**UNIVERSITY OF EDUCATION, WINNEBA**

**SCHOOL OF BUSINESS**

**DEPARTMENT OF MANAGEMENT SCIENCES**

**INTERNSHIP REPORT**

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**CHAPTER ONE**

**1.1 Background of the Internship Programme**

Internship programmes are essential components of undergraduate education aimed at bridging the gap between theory and practice. They provide students with opportunities to transition from academic learning environments into real-world workplaces, where they can experience firsthand the demands and expectations of professional life. These practical engagements not only reinforce knowledge gained in the classroom but also expose students to the day-to-day operations of organizations, workplace ethics, and administrative dynamics.

At the University of Education, Winneba (UEW), internship programmes are a compulsory part of final-year academic training, particularly designed to enhance employability and personal development. As a teacher education institution, UEW emphasizes the development of holistic professionals who are not only academically sound but also equipped with relevant practical skills and workplace experiences. Internship placements are therefore seen as a key strategy for nurturing responsibility, adaptability, and a proactive attitude among students before they transition into the job market or national service.

My internship was undertaken at the Student Financial Aid Office (SFAO), a vital administrative unit under the Office of the Registrar. The SFAO is responsible for coordinating the administration of financial aid, including scholarships, student loan support, bursaries, and donor funding. The office plays a central role in promoting access to education by ensuring that qualified but financially disadvantaged students receive the support needed to complete their academic programmes.

The internship spanned a total of twelve weeks, from February to May 2025. During this period, I was fully engaged in the core administrative functions of the office, working closely with staff members on various student aid processes. The experience was both enlightening and enriching, offering a practical understanding of institutional operations, public service delivery, and student welfare management. It also served as an avenue for developing essential soft skills such as teamwork, communication, time management, and problem-solving, which are crucial for professional growth.

**1.2 Objectives for the Internship Programme**

The objectives of the internship programme were to:

1. Apply theoretical knowledge from academic studies to practical work.
2. Gain hands-on experience in a professional work environment.
3. Understand the operational procedures of the Student Financial Aid Office.
4. Improve communication, administrative, and interpersonal skills.
5. Develop a sense of responsibility and work ethic suitable for the public service.

**1.3 Purpose of the Report**

This report serves to document and reflect on my internship experience at the Student Financial Aid Office of the University of Education, Winneba. It outlines the various tasks and responsibilities I was assigned, assesses the challenges I encountered, and highlights the knowledge, skills, and competencies acquired throughout the internship period. Additionally, the report provides insights into the operational structure of the department, evaluates the internship’s contribution to my professional development, and offers recommendations for improving the internship programme and workplace processes. Ultimately, the report is intended to fulfill an academic requirement while contributing to ongoing efforts to strengthen student engagement and workplace integration at the university.

**1.4 PROFILE OF THE ORGANIZATION**

**1.4.1 Brief History of the Organization**

The University of Education, Winneba (UEW), was established in 1992 by a government initiative to spearhead teacher education reform in Ghana. Its formation followed the recommendations of the University Rationalisation Committee (URC), which aimed to enhance the quality and accessibility of tertiary education in the country. UEW emerged from the amalgamation of seven specialized diploma-awarding colleges, including the Advanced Teacher Training College at Winneba, the Specialist Training College, and the National Academy of Music. This consolidation was intended to upgrade the institutions to university status, with the mandate of producing highly qualified educators, education managers, curriculum developers, and researchers for the education sector.

Initially affiliated to the University of Cape Coast, UEW gained autonomy through a parliamentary act—PNDCL 322—and has since evolved into Ghana’s premier institution for teacher education. Over the years, the university has expanded both its academic offerings and physical infrastructure. It now boasts four main campuses: the Central Administration and College of Languages Education at Winneba, the College of Technology Education in Kumasi, the College of Agricultural Education in Mampong-Ashanti, and the College of Education in Ajumako.

UEW offers a wide range of undergraduate, postgraduate, and diploma programmes across diverse fields such as education, business, technology, science, and the arts. It has played a pivotal role in teacher education, policy advocacy, and educational research in Ghana and the West African sub-region. The university continues to be at the forefront of educational innovation, particularly in integrating distance and blended learning approaches to increase access to quality education nationwide.

**1.4.2 Mission of the Organization**

To produce professional educators to spearhead a new national vision of education, while also providing education leadership and management.

**1.4.3 Vision of the Organization**

To be an internationally reputable institution for teacher education and research.

**1.4.4 Core Values of the Organization**

1. Academic Excellence
2. Integrity
3. Accountability
4. Teamwork
5. Respect for Diversity
6. Innovation

**1.4.5 Functions of the Organization**

1. Training professional teachers
2. Conducting educational research
3. Providing extension services to communities
4. Offering continuing education and in-service training

**1.4.6 Objectives of the Organization**

To improve access to quality teacher education

To support the development of competent educational personnel

To collaborate with national and international institutions in education development

**1.4.7 Departments of the Organization**

1. Academic Affairs
2. Finance
3. Human Resource
4. Student Affairs
5. Internal Audit
6. Student Financial Aid Office
7. Quality Assurance
8. ICT Services

**CHAPTER TWO: JOB POSITION DUTIES AND RESPONSIBILITIES**

**2.1 Main Duties**

As an intern at the Student Financial Aid Office, I was assigned to the administrative unit. My duties included:

1. Assisting with the processing of scholarship and loan applications.
2. Entering and verifying applicant data in the student aid management system.
3. Responding to queries from students regarding financial aid packages.
4. Filing and retrieving documents.
5. Participating in committee meetings as a note-taker.
6. Assisting in the preparation of reports for stakeholders.

**2.2 Other Duties**

Beyond my core responsibilities, I assisted in:

1. Organizing student financial literacy seminars.
2. Data cleanup and archival of inactive student records.
3. Designing notices and bulletins for the noticeboard.
4. Couriering inter-departmental correspondence.

**CHAPTER THREE: ACHIEVEMENTS AND CHALLENGES AT THE WORKPLACE**

**3.1 Achievements**

1. Successfully processed over 500 student aid applications with minimal supervision.
2. Developed a simplified filing system that enhanced the retrieval of documents.
3. Contributed to the update of the financial aid information booklet.
4. Strengthened student engagement by responding promptly to inquiries.

**3.2 Other Knowledge, Skills Acquired and Achievement**

1. Acquired knowledge in financial aid policy implementation.
2. Improved my proficiency in Microsoft Excel and database applications.
3. Gained skills in office communication and team collaboration.
4. Learned professional report writing and data handling ethics.

**3.3 Challenges**

1. Inadequate office equipment such as computers and printers.
2. Occasional delays in retrieving student academic data from other departments.
3. Limited training at the beginning of the internship.
4. Overreliance on manual filing systems.
5. High volume of work relative to limited staff.
6. Inconsistent internet access impacting online processing.

**3.5 Suggested Solutions**

Provision of more office equipment such as desktop computers, printers, and scanners is essential to ease the workload of staff and interns at the Student Financial Aid Office. During the internship period, limited access to functional equipment often slowed down processes and resulted in delays in completing tasks. By equipping each staff member and intern with the necessary tools, the office can significantly increase its operational efficiency, reduce task backlogs, and minimize errors caused by sharing or alternating between devices.

Automation of internal communications and data retrieval systems should also be prioritized to reduce dependency on manual processes. The current workflow involves numerous paper-based forms and physical movement of documents between departments, which can be both time-consuming and prone to misplacement. Implementing a centralized database and workflow management system would allow for real-time updates, seamless tracking of student applications, and faster communication between departments. This automation would ultimately contribute to improved accuracy, service delivery, and transparency.

Furthermore, a structured orientation and training session for new interns at the beginning of their tenure would enhance their productivity and confidence in performing assigned tasks. Many interns, including myself, encountered initial difficulties understanding office procedures due to the lack of formal induction. Providing a short but comprehensive onboarding programme that covers organizational structure, daily routines, expected conduct, and the use of office software will ensure that interns are adequately prepared to contribute effectively from day one. Such training will also foster professionalism and reduce the supervisory burden on permanent staff.

**CHAPTER FOUR**

**4.0 Recommendations**

Based on my internship experience, I recommend the following:

1. **Digitization of Student Records**

The Student Financial Aid Office should prioritize the digitization of student files to minimize the heavy reliance on manual paperwork. A well-designed electronic filing system would not only improve efficiency in document retrieval and storage but also reduce the risk of file misplacement and physical damage. Additionally, digitization enhances data security through password protection and access control, and it enables seamless integration with other university databases for faster verification of student credentials. This would also support remote work and online services for students, reducing long queues and in-person visits.

1. **Structured Training and Orientation for Interns**

Internship programmes should begin with a structured orientation and training session that introduces interns to the goals of the department, standard operating procedures, and key expectations. This would ensure that interns are better prepared for their roles and are able to contribute meaningfully from the outset. Training modules could include office software tools, customer service ethics, financial aid policies, and data confidentiality protocols. Assigning mentors or supervisors to new interns would further enhance learning and improve accountability.

1. **Deployment of Additional Interns and National Service Personnel**

Given the increasing workload of the Student Financial Aid Office, more interns and national service personnel should be deployed to support the staff. Additional personnel will ease administrative pressure during peak periods such as financial aid application deadlines, disbursement periods, and reporting cycles. This would not only improve work efficiency but also serve as a capacity-building initiative by providing hands-on experience to more students and graduates.

1. **Enhancement of Internet Connectivity**

Reliable internet access is essential for the smooth operation of modern administrative offices. The Student Financial Aid Office requires consistent and high-speed internet to manage digital application portals, communicate with students, and upload or download financial records. Frequent internet downtimes slow down processing and can cause significant delays in service delivery. The university should invest in improving its internet infrastructure, including backup systems to ensure uninterrupted connectivity.

1. **Establishment of an Internship Feedback System**

To continuously improve the internship experience, the University should establish a formal feedback mechanism for interns. This could take the form of anonymous surveys or post-internship review sessions where students can share insights about their experiences, highlight areas for improvement, and suggest enhancements. Feedback should be analyzed and integrated into the planning of future internship programmes to ensure they remain relevant, practical, and student-centered.