACT students;
- d) To promote an environment at ACT where integrity is expected and respected and where dishonesty is not tolerated.

3.0 AFFIRMATION OF ACADEMIC INTEGRITY

Africa College of Theology (ACT) values personal integrity and academic honesty as the foundation of college life and the cornerstone of a premiere educational experience. ACT believes trust among its members is essential for both scholarship and effective interactions and operations of the College. ¹Members of ACT, such as students, faculty,

staff, and administrators are all responsible for ensuring that their experiences will be free of behavior, which compromises this value. In order to uphold academic integrity, ACT has adopted an Integrity System. Students and faculty will work together to establish the optimal conditions for honorable academic work.

4.0 INTERNSHIP

4.1 Definition of terms

4.1.1 Internship

An internship is the opportunity offered by an employer to potential employees called interns (usually graduates or students) to work within an organization for a fixed or limited period. It gives students the opportunity for career exploration and development, and to learn new skills. It provides the link between academic studies and work experience.

4.1.2. Intern

An intern is a student or trainee who works, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.

4.1.3 Field Supervisor and Internal Supervisor

A Field Supervisor is an employee appointed by the host institution under whom an intern is placed for purposes of allocating work to him or her and overseeing the work performance.

An internal supervisor is a member of the teaching faculty appointed by the Research Committee to supervise the student-intern.

4.2 Rationale

Rwanda was exacerbated by the church leaders and ministers' lack of theological studies and sound doctrine in their practical work experience. To bridge this gap, ACT has

incorporated internships for bachelor and PGD students. The internship allows students to gain a better perspective of ministry work by applying the principles and theories learnt in the classroom. This practical experience creates an easier transition for the students from the classroom to the ministry work. Internships further enable students to investigate their prospective goals on their vocation. Additionally, it enables students to develop specific skills and knowledge related to their potential vocation in a ministry.

5.0 OBJECTIVES OF THE INTERNSHIP EXPERIENCES

- a) Provide a curricular service experience by creating for the student an instructional environment for learning. It should not be viewed as an extra-curricular activity. With this in mind, one objective will be to provide the student with as much practical vocational experience as possible.
- b) Provide for the student ongoing (weekly), quality supervision by someone who is currently engaged in the profession and is, at the same time well-qualified to supervise and to serve in a supportive role as counselor or mentor to the student. One part of this objective will focus on evaluation—ongoing feedback that will assist the student in identifying strengths and weaknesses and in measuring progress/growth toward vocational goals/learning objectives.
- c) Provide an environment to assist in interpreting God's call toward vocation and to help the student begin to focus on specific vocation goals/learning objectives.
- d) Help the student in the initial stages of developing a personal professional competency by providing opportunities to have quality experiences in the following areas:
 - i. Introduce administrative procedures to the student by participating, and/or observing the implementation of leadership styles, policies, procedures, calendaring or scheduling, budget planning and control, committee work, constituent relationships, reports and record keeping, daily routines, staff relations, and other support systems, etc.
 - ii. Observe and participate in study and research, and in the activities of program design, planning, preparation, publicity and promotion, implementation, and evaluation. Where feasible, participate as a project or activity leader within the program. Become familiar with available opportunities for staff and volunteer

leader training.

- iii. Other experiences that will be valuable to the student include the observation of methods used in counseling and problem-solving; the preparation, writing, and use of job descriptions; personal goal setting and performance evaluation.
- e) Provide the student an opportunity and a setting in which to relate, synthesize, test, and evaluate classroom learning in daily living.
- f) Provide the student with a relational learning experience which will help strengthen the understanding of people's needs and also help to develop people skills (the ability to get along with people) in the process of daily living.
- g) In all of the above, to inspire confidence in the student as related to his or her abilities (gifts, talents, skills, understandings) for future vocation.

6.0 OBJECTIVES OF THE INTERNSHIP POLICY

The objectives of the Internship Policy for the students at ACT are to:

- a) Ensure a well-structured and coordinated internship program;
- b) Ensure effectiveness and efficiency in the implementation and management of the internship program; and
- c) Provide a framework for monitoring, evaluation, and reporting for improvement of the program.

6.1 Purpose of Internship

An internship is intended to provide students with the opportunity to apply what they are learning to real-world situations. It offers them the chance to work in an applied setting of their choosing under the supervision of agency staff, who will also train and evaluate them. The faculty is committed to making the internship a quality educational experience that involves integrating academic learning with the performance of meaningful activities under the direct supervision of an administrator in a community agency or other approved, applied setting (e.g., Public or Private institutions/churches/ministries/organizations).

6.2 Internship Characteristics

Internships are intended to be new learning experiences for students that broaden their knowledge and skills. As such, internships will typically not be approved for students' existing workplaces. Rather, students who want to complete an internship should seek to complement their employment record with a new internship site that allows them to develop and hone new skills.

- a) Bachelor Students are required to spend approximately nine weeks in the internship site. The ninth week shall be dedicated to report writing.
- b) Diploma Students are required to do their four-week internship in final (second) year at the completion of the first semester.
- c) PGD Students are required to do their four-week internship at the completion of their first Semester of study.
- d) Master students are required to do their four-week internship at the completion of their third Semester of study.

6.3 Procedures for Students to Set up an Internship

- 1. Collect an Introduction/Recommendation Letter from the internship coordinator.
- 2. Present a filled form to the Academic Research Coordinator before commencing your internship within five days after being accepted by the church/ministry/institute/organization where the internship will be conducted.
- 3. Submit the internship report to your internship coordinator/head of the program within 2 weeks of the completion of this exercise.

6.4 Procedures for Field Supervisors and Internal Supervisors

- 1. During the internship period, the site supervisor will communicate about the student and his or her learning experience.
- 2. Before the start of the internship, the Research Coordinator will provide to field supervisor with all material to be used in the process of assisting the student in his or her internship.

3. In the course of the Internship, the internal supervisor shall visit the student on the site at least once.
4. At the end of the period assigned to the internship (and possibly at mid-semester), the internal supervisor will be asked to complete a Supervisor Evaluation of Student Form.
5. A filled supervisor evaluation form should be sent in a sealed envelope to the Academic Research Coordinator's office within one week at the end of the internship period.

6.5 What's Expected of the Intern?

1. The student will be required to keep a weekly journal to record activities, reactions, insights, and/or linkages to theoretical perspectives noting the date and times at setting. No confidential information from the internship site should be included in the journal.
2. A 15-20-page paper will be required at the end of the internship period. The paper should not be a review of the internship experience that is more relevant in the journal. The final paper should instead explore a topic specific to the internship site (e.g., the effectiveness of mentoring programs with academically at-risk youth). An integration of research (i.e., library research) and practice needs to be demonstrated in the final paper.

7.0 GUIDELINES FOR WRITING AN INTERNSHIP REPORT

7.1 General Guidelines

Students are required to submit an Internship Report which should have between 15-20 pages and is to be submitted within two weeks upon completion.

The Internship report should include:

The company's training schedule and the journal description of training progress.

Intellectual content to highlight the student's experiences and benefits gained from the internship. i.e. In addition to contents relating to what is done during the internship at

the company, the final report should also have one or more section(s) to sum up their experiences for the entire internship program.

A well-organized and easily readable report is expected. The grading of the report will therefore be based primarily on the completeness of presentation with evidence of technical reporting skills. The following points are provided as general guidelines in writing a good report:

Plan ahead on writing the report at the beginning of and during the internship period. This step is to ensure that the information, when still fresh in the mind and at the time when motivation is high, is being recorded.

Straightforward functional style of writing is recommended. Describe all pertinent facts, work experience, and observation without extraneous information.

Clarity and readability may be improved by ensuring that

- coherent ideas are grouped in separate paragraphs
- sentences are grammatically correct
- punctuation marks are properly placed and words are correctly spelt
- the report should be typed
- the report should not be written in point form

7.2 Report Contents

The reports should be written under headings in the following manner:

- Report cover
- Approval Page
- Executive Summary
- Table of contents
- Acknowledgements
- List of illustrations (if any)

To acknowledge training provided by the management of the company, the assistance received from other persons during training, etc.

Main text

The organizational structure and principal activities of the company may be briefly described. Its training schedule, assignments undertaken in chronological sequence and objectives may be described. Technical and other implementation details may also be described. Students are expected to display a broader interest and within the limits set by their status, to gain information and form impressions on various aspects of corporate functions. Activities of particular technical interest, whether or not within a student's own major field should also be described.

Conclusion

Concluding remarks on the work performance, observations and training experience.

References

If any, references to manuals and other pertinent literature should be listed.

Appendices**7.3 Other Requirements**

The entire report should be written using "Times New Roman" and "12" font size with a double spaced between lines. The typing should be the same font type throughout and two line between paragraphs.

The minimum page requirement should not include cover page, content page, appendices and all forms of internship. (e.g. Log sheet, clearance form, etc.)

Figures, plates and tables may be included when necessary to adequately describe certain details.

Appendices, if any, should be brief and contain details that are normally not described in the main text of the report.

Report Cover should be the very first page of your report. The report should not be written in point form.

8.0 PRINCIPLES OF INTERNSHIP

- a)** The internship experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
- b)** The skills or knowledge learned must be transferable to other employment settings.
- c)** The experience has a defined beginning and end, and a job description with desired qualifications.
- d)** There are clearly defined learning objectives or goals related to the professional goals of the student's academic coursework.
- e)** The internship experience is for the benefit of the intern.
- f)** The intern does not displace regular employees but works under close supervision of existing staff.
- g)** The intern is not necessarily entitled to a job at the conclusion of the internship.
- h)** The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.
- i)** There is supervision by a professional with expertise and educational or professional background in the field of the experience.
- j)** There are resources, equipment, and facilities provided by the host employer that support learning objectives or goals.
- k)** There is feedback by the supervisor.

9.0 INFORMATION FOR STUDENTS

9.1 The policy

Interns should:

- 1.** Adhere to the church/ministry's policies, procedures, and rules governing professional behavior.
- 2.** Be punctual and work the required number of hours at times agreed to by the intern and their supervisor.

3. Inform their supervisor if they are unable to attend as planned.
4. Behave and dress appropriately to the particular workplace.
5. Respect the confidentiality of the workplace.
6. Discuss any problems with their supervisor and, if necessary, with the Internship coordinator at ACT.

9.2 Application Procedures

9.2.1 Planning for Internship

During the first semester of his/her last (second) year; diploma student is expected to be involved in the planning for internship and for the bachelors' student; it is in his/her first semester of second year. The student must meet with the Internal Supervisor/Internship Coordinator to apply for the internship.

Completing the planning process requires the student to take the initiative in the follow steps:

- a. Obtain the internship application form at ACT Academic Research Coordinator office
- b. Complete and submit form to the Internship Coordinator.
- c. Once accepted, complete the application to the internship in which the Student:
 - i. Identifies the Ministry area of interest
 - ii. Clearly define Internship Project Concept
 - iii. Identifies Project Ministerial Objective(s)
 - iv. Identifies possible placement site of Ministry

Final field placement decisions for the student will be made by the internal supervisor/internship coordinator who must take into consideration the student's goals as well as the ministry's ability to meet the internship site requirements as outlined in this policy.

9.2.2 The end of the internship

- a. The intern supervisor will need to submit an intern evaluation report using a pre-structured form provided by ACT. The evaluation form must be returned to the Head of Program/internship coordinator.
- b. The student Intern will evaluate the overall internship experience using a structured student Intern Evaluation report. The evaluation form must be returned to the internship coordinator.

9.3 Assessment of Internship

The Internship shall be assessed as follows:

- a) Field supervision: 40%
- b) Field visitation assessment: 10%
- c) Internship Log Book: 10%
- d) Internship Final Report: 40%

The Field Supervisor bears responsibility for a formal written assessment at the end of the internship. Areas of consideration will include but are not limited to, the Student's use of field supervision, field performance, and progress toward Learning Objectives. The internal supervisor bears responsibility to assess the student during on-site visitation, marking the log book and the final internship report.

10.0 PROGRAM REQUIREMENTS AND EXPECTATIONS

The student in internship ministry has the same professional responsibilities as a staff member and is expected to follow all policies and abide by rules and regulations of the ministry. This includes the following:

- a) Informing the Field Supervisor of unavoidable absences or lateness, in advance, if possible.
- b) Make up time for absences and lateness.
- c) Follow the dress code (if any) of the ministry
- d) As a general rule, students spend only the required number of hours per week doing internship and reserve the other time for Classroom works and study.

- e) Coursework should not be done during field instruction and ordinarily Students should not be asked to fulfil field obligations during class time.
- f) Students are typically entitled to holidays listed on the ACT academic calendar which fall on internship days if they make the Field Supervisor aware of these at the beginning of the semester.

10.1 Guidelines for Getting Started in Field Education

Effective communication and mutual understanding between the student, the Field Supervisor, and the Internal supervisor/Head of Program/Internship Coordinator are very important to the successful beginning of the Internship. To nurture this kind of beginning, and after all the paperwork is completed (application, contact, approvals, registration, etc.), the student will:

- g) Spend time in prayer about the internship and relationships.
- h) Remember that he or she is a representative of ACT dress, conduct, personal hygiene, attitude, and work habits are a direct reflection of the student's commitment to the experience.
- i) Take the initiative to contact the Field Supervisor to set up the first meeting of the semester. In turn, take the initiative to keep the Internal Supervisor/Head of Program/Internship Coordinator apprised of work progress, reports, and additional communication.
- j) Prepare to present a typed resume to the Field Supervisor.
- k) Before the first meeting with the Field Supervisor, prepare several questions to ask about the position, ministry, and expectations for the internship.
- l) In the first meeting with the Field Supervisor, be prepared to speak related information, i.e., interests, vocational, hopes and dreams, etc.
- m) Seek to learn something about the Field Supervisor (education, work experience, hobbies, and other interests). Note: be aware that the first conversation may not be an appropriate time to ask deeply personal questions, though the time for this may come later.
- n) Show to the Field Supervisor his or her desire to learn during the internship by Speaking to specific objectives or goals at this point, as well as a willingness to be open

to what the position may offer.

- o)** Review with the Field Supervisor the **Internship Policy** and other resource materials for the internship. Also, review the due dates for reports or evaluations.
- p)** Arrange and plan (negotiate) weekly meetings with the Field Supervisor.

11.0 IMPLEMENTATION OF THE POLICY

- a)** This policy shall be implemented by the ACT Research Committee (composed of the head of programs chaired by the Academic Research Coordinator) through the Academic Senate
- b)** The Internship coordinator shall be responsible in identifying and selecting internship churches or ministries for student interns.
- c)** All interns shall be allocated Internal Supervisors by ACT Research Committee.
- d)** The Internal Supervisor shall meet with the intern once over the internship period to review progress and provide feedback. This may be done over lunch or in a more formal setting.
- e)** At the end of the internship, the Intern Supervisors will fill and submit an intern evaluation report using a form provided by ACT **[Appendix 3]**. Evaluation is important to an intern's development and is an opportunity to identify strengths and weaknesses of the student. It is helpful if supervisors evaluate throughout the entire internship, not just at the end. The evaluation should be planned as a learning experience and an opportunity for two-sided feedback, that is Supervisor evaluation of the intern and Student evaluation of the internship experience **[Appendix 4]**, **[Appendix 5]**. Regularly scheduled evaluations will help avoid common problems with internships, including miscommunication, misunderstanding of his or her roles and lack of specific goals and objectives.
- f)** As part requirement toward the award of a degree, the intern student will be required to write an internship report following the ACT approved template (structure) as a guide **[Appendix 6,7]**.

12.0 CRITERIA TO CONSIDER WHEN EVALUATING AN INTERN

- a)** Ability to learn

- b)** Reading, Writing, and Computation skills
- c)** Listening and Oral Communication skills.
- d)** Creative thinking and problem-solving skills
- e)** Basic Work Habits (punctuality, attendance, dress, and appearance).
- f)** Interpersonal and Teamwork skills.
- g)** Character attributes.

13.0 CRITERIA TO CONSIDER WHEN EVALUATING THE INTERNSHIP EXPERIENCE

- a)** The student will also evaluate the internship experience, which is important in determining the value of the work experience for future interns. This evaluation might include:
 - b)** Was there educational value or merit in the assignment?
 - c)** Did the position live up to its initial description?
 - d)** Was the supervisor receptive to your ideas?
 - e)** Does the experience relate to your specialization or career goals?
 - f)** Did you receive a proper ministry work orientation?
 - g)** Was the supervisor willing and/or capable of answering questions?
 - h)** Did you develop good work habits?

14.0 APPENDICES

Appendix 1. Introduction Letter Template

Date

Dear Partner in God's Kingdom,

RE: Student's Internship Introduction

Africa College of Theology is a Christ-centered College seeking to encourage students to make Christ known in their communities. We train redemptive-servant leaders for the church and para-church in Africa. Our mission is to equip men and women for church and para-church ministry as redemptive-servant leaders through the attainment of character formation, academic training, and professional skills.

We are therefore writing to recommend _____ who is our student in the _____ Program. We humbly request you assist him/her in completing his/her assigned hours in an internship program with you, which is an academic requirement. On his/her behalf, we request you to find him/her time as you agree on the project of his/her interest.

Any help rendered to him/her will be highly appreciated.

Yours faithfully,

Coordinator of Research

Phone:

Email:

CC: Deputy Principal for Academic Affairs
Africa College of Theology
Deputy Principal for Finance and Administration
Africa College of Theology

Appendix 2. Internship Concept Form



ACT INTERNSHIP CONCEPT FORM

Submit this form to the Office of the Academic Research Coordinator at Africa College of Theology.

Student Identification

Student name _____ Birth Date ____ Year of Enrolment at ACT 20 ____ Cohort # ____

Church/Denomination _____

Male

☐☐

Female

Address _____ Cell Phone _____ Senior Pastor Name _____ Senior Pastor's Phone _____
Your Email _____ Senior Pastor's Email Address: _____

Claimer

I understand that my internship is part and parcel of the training package at Africa College of Theology and is going to cover 9 weeks including 8 weeks of full sessions of work sanctioned by my field Supervisor on the one hand and a faculty member on the other, and one week dedicated to the writing of the reposts. At the end of the performed duties, a report of 15-20 pages (following the format attached to this form) will be presented to the faculty supervisor.

17

Some of the Ministry Areas (Pick one or more you are interested in. Make sure at least

☐☐☐☐☐☐

one of the ministries involves teaching or preaching)

Church Administration	Children Ministry	Spiritual Nurture
-----------------------	-------------------	-------------------

Youth Ministry	Women's Ministry	Other_
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Christian Education

Leadership

Prison Ministry

Hospital Ministry

Teaching Ministry

Outreach Ministry

Organizations

Evangelism Ministry

Chaplaincy ministry

Music Ministry

Counseling Ministry

Discipleship Ministry

Preaching

Worship Leading

Internship Project Description

Internship Project Concept <i>Clearly define what you are going to do</i>	Project Ministerial Objective(s) <i>Why is this Important for your ministry?</i>
	<u>Objective 1:</u> <u>Objective 2:</u> <u>Objective 3:</u>

IV. Please describe your agreed schedule

Internship Period		How often you'll meet in a week time to minister or serve	Total Hours
Sec First Month	Week One		
	Week Two		
	Week Three		
	Week Four		
	Sessions per month		
Sec Second Month	Week One		

	<i>Week Two</i>		
	<i>Week Three</i>		
	<i>Week Four</i>		
	Sessions per month		

Do you have any questions concerning this internship Use the space below to state what you would like to get clarification from ACT:

Signed by the Student: _____ Date: __

Field Supervisor's Name & Signature _____ Date: __

ACT Internship Coordinator Signature _____ Date: __

Appendix 3. Report Cover Page Format

INTERNSHIP REPORT AT

[NAME OF INSTITUTION/CHURCH/MINISTRY/ ORGANIZATION]

REPORTING PERIOD: [DD/MM/YYYY-DD/MM/YYYY]

SUBMITTED BY:

[NAME OF STUDENT] [REG. NUMBER]

PROGRAM/YEAR OF STUDIES

AFRICA COLLEGE OF THEOLOGY[YEAR]

Appendix 4. Field Supervisor's Evaluation Form



FIELD SUPERVISOR'S EVALUATION OF STUDENT INTERN

Institutional affiliation:	Africa College of Theology (ACT)
Intern's Name	
Semester of Internship and Year:	
Internship start date	
Internship end date	
Internship field supervisor	

Evaluation of personal qualities of the intern observed during the internship.

Select one evaluation level for each area by marking an "X" under the level that represents the intern's performance.

Please rate the following aspects of your Internship placement based on this scale:

Excellent (Consistently exceeds expectations)	5
Good (Sometimes exceeds expectations)	4
Average (Meets expectation)	3
Poor (Rarely meets expectations)	2

	Excellent	Good	Average	Poor	Grade
Ability to learn: the student observes and/or pays attention to others; Asks pertinent and purposeful questions; Seeks out and utilizes appropriate resources; Accepts responsibility for mistakes and learns					/5

from experiences; Is open to new experiences; takes appropriate risks					
Reading/Writing/Computation Skills: The students reads/comprehends/follows written materials; Communicates ideas and concepts clearly in Writing; Pays attention to accuracy and detail					/5
Listening & Oral Communication Skills: The student listens to others in an active and attentive manner; Comprehends and follows verbal instructions; Effectively participates in meetings or group settings; Demonstrates effective verbal communication skills					/5
Creative Thinking & Problem-Solving Skills: Seeks to comprehend and understand the “big picture”. Breaks down complex tasks or problems into manageable pieces; Brainstorms or develops options and ideas; Respects input and ideas from other sources and people; Demonstrates an analytical capacity.					/10
Interpersonal & Teamwork Skills: The student relates to co-workers effectively; Manages and resolves conflict to a team atmosphere; Supports and contributes to a team atmosphere; Controls emotions in a manner appropriate for work; Demonstrates assertive but appropriate Behavior.					/5
Basic Work Habits: Reports to work as scheduled; Is prompt in showing up to work and meetings; Exhibits a positive and constructive attitude; Dress and appearance are appropriate for this organization					/5
Character Attributes: Brings a sense of value and integrity to					/5

the task; Seeks to serve others; Refrains from gossip/respects the privacy of Others; Behaves ethically; Respects the diversity of coworkers.					
Overall performance of the intern (circle one)	Excellent	Good	Average	Poor	/40

Would you supervise this intern again? **Yes** ☐ **No** ☐ **Uncertain** ☐

☐☐ Would your church/ministry host this intern again? **Yes** ☐ **No**
Uncertain ☐

Would you recommend this student to other churches/ministries? **Yes** ☐ **No**
☐ **Uncertain** ☐

Why or why not?

I have not discussed this assessment with the intern.

Evaluator's Signature:

.....

Date.....

...

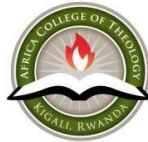
Title/Position:

.....

Telephone:

.....

Appendix 5. Internship Report Guidelines



INTERNSHIP REPORT GUIDELINES

The following guidelines are offered as suggestions to help you with your internship report. Please discuss specific requirements and expectations with your Head of Program. The report is a reflection of your internship and its relationship to your studies: namely, how has the theoretical knowledge you have acquired in your courses prepared you for this professional experience? Did any aspects of your internship surprise you, based on what you have been learning, and if so which ones?

Finally, how has this professional experience affected your understanding of the subjects you have been studying? Your report should be at least 15-20 pages double-spaced.

The purpose of the Internship Report is for students to describe their accomplishments and demonstrate what they learned during their internship.

Outline for Internship Report

1. Title Page

The first page should display the Student's full name, student number, and internship start and finish

dates, working hours per week, company/institution name.

NB! This page should be signed and stamped by the supervisor of the intern student.

2. A brief Executive Summary of the Internship

A one-page summary of the company/institution and a short account of the major activities carried out during the internship period.

3. Table of Contents

Contents of the report with page numbers, list of tables, and list of figures.

4. Description of the church/ministry/institution/organization

This section should answer the following questions:

- a) What is the full title of the church/ministry/institution/organization? Give a brief history of the church/ministry, full mailing address, and relevant web links/ (if any)
- b) What is the type of ownership of the church/ministry/institution/organization?
- c) What is the sector that the church/ministry/institution/organization operates in? Specify the services offered to its congregations.
- d) Who are regarded as the congregation of your internship church/ministry (consider the users, etc.)?
- e) Provide an organization chart of the church/ministry/institution/organization, along with information on the number in leadership.

5. Internship activities

This is the main body of your report. During the internship period, an intern may focus on the following types of analysis and questions. You do not have to answer all the questions in the list:

- a) Describe your working conditions and functions, such as: Who is your supervisor (include his/her name and his/her position); other team members or co-workers and what their functions are to complement yours.
- b) Provide an organization chart of the internship ministry. Provide the department layout of the internship ministry.
- c) Provide an overview of the congregation and service.
- d) Provide a process chart of a congregation and/or service.
- e) What kinds of motivations are used in order to create more effective and efficient ministry?
- f) Describe what kind of working documents and analysis you did there and what experiences you have gained throughout your training.
- g) A comparison between theory (things you have learned in the classroom) and practice (things you did or observed at the church/ministry/institution/organization) must be made.

- h) Show some work samples that you have encountered or conducted in the ministry through graphs, pictures, data, drawings, or design calculations and include them in your report

i)

6. How ACT prepared you for the internship

7. An assessment of the Internship

In this section you should answer the following questions:

- a) What skills and qualifications do you think that you have gained from the internship?
- b) What kind of responsibilities you have undertaken during the internship period?
- c) How do you think the internship will influence your future vocation plans?
- d) How do you think the internship activities that you carried out are correlated with your classroom knowledge?

8. Conclusions of the Report

This section should include:

- a) A summary of key conclusions derived from the internship experience.
- b) General observations about the sector in which your internship ministry operates

9. Appendices and supplementary material (charts, graphs, pictures, etc.)

10. References

Rules for writing the internship report:

- a) You do not have to provide a day-to-day diary of the internship activities.
- b) Do not write theoretical excerpts from textbooks! Describe what you exactly did there and what experiences you have gained throughout your internship
- c) The internship report should be between 15 - 20 pages.

- d) The internship report should be original, no photocopies are accepted.
- e) You can include graphs, pictures, data, drawings, or design calculations in your report; however, they should not cover more than 1/3 of the page. Larger graphs, pictures, data, drawings, or design calculations should be given as an Appendix

Appendix 6. Logbook



INTERNSHIP LOGBOOK

Student's first and last name:

Student Register number:

Program:

Name of the institution/ministry/church

.....

.....Start and end dates of internship

Total number of hours of internship (DD/MM/YYY – DD/MM/YYY)

INTERNSHIP LOG SHEET

The Internship Supervisor's initials are required at the end of each week of the internship; the description should contain the information on work activities along with indication of the learning outcome (LO) specified on the last page of this internship logbook.

Week	Description of the week's activity	LO
------	------------------------------------	----

1		
---	--	--

Internship Supervisor's initials

.....

Week	Description of the week's activity	LO
2		

Internship Supervisor's initials

.....

Week	Description of the week's activity	LO
30		

3		
---	--	--

Internship Supervisor's initials

.....

Week	Description of the week's activity	LO
4		

Internship Supervisor's initials

.....

Week	Description of the week's activity	LO
------	------------------------------------	----

5		
---	--	--

Internship Supervisor's initials

.....

Week	Description of the week's activity	LO
6		

Internship Supervisor's initials

.....

Week	Description of the week's activity	LO
7		

Internship Supervisor's initials

.....

Week	Description of the week's activity	LO
8		

Internship Supervisor's initials

Appendix 7. On-Site Visitation Mission Order



MISSION ORDER FOR AN ON-SITE VISITATION FOR INTERNSHIP SUPERVISION

Name_____

Function_____

Is authorized to go to _____

_____Cell_____Sector_____Districtfor an on-site internship supervision visit of student _____doing his/her internship with _____(Host Institution)

Mission Duration_____

Departure Date _____

Returning Date_____

Approval of the Academic Research Coordinator

Date of arrival_____

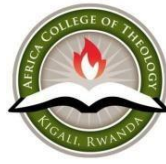
Date of Departure_____

Name of the representative of the Host Institution

Position_____

Signature and stamp

Appendix 8. Internship On-Site Assessment Form



INTERNSHIP ON-SITE SUPERVISION ASSESSMENT

Student's name_____

Host Institution_____

Internal Supervisor's name_____

Date of the visit_____

Description of the tasks performed by the student during the visit. The task should involve the teaching aspect of the ministry.

Student's performance

	COMMENTS	GRADE
Time management		/2
Dressing and appearance		/1
Voice, eye contact, gestures, relational skills, Clarity of the language		/2

Quality of student's delivery and Content		/5
OVERALL		/10

Signature_____

Internal Supervisor's name_____

APPROVAL

This policy is duly approved by

THE SENATE AND THE SENIOR MANAGEMENT COMMITTEE

AUGUST 2023