

Course Title	:	Capstone Project - Internship
Course Code	:	SCE4001
Recommended Study Year	:	Year 3 summer term
No. of Credits/Term	:	3
Mode of Tuition	:	Internship placement and workshop
Class Contact Hours	:	Minimum 200 hours
Category in Major Prog.	:	Major Electives
Discipline	:	Sports
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

This three-credit capstone project course enables students to integrate, articulate, advance, and present their learning in the programme. Students will take the course in the Summer Term of Year 3. For students who choose to conduct an internship, they will be encouraged to integrate the knowledge and skills they have been learnt from the programme in their internship work. This course involves students working at selected organisations in the area related to sports with minimum 200 hours. Students will attend workshops before assignment to specific internship posts. During the internship period, they will perform tasks required by the partner organisation, and learn about specific skills through on-the-job training.

Aims

This course aims to:

- Provide students opportunity to critically reflect on the key issues in the area of sports event management or sports coaching
- Provide students a platform to apply fundamental theories, concepts, knowledge and skills in sports event management or sports coaching.
- Give students opportunity to sharpen their communication skills

Learning Outcomes (LOs)

On successful completion of this course, students will be able to:

1. apply the theories, concepts and knowledge in sports event management or sport coaching in a real working environment;
2. critically analyse their learning process, articulate their learning experience and findings, and suggest ways of self-development in the future; and
3. demonstrate mature work and professional attitude particular to the field of sports, including a sense of responsibility, teamwork practice, interpersonal communication;

Indicative Content

1. Briefing session and workshop. The arrangement and requirement of the internship will be introduced. Communication skills, interpersonal skills, working skills, working attitude and ethic, CV writing skills and interview skills will be included.
2. Each student work at selected organisations in the area related to sport event management or sport coaching

Teaching Methods

Briefing session and workshop (2hours) will be arranged to students for internship preparation. The contents include communication skills, interpersonal skills, working skills, working attitude and ethic, CV writing skills and interview skills.

Each student will be interviewed and assigned with a supervisor at the partner organisation. Students should work at the partner organisation with minimum 200 hours under supervision (or a comparable project-based event), they will apply all knowledge and skills in sports event management or sport coaching with mature working and professional attitude in a real working environment.

Students will have 2 times 2 hours individual meetings with the course instructor to discuss their experience and challenges during internship, it can provide a chance for students to critically review their learning process and seek for advice. The meeting contents are required to be recorded in the Diary/Journal as learning evidence. An on-site visit by the course instructor will be arranged based on arrangement of the partner organisation.

Measurement of Learning Outcomes

Interns' performance appraisal by the partner organisations assesses students' ability to mastery of skills and necessary professional and work attitude. The students will be assessed by the partner organisations as well as course instructors based on their mastery of the skills and overall performance.

Diary/Journal requires students to demonstrate continuous critical reflection and learning. They should critically review their learning process.

Reflection report. At the end of the internship, students will be required to submit a written reflection reporting their experience in the internship, it provides the opportunity for students to identify and analyze the sports event management /sport coaching issues and problem of partner organisations; apply the concepts learnt to the internship experience as well as issues and problems related to the organisations

Learning Outcome	Interns' performance appraisal	Diary/Journal	Reflection report
1. Apply the theories, concepts and knowledge in sports event management or sports coaching in a real working environment.	✓	✓	✓
2. Critically analyse their learning process, articulate their learning experience and findings, and suggest ways of self-development in the future		✓	✓
3. Demonstrate mature work and professional attitude particular to the field of sports, including a sense of responsibility, teamwork practice, interpersonal communication.	✓	✓	✓

Assessment

Continuous Assessment

100%

1. 40% Interns' performance appraisal
2. 30% Diary/Journal
3. 30% Reflection report

Required/Essential Readings

Baird, B. N., & Mollen, D. (2018). Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions (7 ed.). Routledge.

Schön, D. A. (2016). The Reflective Practitioner: How Professionals Think in Action. Routledge.

Recommended/Supplementary Readings

Bloyce, D., & Smith, A. (2018). Sport Policy and Development: An Introduction (2 ed.). Routledge.

David A. Whetten, & Cameron, K. S. (2020). Developing Management Skills (10 ed.). Pearson Rental.

DK Publishing. (Ed.). (2020). The Sports Book: The Sports, the Rules, the Tactics, the Techniques (5 ed.). DK Publishing, Inc.

Gill, A. J. (Ed.). (2021). Foundations of Sports Coaching: Applying Theory to Practice (3 ed.). Routledge.

Greenwell, T. C., Danzey-Bussell, L. A., & Shonk, D. J. (2020). Managing sport events (2 ed.). Human Kinetics.

Masterman, G. (2021). *Strategic Sports Event Management*, Routledge: UK

Tapps, T. N., & Wells, M. S. (Eds.). (2019). Introduction to recreation and leisure (3 ed.). Human Kinetics.

Tiell, B., & Cebula, K. (Eds.). (2021). Governance in Sport: Analysis and Application. Human Kinetics.

Weinberg, R. S., & Gould, D. (2019). Foundations of Sport and Exercise Psychology (7 ed.). Human Kinetics.

**Additional readings may also be suggested on a topic by topic basis*

Important Notes:

1. Students are expected to complete a minimum 200 hours of internship exposure and to prepare their weekly Diary/Journal to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in coursework, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>
5. Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “Guidelines for Using GAI Tools at Lingnan University” and “Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments” can be found here: <https://www.ln.edu.hk/cital/generative-artificial-intelligence/gai-guidelines-best-practices>

Rubrics

Interns' performance appraisal (40%)

Assessment Criteria	Excellent (80–100)	Good (65–79)	Fair (50–64)	Pass (40–49)	Fail (0–39)
Application of programme knowledge/theories to work tasks (40%)	Independently applies relevant concepts/theories to real tasks; explains rationale; adapts appropriately to constraints; decisions/outcomes are justified with workplace evidence (outputs, feedback, observed improvements).	Applies relevant concepts/theories in most tasks with sound rationale; minor gaps in adaptation, depth, or explanation.	Some application but often general/implicit; limited justification; needs prompting to connect theory to practice.	Minimal or inconsistent application; actions mostly procedural without linking to concepts/theory.	No meaningful application or repeated inappropriate use that affects work quality; cannot explain rationale.
Professionalism, responsibility and ethics & use of feedback (30%)	Highly reliable; meets deadlines; demonstrates integrity, confidentiality and workplace ethics; takes ownership; manages risks appropriately and seeks guidance when needed. integrates supervisor feedback with clear growth and improved practice.	Reliable and professional with minor lapses; responds well to feedback with some evidence of improvement; maintains appropriate workplace standards.	Generally acceptable but needs reminders on responsibility/standards; occasional avoidable errors; limited follow-through on feedback.	Frequent reminders needed; inconsistent professionalism (punctuality, follow-through, compliance); minimal integration of feedback.	Unprofessional conduct, serious breaches (e.g. confidentiality), persistent unreliability, repeated serious errors, or no response to feedback.
Teamwork & interpersonal communication (30%)	Communicates clearly with stakeholders; listens and negotiates; contributes proactively to team goals; handles conflict professionally;	Communicates effectively most of the time; collaborates well; minor issues in clarity, timeliness, or stakeholder management.	Adequate but sometimes unclear/passive; teamwork contribution uneven; needs direction to coordinate effectively.	Communication often ineffective or late; limited collaboration; misunderstandings recur.	Disruptive/unsafe conduct or consistently ineffective communication/teamwork that harms team functioning.

	documents/updates appropriately.				
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Diary/Journal (30%)

Assessment Criteria	Excellent (80–100)	Good (65–79)	Fair (50–64)	Pass (40–49)	Fail (0–39)
Critical reflection on learning episodes (incident-based) (50%)	Regular entries; uses specific incidents; analyses causes/consequences; considers alternatives; draws on evidence (feedback/outcomes) and shows learning progression across time.	Regular entries with clear incidents and some analysis; occasional missed alternatives or depth; progression mostly visible.	Mostly descriptive; limited analysis; links to incidents inconsistent; progression unclear in places.	Superficial description with little reflection; uneven detail; limited learning progression.	Missing/very irregular entries or no reflection or only activity log / minimal notes.
Integration of theory/concepts into reflection (25%)	Explicitly connects incidents to relevant concepts/theories; explains how theory informed action/interpretation; notes limits/constraints of applying theory in context.	Appropriate links to concepts/theories with minor gaps in precision or application depth.	Some mention of concepts but largely generic or not clearly connected to decisions/interpretation.	Minimal/incorrect links to theory; application is unclear or forced.	No theory/concept integration or consistently incorrect use that misinterprets incidents.
Self-development plan & professionalism growth (25%)	Identifies strengths/areas to improve; sets realistic, specific actions (skills, timeline, resources); uses feedback to set goals; monitors progress and adjusts, reflects on professional conduct and teamwork growth.	Clear improvement areas with actionable steps; some use of feedback; minor gaps in specificity or follow-through.	Goals present but vague or not clearly actionable; limited evidence of follow-through or professional growth.	Minimal plan; generic statements; little linkage to feedback or observed needs.	No plan or irrelevant content.

Reflection Report (30%)

Assessment Criteria	Excellent (80–100)	Good (65–79)	Fair (50–64)	Pass (40–49)	Fail (0–39)
Organisation context & issue identification (evidence-based) (25%)	Clearly describes organisational context; identifies key sport event management and/or sport coaching issues with evidence/examples; prioritises what matters most and explains why.	Clear context and issues; minor gaps in evidence, prioritisation, or clarity.	Basic description; issues identified but weakly evidenced or not prioritised.	Limited context; issues unclear or largely asserted without examples.	Misunderstands context or no coherent issue identification.
Application & justification using programme knowledge/theories (35%)	Applies relevant concepts/theories to explain issues and decisions; justifies recommendation/s/actions; considers feasibility/constraints and discusses limitations.	Appropriate application with generally sound justification; minor gaps in feasibility, limitations, or depth.	Limited or mostly descriptive application; weak justification; case-fit is partial; examples lack detail.	Minimal application; essay is largely narrative; rationale is unclear.	No meaningful application or major misconceptions.
Critical reflection, learning articulation, and future self-development (25%)	Demonstrates critical insight into the learning process; uses evidence from experiences and feedback; explains how learning changed practice; provides a detailed, realistic action plan for future development with clear steps and timelines.	Clear reflection with sound action plan; minor gaps in critical depth, evidence use, or specificity of development steps.	Reflection present but superficial; limited evidence or weak linkage to changes in practice.	Minimal reflection; largely descriptive statements about learning; vague development plan.	No reflection, no action plan, or irrelevant reflection.

Professional writing, confidentiality & academic integrity (15%)	Clear structure and professional tone; consistent referencing in required style; workplace information handled ethically (anonymised/sensitive details managed appropriately).	Mostly clear and professional; minor writing or referencing issues; confidentiality handled appropriately.	Understandable but disorganised; recurring language issues; referencing/confidentiality partially addressed.	Hard to follow; weak presentation; referencing/confidentiality inconsistent.	Incoherent; plagiarism or policy-breaching GAI use; identifiable confidential information without permission; or serious referencing breaches.
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