



Framework for international exchanges of students – Del. 5.1, WP5

Modernization of curriculum of Textile Engineering and Textile Technology in Indonesia, Malaysia and Pakistan



WP3-Output 5.1 Framework for international exchanges of students

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Project acronym:	SMARTEX
Project full title:	Modernisation of curriculum of Textile Engineering and Textile Technology in Indonesia, Malaysia and Pakistan
Grant agreement no.:	2019-2154/0001-001
Responsible partner for deliverable:	UNIWA
Contributing partners:	ALL
Author(s):	M. Kaltsogianni, Mohd Rozi Ahmad, Atiyah Musa, Siti Hana Nasir, Azrin Azrin Hani Abdul Rashid, Ida Nuramdhani, Mohamad Widodo, Kahfiati Kahdar, Bintan Titisari, Abdul Waqar, Muhammad Tufail, Bilal Zahid, Kyriaki Kiskira, Ioannis Chronis, Benny Malengier, Carla Hertleer, Pablo Díaz García, Raquel Belda Anaya, Lila Anthopoulou
Distribution level:	
Total number of pages:	60
Version:	0.1 (draft)/1 /2
Language	English
Reviewed by:	P3
Status:	FINAL
Delivery date:	30/04/2020

Version control

Number	Date	Description
V0.1	30/03/2020	Initial draft by UNIWA
V0.2	15/03/2020	Additions by all
V0.5	10/04/2020	Final Draft by UNIWA
V0.6	20/04/2020	Peer reviewed by P3
V0.7	25/04/2020	Modifications as suggested in the Peer Review report
Final	30/04/2020	Final version

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Abbreviations and Acronyms

Abbreviation	Full name
Acronym	Full name
EACEA	Education, Audiovisual and Culture Executive Agency
EC	European Commission
EU	European Union
GA	Grant Agreement
HEI	Higher Education Institution
ICT	Information and Communication Technologies
PC	Project Coordinator
WP	Work Package

KEY TERMS

Internship/practical exercise: a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting; in other countries this may be known as a traineeship

home institution: college or university where a student is pursuing their degree of study

coordinating organization or institution: the institution or organization responsible for identifying internship sites and connecting students to internship opportunities

program sponsor: the institution or organization that sponsors the internship program

internship site: workplace where the student completes their internship; also called internship placement or host employer

internship supervisor: professional employed by the internship site who is responsible for overseeing the work and experiential learning of an intern in their workplace and for reporting back to the coordinating institution or organization regarding the student's progress.

internship coordinator: an individual, usually a resident of the host country and often employed by the coordinating organization or institution, who assists education abroad students with locating internship placement opportunities. The coordinator usually determines whether the internships offer meaningful responsibilities, include appropriate supervision and direction, and encourage significant international and intercultural learning

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1. Introduction

UNIWA is the leader of the task of writing a Framework for international exchanges of students. Since the Asian Universities cannot reach companies or organisations operating in the textiles sector for the realisation of international internships, the partners will sign agreements, where the internships will be conducted through the EU Universities, who will also supervise their implementation.

The output will include guidelines, procedures, quality assurance steps, assessment guidelines and partnership agreements for the realisation of internships through EU partner Universities. These agreements will continue to be valid even after the end of the project.

- guidelines,
- procedures,
- quality assurance steps,
- assessment guidelines and
- partnership agreements for the realisation of internships through EU partner Universities.

1.1 Introduction

Internships abroad offer valuable and unique opportunities and challenges for students and the institutions and organizations that organize them. While internships abroad can look very similar to internships in Greece, there are additional issues to consider. For students, adjusting to a new setting and culture is common to all education abroad experiences. Interns abroad must also learn to navigate the intricacies of the culture of work in their host location. Additionally, an internship abroad may represent a student's first professional work experience, which may include workplace stress and demands. Together, these factors require additional preparation, support, and reflection. For institutions and organizations, there are many moving parts to manage. Students can go abroad with interning as the primary goal or as one part of their academic program. On Greek campuses, students may seek advising for international internship opportunities from either the Erasmus Office-the education abroad office, the career services office, or their academic advisors. Generally, career services offices will have more expertise about the values and challenges of internships domestically, and Erasmus Office-education abroad offices are better equipped to navigate the logistics of experiences

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abroad and prepare students for the cross-cultural challenges that await them. For each, advising for internship programs abroad is qualitatively different from the advising they do for other types of programs. The best outcome results when these offices work together to ensure that colleagues across the institution, including faculty, are knowledgeable about internships abroad. Organizations coordinating internships can be instrumental in helping advisors understand how internships abroad are different from domestic ones, and how to prepare students effectively. In all cases, managing the expectations and relationships among the student, the internship site, the coordinating organization, and the multiple stakeholders at the home institution is key. These Guidelines can help stakeholders navigate those relationships by offering advice for facing the specific needs and challenges presented by internships abroad. Use them in conjunction with the Standards of Good Practice for Education Abroad.

In light of globalization in the twenty-first century, businesses are seeking employees with skills that would make them more competitive in the international arena. Hence, the graduates of universities need to have the ability to interact with people from other cultures and different backgrounds to be successful in the international labor market. They are required to work in multicultural teams and speak other languages. This creates new challenges for institutions of higher education

Indeed, some of this international experience can already be gained during university studies through an international internship which is a time period of practical work outside of a student's home country. Including an international internship as a mandatory part of a curriculum is important in providing students with a real-life professional learning experience and in integrating them in an organization's culture and processes in an international setting.

1: How are international internship programs organized? In order to understand why international internship programs, exist, it is interesting to look into different motivations each stakeholder has in these programs.

2: What are the motivations of each stakeholder for international internship programs? In order to understand the concept of international internship more holistically, international internships are conceptualized as a process consisting of three phases; before the internship, during the internship and internship outcomes

3: What are the roles and expectations of each stakeholder in international internship programs in different phases of the internship process?

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1.2 Definitions

This section will define the key concepts of this document to enable the reader to understand what is meant when a certain term is used.

1.2.1 Internship

Gault et al. (2000) defined internship as being a real work life experience where a student is able to put theory in to the practice in a real business environment. Also, Campell Clark (2003) defined internships as “real-world learning experiences” that also provide educational value. DiLorenzo and Mathinsen (in Gault et al., 2000) define internship as constituting of specified number of work hours, being either paid or unpaid, being credited in students’ curricula and being implemented in cooperation with faculty coordinator. In this report, the term internship is used to describe a short-term employment in a company that is normally characterized by training the student how to apply theory in practice in a real work environment. The internship can be part-time or full-time employment in a company and it is mostly recognized as a part of a university curriculum. In this report, the term internship is used when internships are discussed in general whereas term international internship is used when specifically international internships are discussed.

1.2.2 Internship process

This report conceptualizes international internship as a process consisting of three phases; before the internship, during the internship and internship outcomes. Before the internship phase consists of selection of interns and university’s role in the recruitment phase. During the internship phase, consists of university’s role during the completion of an internship as well as Multinational Company-MNCs’ expectations towards interns’ performance and interns’ expectations towards the MNC during the internship. The last phase includes the desired outcomes of an internship program from the perspective of all the three stakeholders in an internship process; university, MNC and the student. This approach is adopted in this report, in order to understand the roles and expectations of each stakeholder in the different phases of the internship. Multinational Company (MNC) Multinational in this report refers to multinational company (MNC). The existing literature has many definitions of the multinational company. Pagell & Halperin (1999) summarize different definitions and state that an

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MNC is a company that owns and controls activities outside of its home country as well as gains ‘significant’ portion of its turnover from its overseas operations. This definition is accepted and utilized also in this report. Terms multinational enterprise (MNE) and transnational company or corporation (TNC) in the current international business literature have the same meaning as a MNC. However, this report will only use the term MNC.

1.3 Internship

The term internship is taken from the medical profession, which has been training physicians using internships for more than one hundred years (McCollum & Schoening, 2004). Henry et al (2001) define internships as work-based, educational experiences that require cooperation of academic programs, employers and students to be successful. Koehler (1979) in McCollum & Schoening (2004, 907) defines an internship as, ‘One component of a student’s educational preparation for a career. It is an outside of class learning situation. The student is placed directly in the field with a veteran practitioner as his mentor’. Gault et al (2000) have looked further into the concept of an internship and divided internship characteristics into four criteria that are, specific number of work hours, the work may be paid or unpaid, credit is awarded, and oversight is provided by faculty coordinator or other university representative and a corporate counterpart. In conclusion, internships are practical work-based experiences that enable a company to have “fresh” and somewhat inexpensive workforce and provide students with useful experience from their field of interest. The next paragraph will discuss business internships more specifically to understand the difference in regards to internships in general.

1.3.1 Business Internship

McCollum & Schoening (2004, 908) differentiate business internships from other disciplines in a following manner: ‘The use of internships in business firms in the United States has taken a different direction from that found in the medical or public administration fields. In those professions, interns are supposed to learn what a practitioner does on the job and thus give the intern practical experience. While such an experience is also an important part of business internships, the greater interest is in using the method as a means of recruiting talented business school seniors. In that respect, the internship program is like that in the legal profession where promising law students are invited to intern in law firms after completing their second year.’ The

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definition in congruent with Gault et al (2000) findings of business internships, show that in a variety of fields, internships give the students advantages in the job market because studies have shown that graduates who have accomplished internships are given more job interviews, more job offers, and are offered higher salaries than students who do not have internship training during their university studies. Campell Clark (2003, 473) discussed the real use of business internships as follows: 'From a cynical point of view, internships have pragmatic benefits that sometimes draw more attention than their educational value: Business schools generate tuition income with a minimal commitment from staff, employers find and use talent cheaply or for free, and students earn credit toward graduation while building employment contacts and sometimes getting paid'. Also, Divine et al (2007) argue that primary reason for the popularity of internships is that they offer 'win-win-win opportunities' for students, employers and schools. Students benefit from internships because the professional work experience enhances their employability, employers get access to potential future employees, and schools benefit from them because it helps to strengthen their connections to the business community. 18 However, Campell Clark (2003) also pinpointed that the educational value of business internships should not be ignored. She researched how academic assignments implemented during a business internship could enhance the educational value and the intern's learning. Her conclusion was that several academic assignments that reflect the practical work will help the student to gain further understanding of the business environment and learn to learn from a reallife work experience. In conclusion, according to McCollum & Schoening (2004) the main difference between business internship and the internships implemented in other disciplines is the aim for companies to use internships as a recruitment tool. However, Divine et al (2007) also mention that internships are efficient tools for achieving contingent workforce for a peak load period. Another obvious character that differentiates business internships from other disciplines is the nature of the projects students are working with during their internships. The projects business students are typically involved are related to their field of studies which could be anything from finance and economics to business communication.

1.3.2 International Internship

Adler & Loughrin-Sacco (2003) define international internship as the intern either working in an international company in the country or abroad. Their study concentrated on defining the international internship program launched within San Diego State

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University's undergraduate international business program. The study defined challenges in finding an international internship position for all the students as well as some ways to overcome these challenges. It was also stated that the alumni of the university found that the international internship enhanced their employability due to improved language and cultural skills. Chapel (1998) has discussed the role of a faculty advisor as an important mediator in international internship success of the student. He states that an international internship is a key requisite for a graduate student aspiring toward a global business career. According to him, possessing a keen sensitivity and understanding of cultural uniqueness and then being immersed into an environment with differing values and world views are valuable experiences for future success in international business. The key mediator for the success is in Chapel's (1998) opinion the faculty intern advisor, who should be responsible for educating the student regarding the cultural differences in the new environment in order to guarantee the successful internship outcome. Chapel (1998) also extracts cultural understanding and language skills as an important character of international internships. Large portion of the studies regarding business internships is approached from the student's perspective. For instance, Gault et al (2000) researched the relation between undergraduate internships and career success and found internships during the studies enhancing student's future employability and Henry et al (2001) focused on researching congruency between student interns and worksite supervisor's regarding critical elements of an internship experience. Campell Clark (2003) on the other hand researched how student's learning can be enhanced during the internship and suggested implementing academic assignments during the business internship in order to enhance the educational value of an internship. All these scholars have mentioned several benefits that an organization perceives in providing students with internships. These benefits will be discussed more in depth. The first question concentrates on how international internships are organized in MNCs. Thus, the existing literature related to this topic is reviewed in this chapter. Currently, the research concentrates on organizing international internship programs in universities (Chapel, 1998; Adler & Loughrin-Sacco, 2003) and structuring internships in the organizations (Sessions, 2007; Messner, 1999). In addition, Cambel Clark (2003) has discussed adding academic elements to business internships in order to enhance their educational value. Collins & Davidson (2002, in Adler & Loughrin-Sacco, 2003) researched management of international internship programs from university's perspective and agreed that developing internship programs is even more difficult in international education due to the complexity in allocating students to international assignments. Chapel (1998) has researched university's role in

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organizing international internship program and mentioned that especially cultural training is essential in succeeding in these programs and thus training in the topic should be enhanced prior to the internship. Sessions (2007, 22) stated that 'Successful internships require a tremendous amount of commitment and energy by firms. He wrote about organizing internships in organizations in general and revealed also the importance of a clearly defined, meaning full tasks. When describing the internship program in an accounting firm, Sessions (2007, 12) stated: We make sure that interns have a variety of challenging and interesting assignments. Our philosophy is that interns should have a meaningful and rich learning experience. Interns will usually work in one discipline for the duration of the internship. The goal for the internship program described by Sessions (2007) was for the interns to turn into 60-70% of the company's entry level candidates. In order to ensure this, it was perceived important that the intern would work on a real, well defined project or tasks. Also, Messner (1999) highlighted the importance of internships as a recruitment tool when he discussed internships in accounting firms and stated that careful planning of the tasks and projects was an important character in making the internship program successful. None of the scholars have studied how the international internship programs are managed in the organizations or whether the organizations are administrating the internship programs on local or global basis. In regards to international assignments in general, Sparrow et al (2004) have mentioned that the current trend in MNCs is to take a geocentric approach to organizing them where MNC's global HR department is responsible for planning and organizing the international assignments. Geocentric approach was introduced by Perlmutter (1969) and is also called a global approach. In regards to recruitment policy, geocentric approach means that employees are hired from all over the world based on their competencies, not on their nationality, whereas in an ethnocentric approach, the citizens of company's home country are preferred when recruiting new employees (Perlmutter, 1969). It can be assumed that if a company implements geocentric approach in its HR policies, it also organizes the international internship program in a geocentric manner. To some extent, it can be assumed that in the geocentric approach to organizing internships, the internship programs are administrated and managed by the global HR instead of each subsidiary being responsible of their own internship programs. To conclude, current literature mainly focuses on issues faced by the university in organizing international internship programs or describing the importance of the interesting nature of an internship project in regards to internships in general. It can be agreed, that there is an obvious lack in research in how MNCs organize their internship programs. Geocentric approach was discussed as a possible way in which

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organizations manage their internship programs; however, as the literature on this topic was rather vague, the topic will be discussed more thoroughly further. Motivations for international internship programs. The second question focuses on the motivations for international internship programs. More broadly, it focuses on finding why MNCs have started to provide students with international internships as well as why students are interested in these opportunities. Additionally, the focus is also on university's benefits in these internship programs and to understand the motivations for establishing international internship programs, it is important to discuss the benefits of all these stakeholders. Especially international internship programs are not broadly discussed in the existing literature as mentioned earlier. Hence, the benefits of internship programs in general are also discussed in this part. Secondly, to gain more understanding of especially MNCs goals for international internship programs, talent management and employer branding are reflected with the topic. Benefits of an international internship program Divine et al (2007) discussed the benefits of an internship program from the point of view of all stakeholders and listed the following benefits for students: work experience that strengthens resume, better understanding of the world of work, better base for adjustment to the work environment, learning about work in a guided and mentored environment, opportunity to see the application of academic concepts, ability to bring 'real world' experiences into subsequent classes and to share those with other students, improved job-related skills, better preparation for post-graduation job, clarification of career goals and increased marketability compared to students without internships. In addition to these benefits, McCollum & Schoening, (2004) also mentioned enhanced employability after graduation as one of the advantages of an internship program. Adler & Loughrin-Sacco (2003) discussed benefits related to a specific international internship program implemented in San Diego State university and stated that an international internship was a very beneficial tool in determining the field students want to pursue their career after graduation. In addition, in their research, 79 percent of the participants in this international internship program had reported improved likelihood of finding a job after the internship. In addition to the benefits perceived by students, Adler & Loughrin-Sacco (2003) also noted that for the university, the program was very successful in creating strong, long lasting ties with the business community. Also, Divine et al (2007) and Gault (2000) mentioned universities' strengthened business connection as a benefit of internship programs. Other benefits for the university Divine et al (2007) listed as increased enrollment to the degree program as students recognize the competitive advantage the internship provides and enhanced reputation of the program compared to programs that do not require

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internships. Campell Clark (2003) has also mentioned the enhanced reputation of a business school as a benefit of the internships. However, she states that the reputation is enhanced due to the better placement of university's alumnus which occurs due to enhanced career future perspectives for those students who have done an internship. Benefits perceived by companies Divine et al (2007) listed as: source of qualified, low cost, motivated workers, opportunity to evaluate potential long-term employees without long-term commitment, source of employees for peak load periods, and strengthened relations with business schools. Moroko and Uncles' (2008) on the other hand state that strengthened relations with business schools are an efficient tool in long-term recruitment and thus it can be agreed that one of the benefits of internship programs to MNCs is the relatively low-cost recruitment channel. Also Sessions (2007, 22) mentioned improved relations with universities as an important tool in the long term recruitment scheme. In addition, he mentioned the advantages in gaining valuable future employees using of former interns: 'Interns who join the firm after graduation are immediately more valuable to the firm. Relationships are improved with the universities, which helps in long-term recruiting goals. Interns also make great sales people for your firm. Even in the event that they have not accepted full time employment, if they have had a good experience within your organization, they will tell their classmates. A good internship program can provide a very strong foundation for a firm's long-term recruiting plan.' Additionally, Cupps and Olmosk (2008) studied public sector internships and noted that the main benefit of them is that the organization receives an enthusiastic, reasonably experienced human resource, generally without much financial obligation or long-term commitment. In conclusion, there are various benefits in organizing both; internship programs in general and international internships. Presumably, many of the benefits apply to both, international and local internship programs, however, characters related to international nature of the internship may provide with additional benefits to all the stakeholders.

1.4 Internship Process

The last question focuses on the roles and the expectations of each stakeholder in international internship programs in different phases of the internship process. The internship process consists of three phases; before the internship, during the internship, and internship outcomes. In other words, this question focuses on the roles of university, MNC, and student in all the three phases. In addition, it looks into the qualities MNCs seek in students when they recruit for the international internship

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programs and the qualities that an intern needs in order to be successful in a particular international internship. At last, the focus is on what is defined as a successful internship outcome from the perspective of all the three stakeholders. It was found essential to find what qualities MNCs look for when recruiting an international intern. The role of the university in the recruitment process is also discussed in this part in order to contribute to the knowledge of the different roles and expectations in this phase of the internship process. International recruitment and selection have been a popular topic in the international human resource management, where it is argued by many scholars (Black et al, 1999; Dowling, 2008) that the right people are the key for a company's success. Selecting the right people from the very beginning of the recruitment process is the key to success and it can be agreed that the careful selection of interns is essential for MNCs in order to guarantee the correct match between the position and the employee. Adler & Loughrin-Sacco (2003, 5) discussed the role of the San Diego State University in finding suitable internship positions for their students in international internship program: The program's mission is not to find students their jobs, but rather to educate international business students about the nature of one or more potential careers. Students begin by going through exercises to identify not only the type of work they would like to pursue (e.g., marketing or management), but also target industries of interest. They work with their professor to identify correct contacts in companies of interest... Feedback on resumes is provided; e.g., internship resumes often list students, skills rather than their work history (given that companies know a priori that interns have little or no work experience.) Feedback to students on interview skills is also necessary, since few interns will have experience with interviewing. The importance of in depth career planning from an early phase is highlighted and university's role as a guide in this process was found very important. (Adler & Loughrin-Sacco, 2003) Also Chapel (1998, 97) discussed the selection phase of international internships from the point of view of university's career advisor. He stated: 'Ideally, intern candidates should meet potential corporate sponsors prior to selection. In addition, candidates should respond to various questionnaires and preparation checklists that are then evaluated by the advisor and potential corporate sponsor.' It can be agreed that Chapel (1998) found especially international communication competence and functional expertise as important qualities to determine whether a person is suitable for a certain international internship position. The literature on companies' selection process for specifically international internship program is not excessive and there is no evidence in the current theory on which qualities companies look for when recruiting an international intern. Most common qualities mentioned in the literature on expatriate selection are:

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interpersonal skills (Bennet et al, 2000), cross-cultural & communication skills (Sparrow et al, 2004) and cultural awareness, language knowledge (verbal and nonverbal) as well as motivation, ability to recognize and manage cultural uniqueness (Chapel 1998). Matherly (2005) stated that when employing graduates for international organizations, managers rated ability to work well in different cultures very high whereas language skills as such were not found essential. In conclusion, university's role in the recruitment phase is to prepare the students to find the right career direction and advise the student on how to achieve internship positions. When it comes to the selection process in MNCs, the literature on international internships does not provide evidence on which qualities MNCs look for when recruiting an international intern. However, it is assumed based on the findings of Chapel (1998) and other scholars (Sparrow et al, 2004; Matherly, 2005; Bennet et al, 2000) who researched expatriate qualities, that the combination of desired qualities in the recruitment phase consists of functional expertise, several cross-cultural communication skills as well as language skills and the right motivation for the position. The existing literature does not provide evidence on the implications related specifically to international internships, thus the literature of internships in general is used to gain better understanding on what different stakeholders expect from each other during this phase and what, if anything, is university's role during the completion of an internship. Hall et al (1995) stated that understanding the expectations of both parties' is the most critical element for the internship success. This argument is based on the view that when these expectations match and both parties understand what they are expected to provide to the other party, implementing the internship successfully is enabled. This partly explains why the expectations of MNCs and interns are also found important in this study. Henry et al (2001) who studied the congruency between interns' and employers' views on critical elements of an internship experience and asked students to rate the elements he called as 'worksite elements. These were elements outside of the academic environment that were specifically related to what students expected from and valued in an internship provider during the internship. Satisfactory work environment, nurturing/challenging environment, appropriate work hours and adequate supervision as well as significant work were found as the five most important factors affecting the satisfaction of interns. These findings are consistent with the findings on research made in collaboration with CEMS and L'oreal (Mayrhofer et al, 2009) about choosing a job and the first employer among CEMS students. The findings showed that students appreciated interesting, challenging and result oriented work environment. Cupps and Olmosk (2008) on the other hand mentioned that a key for planning a successful internship is to broaden the range and the significance of the tasks

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in an internship. Based on the findings of these scholars, it is agreeable that students expect employers to provide them with challenging and interesting tasks. Campell Clark (2003) has suggested that the university should be involved during the internship by including academic exercises into the process to enhance intern's learning during the internship. These assignments could for instance include essays on applying the theory in practice at the workplace, learning journals or presentations of the work to peer students. In conclusion, students expect to work on interesting, challenging projects while in an internship program. If the companies want to get the most out of the internship experience, they should plan the project to be significant and important and support the student in achieving the internship goals. University's role has been discussed to some extent in the previous literature; however, there is no general agreement on how much, if at all, university should be involved in the completion phase of an internship.

1.5 Internship Outcomes

In this part, it is reviewed what has been discussed on desirable internship outcomes from the perspective of an MNC, a student and a university. In other words, the aim of this part is to find how a successful internship outcome is defined in the existing literature on internships. Hawes & Kealey (1979 in Chapel, 1998) identified three components for successful completion of international assignment: (1) intercultural interaction and training in the host culture and the transfer of skills; (2) professional effectiveness related to the performance of daily tasks, duties, and responsibilities on the job; and (3) personal/family adjustments associated with the capacity for basic satisfaction while living abroad. Chapel (1998) assumed that these ingredients are also necessary for the successful completion of international graduate internships. Due to the short term of an international internship and the relatively young age of the students participating in these internship programs, the researcher assumes that the third ingredient mentioned by Hawes & Kealey (1979 in Chapel, 1998) has the least importance. The first two components can be interpreted as a successful adaptation to the culture of the country where the internship is implemented and successful completion of the tasks given to the intern would enhance the perception of a successful internship outcome from the MNC point of view. For universities, a successful outcome of an international internship is described in rather indirect and general manner: If the MNC perceives the internship outcome successful, relations with universities are seen more valuable which endures these relations. (Divine et al, 2007; Adler & Loughrin-

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Sacco, 2003) On the other hand, if the intern's future career success is enhanced through an internship, the reputation of the university is enhanced due to improved alumni placement (Campell Clark, 2003). The existing literature does not provide evidence on what is a definition of a successful internship outcome from university's perspective in regards to a particular internship. Hall et al (1995) compared the attitudes of students and employers in regards to internship programs because according to him, internship will be successful if the expectations of these two parties are congruent. However, he did not define the successfulness or the desired internship outcomes more in depth. Many scholars have mentioned that the internships enhance students' future career opportunities (Gault et al, 2000; Campell Clark, 2003) and Adler & Loughrin-Sacco (2003) noted that an internship also helps students in deciding what they want and do not want to work with in the future. Based on these findings, it could be agreed that the internship outcome is flourishing from a student's perspective if the future career opportunities in the field of student's interest are enhanced. However, defining a successful internship from a student's perspective is a very subjective issue and thus there may be various ways to define it. In conclusion, the admired outcome of an international internship is not a common topic in the existing literature. However, it can be interpreted that successful completion of one's tasks or project as well as adaptation to the culture of the country where the international internship is implemented are important factors for the successfulness. For the student, the definition of a successful outcome is rather subjective and depends on the individual's goals and preferences whereas the success from the university's perspective is indirectly dependent on the perceived success of another stakeholder.

1.6 Organizing International Internship in MNCs

In order to answer the first question on how international internships are organized in MNCs, it is important to briefly describe different manners in which MNCs tend to organize their internship programs. Two major dimensions in which companies differ in organizing internship programs were found. The first dimension is whether the internship program is managed globally or locally and the second dimension refers to how a particular internship is structured. If the global approach in organizing international internships is implemented, internships are normally managed through company's global HR function whereas in the local approach subsidiaries manage their own internship programs locally and a global HR function is not involved in the process. It was found that the global model was clearly aiming to provide international

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opportunities for students whereas in locally managed models, international opportunities were not completely excluded, but the internships were mainly promoted for the local students instead of aiming to attract international students. The MNC that had adopted a global approach in organizing their internship program also highlighted that they always hire an intern that is not a citizen of a country where the internship is implemented in order to provide students with truly international work experience.

2. Best Practices for International Internship

Successful internships are the result of partnerships that effectively manage and balance the interests of the multiple parties invested in the experience— students, workplaces, coordinating organizations, and home institutions— while promoting transparency of process, clear learning goals, and the ideals of reciprocity and mutual benefit. The following best practices can help achieve these goals.

- a. Establish an understanding and commitment that the primary purpose of the internship experience is learning about a specific field or career, developing skills, and applying knowledge in support of a transition from education to a future profession.
- b. Ensure that the workplace is reasonably safe, with protections against discrimination, harassment, and exploitation.
- c. Ensure that the workplace identifies experienced professional(s) who can effectively mentor, manage and supervise interns.
- d. Aim to create relationships of reciprocity and mutual benefit between partner organizations and institutions and the host community.
- e. Offer student's professional development support necessary for securing an internship placement, e.g., goal-setting, preparing resumes and cover letters, interview skills.
- f. Ensure that projects and tasks are substantive but appropriate for a student, and that students are not asked to perform tasks beyond their level of training and skill.
- g. Uphold the highest standards of ethics, integrity, and professionalism among staff, faculty, students, and partner organizations.

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- h. Work with experienced local colleagues to identify respectful and appropriate behaviors in the workplace and the community.
- i. Introduce students to other aspects of the work environment and location, e.g., informational interviews and social or community events.
- j. Over the course of the experience and afterwards, guide and encourage students to reflect on how the internship is contributing to their academic, professional, and personal goals.
- k. Give students tools to leverage their international internship experience in pursuit of further academic and professional opportunities.
- l. Regularly evaluate and assess all partners to ensure that internship goals and responsibilities are being met.

3. Guidelines for International Internships

Use the following guidelines, along with the Standards of Good Practice for Education Abroad, when developing internship programs and/or vetting potential partners.

1. MISSION AND GOALS FOR INTERNSHIPS ABROAD

- Establish that the primary goal for an internship abroad is to integrate knowledge and theory with practical applications to offer students experiential learning in a professional setting.
- Clearly articulate how the internship program relates to, supports, and enhances the institution or education abroad organization's mission and goals.

2. STUDENT LEARNING AND DEVELOPMENT IN INTERNSHIPS ABROAD

- Identify appropriate student learning and development outcomes specific to the experience.
- Ask students to identify and outline their own academic, professional, and personal goals for the experience in addition to those set by the program, institution, or organization.
- Clearly and explicitly distinguish between academic/for-credit and cocurricular/non-credit internships, if both are offered.
- Clearly define learning goals, intended outcomes, and the connection between experiential and academic components of the experience and communicate these to students.
- Clearly articulate the academic and work responsibilities of the students.
- Reinforce the student's

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responsibility to balance academic and work obligations; help students navigate conflicts that might arise between academic and work responsibilities. • Challenge and mentor the student to establish learning goals that cultivate professional leadership competencies and cultural competencies. • Ensure that mechanisms are in place to assess whether students are meeting learning objectives during the internship. • Ensure that the student is adequately supervised by a professional and offered feedback on their work by a designated supervisor at the internship site. • Ensure the best possible match between the internship placement and the student’s goals, knowledge, skills, and competencies (including language competencies, if applicable).

3. ACADEMIC FRAMEWORK OF INTERNSHIPS ABROAD

- Clearly articulate the internship program’s learning objectives and their alignment to career leadership and readiness competencies.
- Clearly communicate criteria for the awarding of credit for creditbearing internships, which may include: Number of work hours required, Method of verifying hours worked, Attendance in an in-person or online class or seminar, as required Readings, assignments, reflective journals, or other academic components as required
- Criteria, including deadlines, for evaluating assignments
- Check in with students regularly and offer feedback and evaluation on both the academic and work components of the internship during the program.
- Maintain consistency among academic components of an internship for students across a sponsoring institution or organization regardless of their internship placement.

4. STUDENT SELECTION, PREPARATION, AND ADVISING FOR INTERNSHIPS ABROAD

- Ensure that mechanisms for selecting, preparing, and advising students are transparent and consistent.
- Require students to communicate with their home institution and academic department to verify requirements for completing an internship for credit.
- Make deadlines and timelines for the following clearly accessible to students who may be interested in an internship program: application to the program; application to internship placement(s); interviews; notification of acceptance; confirmation of placement; internship start and end dates.
- Provide students with a detailed list of the internship program costs and any additional expenses (e.g., commuting expenses) for which they will be responsible.
- Inform students that a non-credit internship may impact their full-time student status, possibly affecting their financial aid and scholarship eligibility.
- Confirm visa and work permit requirements for interns, which are often of a different type and/or have different requirements from

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traditional student visas. • Provide students with the following information when confirming their internship placements: Name and description of the internship site (workplace) and the nature of its work, including any observation or entry-level tasks; A description of the scope and nature of internship responsibilities; Respective responsibilities of the student, the internship site, the internship coordinator, and the home institution and/or sponsoring organization; Student's primary contact (coordinator or supervisor) on-site (name, email, phone number);

Required time commitment (schedule, hours per day, number of weeks); Requirements and competencies that will impact the student's success in the placement (skills, academic background, language ability); Expectations of professionalism and appropriate conduct unique to the host culture; Essential eligibility requirements, including but not limited to: physical abilities, drug testing, confidentiality, privacy, and noncompete policies and agreements; Learning objectives for the experience; Rate of compensation and any other benefits (if any); Requirements for the granting of academic credit (if applicable); An accurate description of the distance between the internship location and student housing, as well as the means and cost of transportation to commute between the two locations; clear communication as to whether these costs are the student's responsibility or not. • Ensure a clear, direct line of communication between the internship supervisor and the internship coordinator. • Ensure a clear, direct line of communication between the student and the staff or faculty member to contact in case of an issue or emergency at the internship site. • Provide on-site orientation and job training to equip interns to be responsible partners in their placements and models of professional conduct. • Within the first week of the student's internship placement, ensure the student and the internship supervisor meet to establish an agreed upon work plan based on the confirmed job description. • Establish and communicate to the student criteria for any performance reviews and evaluation. • Inform the student of cultural differences and values that may impact their internship experience, including: dress code, punctuality, work ethic, relative independence of subordinates; the degree of autonomy that is appropriate for students within their assigned roles, organizational and social hierarchies, interactions with coworkers in the office socializing with coworkers outside the workplace humor, language specific to the workplace, e.g., field-specific vocabulary, honorifics, and signs of respect gender roles use of technology in the internship site, e.g. checking personal cell phone or social media during work hours, and sharing information about the internship site on social media social, economic, and political contexts of the work culturally-appropriate means for

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resolving workplace issues • Make students aware that what is acceptable within the work culture and the non-work culture may not be the same. Prepare them to be respectful and appropriate in both contexts. • Train students to be aware of and comply with policies internal to the internship site and applicable to the work at hand, e.g., licensing, research ethics, data privacy, and security.

5. STUDENT CODE OF CONDUCT AND DISCIPLINARY MEASURES FOR INTERNSHIPS ABROAD

- Inform students that coordinating organization and/or home institution codes of conduct also apply when students are in the internship setting.
- Ensure that students and supervisors are aware of consequences for inappropriate behavior and/or non-compliance. Explain these to the student and the supervisor and provide them in writing.
- Make students aware of their obligation to act within the limits of their knowledge and competencies and within the role prescribed for them as interns.
- Ensure that students understand that commitment to their work means that missing work may only occur under specific circumstances as allowed by the internship site. For example, their personal independent travel is planned around the work schedule.
- Encourage internship supervisors to communicate clearly and with as much notice as possible any specific work activities that the student will be expected to attend outside of their normal working hours.
- Inform students of their responsibility to know the limitations of their work hours, pay (if applicable), and other restrictions that may be governed by their host country visa. Train students to communicate with their internship supervisor when any requests made of them involve non-compliance with visa restrictions.

6. POLICIES AND PROCEDURES FOR INTERNSHIPS ABROAD

- Appoint a designated supervisor at the internship organization to mentor and support the student and manage the relationship.
- Establish and maintain direct, open, and ongoing lines of communication between the student, the supervisor, and the coordinating staff.
- Clearly delineate and agree upon roles and responsibilities of all parties, with care taken to assign responsibilities to the party best equipped with the knowledge and expertise to carry out each task.
- Identify any confidentiality, non-disclosure and/or non-compete, licensing, research ethics, data privacy and security, etc. with which the student and/or the participating institutions and organizations are required to comply. Maintain student privacy to the extent possible. For example, medical information or history is not disclosed unless there is a clear need for internship

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placements to be aware of it, and if so, only after the placement decision has been made and only with permission of the student.

7. ORGANIZATIONAL AND PROGRAM RESOURCES FOR INTERNSHIPS ABROAD

- Collaborate with internship coordinators and supervisors to determine specific criteria for overseeing internships, monitoring performance, and evaluating internships before the student begins their internship.
- Ensure the work environment and facilities are adequate and appropriate to the scope and nature of the work at hand.
- Assist internship supervisors and other employees of the internship site to be prepared for the unique challenges of an international student intern through training or written resources. This is especially important in countries or industries where internships are less common.
- Consistently and regularly evaluate companies/organizations that host interns to ensure that they are complying with the agreed upon parameters of the internship and offering students a valuable learning experience.
- Inform students of their options in case the internship site is unable to fulfill their obligation. To the extent possible, make efforts to arrange another internship or otherwise enable the student to earn the internship credit (if applicable).
- Regularly evaluate faculty and/or staff members who oversee internships

8. HEALTH, SAFETY, SECURITY, AND RISK MANAGEMENT FOR INTERNSHIPS ABROAD

- Review relevant individual student physical and mental health information prior to arrival on-site to identify any special considerations or accommodations that might need to be considered in the placement process.
- Ensure that the work environment is safe and non-threatening for students.
- Provide site-specific guidance regarding sexual misconduct, local resources for protection and support, and instructions for accessing support from the internship provider and home institution.
- Provide students clear information regarding any potential health and safety risks and emergency planning specific to the internship setting.
- Educate students about their personal responsibility for their physical and mental wellbeing while abroad, including awareness of symptoms of workplace stress.
- Make students aware of their right to decline when asked to perform activities outside the scope of their training and abilities, and train students to decline in a respectful and appropriate manner if the need arises.
- Ensure that appropriate health, safety, and security measures are in place in case of emergency, including an emergency contact on location.

9. ETHICS AND INTERNSHIPS ABROAD

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- Consider and prepare for the impact of the placement and student presence on local and organizational resources, economic conditions, and social, cultural, and political hierarchies.
- Make efforts to establish trusting, sustainable relationships that ensure the internship is mutually beneficial to the student and the internship site.
- Ensure honest and transparent communication regarding the preparation and abilities of students between sending institutions, coordinating organizations, and internship sites.
- Where applicable, provide students with guidance related to the accepted code(s) of professional ethics for the field in which they are working.
- Engage with and recognize existing industries and organizations onsite. Student interns should not displace, disregard or circumvent local workers.
- When the internship involves work with vulnerable and/or low-resource communities, ensure that students receive training appropriate for work with these populations.
- If the internship includes a research component, establish processes for: distributing research results, final reports, and/or audio-visual products to internship sites in the language in which the work was conducted; ensuring that local contributors are appropriately acknowledged for their contributions to the work; following appropriate Institutional Review Board (IRB) processes and/or any other on-site review measures for work involving human subjects.

4. Guidelines for International Internships Case Study Greece

Student mobility for Studies and Internship

IKY has been designated as the National Coordination Unit of the European Erasmus + Program, while the European Programs / Erasmus Offices of the Higher Education Institutions have undertaken the implementation of the mobility activities included in this action.

DURATION OF MOBILITY

Students can travel for study or internship in all courses, for a total of 12 months in each course (eg 12 months during undergraduate study, 12 months during postgraduate study and 12 months during duration of their doctorate).

The same student can receive a mobility grant for a maximum of 12 months per course, regardless of the number and type of mobility (studies or internships).

NEW: Under the Erasmus + program, recent graduates can be transferred for internships in the first year of their graduation. The duration of their transfer for internship is

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included in the maximum of 12 months per course of study, during which they apply. Students who are interested in completing an internship after graduation, in a company or organization in a country participating in the Program, should contact the European Programs / Erasmus Office of their Foundation where they will apply, during the last year their studies and before obtaining their degree. It is noted that both the application and the choice of students who want to move as recent graduates should be done as long as they have student status!! Students who have moved for study or internship under the Lifelong Learning Program may move to Erasmus + up to a maximum of 12 months per cycle, considering the duration of the previous transfer. The same goes for zero grant students.

STUDENT SUBSIDY

Students traveling to Higher Education Institutions in countries participating in the program receive an amount as a Monthly Grant depending on the Host Country. Students who travel for internships in Host Organizations / Institutions in countries participating in the program receive an amount as a monthly grant depending on the Host Country increased by 100 Euros from the amount received by students who travel for studies.

STUDENTS FROM SOCIALLY VULNERABLE GROUPS

Students from socially vulnerable groups are entitled to an increase of € 100 per month, on the monthly grant received by students who travel to study.

The criterion according to which the socially vulnerable groups are determined is the following:

- The per capita income, both of the applicants - if they have their own income - and of their parents or guardians or of their spouse or third party / natural persons, who have been assigned by a court decision the diligence of the applicant, not to exceed the amount of seven thousand and five hundred (7,500) Euros for the most recent tax year.

Definitions:

- Annual family income means the contribution income of the most recent tax year of the student himself, his parents or guardians or third natural persons or his own family in case he is married. In case the applicant's parents are divorced, the income of both parents is calculated for the calculation of the family income, except in the case of a

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student whose custody has been assigned by a court decision to one parent or a third party. natural person, in which case the income of only him is calculated even if the age of 18 has passed and up to the age he is considered a dependent member according to article 11 of Law 4172/2013. In the case of a committee exercise by a legal entity, the per capita income of the student himself is considered.

- Per capita income means the quotient resulting from the division of the annual family income, as defined above, by the total number of members of the applicant family (if he has his own family), or the family of his or her parents or guardians. / of third parties' natural persons.

In the case of independent tax returns, the calculation of per capita income is made for each submitted tax return (of the applicant, parents, spouse, third party / natural persons). The highest per capita income is considered.

It is noted that students from socially vulnerable groups who participate in a mobility activity for Internship, do not receive additional grant.

ERASMUS + SUBSIDY AGREEMENT

Students selected by their Institution to travel for study or internship must sign an Erasmus + Grant Agreement for study and internship before moving abroad.

LEARNING AGREEMENT FOR STUDIES / LEARNING AGREEMENT FOR PRACTICAL TRAINING

Selected students must have agreed and signed the Learning Agreement for studies or the Learning Agreement for Traineeships with their Institution and Host Foundation / Institution in order to ensure recognition of their mobility period abroad.

ERASMUS + STUDENT MAP

After their choice, students should receive from their Mission Foundation the Erasmus + Student Charter which defines the rights and obligations of the student during the period of study or internship abroad. For more information one can consult the Erasmus + Program Guide.

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5. Guidelines for International Internships Case Study Greece-UNIWA

Internships are an important part of the student experience at the University of West Attica. They provide a valuable opportunity for students across all disciplines to apply their technical knowledge in real workplace situations, develop their employability skills and build their professional networks.

As part of the UNIWA's strategic approach to internships and work-integrated learning, the Internship Framework identified a need to support students throughout the duration of the internship lifecycle. It also acknowledged that internship offerings across the University and in different programs of study are often diverse, context-specific and complex.

To support this work, a range of digital resources for use in new and existing internship courses have been designed and developed. Learning Enhancement and Innovation (LEI) have collaboratively developed these resources in partnership with the central Employability team, the Careers Service, Course Coordinators, Faculty-based Internships staff and Students as Partners. The resources include:

Securing an Internship

- Ethical scenarios
- Finding a host
- Host Organizations
- Internship Agreements
- Fair Work Act
- Insurance

Preparing for an Internship

- Reflective writing
- SMART goals planning
- First Day
- Career Objectives
- Dress codes
- Handling nerves and stress

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Professional Identity

- Workplace scenarios
- LinkedIn
- STAR model
- Self-promotion
- Cover letter planning tool
- Resume planning tool

Teamwork

- Introduction to teamwork
- Communication
- Working in a team
- Evaluating a team

Time Management

- Introduction to time management
- Prioritizing tasks

Sexual Harassment

- Harassment scenarios
- Sex discrimination and sexual harassment

Post-Internship

- Enterprise and technical skills
- What next?
- Sourcing a job

International Internships

- Preparing for an international internship
- During an international internship
- Following up

5.1 Group of Practical Exercise/Internship of University of West Attica

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Mobility Consortium for Placement, University of West Attica/
Erasmus+

The group of Practical Exercise of University of West Attica in the frame of Program ERASMUS+, provides the possibility to students/students of HEI, to be moved in Countries Partners for practical exercise.

Mobility of students of/students

- You are student/student in one from the collaborating HEI;
- Want to be moved in Partners Countries for a period of practical exercise, which will be recognized for the acquisition of your degree?

The action Erasmus+/Omilos of Practical Exercise offers to you the possibility of knowing new countries, different cultures, universities and institutions of abroad, of deepening in your scientific field, of improving the occasions of employment and the prospects of career.

- The university of West Attica coordinates since 2008 the biggest Group in Greece constituted from ten (10) HEI, providing administrative and economic support
 - Duration of mobility:
 - Practical exercise: from 2 until 12 months per circle of study
 - Sum of monthly subsidy:
 - from 520 /mina until 620 /mina depending on the cost of existence in the country of reception
 - Duration of subsidy:
 - from 2 until 4 months, unless is proved the obligatory character of practical exercise of duration 4-6 months.
 - Eligible Countries:
 - Search & Choice of institution of reception:
- The students after they have prepared one motivation letter and biographical note in form europass can seek institution in one from the following sources:
 - Collaborating Universities of abroad with which the Department of Origin has contracted bilateral agreement of collaboration
 - Universities of abroad with which does not exist bilateral agreement

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- List of collaborations with 800 roughly public/private institutions of abroad

COLLABORATIONS of Internships

- Platforms of search of institutions of practical exercise/internship

https://erasmus.uniwa.gr/wp-content/uploads/sites/159/2019/03/eraplacement_useful_links_2015.pdf

<https://erasmusintern.org>

<https://www.leo-net.org>

<https://leonet.joeplus.org/de/offers>

<https://europe-internship.com>

- Obligatory types of insurance:
 - Medical and hospital care
 - Personal accident
 - General urban responsibility in favor of third person
- Recognition of mobility:
 - The practical exercise is recorded in the analytic grades (Transcript of records), provided that it constitutes obligatory element for the reception of degree.
 - The practical exercise is recorded in the Annex of Diploma (Diploma Supplement), provided that it constitutes optional element for the reception of degree.
 - The practical exercise is recorded in the Biographical Note, provided that the student is moved with the attribute of recently graduate (recent graduate).
- How I will declare attendance in the Action ERASMUS+/Omilos of Practical Exercise:

I submit file of candidature in the Secretariat of Department of Origin according to the directives of proclamation that are published two times the by year's:

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Each October if I'm interested to be moved at the duration of the first semester

Each April if I'm interested to be moved at the duration of the second semester

- Basic criteria that will be evaluated for the application of attendance?

Minimal level glossomatheias: B2 in a at least foreigner language

Academic record

Owed courses of specialty

Year/half-year period of study

Acceptance by institution of abroad

6. Guidelines for International Internships Case Study Spain-UPV

The Universitat Politècnica de València (UPV) has different programs that aim to help students who are studying a degree and recent graduates of the UPV to enter the labor market through training internships in companies/institutions abroad.

It has two modalities:

- A) FreeMover Program
- B) Erasmus + Internships

A) FreeMover Program

The Universitat Politècnica de València (UPV), through its Vice-rectorate for Employment and Entrepreneurship, establishes the FreeMover Program for UPV Graduates abroad.

The Integrated Employment Service of the Universitat Politècnica de València, which reports to the Vice-Rectorate for Employment and Entrepreneurship, is the department that promotes and manages all the initiatives adopted in the field of employment at this university and aims to contribute to the better integration of its graduates into the labor market. The Integrated Employment Service of the UPV manages the FreeMover Program for UPV graduates abroad.

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The FreeMover Program is aimed at training recent UPV graduates in professional skills in the international sphere through internships in companies that cannot be carried out through other UPV programs, offering health, accident and civil liability insurance as financial aid.

The FreeMover Program can be applied for at any time of the year, sending by email the required documentation at least 15 working days before the start date of the stay.

Duration of the mobility: The duration of these internships will be a minimum of 1 month and a maximum of 8 months. It shall be carried out on a full-time, in accordance with the working hours of the country where the internships take place. The internships must be carried out in a country different from the nationality/s of the recent graduated student participating in the program.

Student selection: UPV graduates, Spanish and foreigners under 35 years of age, with Spanish nationality or long-term residence in Spain and who have obtained an official UPV qualification in the last three years, may participate in the program. The internship must be carried out within these three years.

The student must be of a different nationality from the country where the internship is to be carried out and must not have an employment relationship with the company where the internship is to be carried out.

Furthermore, they must not have given up any UPV international mobility grant in previous calls for applications without a justified cause, nor have obtained negative reports from the host entities in previous grants or internships.

Countries of destination: All countries except Spain, always that the social and health conditions of the country where the internships are to be carried out are favorable. There is a link to consult the possible destination countries:

<http://www.upv.es/contenidos/SIEPEXT/infoweb/siepext/info/734354normalc.html>

Financial assistance: Participants in this Program may receive financial aid from the host company.

Likewise, the participant can apply for the Ve2 grant, which is a financial aid given by the UPV through the Integrated Employment Service to support the stays of UPV graduates and students in organizations abroad under the FreeMover Program. This grant lasts for 3 months.

Insurance: All participants in the program will be registered with a health, accident and civil liability insurance contracted by the UPV.

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Company search: It is the graduate him/herself who must look for the most suitable company according to his/her profile and preferences. The Integrated Employment Service will help in the search for a company by providing the graduate with a series of company offers on its website:

<http://www.upv.es/contenidos/SIEPEXT/infoweb/siepext/info/734255normalc.html>

How to apply for the FreeMover Program:

It will be necessary:

1. The student must read the rules and instructions of the program and check that the corresponding requirements are fulfilled.
2. If the requirements are met, proceed to look for the company.
3. Once an agreement has been reached with a company, the student must fill in the documentation requested for the processing of the internship. Some of these documents are:

- Internship Application Form: where the student's personal details, academic details and details of the company where the internship will be carried out are indicated.

- Company-Company data application form: where are requested the details of the company, contact person, position to be held by the candidate, tasks to be carried out, duration of the internship and remuneration, etc.

- International Training Agreement: Agreement between the parties involved (UPV, UPV tutor, company and student) and where the actions and responsibilities of each party are indicated. It also contains information on the program in which the student will collaborate: tutor in the company, department and project in which he/she will participate, tasks carried out and working day, etc.

In addition, other documents must be completed as documents related to Data Protection and a Responsible Declaration on the adoption of exceptional measures due to the current pandemic situation and the student's attendance during the internship.

As well as student documents such as:

- Copy of the UPV Degree.
- Copy of DNI or NIE+Passport, in case of being a foreigner.
- Copy of the European Health Insurance Card, if applicable.

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- Copy of the VISA, in case the country of the internship requires it.

the student must send it by email 10 working days before the start date of the internship.

At the end of the internship:

Within a maximum period of one month from the last day of the internships, the student must send the following documents:

1. Certificate from the host company: certificate issued by the company, with the tasks carried out by the student during the internship, the evaluation of the internship carried out by the student and the evaluation of the service offered by the university.
2. Foreign internship report.

Delivery of certificate/diploma

Students who have completed the internship and have submitted the required documentation at the end of the internship will receive a certificate/diploma certifying the completion of the internship.

B) Erasmus + Internships

Erasmus Internship Program (SMT-Student mobility for training). This programme is managed by the UPV's Office of International Exchange Programs (OPII).

Duration of mobility: The duration of these internships is a minimum of 2 months and a maximum of 12 months.

Student selection: Application requirements

- To be a student of an official UPV degree and have passed 50% of the credits, or be a recent UPV graduate and carry out the internships within the year following the completion of your studies (depending on the date of approval of the Final degree project, Master's final project,...).
- To have the approval of your Centre/Department/Institute.
- Not having any disciplinary proceedings open.
- To be a national of an EU member state or associated country, or have a valid Spanish residence permit.
- Not having resigned from a UPV mobility grant without justification.

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-Not having a stay at the same time as an Erasmus+ mobility internships or another program.

-Having "Erasmus months credit" available. Up to a maximum of 12 months per study cycle (Bachelor, Master and/or PhD). Previous Erasmus experiences (studies and/or traineeships) in each of the cycles subtract months.

Countries of destination/financial assistance:

-Countries Group 1: Austria, Denmark, Finland, France, Ireland, Italy, Liechtenstein, Norway, Sweden, United Kingdom. Grant 400€/month.

-Countries Group 2: Germany, Belgium, Cyprus, Croatia, Slovenia, Greece, Iceland, Luxembourg, Netherlands, Portugal, Czech Republic and Turkey. Grant 350€/month

-Countries Group 3: Bulgaria, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, Former Yugoslav Republic of Macedonia. Grant 300€/month.

Company search:

Searching for a company is a student's task. The student can search for a company by your own means or through the lists of companies provided on the AIRE platform (International Relations and Cooperation Service - International Mobility and Cooperation).

How to request for the Erasmus+ Internship Program:

-The student must open an internships application through the platform of the International Relations and Cooperation Service - International Mobility and Cooperation (AIRE).

-Search for the company.

- If the student has a company, the student must send the required documentation 45 days before the start of the internship:

- ✓ Application form, signed by the student and by the international office of the University.
- ✓ Letter of acceptance signed by the host organization.
- ✓ Valid DNI, Passport, NIE (National Identity Card)
- ✓ Academic records and/or UPV enrolment form.

After acceptance of the application, the following must be signed:

- A financial agreement (grant)

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- Contract (Learning agreement for traineeships): Agreement signed by the 3 parties (student, host organization and UPV).
- The tasks to be carried out by the student must be detailed, with the appointment of the tutor.
- The student must have a European Health Insurance Card (if applicable) or, failing that, medical insurance. As well as civil liability and third-party insurance.

After the end of the internship:

- An evaluation of the internships by the student and the tutor must be carried out.
- A final internship report by the student.
- A certificate of recognition of the internship will be Issued by the OPII (Office of International Exchange Programs).

7. Guidelines on how to use the Learning Agreement for International Internships

The purpose of the Learning Agreement is to provide a transparent and efficient preparation of the traineeship period abroad and to ensure that the trainee will receive recognition in his/her degree for the traineeship successfully completed abroad.

This template is applicable to Erasmus+ mobility for traineeships between Programme Countries (KA1) and for Higher Education Capacity Building projects involving Partner Countries (KA2). Erasmus+ mobility for traineeships between Programme and Partner Countries (KA1) is not available under the 2015 Erasmus+ Call for proposals. It is recommended to use this template. However, if higher education institutions already have an IT system in place to produce the Learning Agreement or the Transcript of Records, they can continue using it, provided that all the minimum requirements listed in this document are made available. Further fields can be added, if needed (e.g. information on the coordinator of a consortium), and the format (e.g. font size and colours) can be adapted.

7.1 Before the Mobility

Administrative data

Before the mobility, it is necessary to fill in page 1 with information on the trainee, the Sending Institution and the Receiving Organisation/Enterprise and the three parties have to agree on the section to be completed before the mobility.

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In case some administrative data is already available to the three parties, there is no need to repeat it in this template.

On page 1, most of the information related to the trainee, the sending and Receiving Organisations will have to be encoded in the Mobility Tool+ (for Capacity Building projects, in the EACEA Mobility Tool).

Traineeship Programme at the Receiving Organisation/Enterprise (Table A)

The Traineeship Programme at the Receiving Organisation/Enterprise should include the **indicative** start and end months of the agreed traineeship, the traineeship title, as well as the number of working hours per week.

The detailed programme of the traineeship period should include the tasks/deliverables to be carried out by the trainee, with their associated timing.

The Traineeship Programme should indicate which knowledge, intellectual and practical skills and competences (Learning Outcomes) will be acquired by the end of the traineeship, e.g. academic, analytical, communication, decision-making, ICT, innovative and creative, strategic-organisational, and foreign language skills, teamwork, initiative, adaptability, etc.

The monitoring plan should describe how and when the trainee will be monitored during the traineeship by the Receiving Organisation/Enterprise, the Sending Institution, and, if applicable, a third party.

The evaluation plan should describe the assessment criteria that will be used to evaluate the traineeship and the learning outcomes.

Language competence

A recommended level of language competenceⁱ in the main language of work should be agreed with the Receiving Organisation/Enterprise to ensure a proper integration of the trainee in the organisation/Enterprise.

The level of language competenceⁱⁱ in the main language of work, which the trainee already has or agrees to acquire by the start of the study period, has to be reported in the box provided for that purpose in the Learning Agreement or, alternatively, in the grant agreement. In case the level of the selected trainee is below the recommended one when signing the Learning Agreement (or, alternatively, the grant agreement), the Sending Institution and the trainee should agree that he/she will reach the recommended level by the start of the mobility. They should also discuss and decide the type of support to be provided to the student by the Sending Institution (either with courses that can be funded by the Organisational Support grant or with the Erasmus+ OLS language courses, where applicable) or by the Receiving Organisation/Enterprise.

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The Erasmus+ Online Linguistic Support (OLS) has been designed to assist Erasmus+ trainees in improving their knowledge of the main language of instruction, before and during their stay abroad, to ensure a better quality of learning mobility.

For mobility between Programme Countries, and for the languages covered by the OLS, the trainee must carry out an OLS language assessment before the mobility, and a final assessment at the end of the mobility, except for native speakers and in duly justified cases (e.g. special needs trainees).

The completion of the OLS assessment before departure is a pre-requisite for the mobility. This assessment will be taken after the trainee is selected, before signing the Learning Agreement or, alternatively, the grant agreement.

Based on the results of the OLS assessment, the Sending Institution may allocate an OLS language course to the trainees who wish to improve their language competences. More opportunities for participants following the OLS language courses (OLS Live Coaching: MOOCs, Forum and Tutoring sessions) are available at <http://erasmusplusols.eu>

Sending Institution (Table B)

The Sending Institution commits to recognise the learning outcomes acquired by the trainee upon satisfactory completion of the traineeship. There are three different provisions for traineeships and Table B should be filled in accordingly:

1. Traineeships embedded in the curriculum (counting towards the degree);
2. Voluntary traineeships (not obligatory for the degree);
3. Traineeships for recent graduates.

Accident Insurance

It is highly recommended that either the Sending Institution or the Receiving Organisation/Enterprise provide insurance coverage to the trainee, and fill in the information in Table B or C accordingly. The trainee must be covered at least by an accident insurance (damages caused to the trainee at the workplace) and by a liability insurance (damages caused by the trainee at the workplace).

Receiving Organisation/Enterprise (Table C)

The Receiving Organisation/Enterprise should provide appropriate support, including mentoring, supervision and equipment, to the trainee.

The Receiving Organisation/Enterprise should also specify whether it will provide financial support and/or a contribution in kind for the trainee, on top of the Erasmus+ grant.

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The Receiving Organisation/Enterprise commits to issue a Traineeship Certificate within 5 weeks after the end of the traineeship.

Signing the Learning Agreement

All parties must sign the Learning Agreement before the start of the mobility. It is not compulsory to circulate papers with original signatures, scanned copies of signatures or digital signatures may be accepted, depending on the national legislation or institutional regulations.

7.2 During the Mobility

Exceptional Changes to the Traineeship Programme (Table A2)

Table A2 should only be completed during the mobility if changes have to be introduced into the original Learning Agreement. In that case, Table A should be kept unchanged and changes should be described in Table A2. The two Tables should be kept together in all communications.

When changes to the traineeship programme arise, they should be agreed as soon as possible with the Sending Institution.

In case the change concerns an extension of the duration of the traineeship programme abroad, the request can be made by the trainee at the latest one month before the foreseen end date.

Changes of the Responsible person(s)

In case of changes of the responsible person(s), the information below should be inserted by the Sending Institution or Receiving Organisation/Enterprise, where applicable.

Changes of the Responsible person(s)	Name	Email	Position
New Responsible person at the Sending Institution			
New Supervisor at the Receiving Organisation/Enterprise			

Confirming the Changes

All parties must approve the changes to the Learning Agreement. The European Commission would like to limit the use of paper for exchanging documents as much as possible. That is why it is accepted that information is exchanged electronically, e.g. via email, scanned or digital signatures, etc. without the need of a paper signature. However, if national legislations or institutional regulations require paper signatures, a signature box can be added where needed.

7.3 After the Mobility

Traineeship Certificate by the Receiving Organisation/Enterprise (Table D)

After the mobility, the Receiving Organisation/Enterprise should send a Traineeship Certificate to the trainee and Sending Institution, normally within five weeks after successful completion

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of the traineeship. It can be provided electronically or through any other means accessible to the trainee and the Sending Institution.

The Traineeship Certificate will contain at least the information in Table D.

The actual start and end dates of the traineeship programme should be included according to the following definitions:

- The **start date** of the traineeship period is the first day the trainee has been present at the Receiving Organisation/Enterprise to carry out his/her traineeship. For example, this could be the first day of work, a welcoming event organised by the Receiving Organisation/Enterprise, an information session for trainees with special needs, a language and intercultural course organised either by the Receiving Organisation/Enterprise or other organisations (if the Sending Institution considers it relevant for the mobility).
- The **end date** of the traineeship period is the last day the trainee has been present at the receiving Organisation/Enterprise to carry out his/her traineeship, not his actual date of departure.

Transcript of Records and Recognitionⁱⁱⁱ at the Sending Institution

The Sending Institution should recognise the traineeship according to the provisions in Table B. If applicable, the Sending Institution should provide the Transcript of Records to the trainee or record the results in a database (or other means) accessible to the student, normally five weeks after receiving the Traineeship Certificate, without further requirements than those agreed upon before the mobility.

The Transcript of Records will contain at least the information that the Sending Institution committed to provide before the mobility in the Learning Agreement, i.e. the number of ECTS credits (or equivalent) awarded and the grade given (which can be expressed in the form of pass/fail).

Diploma Supplement

The information contained in the Traineeship Certificate from the Receiving Organisation/Enterprise should also be included in the Diploma Supplement produced by the Sending Institution (at least for Sending Institutions located in Programme Countries), except if the trainee is a recent graduate.

It is also recommended to record the traineeship in the trainee's Europass Mobility Document (if applicable), particularly in the case of recent graduates, and in any case when the Sending Institution had committed to do so before the mobility.

Recording the traineeship in the Europass Mobility Document is not applicable to mobility with Partner Countries which are not part of the Europass network.

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Steps to fill in the Learning Agreement for Traineeships

Before the mobility

If modifications **are needed**:
An agreement by the three parties on the changes is possible via email/digital signatures.

During the mobility

After the mobility

The Receiving Organisation/Enterprise provides a Traineeship Certificate to the trainee and sending institution within 5 weeks.

The Sending Institution recognises the traineeship and registers it according to its commitments before the mobility.



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8. Annexes

8.1 Annex I – Motivation Letter



ΠΑΝΕΠΙΣΤΗΜΙΟ ΔΥΤΙΚΗΣ ΑΤΤΙΚΗΣ



Erasmus+

Επαφή με φορείς υποδοχής στο εξωτερικό

Το παρακάτω κείμενο αποτελεί απλά και μόνο υπόδειγμα για τη συγγραφή και σύνθεση ενός ‘**motivation letter**’ που θα πρέπει να στείλει ο ενδιαφερόμενος φοιτητής σε έναν δυνητικό φορέα υποδοχής προκειμένου να διερευνήσει τη δυνατότητα εύρεσης θέσης για τοποθέτηση με σκοπό την πρακτική άσκηση (traineeship period), στο πλαίσιο του νέου προγράμματος Erasmus+.

[YOUR NAME]
[SENDER'S ADDRESS]
(optional)[SENDER'S PHONE]
(optional)[THE SENDER'S E-MAIL]

[Place], [DATE]

[RECIPIENT'S NAME AND/OR COMPANY'S/HOST INSTITUTION'S DEPARTMENT]

[RECIPIENT'S ADDRESS]

[RECIPIENT'S E-MAIL]

Dear Sir/Madam,

I am contacting you to enquire the feasibility of carrying out a traineeship (placement) at [company's or host organization's name and/or department/unit], sometime between
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[month/year] to [month/year], for a minimum of 2 and a maximum of 6 months. More specifically, I am interested in joining your team of trainees through a work placement, in the framework of the EU's programme, i.e. the Erasmus+ programme (http://ec.europa.eu/programmes/erasmus-plus/index_en.htm).

I am currently a [select as appropriate: undergraduate/postgraduate student/PhD] student in the Department of [name of Department] of the[name of University], in Greece. I would be particularly interested in working in the [name of specific department of the host company/organization], since [at this point the candidate should provide a brief profile of his/her academic background and interests.

I have successfully completed all the units/modules in the course curriculum and I am currently working on my thesis entitled "...".

I strongly believe that in [host organization's/company's name] I will be able to combine my skills and knowledge and

[At this point a paragraph should also be included pertaining to the candidate's language skills (i.e. English), certificates awarded (etc).]

The Erasmus+ programme enables students at higher education institutions to spend a traineeship period between 2 months and 6 months in an enterprise or organization in another participating European country. The host organization does not have to undertake any financial obligations for the student, since financial support is provided by the home organization (in this case, the University of West Attica). Moreover, there is no need for accident insurance and health care because these will be covered by my European Health Insurance Card. For more information on the Erasmus+ programme, please visit http://ec.europa.eu/education/opportunities/higher-education/traineeships_en.htm.

I would be grateful if you could consider my application for a traineeship period at [host organization's/company's name]. I am enclosing my CV and I will be glad to provide you with any reference letters, upon request. However, I would like to inform you that if, initially, I receive a positive reply from you, I will send you a template of the Letter of Acceptance and a Template of Learning Agreement for Traineeships and I will have to kindly ask you to (i) complete and sign the form entitled 'Learning Agreement of the Traineeship', setting out the programme of traineeship to be followed, and (ii) send me a 'Letter of Acceptance'. Both can be send to my e-mail as scanned copies. I will then have to file an application to my International Relations Office, under our 'Call' (which will be open at my University until December 15th). My application will have to consist of at least the completed and signed by your side 'Learning Agreement for Traineeships' and the 'Letter of Acceptance'.

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Should you request more information specifically on this mobility scheme, please contact me directly at to inform me about whether you feel I can be accepted at your organization for a traineeship period.

Thanking you in advance for considering my application,

Yours sincerely,

[sender's name, and if possible signature]

8.2 Annex II – Letter of Acceptance



ERASMUS+

Student's Mobility for traineeships

LETTER OF ACCEPTANCE

Academic Year 2019-2020

It is hereby certified that Mr/Mrs _____ (Name Surname), born on (dd/mm/yyyy), student at the _____ (Institution), Department of _____ has been accepted as a trainee at

_____ (Name of the company), _____ (Country) within the framework of the Erasmus+ program, during the academic year 2019 - 2020 from (dd/mm/yyyy) to _____ (dd/mm/yyyy).

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Name of signatory:
Position:
Name of the company/institution:
Address:
Postal code, City, Country:
Phone:
Email:
Date:
Signature of the authorized person:
Stamp:

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8.3 Annex III – Learning Agreement-Student Mobility for Traineeships

Learning Agreement Student Mobility for Traineeships

Trainee	Last name(s)	First name(s)	Date of birth	Nationality ^{iv}	Sex [M/F]	Study cycle ^v	Field of education ^{vi}
Sending Institution	Name	Faculty/ Department	Erasmus code ^{vii} (if applicable)	Address	Country	Contact person name ^{viii} ; email; phone	
Receiving Organisation /Enterprise	Name	Department	Address; website	Country	Size	Contact person ^{ix} name; position; e-mail; phone	Mentor ^x name; position; e-mail; phone
					<input type="checkbox"/> < 250 employees <input type="checkbox"/> > 250 employees		

Before the mobility

Table A - Traineeship Programme at the Receiving Organisation/Enterprise

Planned period of the mobility: from [month/year] to [month/year]

Traineeship title: ...	Number of working hours per week: ...
Detailed programme of the traineeship:	
Traineeship in digital skills ^{xi} : Yes <input type="checkbox"/> No <input type="checkbox"/>	
Knowledge, skills and competences to be acquired by the end of the traineeship (expected Learning Outcomes):	
Monitoring plan:	
Evaluation plan:	
The level of language competence ^{xii} in _____ [indicate here the main language of work] that the trainee already has or agrees to acquire by the start of the mobility period is: A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/> Native speaker <input type="checkbox"/>	

Table B - Sending Institution

Please use only one of the following three boxes: ^{xiii}

1. The traineeship is **embedded in the curriculum** and upon satisfactory completion of the traineeship, the institution undertakes to:

Award ECTS credits (or equivalent) ^{xiv}	Give a grade based on: Traineeship certificate <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/>
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Record the traineeship in the trainee's Transcript of Records and Diploma Supplement (or equivalent).					
Record the traineeship in the trainee's Europass Mobility Document: Yes <input type="checkbox"/> No <input type="checkbox"/>					
2. The traineeship is voluntary and, upon satisfactory completion of the traineeship, the institution undertakes to:					
Award ECTS credits (or equivalent): Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, please indicate the number of credits:			
Give a grade: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, please indicate if this will be based on: Traineeship certificate <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/>			
Record the traineeship in the trainee's Transcript of Records: Yes <input type="checkbox"/> No <input type="checkbox"/>					
Record the traineeship in the trainee's Diploma Supplement (or equivalent).					
Record the traineeship in the trainee's Europass Mobility Document: Yes <input type="checkbox"/> No <input type="checkbox"/>					
3. The traineeship is carried out by a recent graduate and, upon satisfactory completion of the traineeship, the institution undertakes to:					
Award ECTS credits (or equivalent): Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, please indicate the number of credits:			
Record the traineeship in the trainee's Europass Mobility Document (<i>highly recommended</i>): Yes <input type="checkbox"/> No <input type="checkbox"/>					
Accident insurance for the trainee					
The Sending Institution will provide an accident insurance to the trainee (if not provided by the Receiving Organisation/Enterprise): <input type="checkbox"/> No <input type="checkbox"/>		The accident insurance covers: - accidents during travels made for work purposes: Yes <input type="checkbox"/> No <input type="checkbox"/> - accidents on the way to work and back from work: Yes <input type="checkbox"/> No <input type="checkbox"/>			
The Sending Institution will provide a liability insurance to the trainee (if not provided by the Receiving Organisation/Enterprise): Yes <input type="checkbox"/> No <input type="checkbox"/>					
Table C - Receiving Organisation/Enterprise					
The Receiving Organisation/Enterprise will provide financial support to the trainee for the traineeship: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, amount (EUR/month):			
The Receiving Organisation/Enterprise will provide a contribution in kind to the trainee for the traineeship: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please specify:					
The Receiving Organisation/Enterprise will provide an accident insurance to the trainee (if not provided by the Sending Institution): Yes <input type="checkbox"/> No <input type="checkbox"/>		The accident insurance covers: - accidents during travels made for work purposes: Yes <input type="checkbox"/> No <input type="checkbox"/> - accidents on the way to work and back from work: Yes <input type="checkbox"/> No <input type="checkbox"/>			
The Receiving Organisation/Enterprise will provide a liability insurance to the trainee (if not provided by the Sending Institution): Yes <input type="checkbox"/> No <input type="checkbox"/>					
The Receiving Organisation/Enterprise will provide appropriate support and equipment to the trainee.					
Upon completion of the traineeship, the Organisation/Enterprise undertakes to issue a Traineeship Certificate within 5 weeks after the end of the traineeship.					
By signing this document, the trainee, the Sending Institution and the Receiving Organisation/Enterprise confirm that they approve the Learning Agreement and that they will comply with all the arrangements agreed by all parties. The trainee and Receiving Organisation/Enterprise will communicate to the Sending Institution any problem or changes regarding the traineeship period. The Sending Institution and the trainee should also commit to what is set out in the Erasmus+ grant agreement. The institution undertakes to respect all the principles of the Erasmus Charter for Higher Education relating to traineeships.					
Commitment	Name	Email	Position	Date	Signature
Trainee			<i>Trainee</i>		
Responsible person ^{xv} at the Sending Institution					
Supervisor ^{xvi} at the Receiving Organisation					

During the Mobility

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<p>Table A2 - Exceptional Changes to the Traineeship Programme at the Receiving Organisation/Enterprise (to be approved by e-mail or signature by the student, the responsible person in the Sending Institution and the responsible person in the Receiving Organisation/Enterprise)</p> <p>Planned period of the mobility: from [month/year] till [month/year]</p>	
Traineeship title: ...	Number of working hours per week: ...
Detailed programme of the traineeship period:	
Knowledge, skills and competences to be acquired by the end of the traineeship (expected Learning Outcomes):	
Monitoring plan:	
Evaluation plan:	

After the Mobility

<p>Table D - Traineeship Certificate by the Receiving Organisation/Enterprise</p>	
Name of the trainee:	
Name of the Receiving Organisation/Enterprise:	
Sector of the Receiving Organisation/Enterprise:	
Address of the Receiving Organisation/Enterprise [street, city, country, phone, e-mail address], website:	
Start date and end date of traineeship: from [day/month/year] to [day/month/year]	
Traineeship title:	
Detailed programme of the traineeship period including tasks carried out by the trainee:	

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Knowledge, skills (intellectual and practical) and competences acquired (achieved Learning Outcomes):
Evaluation of the trainee:
Date:
Name and signature of the Supervisor at the Receiving Organisation/Enterprise:

8.4 Annex IV – Internship Log Sheet

INTERNATIONAL OFFICE

INTERNSHIP LOG SHEET

TRAINEESHIP PERIOD	
STUDENT'S NAME	
HOST'S NAME	
MENTOR'S NAME	

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<p style="text-align: center;">1ST HALF OF TRAINEESHIP PERIOD From.....to.....</p>	<p style="text-align: center;">BRIEF DESCRIPTION OF PERIOD'S ACTIVITY</p>

STUDENT SIGNATURE	MENTOR SIGNATURE

The student is required to maintain a record of his/her attendance and activities. Student and mentor signature are also required.

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8.5 Annex VI – Erasmus+ Certificate of Attendance

University of West Attica
Campus 1
Department of Public & International Relations
Ag. Spyridonos Str., 12243
Aigaleo, Greece
erasmus_placement@uniwa.gr
Tel. : +302105385173/176

ERASMUS+ CERTIFICATE OF ATTENDANCE

Name of the Institution/Organisation	Host
Name of the Erasmus student	
Date of Arrival	
Signature and Stamp	
Name and status of the signatory	
Date of Departure	
Signature and Stamp	
Name and status of the signatory	
Internship period	From / /20
	To / /20

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Signature and Stamp	
Name and status of the signatory	

ⁱ **Level of language competence:** a description of the European Language Levels (CEFR) is available at: <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

ⁱⁱ **Level of language competence:** a description of the European Language Levels (CEFR) is available at: <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

ⁱⁱⁱ **Recognition:** all the credits that the trainee has earned during the mobility and that were specified in the final version of the Learning Agreement (Table B of the official template) are recognised by the Sending Institution, according to its commitment before the mobility and without further requirements than those agreed upon before the mobility.

^{iv} **Nationality:** Country to which the person belongs administratively and that issues the ID card and/or passport.

^v **Study cycle:** Short cycle (EQF level 5) / Bachelor or equivalent first cycle (EQF level 6) / Master or equivalent second cycle (EQF level 7) / Doctorate or equivalent third cycle (EQF level 8).

^{vi} **Field of education:** The [ISCED-F 2013 search tool](http://ec.europa.eu/education/tools/isced-f_en.htm) available at http://ec.europa.eu/education/tools/isced-f_en.htm should be used to find the ISCED 2013 detailed field of education and training that is closest to the subject of the degree to be awarded to the trainee by the sending institution.

^{vii} **Erasmus code:** a unique identifier that every higher education institution that has been awarded with the Erasmus Charter for Higher Education (ECHE) receives. It is only applicable to higher education institutions located in Programme Countries.

^{viii} **Contact person at the sending institution:** a person who provides a link for administrative information and who, depending on the structure of the higher education institution, may be the departmental coordinator or will work at the international relations office or equivalent body within the institution.

^{ix} **Contact person at the Receiving Organisation:** a person who can provide administrative information within the framework of Erasmus+ traineeships.

^x **Mentor:** the role of the mentor is to provide support, encouragement and information to the trainee on the life and experience relative to the enterprise (culture of the enterprise, informal codes and conducts, etc.). Normally, the mentor should be a different person than the supervisor.

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^{xi} **Traineeship in digital skills:** any traineeship where trainees receive training and practice in at least one or more of the following activities: digital marketing (e.g. social media management, web analytics); digital graphical, mechanical or architectural design; development of apps, software, scripts, or websites; installation, maintenance and management of IT systems and networks; cybersecurity; data analytics, mining and visualisation; programming and training of robots and artificial intelligence applications. Generic customer support, order fulfilment, data entry or office tasks are not considered in this category.

^{xii} **Level of language competence:** a description of the European Language Levels (CEFR) is available at: <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

^{xiii} **There are three different provisions for traineeships:**

1. Traineeships embedded in the curriculum (counting towards the degree);
2. Voluntary traineeships (not obligatory for the degree);
3. Traineeships for recent graduates.

^{xiv} **ECTS credits or equivalent:** in countries where the "ECTS" system it is not in place, "ECTS" needs to be replaced in all tables by the name of the equivalent system that is used and a web link to an explanation to the system should be added.

^{xv} **Responsible person at the sending institution:** this person is responsible for signing the Learning Agreement, amending it if needed and recognising the credits and associated learning outcomes on behalf of the responsible academic body as set out in the Learning Agreement. The name and email of the Responsible person must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.

^{xvi} **Supervisor at the Receiving Organisation:** this person is responsible for signing the Learning Agreement, amending it if needed, supervising the trainee during the traineeship and signing the Traineeship Certificate. The name and email of the Supervisor must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.

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Annex VII – Internships application Form Freemover - UPV

Libre Movilidad

DATOS PERSONALES			
Apellidos:		Nombre:	
DNI:	Fecha de Nacimiento:	Sexo: - <input type="button" value="v"/>	
Dirección España (dirección, código postal, población)		Dirección Extranjero (dirección, código postal, población)*	
Tel. 1:		Tel. 1:*	
Tel. 2:		Tel. 2:*	
Email :		Email:*	

*Indicar sólo al inicio de la práctica

DATOS ACADÉMICOS	
Titulación:	Fecha Titulación: <small>(fecha pago de tasas para obtención del título)</small>
Escuela / Facultad UPV:	
¿Has disfrutado anteriormente de una beca de movilidad? : - <input type="button" value="v"/> En caso afirmativo...	
Beca/s:	
País Destino:	Universidad o Empresa:

DATOS PRÁCTICA			
La "Company Data" adjunta a la presente solicitud tendrá que hacer referencia a la opción de mayor duración.			
Empresa:	País:		
Duración:	meses	Inicio: 12/12/2023	Fin: 12/12/2040

Sin perjuicio de las obligaciones en materia de publicidad activa y derecho de acceso a la información pública previstas en la Ley 19/2013, de 9 de diciembre, de transparencia, acceso a la información pública y buen gobierno, y en la Ley 2/2015, de 2 de abril, de la Generalitat, de Transparencia, Buen Gobierno y Participación Ciudadana de la Comunidad Valenciana, las partes se comprometen a respetar la confidencialidad de la información que se suministran en la ejecución del presente convenio individual.

En aras a dar cumplimiento al Reglamento (UE) 2016/679 del Parlamento Europeo y del Consejo, de 27 de abril de 2016, y a la Ley Orgánica 3/2018, de 5 de diciembre, de Protección de Datos Personales y garantía de los derechos digitales, le informamos que sus datos serán incorporados al sistema de tratamiento titularidad de UNIVERSITAT POLITÈCNICA DE VALÈNCIA (UPV), con CIF: Q66380028 y dirección en Servicio Integrado de Empleo, Camino de Vera, s/n. 46002 Valencia, Edificio Nexus 60, teléfono: 963877828 y email: ile@upvnet.upv.es.

Tratamos la información que nos aporta con el fin de facilitar y mejorar la empleabilidad de los estudiantes y titulados/as de la UPV a través de las relaciones de empresas e instituciones con la UPV, así como para remitirle comunicaciones y publicidad de servicios, cursos, encuestas, promociones, etc. de la UPV que consideremos puedan ser de su interés, bien por correo electrónico o por cualquier otro medio de comunicación electrónica equivalente. Conservaremos sus datos el tiempo necesario para la prestación de los servicios que nos solicita. Una vez finalizado procederemos a suprimirlos, no obstante, podremos mantener bloqueados los datos para atender a posibles responsabilidades administrativas o judiciales.

Los datos del estudiante o titulado podrán ser cedidos a las empresas o instituciones que participen en los procesos de gestión de prácticas en empresas y/o de gestión de empleo de la UPV, cuando estos así lo requieran. Finalizado el proceso por el cual se cedieron los datos a la empresa o institución, esta, como encargada del tratamiento, deberá suprimir los datos que obren en su poder. No obstante, podrá mantener bloqueados los datos para atender a posibles responsabilidades administrativas o judiciales, cumpliendo en cualquier caso las obligaciones establecidas en el artículo 28 del RGPD.

Usted tiene derecho a acceder a sus datos personales, rectificar los datos inexactos o solicitar su supresión cuando los datos ya no sean necesarios para los fines que fueron recogidos, dirigiendo su solicitud con copia de su DNI a la dirección arriba indicada. Puede consultar información adicional acerca de nuestra política de Privacidad en <http://www.upv.es/entidades/2/E/info/1096432normalc.html>

Y para que conste a los efectos oportunos, firmo la presente en Valencia, a **7 de septiembre de 2021**

Firmado:

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Annex VIII – Company data Application Freemover - UPV

COMPANY DATA Programme: Libre Movilidad

Registered Address and Type of organisation

Full legal name		Organization Id.Number	
Address			
City		Postcode	
Country		Region	
Type of organisation	-		-
Economic Sector & Subsector			
Legal Status	<input type="checkbox"/> Private	<input type="checkbox"/> Public	Scope -
Commercial orientation	<input type="checkbox"/> For profit	<input type="checkbox"/> Not for profit	Size -
Website		Num. Of Trainees	
General description of the organisation			

Contact person

First name		Surname		<input type="checkbox"/> Male	<input type="checkbox"/> Female
Position		Department			
Telephone		Mobile			
E-mail		Fax			

Candidate profile:

Name of the candidate					
Duration		months	Starting date	From	To
Description of Tasks					
Area of study of the placement	-		Language of the placement		

Remuneration by the Host Organisation:

	Euros or local currency	-	<input type="checkbox"/> Accommodation	<input type="checkbox"/> Transport	<input type="checkbox"/> Meals
<input type="checkbox"/> Others:					

We hereby declare our interest to collaborate with the Universidad Politécnica de Valencia within the placement described above.

Date of signature:

(sign and stamp)

 - Name and surname of the signing person -
 - Position of the Signing Person -

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Annex XIX – International Training Agreement – Freemover UPV

CONVENIO PARA PRÁCTICAS EN EL EXTRANJERO – LIBRE MOVILIDAD
INTERNATIONAL TRAINING AGREEMENT - FREEMOVER

POR UN LADO

La **UNIVERSITAT POLITÈCNICA DE VALÈNCIA** (en adelante la **UPV**), domiciliada en Cmno. de Vera s/n de Valencia (España) y representada por Dña. **M^a Dolores Salvador Moya**, Vicerrectora de Empleo y Formación Permanente, actuando por delegación de firma del 1 de junio de 2021 del Sr. Rector Magnífico D. **José Esteban Capilla Romá**, en su calidad de rector, nombrado por el Decreto 74/2021, de 28 de mayo, del Consell de la Generalitat

BETWEEN

UNIVERSITAT POLITÈCNICA DE VALENCIA (from here on **UPV**), located in Camino de Vera s/n, Valencia, Spain, and represented by Mrs. **M^a Dolores Salvador Moya**, Vice-rector of Employment and Lifelong Learning, acting by delegation signature of 1st. of June 2021 of Mr. **José Esteban Capilla Romá**, as Rector, named by the Decree 74/2021, of 28 of may.

POR OTRO

La empresa **NOMBRE DE LA COMPAÑÍA / COMPANY'S NAME** (en adelante la **empresa de acogida**) con domicilio en **DIRECCIÓN COMPLETA / COMPLETE OFFICIAL ADDRESS** teléfono **TEL. / PHONE** e-mail **E-MAIL** página Web **PÁG WEB / WEB PAGE** y representada por D. **NOMBRE REPRESENTANTE LEGAL / NAME OF SIGNING PERSON** con cargo de **CARGO / POSITION** de la empresa.

AND

The company **NOMBRE DE LA COMPAÑÍA / COMPANY'S NAME** (from here on the **host company**) addressed in **DIRECCIÓN COMPLETA / COMPLETE OFFICIAL ADDRESS** telephone **TEL. / PHONE** e-mail **E-MAIL** web page **PÁG WEB / WEB PAGE** represented by **NOMBRE REPRESENTANTE LEGAL / NAME OF SIGNING PERSON** as **CARGO / POSITION** of the company.

Y POR OTRO

NOMBRE ESTUDIANTE O TITULADO / NAME OF THE PARTICIPANT (en adelante **el participante**) con DNI **DNI / ID NR.** participante en el Programa Libre Movilidad por la Escuela/Facultad **ESCUELA O FACULTAD / SCHOOL OR FACULTY** de la Universitat Politècnica de València.

AND

NOMBRE ESTUDIANTE O TITULADO / NAME OF THE PARTICIPANT (from now on the **participant**), with Identity Nr. **DNI / ID NR.** from the School/Faculty **ESCUELA O FACULTAD / SCHOOL OR FACULTY** of the Universitat Politècnica de Valencia

ACUERDAN/ IT HAS BEEN AGREED AS FOLLOWS

1. OBJETIVO DEL CONVENIO

Este acuerdo tiene como objetivo el facilitar al participante una estancia formativa en la empresa de acogida por un periodo de meses, comenzando el hasta el

Dicha práctica tiene como objetivo apoyar la formación del participante contribuyendo al desarrollo de políticas y de acciones innovadoras en materia de formación profesional a nivel internacional.

1. OBJECTIVES OF THE AGREEMENT

This contract aims at providing the participant with a work experience placement/internship in the host company for a period of months, which will begin on and end on

This internship is intended to supplement the training of participants, contributing to the development of policies and innovative actions in vocational training at an international level.

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2. ACTUACIONES Y OBLIGACIONES DE LA UPV

La UPV:

- 2.1) Facilitará al participante la ayuda y asistencia logística de acuerdo con sus posibilidades, que garantice el éxito de la práctica.
- 2.2) Será responsable del desarrollo y seguimiento del programa.
- 2.3) La UPV ha contratado un seguro para cubrir al participante durante la realización de su práctica. Las garantías cubiertas son accidente, asistencia médica y responsabilidad civil.
- 2.4) Promover la designación de un tutor del Departamento o Centro Docente de la UPV, cuya disciplina sea afín al objeto de la práctica, el cual supervisará y evaluará la práctica realizada.

2. TASKS AND DUTIES OF UPV

UPV engages to:

- 2.1) Assist the participant in all situations that may arise and make sure the training period is successful.
- 2.2) Be responsible for programme carry-out and follow-up.
- 2.3) The UPV has also contracted an insurance to cover the participant during the training. It covers accident, medical assistance and civil liability
- 2.4) Appoint a tutor of a Department or School/Faculty of the Participant of a similar subject to that of the area of the training. This tutor will supervise and assess the participant during the training period.

3. RESPONSABILIDADES DEL PROFESOR UPV

El Profesor UPV será el encargado de supervisar el carácter formativo de las prácticas, así como asesorar al participante académicamente durante su práctica.

3. RESPONSABILITIES OF THE UPV PROFESSOR

The UPV professor will be in charge of supervising that the aim of the placement is to train, as well as of the academic support of the participant during his/her placement.

3. OBLIGACIONES Y RESPONSABILIDADES DEL PARTICIPANTE

El participante se compromete a :

- 3.1) Aceptar las normas y horario del organismo de acogida, y no divulgar ninguna información de la Empresa de Acogida o de sus actividades sin previa autorización del mismo. En caso de faltar a estas normas, el responsable de la empresa de acogida se reserva el derecho de finalizar la práctica, después de comunicarlo a las diferentes partes contratantes.
- 3.2) Presentar ante la UPV toda la documentación detallada en las bases de este programa en tiempo y forma establecidos en las mismas.
- 3.3) Completar la estancia en prácticas. Si por cualquier circunstancia imputable al participante, sin que medie fuerza mayor, éste no llegara a completarla, el participante informará a la UPV lo más rápidamente posible.
- 3.4) Tener a disposición de la UPV cualquier documento que permita verificar que la estancia se está llevando a cabo o ya ha sido realizada.
- 3.5) Las tareas a realizar por el participante en el marco de la estancia a la que se refiere el presente convenio, se describen pormenorizadamente en el programa formativo del Anexo a este convenio.

4. DUTIES AND RESPONSABILITIES OF THE PARTICIPANT

The Participant engages to:

- 3.1) Accept the rules and timetable of the host company, and not to divulge information about the host company and/or its activities without previous consent. If the participante does not respect these rules, the host company can put an end to the training after communicating it to the different contracting parties.
- 3.2) To submit to UPV the documents in the timing and forms required in the regulations of the programme.
- 3.3) The duration of the grant must be completed. If, for any reason due to the participant, except reason of major force, the training period is not completed.
- 3.4) Submit to UPV all the documents which allow to verify that the training is in pro cess or has been completed.
- 3.5) The details of the tasks, which the participant will carry out as part of the placement ruled by this contract, are given in the Annex of this contract.

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