



Guide for implementation process of quality internships for host organizations

Partners:



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1. WHAT

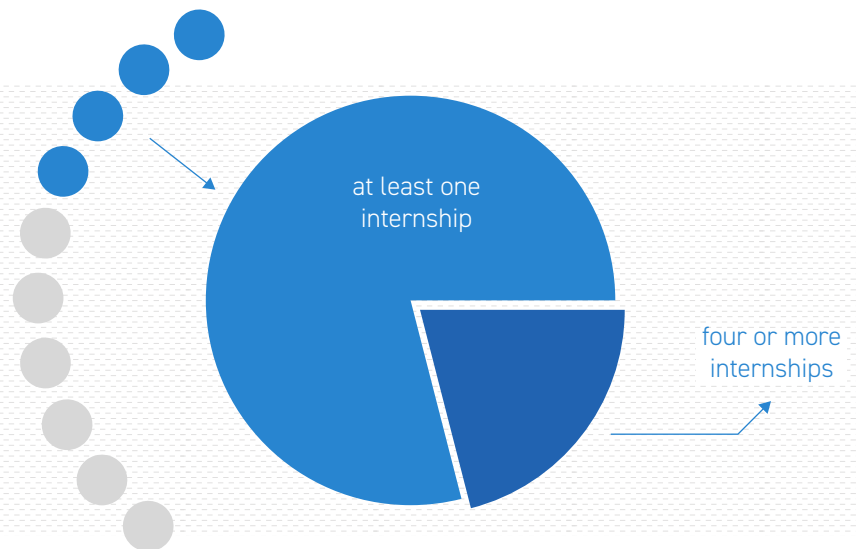
1.1

WHAT IS THE SPRINT PROJECT CONTEXT?

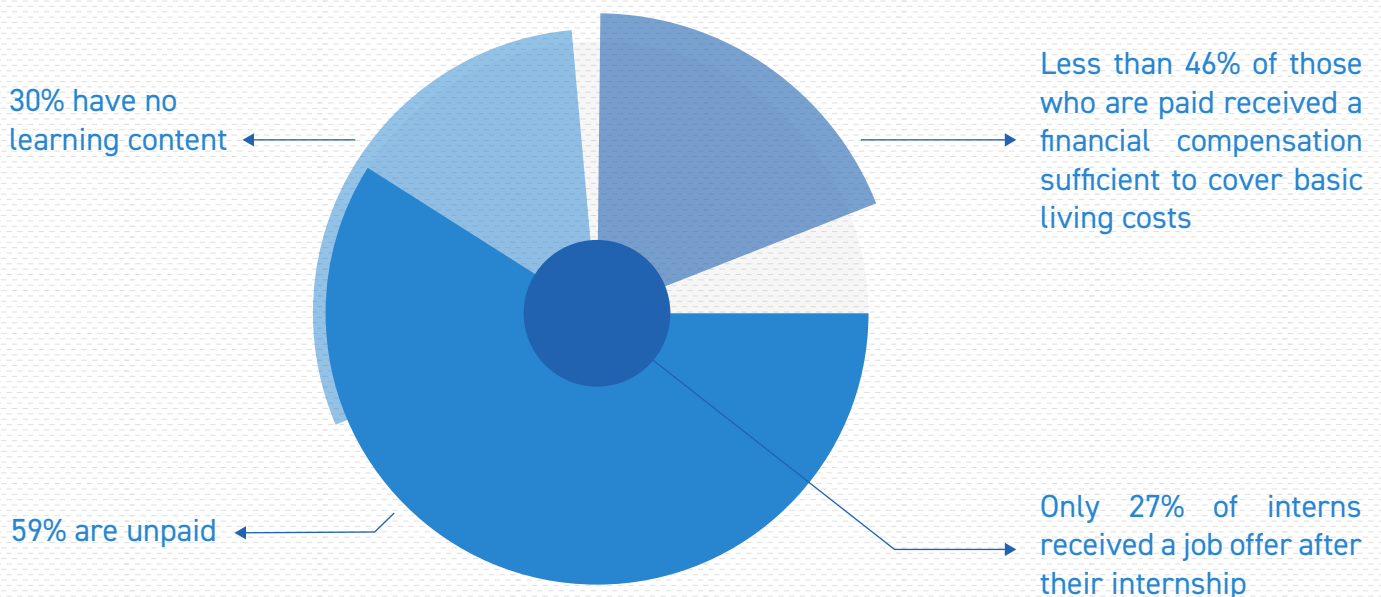
The use and evolution of internships have increased significantly over the past decades as a means for companies to access a talent pool, and for people to gain relevant skills and experience and to integrate the labour market.

According to a Eurobarometer survey, four out of ten people in the age group 18-35 have had at least one internship experience and amongst those, up to 21% have had four or more (European Commission, Flash Eurobarometer 378, November 2013).

However, not all internships fulfil their purposes.



Out of 4,5 million students and graduates doing an internship each year in Europe:



(European Commission, Flash Eurobarometer 378, November 2013 and Flash Eurobarometer 278, November 2014)

This has resulted in an increasing interest from a range of stakeholders in the conditions under which internships take place and a multiplication of many quality frameworks for internships.

1.2

WHAT IS THE SPRINT PROJECT?

SPRINT stands for **Standardise best PRactices about INTernships**. Its objective is to unite these different initiatives to create a common quality European framework for internships and facilitate the process for all stakeholders.

The first objective of the SPRINT project is to create a “European Quality framework for Internships” that will be recognized and accepted by all types of organizations that could offer internships. The material result is the publication of the CWA on European Criteria for Quality Internships.



1.3

WHAT IS A CWA?

CWA stands for CEN Workshop Agreement, CEN being the European Committee for Standardisation¹. A CWA is a document agreed by the participants of a CEN Workshop, which offers a common and reliable agreement upon a framework (*Source: CEN GUIDE 29*).

The CWA on European Criteria for Quality Internships is a document that outlines quality criteria to ensure that internships are of value to both host organizations and interns. Besides providing clear terms and definitions, the CWA describes eight key quality criteria for internships supported by a presentation of the best practices and recommendations identified in different countries.

¹ A CWA does not have the status of a European Standard. It involves no obligation at national level.

2. WHY

When speaking about internships, the great benefits for interns are always cited, yet those for host organizations seem to be set aside despite being just as significant. Indeed, a well-led internship serves all parties involved and host organizations have a lot to gain by carefully preparing, monitoring and closing an internship. This guide therefore aims to support current and future host organizations on how best to implement the CWA for them to benefit as well from hosting an internship.

2.1

WHY THIS GUIDE: EMPOWERING STAKEHOLDERS

The objective of this guide is very simple: to provide useful information for successful implementations of the CWA on European Criteria for Quality Internships. Hence, to empower stakeholders not only with the necessary information about criteria for quality internships, but also with its concrete application into their organization.

2.2

WHY FOLLOW THE RECOMMENDATIONS OF THE CWA?

The concept(s) of internships vary greatly throughout Europe; the SPRINT participants worked on reducing those gaps through the release of the CEN Workshop Agreement on European Criteria for Quality Internships as mentioned in the section above. Such a framework addresses all parties involved, in other words education/training-related organizations and world of work related-organizations. It is indeed crucial to have all parties committed in the internship scheme to reduce misconceptions and misunderstandings as much as possible and to therefore maximize all advantages of an internship for the intern AND the host organization.

However, misconceptions of internships often originate from a lack of clarity regarding the advantages host organizations can benefit from by implementing quality internships.



Internships are a particularly efficient form of work-based learning, which not only allows a smooth transition between the world of education/training and the world of work for interns, but also provides host organizations with a pool of new skills, enhancing their competitiveness and productivity in the workplace. Indeed, benefits for host organizations are significant in terms of economic profitability, skills gain and brand image.

TAKING ON A POTENTIAL FUTURE EMPLOYEE:

An internship is an efficient way to identify potential future employees, and can be used as a “pre-recruitment programme”. According to the 2013 Eurobarometer survey, seven out of ten former interns stated that their internship experience was or will be useful in their employment search.

SMART ON-BOARDING:

Internships allow a host organization to introduce the intern to the organization's particular context, values and job that the intern could potentially be hired for. This significantly reduces the on-boarding time as no further probation period is needed.

INVESTING IN FUTURE SKILLS:

Internships allow interns to apply the acquired knowledge during education and to develop transversal skills in the work environment, bringing new/external opinions and points of view by bridging innovations between the education/training sector and the world of work.

EMPOWERING STAFF'S MANAGEMENT SKILLS:

Internships enable the host organization's staff to develop their tutoring, supervising and management skills.

FOSTERING LONG TERM PRODUCTIVITY:

By stimulating the host organization's staff's skills, internships challenge the organization forward and strengthen its competitiveness and sustainability on the long run.

ENHANCING BRAND IMAGE:

Internships show investment into the future labour market and labour skills as well as willingness to make the organization evolve, fostering engagement with society and the education sphere.

In a nutshell, internships bring value to a host organization's structure both internally and externally and should, to this end, be subject to a monitored framework involving all stakeholders; a well-defined framework will significantly boost the internship's benefits for all. The CEN Workshop Agreement on European Criteria for Quality Internships therefore focuses on the implementation of good practices to define optimal internship frameworks.

3. HOW

3.1

RECRUITMENT

As when hiring other candidates, a quality recruitment process for interns should be twofold:

1. Ensure candidates are treated equally regardless of their background;
2. Expectations are set clearly and correctly for candidates.

These principles not only shape a positive candidate experience, but they also increase the likelihood of a successful fit between the host organization and the candidates.

Below are some tips on how to achieve this for the interns:

1. WIDEN THE CANDIDATE SEARCH

Enlarge the sourcing channels by looking for candidates from different educational institutions, areas, education levels and countries. The best way to do this is to post internship offers on different job platforms (such as the European Job Mobility Portal - [EURES](#)) or on social media platforms.

2. TRANSPARENT INTERNSHIP ADVERTISEMENT

Clearly articulate the inherent requirements for the internships, of which:

- remuneration;
- social protection;
- conditions of work (full time/part-time);
- location;
- hiring timeline.

3. INTERNSHIP RECRUITMENT PROCESS SHOULD BE CONDUCTED AS ANY RECRUITMENT PROCESS

- Involve diverse people in the selection process (such as the future tutor) to reduce the risk of “recruiter cognitive bias” where a certain gender, educational institution background or nationality can be unconsciously favoured;
- Use or create an interview template to ensure that selections are made on the same basis and that they are consistent;
- Include a statement about equal employment opportunity² in the internship advertisement;
- Provide constructive feedback during the recruitment process, notably on the next steps in the selection process and especially on the reasons why some candidates were not selected.

² For example: the host organization is an equal opportunity employer. All aspects of employment including the decision to hire, promote, discipline, or discharge, will be based on merit, competence, performance, and business needs. We do not discriminate on the basis of race, colour, religion, marital status, age, national origin, ancestry, physical or mental disability, medical condition, pregnancy, genetic information, gender, sexual orientation, gender identity or expression, veteran status, or any other status protected under federal, state, or local law.

The criteria indicated below are the results of a review of legislative contexts of 29 countries (UE members, the United Kingdom and Switzerland) and the Erasmus + programme.

Below are the criteria that will ensure that the internship is successful, and provide security for all stakeholders involved.

Before an intern starts their internship, the rights and obligations of all stakeholders included shall be clearly set out in a written agreement or contract.

CHECKLIST ON WHAT THE WRITTEN AGREEMENT SHALL INCLUDE:

1. Signatories of all the parties included (the intern, the host organization and the representative from the educational institution, when relevant, and other parties involved, when applicable)
2. Identification of tutor(s) who will guide them throughout the duration of the internship
3. Duration : the length of the internship
4. Schedule: expected working hours or presence hours and timetable
5. Description of the role and the tasks of both the intern and the host organization
6. Learning objectives and skills to be developed
7. Remuneration
8. Information on workers' representation and collective agreements (when relevant)

It is also recommended to include the following information:

9. Clear indications on the location of the internship
10. Rights and duties of all parties
11. Social insurance coverage
12. Credit points (when relevant)

Defining an appropriate remuneration for interns is important for three main reasons.

Firstly, an intern is producing work and should be compensated accordingly. Secondly, an internship should have decent working conditions implying the ability to have decent living conditions. Thirdly, it is a clear reflection of the host organization's human resources practices and has a positive impact on their reputation as a host organization.

HOW TO DEFINE APPROPRIATE REMUNERATION

When deciding which methodology, rules and resources to choose it is recommended in the SPRINT project to use the most favourable ones for the interns. Below are the actions to take to define remuneration/compensation:

STEP 1

Check what salary is foreseen for the same or similar tasks that the intern is doing. Their remuneration/compensation may be lower than this, but this can help the host organization to determine an appropriate baseline.

STEP 2

Check what the local legislation contains for interns:

- Is there a national legislation defining the remuneration for interns?
- Are there existing collective agreements defining the remuneration for interns in the host organization's sector?
- What is the national or sectoral minimum wage defined in the host organization's country or sector?

STEP 3

If none of those legislations exist, then remuneration should not be lower than:

- The EU poverty line and how it is defined in the host organization's country.
The EU poverty line is the minimum level of income needed to secure the necessities of life and differs greatly for each European country. Determining the poverty line is usually done by finding the total cost of all the essential resources that an average human adult consumes in one year
or
- The median income³ in the host organization's country.
The host organization can find information for its country [here](#): Median equals net income. As a rule of thumb, the remuneration/compensation for interns could be set at 70% of the median income.

³ Median income is the amount that divides the income distribution into two equal groups, half having income above that amount, and half having income below that amount.

Is there an option to implement the internship only part-time?

If yes, the obligation to provide a remuneration shall be defined in line with the quality criteria principle and adapted according to the working hours.

Check if overtime is allowed in your country, according to the national legislation or collective agreements.

If yes, it shall be additionally compensated at the same level as regular employees.

EXAMPLE

- The median income in a country is 1000€.
- Internship is done full time. The remuneration for interns should be at minimum 700€.
- If the internship is done part-time, the remuneration/compensation should be adjusted accordingly:

✓ If time corresponds to 50% of full time, then interns' remuneration/ compensation is 350€ according to the example;

✓ If time corresponds to 80%, interns' remuneration/compensation is 560€.

However, if there is a national or sectoral minimum wage defined at 1200€, the remuneration for the full-time internship cannot be lower than that.



WHAT IS A LEARNING OUTCOME? TIPS AND ADVICE ON HOW TO WRITE A LEARNING OUTCOME.

A learning outcome can be defined as the sets of knowledge, skills and/or competences a person has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal. ⁴

Learning outcomes should typically be defined in two steps:

Initially, by the organization(s) that are defining the need, content and timeframe of an internship

and

Secondly, once the intern has been identified, as it is important that the expected learning outcomes takes into account the individual's development needs and the purpose for which that individual is undertaking an internship.



When defining the internship offer and position, the expected learning outcomes should be defined in collaboration between the host organization and academic organization (in case the internship is part of a formal curriculum).

In case of an open-market internship, it is recommended that the host organization defines the learning outcomes with the host organization experts in the relevant field of expertise, the intended host organization tutor, and if possible, with the host organization Human Resources department.

Once the intern has been identified, it is recommended that these learning outcomes are reviewed with the intern, the host organization line manager and tutor (if different) and the academic tutor to determine if they need to be tailored to the intern's specific needs and objectives.

⁴ Definition taken from "Terminology of European education and training policy: a selection of 130 key terms" (second edition), CEDEFOP (2014), Click [here](#) for direct access.

WHEN WRITING LEARNING OUTCOMES, IT IS IMPORTANT TO CONSIDER THE FOLLOWING KEY POINTS:

- The learner is always put at the centre
 - Simplicity is best, rather than too much detail or complexity
 - It is recommended that they should be action oriented
 - They should be defined and written within a broader context
 - They should help clarifying intentions and demonstrate actual achievements of learning
 - They should remain open to what has yet to be experienced and articulated
 - The actual number of learning outcomes for an internship should be limited to what can be reasonably achieved within the actual period of the internship
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- In the case of internships done within an academic curriculum, the learning outcome should include indications of the level that needs to be acquired and should be referenced to an EQF level

Below are some tips and considerations to help you write learning outcomes. ⁵

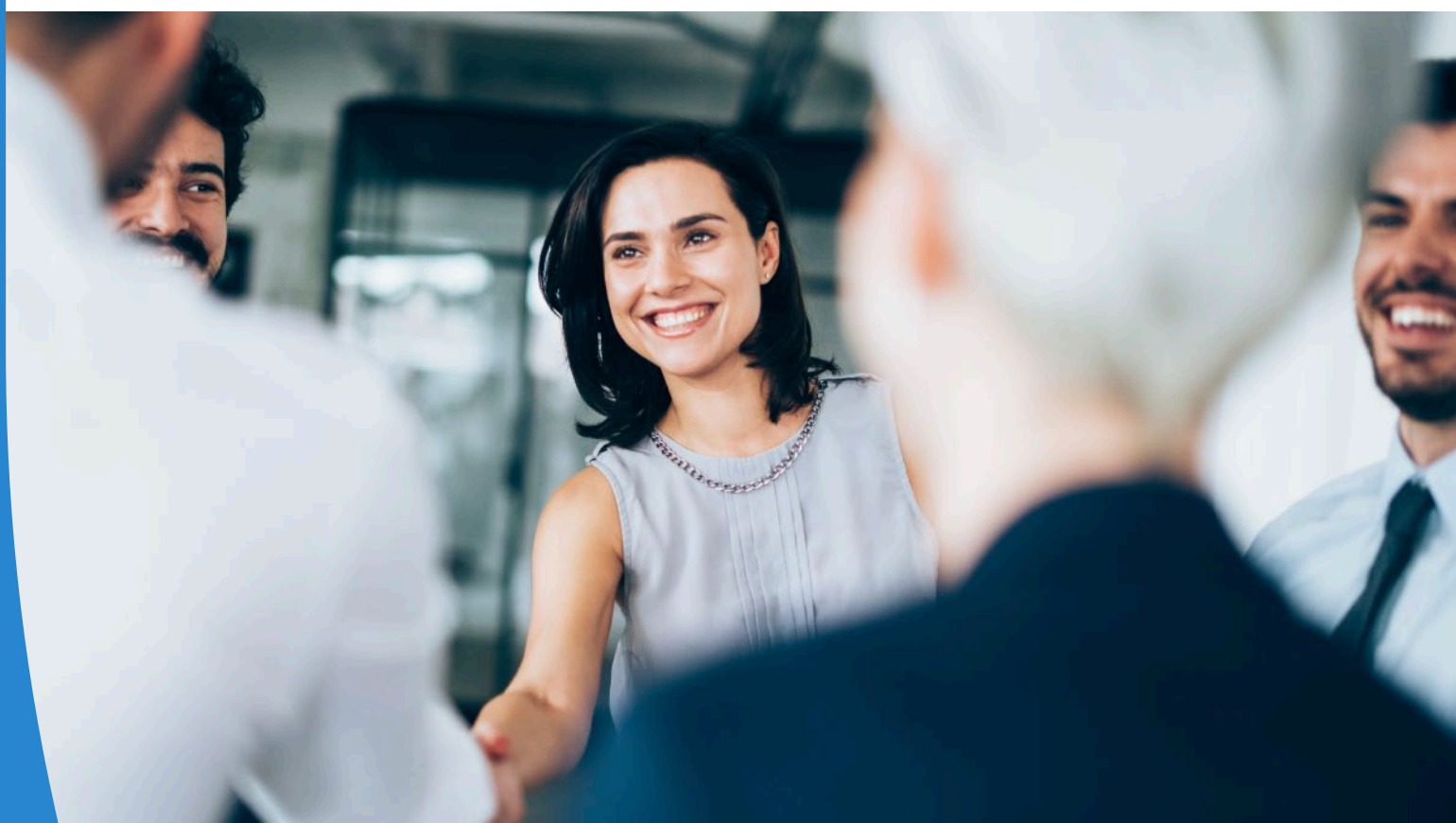
GUIDELINE	EXAMPLE 1	EXAMPLE 2
Should address the learner	The student....	The learner....
Should use an action verb to signal the level of learning expected	... is expected to present...	...is expected to distinguish...
Should indicate the object and scope (the depth and breadth) of the expected learning	...in writing the results of the risk analysis	...the environmental effects...
Should clarify the occupational and/or social context in which the qualification is relevant	...allowing others to follow the process and replicate the results	...of cooling gases used in refrigeration systems

⁵ Indications concerning key points for writing learning outcomes and examples provided have been taken from "Defining, writing and applying learning outcomes. A European Handbook", Part III Rules of Thumb, CEDEFOP (2017), [click here](#) for direct access.

EXAMPLE 3

How to take into account the vertical dimension of a learning outcome, meaning the increasing degrees of complexity, autonomy and responsibility that can be expected, if the objective of the intern is to move from one level to another.

	The learner	The action	The object	The context
EQF level 3	Learner is expected...	...to take responsibility for...	...completion of tasks in work or study	..adapting own behaviour to circumstances in solving problems
EQF level 4	Learner is expected...	<ul style="list-style-type: none"> ▪ To exercise self-management ▪ To supervise ▪ Take some responsibility ▪ Evaluate and improve 	<ul style="list-style-type: none"> ▪ Routine work of others ▪ Work or study activities 	...within the guidelines of work or study contexts that are usually predictable, but are subject to change
EQF level 5	Learner is expected...	<ul style="list-style-type: none"> ▪ To exercise management, supervise, review ▪ Develop 	Performance of self and others	In contexts of work or study activities where there is unpredictable change





HOW TO MONITOR SKILLS DEVELOPMENT?

It is firstly important that learning outcomes and/or expected skills development are defined before the internship starts and that it is well documented.

The host organization tutor should, in general, be the person responsible for monitoring regularly the progress of the intern, in terms of skills development, and be involved in the final evaluation at the end of the internship.

During the internship, there should be regular and formally scheduled meetings or exchanges between the host organization tutor and intern.

Formally scheduled means that these are specifically scheduled between the intern and the tutor and dedicated to exchanging on their progress. These can be organised face-to-face or virtually in case of off-site work.

The frequency of such exchanges should be agreed upon at the start of the internship, and should take into account the duration of the internship.

For example, in case the duration of an internship is 3 months, informal touch-points could be organised every two weeks, to allow the tutor to assist and guide the intern, but it is suggested to organise only one formal meeting prior to the end of the internship.

Under 3 months, it is not recommended to organise a formal exchange, for the purposes of monitoring skills development, during the period of the internship. This should be done at the end of the internship.

It is during these moments that skills development and acquisition can be discussed and monitored. It is suggested that these exchanges are documented (in working collaboration between the host organization tutor and the intern). In documenting these exchanges, the intern and tutor can include a short summary of the points discussed, tasks completed to date, any relevant achievements, actions agreed to assist the intern, etc.

In the case of hard skills acquisition (language skills, mastery of a machine, mastery of a particular software, etc...), assessment tools may be used. In this case, it is recommended that the intern takes the assessment at the start of the internship and at the end, so that the results could be used to attest a progression.

In the case of less tangible or concrete skills (developing a business model, a process; ability to conduct business analysis, etc.), it is recommended to define with the intern key milestones during the internship, during which they could demonstrate skills acquisition or development. For example, it could be an agreed upon date or meeting where the intern would present the result of a particular task.

In all cases, it is important that monitoring of skills development should be done in an open, transparent, and constructive manner, keeping in mind the interests of the intern.

Tutoring shall always be provided by the host organization.

If the internship is realized in cooperation with a Higher Education Institution (HEI), the institution shall appoint an academic tutor as well.

Tutors should be involved in complaint processes, providing support in case of problems or changes regarding the internship.

Features, roles and functions of academic and host organization tutor are listed in the following sections.

THE HOST ORGANIZATION TUTOR

1. WHO IS THE HOST ORGANIZATION TUTOR?

Each intern shall have a tutor within the host organization dedicated to support them at the host organization during the internship. Tutors shall fulfil the following requirements:

- Can be an employee, personnel, staff or another person with a fully integrated role in the host organization;
- Shall have appropriate competencies to be appointed in such role and should work in the same working area as the intern;
- Shall have enough time for performing their functions. Therefore host organizations shall define their dedicated working time by establishing a reasonable ratio of interns per tutor or a number of hours that tutors dedicate to such activity;
- Should have necessary language skills in order to communicate with the intern;
- Should hold the primary responsibility for daily management of the intern.

2. HOW DOES THE TUTOR SUPPORT THE INTERN'S PROFESSIONAL GROWTH AND THE ACHIEVEMENT OF THEIR LEARNING OBJECTIVES?

Before or at the beginning of the internship, the host organization tutor shall assign to the intern clear tasks and responsibilities.

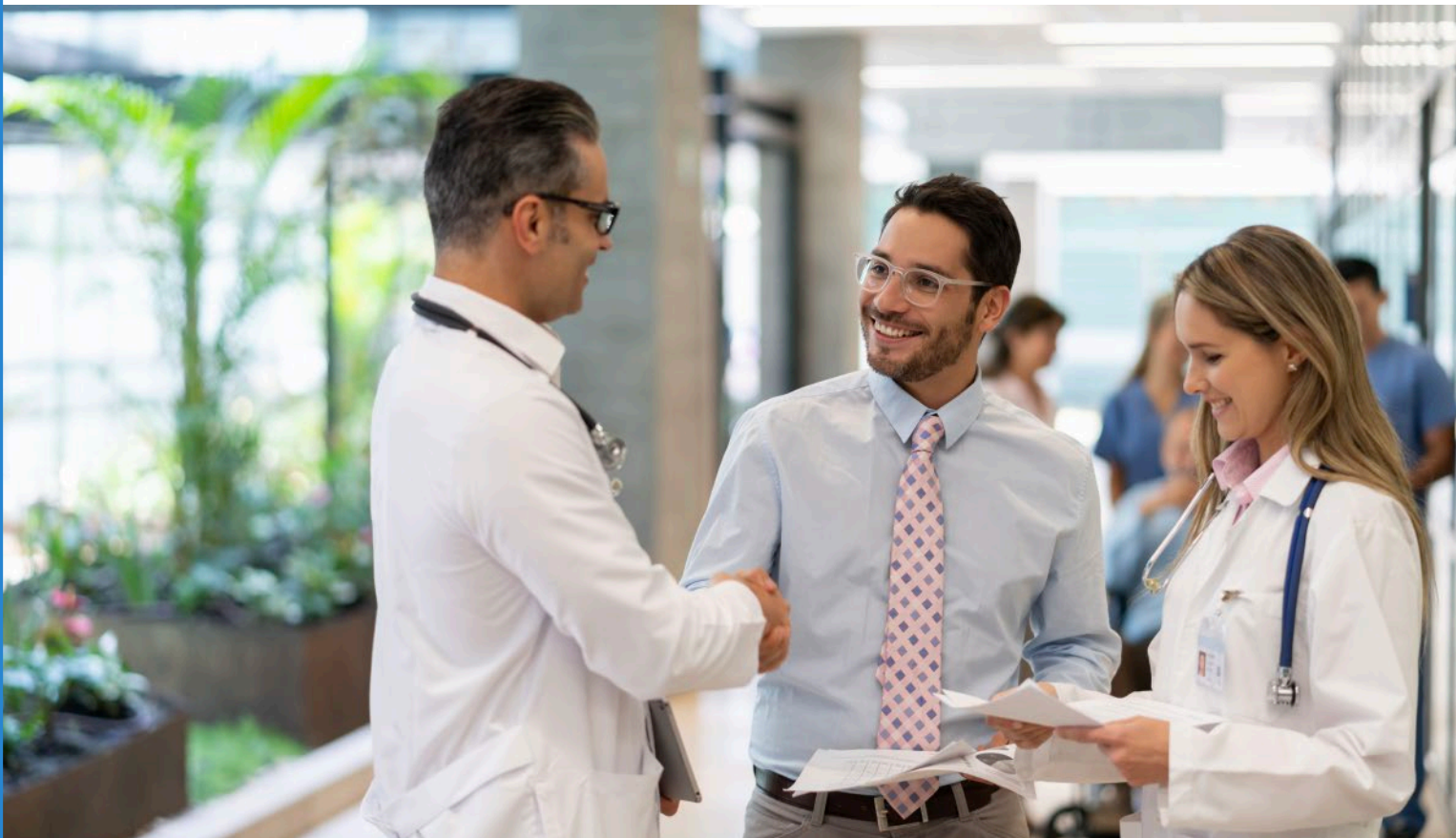
During the internship, the host organization tutor shall:

- Be available for clarifications and explanations;
- Regularly monitor interns' progress (for example monthly exchanges taking into account the duration of the internship);
- Provide ongoing guidance and constructive feedback;
- Conduct performance reviews;
- Revise and adjust the learning objectives in collaboration with the academic tutor and the intern, when necessary;
- Make reasonable arrangements in order to support the visit of the academic tutor to the host organization's relevant facilities when requested and appropriate.

3. HOW TO HELP THE INTERNS' FULL INTEGRATION INTO THE HOST ORGANIZATION?

Tutors should facilitate the integration of the intern by:

- Helping them to understand the host organization's culture and values;
- Introducing them to all the staff on their first working day;
- Involving them in meetings and events;
- Inviting interns to work related events that take place outside working hours;
- Involving the interns in informal get-togethers moments among host organization employees (lunches, coffee breaks etc...).



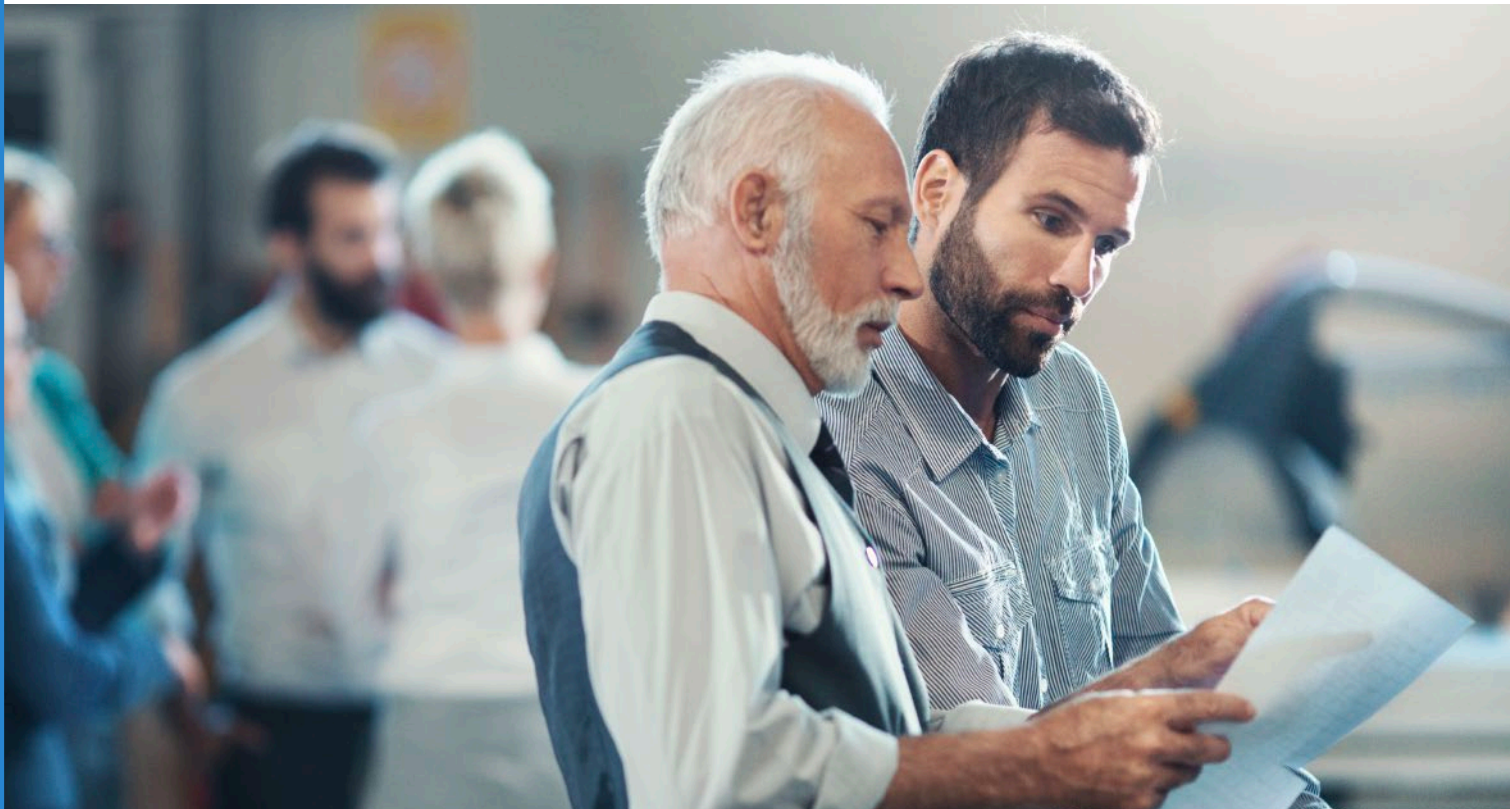
4. WHAT ARE THE ADVANTAGES OF BECOMING A HOST ORGANIZATION TUTOR?

It is an opportunity for professional growth to:

- Develop and improve their management skills;
- Benefit from new and up-to-date skills, new/external points of view and in that way, can even challenge the employee's way of working forward.

Host organizations should develop a system to provide benefits in order to motivate employees to take on the tutor role (for example: extra addition to salary, formal recognition of tutoring skills within the organization, meal vouchers or different types of coupons...).

THE ACADEMIC TUTOR



1. WHO IS THE ACADEMIC TUTOR?

They are dedicated persons nominated by the Higher Education Institution (HEI) to support the intern during their internship when it is related to a study plan. They can be teachers or personnel from a dedicated office.

2. WHAT ARE THE RESPONSIBILITIES OF AN ACADEMIC TUTOR?

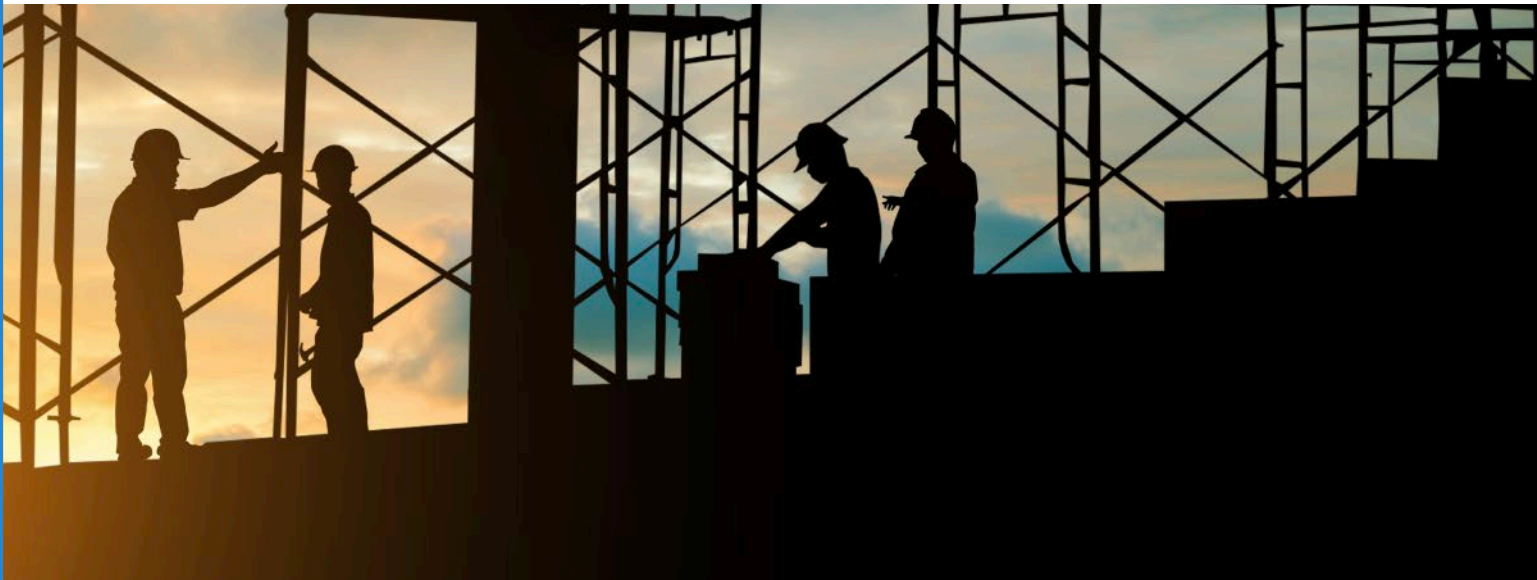
- Establishing learning outcomes of the internship before it starts;
- Supporting interns' professional growth and the achievement of their learning objectives;
- Organising and monitoring the internship from an educational point of view and support interns before, during and after their internship;
- Ensuring that internship related tasks are conducted according to what has been agreed in the internship agreement;
- Establishing a regular communication channel with the intern and the host organization tutor;
- Organising physical meetings and/or site visits at the host organization facilities, when it is relevant and if it appropriate;
- Providing support in case of problems;
- Depending on the HEI internal organization, the academic tutor may also contribute to the delivery of the final reference letter, certificate or recognition of credits associated with learning outcomes.

HOW CAN AN INTERN'S PROFESSIONAL AMBITIONS BE TAKEN INTO ACCOUNT DURING THEIR INTERNSHIP?

Each internship should commence with an onboarding interview that explores the ambitions of the intern including skills and experience acquisition in the context of the internship and outlined expectations.

The onboarding interview should be formally scheduled and prepared by all persons involved. At minimum, it is recommended that in addition to the host organization line manager of the intern, the host organization tutor (if different from the line manager), and the academic tutor (when applicable) should be present during the onboarding interview. This will guarantee that all persons who can support the intern from a career orientation and development point of view are aware of the intern's professional ambitions.

By organising the onboarding interview in such a manner, it also will also provide a sound and agreed upon basis to formalise performance reviews, reference letters, etc.



HOW CAN ASSESSMENT TOOLS BE USED FOR AN INTERNSHIP IN THE CONTEXT OF CAREER DEVELOPMENT?

Where organizational development assessments exist, these should be used to provide interns with information about their strengths and development needs.

Organisational development assessments refer to assessments that have been developed to be used in a professional context and for the purposes of providing additional information to be used for the professional development of a person. The types of assessments currently available on the market generally provide insights on what can motivate or demotivate a person in the workplace, on a person's typical or preferred behaviour in a professional context.

If such assessment tools are used for the purposes of an internship, then the results should be discussed openly and frankly with the intern, so that coaching and/or professional development activities and support can be proposed and agreed upon, if required.

PERFORMANCE REVIEWS

Regular performance reviews should be scheduled to provide honest feedback of performance against outlined expectations and provide the opportunity for interns to highlight areas/skills in which additional support to develop is required.

These reviews should include the host organization line manager, the intern, and the host organization tutor (if different to the line manager). It is also recommended to periodically invite the academic tutor (if relevant) or to invite them to provide feedback which could be useful for the performance review.

HOW TO DISCUSS FUTURE CAREER PROSPECTS?

Each internship should conclude with an exit interview that explores the future ambitions of the intern and how the organization can provide support to achieve these.

It is recommended that in addition to the host organization line manager, the host organization tutor (if different to the line manager) and the academic tutor (when applicable) are also invited to participate in this process, either by being physically present or by providing elements to the host organization line manager that can be used in a constructive manner during the exit interview.



WRITTEN STATEMENT OR RECOMMENDATION LETTER

A written statement or a recommendations letter, is a written document which is provided to the intern at the end of their internship and which the intern can use to demonstrate the tasks performed, the skills acquired, learning outcomes, etc. It should be provided to the intern at the end of their internship and should contain at minimum these elements:

- A summary of the responsibilities and work performed
- Experience obtained through internship responsibilities
- Skills developed through internship roles (learning outcomes)
- Intent of the host organization to serve as a professional reference

There are several measures that host organizations can put in place in order to guarantee adequate working conditions to interns. They are mainly related to relevant regulations and they can be summarised as it follows:

- Comply with collective agreements and/or sectoral agreements, European and national legislation or other binding documents;
- Inform the intern about the relevant regulations especially related to the working schedule, minimum weekly rest period and vacations;
- Clearly define the duration of the internships. Remember, an internship cannot exceed 6 months. Exceptions might be foreseen in specific circumstances (ex. the HEI has designed a specific internship program or the internship is organised in the framework of Erasmus+ Programme⁶) and the internship maximum duration needs to be included in the internship agreement. Exceptions to the maximum duration also need to lead to employment contract in the host organization, in case this is an open market internship;
- Provide a designated work station and accessibility to the workplace. Work stations shall meet the prescribed standards on health and safety at work according to the current regulations;
- Provide all materials needed at work such as desk, computer, working equipment and badges from the start of the internship;
- Provide access to a complaint channel to report abuses;
- Make sure that the internship agreement can be prematurely terminated by any party in case of breach of the agreement (or any relevant regulation), misconduct or malevolence, repeated unjustified absence of the intern or endangerment of the physical and psychological health of the intern. In case of premature termination of the internship relation by the host organization it should inform the intern through a letter stating the reason and explanation.



⁶ Within Erasmus+ Programme internship can last up to 12 months. For further detail consult the [Erasmus Plus Programme Guide](#)



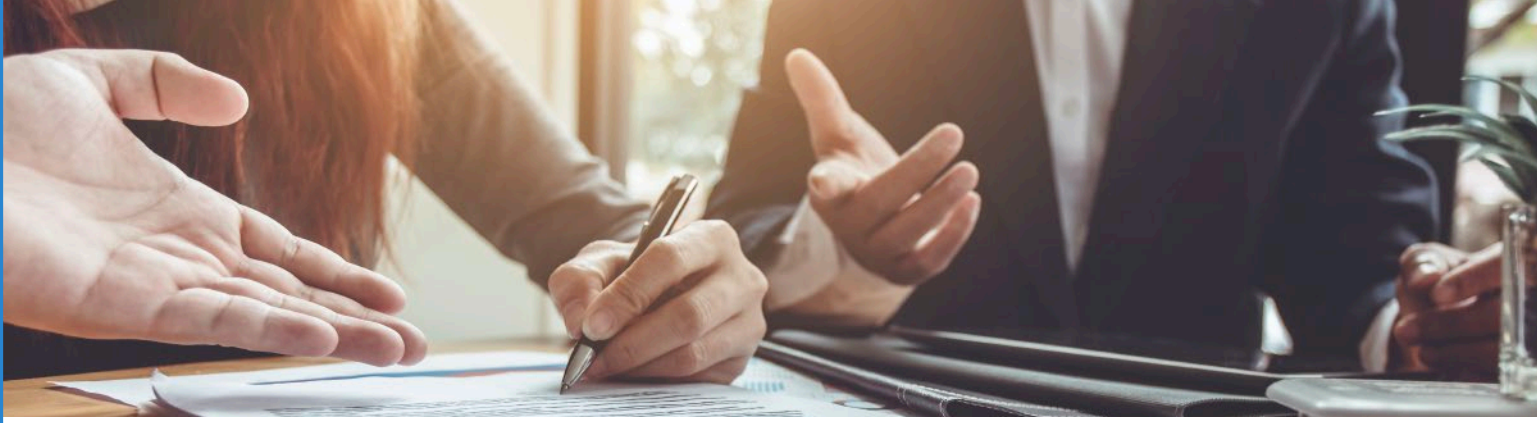
COMPLAINTS CHANNELS

In case of misunderstanding, dissatisfactions or other issues appearing at the workplace, interns must be provided with a way to formally complain. If there is already a complaint process in the host organization, the intern should be able to use it like any employee, but it might need to be adjusted to the specificities of being an intern, notably on to whom the complaint needs to be channelled and who should be the persons to manage the cause of the complaint.

In general complaints management for interns can be handled by:

- The educational institute (university or similar);
- A trade union in the company/sectoral level/national level.

In both cases, tutor from a host organization and an academic tutor, where relevant, should be involved in complaint processes, providing support in case of problems or changes regarding the internship.



3.8

SOCIAL PROTECTION AND INSURANCE

SOCIAL SECURITY SYSTEM

If there is a national legislation /collective agreements providing social security for interns, host organization must comply with it.

If there is none, host organization shall explore options to include interns in relevant social protection systems, and endeavour to provide them access to coverage of:

- health insurance
- unemployment system
- pension system
- social security service
- civil liability
- medical treatment
- sick leave
- accidents including accidents at the workplace resulting in disabilities

If the internship is done as part of the educational system, some of those social security insurances might be provided already.

If the internship is done at as an open labour market one, the host organization should ensure that interns have the same access to social protection systems as employees.

Check out if there are any existing national regulations (legislation, collective agreements) defining the social protection for interns.

- If there are not, compare the access of interns to social protection systems with the access and coverage that is ensured for the employees. Can the host organization provide interns with the same coverage as employees, when it comes to social security?
- If it is not foreseen for interns to have the same rights and access to social security systems as employees, special social security must be ensured for interns, while the cost for contributing to social security must be at the cost of the host organization.

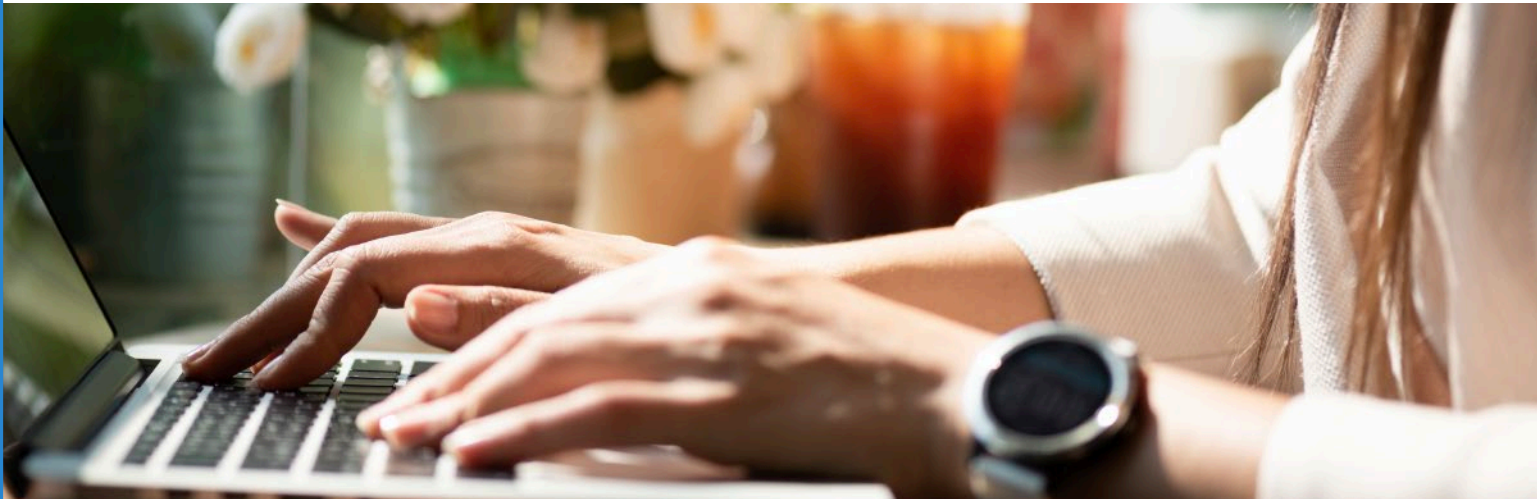
4. ONLINE SELF-ASSESSMENT FOR HOST ORGANIZATIONS

Host organizations: You can test and assess your approach regarding internships by using the [online self-assessment](#).

Being a good host organization for interns means more than just offering a competitive remuneration/compensation or a job. It means creating a culture where interns feel valued and invested in helping your activities succeed.

It may seem to be a big commitment to fulfil all the quality criteria that were described above. However, many host organizations have already good practices in place as they strive to provide interns with the right tools and environment.

Find out where you stand by taking our self-assessment: (www.sprintqualityinternship.fr). You will be able to see what you already have accomplished and receive advice on how to make the extra steps towards a successful internship programme.



ADDITIONAL SOURCES:

- [CWA on European Criteria for Quality Internships](#)
- <https://www.cebr.com/wp-content/uploads/2015/03/The-Benefits-of-Apprenticeships-to-Businesses.pdf>
- [https://ec.europa.eu/eurostat/statistics-explained/index.php/Wages and labour costs#Gross wages.2Fearnings](https://ec.europa.eu/eurostat/statistics-explained/index.php/Wages_and_labour_costs#Gross_wages.2Fearnings)
- www.learntowork.eu
- <https://www.skillsforcare.org.uk/Documents/Learning-and-development/Apprenticeships/Homepage/Traineeship-Guide-for-employers.pdf>
- <https://www.cedefop.europa.eu/en/publications-and-resources/publications/4117>
- <https://www.cedefop.europa.eu/en/publications-and-resources/publications/4156>
- <https://www.buinesseurop.eu/sites/buseur/files/media/imported/2014-00163-E.pdf>
- [http://www.europarl.europa.eu/RegData/etudes/STUD/2017/602056/IPOL_STU\(2017\)602056_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2017/602056/IPOL_STU(2017)602056_EN.pdf)

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