



Promoting Resilience and Employability in uniVersity

PREVIEW

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2.1 Programme Internship Process Description in PREVIEW Partner Countries



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	internship programs, including adaptations made during the pandemic period.
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List of acronyms and abbreviations

ACRONYM	Description
AP	Action Point
CA	Consortium Agreement
EC	European Commission
GA	General Assembly
KoM	Kick-off Meeting
PM	Project Manager
TL	Team Leader
ToC	Table of Contents
WP	Work Package
WPL	Work Package Leader

List of beneficiaries

No	Partner Name	Short name	Country
1	CONSIGLIO NAZIONALE DELLE RICERCHE	CNR	IT
2	UNIVERSITA DEGLI STUDI DI SASSARI	UNISS	IT
3	ACADEMIA DE STUDII ECONOMICE DIN BUCURESTI	ASE	RO
4	UNIVERSIDAD DE SALAMANCA	USAL	ES
5	ADI HARGHIDA	ADI HARGHIDA	RO
6	MEDITERRANEAN PEARLS APS	MED PEARLS APS	IT
7	ALTERCONTACTS	ALTERCONTACTS	NL
8	NEVSEHIR HACI BEKTAS VELI UNIVERSITY	NEVU	TR

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Executive Summary

The deliverable titled Programme Internship Process Description in PREVIEW Partner Countries provides a comprehensive overview of the internship process within the context of the PREVIEW project. It is based on the reports provided in the annexes, which are made by the universities involved in the project regarding the organization of their internship programs, including adaptations made during the pandemic period.

The deliverable highlights the importance of a common theoretical framework regarding internships in universities, specifically focusing on the Experiential Learning Cycle developed by David Kolb. This framework emphasizes the significance of active participation and reflection in the learning process, providing a continuous and experiential approach to internships.

The document outlines the key actors involved in internships, including university teachers and tutors, students, and company mentors. It describes their roles and tasks based on the common theoretical framework, ensuring a structured and effective internship experience.

Additionally, the deliverable addresses the administrative and bureaucratic procedures necessary for the realization of internships, ensuring compliance with regulations and quality standards. It also discusses the challenges posed by the COVID-19 pandemic and the strategies employed by universities to adapt and manage internships during this period.

Overall, the deliverable serves as a valuable resource for universities, students, and industry partners, providing guidance and insights into the organization and management of internships. It contributes to the development of innovative and inclusive pedagogical models that prepare students for the evolving demands of the workforce.

1. DESCRIPTION OF THE PROJECT

Students graduating today with business degrees will be working in careers yet to be created, and many already in the workforce will transition from collocated to remote work. How do educators, and individuals, prepare them for what lies ahead?

The Project PREVIEW, based also on lessons already learnt in the context of the COVID-19 crisis, aims at overcoming these emerging challenges in working scenario by developing innovative and inclusive pedagogical and apprentice models to be included in the education system. Specifically, through designing a student-centered remote internship journey along with other university and company activities, the Project PREVIEW aims at support the ecosystem actors (students, university tutors and company mentors) in developing and upskilling knowledge and skills according to the new working scenario and organization model occurred by the digital age.

PREVIEW has as its main objective to increase the capacity and readiness of Partners involved, as well as students and universities, and industries staff to manage an effective shift towards digital education required by the organizational changes as consequence of remote working explosion.

The Consortium has identified the tourism and cultural heritage sector as a pilot area. Specifically, the project aims to focus on skills development for remote working to provide students with further employability skills to increase their professional success in a labour market shaped by digital transformation. Despite PREVIEW focuses on the tourism field as piloting action, the project outputs are likely to be easily transferable to other relevant fields.

The Project will support the use of digital technologies for teaching, learning, assessment, and engagement. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups. Furthermore, it addresses the:

1. Development of disadvantaged rural and urban areas, since remote internship could help students from rural areas with economic limitation to live a working experience in interesting and stimulating contexts. To this regards UNISS and ASE are Universities that involve student from these areas. It also could contribute to increased the participation of disadvantaged groups, e.g. students with disabilities;
2. Open and distance learning priority since the project envisages MOOC and innovative ICT-based content, services, pedagogies and practice for internship experiences.
3. New learning and teaching methods and approaches, since the project focuses the development, testing and implementation of flexible learning pathways and modular course design (online and blended) and appropriate forms of assessment, including the development of online assessment and innovative pedagogies model such as collaborative online learning or the use of co-creation approach such Service Design Methodology to design.

1.1. PREVIEW Specific objectives

PREVIEW project main achievement and concrete results are:

1. Design and test a new University curriculum by including innovative Remote Internship.
2. Promoting a smooth shift in the University Partners from the in-person internship program to a virtual program in the fields of tourism and cultural heritage.

3. Involving at least 100 students or graduates (at least 16 of them with economic and geographical limitations) participating in remote internship experiences in the field of tourism and cultural heritage.
4. Providing at least 50 education operators (teachers, trainers, university, and company tutors, etc) with a much higher level of digital skills to usefully manage blended internship experiences as well as blended learning.
5. Involving at least 80 education operators in the Learning activities involving at least 150 students in the MOOC on remote skills
6. Facilitating access to international work experiences despite economic and geographical limitations, disabilities, learning difficulties and disadvantages.
7. Establish a strong partnership among University and Tourism and Cultural Heritage business associations to exchange expertise in different fields and to improve the quality of remote internships.
8. Support enterprises involved in the project in transition to remote working.
9. Improvement of knowledge about new methodologies, tools, and technologies as educational means for supporting teachers and students to develop digital and soft skills and competences.
10. Stimulating virtual forms of collaboration and communication among students, university teachers and company representatives.

2. INTRODUCTION

The deliverable related to the task 2.1 Programme Internship Process Mapping (M1-M6) led by ASE is a part of the PREVIEW project, which aims to develop innovative and inclusive pedagogical and apprentice models to support students, university tutors, and company mentors in adapting to the new working scenario and organization model brought about by the digital age. The deliverable focuses on mapping and describing the actors involved in internships, administrative procedures, support actions, and quality indicators for assessment.

The deliverable provides a comprehensive overview of the internship process, including a description of the PREVIEW project, an introduction to the deliverable, and a common theoretical framework regarding internships in universities. It also includes detailed information on the administrative and bureaucratic procedures necessary for the realization of internships.

Additionally, the deliverable annexes highlight how the PREVIEW universities have faced the challenges posed by the COVID-19 pandemic. It emphasizes the importance of remote internship journeys and other activities that support the development and upskilling of knowledge and skills in the new working scenario. More, the annexes provide additional information and documentation related to the internship process, such as laws and regulations in higher education, and specific internship implementation regulations of the universities involved in the project.

Overall, the deliverable aims to enhance the capacity and readiness of partners, students, universities, and industry staff to effectively manage the shift towards digital education and remote working. It emphasizes the use of digital technologies for teaching, learning, assessment, and engagement, while promoting gender equality and addressing differences in access and use by underrepresented groups.

2.1 Document structure

The deliverable is structured into the following chapters:

Chapter 1 includes a description of the PREVIEW project;

Chapter 2 presents an introduction to the deliverable, detailing the document structure;

Chapter 3 describes the common theoretical framework regarding internships in the PREVIEW universities;

Chapter 4 describes the key actors involved in internships and their roles/tasks based on a common theoretical framework regarding internships in universities;

Chapter 5 describes the main administrative and bureaucratic procedures necessary for the realization of internships;

Chapter 6 describes how the PREVIEW Universities faced the Covid 19 period.

3. COMMON THEORETICAL FRAMEWORK REGARDING INTERNSHIPS IN UNIVERSITIES

One common theoretical framework regarding internships in universities is the "Experiential Learning Cycle" developed by David Kolb. This Experiential Learning Cycle is a widely recognized model of learning that emphasizes the importance of active participation and reflection. The model suggests that learning is a continuous process that involves four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

In the context of internships, the Experiential Learning Cycle can help students connect their academic learning with real-world experiences. By engaging in hands-on work and reflecting on their experiences, students can gain a deeper understanding of the practical applications of the concepts they are learning in the classroom.

Some specific ways that universities can use the Experiential Learning Cycle framework to design effective internship programs:

1. **Concrete Experience:** Universities can provide students with meaningful and challenging internship opportunities that allow them to engage in hands-on work. This might involve working on real-world projects or tasks, collaborating with professionals in the field, or observing and shadowing experienced practitioners.
2. **Reflective Observation:** Universities can encourage students to reflect on their internship experiences through regular check-ins and debrief sessions. This might involve journaling, discussing their experiences with peers or mentors, or participating in group reflection activities.
3. **Abstract Conceptualization:** To support the development of a conceptual framework, universities can provide students with resources and support for researching and learning about the theoretical concepts and models that underpin their internship work. This might involve providing access to academic literature, offering seminars or workshops on relevant topics, or connecting students with faculty mentors who can guide their learning.
4. **Active Experimentation:** Finally, universities can support students in applying what they have learned through their internships to new situations. This might involve providing opportunities for students to work on capstone projects or other independent research projects, encouraging them to experiment with new approaches and strategies, or helping them connect with mentors or professional networks that can support their ongoing learning.

An example of an internship framework for tourism studies using the Experiential Learning Cycle:

1. **Concrete Experience:** The internship program should provide students with hands-on experience working in the tourism industry. For example, students could intern at hotels, resorts, tourism boards, or travel agencies. During their internships, students could engage in tasks such as customer service, event planning, marketing, and sales.
2. **Reflective Observation:** Throughout their internships, students should engage in regular reflection on their experiences. This could involve journaling, participating in debrief sessions with peers or mentors, or creating reflection videos or blogs. Reflection activities could focus on questions such as:

3. What did you learn today? What successes did you have? What challenges did you face, and how did you overcome them?
4. Abstract Conceptualization: In order to connect their concrete experiences to theoretical concepts, students should have opportunities to learn about key tourism theories and models. This could be achieved through readings, lectures, seminars, or discussions with faculty mentors. Some possible topics could include destination marketing, sustainable tourism, tourism planning, and cultural tourism.
5. Active Experimentation: Finally, students should have opportunities to apply what they have learned through their internships to new situations. For example, they could develop a marketing plan for a tourism destination, plan and execute a sustainable tourism project, or analyze the economic impact of tourism in a specific location. By experimenting with new approaches and strategies, students can further develop their skills and knowledge, and prepare themselves for future careers in the tourism industry.

An example of a remote internship framework for tourism studies using the Experiential Learning Cycle:

1. Concrete Experience: The remote internship program should provide students with opportunities to engage in practical work related to the tourism industry, even if they are not able to travel to a physical location. This could involve working with tourism boards, travel agencies, or other tourism-related businesses remotely. Tasks might include researching destinations, creating social media content, developing marketing strategies, or assisting with customer service.
2. Reflective Observation: Throughout their remote internships, students should engage in regular reflection on their experiences. This could involve journaling, participating in virtual debrief sessions with peers or mentors, or creating reflection videos or blogs. Reflection activities could focus on questions such as: What did you learn today? What successes did you have? What challenges did you face, and how did you overcome them?
3. Abstract Conceptualization: In order to connect their concrete experiences to theoretical concepts, students should have opportunities to learn about key tourism theories and models remotely. This could be achieved through online readings, lectures, webinars, or discussions with faculty mentors. Some possible topics could include destination marketing, sustainable tourism, tourism planning, and cultural tourism.
4. Active Experimentation: Finally, students should have opportunities to apply what they have learned through their remote internships to new situations. For example, they could develop a virtual marketing plan for a tourism destination, plan and execute a virtual sustainable tourism project, or analyze the online presence and reputation of a tourism-related business. By experimenting with new approaches and strategies remotely, students can further develop their skills and knowledge, and prepare themselves for future careers in the tourism industry.

Overall, this framework provides a structured approach to designing internship programs that support students' learning and development in the field of tourism. By engaging in the Experiential Learning Cycle, students can gain practical experience, reflect on their experiences, connect their learning to theoretical concepts, and apply what they have learned to new situations.

4. ACTORS INVOLVED IN INTERNSHIPS AND THEIR ROLES/TASKS

The key actors involved in internships and their roles/tasks based on a common theoretical framework regarding internships in universities (Annex 1-4):

1. **Students/Interns:** Students or interns are the primary actors in the internship program. Their role is to engage in experiential learning through hands-on work experience in their chosen field. Their tasks may include completing specific projects, tasks or assignments, attending meetings, and adhering to the guidelines set by the internship program.
2. **Faculty:** Faculty members are responsible for overseeing the internship program and ensuring that it aligns with academic standards and learning outcomes. Their role is to design the program, provide guidance and support to the interns, and evaluate their performance. They may also be responsible for providing academic credit for the internship, conducting academic research related to the internship, and helping students connect their internship experiences to their academic coursework.
3. **Internship Coordinators:** Internship coordinators are responsible for overseeing the logistics of the internship program. Their tasks may include developing partnerships with employers or organizations, recruiting and selecting interns, communicating with students and employers, and facilitating the internship experience. They may also be responsible for evaluating the program's effectiveness and making adjustments as needed.
4. **Employers/Organizations:** Employers or organizations provide the opportunity for students to engage in hands-on work experience in their chosen field. Their role is to provide interns with a meaningful learning experience and to benefit from the intern's contributions to their organization. Employers may be responsible for setting goals and expectations for the intern, providing training and resources, and evaluating the intern's performance.
5. **Supervisors/Mentors:** Supervisors or mentors are individuals who oversee and guide the interns during their internship. Their role is to provide guidance, support, and feedback to the intern to ensure that they are learning and completing tasks effectively. Supervisors or mentors may also be responsible for evaluating the intern's performance and providing recommendations for future opportunities.

Overall, each actor involved in the internship program plays an important role in ensuring that the program is effective and beneficial for the interns and the organizations involved. By working together, students, faculty, internship coordinators, employers/organizations, supervisors/mentors, and other stakeholders can create a successful internship program that provides valuable learning experiences and helps prepare students for their future careers.

4.1 The specific benefits of Students in an internship program

There are several specific benefits that students can gain from participating in an internship program, including (Annex 1-4):

1. Hands-on experience: Internships provide students with an opportunity to apply what they have learned in the classroom to real-world situations. This hands-on experience helps students develop practical skills that are valuable in their chosen field.
2. Professional development: Internships offer students a chance to develop and enhance their professional skills, such as communication, teamwork, and problem-solving. These skills can help students succeed in their future careers.
3. Networking: Internships provide students with a chance to connect with professionals in their field, which can lead to valuable contacts and potential job opportunities in the future.
4. Industry insights: Internships give students a behind-the-scenes look at the day-to-day operations of their chosen industry. This firsthand experience can help students understand the industry's challenges and opportunities.
5. Career exploration: Internships allow students to test the waters in their chosen field and gain a better understanding of the specific career paths available to them.
6. Resume building: Internships provide students with practical experience that they can include on their resumes, making them more competitive in the job market.
7. Personal growth: Internships challenge students to step outside of their comfort zones, take risks, and develop their confidence and independence.

Overall, internships offer students a unique opportunity to gain practical experience, develop professional skills, and make valuable industry connections. These benefits can help students succeed in their future careers and achieve their long-term goals.

4.2 The specific benefits of Faculty members in an internship program

There are several specific benefits that faculty members can gain from participating in an internship program, including (Annex 1-4):

1. Enhanced Teaching: Faculty members who participate in internship programs can gain new insights and ideas for teaching and curriculum development from industry professionals.
2. Professional Development: Participating in an internship program can help faculty members stay up-to-date with current industry trends and developments, which can improve their teaching and research.
3. Research Opportunities: Internship programs can provide faculty members with opportunities to conduct research on industry-related topics and collaborate with industry professionals.
4. Industry Connections: Participating in internship programs can help faculty members establish industry connections and expand their professional networks.
5. Community Engagement: Internship programs can provide faculty members with opportunities to engage with the community and promote the university's mission and values.

6. Student Mentoring: Faculty members who participate in internship programs can serve as mentors to students, helping them navigate the internship experience and providing guidance and support.
7. University Visibility: Internship programs can enhance the visibility and reputation of the university, both within the industry and the broader community.

Overall, participating in internship programs can provide faculty members with opportunities to enhance their teaching, research, and professional development, while also benefiting the university and its students.

4.3 The specific benefits of Internship Coordinators in an internship program

There are several specific benefits that internship coordinators can gain from participating in an internship program, including (Annex 1-4):

1. Enhancing the student experience: Internship coordinators play a critical role in ensuring that students have a positive and productive internship experience. This can be personally rewarding for coordinators who are invested in helping students succeed.
2. Developing organizational skills: Coordinating an internship program involves managing a wide range of administrative tasks, including recruiting interns, coordinating training and orientation sessions, and monitoring student progress. This can help coordinators develop valuable organizational skills that are useful in many different contexts.
3. Building relationships: Internship coordinators work closely with a wide range of stakeholders, including students, academic supervisors, employers, and industry professionals. This provides opportunities to build meaningful relationships and expand professional networks.
4. Enhancing professional development: Internship coordinators are responsible for staying up-to-date with industry trends and developments, which can enhance their professional development and make them more competitive in the job market.
5. Developing leadership skills: Coordinating an internship program involves managing a team of people and making strategic decisions. This can help coordinators develop leadership skills that are useful in many different contexts.
6. Contributing to the university's mission: Internship coordinators play a critical role in supporting the university's mission of providing students with real-world learning opportunities. This can be personally fulfilling for coordinators who are passionate about education and professional development.

Overall, coordinating an internship program can be a challenging but rewarding experience for internship coordinators. It provides opportunities to develop valuable skills, build relationships, and contribute to the university's mission of providing students with meaningful learning experiences.

4.4 The specific benefits of Employers/Organizations in an internship program

There are several specific benefits that employers/organizations can gain from participating in an internship program, including (Annex 1-4):

1. Access to talent: Internship programs provide employers with a pipeline of talented students who are interested in working in their industry. This can help organizations identify and recruit top talent for future job openings.
2. Cost-effective staffing: Internship programs can provide organizations with cost-effective staffing solutions, allowing them to take on additional projects or tasks without incurring significant expenses.
3. Improved productivity: Interns can bring fresh perspectives and ideas to an organization, which can lead to increased productivity and innovation.
4. Enhanced community engagement: Participating in an internship program can help organizations build relationships with the community and demonstrate their commitment to supporting education and professional development.
5. Increased brand awareness: Internship programs can help organizations build their brand and reputation by showcasing their commitment to investing in the next generation of professionals.
6. Professional development for employees: Employers who participate in internship programs can gain valuable experience in mentoring and coaching students, which can enhance their own professional development.
7. Access to new ideas and technologies: Interns can bring new ideas, technologies, and techniques to an organization, which can help the organization stay competitive and innovative.

Overall, participating in an internship program can provide organizations with a range of benefits, including access to talent, cost-effective staffing solutions, increased productivity and innovation, and enhanced community engagement and brand awareness.

4.5 The specific benefits of Supervisors/Mentors in an internship program

There are several specific benefits that supervisors/mentors can gain from participating in an internship program, including (Annex 1-4):

1. Professional development: Supervisors/mentors can gain valuable experience in coaching and mentoring students, which can enhance their own professional development and leadership skills.
2. Building relationships: Working closely with interns provides supervisors/mentors with opportunities to build meaningful relationships and expand their professional networks.
3. Talent development: Supervisors/mentors can play a critical role in developing the talent pipeline for their organization by identifying and nurturing top talent.

4. Access to new ideas and technologies: Interns can bring new ideas, technologies, and techniques to an organization, which can help the organization stay competitive and innovative. Supervisors/mentors can benefit from exposure to these new ideas and technologies.
5. Improved productivity: Interns can bring fresh perspectives and ideas to an organization, which can lead to increased productivity and innovation. Supervisors/mentors can benefit from these new ideas and perspectives.
6. Developing leadership skills: Mentoring and coaching interns involves developing leadership skills, such as communication, delegation, and problem-solving, which can be useful in many different contexts.
7. Giving back to the community: Participating in an internship program provides supervisors/mentors with opportunities to give back to the community and support the professional development of the next generation.

Overall, participating in an internship program can provide supervisors/mentors with opportunities for professional development, building relationships, developing talent, access to new ideas and technologies, and developing leadership skills.

4.6 The specific obligations of Students in an internship program

1. Professionalism: Students are expected to behave professionally while participating in the internship program. This includes dressing appropriately, being punctual, adhering to the organization's code of conduct, and maintaining a positive attitude.
2. Learning and Development: Students are expected to actively engage in the learning and development opportunities provided by the internship program. This may include attending meetings, completing assigned tasks, asking questions, seeking feedback, and reflecting on their experiences.
3. Communication: Students are expected to communicate effectively with their supervisors, mentors, and other stakeholders involved in the internship program. This includes responding promptly to emails, updating their progress regularly, and addressing any concerns or issues that may arise.
4. Confidentiality: Students are expected to maintain confidentiality regarding any sensitive information they may encounter during their internship. This includes respecting the privacy of clients, customers, and colleagues, and refraining from sharing confidential information with unauthorized individuals.
5. Ethical Conduct: Students are expected to adhere to ethical standards while participating in the internship program. This includes avoiding conflicts of interest, upholding the organization's values and mission, and acting with integrity in all their interactions.

Overall, students have a responsibility to behave professionally, actively engage in learning and development opportunities, communicate effectively, maintain confidentiality, and adhere to ethical

standards. By fulfilling these obligations, students can gain valuable experience and develop the skills and knowledge needed to succeed in their chosen careers (Annex 1-4).

4.7 The specific obligations of Faculty members in an internship program

1. **Designing the Program:** Faculty members are responsible for designing the internship program and ensuring that it aligns with the academic standards and learning outcomes of the university or college. This includes setting goals and objectives for the program, developing guidelines for student participation, and selecting appropriate employers or organizations for students to intern with.
2. **Providing Guidance and Support:** Faculty members are responsible for providing guidance and support to students throughout the internship program. This may include helping students identify potential internships, advising them on academic requirements and deadlines, and providing feedback on their progress.
3. **Evaluating Performance:** Faculty members are responsible for evaluating the performance of students in the internship program. This includes assessing their work product, attendance, professionalism, and other relevant factors. Faculty members may also be responsible for assigning grades or academic credit for the internship.
4. **Conducting Academic Research:** Faculty members may conduct academic research related to the internship program. This may include studying the effectiveness of the program, identifying best practices, or exploring how the internship experience can be integrated with academic coursework.
5. **Connecting Internship Experiences to Academic Coursework:** Faculty members may help students connect their internship experiences to their academic coursework. This may include requiring students to complete reflective assignments or projects, incorporating internship-related topics into lectures or assignments, or providing academic credit for the internship.

Overall, Faculty members play a critical role in ensuring the success of the internship program. By designing the program, providing guidance and support, evaluating performance, conducting academic research, and connecting internship experiences to academic coursework, Faculty members can help students gain valuable experience and develop the skills and knowledge needed to succeed in their future careers (Annex 1-4).

4.8 The specific obligations of Internship Coordinators in an internship program

1. **Managing the Program:** Internship Coordinators are responsible for managing the day-to-day operations of the internship program. This includes overseeing student participation, monitoring the progress of the program, and ensuring that it aligns with the academic standards and learning outcomes of the university or college.
2. **Developing Partnerships:** Internship Coordinators are responsible for developing partnerships with employers or organizations that offer internships to students. This may include identifying potential partners, establishing relationships, and negotiating agreements that benefit both the organization and the students.

3. **Facilitating the Internship Experience:** Internship Coordinators are responsible for facilitating the internship experience for students. This includes providing orientation and training, helping students identify learning goals and objectives, and addressing any issues or concerns that may arise during the internship.
4. **Providing Support and Guidance:** Internship Coordinators are responsible for providing support and guidance to students throughout the internship program. This may include advising them on academic requirements and deadlines, helping them develop skills and competencies, and providing feedback on their progress.
5. **Evaluating Program Effectiveness:** Internship Coordinators are responsible for evaluating the effectiveness of the internship program. This includes collecting feedback from students, employers, and other stakeholders, analyzing program data, and making recommendations for program improvements.

Overall, Internship Coordinators play a critical role in ensuring the success of the internship program. By managing the program, developing partnerships, facilitating the internship experience, providing support and guidance, and evaluating program effectiveness, Internship Coordinators can help students gain valuable experience and develop the skills and knowledge needed to succeed in their future careers (Annex 1-4).

4.9 The specific obligations of Employers/Organizations in an internship program

1. **Providing a Quality Learning Experience:** Employers/Organizations are responsible for providing students with a quality learning experience during their internship. This includes providing opportunities for students to develop skills and competencies related to their field of study, giving them meaningful work assignments, and providing feedback on their performance.
2. **Assigning a Supervisor/Mentor:** Employers/Organizations are responsible for assigning a supervisor or mentor to students during their internship. The supervisor/mentor should provide guidance, support, and feedback to the student throughout the internship.
3. **Ensuring Safety and Compliance:** Employers/Organizations are responsible for ensuring the safety and compliance of their work environment. This includes providing a safe and healthy work environment, complying with all relevant laws and regulations, and providing appropriate training and equipment to students.
4. **Providing Orientation and Training:** Employers/Organizations are responsible for providing orientation and training to students at the beginning of their internship. This should include an overview of the organization, its policies and procedures, and the specific duties and responsibilities of the student.
5. **Evaluating Student Performance:** Employers/Organizations are responsible for evaluating the performance of students during their internship. This includes assessing their work product, attendance, professionalism, and other relevant factors. Employers/Organizations may also be responsible for providing feedback on student performance to the Internship Coordinators.

Overall, Employers/Organizations play a critical role in ensuring the success of the internship program. By providing a quality learning experience, assigning a supervisor/mentor, ensuring safety and compliance, providing orientation and training, and evaluating student performance, Employers/Organizations can help students gain valuable experience and develop the skills and knowledge needed to succeed in their future careers (Annex 1-4).

4.10 The specific obligations of Supervisors/Mentors in an internship program

1. **Providing Guidance and Support:** Supervisors/Mentors are responsible for providing guidance and support to students during their internship. This includes helping students navigate their work environment, providing feedback on their performance, and answering any questions or concerns they may have.
2. **Assigning Meaningful Work Assignments:** Supervisors/Mentors are responsible for assigning meaningful work assignments to students during their internship. This includes tasks that align with the student's academic program and career goals, and that provide opportunities for skill development.
3. **Providing Feedback:** Supervisors/Mentors are responsible for providing regular feedback to students on their performance. This includes constructive feedback on areas for improvement, as well as recognition for areas where the student excels.
4. **Encouraging Professionalism:** Supervisors/Mentors are responsible for encouraging professionalism and workplace etiquette in their interns. This includes promoting punctuality, appropriate attire, and respect for colleagues.
5. **Supporting Academic Requirements:** Supervisors/Mentors are responsible for supporting the academic requirements of the internship program. This includes working with the Internship Coordinator to ensure that the internship meets the academic standards and learning outcomes of the university or college.

Overall, Supervisors/Mentors play a critical role in ensuring the success of the internship program. By providing guidance and support, assigning meaningful work assignments, providing feedback, encouraging professionalism, and supporting academic requirements, Supervisors/Mentors can help students gain valuable experience and develop the skills and knowledge needed to succeed in their future careers (Annex 1-4).

5. ADMINISTRATIVE STEPS (E.G. PROTOCOL, PROGRAMS, SYLLABUS) AND DOCUMENTS NECESSARY TO START, MANAGE AND ASSESS AN INTERNSHIP (E.G. INTERNSHIP PROGRAM)

Some of the administrative steps and documents necessary to start, manage and assess an internship program (Annex 1-4):

1. Protocol: A written protocol or guideline should be developed to outline the objectives, goals, procedures, and expectations of the internship program. This should be reviewed and approved by the university or college administration.
2. Program Design: A clear program design should be established that outlines the duration, learning objectives, evaluation criteria, and other relevant details of the internship program.
3. Syllabus: A syllabus should be developed that outlines the academic requirements of the internship program, including the number of hours required, academic assignments, and grading criteria.
4. Internship Agreement: An internship agreement should be drafted and signed by the student, the employer/organization, and the university or college. This agreement should outline the terms and conditions of the internship, including the start and end dates, the work schedule, the responsibilities of the student and the employer, and any other relevant details.
5. Job Description: A job description should be developed by the employer/organization that outlines the specific duties and responsibilities of the intern during their internship.
6. Evaluation Forms: Evaluation forms should be developed for students, employers/organizations, and supervisors/mentors to provide feedback on the student's performance, the quality of the internship program, and the effectiveness of the supervisor/mentor.
7. Orientation Materials: Orientation materials should be developed to provide students with an overview of the internship program, the expectations of the employer/organization and the university or college, and any relevant policies and procedures.
8. Record Keeping: A system for record keeping should be established to track the progress of students throughout their internship, including attendance, academic assignments, and performance evaluations.

Overall, these administrative steps and documents are necessary to ensure that the internship program is well-designed, effectively managed, and properly assessed. By establishing clear expectations, providing relevant orientation materials, and implementing effective evaluation processes, the internship program can provide students with valuable learning experiences that prepare them for their future careers.

5.1 Protocol

A protocol is a written document that outlines the objectives, goals, procedures, and expectations of an internship program. It serves as a guide for all parties involved in the program, including students, employers/organizations, supervisors/mentors, and university or college administrators. A well-designed protocol is critical to ensuring that the internship program is effective, efficient, and meets the needs of all stakeholders.

Here are some key elements that should be included in a protocol (Annex 1-4):

1. Objectives: The protocol should clearly state the objectives of the internship program, including its purpose and expected outcomes. This can include learning outcomes for students, benefits for employers/organizations, and the overall goals of the program.
2. Eligibility Criteria: The protocol should outline the eligibility criteria for students to participate in the internship program. This can include academic requirements, class standing, and other relevant criteria.
3. Procedures: The protocol should provide a detailed description of the procedures involved in the internship program, including the application process, selection criteria, and the roles and responsibilities of all parties involved.
4. Program Duration: The protocol should specify the duration of the internship program, including the start and end dates, and the number of hours required.
5. Academic Requirements: The protocol should outline the academic requirements of the internship program, including the number of academic credits awarded, academic assignments, and grading criteria.
6. Evaluation and Assessment: The protocol should include an evaluation and assessment plan for the internship program, including the criteria for evaluating student performance, the methods for collecting feedback from employers/organizations, and the methods for assessing the effectiveness of the program.

By developing a comprehensive protocol for the internship program, all stakeholders can have a clear understanding of the goals, procedures, and expectations of the program. This can help ensure that the program is well-designed, effectively managed, and meets the needs of students, employers/organizations, and the university or college.

5.1.1 Example of a protocol for an internship program in the tourism industry:

1. Program Goals: The program aims to provide students with practical experience in the tourism industry, prepare them for future careers in the field, and contribute to the growth and development of the tourism industry.
2. Eligibility Criteria: Students must have completed at least two years of study in tourism or a related field, with a minimum GPA of 3.0. They must also demonstrate a strong interest in the tourism industry and a willingness to work hard and learn.
3. Internship Placements: Internship placements will be secured through a combination of outreach to partner organizations, online job boards, and personal referrals. Students will have the opportunity to express their preferences for placement, but final placement decisions will be made based on availability and suitability.
4. Orientation: All students will participate in a mandatory orientation session, which will cover program goals, expectations, policies and procedures, safety and security, and communication channels. The orientation may be conducted in person or online.

5. **Training:** Students will receive on-the-job training and support from their employers, as well as additional training in areas such as customer service, destination marketing, and sustainable tourism. Online courses or tutorials may also be provided.
6. **Academic Supervision:** Each student will be assigned an academic supervisor who will provide guidance and support throughout their internship. The academic supervisor will be an experienced faculty member in the tourism department and will be responsible for regular check-ins, feedback on performance, and opportunities for reflection and feedback.
7. **Employer Expectations:** Employers will be provided with clear expectations for their role in the internship program, including providing meaningful and challenging work for students, providing regular feedback on their performance, and supporting their learning and development.
8. **Internship Evaluation:** Students will be evaluated based on clear and objective criteria, including the completion of specific tasks or projects, the achievement of learning outcomes, and the demonstration of specific skills or competencies. The evaluation process will be communicated to all stakeholders, including students, employers, and academic supervisors.
9. **Program Evaluation:** The program will be evaluated on an ongoing basis to ensure that it is meeting its goals and objectives, and to identify areas for improvement. This may involve surveys, focus groups, or other feedback mechanisms.
10. **Communication:** Effective communication channels will be established and maintained between all stakeholders, including students, employers, academic supervisors, and internship coordinators. This may include regular check-ins, newsletters, or online forums.

Overall, this protocol provides a clear and structured framework for designing, implementing, and evaluating an effective internship program in the tourism industry. By following this protocol, universities and employers can ensure that their internship programs are well-organized, well-supported, and effective in helping students develop their professional skills and prepare for future careers in the field.

5.2 Program Design

Program design is a critical component of an internship program, as it outlines the structure and content of the program. A well-designed program should provide students with the opportunity to develop knowledge and skills in their chosen field, and prepare them for their future careers. Here are some key elements that should be included in the program design (Annex 1-4):

1. **Learning Objectives:** The program design should clearly state the learning objectives of the internship program. This can include specific skills, knowledge, and competencies that students are expected to develop during their internship.
2. **Program Components:** The program design should outline the various components of the internship program, including any training or orientation sessions, the work experience, and any academic requirements.
3. **Program Duration:** The program design should specify the duration of the internship program, including the start and end dates, and the number of hours required.

4. **Work Experience:** The program design should specify the nature of the work experience, including the type of work, the level of responsibility, and any specific tasks or projects that the intern will be assigned.
5. **Academic Requirements:** The program design should outline the academic requirements of the internship program, including the number of academic credits awarded, academic assignments, and grading criteria.
6. **Supervision and Support:** The program design should specify the level of supervision and support that will be provided to the intern, including the role of the supervisor/mentor and the level of contact between the intern and the employer/organization.
7. **Evaluation and Assessment:** The program design should include an evaluation and assessment plan for the internship program, including the criteria for evaluating student performance, the methods for collecting feedback from employers/organizations, and the methods for assessing the effectiveness of the program.

By developing a comprehensive program design for the internship program, students can have a clear understanding of the goals, structure, and content of the program. This can help ensure that the program provides students with the opportunity to develop knowledge and skills in their chosen field, and prepares them for their future careers.

5.2.2 Example of a program design for an internship in the tourism industry:

Program Name: Tourism Industry Internship Program

Program Description: This program provides students with the opportunity to gain practical experience in the tourism industry through an internship with a participating organization. Students will engage in a variety of tasks and projects related to tourism, and will reflect on their experiences through regular check-ins with the academic supervisor.

Program Objectives:

1. To provide students with practical experience in the tourism industry and prepare them for future careers in the field.
2. To help students develop professional skills such as communication, time management, and teamwork in a tourism context.
3. To connect students' academic learning to real-world experiences in the tourism industry.
4. To provide opportunities for students to explore different areas of the tourism industry and potential career paths.
5. To expand students' professional networks through exposure to industry professionals and organizations.

Program Components:

1. **Pre-Internship Preparation:** Before starting their internships, students will participate in orientation sessions and workshops to prepare them for their roles and responsibilities as interns. This might

include training on communication, time management, teamwork, and professionalism in a tourism context.

2. Internship Placement: Students will work with the internship coordinator to identify and secure an appropriate internship placement in the tourism industry. The internship placement might involve working at hotels, resorts, tourism boards, travel agencies, or other tourism-related businesses.
3. Internship Tasks and Projects: Students will engage in a variety of tasks and projects related to the tourism industry, depending on the needs of the participating organization and the interests and skills of the student. Tasks might include customer service, event planning, marketing, sales, research, or data analysis.
4. Academic Supervision: Students will meet regularly with their academic supervisor to reflect on their experiences and connect them to theoretical concepts and models in tourism studies. This might involve journaling, participating in debrief sessions with peers or mentors, or creating reflection videos or blogs.
5. Final Project or Presentation: At the end of the internship, students will complete a final project or presentation that demonstrates their learning and accomplishments during the internship. This might involve developing a marketing plan for a tourism destination, analyzing the economic impact of tourism in a specific location, or planning and executing a sustainable tourism project.

Program Evaluation:

To ensure that the program is meeting its objectives and providing a high-quality learning experience for students, the program will be evaluated through various methods, including:

1. Student Feedback: Students will be asked to provide feedback on their internship experiences and the program as a whole through surveys or focus groups.
2. Employer Feedback: Participating organizations will be asked to provide feedback on their experiences working with the interns and the program as a whole.
3. Academic Supervisor Feedback: Academic supervisors will be asked to provide feedback on the students' learning and development during the internship.
4. Program Review: The program coordinator and academic department will regularly review the program components and objectives to ensure that the program is meeting the needs of students and the tourism industry.

Note: This program design is just an example and can be adapted to fit the specific needs and requirements of a particular internship program in the tourism industry.

5.3 Syllabus

A syllabus is a detailed document that outlines the specific requirements, objectives, and expectations of an internship course. It provides a roadmap for students and supervisors/mentors to follow throughout the duration of the internship program. A well-designed syllabus is critical to ensuring that students are aware of their responsibilities and expectations during the internship.

Here are some key elements that should be included in a syllabus for an internship course (Annex 1-4):

1. **Course Description:** The syllabus should provide a detailed description of the internship course, including the objectives, learning outcomes, and expectations for students.
2. **Course Schedule:** The syllabus should outline the schedule for the internship course, including the start and end dates, the number of hours required, and any important deadlines.
3. **Course Requirements:** The syllabus should specify the requirements of the internship course, including any academic assignments, such as reflective essays or research projects, and the grading criteria.
4. **Expectations for Students:** The syllabus should clearly state the expectations for students during the internship, including professional behavior, attendance, and communication with the supervisor/mentor.
5. **Expectations for Supervisors/Mentors:** The syllabus should outline the expectations for supervisors/mentors, including providing regular feedback to the student, assisting with the development of learning objectives, and monitoring the student's progress.
6. **Academic Policies:** The syllabus should include any relevant academic policies, such as the university's policies on plagiarism, academic honesty, and grading.
7. **Resources:** The syllabus should provide students with information on any resources that may be helpful during the internship, such as library resources, career services, or counseling services.

By developing a comprehensive syllabus for the internship course, students can have a clear understanding of the requirements and expectations of the course, and supervisors/mentors can have a clear understanding of their responsibilities. This can help ensure that the internship program is well-managed and meets the needs of all stakeholders.

5.3.1 Example of a syllabus for an internship in tourism studies:

Course Name: Internship in Tourism Studies

Course Description: This course provides students with the opportunity to gain hands-on experience in the tourism industry through a supervised internship with a participating organization. Students will engage in a variety of tasks and projects related to tourism, and will reflect on their experiences through regular check-ins with the academic supervisor.

Learning Outcomes:

1. Students will gain practical experience in the tourism industry.
2. Students will reflect on their internship experiences and connect them to theoretical concepts and models in tourism studies.
3. Students will develop professional skills such as communication, time management, and teamwork in a tourism context.
4. Students will apply what they have learned through their internships to new situations in the tourism industry.

5. Students will expand their professional networks and gain exposure to potential career paths in tourism.

Course Format:

1. Students will work with the internship coordinator to identify and secure an appropriate internship placement in the tourism industry.
2. Students will participate in regular check-ins with the academic supervisor to reflect on their experiences and connect them to theoretical concepts and models in tourism studies.
3. Students will complete a portfolio of tourism-related work and reflection materials.
4. Students will participate in a final presentation or project that demonstrates their learning and accomplishments during the internship.

Course Requirements:

1. Completion of all tourism-related tasks and projects as assigned by the employer and approved by the academic supervisor.
2. Regular participation in check-ins with the academic supervisor.
3. Completion of a portfolio that includes a log of internship hours, reflection materials, and samples of tourism-related work.
4. Participation in a final presentation or project that demonstrates the student's learning and accomplishments during the internship.

Grading:

Grading for this course will be based on completion of all course requirements and the quality of the student's tourism-related work and reflection materials. The following grading scale will be used:

- A: Exceptional performance, demonstrating a deep understanding of the tourism industry and the ability to apply learning to new situations in tourism.
- B: Good performance, demonstrating a solid understanding of the tourism industry and the ability to complete assigned tasks and projects.
- C: Satisfactory performance, demonstrating a basic understanding of the tourism industry and the ability to complete assigned tasks and projects with some guidance.
- D: Unsatisfactory performance, demonstrating a lack of understanding of the tourism industry and/or the inability to complete assigned tasks and projects.
- F: Failing performance, indicating that the student did not complete the course requirements or did not demonstrate a basic understanding of the tourism industry.

Note: This syllabus is just an example and can be adapted to fit the specific needs and requirements of a particular internship program in tourism studies.

5.4 Internship Agreement

An internship agreement is a formal contract between the university, the employer/organization, and the student intern that outlines the terms and conditions of the internship program. This agreement is an essential document necessary to start, manage, and assess an internship (Annex 1-4).

Here are some key elements that should be included in an internship agreement:

1. **Description of the Internship:** The agreement should include a detailed description of the internship, including the responsibilities and duties of the student intern.
2. **Duration of the Internship:** The agreement should specify the start and end dates of the internship, as well as the number of hours required each week.
3. **Compensation:** The agreement should clearly state whether the internship is paid or unpaid, and if paid, the amount of compensation the student will receive.
4. **Confidentiality:** The agreement should include a confidentiality clause that outlines the student's responsibility to maintain the confidentiality of any confidential information they may come across during the internship.
5. **Intellectual Property:** The agreement should address the ownership of any intellectual property created during the internship, including any inventions, software, or other creative works.
6. **Liability and Insurance:** The agreement should include a liability and insurance clause that outlines the responsibility of the student, the employer/organization, and the university in case of any accidents, injuries, or damages that may occur during the internship.
7. **Termination:** The agreement should include a termination clause that outlines the circumstances under which the internship may be terminated, such as misconduct, poor performance, or breach of contract.

By having a well-designed internship agreement, all parties involved can have a clear understanding of their responsibilities and expectations during the internship program. This can help ensure a successful and productive internship experience for the student intern and the employer/organization.

5.4.1 Example of an internship agreement for an internship in the tourism industry:

INTERNSHIP AGREEMENT This Internship Agreement ("Agreement") is entered into by and between [Name of University] ("University"), [Name of Receiving Organization] ("Employer"), and [Name of Student] ("Student"), for the purposes of establishing the terms and conditions of the Student's internship with the Employer.

1. **Purpose of Internship:** The purpose of this internship is to provide the Student with an opportunity to gain practical experience in the tourism industry and to learn about the operations and activities of the Employer.
2. **Duration:** The internship will begin on [Start Date] and end on [End Date], subject to any modifications or extensions as may be agreed upon by the parties.

3. Duties and Responsibilities: The Student's duties and responsibilities will include [List of specific duties and responsibilities, such as conducting market research, creating marketing materials, assisting with event planning, etc.].
4. Work Schedule: The Student's work schedule will be [List of specific work schedule, such as Monday-Friday, 9am-5pm, with a one-hour lunch break].
5. Compensation: The Student will receive [List of specific compensation, such as hourly pay, a stipend, or academic credit] for their work during the internship.
6. Confidentiality: The Student agrees to maintain the confidentiality of all confidential and proprietary information of the Employer, and to not disclose such information to any third party without the express written consent of the Employer.
7. Intellectual Property: Any and all intellectual property created by the Student during the course of the internship will be the property of the Employer.
8. Termination: Either party may terminate this Agreement at any time, with or without cause, by providing written notice to the other party.
9. Insurance: The Employer agrees to provide insurance coverage for the Student during the course of the internship, as required by law.
10. Indemnification: The Student agrees to indemnify and hold harmless the University and the Employer from any and all claims, damages, or liabilities arising out of the Student's acts or omissions during the course of the internship.
11. Governing Law: This Agreement shall be governed by and construed in accordance with the laws of the state in which the Employer is located.
12. Evaluation and Feedback: The Employer agrees to provide the University with periodic evaluations of the Student's performance during the internship, and to provide the Student with feedback on their work.
13. Record-Keeping: The University agrees to maintain records of the Student's progress and achievements during the internship, and to provide the Employer with copies of these records upon request.
14. Academic Credit: The University agrees to grant the Student academic credit for their work during the internship, subject to the University's academic policies and procedures.
15. Entire Agreement: This Agreement constitutes the entire agreement between the parties and supersedes all prior or contemporaneous agreements or understandings, whether written or oral.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date and year first above written.

[Name of University] By: [Signature] Title: [Title]

[Name of Receiving Organization] By: [Signature] Title: [Title]

[Name of Student] By: [Signature] Date: [Date]

5.5 Job Description

A job description is a document that outlines the duties, responsibilities, and qualifications required for a specific position. In the context of an internship program, a job description is a critical tool used by employers/organizations to communicate the requirements and expectations of the internship to potential student candidates.

Here are some key elements that should be included in a job description for an internship position (Annex 1-4):

1. **Job Title:** The job title should be specific and reflective of the tasks and responsibilities associated with the position.
2. **Job Objective:** The job objective should clearly state the purpose of the internship and the skills and experience that the intern will gain.
3. **Duties and Responsibilities:** The job description should outline the specific duties and responsibilities of the intern, including any daily tasks, long-term projects, or special assignments.
4. **Qualifications:** The job description should list the qualifications required for the position, including educational requirements, technical skills, and any relevant work experience.
5. **Supervision and Support:** The job description should outline the level of supervision and support that the intern will receive from the employer/organization, including the name and contact information of the supervisor/mentor.
6. **Schedule and Duration:** The job description should specify the start and end dates of the internship, as well as the number of hours required each week.
7. **Compensation:** The job description should state whether the internship is paid or unpaid, and if paid, the amount of compensation the student will receive.

By developing a clear and detailed job description, employers/organizations can attract the best candidates for the internship position and ensure that the student intern has a clear understanding of the duties and responsibilities associated with the internship. This can help ensure a successful and productive internship experience for both the employer/organization and the student intern.

5.5.1 Example of Job Description for an internship in tourism industry

Job Title: Tourism Industry Intern

Job Summary: We are seeking a motivated and enthusiastic intern to join our tourism industry team. The successful candidate will assist in the planning and execution of tourism marketing and promotional activities, and gain hands-on experience in the industry. This internship provides an excellent opportunity for students to develop their skills and knowledge in tourism marketing and promotion.

Job Responsibilities:

- Assist in the development and execution of marketing and promotional strategies to promote tourism destinations and attractions

- Conduct research on tourism industry trends and best practices
- Create engaging content for social media channels and other marketing platforms
- Assist with event planning and execution, including trade shows, community events, and other promotional activities
- Support the development of tourism-related materials, such as brochures, flyers, and maps
- Collaborate with other members of the team to achieve marketing and promotional goals
- Other duties as assigned

Requirements:

- Currently enrolled in a tourism or marketing program at a university or college
- Strong written and verbal communication skills
- Familiarity with social media platforms and content creation
- Strong organizational and time management skills
- Ability to work independently and as part of a team
- Interest in the tourism industry and a willingness to learn

Duration: 12 weeks, with the possibility of extension

Compensation: This is an unpaid internship, but students will receive academic credit for their participation. Some expenses related to job duties may be reimbursed.

Work Schedule: This is a part-time position, with a schedule of 20 hours per week. The exact schedule will be determined based on the needs of the organization and the availability of the intern. Some evening and weekend work may be required.

Location: The position will be based at our tourism office in [city], but some remote work may be possible.

Supervision: The intern will report to the [position title] and will receive regular feedback and guidance on job performance.

5.6 Evaluation Forms

Evaluation forms are an important tool used in the assessment of an internship program. These forms are used to collect feedback from various stakeholders, including the student intern, the employer/organization, and the internship coordinator/supervisor.

Here are some key elements that should be included in an evaluation form for an internship program (Annex 1-4):

1. Objective: The evaluation form should have a clear objective that outlines the purpose of the evaluation and the specific areas that will be assessed.
2. Evaluation Criteria: The evaluation form should include a list of evaluation criteria that will be used to assess the student intern's performance. These criteria should be specific and relevant to the internship program.
3. Rating Scale: The evaluation form should include a rating scale that allows the evaluator to rate the student intern's performance based on the evaluation criteria. The rating scale can be numerical, alphabetical, or descriptive.
4. Comments and Suggestions: The evaluation form should include space for comments and suggestions from the evaluator. These comments can provide valuable feedback to the student intern and can be used to improve the internship program in the future.
5. Signatures: The evaluation form should include a section for signatures from the student intern, the employer/organization, and the internship coordinator/supervisor. This ensures that all parties have reviewed and agreed upon the evaluation results.

By using evaluation forms, the internship program can collect valuable feedback and data that can be used to improve the program in the future. Evaluation forms can also help identify areas where the student intern excels and areas where they may need improvement, providing valuable feedback for their personal and professional development.

5.6.1 Example of evaluation form in tourism industry internship program

Evaluation Form for Tourism Industry Internship:

Intern Name: _____ Internship Period: _____

Instructions: Please rate the intern's performance on a scale of 1-5, with 1 being poor and 5 being excellent, for each of the following categories. Please also provide written feedback and comments as appropriate.

1. Job Knowledge and Technical Skills:
 - Understanding of tourism industry concepts and practices: 1 2 3 4 5
 - Ability to apply knowledge and skills to job duties: 1 2 3 4 5
 - Technical proficiency in relevant software and tools: 1 2 3 4 5
 - Written and oral communication skills: 1 2 3 4 5

Comments:

2. Work Ethic and Professionalism:
 - Punctuality and attendance: 1 2 3 4 5
 - Initiative and motivation: 1 2 3 4 5

- Adherence to policies and procedures: 1 2 3 4 5
- Respectful and cooperative attitude: 1 2 3 4 5

Comments:

3. Interpersonal Skills:

- Ability to work well with colleagues and clients: 1 2 3 4 5
- Active listening and communication skills: 1 2 3 4 5
- Conflict resolution and problem-solving skills: 1 2 3 4 5
- Cultural awareness and sensitivity: 1 2 3 4 5

Comments:

4. Project Results and Achievements:

- Quality of work produced: 1 2 3 4 5
- Completion of assigned tasks and projects: 1 2 3 4 5
- Innovation and creativity in approaching job duties: 1 2 3 4 5
- Contribution to team goals and objectives: 1 2 3 4 5

Comments:

Overall Rating: 1 2 3 4 5

Additional Comments:

Supervisor Name: _____ Signature: _____

Intern Name: _____ Signature: _____

5.7 Orientation Materials

Orientation materials are resources provided to student interns at the beginning of an internship program to help them understand the expectations, policies, and procedures of the program. These materials are designed to help the student intern feel prepared and comfortable in their new work environment.

Here are some key elements that should be included in orientation materials for an internship program (Annex 1-4):

1. Program Overview: The orientation materials should include an overview of the internship program, including the program's objectives, structure, and expectations.

2. Policies and Procedures: The orientation materials should include information on the policies and procedures of the internship program, including information on attendance, dress code, safety procedures, and confidentiality agreements.
3. Job Description: The orientation materials should include a detailed job description for the student intern, outlining their responsibilities and duties for the duration of the internship.
4. Contact Information: The orientation materials should include contact information for the internship coordinator, supervisor/mentor, and other relevant staff members. This ensures that the student intern knows who to contact if they have questions or concerns.
5. Resources: The orientation materials should include information on resources available to the student intern, such as training materials, reference materials, and support services.
6. Schedule: The orientation materials should include a schedule for the internship program, outlining important dates, deadlines, and events.

By providing comprehensive orientation materials, the internship program can ensure that the student intern is well-prepared and has a clear understanding of their role and responsibilities. This can help the student intern feel more comfortable and confident in their new work environment, leading to a more successful and productive internship experience.

5.7.1 Example Orientation Material for Tourism Industry Internship:

Welcome to your internship in the tourism industry! Please review the following information to help you prepare for your internship:

1. Company Overview: Take time to familiarize yourself with the company and its mission, vision, and values. This information can be found on the company website or in company literature.
2. Job Description: Review your job description and the expectations of your role. Make sure you understand your responsibilities, deadlines, and reporting structure.
3. Orientation Checklist: Complete the orientation checklist provided by your supervisor. This will help ensure that you have all necessary information and materials for your internship.
4. Company Policies and Procedures: Review the company policies and procedures, including those related to safety, confidentiality, and ethics. Ask your supervisor if you have any questions or concerns.
5. Communication: Ensure that you have access to all necessary communication channels, including email, phone, and messaging apps. Make sure you are aware of the communication expectations of your role and the company.
6. Training: Participate in any training sessions or workshops provided by the company. This will help you gain the skills and knowledge necessary to perform your job duties effectively.
7. Performance Evaluation: Understand the performance evaluation process and the criteria that will be used to evaluate your performance. Ask your supervisor if you have any questions or concerns.

8. **Goals and Objectives:** Discuss with your supervisor the goals and objectives for your internship. Make sure you have a clear understanding of what is expected of you and what you hope to achieve during your internship.
9. **Support System:** Identify a support system, including your supervisor, mentor, and colleagues. Ask for help or guidance when needed.
10. **Professional Development:** Take advantage of any professional development opportunities provided by the company. Attend workshops, seminars, and networking events to further your knowledge and skills in the tourism industry.

We hope that you find this orientation material helpful in preparing for your internship. Please don't hesitate to reach out to your supervisor or internship coordinator if you have any questions or concerns.

5.8 Record Keeping

Record keeping is an essential part of an internship program. It involves creating and maintaining accurate records of all aspects of the program, including student intern information, employer/organization information, program evaluations, and other documentation related to the internship program.

Here are some key elements that should be included in record keeping for an internship program (Annex 1-4):

1. **Student Intern Information:** Record keeping should include accurate and up-to-date information on each student intern, including their contact information, academic program, and internship placement.
2. **Employer/Organization Information:** Record keeping should include accurate and up-to-date information on each employer/organization that participates in the internship program, including their contact information, industry sector, and internship placement opportunities.
3. **Program Evaluations:** Record keeping should include program evaluations, including feedback from student interns, employers/organizations, and internship coordinators/supervisors. This information can be used to improve the program in the future.
4. **Documentation:** Record keeping should include documentation related to the internship program, such as internship agreements, job descriptions, orientation materials, and any other relevant materials.
5. **Compliance:** Record keeping should comply with any legal requirements or regulations related to the program, such as data privacy laws or employment laws.

By maintaining accurate and up-to-date records, the internship program can track its progress and success over time. Record keeping can also provide valuable information for future planning and development of the program, ensuring that it continues to meet the needs of student interns and employers/organizations.

5.8.1 Example of Record Keeping for Tourism Industry Internship:

Keeping accurate records of your internship is essential for documenting your progress, learning, and achievements. Please ensure that you keep the following records during your internship:

1. Timekeeping: Keep track of your work hours and report them to your supervisor on a regular basis. This will ensure that you receive credit for the hours you work.
2. Daily Log: Keep a daily log of your activities, tasks, and accomplishments. This will help you reflect on your experiences and track your progress.
3. Project Documentation: Keep all project-related documentation, including research, analysis, reports, and presentations. This will help you demonstrate your work and achievements to your supervisor and future employers.
4. Performance Evaluations: Keep copies of all performance evaluations you receive during your internship. This will help you track your progress and identify areas for improvement.
5. Professional Development: Keep a record of any professional development opportunities you participate in during your internship, including workshops, seminars, and networking events.
6. Feedback: Keep a record of any feedback you receive from your supervisor and colleagues. This will help you identify areas of strength and areas for improvement.
7. Correspondence: Keep copies of any correspondence related to your internship, including emails, memos, and letters. This will help you document your communication with your supervisor and colleagues.
8. Career Development: Keep a record of any career development opportunities you explore during your internship, including job postings, interviews, and networking opportunities. This will help you plan for your future career in the tourism industry.

Please ensure that you keep these records organized and up-to-date throughout your internship. They will be valuable assets as you reflect on your experiences, prepare for your future career, and showcase your achievements to potential employers.

6. MANAGE INTERSHIPS DURING THE COVID-19 PANDEMIC

To manage internships during the COVID-19 pandemic, many universities and organizations had to make significant changes to their programs. Some of the key challenges and strategies involved in managing internships during the pandemic are (Annex 1-4):

1. **Adapting to Remote Work:** Many internship programs had to shift to remote work to comply with health and safety guidelines. This required significant adjustments in terms of communication, technology, and management strategies. Internship coordinators had to develop new procedures for managing remote interns and ensuring that they had access to the resources they needed to complete their work.
2. **Establishing Health and Safety Protocols:** For internships that required in-person work, it was critical to establish health and safety protocols to protect interns and staff from COVID-19. This included providing personal protective equipment, implementing physical distancing measures, and regularly sanitizing workspaces.
3. **Offering Flexible Scheduling:** Many interns faced new challenges during the pandemic, such as caring for family members or managing virtual classes. To accommodate these challenges, some internship programs offered more flexible scheduling options to allow interns to complete their work on their own time.
4. **Maintaining Communication:** Regular communication was critical during the pandemic to keep interns informed about changes to the program and provide support and guidance. Internship coordinators had to establish new communication channels and provide clear instructions and expectations for remote work.
5. **Leveraging Technology:** Technology played a significant role in managing internships during the pandemic. Many programs relied on video conferencing software and other digital tools to facilitate remote work and collaboration.
6. **Tracking Intern Progress:** Despite the challenges of remote work, it was still important to track intern progress and provide feedback. Internship coordinators had to develop new evaluation methods and provide regular check-ins to ensure that interns were making progress toward their goals.

Overall, managing internships during the COVID-19 pandemic required significant adjustments and adaptations to established procedures. However, with careful planning, effective communication, and the use of technology, many programs were able to continue providing valuable learning experiences for student interns.

6.1 Adapting to Remote Work

Adapting to remote work was one of the most significant challenges in managing internships during the COVID-19 pandemic. To adapt to remote work, internship coordinators had to develop new procedures for managing remote interns and ensure that they had access to the resources they needed to complete their work.

Some of the key strategies used to adapt to remote work in internships include (Annex 1-4):

1. **Providing Remote Access:** To enable remote work, internship coordinators had to provide interns with the tools and resources they needed to complete their work. This might include access to remote software, online databases, or virtual meeting platforms.
2. **Setting Clear Expectations:** To ensure that remote interns understood their roles and responsibilities, internship coordinators had to set clear expectations and provide detailed instructions for completing tasks. This might include providing detailed instructions for using remote tools or scheduling regular check-ins to provide feedback and support.
3. **Managing Communication:** Communication was a critical aspect of managing remote interns. Internship coordinators had to establish new communication channels and provide clear instructions and expectations for remote work. This might include using video conferencing software, instant messaging platforms, or email to stay in touch with remote interns.
4. **Providing Support:** Remote work can be isolating and challenging, so it was important for internship coordinators to provide emotional and logistical support for remote interns. This might include providing access to counseling services, creating virtual social events, or offering flexible scheduling options.
5. **Developing Evaluation Methods:** Evaluating remote interns can be challenging, but it was important to track intern progress and provide feedback. Internship coordinators had to develop new evaluation methods, such as setting clear goals and objectives, conducting virtual evaluations, and providing regular check-ins.

Overall, adapting to remote work required significant adjustments and new procedures. However, with careful planning and effective communication, many internship programs were able to provide valuable learning experiences for remote interns during the pandemic.

6.2 Establishing Health and Safety Protocols

Establishing health and safety protocols was a crucial aspect of managing internships during the COVID-19 pandemic. Internship coordinators had to ensure that interns were safe and healthy while working in potentially hazardous environments, such as hospitals, laboratories, or other settings (Annex 1-4).

To establish health and safety protocols, internship coordinators had to:

1. **Identify Risks:** The first step in establishing health and safety protocols was to identify the potential risks associated with the internship setting. This might include risks related to infectious diseases, hazardous materials, or physical risks, such as lifting heavy objects.
2. **Develop Policies:** Once risks were identified, internship coordinators had to develop policies to minimize the risk of exposure. This might include policies related to personal protective equipment (PPE), hygiene, social distancing, or other measures.
3. **Train Interns:** Internship coordinators had to provide training to interns to ensure that they understood the health and safety protocols in place. This might include training on how to properly use PPE, how to wash hands effectively, or how to safely handle hazardous materials.

4. **Monitor Compliance:** Internship coordinators had to monitor compliance with health and safety protocols to ensure that interns were following the policies in place. This might include conducting spot checks, providing feedback to interns, or providing additional training as needed.
5. **Modify Protocols as Needed:** As new information became available about COVID-19, internship coordinators had to modify health and safety protocols as needed to ensure that interns remained safe and healthy. This might include updating policies related to PPE or social distancing, or modifying training programs to address new risks or challenges.

Overall, establishing health and safety protocols was critical to ensuring that internships could continue during the COVID-19 pandemic. By taking a proactive approach to risk management and maintaining effective communication with interns and other stakeholders, internship coordinators were able to provide valuable learning experiences while minimizing the risk of exposure to COVID-19.

6.3 Offering Flexible Scheduling

Offering flexible scheduling was another important aspect of managing internships during the COVID-19 pandemic. With many interns dealing with additional challenges such as remote learning, caring for family members, or dealing with mental health issues, offering flexible scheduling helped ensure that they could complete their internship requirements without compromising their personal commitments (Annex 1-4).

To offer flexible scheduling, internship coordinators had to:

1. **Communicate Early:** Internship coordinators had to communicate early and often with interns to understand their unique needs and concerns related to scheduling. This allowed coordinators to make accommodations and adjustments as needed.
2. **Identify Options:** Internship coordinators had to identify flexible scheduling options that would work for both the interns and the employers. This might include remote work, part-time schedules, or alternative work arrangements.
3. **Negotiate Agreements:** Once flexible scheduling options were identified, internship coordinators had to negotiate agreements with employers and interns to ensure that the arrangements were acceptable to all parties.
4. **Monitor Progress:** Internship coordinators had to monitor intern progress throughout the flexible scheduling period to ensure that they were meeting their internship requirements and staying on track with their learning objectives.
5. **Address Challenges:** As challenges arose, internship coordinators had to address them proactively, providing support and resources to help interns navigate their internships successfully.

Overall, offering flexible scheduling was an important component of managing internships during the COVID-19 pandemic, allowing interns to complete their requirements while balancing other commitments and challenges. Effective communication, creative problem-solving, and ongoing monitoring and support were key to ensuring the success of flexible scheduling arrangements.

6.4 Maintaining Communication

Maintaining communication was a critical component of managing internships during the COVID-19 pandemic. With many interns working remotely or dealing with additional challenges related to the pandemic, clear and consistent communication was essential to ensure that interns were able to complete their requirements and stay on track with their learning objectives (Annex 1-4).

To maintain effective communication during the pandemic, internship coordinators had to:

1. **Establish Communication Channels:** Internship coordinators had to establish clear communication channels with interns, employers, and supervisors. This might include email, phone, video conferencing, or other tools.
2. **Communicate Frequently:** To ensure that interns stayed informed and engaged, internship coordinators had to communicate frequently, providing regular updates on internship requirements, changes to schedules or procedures, and any other relevant information.
3. **Provide Support:** Internship coordinators had to be available to provide support to interns, answering questions, providing guidance and feedback, and helping to resolve any issues or challenges that arose.
4. **Foster Connections:** To help interns stay connected with their peers and mentors, internship coordinators had to create opportunities for networking and socializing, such as virtual team-building activities or online social events.
5. **Monitor Progress:** Internship coordinators had to monitor intern progress throughout the internship period, providing feedback and support as needed to ensure that interns were meeting their learning objectives and completing their requirements successfully.

Overall, maintaining communication was essential to managing internships during the COVID-19 pandemic. Clear and consistent communication helped to keep interns engaged, informed, and connected, ensuring that they were able to complete their requirements and gain valuable learning experiences despite the challenges posed by the pandemic.

6.5 Leveraging Technology

Leveraging technology was an important strategy for managing internships during the COVID-19 pandemic. With many interns working remotely and unable to physically access resources, technology provided a means for them to complete their work and stay connected with their supervisors and peers (Annex 1-4).

To leverage technology effectively during the pandemic, internship coordinators had to:

1. **Identify Appropriate Technology:** Internship coordinators had to identify the technology tools that would be most effective for their interns, employers, and supervisors. This might include video conferencing software, project management tools, or virtual collaboration platforms.
2. **Provide Training and Support:** To ensure that interns and supervisors were able to use the technology effectively, internship coordinators had to provide training and support, including tutorials, user guides, and troubleshooting assistance.

3. Facilitate Collaboration: Technology allowed interns to collaborate remotely with their peers and supervisors, and internship coordinators had to facilitate this collaboration by providing virtual meeting spaces, tools for document sharing, and other resources.
4. Monitor Technology Usage: To ensure that technology was being used effectively, internship coordinators had to monitor technology usage and provide feedback and guidance as needed.
5. Address Technical Issues: Technical issues can arise when using technology, and internship coordinators had to be prepared to address these issues quickly and effectively to minimize disruptions to the internship.

Overall, leveraging technology was a key strategy for managing internships during the COVID-19 pandemic. By identifying the right technology tools, providing training and support, facilitating collaboration, monitoring usage, and addressing technical issues, internship coordinators were able to help interns successfully complete their work and gain valuable learning experiences despite the challenges posed by the pandemic.

6.6 Tracking Intern Progress

Tracking intern progress is an important aspect of managing internships during the COVID-19 pandemic. With interns working remotely, it can be difficult to monitor their progress and ensure that they are meeting their learning objectives. To track intern progress effectively, internship coordinators should (Annex 1-4):

1. Establish Clear Expectations: Before the internship begins, internship coordinators should establish clear learning objectives and performance expectations for the interns. This will help the interns understand what is expected of them and provide a framework for tracking their progress.
2. Develop a Monitoring Plan: To track intern progress, internship coordinators should develop a monitoring plan that outlines how progress will be measured and how often progress will be reviewed. This plan should be shared with the interns and their supervisors so that everyone is on the same page.
3. Use Performance Metrics: Performance metrics can be used to measure intern progress and ensure that they are meeting their learning objectives. These metrics might include things like completing assigned tasks, meeting deadlines, and demonstrating specific skills or knowledge.
4. Provide Regular Feedback: Regular feedback is essential for tracking intern progress and helping them stay on track. Internship coordinators should provide feedback to the interns and their supervisors on a regular basis, highlighting areas where the interns are doing well and identifying areas where they need to improve.
5. Adjust the Plan as Needed: Internship coordinators should be flexible and willing to adjust the monitoring plan as needed based on the interns' progress and changing circumstances. For example, if an intern is struggling with a particular task, the coordinator might adjust the learning objectives or provide additional training to help the intern succeed.

By tracking intern progress effectively, internship coordinators can ensure that interns are meeting their learning objectives and gaining the skills and experience they need to succeed in their future careers.

6.7 Example of a syllabus for a remote internship during COVID-19

Course Name: Remote Internship in Tourism Studies

Course Description: This course provides students with the opportunity to gain practical experience in the tourism industry through a remote internship with a participating organization. Students will engage in a variety of tasks and projects related to tourism, and will reflect on their experiences through regular virtual check-ins with the academic supervisor.

Learning Outcomes:

1. Students will gain practical experience in the tourism industry, even in a remote setting.
2. Students will reflect on their internship experiences and connect them to theoretical concepts and models in tourism studies.
3. Students will develop professional skills such as communication, time management, and teamwork in a remote tourism context.
4. Students will apply what they have learned through their remote internships to new situations in the tourism industry.
5. Students will expand their professional networks and gain exposure to potential career paths in tourism, even in a remote setting.

Course Format:

1. Students will work with the internship coordinator to identify and secure an appropriate remote internship placement in the tourism industry.
2. Students will participate in regular virtual check-ins with the academic supervisor to reflect on their experiences and connect them to theoretical concepts and models in tourism studies.
3. Students will complete a portfolio of remote tourism-related work and reflection materials.
4. Students will participate in a final virtual presentation or project that demonstrates their learning and accomplishments during the remote internship.

Course Requirements:

1. Completion of all remote tourism-related tasks and projects as assigned by the employer and approved by the academic supervisor.
2. Regular participation in virtual check-ins with the academic supervisor.
3. Completion of a portfolio that includes a log of remote internship hours, reflection materials, and samples of remote tourism-related work.
4. Participation in a final virtual presentation or project that demonstrates the student's learning and accomplishments during the remote internship.

Grading:

Grading for this course will be based on completion of all course requirements and the quality of the student's remote tourism-related work and reflection materials. The following grading scale will be used:

- A: Exceptional performance, demonstrating a deep understanding of the remote tourism industry and the ability to apply learning to new situations in remote tourism.
- B: Good performance, demonstrating a solid understanding of the remote tourism industry and the ability to complete assigned tasks and projects.
- C: Satisfactory performance, demonstrating a basic understanding of the remote tourism industry and the ability to complete assigned tasks and projects with some guidance.
- D: Unsatisfactory performance, demonstrating a lack of understanding of the remote tourism industry and/or the inability to complete assigned tasks and projects.
- F: Failing performance, indicating that the student did not complete the course requirements or did not demonstrate a basic understanding of the remote tourism industry.

Note: This syllabus is just an example and can be adapted to fit the specific needs and requirements of a particular remote internship program in tourism studies during COVID-19.

7. CONCLUSION

In conclusion, the deliverable provides a comprehensive overview of the internship process within the context of the PREVIEW project. This deliverable is based on the information provided in the annexes, which are the reports made by the universities involved in the project regarding the internship processes, including the adaptations made during the COVID-19 pandemic.

The deliverable maps and describes the various actors involved in internships, such as university teachers and tutors, students, and company mentors. It outlines the administrative and bureaucratic procedures necessary for the realization of internships, ensuring that the quality and prerequisites of the training process are met.

Furthermore, the deliverable addresses the challenges posed by the COVID-19 pandemic and emphasizes the need for innovative and inclusive pedagogical and apprentice models. It highlights the importance of remote internship journeys and other activities that support the development and upskilling of knowledge and skills in the new working scenario and organization model brought about by the digital age.

The annexes included in the deliverable provide additional information and documentation related to the internship process, offering valuable insights and guidance for stakeholders involved in internships. These reports reflect the experiences and adaptations made by the universities during the COVID-19 pandemic, ensuring the continuity and quality of internships despite the challenging circumstances.

Overall, the deliverable serves as a valuable resource for universities, students, and industry partners, providing a framework and guidelines for the successful implementation of internships. It contributes to the development of resilient and employable graduates who are prepared for the evolving demands of the workforce.

8. REFERENCES AND RESOURCES

Article 18(1)(a) of Law no. 196 of 24 June 1997, as subsequently amended and supplemented, may promote training and guidance traineeships in enterprises for the benefit of those who have already fulfilled the compulsory education requirement pursuant to Law no. 1859 of 31 December 1962

Circular of the Ministry of Labour and Social Policy of 15 July 1998, No. 92 entitled "Tirocini formativi e di orientamento", Ministerial Decree 142 of 25/3/98'

Decree-Law No. 138 of 13 August 2011, converted, with amendments, into Law No. 148/2011, and considering Law No. 92 of 28 June 2012 'Labour Market Provisions in a Growth Perspective'

Italian Government and Italian autonomous Regions agreement n 86/CSR May 25 2017

Instructions for the management of External Academic Internships and Educational Cooperation Agreements. <https://empleo.usal.es/docs/instprac.pdf>

Kolb,D.A. (1984), Experiential learning: experience as the source of learning and development, Englewood Cliffs, NJ, Prentice Hall

Ministerial Decree No. 142/1998 includes among the subjects promoting apprenticeship training activities the universities and the State and non-State university education institutes authorised to award academic qualifications

Royal Decree 592/2014, of 11 July, which regulates the external academic practices (internships) of university students. <https://www.boe.es/boe/dias/2014/07/30/pdfs/BOE-A-2014-8138.pdf>

Regulations of the External Internships of the students of the University of Salamanca. http://secretaria.usal.es/boletines/consulta/files/6600-P16_Reglamento_Practicas_Externas_Usal.pdf

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<https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>

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<https://bt.ase.ro/wp-content/uploads/2021/02/Metodologie-practica-masterat.pdf>

9. ANNEX

ANNEX 9.1. Report of Internships - USAL

ANNEX 9.2 1. Report of Internships - ASE

ANNEX 9.3. Report of Internships - UNISS

ANNEX 9.4 . Report of Internships - NEVU



VNiVERSIDAD
D SALAMANCA

CAMPUS DE EXCELENCIA INTERNACIONAL



Report of Internships

University of Salamanca

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Ana María Pinto-Llorente

Lucía García-Holgado

Salamanca, December 2022

ACTORS INVOLVED IN INTERNSHIPS AND THEIR ROLES/TASKS

The agents involved in the internships are:

- the students enrolled in the Degree in any official studies at the University of Salamanca,
- the academic tutors (professors from the University College of Education and Tourism of Ávila, University of Salamanca, who are assigned to the students at the beginning of the internships),
- the professional tutors (tutors from the collaborating entities, companies, etc., where the students carry out the internships), and
- the Internship Coordinator (a professor from the University College of Education and Tourism of Ávila, University of Salamanca).

The students' obligations are:

- to meet the current regulations regarding external practices established by the University of Salamanca.
- to know and fulfil the *Training Project* following the indications of the tutor assigned by the collaborating entity and under the supervision of the university academic tutor.
- to elaborate a final report of the practices according to what it is established in the Training Project as well as any other document that can be requested for the monitoring and assessment of the internship. This report must hand in to the academic tutors when the internship is finished.
- to maintain contact with the academic tutor during the development of the internship and communicate any notable incident that may arise during the internship and may interfere with its normal development, and attend to their requirements and instructions.
- to incorporate to the collaborating entities on the agreed date, and to respect the schedules established in the Training Project, and the rules of operation, safety and occupational risk prevention of the collaborating institution.
- to develop the Training Project and to fulfil the activities agreed with the collaborating entity with diligence.

- to save confidentiality in relation to the internal information of the collaborating entity, and to keep professional secrecy about its activities during the internship and after it.
- to follow the instructions of the company's Professional Tutor within the general framework of the Agreement signed between the University and the collaborating entity.
- to show a respectful attitude during your internship both with the collaborating entity and its members, and with the University of Salamanca, safeguarding the good name of the University.

The specific obligations of the professional tutors are:

- to receive students and to explain them about the activities they will develop during the internship, as well as everything related to *Training Project*.
- to guide the student during the internship and to supervise the tasks done.
- to inform the student of the organization and functioning of the entity and of the regulations of interest, especially the one concerning the safety and occupational risk prevention.
- to coordinate with the academic tutor of the University of Salamanca in the development of the activities established in the Educational Collaboration Agreement (Training Project), including those modifications of the training plan that may be necessary for the normal development of the internship, as well as the communication and resolution of possible incidents that may arise in the development of the practice and the control of permits for exams and student representation.
- to issue the final report about the practices done by the student.
- to provide the student with the material means necessary for the development of the practice as well as the complementary training that the student needs for the performance of the practices.
- to maintain contact with the academic tutor and provide him/her access to the entity, company or institution where the student will carry out the internship.
- to save confidentiality in relation to any information that he/she knows of the student as a result of his or her activity as a tutor.

- to facilitate and stimulate the student's contribution of proposals of innovation, improvement and entrepreneurship.
- to provide assistance to the student during his/her stay in the collaborating entity for the resolution of those questions of a professional nature that occur during the development of the internships.
- to hand in a final report to assess how well the students' perform during the internships.

The specific obligations of the academic tutors are:

- to ensure the normal development of the Training Project, guaranteeing the compatibility of the schedule of the internship with the student's academic, training, and representation and participation activity.
- to carry out an effective tutoring of practices, coordinating with the professional tutor, to control the conditions of development and monitoring of the practices.
- to authorize the modifications that occur in the initial Training Project.
- to assess the mentored student's internship according to what is set out in article 15 of the Regulations of the academic external internship of the students of the University of Salamanca.
- to save confidentiality in relation to any information that he/she knows as a result of his or her activity as a tutor.
- to inform the body responsible for external practices at the university of possible incidents arising.
- to monitor and, if necessary, to ask the adequate provision of the necessary support resources to ensure that students with disabilities perform their practices on equal opportunities, non-discrimination and universal accessibility.
- to provide the University of Salamanca the required information in relation to the student's practices.
- to provide tutor of the collaborating entity with the necessary information for the fulfilment of his/her functions.
- to hand in a report of the student's internship to the internship coordinator for his/her evaluation.

The specific obligations of the Internship Coordinator are:

- to provide the students all the documents and necessary information to plan and carry out their internships. All the updated documents and materials will be available in the virtual learning environment of the University of Salamanca that is called *Studium* (<https://studium.usal.es/>)
- to provide all the information and procedures to the collaborating entities for the formalization and/or the renewal of Collaboration Agreements between the University of Salamanca and the collaborating institutions.
- to be in contact with the academic tutors and professional tutors of the collaborating entities to provide them all the advice they need (legislation, insurances, documents, etc.) before, during and at the end of the internships, as well as to solve any doubt and incident that may arise during the internships.

OFFICE FOR INTERNSHIPS

The University of Salamanca has a specific office called Professional Insertion, Practices, Employment and Entrepreneurship Service (SIPPE, Recognized as Employment Agency 08/00000170 <https://empleo.usal.es/sippe/cartaserv.php#8>) under the Office of the Vice-Rector for Economics that offer different services. One of these services is the management of students' external internships. It is specifically in charge of:

- the centralized reception of external internship offers for students.
- the search and prospecting of companies that want to host internship students.
- the managements of calls and internship programmes.
- the management the registry and negotiation of educational collaboration Agreements between the University of Salamanca and the collaborating institutions.

ADMINISTRATIVE STEPS (E. G. PROTOCOL, PROGRAMS, SYLLABUS) AND DOCUMENTS NECESSARY TO START, MANAGE AND ASSESS AN INTERNSHIP (E.G. INTERNSHIP PROGRAM)

Management of internships

The competence of the management of internships falls on the direction of the academic centres of the University of Salamanca. The Professional Insertion, Practices, Employment and Entrepreneurship Service (SIPPE) functions as a transversal support service for the different centres.

An Internship Commission may be set up in each academic centre whose mission is to promote and to supervise academically the internships.

The Internship Commission of each centre will be chaired by the Dean or Director of the centre, or by a person to whom he/she delegates, and is made up of the Internship Coordinator of the centre, and a representation of teachers and students. It will correspond to each centre to determine the number of members of the commission, and the method of their election.

The competences of the Internship Commission of the centre are:

- to organize and coordinate academic practices at the centre.
- to define the internship programmes.
- to establish the criteria that students must meet to carry out the practices.
- to study and try to resolve the incidents which arise during the development of practices.
- those others that are established opportunely to achieve the proper functioning of the practices.

If the academic centre does not set up the Internship Commission, the competences will be attributed to the Teaching Commission of the Centre (Art. 108 of the Statutes of the University of Salamanca).

The competences of the Professional Insertion, Practices, Employment and Entrepreneurship Service (SIPPE) are:

- to advise on internship agreements, the internship regulations of the University of Salamanca, and any other regulatory framework for student internships.
- to maintain and update the register of agreements.
- to prepare proposals for improvements in the management of practices based on the needs of the centres.
- to participate and collaborate in work groups, and networks related to student practices on behalf of the University of Salamanca.

- any other action that supports the academic centres of the University of Salamanca in the development of practices.

The Professional Insertion, Practices, Employment and Entrepreneurship Service (SIPPE) creates a unified register of the Educational Collaboration Agreements. Teaching Projects are filed in the academic centres.

Target group and general requirements for internships:

The internships can be carried out by:

- students enrolled in any official studies at the University of Salamanca.
- students from other Spanish or foreign universities who are studying at the University in the framework of academic mobility programs or agreements established between the University of Salamanca and the other university.

Requirements:

- students must be enrolled in the official study to which the internships are linked. In the case of external curricular internships, students must be enrolled in the corresponding internship subject.
- students must not maintain a contractual relationship with the company, entity or institution in which they are going to carry out the internship, unless the internship coordinator expressly authorizes it.

It is also necessary:

- to sign an educational collaboration agreement between the University of Salamanca and the entity where the student does the internship.
- to prepare the Training Project that as it was mentioned before includes the duration of the internship, the students' tasks, the competences, etc.
- to have an insurance that covers students in case of accident and social responsibility.
- to have an academic tutor from the University of Salamanca and a professional tutor from the collaborating entity for each student.
- to hand in an internship report by the student and the professional tutor when the internship is finished.

Tutorials and requirements for exercising them

Students will have a tutor from the collaborating entity and an academic tutor, professor from the University of Salamanca for the realization of the internships.

The professional tutor will be a person linked to and designate by the collaborating entity, with professional experience in the area in which the student develops the practices, and with the necessary knowledge to carry out an effective mentoring.

The academic tutor of the curricular practices must be a professor of the University of Salamanca, preferably of the faculty, school or university centre in which the student is enrolled and, in any case, related to the teaching to which the internship is linked.

The academic tutor of the extracurricular practices must preferably be a professor of the University of Salamanca who teaches in the same branch of knowledge of the teaching.

The academic tutor and the professional tutor cannot be the same person.

The university of Salamanca will provide tutors of students with disabilities the information and training needed to perform this function.

Formalization of the Educational Collaboration Agreement and Training Project

Educational Collaboration Agreement

The completion of external practices will require the signing of an Educational Collaboration Agreement between the University and the collaborating entity, which will regulate the cooperation between both parties for the students' practical training.

The formalization of the agreement will be prior to the incorporation of the students to the collaborating entity.

On behalf of the University, the Agreement will be signed by the Chancellor (or Vice Chancellor to whom this authority has been delegated), and by the person who holds the legal representation of the collaborating entity.

The agreements will establish the regulatory framework for relations between the student, the collaborating entity, and the University of Salamanca.

Collaborating entities will be encouraged to be accessible for students with disabilities to carry out internships, ensuring the provision of the human, material and technological resources needed to ensure equal of opportunities.

Collaborating companies and institutions must guarantee the safety and health of trainee students in tasks related to the training project.

The collaborating entities will not receive any type of economical compensation from the University of Salamanca, with the exception of the external practices covered by programs subsidized by public or private entities in whose calls this circumstance is expressly contemplated.

Training Project

The *Training Project* is document signed by the students, the academic tutors, and the professional tutors that sets the educational objectives and the activities that the student must develop during the internship. It normally contains the following elements (Article 7.2):

- a) Total number of hours of the internship.
- b) Number of daily hours.
- c) Schedules
- d) Dates of the internship.
- e) Postal address of the collaborating entity.
- f) Name of the department or area of collaborating entity or institution where the student will carry out the internship.
- g) Description of the tasks to be carried out by the student.
- h) Description of the transversal, general or specific competences to be developed during the internship.
- i) Job description or professional profile according to the tasks and skills to be developed.

The *Training Project* must follow the principles of inclusion, equal opportunities, non-discrimination and universal accessibility.

The duration of the internship will be indicated in the *Training Project* according to the start and end dates agreed as by the parties.

Documents of the internships

- Internship Application Form

- Educational Collaboration Agreements register
<https://empleo.usal.es/practica/regconv.php>
- Educational Collaborating Agreement request
<https://empleo.usal.es/extra/practicas/solconv.php> Model of the Educational Collaboration Agreement: <https://empleo.usal.es/docs/ccepusal.pdf>
- Training Project.
- Academic tutor report
- Student final report
- Professional tutor final report.
- Collaborating entity satisfaction survey
- Student satisfaction survey.
- Legal framework for internships: Royal Decree 592/2014, of 11 July, which regulates the external academic practices of college students (<https://www.boe.es/buscar/doc.php?id=BOE-A-2014-8138>).
- Insurance of accident and social responsibility that covers students during the internships.

DIFFERENT INTERNSHIP TYPES: I.E. FOR STUDENTS AND GRADUATES (I.E. CURRICULAR AND EXTRA-CURRICULAR INTERNSHIP). ALSO INFORM ABOUT THE DIFFERENT DURATION; ACADEMIC CREDIT; OBJECTIVES, ACTIVITIES, COMPETENCES; REMUNERATION FOR TRAINEES AND OTHER RELEVANT INFORMATION.

Definition of the internships

External academic internships constitute an activity of a formative nature carried out by university students and supervised by the University of Salamanca, whose objective is to allow them to apply and complement the knowledge acquired in their academic training, favouring the acquisition of skills that prepare them for the exercise of professional activities and facilitate their employability and promote their entrepreneurial capacity.

The objectives of the internships are:

- a) to contribute to students' integral formation, complementing their theoretical and practical learning.

- b) to provide different experiences to know the work environment and work models appropriate to the professional reality.
- c) to promote the development of technical, methodological, professional and personal skills, as well as the values of innovation, creativity and entrepreneurship.
- d) to obtain practical experience that serves to facilitate insertion into the world of work and improves their future employability.

Internship modalities:

- a) Curricular internships are subjects and activities included in the official study plan of the university degree. The internships may be considered compulsory or optional, depending on how they are considered in the study plan. They are compulsory in the Degree in Tourism Management.
- b) Extracurricular internships are those that students may do voluntarily during their training. Although they have the same purposes as curricular internships, they are not part of the official study plan of the university degree. However, they must be incorporated into the European title supplement (SET) or Diploma Supplement.

The internships are normally face-to-face, although they can exceptionally develop online, specifically in these three cases:

1. The internships of some degrees in which they are traditionally done online due to the characteristics of the official studies (for example: Degree in Translation and Interpretation).
2. The internships in some collaborating entities due to the specific characteristics of the institutions.
3. Mixed internships: a part of the internships are developed face-to-face and another part online.

Duration and schedules of the internships:

- a) Curricular internships: the duration of the curricular internships is determined in the official study plan of the university degree in the terms established by article 12.6 of Royal Decree 1393/2007, of October 29, establishing the structure of official university education. There is a limitation of 60 ECTS credits per

academic year in the case of Degrees. The duration of the internships in the Degree in Tourism Management is 18 ECTS credits.

- b) Extracurricular internships: the duration of these internships cannot exceed 50% of the full time of an academic year (900 hours of activity). They must be carried out during the academic year in which the student is enrolled at the beginning of the internships.

The hours for carrying out the practices will be established according to their characteristics and the availability of the collaborating entities. In any case, they will be compatible with the academic, training, and representation and participation activity carried out by the students at the university.

INTERNSHIP ASSESSMENT METHODOLOGY: INDICATORS, DOCUMENTS AND/OR SYSTEM FOR THE INTERNSHIP ASSESSMENT

Assessment of internships

The practices will be evaluated in accordance with the provisions of each of the centres of the University of Salamanca. In any case, the evaluation will be carried out by the academic tutor, assessing the degree of compliance of the Training Project based on the final report of the tutor of the collaborating entity, the report of the student and the monitoring report of the academic tutor.

The academic qualification must be incorporated into the student's academic record in the case of curricular internships, and into the European title supplement (SET) or Diploma Supplement, as determined by current regulations, in the case of extracurricular ones.

Report of the tutor of the collaborating entity

The tutor of the collaborating entity will prepare and will hand in to the academic tutor a final report adapted to the characteristics of each internship that will include the degree of compliance with the contents and competences provided for in the Training Project at the end of the internship. He/she can also assess the following aspects referring to both generic and specific competencies, provided for in the corresponding Training Project:

- Technical capacity.
- Learning capacity.

- Job administration.
- Oral and written communication skills. In the case of students with disabilities who have difficulties in the oral expression, the degree of autonomy for this skill must be indicated and if he/she requires some type of technical and/or human resource for it.
- Sense of responsibility.
- Ease of adaptation.
- Creativity and initiative.
- Personal implication.
- Motivation.
- Receptivity to criticism.
- Punctuality.
- Relationships with the work environment.
- Teamwork skill.
- Those other aspects that are considered appropriate.

Final report of student practices

The student will prepare and will hand in to the academic tutor of the University of Salamanca once the internship finished a report in which the following aspects must be included:

- The student's personal data.
- The collaborating entity where the student has performed the internship and its location.
- A detailed and concrete description of the tasks, developed jobs, and departments of the entity to which he/she has been assigned.
- Assessment of the tasks developed with the knowledge and skills acquired in relation to the university studies.
- Relation of the issues raised and the procedure followed for their resolution.
- Identification of the contributions that, in terms of learning, have meant the practices.
- Evaluation of the practices and suggestions for improvement.

The report must be hand in within the period established by each centre and, in any case, must be deliver before the deadline for submitting grades, so that it can be included in the corresponding semester of the student's record.

Quality indicators for the assessment of internships

- Training Project
- Academic tutor report
- Student final report
- Professional tutor final report.
- Collaborating entity satisfaction survey
- Student satisfaction survey.
- Internships Coordinator monitoring

ALL THE SUPPORT ACTIONS PROVIDED (I.E INTERVIEW, IN-COMPANY TRAINING AND COUNSELLING MEETING, SKILLS WORKSHOPS FOR THE DEVELOPMENT OF SOFT SKILLS ETC.);

The main support actions are:

- Informative meetings in the academic centres in which students are informed of all the procedures of internships and where their queries about internships are cleared up.
- Meetings with academic tutors to inform about the procedures to be carried out during the practices, and to resolve possible doubts and/or problems that may arise before or during the internships.
- Meetings with the professional tutors of the collaborating entities, either in person, by e-mail or by videoconference.
- Meetings with the Internship Coordinator.

MANAGEMENT OF INTERNSHIPS DURING COVID-PANDEMIC

The pandemic caused by Covid-19 gave rise to a different way of managing internships. At the beginning, the internships were suspended, but later the university tried to find solutions to offer the students the possibility of carrying them out.

Recommendations on general criteria for the adaptation of the Spanish University System to the Covid-19 pandemic during the 2019-2020 academic year approved by

the General Conference on University Policy of the Ministry of Universities, dated April 15

https://www.usal.es/files/15042020_Recomendaciones_adaptacion_universidades_CGP_U.pdf

3. Internships

The different degrees have curricular academic internships that are established through one or more subjects with a different number of credits, which can be optional or compulsory subjects. In the latter case, in addition, the degree can have a qualifying character for the exercise of a profession, regulated by a state or European Union regulations. And, even, in some universities it is established that in all the degrees external academic internships are compulsory. The casuistry, therefore, is very diverse, and responds to an enormous plurality of formative senses according to the academic nature of the subject.

As a result of this general consideration, it should be borne in mind that any solution that is considered implies a differentiation between the students of the last year of degree and master's degree, from those who are in previous years and who may have academic time to carry out the internships that cannot be developed now. For all these reasons, it may be appropriate to establish general criteria for the entire internship system of a university, which are very flexible and adaptable to the extraordinarily and different academic realities that exist, but which, at the same time, guarantee their rigor and quality, which should be specify at the degree level by its management and/or coordination bodies.

Those practices of the last year and which are not part of a qualifying degree or master, can be set a minimum percentage of completion and the rest of the fixed time for internships can be replaced by online different evaluable academic activities. Each university or degree can increase this percentage.

In the case of the internships of last year of a qualifying character degree or master, the previous criteria can be applied, or it is possible to determine that the internships can be intensively carried out intensive as soon as the health situation allows it and always within this year 2020, no later than September or October.

For those students who are not in the last year of the official studies, the possible option would be to delay the completion of the internships to the next academic year.

In any of the cases, if these options affect the set of practices that are implemented in the university should be incorporated this adaptations to all reports of official degrees. If, on the other hand, it refers to how the practices of a specific subject will be carried out in a specific degree, they should be incorporated into the adaptations of these specific subjects.

All the options must guarantee the minimum essential quality of the academic internships. The universities, in the exercise of their autonomy and their knowledge of their degrees and their specificities, will materialize these proposals through their government and participation bodies.

Finally, regarding the non-curricular external academic internships carried out in different various degrees, the most appropriate option, especially if students are not in the last year of the degree, is the temporary suspension of the practices and their transfer to another academic moment in this or a subsequent academic year. However, if they could not be suspended, student and collaborating entity can agree do them online. All the previous conditions and the quality of the training process must always guarantee.

All these recommendation were included in point 3 of the document **Adaptation measures of teaching and evaluation activity for the end of the 2019-20 academic year** which was approved by the Governing Council of the University of Salamanca on April 24, 2020 and published on the web Sala de Prensa of the University of Salamanca https://saladeprensa.usal.es/filessp/Medidas__1_.pdf

3. Adaptation of the teaching activity regarding curricular and non-curricular external practices

These recommendations will be applicable to all curricular external academic internships (compulsory or not) of Degrees and Master's degrees, including own university titles whose curricula include internship subjects. They will not be applicable to those degrees that have a qualifying character for the exercise of a profession, regulated by a state or European Union regulations (for example: Health,

Education, etc.). In the case of curricular internships for qualifying qualifications, it is considered advisable to follow the guidelines provided by the corresponding Sectorial Conference of Deans.

The priority is to solve the curricular internships corresponding to the last year of the degree during this academic year (2019-2020). In the case of non-curricular external academic internships, the most appropriate option will be their temporary suspension and their transfer to another academic moment in this or a subsequent academic year. Each academic centre may adapt these instructions to the specific characteristics of their internship subjects, communicating these resolutions to the corresponding Vice-Rectorate.

A) Internships that started before the declaration of the state of alarm and were suspended due to it (excluding those already started and completed online)

A1) Internships of the last year of the degree: the centres may consider their evaluation if at least 50% of the planned activity has been completed. This percentage may be corrected upwards by agreement of the centre. If less than 50% the planned activity has been complete, students must complete the practices with those activities established for this purpose by the academic centre.

A2) Internships from previous courses: it is recommended to complete them during the following academic year, although the centres may agree and apply criteria for their evaluation during the current academic year (2019-2020), as described in point a).

B) Internships that had not started before the declaration of the state of alarm

B1) Internships of the last year of the degree: Internships will be authorized exclusively in online modality with prior agreement between the collaborating entity, the academic coordinator and the student, guaranteeing the prerequisites and the quality of the training process. If it is not possible to carry out the internships in an exclusively remote modality, students must carry out the additional activities established in the respective academic centres.

B2) Internships from previous courses Internships will be authorized exclusively in online modality with prior agreement between the collaborating entity, the academic coordinator and the student, guaranteeing the prerequisites and the

quality of the training process. If it is not possible to carry out the internships in an exclusively remote modality, the internships will be postponed to the following academic year, and it will not be possible their substitution by other means of evaluation.

Face-to-face internships were resumed once the confinement ended. It was required authorization from the corresponding Vice-rectorate to carry out the Internships of Degree, Master's Degree and own university titles (https://empleo.usal.es/docs/autorizacion_practicas_presencialesG.docx https://empleo.usal.es/docs/autorizacion_practicas_presencialesP.docx). The student and the collaborating entity signed Annex II (<https://empleo.usal.es/docs/anexo2.docx>) in which both parties agreed to comply with the specific security standards and measures.

General information: <https://empleo.usal.es/practica/usalc.php>

MAIN NATIONAL RULES AND LEGISLATION

Royal Decree 1393/2007, which establishes the structure of official university education. It establishes the guidelines for official university education and their subsequent modifications, establishes a turning point in the adaptation of the Spanish university system to the European Higher Education Area (EEHA). <https://www.boe.es/boe/dias/2007/10/30/pdfs/A44037-44048.pdf>

“The possibility of introducing **external internships** is to reinforce the commitment to the employability of future graduates, enriching the education of students of degrees, in an environment that provide, both to them and those responsible for training, a deeper understanding of the skills that they will need in the future.”

Article 12. Guidelines for the design of Degrees.

2. “The curricula will have between 180 and 240 credits, which will contain all the theoretical and practical training that the student must acquire: basic aspects of the knowledge branch, compulsory or optional subjects, seminars, **external internships**, directed works, End-of-Degree Project or other training activities.”

6. “If **external internships** are required, they will have a maximum length of 60 credits and will preferably carry out during the second half of the Degree.”

Royal Decree 822/2021, of September 28, establishing the organization of university education and the quality assurance procedure
<https://www.boe.es/eli/es/rd/2021/09/28/822/dof/spa/pdf>

Article 11. External Academic Internships

1. “External academic internships constitute a formative activity carried out by university students and supervised by the universities, whose objective is to allow them to apply and complement the knowledge acquired in their academic training, favouring the acquisition of skills that prepare them for the performance of professional activities, facilitate their employability and promote their entrepreneurial capacity. The Diploma Supplement will contain the practices carried out by the student.
2. In accordance with Royal Decree 592/2014, of July 11, which regulates the external academic practices (internship) of university students, they may be carried out in their curricular modality (and therefore they are part of the curriculum and of the training project of the degree, and they can be compulsory or optional subjects) and in its extracurricular modality.
3. The university will guarantee the fully formative nature of the external academic internships, and the adequate conditions of completion by the student and subject to his/her primary formative interest. Given their educational nature, its completion will not derive, in any case, obligations of an employment relationship, nor may its content give rise to the substitution of the labour benefits of jobs.
4. The completion of external academic internships will require the signing of an Educational Cooperation Agreement between the university, or its own and attached centres, and entities, companies, social and union organizations or the local or central government, as provided in the Article 7 of Royal Decree 592/2014, which will include the training project of the practices and the conditions in which they will be developed.
5. The university must have specific regulations for the development of external academic internships, which must be approved by its governing bodies. This regulations must specify, as a minimum, the requirements of the students and collaborating entities, the content of the Educational Cooperation Agreements,

the mechanisms for monitoring and evaluating the internships, the academic recognition of the student's internships, the functions of coordination and academic tutoring, and the duration and schedules of the internships, including the necessary adaptations for students with disabilities and specific educational support needs.”

Article 14. General guidelines for the design of curriculum of Degrees

2. “The design of the curriculum must specify all the theoretical and practical training that the student must acquire in their training process, structured by basic, compulsory or optional subjects, and the End-of-Degree Project (TFG), and it may incorporate **external academic internships**, as well as seminars, directed works or other training activities.”

5. “If the curriculum includes curricular **external academic internships**, these will have a maximum extension equivalent to 25% of the total credits of the Degree, with the exception of those Degrees that, according to the regulations of the Law of the European Union must have another percentage, and must preferably carry out during the second half of the Degree, and those Degrees that include the Dual Mention, regulated in article 22, whose extension will be between 20 and 40% of the credits.

Royal Decree 592/2014, of 11 July, which regulates the external academic practices (internships) of university students.

<https://www.boe.es/boe/dias/2014/07/30/pdfs/BOE-A-2014-8138.pdf>

Regulations of the External Internships of the students of the University of Salamanca.

http://secretaria.usal.es/boletines/consulta/files/6600-P16_Reglamento_Practicas_Externas_Usal.pdf

Instructions for the management of External Academic Internships and Educational Cooperation Agreements. <https://empleo.usal.es/docs/instprac.pdf>



ACADEMIA DE STUDII ECONOMICE BUCURESTI
Established by Royal Decree on April 6, 1913



REPORT OF INTERNSHIP

BUCHAREST UNIVERSITY OF ECONOMIC STUDIES

Bucharest, December 2022

The advantages offered to the parties involved in the internships

Internships during studies have a huge impact on personal and professional development of the student, but which is difficult to assess quantitatively. Among the positive effects that have well-organized internships can have on students, it can be listed:

- A greater degree of motivation in continuing studies.
- Better guidance in choosing the aspects they want to deepen in their studies.
- A more realistic level of expectation regarding employment opportunities in the field of study.
- A landmark and contact point in the economic sector associated with the field of study.
- first stage of professional training, by learning some procedures, routines, activities, methods work associated with a potential future profession.
- Increasing entrepreneurship opportunities for young people as a result of increased experience.

For companies, the benefits of internships are significant. We would just like to remember the following important gains:

- Facilitating the identification of potential talented employees for various key positions and creating a database with them.
- Familiarization with the level of skills/abilities of students from the local student environment or regionally on certain given domains.
- The possibility of active participation of practitioners in the current and lucrative activities of the company.
- Creating a training role for the company and developing continuous training procedures for trainees and employees. Their lack is a visible feature in the corporate Romanian environment.

For universities, by running internships it is possible to obtain the following benefits:

- Increasing the employment rate of graduates in the field of study.
- Facilitating complementary practical training of the student without generating additional costs for the institution.
- Attracting more students as a result of the personal benefits they have.

- Facilitating and establishing a nucleus for numerous, extensive collaborations with the private sector and in other areas of activity.

The national legislative framework that regulates internships

The Romanian legislative base regarding specialized internship includes the following acts norms:

- National Education Law no. 1/2011 published in the Official Gazette of Romania no. 18/10.01.2011;
- Law regarding the internship of pupils and students no. 258/2007 published in the Official Gazette of Romania no. 493/ 24.07.2007;
- Order of the Minister of Education, Research and Youth no. 3955/9.05.2008, published in Official Gazette of Romania no. 440/2008.

According to art. 150, para. 4 of the Law on National Education in the framework of undergraduate university studies it is mandatory to carry out internships. Universities have the obligation to ensure a minimum of 30% of the necessary internship places, of which at least 50% outside the universities.

The students internship is regulated by Law no. 258/2007. According to this normatively act, internship is the activity carried out by students, in accordance with the education plan, which aims to verify the applicability of the theoretical knowledge acquired by them within the training program (art.1).

According to articles 2 and 3, the involved parties are defined as follows:

- The practitioner is the student who carries out practical activities for consolidation theoretical knowledge and for the formation of skills, in order to apply them in accordance with the specialization for which the student is trained.
- The internship organizer is the university, which carries out instructive-educational and formative activities.
- The internship partner is a commercial company, a central or local institution or any other legal person carrying out an activity in correlation with the specializations included in the nomenclature of the Ministry of Education, Research and Youth and who can participate in the process of practical training of students.

By Order of the Minister of Education, Research and Youth no. 3,955 /9.05.2008 were defined two other subjects involved in the internship, respectively:

- Teaching staff supervisor - the person appointed by the internship organizer, who will ensure planning, organizing and supervising the implementation of the internship.
- Tutor - the person designated by the internship partner, who will ensure compliance the conditions of training and acquisition of professional skills by the practitioner planned for the internship period.

Students' internship is organized and carried out on the basis of a collaboration framework contract or of an agreement, as the case may be, concluded between the organizer and the internship partner.

Educational units and institutions can be internship organizers both for their own students, as well as for those who come from other units and educational institutions.

The practical activity can be carried out with a weekly or cumulative program, at the end of semester or academic year, in accordance with the curriculum.

The internship is carried out on the basis of an analytical program/internship portfolio, drawn up by the practitioner's educational institution. The duration of the internship is that contained in the curriculum, as well as the forms of assessment, grading and credits granted. The activity of internship included in the curriculum is mandatory and is a condition for promotion.

According to Law 258/2007 on the student internship, the internship partner has the following general obligations:

- a) to have an appropriate equipment - logistic, technical and technological - necessary for capitalization the theoretical knowledge received by the practitioner during the training process;
- b) to have specialists with secondary and higher education to coordinate and participate in the evaluation of the development of student internship;
- c) to carry out the activity program in such a way as to allow the practical activity to be carried out by students under normal conditions, without exceeding 8 pm.

During the internship period, the internship partner together with the university representative follow and record the presence of the practitioner at the activity and signal possible deviations to the university.

The internship partner designates the persons in charge of guiding and following up the activity of students' internship. The internship partner must help the practitioner to follow their analytical programs/internship portfolio, providing him with the necessary means. The internship partner is obliged to instruct the practitioner on the rules of work and fire, specific to the activities it will carry out.

At the end of the internship activity, in accordance with the analytical program/internship portfolio, the organizer together with the internship partner performs an assessment of the practitioner's knowledge and gives it a mark. The final evaluation and marking is done at the student's university.

Evaluation of the capacity of the internship partner from a logistic, technical, technological and organizational point of view is carried out by the university where the students come from.

According to articles 17 and 18 of Law 258/2007 on the internship of pupils and students, practitioners have the following obligations:

- a) to carry out activities according to the analytical program/internship portfolio, respecting the duration and the period imposed by the unit or the educational institution where they come from.
- b) to comply with the internal order regulation and the work and fire protection rules of the internship partner, specific to the activity carried out.

Attendance at internship is mandatory. In case of illness or other objective causes, internship can be recovered, respecting the duration, without disrupting the theoretical training process. The practitioner actively participates in the activities carried out by the internship partner, only if they are in the interest of specialization, of the development of knowledge, but only after he has carried out a labor and fire protection instructions, specific to those activities. During the internship period, the internship partner can hire the practitioner, according to the legislation in force, based on a fixed-term employment contract, by negotiating the remuneration. For the employed practitioners, the internship partner performs the knowledge assessment, respecting the content analytical program/internship portfolio.

The general framework for organizing internships within university study programs of bachelor's and master's degrees and the Framework Convention regarding the development of the internship in the framework bachelor's or master's degree programs are established by the Minister's Order of Education, Research and Youth no. 3955 of May 9, 2008.

The internal regulations of the Bucarest University of Economic Studies (BUES) regarding internships

According to the previously presented national legislation, each higher education institution has established its own regulations regarding the development of specialized internship. Within the BUES, the documents regulating the internship within the undergraduate programs are:

- a) Regulation regarding the didactic activity for the university degree studies;
- b) The methodology regarding the organization and development of specialized internship within the programs of undergraduate studies ;
- c) The educational plans of the bachelor's degree programs
- d) Discipline syllabus.

According to art. 23 of the Regulation on teaching activity for bachelor university studies, the specialized internship is a mandatory discipline, it is organized accordingly with the provisions of a methodology adopted by the Board of Administration of the BUES, in the second year of study and he is allocated a minimum of 84 hours and three transferable study credits.

According to art. 4 of the Methodology regarding the organization and development of specialized internship within the undergraduate university study programs, the specialized internship is carried out in organizations with legal personality from the country or abroad and in administrative institutions, the business incubators and research centers of BUES, who can ensure that the internship is carried out in accordance with the requirements of the degree program.

Article 5 specifies that the activities carried out within the internship of the specialized internship are provided in the discipline syllabus. The discipline syllabus specifies the structure it must have the project or internship report. Each faculty will provide students with a internship guide.

The specialized internship is organized and carried out based on the framework convention on the development of the internship concluded between the organization where the internship takes place, the BUES and student.

Internship agreements are concluded in advance of the activity, usually at the beginning of the university year where the internship is planned, but not later than the first month of the second semester. Convention or employment certificates are submitted to the faculties' secretaries. A convention model of internship can be found in **Annex 1**.

At the end of the internship, the person in charge of the internship partner provides to the practitioner, under signature and stamp, an appreciation (observation-evaluation of the internship development) from which the number of hours completed as well as a general evaluation of the internship carried out by the student can result. Annex 2 presents a model of observation-evaluation of the internship development.

The activity is evaluated through a colloquium in front of a jury made up of at least two teaching staff and will be graded from 10 to 1. The colloquium is held in the exam session after the end of the internship period provided in the schedule of teaching activities. The colloquium can also be held at the organization where the internship took place. When awarding the grade, the designated jury will take into account the practical knowledge acquired, the quality of the project or report drawn up by the student and the assessment of the responsible from the internship partner.

Organization and development of the students' internship

In accordance with the Curriculum and the legislation in force, the students' internship has a duration of at least 84 hours and is organized according to jobs regarding trade, tourism, services and quality management. In the Faculty of Business and Tourism, the internship takes place during the second semester of the second year of the bachelor's cycle.

For each of the jobs for which internships are organized, following the discussions between the university representatives and the tutors within the companies, but also on the basis of occupational standards consultation, a series of skills have been established that must be assimilated by students who they were assigned a series of activities and criteria for evaluating the extent to which the competencies were assimilated. The main professional competences identified, the necessary knowledge and skills acquired following the

internship, as well as the minimum performance standards for the competence assessment are presented in **Annexes 1 and 1a**.

The occupations for which the organization of internships is considered are the following: commercial agent (COR code: 332401); tourism agent (COR code: 422102); travel agent (COR code: 422101); tour operator travel agent (COR code: 422103), domestic tourist transport agent (code CHOIR: 422104); international transport agent (COR code: 422105), tourist assistance agent (code COR: 422106), travel agency clerk (COR code: 422110), travel agent for thematic circuits (COR code: 422111); tourism analyst (COR code: 263204); sales agent (COR code: 3322), purchases agent (COR code: 333104); commercial assistant (COR code: 243219); contracting and procurement agent (COR code: 3323); commercial brokers (COR code: 3324), client service analyst (COR code: 243216); concierge (COR code: 422402); trade and marketing referent (COR code: 263104); quality analyst (COR code: 214131).

Three parts are involved in the practical activity, respectively:

- The practicing student;
- Teaching supervisor (representative of the BUES);
- The tutor (the person who will be responsible for the practitioner from the internship partner).

The relations between the parties are regulated by the Framework Convention on the development of the internship within the bachelor's degree programs, presented in **Annex 2**. This document will be filled by each student. Internship agreements are drawn up in 3 copies and will be registered before the beginning of the internship. They will be signed by each of the 3 parties, one copy returning to the parties involved. The copy belonging to the internship organizing institution will be kept at the headquarters of the departments within the faculty. Exceptionally, for the implementation of internships in epidemiologically safe conditions and to prevent illness with the SARS-CoV-2 virus during these activities, students can send the documents related to the internship online (The internship conventions are accompanied by the following 3 annexes:

1. The internship portfolio
2. Individual observation sheet for practical training,

3. General student evaluation report by the tutor (internship certificate).

1. The internship portfolio is an appendix that includes the following information:

- identification data of the internship (period, schedule, address, tutors, etc.) - the representatives of the internship partner institutions/companies are responsible in filling this column according to the internship convention whose annex constitutes the portfolio.
- defining the skills that will be acquired during the internship - these will be established, depending on the specifics of the activity carried out, by the supervising teaching staff together with the tutor, prior to the start of the internship.

The internship portfolio will be drawn up in 3 copies and will be signed by the student and the supervising teaching staff and tutor.

2. The individual observation sheet for the practical training will be drawn up for each student.

It is consistent with the competencies and activities that will be established through the internship portfolio and refers to the assessment of how students have acquired each competence. Individual sheet of observation for the practical training will be developed by the teaching supervisor together with the tutor, prior to the start of the internship. This document will be completed by tutors, daily, by giving grades for each skill internshipped.

3. General student evaluation report (internship certificate) will be drawn up by the tutor, for each student, at the end of the internship, by awarding finals qualifications. This document will be handed over to the teaching supervisor before the deployment of the internship colloquium.

During the internship, each student intern will complete daily The student's internship project, under the supervision of the supervising teaching staff. It serves to:

- Recording observations, information transmitted/communicated during the internship period
- Analysis and processing of recorded information.

The structure of the Student's Internship Project is as follows:

1. General description of the internship base: fields of activity, size, number of employees, departments, economic and social activity.

2. Presentation/description of the place of internship and the daily tasks entrusted to the internship student.
3. The results of the internship period in terms of the experience gained and the usefulness of the tasks entrusted with professional development.
4. Conclusions and proposals for improving the internships.
5. Appendices (organization chart, models of documents used, etc.).

The Student's Internship Project will be handed over to the teaching supervisor at the colloquium internship. In order to certify the students' daily presence at the practical activities, they will complete daily The student's Individual Attendance Record, which will remain with the internship tutor during the internship, and at the end he will hand it over to the teaching staff supervisor.

At the end of the practical internship, the student interns will hold a practical colloquium which will be scheduled in the first two weeks after the end of the internship period. It will take place at the headquarters of the institution organizing the internship (BUES) or the headquarters of the partner of internship.

The activity carried out by the practicing students will be evaluated in front of a jury made up of at least 2 teaching staff, one of whom will be the supervising teaching staff, with grades from 10 to 1. At the awarding of the grade will take into account the practical knowledge acquired, the quality of the internship project drawn up by the student and the final grade given in the student's general evaluation report by to the tutor. Failure to promote the internship discipline leads to the renewal of the internship.



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UNIVERSITÀ DEGLI STUDI DI SASSARI

Report of Internships University of Sassari

Marcello Atzeni – Luigi Magnini – Marco Milanese
Sassari, December 2022

ALL THE ACTORS INVOLVED IN INTERNSHIPS AND THEIR ROLES/TASKS (UNIVERSITY TEACHER AND TUTOR, STUDENT, COMPANY HUMAN RELATIONS MANAGER ETC);

The agents involved in the internships are:

- the students enrolled in the Degree in any official studies at the University of Sassari
- The University (Job Placement Office) and academic tutors (professors from the University of Sassari who are assigned to the students at the beginning of the internships)
- The Host and the professional tutors (tutors from the collaborating entities, companies, etc., where the students carry out the internships)

Obligations of the students:

During the curricular traineeships, trainees undertake to

- carry out the activities envisaged in the training project, observing the timetables and rules of behaviour agreed in the project itself and respecting the work environment;
- follow the tutor's instructions and refer to him/her for any organisational or other eventualities;
- comply with the rules on hygiene, safety and health in the workplace;
- complete the daily attendance register issued by the Department;
- if the relationship is with a private entity, comply with obligations regarding production processes, products or other information about the company of which he/she becomes aware, both during and after the placement;
- if the traineeship relationship is with a public body, respect professional secrecy in the cases and in the ways provided for by the rules of the individual legal systems, and not use for private purposes the information available to them for official purposes.

Further, the student may:

- contact the institution independently for any information (even before submitting the application for admission to the internship)
- submit an application for replacement at any time by filling in the appropriate form (go to the Degree Course concerned)
- apply for recognition of the hours of theoretical training acquired through seminars, conferences, etc., at any time by completing the appropriate form (go to the degree course concerned), and in any case always before completing the external internship
- To be admitted to the curricular internship at an affiliated institution, students, once they have verified the requisites required by the regulations of their course of study, can submit an application - filled in on the appropriate form and available online - to the Internship Coordination Office.

- notify the Internship Coordination Office the conclusion of their internship no later than 20 days after the end of the same
- submit the final report to the university tutor within 20 days from the end of the internship
- submit all documentation (booklet signed and completed by the head of the institution, the university contact tutor, the university contact tutor, the evaluation form of the end of the internship) to the Internship Coordination Office
- inform the Internship coordinator in writing, giving reasons for the temporary suspension of the traineeship
- notify the Internship coordinator in writing, giving their reasons for the withdrawal from the traineeship

Obligations of the University

The promoter's tasks are to

- facilitate the activation of the traineeship experience by supporting the host party and the trainee in the start-up phase, in the management of administrative procedures and in the preparation of the training project
- provide prior, clear and transparent information on the rules applicable to the traineeship, with which the host party must comply;
- identify a tutor as the organisational manager of the placement
- promote the smooth running of the work placement experience through supervisory and monitoring action; and
- inform the host party of any failure to comply with the objectives contained in the training project

Obligations of the Host

It is up to the host

- sign the agreement with the University in compliance with the regulations in force;
- contribute to the development and sign the training project related to the specific trainee;
- identify the company tutor, whose task is to follow the trainee in order to guarantee the training value of the experience and ensure compliance with the contents of the training project.
- if the tutor has to be replaced by another person during the course of the traineeship, the name of the replacement must be communicated in writing to the promoter, who will update the data in the training project. The company tutor is also responsible for validating the trainee's attendance record and drawing up the final certificate on the evaluation of the experience;
- promptly notify any extension, interruption or early termination of the traineeship. These communications must be duly motivated and signed by the company tutor;

- ensure that the premises where the traineeship activity takes place are adequate to the parameters required by Law
- no. 81/08 and subsequent amendments and additions, containing rules on safety and health of workers in the workplace;
- provide the trainee with all equipment, instruments, apparatus, etc. suitable and necessary for the performance of the assigned activities
- undertake not to expose the trainee to dangerous situations and not to entrust him/her with tasks on the execution of which his/her own health and safety or that of third parties depend
- guarantee the trainee the assistance and training necessary for the successful completion of the placement
- allow the university tutor to contact the trainee and the company tutor to check on the progress of the placement;
- at the end of the internship, draw up a final certificate for the intern specifying the skills and competences acquired by the intern and expressing an overall assessment of the experience.
- The host party undertakes to respect the numerical proportion between permanent employees and trainees as established by art. 1 paragraph 3 of Ministerial Decree no. 142 of 25.3.1998, which provides as follows: companies with 1 to 5 permanent employees may employ one trainee; companies with 6 to 19 permanent employees may employ up to two trainees at the same time; companies with 20 or more permanent employees may employ a number of trainees not exceeding 10% of their employees at the same time. The company also undertakes to promptly notify the Department of any change in the number of permanent employees that compromises compliance with numerical limits imposed by law.

SPECIFY IF THERE IS A DEDICATED OFFICE FOR INTERNSHIP

The University of Sassari promotes apprenticeships as an active policy measure, aimed at facilitating professional choices through direct knowledge of the world of work and at realising moments of alternation between study and work within training processes. In this vein, the University of Sassari has a specific “Internship Coordination Office” called “Job placement Office” that coordinates all the specific “Internship University Department Offices”.

THE DIFFERENT INTERNSHIP TYPES: I.E. FOR STUDENTS AND GRADUATES (I.E. CURRICULAR AND EXTRA-CURRICULAR INTERNSHIP). ALSO INFORM ABOUT THE DIFFERENT DURATION; ACADEMIC CREDIT; OBJECTIVES, ACTIVITIES, COMPETENCES; REMUNERATION FOR TRAINEES AND OTHER RELEVANT INFORMATION.

Internships can be:

- **curricula** - aimed at the student body and aimed at completing the study path for the achievement of the final qualification, with practical training activities carried out in structures also outside the University;
- **training and guidance** - an optional tool aimed at undergraduates and graduates within the last twelve months, aimed at gaining direct knowledge of the world of work. In particular, the University of Sassari gives 3 options:
 - 1) **training and orientation internships**, reserved for graduates of the University who have obtained their qualifications (bachelor's degree, master's degree, doctorate and master) no more than 12 months ago. - Duration: minimum 2 maximum 12 months
 - 2) **work placement/reintegration traineeships**, reserved for the unemployed and the unemployed (high school graduates and graduates for more than 12 months). -Duration: minimum 2 maximum 12 months
 - 3) **orientation summer internships**, reserved for university students, aged between 18 and 25, regularly enrolled in a course of study. These internships can only take place during the interruption of teaching activities. - Duration: maximum 3 months

SPECIFY IF THERE ARE IN-PERSON INTERNSHIPS AND REMOTE INTERNSHIPS, SPECIFICALLY HOW INTERNSHIPS HAVE BEEN MANAGED DURING COVID-19 PANDEMIC;

All the internships delivered by Uniss are in person, but after the pandemic the Job Placement opened to the possibility to submit internship projects on-line or in phygital mode.

During Covid-19 pandemic internships have been managed all on-line, following the normal internship programs, but adapting specific objective to the National and Regional restrictions

THE ADMINISTRATIVE STEPS (E.G. PROTOCOL, PROGRAMS, SYLLABUS) AND DOCUMENTS NECESSARY TO START, MANAGE AND ASSESS AN INTERNSHIP (E.G. INTERNSHIP PROGRAM);

The internship activities are regulated by special agreements between the Department of History, Human and Education Sciences and the organisations requesting them. The eligibility of a new institution is examined by a specific Internship Commission.

The proposal to activate a new agreement can occur:

at the initiative of the student (personal knowledge, etc.);

on the initiative of the host organisation interested in hosting trainees;

on the initiative of a lecturer.

Documentation required to activate an agreement:

- Duplicate copy of the agreement signed and stamped on each sheet by the legal representative of the entity
- The entity's statutes
- Description of the activities in which the trainees will be engaged

- Designation of a tutor with specialized skills in the field, with curriculum vitae, who can follow the students during the period of the internship.

Indication of how many trainees can be accommodated at the same time in the structure, pursuant to Article 1, paragraph 3 of Ministerial Decree 142/1998: 'host entities may accommodate trainees in relation to the activity of the company, within the limits indicated below:

- companies with no more than five permanent employees, one trainee;
- with between six and nineteen permanent employees, no more than two trainees at the same time;
- with more than twenty permanent employees, not exceeding ten per cent of those employees at the same time'.

0 Phase – How to access

To be admitted to the curricular internship at an affiliated institution, students, once they have verified the requisites required by the regulations of their course of study, can submit an application - filled in on the appropriate form and available online - to the Internship Coordination Office. The choice of the type of structure must be made by consulting the list of affiliated entities available both on the Department's website and at the aforementioned office.

To orient himself in the choice, the student must keep in mind:

A) rankings for access to the internship will be prepared at each application submission deadline (March 15, July 15, November 15). These rankings will be placed in chronological sequence;

B) each structure with which the Department has an agreement welcomes a limited number of students. The student can autonomously propose to the Internship Commission a new institution whose eligibility will be assessed case by case by the Commission itself;

C) each tutor referring to the University can follow a limited number of students. The list of tutors of the institutions, the areas of interest and the indication of the number of trainees assigned to each institution are made public in the list of affiliated institutions.

I Phase – Apply the intership

The candidate, once the ranking list is approved, must request further information to the "Internship Coordination Office", which will check the current availability of the non-university institution and any waiting time before starting internship. After that the agreement has been obtained from the "Internship Coordination Office", the candidate can contact the tutor of the accredited non-university institution to proceed with the definition of the internship project, which is contained in the "internship contract" form (available online) and, subsequently, to the university tutor to countersign it. The project must describe the internship mode and organizational characteristics of the internship:

- areas, locations, times, content, ways and articulations of activities

- anagraphic data of the student, of the university tutor and of the supervisor of the employing institution
- final goals and mode of carrying them
- period of the internship

From this moment on and until the end of the internship, the tutor of the University is the reference of the student for every need.

The internship project, once signed by the student and both tutors, must be submitted in duplicate original copies to the “Internship Coordination Office”, which will provide the student with the internship logbook and stipulate the necessary insurances. From this moment the internship activity at the non-university organization can begin.

It is recommended to fill out the "internship contract" form in its entirety, indicating the start and end date of the internship, which is essential for insurance coverage.

Please note that the insurance coverage of interns is the responsibility of the University, both against accidents at work with INAIL, through the appropriate form of "management on behalf of the State," and for civil liability with insurance companies operating in the sector.

Important note: Any changes to the contract must be reported promptly to the “Internship Coordination Office”.

In case the student does not complete the internship within the term indicated in the contract, he/she must inform the Internship Coordination Office and

II Phase – The Inteship

The placement is carried out as indicated in the project and agreed between the tutors and the student. The student trainee shall keep a daily updated attendance diary indicating the days of the internship, the total hours per day, and the activities conducted. Each completed page must be countersigned by the institution's mentor. In case of absence due to disease or other impediments, the student must notify the interruption of the tranship to the head of the host institution, to the referring tutor and to the Internship Coordination Office.

Periodically, the tutors and the student evaluate the progress of the internship activities, with appropriate moments of discussion that are documented in the spaces dedicated to this in the logbook. The university tutor is the didactic-organizational head of the internship who is responsible for monitoring and verifying the activities.

In particular, the tutor must:

- verify that the objectives set out in the traineeship contract are met
- ensure compliance with training purposes during the course of activities
- support the trainee in the drafting of the final report

III Phase - Conclusion

Within 20 days of the conclusion of the internship, the student must submit to the university tutor:

- the signed booklet, filled in in its entirety and complete with both the report and the host tutor's evaluation;
- their final report;
- the form entitled "Final Report of the University tutor" (available online).
- The tutor of the University must prepare the final report on the internship within a further 20 days, which will be delivered to the student. The student must submit all the documentation, including the evaluation questionnaire of the internship, to the Internship Coordination Office that will submit the file to the Internship Commission for final approval. It will be the responsibility of the office to send the relative documentation to the Student secretariat for the conferral of the expected credits.
- Please note: the student must prepare and submit a written report (the layout of the report depends on specific guidelines provided by the Internship Commission of their course of study or the provisions of the referring teacher) with reference to the aims of the project and the evaluation of the activity carried out.
- In order to be admitted to the degree exam, the documentation and evaluation of the internship must be received by the Student secretariat at least 20 days before the final exam.
- If the internship is not considered to have been satisfactorily completed (e.g. the number of hours required has not been completed, or the tutor has indicated an inadequate level of commitment), the Internship Commission, on a proposal from the assigned university tutor, may request a supplementary internship or a repeat internship at the same establishment or at another one identified for the purpose. In any case, anyone who has not obtained a judgement of approval from the Internship Commission shall be considered ineligible for the degree examination.

ALL THE SUPPORT ACTIONS (I.E., RECRUITING DAYS AND/OR EVENTS; INTERVIEW, IN-COMPANY TRAINING AND COUNSELLING MEETING, SKILLS WORKSHOPS FOR THE DEVELOPMENT OF SOFT SKILLS ETC);

The University of Sassari periodically schedules recruiting meetings with companies operating in the area so as to facilitate the meeting between job supply and demand. The events are aimed at the presentation by companies, organizations and associations of the professional profiles sought and at the acquisition of the curriculum vitae of students, graduates and graduates who reflect these figures.

Further, University of Sassari offers specific guidelines and counseling meeting to improve students and graduates soft skills, as for instance “How to create a effective CV” or International languages courses.

SPECIFY IF THERE IS A DIGITAL PLATFORM SUPPORTING THE INTERNSHIP PROCESS (INFO ABOUT THE LIST OF ORGANIZATIONS, TO INSERT THE REQUEST, MANAGE IT, CONTACT THE TUTOR, ASSESSMENT SERVICE ETC.). IF POSITIVE, PLEASE INDICATE THE LINK TO THE PLATFORM AND DESCRIBE ITS FUNCTIONING.

There is not a Digital platform supporting the internship

INTERNSHIP ASSESSMENT METHODOLOGY: INDICATORS, DOCUMENTS AND/OR SYSTEM FOR THE INTERNSHIP ASSESSMENT

- The tutor of the University must prepare the final report on the internship within a further 20 days, which will be delivered to the student. The student must submit all the documentation, including the evaluation questionnaire of the internship, to the Internship Coordination Office that will submit the file to the Internship Commission for final approval. It will be the responsibility of the office to send the relative documentation to the Student secretariat for the conferral of the expected credits.
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MAIN NATIONAL RULES AND LEGISLATION (E.G. IN ITALY IT IS MANDATORY THE COURSE ON WORKPLACE SAFETY)

- Ministerial Decree No. 142/1998 includes among the subjects promoting apprenticeship training activities the universities and the State and non-State university education institutes authorised to award academic qualifications;
- Article 18(1)(a) of Law no. 196 of 24 June 1997, as subsequently amended and supplemented, may promote training and guidance traineeships in enterprises for the benefit of those who have already fulfilled the compulsory education requirement pursuant to Law no. 1859 of 31 December 1962;
- Circular of the Ministry of Labour and Social Policy of 15 July 1998, No. 92 entitled "Tirocini formativi e di orientamento", Ministerial Decree 142 of 25/3/98';

- Decree-Law No. 138 of 13 August 2011, converted, with amendments, into Law No. 148/2011, and considering Law No. 92 of 28 June 2012 'Labour Market Provisions in a Growth Perspective';
- Italian Government and Italian autonomous Regions agreement n 86/CSR May 25 2017
- Sardinia Regional Government 34/7 July 7 2018
- D.M. June 30 2015



REPORT OF INTERNSHIP AT TURKISH UNIVERSITIES

Prepared by,

Prof. Dr. Mustafa Hilmi ÇOLAKOĞLU

June 2023



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This report is prepared for the PREVIEW project to summarize the existing regulations and applications in Turkey's Higher Education Systems for the internship of university students. The main target of the internship is to make the students with the related sector and start to develop good relations for the employment at the enterprise after graduation.

Higher Education System in Turkey

The higher education system in Turkey is supervised by the Council of Higher Education (CoHE), an autonomous institution responsible for the planning, coordination, and governance of the higher education system in Turkey per the Turkish Constitution and the Higher Education Law no: 2547¹. The general policies, strategies, and action plans are done by the CoHE but the universities decide upon their academic calendars; however, an academic year generally starts in September and ends in June. In an academic year, there are two semesters with winter and summer breaks. Each semester is 14 weeks and 2 weeks for midterm and final exams. In some private universities education is three semesters per year but the fourth year of the bachelor's program is only for internship. Summer school is also available at some universities. Turkish universities offer;

- Associate's degree programs (ISCED 5) take 2 years. Vocational high school graduates can qualify for associate's degree programs without taking any centralized exams.
- Bachelor's degree programs (ISCED 6) take 4 years. Specialized bachelor's degree programs, such as medicine (6 years), maybe longer.
- Master programs (ISCED 7) take about 2 years (non-thesis master's programs generally take 1½ years),
- Ph. D. (ISCED8) programs take about 4 years.

Turkey has 129 public universities, 75 foundation universities, and 4 foundation vocational education and training schools. Regarding the number of students by 2023, 2.647.054 students continue to education at VET High School (ISCED 5). The number of students at the Bachelor of Science level is 3.754.095. The students in M. Sc. and Ph.D. levels are 434.485 and 114.508. There are 1.990 faculties, 353 schools of higher education, 1.024 schools of vocational higher education, and 4.059 scientific research and application centers.

In Turkish universities, 184.566 academicians are teaching and training of which 155.884 of them are teaching in the Bachelor of Science programs.

Quality matters are very important in Turkish universities. The National Qualifications Framework for Higher Education in Turkey (TYYÇ) was developed concerning the Qualifications Framework of the European Higher Education Area and the European Qualifications Framework for lifelong learning was adopted by the CoHE in 2010. The levels of the TYYÇ concerning the European overarching qualifications frameworks as well as that of ECTS credits and student workload is annoued at CoHE and university websites i.e. NEVU Engineering and Architecture Faculty**

¹ <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>

The law and other regulations in higher education in Turkey

The basic regulation in Turkey for higher education is Higher Education Law no: 2547. According to law no: 2547, practical, applied courses and internships in higher education institutions can be conducted by the student's preference in the relevant public institutions and organizations or equivalent private institutions. During this period, the student is subject to the student rules of higher education institutions. The principles and procedures regarding the education, practice, and internship at the workplace of the students in vocational and technical education are issued by the Higher Education Council with secondary regulation. Additionally, each university has its law accepted by the Turkish Grand National Assembly-TBMM and published in the TC Official Paper. In addition to two basic laws, there are many items in some other laws of other ministries related to the universities. Each university has a senate and management committee. The Senate discusses and takes decisions on education, training, research, and development. A similar structure exists also in the faculties and VET schools. There is a technical committee in the university to prepare and revise the secondary regulations. The final decision on the secondary regulation is taken by the Senate and implemented by the faculties. NEVU's secondary regulation is open to all on the website².

The internship in Nevşehir Hacı Bektaş Veli University

There is a curriculum internship program for faculties and vocational VET Scholl and vocational schools' students twice in their education life. The internship is mandatory with some ECTS credit dut Bologna Process. The internship procedure is as follows;

- Application of the student to the faculty/school for internship by filling out the Application Form and Contract Document.
- Selecting and deciding on a suitable enterprise from the database for an internship
- Contact the enterprises and sign the contract with the university, enterprise, and student.
- Start and do the internship, and prepare the report.
- Check the report by the mentor of the enterprises and the internship advisor.
- Assessment and acceptance of the internship report by the faculty/schools.

Internship implementation regulation of NEVU Engineering and Architecture Faculty

The regulation of this faculty on internship was prepared by the faculty itself as a proposal, discussed in University Regulation Faculty, and accepted by the University Senate. Basis and Definitions Purpose Article 1- (1) The purpose of this Directive is to regulate the basic principles of planning, implementation, and evaluation rules of internship studies that Nevşehir Hacı Bektaş Veli University Faculty of Engineering and Architecture students are obliged to do during their education.

Scope Article 2- (1) This Directive covers the basic principles of planning, implementation, and evaluation rules of internship studies of students in departments affiliated with Nevşehir Hacı Bektaş Veli University Faculty of Engineering and Architecture.

² <https://www.nevsehir.edu.tr/tr/nevu/mevzuat-bilgi>
https://sistem.nevsehir.edu.tr/yonerge-politika/54d39bd311d82c69a2337d16080793b0_en.pdf

Basis Article 3- (1) This Directive has been prepared based on the Framework Regulation on Applied Education in Higher Education published in the Official Gazette dated 17.06.2021 and numbered 31514 of the Higher Education Council.

Definitions Article 4- (1) Following definitions are used in this Directive; a) European Credit Transfer System (ECTS) credit: The numerical value based on the total workload required to acquire the knowledge, skills and competencies to be gained by the students and covers all the work that the student has to do in order to successfully complete a course, b) Department: Consists of departments that complement each other or are close to each other, constituting a whole in terms of purpose, scope and quality; the education and training, scientific research and application unit of the faculties, c) Dean: Dean of Nevşehir Hacı Bektaş Veli University Faculty of Engineering and Architecture, ç) Faculty: Nevşehir Hacı Bektaş Veli University Faculty of Engineering and Architecture, d) Enterprise Officer: The person with the title of engineer in the relevant field determined by the public or private sector companies/organizations to be given Applied Engineering Education as responsible for the students who will receive Applied Engineering Education, e) Enterprise: Public or private sector companies/organizations where students are assigned to conduct practical training, f) Program: Applied Engineering Education Program, g) Rector: Rector of Nevşehir Hacı Bektaş Veli University, ğ) Senate: Senate of Nevşehir Hacı Bektaş Veli University, h) Instructor in Charge: Applied Engineering Education Program consultants, 2 ı) Contract: The document signed by the student, the program coordinator and the head of the institution, regulating the relations between the student and the enterprise regarding the Applied Engineering Education Program, i) Applied Education Sub-Commission: In the departments where Applied Engineering education is active; The commission that includes the head of the department, the faculty member responsible for applied education and a member of the department internship commission, j) Applied Trainings Commission: The commission formed by a representative appointed by the department heads from each department in the faculty, k) Applied Engineering Education Protocol: The document explaining the quotas and conditions related to the Applied Engineering Education Program and signed by the business officer and the Dean, l) University: Nevşehir Hacı Bektaş Veli University

General Principles The purpose of the internship Article 5- (1) The purpose of the internship is to enable the students to increase their practical knowledge and skills, to get to know the business areas related to the programs they study, to learn the professional practices in the workplace, and gain experience by applying the knowledge and skills they have acquired through education and training.

Department Internship Commission Article 6- (1) A Department Internship Committee is established in each department to organize and carry out the internship studies of the students. This commission consists of at least three (3) lecturers, one of whom is the chairman, appointed by the Head of Department. The head of the Department Internship Committee represents the department at the Faculty Internship Committee. The term of commission members is three (3) years.

Duties of the Department Internship Commission Article 7- (1) The duties of the Department Internship Committee are as follows: a) Provided that it is not contrary to the provisions of this Directive, it prepares an internship guide suitable for the needs of the department and makes it

accessible to students on the department web pages. b) Conducts correspondence related to the internship. It advises students on internship places and distributes internship opportunities to the applicants by giving priority to the applicants according to their academic success and proximity to graduation, or by drawing lots. It evaluates and approves the suitability of the internship places found by the students, whether the prerequisites are met, and whether the internship start and end dates and the internship periods defined by the department are met. c) Prepare student internship files, keep them until the end of the evaluation process, and then submit them to the department secretariat to be kept in the department archive. ç) The Commission keeps one copy of the documents provided by the student in two original copies for the Work Accident and Occupational Disease Insurance required by the 3 universities within the framework of the Social Insurance and General Health Insurance Law No. 5510. Students send the second original copy to the Faculty Accrual Unit at least ten (10) business days before the start of the internship, to be forwarded to the relevant unit of the university. d) Conducts the supervision and evaluation of internships. e) The Department Heads have the authority to make all kinds of decisions regarding the internship work of the students in case the Department Internship Commission cannot convene for reasons such as leave, report, or assignment.

Faculty Internship Commission and its Duties Article 8- (1) The Faculty Internship Commission consists of a chairman appointed by the Dean and the chairmen of the department internship commission. The term of office of the Faculty Internship Committee members is three (3) years. This commission meets at the beginning of each academic semester and ensures that the internship practices of the departments are carried out by the faculty internship directive.

Internship related documents Article 9- (1) Students are obliged to prepare and follow up on the following documents completely during their internship. Inter-institutional correspondence regarding the insurance of students during the internship and the documents to be used in the internship application is arranged and executed by the Faculty Student Affairs: a) Internship Application Form and Contract Document: It is the petition filled out by the students, showing the business they want to do their internship. b) Internship Book: Each student has to submit the book that they will prepare by the formats to be determined by the internship commission to the Department Internship Committee. The student obtains the internship notebook template from the department web page. c) Internship Evaluation Form: It is the standard document that evaluates the work done by the workplace internship supervisor according to various criteria for each intern during the internship and finally indicates whether the student is successful or not. At the end of the internship, the internship evaluation forms must be sent directly to the Department Head by the internship supervisor or delivered by the student in a sealed envelope. d) Internship File: It is the file regarding the internship documents to be obtained from the Faculty of Student Affairs.

Starting an internship Article 10- (1) the student submits the Internship Application Form and Contract Document approved by the institution he/she wants to do the internship to the Department Internship Committee. Students whose applications are approved by the relevant Department Internship Commission can start and do the internship activities.

Insurance Article 11- (1) In accordance with Article 5/b of the Social Security and General Health Insurance Law No. 5510, all students who are subject to the compulsory internship are required to

have Work Accident and Occupational Disease Insurance, and their insurance premiums must be paid by the university. Internship students are required to submit the required 4 documents in full within the specified time and manner. The internship dates determined for the compulsory internship insurance cannot be changed in any way. If there is a change in the specified dates or the internship cannot be done, the relevant Department Head must be notified. Insurance premiums will be covered by the university when the student who will do the internship wishes to do an optional internship, provided that he/she notifies the Department Head in advance.

Internship places Article 12- (1) Departments can make all kinds of contacts and initiatives with the workplaces to facilitate the students to find the desired internship place, but the responsibility of finding suitable internship places rests entirely with the student. Students can do internships in public or private sector enterprises in the country or abroad, which are deemed appropriate by the Departmental Internship Commission. (2) The student has to get the approval of the Department Internship Committee before starting the internship in the company he/she finds. No student can do an internship without the approval of the Department Internship Commission in the enterprise he/she finds on his/her initiative. (3) Students who want to do their internship abroad can do their internship within the scope of the ERASMUS+ program, or they can do internships in the enterprises they find as a result of their initiatives, provided that they get the written approval of the Department Internship Commission. (4) After the students start their internship, they cannot change their internship place without the knowledge and approval of the Departmental Internship Commission. (5) In case of natural disasters such as strikes and lockouts, earthquakes, fires and, floods, students may continue their internship in other enterprises with the knowledge and approval of the Departmental Internship Commission.

Internship Duration and Compulsory Attendance Time and duration of the internship Article 13- (1) Students can start their internship at the end of the fourth semester. (2) The number and duration of internships are determined by the relevant departments, provided that the duration of the internship is not less than 30 (thirty) working days. In addition, departments can determine the internship periods, which include the internship start and end times of the students. (3) Students who want to leave the Faculty by obtaining an associate degree diploma are obliged to do an internship for half of the compulsory internship period determined by the Department. (4) Normally, a week is considered to be five working days. In enterprises that work on Saturdays and/or Sundays, if this situation is documented, the weekly working day in these places is taken as a basis. 5 (5) Internships are mainly done during periods when education does not continue. However, students who are required to attend classes with a maximum of 10 ECTS credits are excluded from this rule and can start their internship in any month. ,

Internship Compulsory Attendance Article 14- (1) It is obligatory to continue the internship. Days not attended due to valid excuses must be compensated. If the intern student receives a test report or a work accident report during the internship, he/she must notify the Faculty Student Affairs Office by petition or fax by the institution and the student on the same day as of the date of receiving the report.

Applied principles of internship Article 15- (1) Every student who goes to an internship gives the Internship Evaluation Form to the officer of the unit where he/she does his/her internship. At the

end of the internship, this form is filled and approved by the authorized person (at least an engineer/architect) and sent to the relevant department in a sealed envelope with the company stamp/seal on it. Forms without institutional stamp and approval are not taken into account in the evaluation. (2) The work done during the internship is regularly recorded in the internship book by the student and approved with the stamp and signature of the relevant person, indicating the title of the authorized person (at least engineer/architect) at the internship place. Internship notebooks that do not have signatures, stamps, seals, or dates, on which erasures, scrapings, and improper corrections are made are not accepted. (3) Each student has to submit the internship book by the date determined by the internship commissions in the following academic semester after the end of the internship. Internships of students who submit their internship book after the announced date without a valid excuse are not accepted. (4) Students cannot give information to others on matters that require confidentiality related to production and service; cannot participate in union activities. (5) During the internship, a contract including internship conditions, leave, duties and responsibilities of the parties, wages to be paid, and other matters deemed necessary must be signed by the legislation in force between the student and the private enterprise. The University cannot be a party to disputes that may arise between the enterprise and the student. (6) During the internship, students comply with the provisions of the Higher Education Institutions Student Disciplinary Regulation; must comply with the working principles of the institution, working conditions, rules, and legal regulations regarding discipline and work safety. (7) Credits calculated within the scope of internships cannot be less than 5 (five) ECTS credits and more than 10 (ten) ECTS credits in total. (8) The internship-related courses in the training plan are planned to be applied over 2 (two) hours.

Monitoring and evaluation of the internship Article 16- (1) When deemed necessary, the members of the Departmental Internship Committee may monitor the internship by its purpose and rules, or contact the company where the internship is held and obtain information about the internship student and ensure that the students are followed. (2) By the Department Internship Committee; Internship Evaluation Form, Internship Notebook and additional information and documents related to the internship are examined and the internship done by the student is evaluated as successful/unsuccessful. To be considered successful in the internship, he must first be successful according to the Internship Evaluation Form to be filled out by the enterprises. The commission may request an oral presentation of the internship studies from the student during the evaluation phase. Students who are not deemed sufficient in the evaluation are required to renew their internships. In some cases, only a part of the student's internship may be accepted by the Departmental Internship Committee. (3) All kinds of documents related to the internship are kept in the Faculty Student Affairs for 2 (two) years after the internship evaluation meeting. At the end of this period, it can be destroyed or returned to the student upon request. Objection to the internship results is made within 15 (fifteen) days from the announcement date. The objection is evaluated by the Departmental Internship Committee. (4) Students who do not complete their internship or whose internship is deemed unsuccessful are not given a certificate regarding their undergraduate graduation for these students to complete their education, action is taken by the provisions of the Nevşehir Hacı Bektaş Veli University Associate Degree and Undergraduate Education and Training Regulations.

Internship Exemption Request and Evaluation Article 17- (1) Students who come to the faculty through vertical transfer must apply to the Faculty Student Affairs with a petition within 10 (ten) working days of the date of final registration to the University to request exemption from the part of the internship, which covers at most half. The relevant application is evaluated by the Departmental Internship Committee and decided by the Faculty Administrative Board. (2) Students who come with a lateral transfer may request exemption from some or all of the internships they have done while they are registered at the higher education institution they come from. These students must apply to the Faculty of Student Affairs with a petition within 10 (ten) working days of the date of final registration to the university. The relevant 7 application is evaluated by the Departmental Internship Committee and decided by the Faculty Administrative Board. (3) Internships of double major students in the second major program are evaluated by the relevant Department Internship Commission. Double major students who will request that their internship be counted in both branches must obtain the approval of the internship commissions of both departments regarding the suitability of the internship place before starting the internship. The conditions for accepting some or all of the internships in the second major branch are determined as a result of the joint evaluation of the internship commission of both departments, the Faculty Internship Committee is notified and the Faculty Dean is informed.

Final Provisions Cases Article 18- (1) The provisions of the Framework Regulation on Applied Education in Higher Education shall apply to matters not specified in this Directive. Force Article 19- (1) This Directive enters into force on the date it is approved by the Senate. Executive Article 20- (1) This Directive is executed by the Dean. Senate Decision's Date and Number where the Directive is Adopted: Date: 16.09.2021 Number: 2021.31.191

Application form for the internship

Each student has to do the curriculum internship two times in the faculties and schools. The steps from application to the acceptance of the internship report are defined as the flow chart (Annex 1). The first one is the first step to the world of work. The second is a much more technical one. The total duration of the internship is 20 work days.

The responsibilities of the interns

Intern students are not a worker so cannot participate in union activities in the workplace where they do their internship. At the end of the internship, students are responsible for delivering the internship evaluation form filled by the internship manager to the vocational school. Students record their work, which they carry out in accordance with their internship work program, in the internship book in accordance with the daily internship report writing rules. Students submit their internship files and internship evaluation form to the program internship board within 15 days at the latest from the end of the internship. Internships not delivered on time will be deemed invalid. Intern students must comply with the working hours, working conditions, clothing, discipline and occupational safety rules of the workplaces where they will do their internship. The internship of the intern who is absent from the workplace/vocational school for three consecutive days without permission or excuse or 10% of the internship period during the internship period is terminated and the situation is reported to the internship committee. The day of absence is added to the internship period. However, this period cannot exceed half of the total duration. In case the missing time is

up to 10% of the total internship period, the Vocational School Internship and Education Implementation Board is authorized to fulfill the internship obligation or to have it completed within the school. The provisions of the Higher Education Institutions Student Disciplinary Regulation are also valid for intern students during the internship. At the end of the internship, the Internship Evaluation Form and The Internship File must be delivered to our school by hand, mail or courier within the periods specified in the internship calendar.

The responsibilities of the enterprises mentor

Internship mentor is the one responsible from the internship activities of the intern in the enterprises in collaboration with the academic advisor of the intern. So, at the very beginning of the intership period the mentor, academic advisor and the student prepare an intership plan. The main qualification of the mentor may change depending on the sector and subject of the internship. The mentor is responsible for guiding and supporting interns throughout their internship experience. He help intern get acquainted with the organization, its culture, policies, products and procedures, provide a thorough orientation and ensure that interns have the necessary resources and tools to succeed in their roles. Mentors work with interns to define the goals and objectives, discuss expectations, deliverables, and timelines. Mentors provide guidance, on-the-job training and provides access to learning resources, or arrange for relevant workshops and training sessions. Mentors closely monitor interns' progress and provide regular feedback on their performance. The mentor and academic advisor critise and offer constructive advises to the intern help to identify areas for improvement. The mentor answer questions, address concerns, and offer advice on professional development, career paths, and industry insights, provide networking opportunities and connect interns with relevant contacts within the organization or industry by fostering a positive working relationship with intern and the workers of the enterprise. If time is enough, the mentor let interns to other departments of the enterprises to understand the flow of service and good production. The mentor directs the intern to other available resources for further learning, encourage participation in professional events, or provide mentorship beyond the internship duration.

The responsibilities of the academic advisor

The occupational accident and occupational disease insurance premium

The premium will be paid by our college, within the scope of Social Insurance and General Health Insurance, according to subparagraph b of Article 5 of the Law. In order for the Social Security Institution transactions regarding the intern student to be carried out regularly and on time, the date of the student's start and completion of the internship must be specified and sent to our school by the workplace. The days not worked during the internship will not be counted as Saturdays and Sundays. If a report is received during the internship period, the internship is deemed to be extended by the duration of the report.

Internship report to be prepared by the intern

Each intern student prepares the internship report (Annex 2). The report is controlled by the enterprise's mentor through the internship plan. Later on, the report is checked by the academic advisor of the intern. If both of the control is positive, the internship committee of the faculty/school

do the final control and accepts or rejects. If the report is rejected, it must be revised during the permitted time interval. If there is a major mistake in the report, it must be repeated after the next semester. The intern registers all of the daily activities realized during the internship (Annex 3). At

NEVSEHIR HACI BEKTAŞ VELİ UNIVERSITY
Faculty of Engineering and Architecture
..... Department of Engineering

the end of the internship period, the report prepared by the intern was controlled and signed by himself, the enterprise mentor, and his academic advisor. The report will be controlled and accepted or rejected by the Internship Committee.

Social security and the payment to the intern

A wage not less than 30% of the minimum wage is paid by the employer to the university student intern. The student's work accident and occupational disease premium is paid by the state. The enterprise gets some percentage of those payment from the state as a grant.

Career Office of the University

In our university, the career office provides services to our students to learn the business life, to find internship opportunity and employment chance after graduation. This office offers free training and mentoring services. The career office cooperates with internship committees in academic units. The office maintains contact with former graduates, making it easier for new graduates to find a workplace for internship and working.

Presidence Career Office

The aim of the career office affiliated to the Presidency is to create a bridge between public and private sector enterprises that want to get an internship and students who want to do an internship. Supported by training and consultancy activities, these services are provided free of charge.

Annex 1: Application for internship

NAME OF INSTITUTION TO APPLY FOR INTERNSHIP

By the Internship Directive of the Faculty of Engineering and Architecture of Nevşehir Hacı Bektaş Veli University, each of our students who completed their 4th-semester courses in our department should be at least There is an obligation to do an internship on working days.

Our department It is understood that the student numbered has applied to do his internship in your organization. We would like to thank you for your support and contributions within the scope of the internship application, which will enable our student to get to know a business area related to the program he/she is studying, to run the practices in the workplace, and to gain experience by applying the knowledge and skills he/she has acquired through education and training.

By Article 5/b of the Social Insurance and General Health Insurance Law No. 5510, our university will pay our students, who are subject to compulsory internship, to provide "Work Accident and Occupational Disease Insurance" and by Article 87/e of the relevant Law.

At the end of the internship, after evaluating the "Internship Evaluation Form" required to be used for the internship evaluation of the student, I kindly request you to send it to the department chair in a closed envelope. We thank you for your contribution and wish you success in your work.

Regards,

..... Head of Engineering Department

Prof. Dr.....

Your student address:

Annex 2: Internship Report

**NEVSEHIR HACI BEKTAŞ VELİ UNIVERSITY
FACULTY OF ENGINEERING AND ARCHITECTURE**

Your student	Department			Photograph
	Its number			
	Name and surname			
	Year of entrance			
	Working shift		3 2 1	
			Date of Practical Work Started	/...../20....
			End of Practical Work	/...../20....
			How Many Working Days of Practical Work	(.....) work day

WORKPLACE	Name and Address:	
		
		
	Supervisor Approving the Book on Behalf of the Workplace:	I certify that the student whose ID and photo are above has done practical work at our workplace on Working days and has organized this notebook himself./...../20....
	First Name :	
	Surname :	
	Title :	
Bottom. no. :		
Room registration number :		

Work done bywork is accepted as dailytime work. It was not considered acceptable.
Chairman of the Commission Member: Name and surname, Signature:

Annex 3: Internship Report Working Calendar Page

[illegible]

.....Office / Construction Site / Laboratory	Page No:.....
Report Writing Rules	
1. Internship reports are prepared in the format defined in the Directive Annex and Departmental Internship Guidelines. Reports that do not comply with these conditions will not be evaluated and the student's internship will be deemed unsuccessful. 2. Reports are written on A4 size white paper, by the specified template, using 12 pt Times New Roman fonts, with single line spacing (inside paragraphs). There should be 1 line space between paragraphs. 3. Report sections are numbered numerically using Latin characters (such as 1st, 2nd, and 3rd). Subsections are similarly numbered (like 1.1, 1.2, 1.3). All sections are titled (including subsections). Main section titles are written in capital letters. In the lower sections, it is reduced to a maximum of 3 levels (like 2.1.1). The following subsections are indicated using lowercase letters if necessary (such as a), b), and c). 4. In the written internship reports, the cover page and the inside cover page (with photo), and the Work Schedule should be included. The said report is prepared by the content determined by the Department. 5. If deemed necessary, appendices can be added to the written report. The said annexes are separated in the form of ANNEX-1, APPENDIX-2 and the section numbers of these appendices, if any, are numbered in the form of E.1, E.2. No unnecessary information and documents are placed in the report and its annexes. 6. The internship report is submitted to the relevant department in a computerized and bound format as requested by the Departmental Internship Commission.	
Working Date:/...../20...	Approved by: Name – Surname: Signature:.....
.....Office / Construction Site / Laboratory	Page No:.....

Annex 4: Institution Internship Evaluation Form

Intern's Name and Surname:
Faculty/Department
Class:
Student No:
Student's Permanent Address:
Telephone Number:
This Section Will Be Filled by the Workplace Authorities
Name of the Enterprise
Address of the Enterprise:
Telephone Number of Enterprise:
Mail address of the Enterprise:
Enterprise web address:
Enterprises Mentor Name and Surname
Mentor's phone number.
Mentor e-mail address:
Start Date of Internship:...../...../..... End Date of Internship:...../...../.....

EVALUATION

	Very good (A)	Good (B)	Sufficient (C)	Weak (D)
Continuing diligence				
Fulfilling your responsibility				
Fulfilling one's duty				
Care is given to work				
Initiative				
Trust to himself				
Creativity				
Communication with superior				
Communication with colleagues				
General evaluation				
Please indicate your criticisms and suggestions regarding the student's development.				

Would you consider employing this intern again? Yes No

Would you like to employ an intern from our Faculty next year? Yes No

Enterprise Mentor Name Surname: Signature and Seal:

Title: Date: e-mail: