BulSU’s ALTERNATIVE/FLEXIBLE INTERNSHIP GUIDELINES
IN THE NEW NORMAL

The COVID 19 Pandemic has greatly altered the educational landscape of all the countries around the world. This global pandemic presented many challenges not just for teachers and students but as well as would-be interns. According to Gault et. al. (2010), that internship was proven to be one of the most important learning experiences for a college graduate, however necessary modifications to the program must be made in order to minimize the risk of infection to student-interns while maximizing the opportunity to apply their knowledge and skills in work-related environments.

The Bulacan State University is true to its commitment of producing highly competent, ethical and service-oriented professionals by supporting successful completion of significant and high-quality internships and field-based learning that will provide students with opportunities to complement their formal learning with practical knowledge, skills and desirable attitudes and to gain hands-on experiences even during these unprecedented times.

This policy aims to address the many questions and concerns related to internships during this global pandemic when traditional on-site and face-to-face internships cannot be accommodated. In accordance with the Student Internship Program in the Philippines (SIPP) (CMO No. 104, s. 2017) and the Guidelines for Implementation of Flexible Learning (CMO No. 4, s. 2020), the following guidelines were drafted to ensure that clear safety precautions are in place for the completion of the internship.

A. General Guidelines

1. The CardSIS (Career Development and Student Internship Services Office) together with the Student Internship Program (SIP) coordinators of the different Colleges and Campuses should develop/design an alternative/flexible internship program for each undergraduate program offering of the University to lessen face-to-face interaction.
   1.1 The SIP Coordinators should revisit and review all forms/documents related to internship particularly the existing Memorandum of Agreement (MOA) and recommend to CardSIS relevant revisions/modifications
   1.2 All official internship related forms/documents must be issued by the CardSIS office only through the SIP Coordinators
   1.3 At the end of the internship period, the SIP Coordinators must submit a complete and comprehensive report to the CardSIS office as it is one of the requirements of CHED for the Annual Report on the implementation of SIP.
2. The duration of the internship program shall be in accordance with the existing Policies, Standards and Guidelines (PSG) of each approved curriculum.
3. Students must be eligible for internship if they fulfill the academic requirements of their respective programs. Any other considerations must be subjected to the decision of the College concerned which should device a plan to accommodate the unfulfilled requirement.

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4. A general orientation webinar will be conducted separately for student-interns and their parents/guardians prior to the scheduled deployment.
   4.1 The SIP Coordinators must submit the list of names and emails of the student interns to the SPPD office for webinar scheduling.
   4.2 The CarDSIS in cooperation with the different colleges will conduct a separate webinar per program to discuss the contextual realities of the industry environment setting. Questions and clarifications from student-interns and their parents/guardians will be addressed during the webinars.
5. The University shall respect the decision of the parents/guardians regarding the internship enrolment of their children/wards.

B. Requirements, Obligations and/or Responsibilities of the Parties Involved (based on CMO No. 104 Series 2017 with modifications for the new normal set-up)

1. The Roles of the University Administrators

   The University through the Career Development and Student Internship Services (CarDSIS) Office who in coordination with different Colleges/Campuses should initiate the implementation of the internship program and guarantee that each student required to undergo the program will be given an opportunity.
   1.1 Establishes formal linkages through the help of the SIP Coordinator with the potential industries that are willing and able to monitor the students throughout the duration of a project;
   1.2 Reviews the documents submitted by the SIP Coordinator to ensure that the company is a firm or organization that is established and legitimate. These include but not limited to documents that the HTE has a physical location, a functioning website, a Tax Identification Number (TIN), and correct and up-to-date contact details; In the absence of a formal online internship program, coordination between the two parties may be undertaken to come up with a functional program;
   1.3 Confirms that the employers have projects for students to work on, and the alternative/flexible internship project is advantageous to the students and their career and academic growth. While an online project cannot be compared to a face-to-face internship, the College would need to constantly monitor the academic value of the proposed projects;
   1.4 Ensures that a competent SIP Coordinator is designated by the college to assist the HTE and student-interns throughout the program;
   1.5 At the end of the internship period, all the parties should submit assessments to provide inputs on the Alternative/Flexible Internship (AFI) challenges and achievements. These inputs should be taken into consideration by the colleges/campuses to constantly enhance their program operations;
   1.6 Requires the colleges/campuses to submit to the Office of the Chancellor the following required documents for the application for the conduct of AFIP:
    1.6.1 Letter of Intent of the College to Offer Alternative/Flexible Internship Program (AFIP)
    1.6.2 List of HTEs with credentials
    1.6.3 List of SIP Coordinators
1.6.4 List of Students who will undergo AFIP and the respective HTEs that will accommodate them
1.6.5 Structured Program of the AFIP from/confirmed by the HTEs
1.6.6 Memorandum of Agreement (MOA)

2. The Roles of the Host Training Establishments (HTE)

HTEs must provide support to the student-interns of Bulacan State University in ensuring the integrity of the internship learning experience.

2.1 Conducts interview / orientation via virtual meeting to discuss the policy and requirements;
2.2 Chooses the best online collaboration platforms (video conferencing, messaging application) where student-interns and HTE need a place to share documents, delegate works, and communicate regularly;
2.3 Commits to signing formal contracts (MOA) that provide guidelines for internship policy and highlight quality standards;
2.4 Provides structured internship program for the students to work on, which is advantageous for the student’s academic growth and career;
2.5 Gives real working experiences in a supportive online setting via simulations, case studies and online training;
2.6 Ensures a productive, safe, and conducive working environment for the student-intern;
2.7 Assigns a supervisor/mentor who will be responsible for providing online assignments, supervision, and guidance regarding tasks and responsibilities;
  2.7.1 Monitors and reviews student-intern’s progress and provides online feedback/evaluation;
  2.7.2 Contacts the College faculty SIP Coordinator if any problem/concern/issue occurs, aside from the regular communication between the two parties;
  2.7.3 Treats the student-interns in a respectful manner and make sure that they are not subjected to any sort of harassment/unethical practices or activities during their internship period;
  2.7.4 Accomplishes a Certificate of Completion of the student-interns upon their compliance of all requirements.

3. The Roles of the Student Internship Program Coordinator

The SIP Coordinator should emphasize key points and important steps towards achieving an efficient and successful internship program.

3.1 Scouts for potential established and legitimate companies/firms that are willing and able to provide the alternative/flexible internship project;
3.2 Conducts orientation for the student-interns on the intricacies and mechanics of internship; reviews, interprets, and clarifies. This can be done through virtual
meetings with video chat and screen sharing prior to the start of the internship program;
3.3 Keeps copies and records of all forms related to the internship program specially signed documents. Uses online document-sharing tools (Google Docs, Google Drive) to allow immediate updates between them and the student-interns and easier communication/coordination between the student-interns to review and evaluate documents on a regular basis;
3.4 Monitors the whereabouts, overall performances, and the problems encountered by the student-interns through phone calls, email, messenger, or video calls;
3.5 Facilitates formal meetings with the assigned company student-intern supervisor/mentor to thresh out matters pertaining to the program;
3.6 Meets regularly the student-interns based on set schedules for student feedback on their respective assignments to validate complaints concerns of both parties, if any and provide coaching and counselling assistance if deemed necessary;
3.7 Conducts company visitations/virtual tour of the training stations to gain first-hand information of the company’s work environment about the job, the company officials, and the company itself, if possible;
3.8 Plans a monthly virtual meeting via Gmail Meet, Messenger or a similar technology, together with the company supervisor and the student-interns to gain first-hand information about the job, the company officials, and the company itself, review status of projects and provide feedback regarding the intern’s progress.
3.9 Prepares and submits a report of the final assessment of the intern’s performance upon completion of the internship.
3.10 Requires the intern to submit the following documents/forms via email or Google Drive.
   Form 1 – Letter of Endorsement
   Form 2 – Notice of Acceptance
   Form 3 – Internship Contract Agreement
   Form 4 – Student Internship Exit Survey
   Form 5 – Narrative Report
   Form 6 – Attendance Sheet
   Form 7 – Interns-Performance-Appraisal-Form
   Memorandum of Agreement
   Parental Consent
   Survey on Preparedness for Virtual Internship
   Survey on the Impact of Virtual Internship
   Journal of Internship

4. Qualifications, Obligations and Responsibilities of Students-interns (based on CMO No. 104 Series 2017)

4.1 Qualifications of student-interns

   4.1.1 Officially enrolled in an internship course/or its alternative
   4.1.2 Must be on legal age from the start of the internship
4.1.3 Passed all the pre-internship requirements as specified in the program internship plan

4.2. Documents

4.2.1 Accomplish the Survey on Preparedness for Virtual Internship. At the end of the internship, the student must submit his/her responses to the “Impact of Virtual Internship to Students” survey.

4.2.2 Have a notarized written consent from his or her parents or legal guardian. (No waiver is allowed). (In special cases, when the student insists on having an on-site internship they must properly adhere to the existing MOA between the University and the HTE.)

4.2.3 Memorandum of Agreement

4.2.4 Forms 1 to 7 (Listed under Role 3.10 on the SIP Coordinator)

4.2.5 Journal of Internship

4.3. Obligations/Responsibilities

The student intern must:

4.3.1 Establish communication and transact with their respective colleges specifically on matters concerning their internship/otj using non-face-to-face means such as through online and social media platforms, phones, electronic mail, and or courier services among others;

4.3.2 Be willing to comply with the minimum health standards such as mandatory wearing of masks, hand washing and sanitation practices, safe physical distancing when asked to report at the University;

4.3.3 Enter into an internship contract and/or agreement with the participating HTE;

4.3.4 Submit all the required documents necessary for his or her participation in the internship program, including the acceptance letter, internship contract and agreement;

4.3.5 Comply with the provisions of the contract and the agreement including the rules and regulations of the University, HTE and CHED at all times.

4.3.6 Undergo the required orientation/internship program conducted by the University and HTE;

4.3.7 Report for internship in the HTE based on the schedule indicated in the internship contract and or/agreement;

4.3.8 Perform tasks and activities indicated in the internship plan;

4.3.9 Maintain confidentiality, when and where appropriate, during and after the internship period of all the data, business and trade secrets where such information is not within the public domain and is indicated or understood to be confidential;

4.3.10 Adhere to the existing rules and regulations of the HTE including the proper use of tools, instruments, machines and equipment;
4.3.11 Submit a journal of internship plan as required by the HTE reflecting on the approved internship plan, his or her experiences describing the internship activities, any problem/s encountered, and his or her reflections on the internship experiences to the SIP coordinator;

4.3.12 Complete the agreed duration of his or her internship. In case the student intern will be unable to finish his or her internship within the designated period, he or she shall inform the SIP coordinator in writing that he/she is prematurely ending his/her internship (state reason for doing so), at least three (3) working days after he/she stopped participating in the program. Failure to complete the internship program without valid cause disqualifies the student intern from retaking the program with the concerned HTE;

4.3.13 Report to the SIP coordinator for an exit assessment after the completion of the internship period.

5. The Obligations of the Parents/Guardians

5.1 Signs the written consent;
5.2 Co-signs the internship contract and/or agreement to manifest approval to the internship program of their children/wards.

C. Guidelines on the Conduct of In-Campus Internship (ICI)

In cases where AFI with HTE Firm will not be relevant to the college, the students should be supported with alternative practices. Such practices must provide an almost equivalent learning with the available facilities in the campus. CHED COVID Advisory No. 7 states, OJT, in-campus OJT and internship programs can be authorized provided there is strict compliance with physical distancing and other health protocols. In this case, the Guidelines on the Implementation of Limited Face-to-Face Learning (F2FL) will be followed.

1. The SIP Coordinator:
   1.1 Submits a structured ICI program for the students to work on, which is advantageous for the students and their career and academic growth;
   1.2 Ensures variety of in-campus activities to acquire the required competencies of the course;
   1.3 Identifies different activities on the campus for placement of the student-intern;

2. The roles of the HTE firm are to be performed by the Office that will accommodate the interns;

3. The student should follow all necessary procedures on taking the internship.

D. Guidelines on the Conduct of College-Based Online Internship Program (CBOIP)

In situations where AFI with HTE or ICI may not be possible in any extent, the students should be supported with alternative practices. Such practices must provide an almost equivalent learning in the safety of their homes.
1. The SIPP Coordinator:
   1.1 Submits a structured CBOIP program for the student’s academic growth and career, which is advantageous;
   1.2 Ensures variety of online activities to acquire required competencies of the course;
   1.3 Creates equally robust and authentic ventures or learning opportunities;

2. Some of these projects include:
   2.1 Problem-based or case-based learning assignments that enable students to perform real-world problem context analysis, interview field experts, and write a study or paper summarizing a response or approach to the problem
   2.2 Service or group active learning in which students collaborate closely with community stakeholders to carry out a project to address legitimate real-world needs
   2.3 Reflection papers that enable students to focus during their experience about their own development, including the good (or not) accomplishment of their learning objectives, difficulties or obstacles encountered, and items to improve on throughout the future
   2.4 Career-related planning of items such as cover letters or resumes
   2.5 Works that rely on critical skills such as teamwork, coordination and problem solving. These may be incorporated into the above-mentioned tasks (e.g., problem-based learning) or can be highlighted in shorter practices such as interactive presentations or the development of Excel datasets for an assignment.
   2.6 Career-talk from the experts from the field for knowledge and skills sharing.

3. SIP Coordinator and student roles will be implemented in CBOIP dismissing the concern with HTE.

E. Monitoring and Evaluation

The monitoring and evaluation of the performance of the student interns shall be done by both HEI and HTE. the SIP Coordinator, as well as the Dean of the HEI should use standard procedures, instruments and methodologies, such as oral and written observations, monthly reports and interviews or conferences to the students to monitor and evaluate the student interns. To consider the peculiarities and uniqueness of the different programs, the different colleges through their deans, directors and the SIP coordinators shall create appropriate rubric for evaluation.

1. At the end of the internship period, the HTE shall transmit within ten (10) to fifteen (15) working days to the HEI the following documents:
   a. Certificate of completion;
   b. Duly accomplished evaluation sheet; and
   c. Other pertinent reports, information, and/or documents which may be included for purposes of describing student intern performances.

2. The SIP Coordinator’s report including the HTE evaluation report will be the basis of the student intern’s final grade;

3. A student intern whose contract was terminated before the end of the stipulated period for other causes shall be given a final grade as the basis of the school’s
grading system, and after considering the circumstances surrounding such termination; and
4. The concerned HEI shall strictly monitor compliance to these guidelines.

F. Internship Fees

The University shall follow the approved students’ internship fee based on CHED Memorandum Order No.3, Series of 2012 (CMO No. 03, s. 2012), or the “Enhanced Policies, Guidelines, and Procedures Governing Increases in Tuition and Other School Fees and Other School Fees, Introduction of New Fees, Other Purposes”. In no case shall the school charge the student fees other than the approved/prescribed fee or other school fees not duly noted by CHED. Charging of internship fee in accordance with CMO No. 3, s. 2012 includes administrative cost that corresponds with the units of the practicum/OJT subjects and shall complement with the administrative cost of the HEIs.

As per CMO No. 03, s. 2012 Section 7 and under R.A. 8292, the governing board of SUCs shall have the power to fix the tuition fees and other necessary school charge such as, but not limited to, matriculation fees, graduation fees and laboratory fees, as their perspective board may deem proper to impose after due consultations with the involved sectors. In the case of Internship, the stipulations in the MOA with the HTEs shall be followed.

G. Definition of Terms

1. Internship refers to the practical application of classroom learning to the actual in a regular work environment such as but not limited to commercial and industrial services, government or non-government agencies. It is also synonymous to practicum, field practice or On-the Job Training. This is not synonymous to Apprenticeship and Learnership, as defined by Republic Act (RA7796).

2. Reputable Host Training Establishment (HTE) refers to the duly authorized and registered entry, institutions or establishment in the Philippines by the Security and Exchange Commission (SEC) or the Department of Trade and Industry (DTI) and with established system of training as defined by CMO No. 104 s. 2017.

3. SIP (Student Internship Program in the Philippines) Coordinator refers to the authorized/designated person who is responsible for all aspects of the student internship programs including program implementation, monitoring, evaluation and coordination with HTE as defined by CMO No. 104 s. 2017.

4. Internship Plan refers to the outlined goals and objectives, knowledge and skills and competencies that the student intern should acquire in each training area, assignments and schedule of the activities among others which are formulated and developed by the University and the partner institution/establishment duly signed by the concerned coordinators or respective heads. The internship plan shall be prepared and approved both by the University and the HTE as defined by CMO No. 104 s. 2017.

5. Memorandum of Agreement (MOA) refers to the agreement executed between the University and partner HTE’s specifying the detailed role and responsibilities of all concerned parties, safety of student interns, training plan, learning objectives and method of evaluation as defined by CMO No. 104 s. 2017.
H. References:


Commission on Higher Education (2020). *COVID-19 Updates - Advisory 6*. Quezon City, PH:CHED.

Commission on Higher Education (2020). *COVID-19 Updates - Advisory 7*. Quezon City, PH:CHED.

Commission on Higher Education (2017). *CMO No. 104 Series of 2017 Revised Guidelines for Student Internship Program in the Philippines (SIPP) for all Programs*. Quezon City, PH:CHED.


***The guidelines were approved by the EXECOM during its meeting held at the Board Room last February 24, 2021.***