

**Western University, Faculty of Arts & Humanities
ARTHUM 3000A/B/Y – 3001A/B**

FINAL REPORT

To complete your credit in the Arts & Humanities Internship Program (AHIP), you are required to write a final report detailing your experience and its relation to your coursework and program of study. The report will be graded Pass/Fail and must be **submitted within two weeks** of the last day of the internship or by the last day of the term in which the internship takes place, whichever comes first.

STUDENT INFORMATION	
Name & Student Number	
Student Email	
INTERNSHIP INFORMATION	
Organization Name	
Address	
Job Title	
Internship Period	
Work Hours per Week	
Supervisor Name	
Supervisor Email and Phone Number	

FINAL REPORT INSTRUCTIONS

Please read the following instructions carefully and contact the Experiential Learning Specialist or Experiential Learning Assistant if you have any questions.

Formatting Guidelines

- Cover page (name, student number, degree and program, internship organization name, position title, and date)
- 1800 – 2000 words
- Double spaced, using Arial or Times New Roman 12 font

REQUIRED REPORT CONTENT

Section 1 – Description of Work Experience

Provide a brief summary of the company and your internship position. Your summary should include, but is not limited to, the following:

- General overview of the organization, including any pertinent company history, structure, sectors served, products/services offered
- Description of the internship role and associated responsibilities and the role's connection to the overall function of the company (If it's available, include the organization's official internship role description as an appendix item.)
- Any major events, projects, or activities completed during the internship

Section 2 – Expectations and Challenges

Consider the expectations that you had about the internship. In this section, you should list your intended learning outcomes of the experience and an explanation of how your learning goals may have changed throughout the duration of the experience, if applicable. Use the following questions to guide your reflection:

- Was the internship what you expected?
- To what degree do you believe that you were successful in achieving your learning outcomes during the internship?
- What was the most positive thing about your experience?
- What challenges did you encounter, if any, and how did you overcome these?

Section 3 – Personal and Professional Development

Reflect on the impact the internship experience has had on both your personal and professional development. Use the following considerations/questions to guide your reflection:

- Describe how the internship has contributed to your personal development. For example, what personal qualities have you discovered or enhanced during the internship? How do you anticipate that these qualities will affect you in the future (e.g., career and/or academic aspirations)?
- Describe how the internship has contributed to your professional development. For example, what have you learned about your working style and professional skills, particularly the [transferable/soft skills](#) students develop in the arts and humanities?
- In what ways do you anticipate that the skills you've developed will help you in the future (e.g., career and/or academic aspirations)?
- Discuss the personal qualities and professional skills that you feel you will need to develop before entering the workforce and describe your plan to develop them.

Section 4 – Academic Development

Consider the applicability of your internship experience to your program of study and the influence of your personal, professional, and academic accomplishments to date on your plans for the future. Describe your academic field so that the reader can contextualize your learning.

How have you applied concepts and/or theories covered through your program of study throughout your internship experience? Provide scholarly references to support your explanation.

If you did not have the opportunity to apply concepts or theories from past coursework, consider what opportunities exist to apply concepts or theories covered in your program of study to future workplace environments. Both direct and indirect applications may be considered. For example, perhaps a particular competency gained through the examination of a concept or theory in your program of study will be of use within a workplace environment: examine this connection and provide appropriate scholarly references to support your explanation.

Section 5 – Appendix

At the end of your report, please include the internship role description from the company, if available, and a photo of your experience (optional) with a short testimonial (150 – 200 words) (also optional).

If you have any comments or feedback about the Arts and Humanities Internship Program, please include that in this section.

Student Statement

I acknowledge that the attached report may contain company-specific content and confirm that I have adhered to any confidentiality agreements as required by the site.

Please sign and date to acknowledge your agreement below and submit your completed document to the EL Specialist or EL Assistant.

	Signature	Date
Student		

FINAL REPORT ASSESSMENT - TO BE COMPLETED BY THE EXPERIENTIAL LEARNING SPECIALIST OR ASSISTANT

The final reflection report will be graded Pass/Fail based on the following criteria:

CRITERIA	COMPLETED
DESCRIPTION OF WORK EXPERIENCE	
Description of the company/worksite	<input type="checkbox"/>

Description of student's role and responsibilities (e.g., tasks, interactions, observations, etc.)	<input type="checkbox"/>
Description of what took place (e.g., major events, projects, or activities completed during internship)	<input type="checkbox"/>
EXPECTATIONS AND CHALLENGES	
Examination of learning outcomes	
Articulation of intended learning outcomes	<input type="checkbox"/>
Examination of how learning outcomes were present in experience or how they may have changed	<input type="checkbox"/>
Examination of work experience	
Examination of feelings towards the experience pre- and post-experience	<input type="checkbox"/>
Examination of the ways in which the student succeeded in the workplace	<input type="checkbox"/>
Examination of the ways in which the student was challenged in the workplace and discussion of the steps taken to overcome these challenges	<input type="checkbox"/>
PERSONAL AND PROFESSIONAL DEVELOPMENT	
Personal Development	
Articulation of what was learned about oneself through the workplace	<input type="checkbox"/>
Articulation of how this was learned (e.g., tasks, situations, feedback mechanisms)	<input type="checkbox"/>
Articulation of why what was learned matters and what the student will do in future practice in light of this learning	<input type="checkbox"/>
Professional Development	
Articulation of what was learned about job-specific knowledge and skills in the workplace	<input type="checkbox"/>

Articulation of how this was learned (e.g., tasks, situations, feedback, feedback mechanisms)	<input type="checkbox"/>
Articulation of why what was learned matters and what the student will do in future practice in light of this learning	<input type="checkbox"/>
ACADEMIC DEVELOPMENT	
Description of academic field of study	<input type="checkbox"/>
Examination of connection between theory and practice	<input type="checkbox"/>
Scholarly references support explanation	<input type="checkbox"/>
REFERENCING AND WRITING STYLE	
Properly organized and formatted, including headings or sub-headings, reference list, in-text references	<input type="checkbox"/>
Well written: proper sentence structure, grammar, spelling, and punctuation	<input type="checkbox"/>

COMMENTS AND FINAL GRADE		
Grade (Pass/Fail)		
	Signature	Date
EL Specialist/Assistant		

NOTES

The report assessment form has been adapted from:

Stirling, Ashley, Gretchen Kerr, Jenessa Banwell, Ellen MacPherson, and Amanda Heron. *A Practical Guide for Work-integrated Learning: Effective Practices to Enhance the Educational Quality of Structured Work Experiences Offered through Colleges and Universities*. Higher Education Quality Council of Ontario, 19 Apr. 2016, heqco.ca/pub/a-practical-guide-for-work-integrated-learning-effective-practices-to-enhance-the-educational-quality-of-structured-work-experiences-offered-through-colleges-and-universities/.