Collective Awareness Platforms for Quality Internship

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IO4 aggregated report

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Introduction

This report is the main outcome of the activities performed under Intellectual Output 4. It merges and summarizes all the national reports produced by the partners. The individual reports from all partners are available at the project website http://www.capqi-project.eu/ .

In order to digest national reports, individual contributions were merged together and grouped according to the main topics expressed in each account. The full data is available at the national reports; pre-processed data is available in the annexes to this report. The digested data presented and discussed is the main body of this report and it was translated into the languages of the partner countries.

I. Cost-Benefit of quality internships

The list of costs/benefits reported at individual partners' reports were merged together and analysed as a whole. The main findings are discussed in this Section.

We gathered opinions and feedback from the stakeholders (students, companies, educational institutions and society) in regards with their impressions of the costs/benefits of an internship. Their comments were summed up and abbreviated into keywords, which convey the main aspects of their whole perspective of the topic. In a second stage, a word cloud of the most frequently mentioned keywords was created, it provides an overview of the costs/benefits of internships according to the stakeholders. The detailed data is available in Annex I.

Benefits

The benefits of quality internships were analysed by the key stakeholders, including Students, Companies, Educational institutions and Society**.**

Students

The most frequently mentioned benefits referred by students are presented in the word cloud below.

Students value internships as a way to boost up their employability and to network in the labour market. They expect an internship to give them an insight into the daily working life as they acquire work experience while studying. Students also hope to improve their soft skills and to get practical knowledge on topics related to their study field.

Companies

The main benefits of internships for companies are shown in the word cloud below. They are mainly related to the recruitment process.

Companies see academic internships as a more efficient recruitment process, since interns are tested and trained in the work place as their performance is evaluated. Internships are also perceived as a way to attract young talents to the company, incorporate fresh ideas and introduce new work methods and technologies at low cost. Companies are concerned in assuring good quality internships so students can promote their good reputation among their universities. This link with universities enables access to well-educated applicants aiming for a professional career after they finish their degree.

Educational Institutions

Educational institutions see academic internships as a link to companies. This link is seen as an entry point into the labour market for their students and as a straight connection to promote a deeper cooperation for curriculum development and research purposes.

Society, Economy

The main benefits of academic internships for the society/economy concerns both students' and companies' needs. On the companies' side, internships provide a sound recruitment base that is effective to find young talents. On the students' side, internships are seen as beneficial to promote students' development and better employment opportunities.

Student_opportunity
Transition_education_labor
Recruitment_base
Employment
Student_development
Cooperation

Costs for companies

The most relevant costs of internships for companies relate to remuneration and taxes. This category is not represented in the word cloud to avoid overwhelming the rest.

Training_mentors
Low_quality_work
Opportunity_cost
Supervision
Recruitment
Training
Workplace

Recruitment and supervision costs are also referred to as very relevant costs.

Apart from the evident benefits for students, Remuneration and Taxes also include insurance. In this regard, it is also relevant to mention that students might not be able to provide documents supporting remuneration which is also a challenge for companies that might have no way to report these costs.

Recruitment costs include the recruitment process itself, support of interns concerning accommodation, bureaucratic processes and all required paper work. Team building and integration of the intern into the work team is also relevant.

Supervision costs are mainly linked to the time an employee in the company has to dedicate to guide and support the intern, monitor the tasks and outcomes of the internship, etc.

Workplace costs, including office space and equipment, commodities and supplies used by the intern are also stressed as well as training costs. Training costs include exclusively the cost required to train the intern to perform his/her task. The cost for training staff supporting interns belongs in a separate category since it was only mentioned once.

II. Setup and running a quality internship scheme

Running a successful internship programme depends on several circumstances and particular challenges specific to a certain time, place and other constraints. There is no unique way that fits all internship peculiarities. Nevertheless, some guidelines can be drafted to assist in designing and operating a successful internship programme.

Blocking factors preventing high quality internships

We grouped and summarized the list of blocking factors reported by the partners as presented in this Section. The full list of all the blocking factors as presented in the national reports is available in Annex II.

Training issues
- Difficult to expect a proper learning curve for every student as everyone develops differently
- Lack of training time and personalized guidance
- Ineffective training

Competences issues
- The intern lacks technical skills related to the operation of the tools, equipment, techniques in use at the host company
- The intern lacks teamwork competences
- The intern is not able to communicate effectively
- The social competences of the intern are low
- Students are not used to communicate in a professional setting; they don't know how to answer a phone call

Mentoring issues
- Mentors who are unwilling to support students and invest time in them
- Sometimes the company does not fully understand the role and responsibilities of the mentor
- The work relation between the university and the host companies and mentors is not equal in all the internships
- Lack of supervising/ training skills (company)
- Lack of a global introduction (e.g. into team, surroundings, workspace e.g. software, written and unwritten rules, hierarchy, internal and external relations, etc.) (company)
- Lack of guidance documents (documentation of work steps) (company)
- Students do not have a full idea of their internship (enterprise, tutors/mentors, content, working time, etc.) before their start which is confusing for them
- The intern is not properly informed on how internship plan and the steps to follow

Time and duration issues
- Some students are involved in their studies and do not have enough time to focus on the internship

- Some companies offer an internship placement to cover a specific necessity. For example, in the summer time.

- Practical phases in the curriculum are often too short to gain enough experience (university)

- Companies might choose interns when there is not enough to do. The man-hours it takes to introduce the intern to his/her assignment and the hours it takes to oversee the intern's progress with the assignment is the main factor for choosing not to accept an intern at any time of the year at the office of Lund University. They are only recruiting when there is enough work to do. Most of their work is not suited for interns. It would take more time to introduce and guide the intern than the time gained by having an intern

- The timetable of the university study makes impossible to combine with an internship

- Sometimes the length of the internship foreseen by the university or the student does not cover the whole training program designed for the student by the enterprise

Recognition, certification issues
- Lack of academic recognition (university)

- Lack of traineeship certificate (company)

- Lack of contract/ agreement including work schedule and learning outcomes (company)

Resources, cost issues
- Lack of human resources for preparation and supervision (university)

- Lack of appropriate equipment and support (also related to costs) (company)

- Lack of funding for traineeships abroad (e.g. Erasmus traineeships, Promos) (university)

- Lack of resources (financial and time)

Internships attractiveness issues
- The proposed training and job are not attractive for students

- The internship does not meet their interests and expectations

- They feel that they are low-cost workers

- There are difficulties for find enough internship placements

- Lack (in quality) of projects and/or responsibilities assigned

University related issues
- Internships are not foreseen in the curriculum (university)

- The company works with different institutions each one with a different procedure

Guidelines for running a quality internship scheme

Here we present the guidelines for a quality internship schema with some minor changes to the full list from the national reports. The full list is available in Annex III.

- Establish HR needs and check which ones could be covered by an intern aiming to find a good balance between tasks and learning experience. Also consider if financing is available

Co-funded by the
Erasmus+ Programme
of the European Union

- Publish a call and recruit

- The university should carefully prepare a Learning AgreementTry to keep an open discussion on the tasks and learning experience during the internship. Consider what the intern wants to learn and do, the needs of the organisation, etc. Make time to specifically evaluate the intern's learning and overall experience

- Try to give to interns an overview of the reality of the work beyond the tasks of the internship itself, try to give the intern the chance to participate in different events

- The integration process depends highly on the quality of the intern, his/her competences and priori knowledge of the enterprise

- Develop a proper interns' strategy

- Implement certification mechanisms (e.g. open badges) in order to recognize the learning experience

- Before opening the vacancy for a new intern position, it is important to clearly define what tasks and responsibilities the intern will have. It is equally important for employers to revise their own tasks and responsibilities at this point

- Since the majority of students engage in an internship within the framework of their studies, employers should get somewhat familiar with the academic process of how internships can get recognised by the university and consequently can get translated into credits for those students still working towards their degree

- Another important factor for companies to get familiar with at this stage are the funding opportunities offered at potential interns. Are there external funding options students can apply for? If not, remuneration of interns should be provided by the company if possible.Universities can provide clear, straight to the point guides for companies stating the knowledge and procedures that apply for interns. This will improve mutual understanding during the internship

- At the start of the internship, it is important to provide the intern with a holistic view of the organisation to establish and foster his/her connection with the company. This should happen on the organisational level (familiarizing interns with the workings of each department), on the HR level (facilitating the integration between interns and regular staff), but also on the level of the Mission, Vision and Values of the organisation

- At the start of the internship, the expectations of both sides (intern and employer) should be clearly defined. These expectations have to be managed and communicated throughout the internship

- In order to increase the motivation of the intern, special attention should be given to the learning outcomes for the intern. These should be defined at the start of the internship and a regular follow up has to be ensured throughout the duration of the internship

- The company should assure a regular evaluation of the intern's performance to track his/her progress during the internship and to provide a final assert on the intern's skills and competences

- Provide ample space for feedback on both sides. It is essential that both the employer and the intern have a chance to learn from their experience through a thorough conversation at the end of their experience. The intern can provide the employer valuable feedback on whether the agreed learning outcomes were fulfilled.

The employer can give feedback to the intern on whether their expectations where met and where, from their perspective, the intern has room to improve his/her skills

- Set goals and write an internship programme beforehand: Drafting a job description that clearly explains the job's activities/duties

- Answer specific questions: Is it a paid internship? Where will the intern be placed? What sort of academic background and experience is it expected of an intern? Who will have the primary responsibility for the intern? How many hours per week will the intern work?

- Make sure to assign a supervisor who is responsible for integrating/introducing the intern to the team and the company/organisation, explaining the intern's duties carefully, evaluating and giving feedback regularly

- The evaluation should be regular, for example: Each month, the intern supervisor could write an evaluation report concerning intern's performance. Certain criteria (in line with the pedagogical plan) should be determined for this evaluation process

- Create a clear, straight to the point, description of the intern's tasks

- Make logistics clear to the intern. Several aspects are critical such as insurance and visa to come to another country during the internship

- Take time to introduce the intern to the business, the company, the premises, the team, the tools and work methods

- Give periodic feedback to the intern about his work, achievements and company expectations

- Have a good definition of the internship content according to an educational institution to identify mentor/s, time, internship necessities, etc

- Have a clear idea of an ideal intern profile

- Maintain contact with the Educational Institution in order to have a link with companies and other educational institutions as well as students and companies

To keep students motivated, we recommend to:

- Select interns according to students- profiles

- Provide information for students/interns so they can fully understand all the internship process

- Define a clear work schedule and communicate it efficiently and frequently to the agents involved in an internship

- Define the different roles (student, mentor, companies, institutions…)

- Establish proper communication methods

- Define and promote guidelines that are also successful and useful for companies, mentors and students

- Establish initial criteria, requirements and objectives according to:
    1. Legal regulations
    2. Study Programmes (Academic Curriculum)

- Identify the main actors involved in an internship and their tasks
    1. Internal Mentor (lecture at the university in charge of the internship)

2. External mentor (person of the company in charge of the internship)
3. Mentee (Student)

- Define a specific Internship Programme for each Mentee. This Programme has to be supervised by the Internal Mentor

- It is also recommended to establish the following:
    1. A Follow-up Programme, which includes how, when and where the contact will be among Internal Mentor, External Mentor and Mentee
    2. Reports (progress and final). These reports should include the vision of the three main actors
    3. An Assessment Plan whichshould evaluate the Mentors, the Mentee, the processes and the specific Internship Programme for the Mentee

- It is convenient to design a Post Evaluation Plan in order to know the results or effects of the internship on the Mentors, the Mentee and the two institutions (academic and professional)

- Also, to analyse internships from a global point of view in order to identify points for improvement in the following internships

- Universities should ensure that financial means and human resources are provided. Internships of 3 months or more need to be embedded in the curriculum of each subject. Supervising staff for practical phases should exist in each faculty. This dedicated staff should be responsible for both preparation, supervision and academic recognition

- Companies need to ensure working contracts with detailed work schedule and have a dedicated staff who is trained in supervising. Train-the-trainer courses could be an option. Some investment might be needed to provide equipment for the intern. The dedicated staff will be responsible for a global introduction which might need first lead to a higher workload, but also leads to less problematics, misunderstandings or open questions. Time can be saved by creating guidelines and documents (e.g. a catalogue with all steps at the work place), so the intern can look it up when questions arise. A traineeship certificate including an evaluation of the trainee's performance helps the intern to understand where he/she stands and to become more employable

- Hand out a working contract to the intern including projects, tasks, learning outcomes and regular working hours not exceeding 45 hours a week

- Clarify expectations from the beginning

- Support the intern with preparation (e.g. finding accommodation, information material about the city and the public transport)

- Introduce the intern into daily work, publications, overall work of the host organisation (e.g. safety standards, conventions, holidays), colleagues, surroundings, instruments (e.g. software), working structure and internal rules

- Provide the intern with documents with documentation of work outlining the steps of daily work

- Provide proper equipment (workspace) e.g. instruments, laptop, books

- Provide appropriate supervision by assigning one fix contact person for the trainee for mentoring

- Ensure that the number of trainees should not exceed the number of employees. The balance of employees and interns should be kept. One employee cannot take care of three interns

- Treat the intern as an equal member of the team

- Give the intern meaningful demanding tasks to show responsibility and/or creativity and train problem-solving skills

- Grant the intern the opportunity to show own initiative and being open for their feedback by respecting their wishes and suggestions

- Ensure team activities (e.g. lunch break, after work drink or sports at the weekend)

- Offer training opportunities at or outside the job

- Hand out a certificate (reference letter) at the end including an evaluation of the trainees' activities and providing feedback to help the intern with the development of his/her professional career

III. Best practices, case studies

A few best practice cases were recorded as described by companies, career offices and the students/interns themselves. They are especially interesting to grasp a general idea of the internship process and related procedures. Partners brought up best practice cases from EuroConsultants in Belgium, Ambidata in Portugal, Allgemeines Krankenhaus der Stadt Wien in Austria, Airbus SAS Toulouse in France, Newcastle University in the United Kingdom, DOMUS Arkitekter Kopenhagen in Denmark and Lund University in Sweden. These cases are provided in Annex IV

Ambidata is a good example for the benefits of quality academic internships for all parties involved. An active participation of universities, whereby teachers supervise students, assures the internship will achieve the learning expectations. This bond with universities also contributes to promote them among employers who will hire students again in the future.

The cases of Lund University and Airbus SAS show that it is important to integrate trainees into the team and treat them as equals, as well to grant trainees complex tasks so they learn to work independently and gain problem-solving competences. The example of Newcastle University demonstrates that offering feedback and training interns is motivational for their performance. For Allgemeines Krankenhaus der Stadt Wien and DOMUS Arkitekter, an adequate supervision plays a big role and helps trainees to feel both part of the team and confident, especially at the beginning. It is important for trainees to have a particular contact person to ask for help or advice, who is in turn, qualified to train them. This enhances the intern's learning potential and leads to better working results for the intern.

IV. Conclusions

Running internships has its own pros and cons and requires commitment and professional involvement from both the host company and the student. The return might be of high value for all stake holders: host companies, students, universities and society at large. Finding

the proper balance concerning the expectations of all those involved is key for a successful internship programme.

Employers play a central role when it comes to the quality of internships. There are simple steps, easy to implement, that one could take to ensure that the internship offered will meet quality standards and provide an enriching experience for interns and the company itself.

The student has to be aware of the relevance of an internship for his/her future professional career and employability. If taken seriously, an internship is very frequently an opportunity for the first job experience.

We would like to emphasize the importance of the internships plan, the legal regulations and the clear definition of the role of the different parties involved in the internship.

This report describes the main aspects of quality internships as perceived by the key players, i.e., students, companies, universities and the society/economy at large. It states a list of guidelines aimed to set up a quality internship scheme. It is now up to each one of us to take the best advantage of this report in order to promote quality internships as a corner stone in the European Higher Education Area.

Annex I – Cost/Benefit of internships

The list of benefits reported at individual partners' reports were merged together and analysed as a whole. The main findings are discussed in this Section.

For each group (Students, Companies, Educational institutions and Society) we have analysed each one of the claims made with regards to the perceived benefits of an internship by each stakeholder. These claims were summarized and replaced by one or more placeholders. These placeholders convey the main aspects mentioned in the claim. At a second stage a word cloud was generated[1] for the list of placeholders providing an overview of the benefits of internships as perceived by students.

Benefits for Students

Claims	Placeholders
Links education to a real live experience in the field of their study	Labour_awareness
	Practical_knowledge
Allows for a better understanding of the needs of the labour market	Labour_awareness
Soft skills developed in relation to the field of study	Soft_skills
The tasks done by the intern during the internship are of high importance. These tasks should contribute both to the improvement of the organisation as well as the learning experience of the student	Practical_knowledge
Build a skill set that suits the labour and societal needs.	Soft_skills
Being able to solve real life business issues and acquire practical knowledge (knowledge and know how) that is highly valued by companies.	Practical_knowledge
Develop soft skills and emotional intelligence (know how-to-be): working as a team player and/or in a cultural, cross-disciplinary environment help to equip the students with additional soft skills.	Soft_skills
Increase employability and ability to compete in a challenging graduate recruitment marketplace.	Going_abroad
Opportunity to preview a future fit with an employer.	Job_opportunity
Earn money while possibly earning academic credits.	Earn_money
Getting experience on a field of interest	Work_experience
Working in a professional setting	Work_experience
	Labour_awareness
Chance to be employed	Job_opportunity
Working on a real-world non-academic assignment	Practical_knowledge
	Work_experience
Getting to know labour reality	Labour_awareness
Working in a team	Soft_skills

Autonomy	Soft_skills
Improve communication and language skills	Soft_skills
Salary	Earn_money
Being abroad	Going_abroad
Networking	Networking
Relation between theory and practice	Practical_knowledge
To acquire and develop professional competences and skills in a real situation.	Soft_skills
	Work_experience
To understand how an enterprise works.	Labour_awareness
To know people who is working in their area of expertise.	Networking
To know the value of the university studies in the labour market.	Labour_awareness
To understand how the knowledge acquired at the university can be developed in the labour market.	Labour_awareness
To develop basic skills as working in group, communication, leadership, solving problems.	Soft_skills
To earn a grant and academic credits.	Earn_money
To prepare or design the final dissertation at the university (Bachelor or Master Thesis)	Final_thesis
To make contacts with other students, professionals, or companies and so to build and reinforce their network of contacts.	Networking
To define their professional profile. Therefore, they can decide if they want to do a Master's Degree or they want to look for their first job.	Labour_awareness
To have a better CV.	Going_abroad
Become able to get a realistic overview of the area they want to work in or find out what they don't want to do in life	Labour_awareness
Gain practical experience	Work_experience, Practical_knowledge
Become more prone to actually get hired in a regular position at the company or in another company (higher employability)	Work_experience
Have access to business etiquette and working structure which is useful for the future	Soft_skills
Creating a higher value of their CV	Work_experience, Soft_skills
Grow their professional network for future jobs	Networking
Get better orientation for future studies and/or future career	Labour_awareness
Gain skills such as communication, intercultural, negotiating, creativity, problem-solving, analytical skills and a sense of being European when being abroad	Soft_skills

The number of times each topic was mentioned is available below.

Placeholder	Freq
Soft_skills	11

Labour_awareness	10
Work_experience	7
Practical_knowledge	6
Networking	4
Earn_money	3
Going_abroad	3
Job_opportunity	2
Final_thesis	1

Benefits for Companies

The same procedure as described above was applied to the list of benefits of internships for companies. The results are discussed below.

Claims	Placeholders
A quality internship is a way to motivate young learners/professionals and to engage them fully in the work of your organisation.	Motivate_students
Offering a quality internship (paid, mentored, with real learning experience) will ensure the intern will be motivated and will also deliver for the organisation	Motivate_students
It will have a positive reputational effect on the organisation and in case you hire the intern afterwards, it ensures you will have a competent and motivated worker. Also, let's face it, internships (quality or not) are rather cheap labour	Motivate_students Cheap_labour Reputation
of course as an ngo we work under high financial constraints and therefore we are struggling to pay our interns	---
proper mentoring takes time and time is also a resource we are crucially missing	---
the work of small staff NGO is very diverse, it's hard to give clear responsibilities sometimes to an intern	---
Giving proper recognition to the learning outcomes of the internship is also not necessarily easy, as employers as not always equipped with the right tools to do so.	---
At JEF Europe, we use the existing frameworks to define what we consider a quality internship (for example: http://www.youthforum.org/european-quality-charter-internships-and-apprenticeships)	---
A quality internship should of course be accessible via financial resources provided by the employer and ensure the intern can perform his task and benefit of a learning experience in the best conditions	---
A quality internship should transform knowledge into competences: in our field (let's called it part of the knowledge economy), young people are equipped with a lot of knowledge through the education system, but they don't necessarily have the understanding nor possess the skills/attitudes for the labour market. A quality internship should be able to help an intern translate this knowledge into the reality of the labour market and the required competences.	Transition_to_labour

Get a fresher look: young people offer a different perspective/ viewpoint to the daily issues of the companies.	Fresh_ideas
Opportunity to challenge, test and train in real business conditions potential future employees.	Recruitment
Paid internships that equal a fair amount means that the interns will be able to really commit to the job and be more efficient, instead of worrying about financial issues.	---
Quality internship can help to develop the employer's brand and help the recruitment: good reviews and positive word of mouth from previous trainees and collaborators can serve as an anchor point for new talents.	Reputation
	Recruitment
	Fresh_ideas
Reduce the cost of recruiting and selecting full-time employees	Recruitment
Experient with new positions or functions without having to make long term commitments	Low_cost_experiments
Opportunity to observe student working at the company prior to commit to hire him; companies use internships as a pre-employment chamber	Recruitment
Incorporate fresh, innovative, non-biased ideas by young students	Fresh_ideas
Investigate some particular issue and develop proof of concept	Low_cost_experiments
Develop and essay tools and methodologies in non-core areas to promote a more effective daily work environment	Low_cost_experiments
To be in contact with young people in order to know their profiles and their social and professional concerns.	Fresh_ideas
To perform a social labour, helping to students to be the new professionals.	Social_labour
To stablish or maintain the contact with the University and their staff in order to promote new collaborative projects in research or training activities.	University_link
To promote the company or sector among students.	Reputation
To know future employees	Recruitment
To reduce the cost of recruitment and selection of new employees.	Recruitment
To position the company in the students environment.	Reputation
To achieve new ideas/perspectives in the companies' project.	Fresh_ideas
To attract students to the company.	Recruitment
To create or implement networks with students, institutions and lectures.	University_link
To put in practice new work methodologies.	Low_cost_experiments
To renovate the company staff.	Recruitment
Discover young talents and get potential new employees (Junior development program) or freelance workers and thus save money.	Recruitment
Receive new input and perspectives on current working structures or projects	Fresh_ideas
Improve image as an employer and as a brand.	Reputation
Can use internships as a teaching phase for future employees to prepare interns for the future position (especially when students and graduates have only theoretical bases and no work experience)	Recruitment

Benefit from the interns' easy use with technology. Social media, computer programs, iPads – these are a piece of cake for young professionals.	Competences
Enjoy help with projects or tasks that you're struggling to complete. An interested candidate takes on an internship in hopes of accomplishing something to use on their resume or in future interviews.	Fresh_ideas

The number of times each topic was mentioned is available below.

Placeholder	Freq
Recruitment	10
Fresh_ideas	7
Reputation	5
Low_cost_experiments	4
Motivate_students	3
University_link	2
Transition_to_labour	1
Social_labour	1
Cheap_labour	1
Competences	1

Benefits for Educational Institutions

The same procedure as described above was applied to the list of benefits of internships for universities. The results are discussed below.

Claims	Placeholders
Creating stronger ties with the private sector: students are one of the connexions between the public and private sector. It helps universities to create partnerships with quality internships employer providers.	Company_link
Raise the education institution's profile: providing their students with quality internships schemes, HEIs benefit from more satisfied students and therefore this could improve the overall attractiveness of the institutions to prospective students	Reputation
Create a source of practitioner input (to be possibly used into future curriculum development)	Curriculum_development
Promote a closer cooperation between local companies and universities	Company_link
Showcase the quality of the fresh graduates from the university	Reputation
Create opportunities for students to get employed	Student_employment
To bring the world of work and education systems closer together.	Company_link
To present real job situations to their students.	Student_work_experience
To develop theoretical content in their students.	Student_development

To produce an important change in their students. This is one of the most important because it is very relevant how our student change in an internship. This change affects not only to the professional profile but also to the personal profile and this is an important aspect for our student future.	Student_development
To maintain the contact with the labour market necessities.	Company_link
To know the companies' demands in order to include in its activities or curricula.	Company_link Curriculum_development
To find new collaborative agents for training courses or research actions.	Company_link
To find ideas for new teaching activities.	Curriculum_development
To develop soft and professional skill in their students.	Student_development
Increase students' motivation to learn and to get better final results in degrees (student excellence)	Student_development
Can forward current scientific results and knowledge to enterprises (Knowledge transfer)	Knowledge_transfer
Have options to cooperate with enterprises	Company_link
Get insights in the job market (trends, requirements, recruitment procedures)	Curriculum_development
Get input for their research and teaching offer. When students combine traineeship with writing their Bachelor/Master thesis, universities get access to new knowledge about enterprises, standards, technologies and new results (e.g. studies in laboratories).	Curriculum_development
Improve both graduation and employability rate which creates a better image and thus can lead to get funding easier	Reputation Student_employment
Educate more competitive and more employable graduates	Student_employment
Keep in contact with alumni	Alumni

The number of times each topic was mentioned is available below.

Placeholder	Freq
Company_link	7
Curriculum_development	5
Student_development	4
Student_employment	3
Reputation	3
Student_work_experience	1
Knowledge_transfer	1
Alumni	1

Benefits for Society, Economy

The same procedure as described above was applied to the list of benefits of internships for the society at large. The results are discussed below.

Claims	Placeholders
Fairly paid internships means that all young people have the opportunity to do an internship. It also develops the market as companies would have access to a larger amount of talents when looking for an intern.	Student_opportunity Recruitment_base
Promoting a fast entrance in the labour market	Employment
Developing students' soft skills in a very effective way	Student_development
To have better professionals in different sectors.	Employment Recruitment_base
To reinforce the relationship university- enterprise-society	Cooperation
To reduce costs and lost time seeking professional for a particular job.	Transition_education_labor
Decrease youth unemployment	Employment
Increase entrepreneurial competences and spirit	Student_development

The number of times each topic was mentioned is available below.

Placeholder	Freq
Employment	3
Student_development	2
Recruitment_base	2
Transition_education_labor	1
Student_opportunity	1
Cooperation	1

Costs for Companies

We have organized costs in a few broad categories, including Remuneration and Taxes, Recruitment costs, Supervision costs, costs related to the Workplace and Training costs. Besides those aggregated in these categories a few more are mentioned. This is the case of opportunity costs arising from the investment in training and supervising students that has no assured return. Somehow similarly it is also mentioned the cost associated to low quality results arising from internships and the cost of training mentors.

Remuneration and Taxes include also insurance besides the obvious. In this regards it is also relevant to mention that students might not be able to issue some document supporting remuneration which is also a challenge for companies that might have no way to report these costs.

Recruitment costs include the recruitment process in itself, supporting interns with regards to accommodation, the bureaucratic process and all required paper work. Team building and tge integration of the intern in the work team is also relevant.

Supervision costs are mainly linked to the time that someone in the company has to dedicate to guide the intern, support and monitor the tasks and the outcomes of the internship.

Workplace costs include the office space and equipment that the intern will use, commodities and supplies.

Training costs include exclusively the cost required to train the intern to perform his/her task. The cost for training staff supporting interns in considered separately since it was only mentioned once.

Claims	Placeholders
Working space for the interns	Workplace
internships are very costly in terms of time for the person in charge	Supervision
they often have direct financial costs (when the pay of the intern is not covered by external funding)	Remuneration_Taxes
depending on the trust and autonomy given to the intern they can also have a cost in terms of quality of work of the organisation (taking the risk to give real responsibilities to an intern to ensure a stronger learning experience means taking the risk of lower quality work)	Low_quality_work
Interns' monthly reimbursement/Interns' remuneration	Remuneration_Taxes
Social security contributions & insurance	Remuneration_Taxes
Housing assistance	Recruitment
Social activities (e.g. team building activities)	Recruitment
Office supplies and equipment (desk, computer, chair,...)	Workplace
Recruitment costs: the companies/employers spend time defining the tasks, designing the ad, processing the applications, preparing the learning agreement with respect to the rules of the academic institution (if applicable)	Recruitment
Training Costs: making available training material (internal or external/paid), sending the interns to training courses/events that would contribute to boosting his/her skills, setting up & following a intern skills development scheme	Training
Cost of Time/Supervision costs: the companies/employers spend time supervising the intern's day to day activities and evaluating/making stock of his/her progress, integrating the intern to the company's (rules, functioning...) and its team, assessing regularly and giving feedback	Supervision
Training the interns to use the company's tools and being able to follow thw working methodologies in place at the company	Training
Remuneration; often students cannot issue a receipt for the company	Remuneration_Taxes
Grant	Remuneration_Taxes
Social Security	Remuneration_Taxes
Insurances	Remuneration_Taxes
Supplies: office, laboratory, equipment	Workplace
Training of student.	Training
Time of work	Supervision
Time for mentoring and preparing student reports	Supervision
Recruitment costs	Recruitment
Time for training mentors	Training_mentors
Providing proper equipment at the work place (e.g. space, laptop, documents, instruments, etc.)	Workplace

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Employees losing working time for introducing and supervising interns (only in the first weeks)	Supervision
Risk of having lost more time when intern is not able to fulfil tasks (No lucrative investment of money, time and human resources)	Opportunity_cost
Offering short term internships (short term internships are less lucrative as the introduction phase might take several weeks)	Training
Recruitment procedures	Recruitment
Organizational effort (insurances, taxes, contract, reference letter)	Recruitment Remuneration_Taxes

The number of times each topic was mentioned is available below.

Placeholder	Freq
Remuneration_Taxes	8
Recruitment	6
Supervision	5
Workplace	4
Training	4
Opportunity_cost	1
Low_quality_work	1
Training_mentors	1

Annex II –Blocking factors preventing high quality internships

Includes the full list of all the blocking factors as presented in the national reports.

- Difficult to implement a proper learning curve for each student.
- Lack of resources (financial and time)
- Lack of training time and personalized guidance
- Lack (in quality) of projects, responsibilities assigned
- Poor training
- Lack of technical skills related to the operation of the tools, equipment, techniques in use at the host company
- Lack of teamwork competences
- Not being able to communicate effectively
- Low social competences
- Students are not used to communicate in a professional setting; they don't know how to answer a phone call
- There are companies which provide an internship spot to cover a specific necessity. For example, in summer time.
- Mentors who don´t want to be mentor because they do not have enough time for the internship with the daily work.
- Theproposed training and job are not attractive for students.
- The company work with different institutions each one with a different procedure.
- Sometime the extension of the internship does not cover the whole training program designed for the student.
- Sometimes the company does not fully understand the role and responsibilities of the mentor.
- Some students think that doing an internship is mandatory.
- Others are involved in their studies and do not have enough time.
- The internship does not meet their interests and expectations
- They feel that they are low-cost workers.
- They do not have a complete idea of their internship (enterprise, tutors/mentors, content, working time, etc.) and it is confused for them.
- They do not know how the internship process is and the steps to be done.
- There are difficulties for find enough internship spots.
- The relation with companies and mentors is not equal in all the internships.
- The timetable of the university study makes impossible to combine with an internship.
- Lack of funding for traineeships abroad (e.g. Erasmus traineeships, Promos) (university)

- Lack of human resources for preparation and supervision (university)

- Internships are not foreseen in the curriculum (university)

- Or: Practical phases in the curriculum are often too short to gain enough experience (university)

- Lack of academic recognition (university)

- Lack of contract/ agreement including work schedule and learning outcomes (company)

- Lack of supervising/ training skills (company)

- Lack of appropriate equipment and support (also related to costs) (company)

- Lack of a global introduction (e.g. into team, surroundings, workspace e.g. softwares, written and unwritten rules, hierarchy, internal and external relations, etc.) (company)

- Lack of guiding documents (documentation of work steps) (company)

- Lack of traineeship certificate (company)

- Companies might choose interns when there is not enough to do. The man-hours it takes to introduce the intern to his/her assignment and the hours it takes to oversee the intern's progress with the assignment is the main factor for choosing not to accept an intern at the office of Lund University. Most of their work is not suited for interns. It would take more time to introduce and guide the intern than the time gained by having an intern.

Annex III – Guidelines for running a quality internship scheme

Guidelines for quality internship schema are grouped and summarized on the basis of the main issue being claimed. The full list as presented in the national reports are available in Annex II.

- we establish our HR needs and check which ones could be covered by an intern (meaning where we find a good balance between tasks and learning experience) / but also sometimes just because there is financing available

- Then we publish a call and recruit

- We prepare a learning agreement and we send a lot of documentation about JEF

- during the internship we try to keep an open discussion on the task and learning experience (what does the person wants to learn / do and what are the needs of the organisation) and we have some moments more specifically dedicated to evaluate the learning experience and the overall experience

- In general we try to give to interns an overview of the reality of the work of JEF beyond the tasks of the internship itself, we try to give the intern the chance to participate in different events

- The integration process depends highly on the quality / competences / priori knowledge of the organisation of the person

- Given the small size of the HQ of JEF (6 staff members) there is no proper interns strategy, a lot is done on an ad hoc basis

- At the moment we are exploring how to better recognise the learning experience and we are considering using a system of badges. (open badge or similar)

- Before opening the vacancy for a new intern position, it is important to clearly define what tasks and responsibilities this intern will have. Naturally, it is equally important for employers to take stock of their own tasks and responsibilities at this point

- Since the majority of students engage in an internship within the framework of their studies, employers should get somewhat familiar with the academic process of how internships can get recognised by the university and consequently can get translated into credits for those students still working towards their degree

- Another important factor for companies to get familiar with at this stage are the funding opportunities offered towards potential interns. Are there external funding options students can apply for? Should internal funding be provided?

- In general, in this stage it is important for employers to build awareness on knowledge and procedures that apply for interns. This will improve mutual understanding during the internship

- At the start of the internship, it is important to provide the intern with a holistic view of the organisation to establish and foster his/her connection with the company. This should happen on the organisational level (familiarizing interns with the workings of each department), on the HR level (facilitating the integration between interns and regular staff), but also on the level of the Mission, Vision and Values of the organisation

- At the start of the internship, the expectations of both sides (intern and employer) should be clearly defined. These expectations have to be managed and communicated throughout the internship

- In order to increase the motivation of the intern, special attention should be given to the learning outcomes for the intern. These should be defined at the start of the internship and a regular follow up has to be ensured throughout the duration of the intership

- On the other hand, a regular evaluation of intern's performance to track his/her progress and value for the employer is also a key aspect of quality internships

- Provide ample space for feedback on both sides. It is essential that both the employer and the intern have a chance to learn from their experience through a thorough debrief at the end of their experience. The intern can provide the employer with valuable feedback on whether the predetermined learning outcomes where realised. The employer can give feedback to the intern on whether their expectations where met and where, from their perspective, the intern still has room to improve his/her skills

- Set goals and write an internship programme beforehand: Drafting a job description that clearly explains the job's activities/duties

- Answer specific questions: Will you pay the intern? Where will you put the intern? What sort of academic background and experience do you want in an intern? Who will have the primary responsibility for the intern? How many hours per week will the intern work?

- Recruiting an intern: companies could benefits from certain partnerships with academic institutions and universities to get in touch with the students who are related to their field of activity

- Make sure to assign a supervisor who is responsible for integrating/introducing the intern to the team and the company/organisation, explaining the intern's duties carefully, evaluating and giving feedback regularly

- The evaluation should be regular, for example: Each month, the intern supervisor could write an evaluation report concerning intern's performance. Certain criteria (in line with the pedagogical plan) should be examined for this evaluation process

- Create a clear, straight to the point, description of the intern tasks

- Make logistics clear to the intern. Several aspects are critical such as insurance and visa to come to Portugal during the internship in case it is needed

- Take time to introduce the intern to the business, the company, the premises, the team and the tools and work methods

- Give periodic feedback to the intern about his work, achievements and company expectations

- To have good definition of the internship content according with educational institution

- To identify mentor/s, time, internship necessities, etc

- To have a good profile of desired student

- To maintain a good contact with the Educational Institution

- STUDENTS: To be motivated

- To select internship according their profiles

- To be in contact with companies and educational institution

- To understand all the process since they demand an internship till they have their evaluation

- To define a good programme and to communicate it to the agents involved in internship

- To maintain a good contact with students and companies

- To define the different roles (student, mentor, companies, institutions…)

- To clarify the communication ways

- To define and promote guidelines which satisficed also companies, mentors and students

- It is necessary to establish initial criteria, requirements and objectives according to:

    o Legal regulations

    o Study Programmes (Academic Curriculum)

- To identify the main actors involved in an internship and their tasks

    o Internal Mentor (lecture at the university in charge of the internship)

    o External mentor (person of the company in charge of the internship)

    o Mentee (Student)

- To define a specific Internship Programme for each Mentee. This Programme has to be supervised by the Internal Mentor

- To stablish:

    o A Following-up Programme, which includes how, when and where the contact will be among Internal Mentor, External Mentor and Mentee

    o Reports (progress and final). These reports should include the vision of the three main actors

    o An Assessment Plan. This should be evaluated the Mentors, the Mentee, the processes and the specific Internship Programme for the Mentee

- It is also convenient to design a Post Evaluation Plan in order to know the effects or results of the internship in the Mentors, the Mentee and the two institutions (academic and professional)

- To analysis internships from a global point of view so it could identify points for improvement in the following internships

- Universities should ensure that financial means and human resources are provided. Internships of 3 months or more need to be embedded in the curriculum of each subject. Supervising staff for practical phases should exist in each faculty. This dedicated staff should be responsible for both preparation, supervision and academic recognition

- Companies have to ensure working contracts with detailed work schedule and have a dedicated staff who is trained in supervising. Train-the-trainer courses could be an option. Investions need to be done, if needed, to provided equipment for the intern.

The dedicated staff will be responsible for a global introduction which might need first lead to a higher workload, but also leads to less problematics, misunderstandings or open questions. Time can be saved by creating guidelines and documents (e.g. a catalogue with all steps at the work place), so the intern can look it up when questions arise. A traineeship certificate including an evaluation of the trainee's performance help the intern to know where he/she stands and to become more employable

- Handing out a working contract to the intern including projects, tasks, learning outcomes and regular working hours not exceeding 45 hours a week

- Clarify expectations from the beginning

- Supporting intern with preparation (e.g. finding accommodation, information material about the city and the public transport)

- Introducing the intern into daily work, publications, overall work of the host organisation (e.g. safety standards, conventions, holidays), colleagues, surroundings, instruments (e.g. softwares), working structure and internal rules

- Providing the intern with documents with documentation of work outlining the steps of daily work

- Providing proper equipment (workspace) e.g. instruments, laptop, books

- Providing appropriate supervision by assigning one fix contact person for the trainee for mentoring

- Ensuring that the number of trainees should not exceed the number of employees. The balance of employees and interns should be kept. One employee cannot take care of three interns

- Treating the intern as an equal member of the team

- Giving the intern meaningful demanding tasks to show responsibility and/or creativity and train problem-solving skills

- Granting the intern the opportunity to show own initiative and being open for their feedback by respecting their wishes and suggestions

- Ensuring good international relations (if possible low hierarchies)

- Ensuring team activities (e.g. lunch break, after work drink or sports at the weekend)

- Offer training opportunities at or outside the job

- Handing out a certificate (reference letter) at the end including an evaluation of the trainees' activities and providing feedback to help the intern with the development of his/her professional career

Annex IV – Best practices, case studies

Partners have reported the cases of EuroConsultants in Belgium, Ambidata in Portugal, Allgemeines Krankenhaus der Stadt Wien in Austria, Airbus SAS Toulouse in France, Newcastle University in the United Kingdom, DOMUS Arkitekter Kopenhagen in Denmark and Lund University in Sweden

EuroConsultants

At EuroConsultants, the recruitment of interns is facilitated by different academic partners which are in direct cooperation with ECSA S.A. Interns are carefully picked from this large pool of applicants, after thorough evaluation of their CVs and their accomplishments as well as their skills and competences during their academic life. The kind of services that the company provides, is also a major selection criterion.

There is a direct managing coordinator that is responsible for managing interns. Interns are assigned with certain duties and are evaluated through the period of their employment and the interns' personal and professional accomplishments are evaluated each month, following an analysis grid (quality assurance). The interns can therefore benefit from constructive feedback and personalized guidance and orientation.

The company has also an intern-specific budget line to cover the cost related to internships. The internship coordinator is in charge of the qualitative costs and cooperates with the accounting department for the quantitative ones. The main costs related to conducting internships for EuroConsultants are the interns' monthly reimbursement, the social security and insurance as well as the qualitative costs. All in all, the company considers paying the interns fairly.

To them, the main characteristic of quality internships are the exploitation of the intern's potential, the personalised guidance and the successful adaptation of an inexperienced intern to a work environment (transition from academic life). Thus best practices could be to:

- Allocate systematically a senior supervisor to the intern and make sure that the person has sufficient time to endorse his/her managing responsibilities. Both the company and the intern should benefit from such a well-structured follow-up process.

- Assign to certain and specialised employees the task of designing a quality internship programme for the company. This should comprehend at least one or all of the following elements: the advert design with specific tasks, mentoring guidelines for the supervisors as well as a evaluation grid, a defined plan as for the remuneration of the intern and its rights and duties, etc.

Ambidata

Ambidata - Digital Innovation, Solutions & Consulting, Lda is a company operating in the north of Portugal on IT services. Ambidata uses internships as a way to support recruitment in and effective way. Internship offers are promoted only when there is a need to recruit staff for a given area or a specific project.

Candidates are interviewed mainly to realize if they demonstrate being competent in personal and social competences that are crucial for their integration in the work team.

Once enrolled, interns are integrated in the team of the project that is in need of human resources. Interns start working as if they were already employed at Ambidata. Interns attend project meetings, including meetings with clients. They are fully integrated and participate in all tasks as the employees do.

One of the technical team members is assigned for supervising, mentoring and monitoring the intern. By the end of the internship, this person will give indications about the performance of the intern. Depending on this performance during the internship, the company will invite the student to sign a work contract.

All interns are required to organize, during the first weeks of the internship, a meeting between the student, the company supervisor and the teacher supervising the student so that all are aware of each other and to discuss the proper matching between the internship content and the learning outcomes that the university expects students to get from their internship.

This procedure has benefits for the student who experiences a real work experience with all its responsibilities and to the company that has the chance to employ young students, about to conclude their degree, after having the chance to assess their competences in a real work setting.

Airbus SAS Toulouse

Airbus is a large enterprise in the field of global aviation such as commercial aircraft, space, helicopters and defense with headquarters in Toulouse. Airbus recruits via their website online. In the offices of Airbus Toulouse, Blagnac trainees receive tasks of responsibility which are formulated as clear as possible from the beginning to avoid misunderstandings. With the traineeship confirmation the student receives also useful information such as accommodation possibilities and local transportation. Trainees are asked to be active in meetings and thus feel equal part of the team. Weekly feedback meetings and evaluation meetings offers space for further development. Furthermore, low hierarchy structures and intense supervision as well as extensive lunch breaks lead to the feeling of being welcome and integrated.

Newcastle University

Newcastle University in Newcastle upon Tyne is a public higher education institution with three faculties, situated in the North-East of England. Whether in the international office or the laboratories, contact between trainees and Newcastle University is often established via the home universities due to existing partnerships. The University supplies training courses for its staff and helps them develop their skills. The teams know how to handle stressful situation. In different departments they integrate trainees both at work and in daily life, e.g. at the weekend. Giving advice for daily work as well as for the future career is as important as weekly feedback conversations. Trainees enjoy independent work, responsible tasks and supporting the team.

DOMUS Arkitekter Kopenhagen

DOMUS Arkitekter situated in Kopenhagen, Denmark is a European wide known architectural office. Recruitment happens via online-candidature and a personal Skype Interview. DOMUS Arkitekter limits the number of trainees to make sure that the number of trainees does not exceed the number of employees. There are about 30 employees with about 5 trainees to keep the balance. There is a mix of both local and international trainees. Employees and trainees have lunch everyday together. Trainees work in different projects and have varying tasks to develop their skills. If the trainees have to do extra hours due to a deadline, they can compensate the overtime later.Teamwork is considered as very important, the opinion of the trainee is estimated, and the trainees get integrated at the workplace.

Lund University

Lund University is one of northern Europe's oldest, broadest and finest universities and is consistently ranked as one the world's top 100 universities. Staff is a mix of many different nationalities, welcoming atmosphere for foreign trainees. The international office of Lund University gives priority to international or on some cases Swedish master students at Lund University who need to do an internship as part of their study programme. Usually students interested in working with them as interns contact them. When the office needs help with any particular project or assignment, the University studies that list of applicants and see who best fulfils the particular requirements they have for that project or assignment. There is only a need for interns in special situations - when they have an assignment clearly defined in time and scope. In the International Department there is at least one workspace allocated for internship students and other temporary staff. The University introduces the intern to all the staff members of the team and inform under who's supervision he/she will be working. Relationship between mentors and trainees is horizontal, "fika" breaks enable a space for networking and socializing during work hours. Team work is highly encouraged; meetings are more frequent than in Germany. Trainees do not need constant supervision after the first couple of weeks, as teams are coordinated and other colleagues are competent for support and guidance. Trainees are trusted and given Independence from the start, which gives them a new sense of confidence by the end of the traineeship. A clearly defined assignment as part of a specific project gives the best internship experience for both the student and the organization. All interns are asked to make a written report by the end of the internship. Interns usually come up with useful advice on how Lund University can improve its routines, its communication or in other ways the management of its office. All internships have been mutually beneficial. All interns have so far been enthusiastic and fast learners. In some cases, the internship in their department has led to employment at the office.

Allgemeines Krankenhaus der Stadt Wien, Austria

Allgemeines Krankenhaus der Stadt Wien is the largest hospital in Austria and one of the largest in Europe.Trainees are immersed in an unpredictable context with complex tasks to fulfill along stretcher bearers, nurses, assistants and doctors. The hospital has a mentor programme which pairs up trainees with a doctor, in order to have a competent contact person at hand for questions or instructions as it is a university hospital. This mentor programme was praised by trainees, their questions were welcome and the differences between German and Austrian health systems were identified. Routine procedures trainees

were already familiar with are improved and new competences are acquired as they learn-by-doing on a daily basis.

References

Available at partners' reports in the project website athttp://www.capqi-project.eu/ .