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VOYAGE PROJECT

“Best practices for internships”

WP.5.2.

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Index

1. Best practices for internships	5
2. Suggestions from Vietnamese students	26
3. Recommendations from Voyage Universities	28

Annex

Collection of Best Practices from Voyage Project Consortium' members

The objective of this report are:

- to identify the most important best practices aiming at promoting and increasing the quality of university traineeships and improving students' employability,
- and to understand which actions could be carried out by Universities to fulfill the gap between enterprises' needs in terms of human resources and newly graduates' skills and competences.

The report has three sections: recommendations from the members of the Voyage Project, suggestions from the Vietnamese students and a collection of best practices from Universities.

Annexed to the report is the collection of best practices from Voyage Project Consortium' members for promoting graduates employability and demand/supply matching.

1. Best practices for internships

In the last years Career Services have been gaining in importance among universities, aiming at creating stronger and more effective relations with the labour market.

This sections aims to provide useful guidelines to Vietnamese Universities interested in setting up a Careers Service Office and in improving the network between their own offices and companies, by collecting some of the most important experiences from Universities.

What is a career service?

The oldest career service was set up in the UK around the 1892, but the most of them were founded in the 90s.

The main aims of the Career Services are students' counselling and support the development of their useful competences for the job market.

The way that career services deal with students guidance issues and the relations with the companies, varies enormously between countries and even within different

institutions in the same country. What follows below is a range of activities and best practices made in different career services.

The University of Padova: Job and Internship electronic management

The most relevant feature of the activity of the personnel responsible for Job and Internship Offers Management is the so-called intermediation aspect, or rather the intersection between the requests for personnel from companies and the requests by students and graduates to take part in internships and work experiences.

In initiating more than 15,000 internships a year and handling the management of a significant number of job offers, the Career Services of the University of Padua has adopted an agile and efficient system to automate and accelerate the procedure as much as possible.

Companies, institutions and organizations (both Italian as well as foreign) that want to propose internships and job offers are provided with a reserved area in the web portal which allows them to manage those offers and the applications of students and graduates. In order to access this reserved area the company, institution or organization must register their company data, including information such as company name, registered address, number of employees, business sector and the data of the referent for the selection.

At the conclusion of data registration by the company, the Career Services office receives an email notification, verifies that the activity of the company/organization is not in conflict with the policies of the University (for example, in the case of temporary work agencies or businesses which operate in the field of personnel company data and subsequently send the access codes for the reserved area via email to the referent indicated by the company/organization.

The referent is the only person who can access the reserved area. He/she has access to the following operations:

- Propose/modify internships and job offers,
- View the CVs of the candidates proposed by Career Services,
- Communicate eventual hiring.

On the basis of the necessity of the company/organization the Career Services office can generate extra passwords to send to new company referents or regenerate old passwords which have been lost or forgotten.

The insertion of internships or job offers on the part of the company is an extremely simple and guided process. A brief description of the desired profile is required (This description should be as clear as possible, as it will be published directly in the display visible to candidates) which is then followed by a more detailed description of specific skills and knowledge desired. Some fields must be completed (such as the academic training desired or the location of the internship/job). The majority of the fields are codified; that is, the choice is made from a list of pre-established options so as to minimize errors and permit for automatic links with corresponding fields from the CV.

The insertion of the offer in the display screen is not an automatic process, but rather passes through examination by the Career Services office: the successful insertion of the offer by the company within its reserved area is communicated to the office which then evaluates the pending offers and can decide to modify them or change their status from “pending” to “available”. At this point the offer becomes public and students and graduates have the possibility to apply for it.

Besides the area reserved for the companies the portal also provides a reserved area for candidates. Students and graduates from the University of Padua receive usernames and passwords upon matriculation which allow them to make use of the services that the University puts at their disposal, among which are services related to internships and job placement. By identifying themselves with the credentials provided to them by the university secretariat, candidates can access their reserved area where it is possible to apply for internships or job offers available in the system after they have uploaded their CV. Their applications are not automatically visible to the companies, but become visible only after positive evaluation of the staff of the Career Services office.

The third reserved area belongs to the office and the following operations can be carried out:

- Approval of company data with consequent sending of access credentials to the referent for selection,

- Modification of the internships and job offers and their publication and removal from display,
- Visualization of applications for each offer with the possibility of calling the candidates for an interview, accepting the candidates and proposing them to a company, or the rejection of an application (for each of these operations a notification is sent to the respective candidate, who is given constant feedback with regard to the state of their application).
- Carrying out matching between requests and offers, using the criteria requested by the internship or job offer and connecting them with the data in the CVs in order to individuate profiles from the database which are most in line with the needs of the company.

The matching operation is the most delicate and interesting. One can simply click a button which pulls up the CVs which most correspond to the requests of the company, but the selection assistant from Career Services intervenes in the moment in which the requests are interpreted, adding details (and therefore narrowing the results of the search) or eliminating less significant research criteria (thus enlarging the number of possible results).

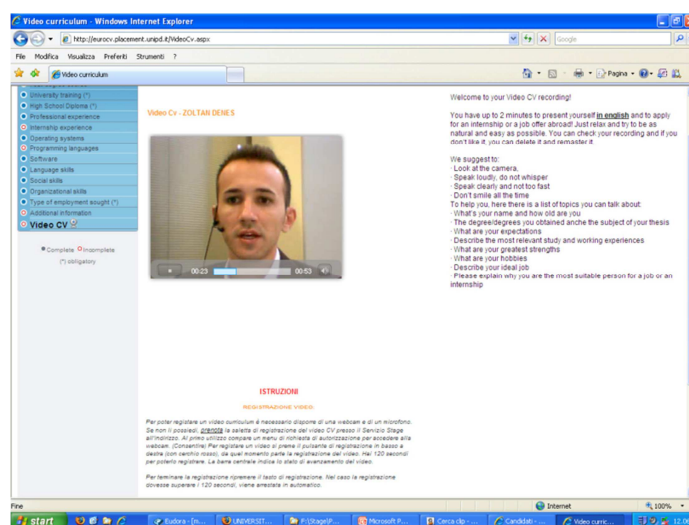
The criteria involved in matching are highly diverse and involve areas such as residence, academic background, IT skills (subdivided into operating systems, applied software and programming languages) and linguistic and relational/organizational skills. Once matching is complete, Career Services has a list of candidates at its disposal. These candidates are informed of the possibility that their CV may be sent to interested companies/organizations with respect to the offer for which the matching was made and in line with the profile requested. Only when the candidate has officially given his/her approval does Career Services send the CV to the company. In this manner the privacy of the students and graduates is respected at each step of the selection process

All of the operations carried out by Career Services staff within the portal are recorded in order to trace all operations and data back to the specific operator involved. Each operator is provided with a username and password and for each completed operation the date and name of the operator is recorded in order to maintain tracking of workflow.

Since 2009 in the section related to work abroad candidates have the possibility to record a 2-minute self-presentation video which can be linked to their electronic CV. The video can be recorded in multiple languages by the same candidate (English, French, German, Spanish), using only an Internet connection, a webcam and microphone. Technical instructions as well as suggestions on what and how to best present oneself are found on the page of the video recording. In the case where candidates do not possess the appropriate instruments they can reserve a room which is appropriately equipped by Career Services via a link on the video recording page.

Before the video is made visible, it is evaluated by Career Services for quality, both in terms of content as well as technical aspects (for example low audio/video quality) and the candidates may be contacted in order to make a new recording if necessary.

Picture 1: video cv recording



The video is closely linked to the electronic CV, and thus it becomes visible to the companies only when Career Services has obtained specific authorization on the part of the candidates to make it visible in connection with a specific internship or job offer. In this phase as well Career Services guarantees the truthfulness and privacy of the information inserted within the portal.

The video presentation gives significant dynamism to the CV, allowing selection assistants the possibility to see the candidates directly and appreciate their linguistic abilities. In a similar way, the staff finds the video to be extremely effective in evaluating foreign language abilities, and it is used broadly and with much satisfaction in selections relative to competitions such as Leonardo and Erasmus Student Placement.

Within the section dedicated to work abroad companies have another valuable opportunity; thanks to remote interviewing, they have the possibility to hold an online interview with candidates who have made the best impression. Once these candidates have been identified, companies simply indicate (through a link within the reserved area of the portal) a maximum of three available dates/times to propose an online interview to send to the pre-selected, individual candidates. Candidates are notified of the companies' interest via email and can confirm one of the proposals. Once done, the recording room where the online interview will take place is reserved. At the end of the interview a member of the staff of Career Services speaks with the company referent for evaluation and feedback of the interview.

University of Groningen- Energy Internship and Career Plaza (EICP)

The University of Groningen delegated career services to the faculties and outsourced some career activities like job interviewing, networking. The outsourced career services are accessible for all students. Next to the outsourced career services each faculty has to some extent its own careers service policy. Some faculties have an internship office, some a career office and some part career services completely or partly with study associations or student faculty associations. This decentralized careers service policy explains why some best practices originate from one or a few faculties. It also means that best practices can be adopted by other faculties so that in the end the practice can become accessible for all students. As best practices we choose for:

1. Preliminary Career Day for Bachelor students of the Faculty of Arts

2. Energy Internship and Career Plaza
3. Lessons learned from internship testimonials

Preliminary Career Day for Bachelor students of the Faculty of Arts

The Faculty of Arts of the University of Groningen offers students the possibility to undertake a placement in their bachelor degree programme. There are three conditions to this placement possibility.

- First, the student needs to have 120 ECTS (credit points), to proof that he/she is in his third year.
- Second, the duration can be as off seven weeks fulltime. But part time placements are possible, as long as the placement is taking 280 hours or more. The placement offers the student 10 ECTS.
- Third, the student needs to do an obligatory Career Day. The Career Day does not give the student credit points, but has the goal to teach the student how to access the labour market. The Day is about how to know your competences, how to present them to employers and how to look for a placement in general. This kind or obliged condition is unique as far as we know.

Energy internship and career plaza (www.energycareerplaza.nl)

The annual Energy Internship and Career Plaza (EICP) is an initiative of internship coordinators of different faculties and organized by the Career Office of the Faculty of Economics and Business in cooperation with Energy Valley Foundation, Energy Delta Institute, Hanze University Groningen and student association ESN. The event is a meeting place for companies and prospective trainees. The international set-up combined with the theme 'Energy' makes this event very special; the EICP introduces students to the energy sector and vice versa. The EICP is unique because:

1. Its focus on the energy sector

2. Its target group, namely students from different programme degrees
3. Its international scope, i.e. the use of English and the high percentage of international students.

Focus on Energy

EICP is a part of the annual organized Energy Delta Convention, a high-level event with a unique interdisciplinary platform for senior business, science and government energy experts. The Energy Delta Convention is an international conference with clear links to the Northern region in the Netherlands. Energy is one of the core issues of the University of Groningen and it is also one of the governmental policy 'peaks' to concentrate energy in the Northern part of the Netherlands, the Energy Valley region. This provides students internship and career opportunities in the international energy field. Therefore, companies and organizations in the energy sector are invited to introduce themselves to the students with internship offers, management traineeships, job opportunities, or with presentations and/or workshops.

Target group

It is not always clear that the energy sector offers career perspectives for natural science students as well as for law, art, psychology or business students. Energy careers are not always in the minds of these students. The EICP informs students with different backgrounds about career possibilities in the energy sector and visualizes their career perspectives. Students from different higher education institutions and degree programs are welcome to participate in the EICP.

International scope

Approximately 2300 international students study at the University of Groningen and more than 1400 at the Hanze University. They are in need for good information about the energy labour market. Many of them are required to do an internship and are keen to do. International students are especially interested in internships and research projects in our region: being here, they are already abroad and they do not always have the financial resources for travelling far.

The event also acts as a meeting place for students and international companies. Approximately 50% of the students at the University of Groningen and 100% of the students of the Hanze University of Applied Sciences do one or more internships during

their degree programs. A student who would like to do an internship abroad often spends a lot of time finding a suitable company. By acquainting for them to find out what kind of organization matches their talents. Evaluation EICP 2009

- Example of companies who attended the EICP: Shell, Energy Valley, KEMA, NAM, PwC, IBM, Nuon, Alliander, China-EU Growth Foundation
- About 150 students participated and 1000 energy professionals attended the Energy Delta Convention and thereby also the EICP.
- 70% of the students were master students and half of them were international students.
- Students from 10 universities joined the EICP
- Students rated the EICP with an average mark of 7.8.
- More than 80% of the student respondents enjoyed the EICP, would recommend it to their friends and considered the event to be well organized. Almost half of the respondents indicated that the EICP increased their chances to get an internship/job in one of the companies presented at the EICP.

Lessons learned from internship testimonials

The Faculty of Arts and the Faculty of Economics and Business present internship testimonials on their website, so that students and recent graduates can share tips and tricks about doing an internship.

This way employees, potential interns and internship coordinators can learn from the experiences of interns. The testimonials form a lively in continuously development internship guide. This paragraph shows some actual testimonial tricks, tips and experiences. From this collection of tips and tricks we try to distillate some internship guidelines. This way internship guidelines can be derived from practice. First, the procedure about getting and collecting testimonials will be explained.

Procedure

Our experience is that students do not send in a testimonial by themselves. You have to approach them personally or approach them by their lecturer or by the company. This is also why we interviewed students for the first testimonials and wrote these testimonials ourselves. We also offered the students for free a picture by a

professional photographer. The students loved to have a picture taken by a professional photographer and at the same time we had a professional picture for the website or flyers.

Although the interviews provided a lot of interesting information, they also took a lot of time, due to travelling, scheduling, etc. This is why we don't do the interviews anymore, but instead ask students to write a testimonial themselves. To take care that the intern writes an interesting testimonial we emailed some instructions and asked them to handle some of the following issues in the testimonial:

1. Name, education, period of the internship, internship assignment and the organization where you did the internship.
2. The length of the testimonial may not exceed 300 words. In your blog you can deal with one or more out of the questions below.
3. Why did you choose for an internship?
4. What did you learn from your internship?
5. What tips do you have for students willing to do an internship?
6. What did you like about doing an internship?
7. Do you think that the internship prepared you for the labour market?
8. What pitfalls did you meet?
9. What was your biggest blooper?
10. Did you succeed to link theory to practice?
11. Did the internship help you to find a job? If so, how?

Guidelines derived from the testimonials

The main motive why students opt for an internship is that they would like to learn more about the 'real life' and how they could use their study in practice. One could derive from the internship tips the following guidelines:

To find the right internship, you have to:

1. start in time with the searching process, at least three months before you wanted to start an internship in your home country;



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2. prepare thoroughly, especially when you go abroad.

To get the most out of your internship, you have to:

1. be active, take initiative and ask questions;
2. build a good relationship with your supervisor at the university.

An internship provides you:

1. work experience;
2. insight in who you are and what you want.

Oxford University - Internship Programme (OUIP)

Oxford University Careers Service runs a successful internship programme, whereby Oxford alumni, and business and education partner organisations offer internships to current Oxford University students during the Summer vacation. Starting from an initial pilot in 2008, growth has been rapid and in 2013 more than 400 internships have been available to students through the programme. The vast majority of these internships are newly created internships for the programme, which would not otherwise have been on offer to students.

As part of creating a more international experience for our students, the international internships part of the programme offers global summer internship opportunities in the private, public and not-for-profit sectors in a wide range of countries mainly in Asia, Africa, Europe and North America including: China, India, Japan, Brazil, Russia, Malawi, Canada, and the USA. There are also a number of internships in the UK. From International Development in Africa and India, to scientific research in Europe, and the charity sector in the UK, there are lots of potential opportunities for our students.

The programme started as a pilot in 2008, with just a handful of internships, which are largely sourced from Oxford University alumni. Alumni are encouraged to offer an internship in their organisation, which comprises the following common elements:

- Full-time work for 8-10 weeks (this year between 17th June and 4th October 2013)
- A defined project, which creates real value for the sponsoring organisation and a valuable learning experience for the student
- Interaction with an assigned supervisor or mentor within the sponsoring organisation
- A stipend, or some assistance with travel or accommodation
- An international experience, ideally outside the student's country of citizenship

Our aim is to source new internships in organizations that might not have a history of providing internships. Very few Oxford University students have a placement as part of their course, so demand for internships in the summer vacation is high.

How the programme is managed

The Careers Service Internship Office discusses each internship opportunity with the provider, and handles all the applications centrally, which are then collated and forwarded for selection. Each student applicant completes an application form, provides a 1-page CV and has to get permission from their College or Department if they are not in their final year of study.

For internship providers:

The Careers Service publicises the internships to all students with a common deadline. Particular internships are targeted at relevant students through Colleges and Departments, through student bodies, and through the Careers Service mailing lists.

In addition we provide:

- One-to-one sessions with employers concerning the nature of the programme
- Customised programme material
- Support filling in the online form
- Online access to examine the applications
- Advice on the selection process
- Assistance in setting up interviews

- Assistance in sending out acceptances and rejections on behalf of recruiters

For students:

All current students are eligible to apply for the internships, and placements are suitable for undergraduate and post graduates alike.

The Careers Service provides the students with easy access to the sourced internships with a comprehensive online database. All applications are made online. We promote the programme throughout the University and hold a number of information sessions, in both University departments and careers fairs, to give information about the opportunities on offer.

In addition we provide:

- Dedicated drop-in sessions at the Careers Service for information and queries about internships
- General drop-in sessions with a Careers Adviser in which internship applications can be discussed
- One-to-one sessions with the Internship Office staff
- Pre-departure support and information to students
- Email and phone replies to student queries relating to:
 - The application process
 - Travel, funding, accommodation, stipends
 - Letters of support for college grants, embassies
 - Academic or personal issues
 - International Resources at the Careers Service

Student Feedback

All interns are expected to complete an extensive feedback form once they have finished their placement. This is used to create an online Yearbook, which can be viewed by next year's applicants. The 2010, 2011 and 2012 Yearbooks are viewable on www.careers.ox.ac.uk/work-experience-and-employability/the-internship-office/international-internships/.



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Funding

One of the main barriers for students to undertake an international internship is securing the funding to enable them to pay for travel, insurance and living costs.

Due to the high profile of the programme, and its success, a number of generous endowments have been granted to the University of Oxford to support the programme. They provide scholarships and awards for students to undertake the internships on offer. We constantly seek opportunities to increase the funding available to students, and work closely with the University's Development Office to bring this to fruition. Further details about some of the scholarships on offer are outlined at www.careers.ox.ac.uk/work-experience-and-employability/the-internship-office/international-internships/#section3

Conclusions

The internship programme has many benefits for individual students, the organisations, and for the Careers Service. As well as the impact on the students' future careers the experiences make, some of the students have been offered permanent positions from the internship providers.

The Internship Programme makes a significant impact on the overall footfall at the Careers Service as the programme encourages students to start thinking about the type of placement they would like to engage in during the Summer vacation and what career choices they would like to pursue. A significant percentage of students who come to the Careers Service advisory drop-ins in January and February come to discuss which internships might suit their skills, needs and aspirations, and to review their applications and CVs – the first deadline for the programme is mid-February.

Internship providers value the programme as it enables organisations to raise their profile in the student body, receive targeted complete applications from students, and access valuable skilled interns with minimal administration – there is no cost to the organisations to participate in the programme. Alumni offering internships feel a greater connection to the University, as they are able to “give something back” to current students via the programme.



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University of Galway - Skills for Work Life

Debate and discussion on the contribution of the Higher Education sector to the economic, social and cultural future of Ireland is a key topic in the present economic climate. Producing graduates who have the skills and competencies to compete at both national and international levels is seen as central to economic growth and to ensuring Ireland can participate effectively and on an equal footing with other economies, on a global stage. Various government reports such as the Hunt Report and the Forfás Expert Group on Future Skills Needs, have challenged higher education institutions to ensure that graduates not only have subject matter expertise but also have a set of transferable skills that will boost their employability and their contribution to the world of work. Feedback from Irish and multinational employers based in Ireland also highlights disconnect between graduate skills and employer needs.

Objectives and Methodology

In an effort to address these challenges, the department of Management in the NUI Galway JE Cairnes Business School, in partnership with the Career Development Centre in NUI Galway, introduced a bespoke, credit bearing module, for second Commerce students entitled 'Skills for Work Life'. Since it was introduced in 2011 it has since been extended to all 400 second year undergraduate students in the business school and has become a template module for other colleges in University. The objective of the module is to enhance student employability and prepare students for the workplace by giving them an opportunity to develop a set of practical skills that form the basis for effective working life. A unique aspect of this course is that it was delivered using a blended learning approach combining on-line activity in the form of an e-portfolio, with small group workshops and lectures. The module covers a variety of skill areas including self-awareness, communication, teamwork, presentation and career management skills. The 'Skills for Work Life' module is integrated with other modules and students were actively encouraged to apply their newly acquired skills to other subjects in their degree programme and over the course of the module students are required to comment and reflect on their learning in their e-portfolio.

Module Content

The Career Development Centre worked with academic staff in the Management Department of the business school to develop the overall concept and content for the Skills for Work Life module and also deliver a number of lectures, coordinate and facilitate four tutorials for all 400 students. In the career section of the module, students are introduced to the DOTS career management model originally developed by Law and Watts. This model has four main strands; self-awareness, opportunity awareness, decision making and transition learning. In order to develop greater self-awareness students completed personality profiling tests which were then explored in tutorial and were related directly to the world of work. The objective of this was to encourage students to consider the influence of personality on career choice and to point out the link between self-awareness and effective performance in the workplace. Students were required to document their profile in their e-portfolios and had to reflect on their future career plans based on their profile. They were also expected to comment on their current skill levels for a variety of skills that are valued by employers and to put a plan in place to address any personal skill gaps. The modules also provided the opportunity to explore motivators and values and reflect on key development actions they need to take to reach their career goals. The concepts of opportunity awareness and decision making skills were developed by requesting students to research a career area that was of interest to them. Students presented their findings on their chosen career in small groups to an expert in the one of the five key subject majors in their business degree – Accounting, Human Resources, Economics, Information Systems and Marketing. Major employers were involved in this initiative including PWC, Accenture, Deloitte and Medtronic. The use of these career experts was very successful as it was beneficial for students to get insights into careers from people working in those areas. The industry professionals challenged misconceptions about the various careers and highlighted skills necessary for success.

The final element of the DOTS model; the transition from college to work life; was addressed through CV and interview tutorials. The exercise of compiling a CV not only prepared the penultimate year students for potential summer internship opportunities to gain valuable work experience, it also further reinforced gaps that would need to be addressed. In tutorial groups, students learned how to write competency based answers for job applications and also to prepare for competency based interviews,

which are the predominant tools for graduate recruitment. All 400 students were also required to complete a one to one practice interview – postgraduate students on the Masters in Human Resources and Industrial Relations, were trained as interviewers which greatly contributed to the development of their own skills and employability.

The learning and teaching approaches used throughout the module ensured that transferable skills such as presentation and teamwork were also developed with students regularly working in groups on projects and presentations. The skill of self-reflection was also developed and was a core element of the module assessment and the value of this skill was consistently emphasised as a key contributor to successful life long career management.

The core text for the module was Cottrell's 'Skills for Success'. This book is designed to provide students with structured activities to enable them to engage with development actions, self-management and skill development. It supported the key goals of the module by connecting skill development with employability as well as highlighting the concept of life-long learning within employment.

Evaluation

To evaluate the impact of the module, students were asked to complete a short survey to gauge their feelings on the usefulness of 'Skills for Work Life'. Comments from students highlighted that self-reflection was a difficult task and many struggled to write about weaknesses they had uncovered through self-reflection. This feedback influenced the decision to introduce the concept of self-reflection in the first year of the degree. Having completed one cycle of both years, this change to the first year programme has proven a successful platform for the Skills for Work life module in second year. Overall feedback from students has been very positive with a significant number of respondents indicating that this module got them thinking about themselves and their future and helped them to start setting some career goals. Many students commented that the module prompted them to make a start on career planning asserting that 'if it was up to me I might not have got around to it'. The module was perceived by the majority of the students as useful with 81% of students feeling their 'work skills' had been improved as a result and 79% indicated that they would recommend the course to other students.




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Conclusion

With this encouraging feedback from students we believe that the Skills for Work Life module at NUI Galway has been successful in addressing the challenges of preparing graduates who are ready for the world of work, have the skills to start making a contribution to society and the economy and to successfully manage their career in their chosen fields.

Examples of other Universities' experiences



MANCHESTER
1824
The University of Manchester

Improving the Employability of Students

Our approach to supporting the employability of students at Manchester is centred on three key themes: embedding employability into the curriculum and academic engagement; enhancing student engagement, and increasing employer engagement.


ACADEMIC
ENGAGEMENT

A successful partnership approach between Careers staff and colleagues throughout Faculties and Schools is a key factor in improving the employability of students. Across the institution we have Faculty, School and department level academic leads for employability, ensuring that it is consistently embedded into the curriculum and student lifecycle.

STUDENT
ENGAGEMENT


Enhancing student engagement through a wide range of workshops, events and specialised programmes; My Future Fest is an annual event that increases students awareness of all the opportunities on campus that they can take part in to develop their skills, whilst also raising the profile of the Careers Service and support we offer.

EMPLOYER
ENGAGEMENT




The University of Manchester is a proud signatory to the Graduate Market in Skills and Progress Report.

Careers staff and academics work together in partnership to develop and deliver initiatives to students to broaden their skillsets e.g. 'Employability Outdoors' weekends that change the setting and delivery method for careers events. A group of students, along with academics and Careers staff, go to an outdoors activity centre where students work in teams to complete activities.



We work with employers to build up their presence on campus. Employers regularly participate in workshops, skills sessions and fairs. In 2016/17 3,655 recruiters advertised jobs, exhibited at fairs and presented on campus. Manchester has been shortlisted two years running for the 'Best University Employability Strategy' at the TARGET Jobs Awards.



Manchester Gold Mentoring: Six month mentoring programme where students are matched with alumni and employers for careers advice and support. **Global Graduates:** this programme offers the opportunity for groups of students to travel internationally and meet with a range of employers and alumni to learn more about their business, industries and roles.

Meet the Professionals: Working with alumni and employers to improve the networks of students. Meet the Professional events bring together students and employers from a specific sector to enable students to find out more about job roles and the different career paths graduates of the University have taken.

Organise events for academics to learn from graduate recruiters which attributes and skills they are looking for in graduates. Academics also find out what it is like to go through the application process by taking part in an Assessment Centre. We have also developed a suite of resources for staff to use when advising students, as part of the 'New Academics Toolkit.'

Work Experience Bursaries: We recognise a barrier for students trying to secure work experience in certain industries can be the associated costs. We offer financial support to students undertaking work experience. Any student can apply for up to £250, while students in receipt of a bursary can apply for up to £1000.

Student and Graduate Internships: We supports students gaining work experience. Student Experience Internships are for pre-final year undergraduates, offering work placements within the University and charities across Manchester. Manchester Graduate Talent is for new graduates and identifies roles with a variety of organisations within Manchester.

www.manchester.ac.uk/careers

City University of Hong Kong Business Career Development



What we do

- Career fair
- Career consultation
- CV pop-up
- Mock interviews
- Mock assessment center
- Career development programmes
- Job announcement
- Recruitment talk
- Online career resources
- Event promotion
 - competition
 - leadership training/workshop
 - Networking



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Our Services

- 📄 Guidance
- 📄 Bursaries
- 📄 Internships
- 📄 Online Courses
- 📄 Alumni Mentoring
- 📄 Enterprise Education
- 📄 Employer Engagement
- 📄 Post-graduation services
- 📄 PSA Employability Award
- 📄 Postgraduate Student Service
- 📄 International Student Service
- 📄 Intra-curricular employability
- 📄 Student Engagement Team (SET)
- 📄 Student Business Start-Up Services




- 🏰 Royal Charter in 1900
- 👥 36,225 students
- 👤 66 careers service staff
- 👤 55 SET members
- 🏆 4 UK Rank for Graduate Outcomes



Birmingham (Anglo-Saxon "Beorma ingas ham", meaning home of the sons of Beorma)

Founded 600AD, UK's 2nd city and 1st ethnic majority city, Europe's youngest city, the city with more canals than Venice, home of the Industrial Revolution and birthplace of the X-ray machine, steam engine, cotton wool, electroplating, pneumatic tyre, microwave, synthetic vitamin C, state education, photocopier, cooker, bicycle bell, roller skates, celluloid, whistle, radar, lawn tennis, smoke detector, mass spectrometer, vacuum cleaner, kettle, camera, windscreen wiper, hand grenade, pacemaker, microphone, gas lighting, the Mini car, the Balti, Cluedo, The Hobbit, and Birmingham University's "Old Joe" (named after Birmingham's founder, Joseph Chamberlain), the world's tallest free-standing clock tower

25

2. Suggestions from Vietnamese students

The point of view of the students has been investigated through a focus group held in Hanoi in October 2017. The objective of this activity was to understand what actions are necessary according to students to improve the organization and quality of traineeships, to understand the students' point of view on internships and their experience in this regard:

- Students believe that the appropriate duration of the internship depends on the type of work and company, but generally students respond 2 or 3 months. It takes more time if the company is particularly complex. They believe that periods of 6 months or more are preferable only after graduation.
- The internship must be included in the study program to allow student to use the knowledge acquired during the course of study and get a work experience before entering the world of work.
- Several students report having participated in company visits organized by the University and have found the experience useful for orientation. Students think that universities should carry out more activities such as company visits starting from the very first year, because towards the end of the course it is already late. They also think that Universities should work more in cooperation with companies.
- Regarding the fact that companies are a useful place to develop skills, some students think that internships are an opportunity for companies to have students working for free and exploit them. Other students think that internships are always useful experiences to develop skills.

- Students report the fact that recruiting companies usually ask that recent graduates have already gained some kind of experience in the workplace, so carrying out internships is very useful to be competitive to enter the world of work.
- Students are aware of the fact that for the purposes of entering the world of work it would be important to be familiar with the market and have a good knowledge of the roles and job profiles related to their training; therefore, they recommend that more outbound orientation activities should be carried out by universities.
- The presence of a Career Center within the University can be very useful in order to reinforce the opportunity to find employment after graduation, and it would be better if such a service could provide internship and job offers related to the type of training profile present at the University. This could represent the added value of a university placement service.
- Some believe that family ties and knowledge are important in finding a job, but at the same time they also think that, in order to keep their job, it is more important to demonstrate skills and competences.
- Students who had already carried out internships, had found them both independently and with the support of the University; other students have used appropriate websites. Most of them try to find an internship in an autonomous way and, in case the research is not fruitful, they contact the University, while family relationships and friendships remain important also to find an internship.
- Students complain that training is often considered by companies only as an observatory, and traineeships of this kind do not allow students to put into practice the knowledge gained at the university.

3.Recommendations from Voyage Universities

Through a questionnaire proposed by the Career Service of the University of Padua, the project partners suggested what actions could be taken to improve the employability of students according to their experience:

- The **most effective ways for developing the university-enterprises partnership** are: bringing company's experts into universities (seminars, short courses, applied laboratory works, case studies, collaboration to thesis supervision, etc.); involving students in both internships and joint enterprise-university projects; cooperating with companies to increase both the number and the quality of internships and mobility issues.

It is suggested that it is important to involve companies in university curriculum design through university/company workgroups and to work together in both internships and joint enterprise-university projects that can identify knowledge and competences' needs of the companies and relate them to the scientific and technological knowledge according to sound and diversified pedagogical approaches centred in active hands-on/investigative learning by the students.

- The **cooperation with industry** should start from university level to faculty levels, then department of student /student services office supports the cooperation between the faculties and enterprises, as a facilitator. The cooperation can start from students' projects: students can research and work out the project about a practical issue needed by a specific enterprise. The enterprise will supervise, support with information and evaluate the assignment. The interaction and open discussion between companies and universities is necessary in order to help universities catch the labour demands of companies and set up suitable courses and reasonable orientation for their students. This close cooperation can allow companies to be able to recruit more suitable candidates and reduce time and costs for recruitments.

In this cooperation some state management organisations can work as facilitators: their participation is important, because based on their data/business report and experiences in managing businesses, they can have good recommendations.

The cooperation between companies and universities should be set up by specific Agreements concerning training, technology transfer, scientific research, internships.

Then, training and internship programs should be planned according to enterprises' needs. Representatives from companies could be involved in students' associations activities as sponsors or counsellors.

From the cooperation with companies, universities expect to:

develop better curriculum in order to meet the needs of companies as well as of society;

increase employment opportunities for graduates;

improve the evaluation of training quality;

organize company visits, internal internships (not only course-ending internships)

increase innovation, knowledge transfer and valorisation;

expand research;

improve the quality of education with better learning from the students that will have a more positive perception of the training given to them and of its usefulness.

- As regards **internships** from the viewpoint of universities, the ideal internship provides career skills as well as work attitude and passion for the job and represents a challenging and rewarding work experience, a solid orientation, training, supervision and also feedback.
- As regards **the alignment of graduates to the work activities**, according to Universities, graduates can align their work activities in a rather short period of time because they are taught not only specialized knowledge but also soft skills and they demonstrate ability to adapt quickly in a changing environment; while students should have several opportunities for internships rather than only one at the end of the course (before graduation), because they really need to learn on the job, also trying, if possible, different positions. The alignment should be a key issue for the academic authorities because the basic training period is short and the needs of

companies change often and rapidly. Students should be trained/prepared to adjust and cope with different environments in a quick and effective way.

- As regards **evaluation of interns** at present, in Vietnam internship is a module in the training program: after an internship, students must complete a report about the result of the internship in terms of processes or products. On this base interns are evaluated. Interns should always be evaluated so that they can get instant motivation and feedback to improve themselves and they can understand if the position is suitable for them.
- As regards the **suggestions to substantially improve the effectiveness of internships**, universities think that companies should act as facilitators when supervising students.
Each internship should have clear objectives and a scheme for evaluation, instant feedback for interns, mentors and training for interns.
Strong and sound bilateral cooperation and discussion on common goals between company and university is necessary to ameliorate the quality of internships. Students should have good background knowledge before they start an internship, and they should find out background business information on the company.
Universities can support their students with seminars; for instance, they can invite HR managers of companies to share their experiences and advise students.
- About the **capacity of university staff to address students** by matching companies' needs and students' interests, universities think that at present staff provides some overall suggestions. Nowadays, some Vietnamese universities have staff to address students. However, they should be more active in supporting students and networking with companies, but it may take time to be able to provide this kind of services.
- About the **presence of a Career center** inside the university in order to increase the employability of the students/graduates, the universities think that a career center is a necessary unit in the university, because it can contribute to increase employability in many ways, e.g. doing surveys about students' interests, contacting companies, organizing job fairs, providing job offers to students, advising them on how to write a CV, on business information and sharing working experiences.

- About the **hosting companies as places where students can learn “hand-on” the right competencies**, the universities think that most companies are able to provide formal training or on-the-job training to interns, and that students can acquire different skills by observing or doing tasks given by the hosting companies. Students should also be active in absorbing the competencies from assigned tasks. By doing an internship in a company, students can also understand better their strengths and weaknesses. Then, they can make their plan to improve themselves and adapt to their future job.
- Finally, considering if it is more relevant for fresh graduates to possess sound bases of the subject matter upon which the companies possibly construct specific-to-firm competencies, or if it is somehow necessary that graduates already possess working-oriented skills, for instance soft skills, from the university viewpoint, the best way to achieve graduates employability is that study courses combine theory and practice, giving them the chance to obtain sound bases of the subject matter as well as working-oriented skills.

University aims at providing graduates with both technical knowledge and working-oriented skills; however, sound technical knowledge should have priority, still considering soft skills important as well.

Strong and broad knowledge obtained in an active hands-on way at the university will help the student cope with the specific requests from the companies.

Then, in the real working environment, student should improve knowledge and their soft skills as much as possible.



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Annex: Collection of Best Practices from Voyage Project Consortium' members

The Annex collects the best practices for promoting graduates' employability and university enterprise cooperation as well as the monitoring tools for demand supply matching implemented by the 561656 Voyage Project Consortium' members. The Annex is based on the collection of presentations delivered by project partners during project life on the issue and capitalize the monitoring activities carried out at 5.1¹.

¹ A focus on Internships from the viewpoint of Vietnamese companies is detailed in the report "Monitoring enterprises skills needs" (section3.2.), available at <http://voyage-project.eu/node/91>



Hanoi University

Monitoring tools for demand supply matching and employability

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Tel: 0915552681



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RELATION ACTIVITIES BETWEEN HANU AND ENTERPRISES

- Cooperation in the **process of training for students** and manpower training for enterprises via extra-curriculum activities, seminars and short courses;
- Cooperation in **recruitment, nomination and supply of human resources** to meet labour needs of enterprises;
- Cooperating with and supporting students, lecturers and enterprises during the **process of collecting learning materials, fieldtrip, internship, research**;
- Coordinating **training programs and other activities** proposed and agreed by HANU and enterprises that enhance the relationship between students and enterprises.



ADVANTAGES, CHALLENGES AND RECOMMENDATIONS

- **Advantages**

- Support from Management Board
- Agreement from offices and faculties of the university
- Having a fund
- The activeness of offices and faculties in searching, setting up and maintaining relationships with enterprises





ADVANTAGES, CHALLENGES AND RECOMMENDATIONS

- **Challenges**

- To build up suitable and practical programs for students;
- Methods of sharing by CEO, HR managers sometimes are not attractive and effective to students;
- Difficulties in finding appropriate time for activities;
- Despite being interested in these activities, students are sometimes not active and ready to participate when there is a program for them;
- The involvement of enterprises mostly is based on the personal relationship;
- Alumni.



ADVANTAGES, CHALLENGES AND RECOMMENDATIONS

- **Recommendations: Working with enterprises**
 - Involving enterprises into tutorial classes and field trips;
 - Regulations about the cooperation between academic institutes and enterprises during the training process;
 - Feedbacks from industry to academic institutes about the expertises and attitudes of the in-charge staff of the university at least once;
 - Online notice board for job ads, i.e. FMT opportunities
 - Win – win projects, i.e. Vin intern and language training program, company scholarship



ADVANTAGES, CHALLENGES AND RECOMMENDATIONS

- **Recommendations: with students**
 - Base on students' needs
 - Short courses and mentoring for soft skills
 - Dedicated time planned for extra-curriculum activities;
 - Students' activeness: club, competition





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Experience in graduates employability / enterprise university cooperation

**Posts and Telecommunications Institute of Technology
(PTIT), Vietnam**

Outline

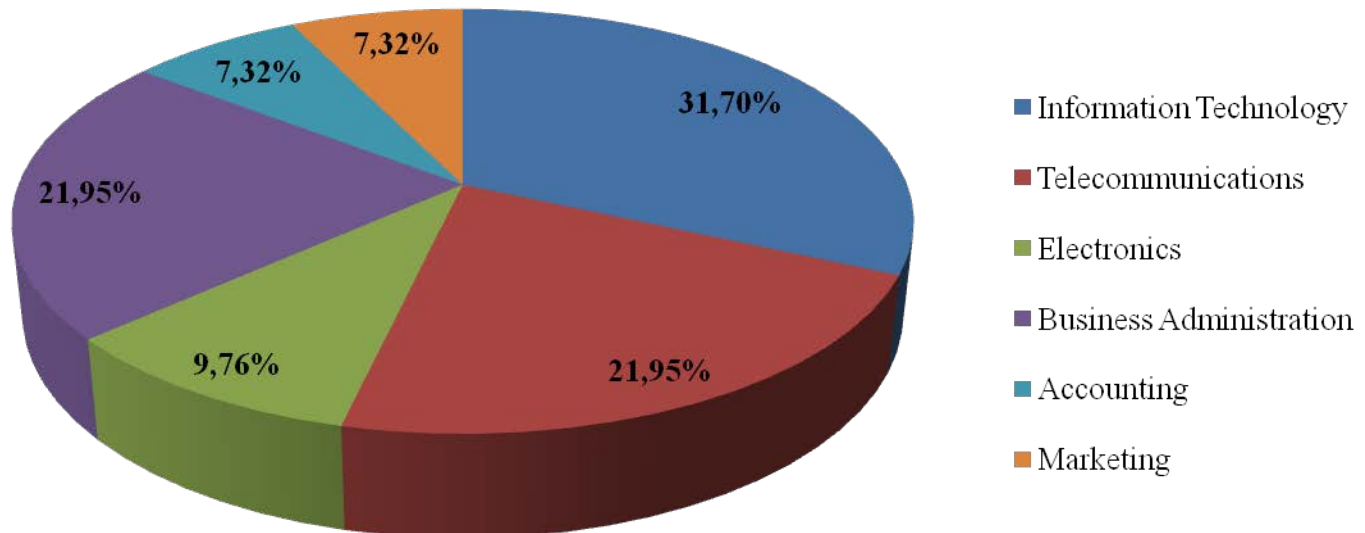
- PTIT's survey on graduates employability
- PTIT's experience in graduates employability
- Case Study – PTIT & Samsung Cooperation Program
- Recommendations

PTIT's survey on graduates employability

- Duration: 1/6/2016 – 30/6/2016 and 10/2016-11/2016
- Methods: online (google doc and website)
- Content: Focus on 2 areas
 - ❖ Employment of graduates: organization type, job stability, turnover...
 - ❖ Evaluation of the connection between program/ curriculum and job demands.

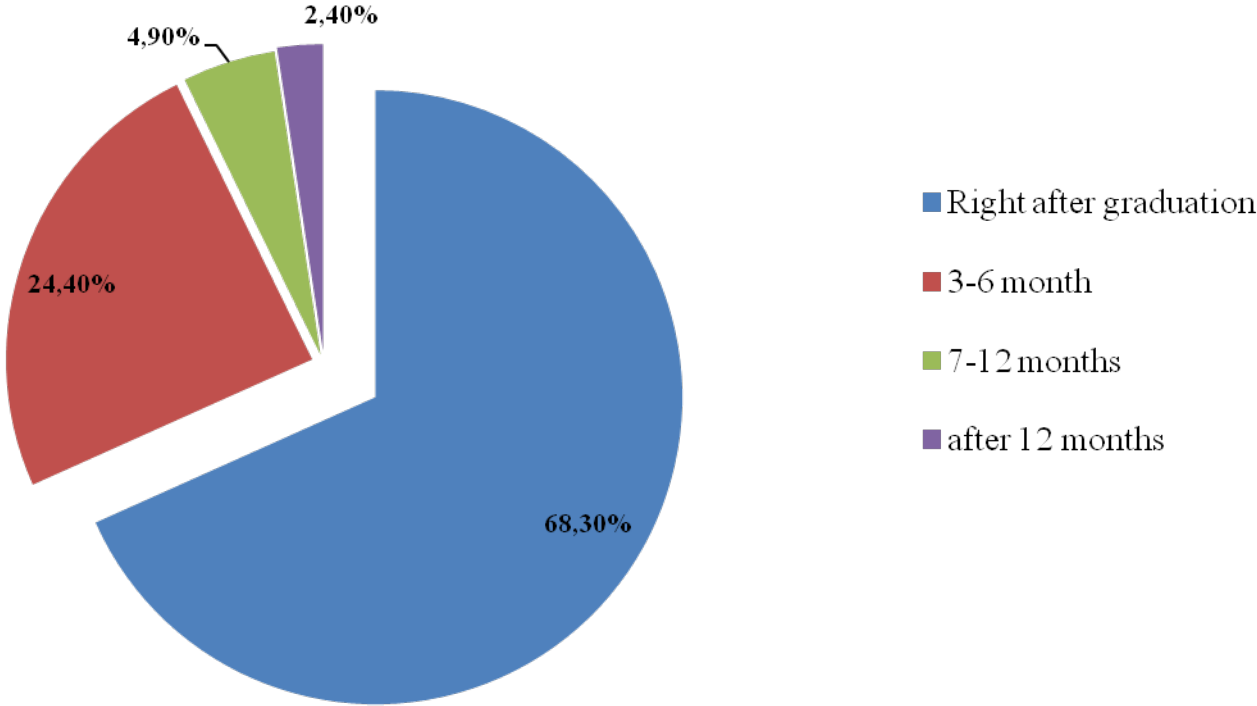
PTIT's survey on graduates employability

The proportion of participants specified on majors



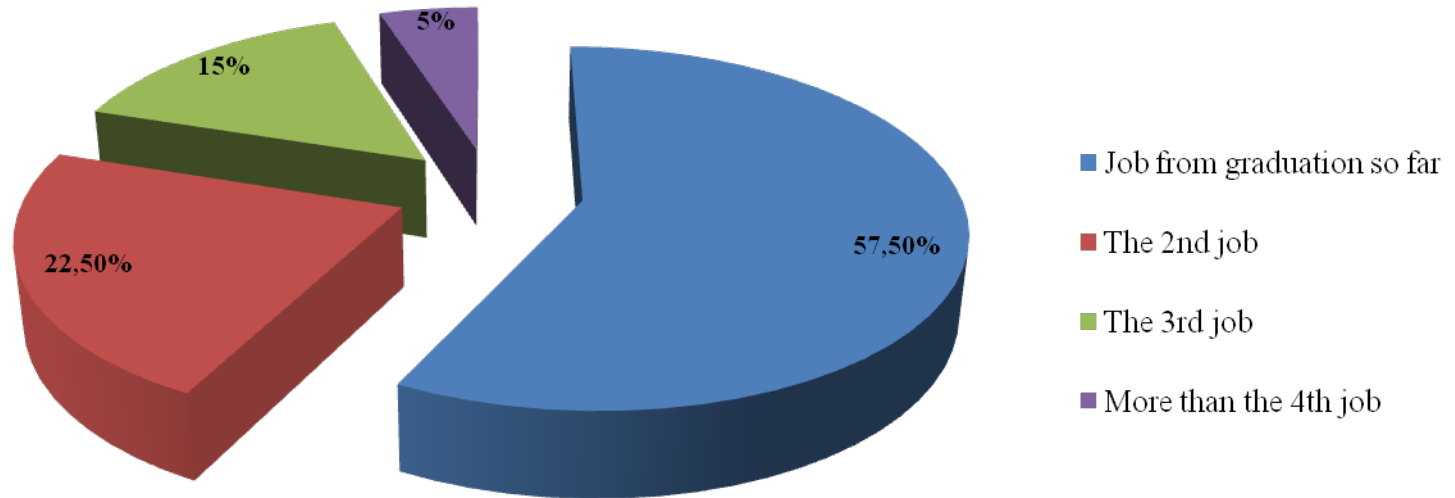
PTIT's survey on graduates employability

Ability to find a job right after graduation



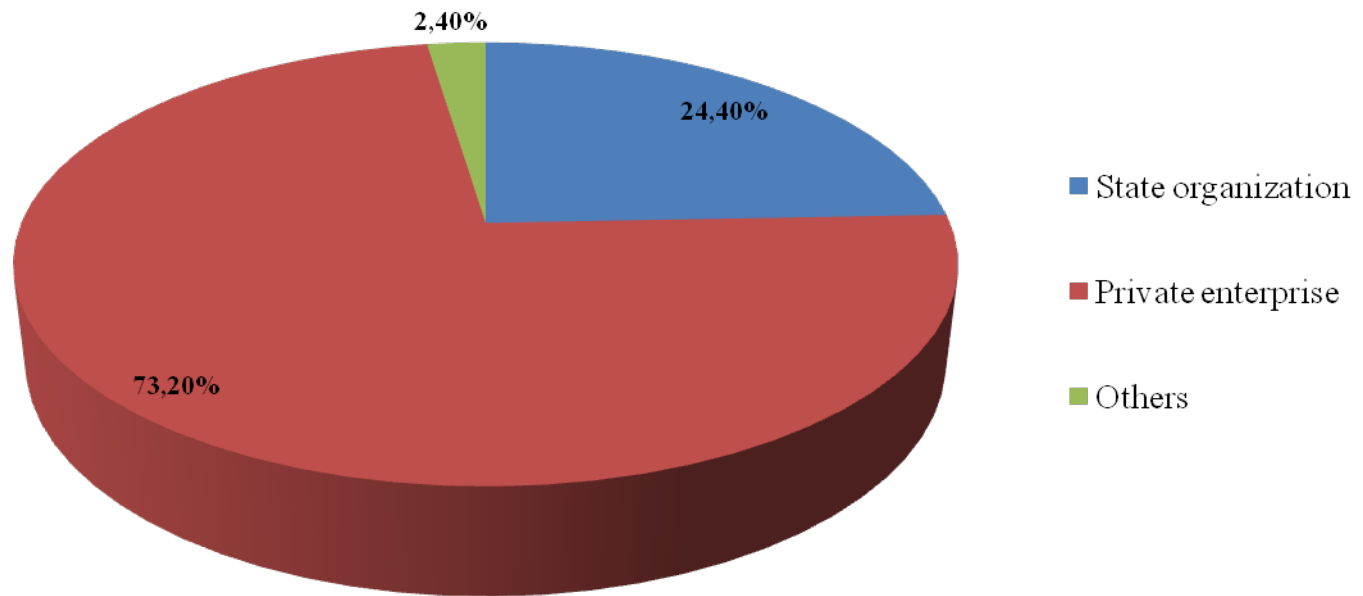
PTIT's survey on graduates employability

Stability with the job found



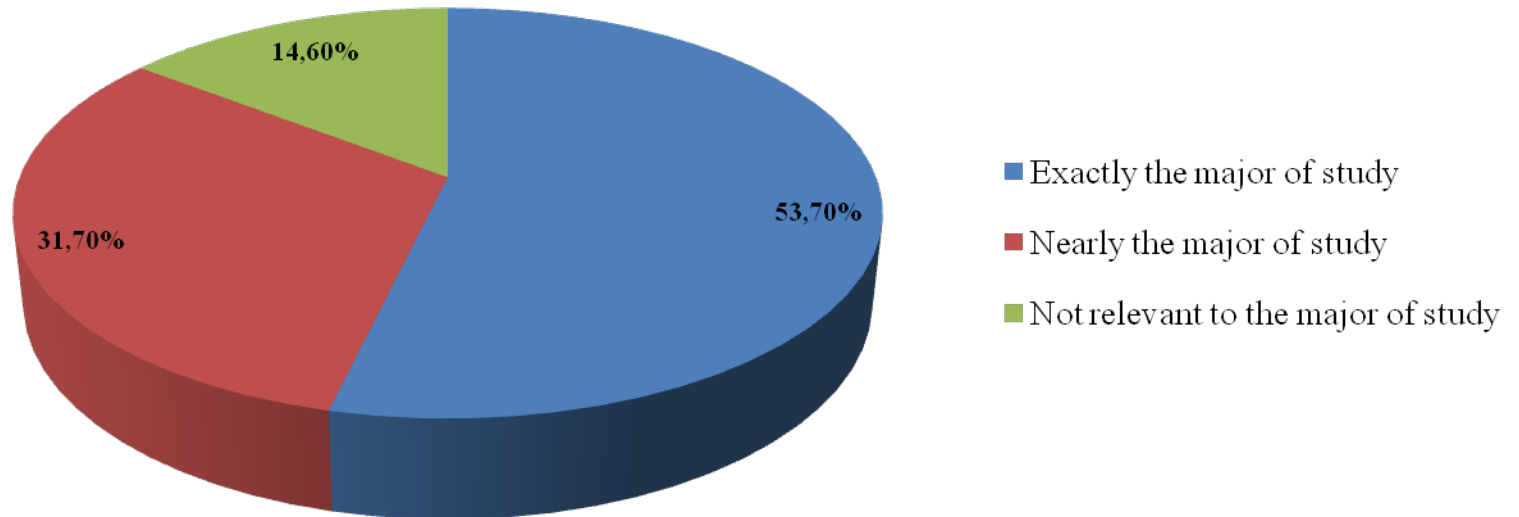
PTIT's survey on graduates employability

Organization types of graduates



PTIT's survey on graduates employability

The job equivalence to the major of study



PTIT's experience on graduates employability

For students

- Supporting on job introduction and organizing job fair
- Internship arrangements at SMEs
- Alumni events to connect students and employers
- Call for sponsors for university events to get students access closer to employers
- Professional training (REI Business Week...)

PTIT's experience on graduates employability

For enterprises

- MoU / Agreement between university and industry partners (Samsung, VNPT, Viettel, Mobifone, FPT...);
- Scholarship for outstanding students;
- Internship arrangement
- Lab donation
- Job Fair / Recruitment Day

Case study: Samsung and PTIT cooperation

Agreement on STP program (2014-2017)

- 20 scholarships for students every year (2M USD /person)
- Internship for 6 months and following employment contract
- Professional training (Java, Android, Tizen...)
- Promotion events: Job Fair, Open Day
- Innovation in Curriculum
- Lab donation (40 seats, 50M USD)

Case study: Samsung and PTIT cooperation

Outcomes of STP Program

- 57 scholarships for students in 3 year, among them 40 working at Samsung as full-time employees and 17 as interns;
- Increase in the number of PTIT's graduates working at Samsung (now 450 employees at different positions)
- Innovation on curriculum of some modules in programming.

MAIN SUGGESTIONS FOR INCREASING STUDENT'S EMPLOYABILITY

Associate Professor. Dr. Nguyen Thi Phuong Thao



Students

- Creating motivation for productivity
- Improving of work performance
- Increasing new ideas and perspective
- Recruiting of prospective employees
- Improving of leadership and guidance skills
- Accumulating experience, developing skills

Enterprises

- Using young talents to reduce costs and recruitment risks
- Contributing to improve curriculum.
- Taking advantage of low-cost labor force



Before internship

Meeting students at the beginning of academic year.

Organizing training courses, seminars

Receiving brochures about internship from enterprises

Selecting appropriate enterprises

Signing contracts for internship and recruitment with enterprises

During internship

Making detailed internship plans.

Appointing the lecturers in charge

Ensuring students to comply with the regulations of receiving enterprises.

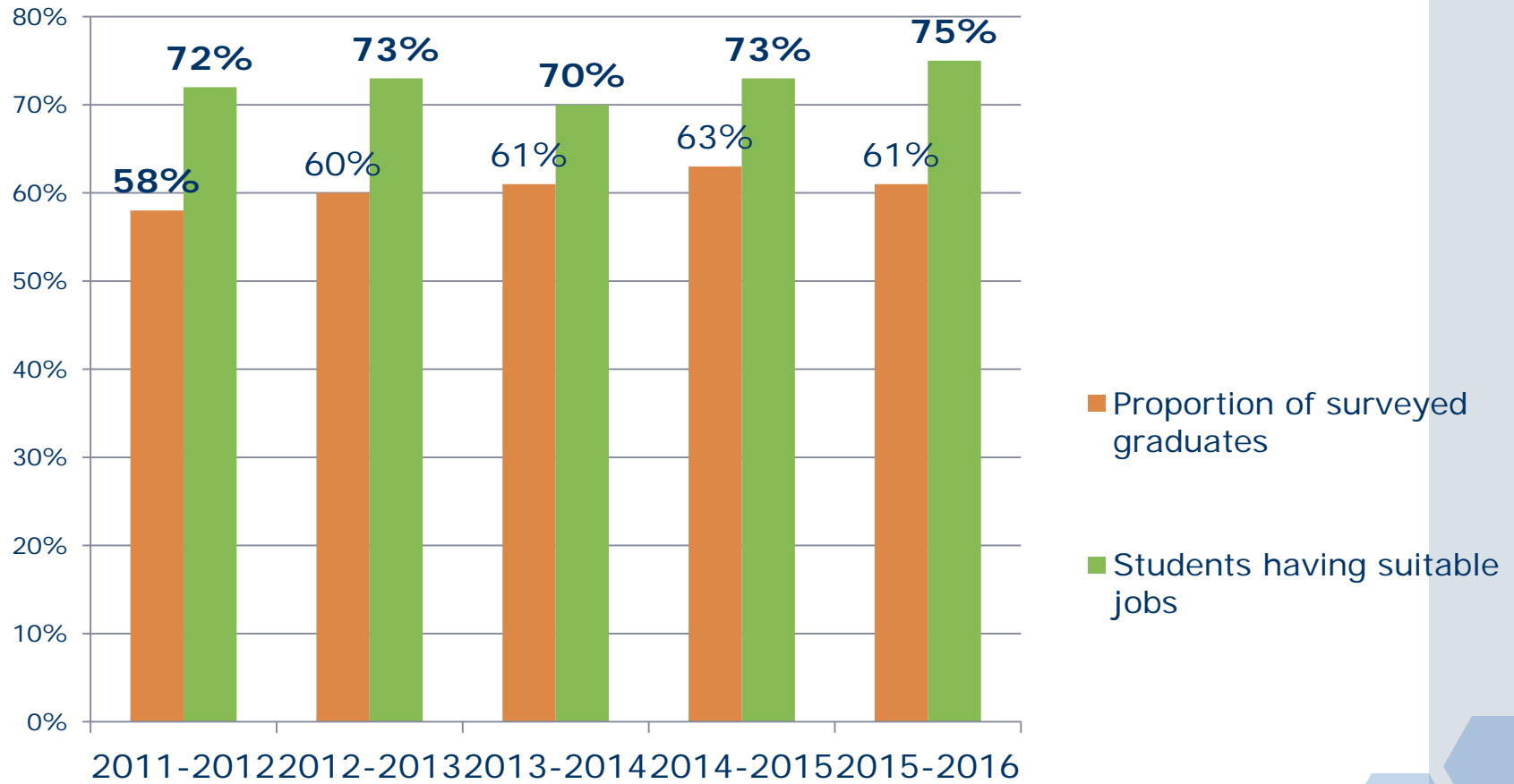
After internship

Guiding students to complete the internship reports.

Working with enterprises to get their feedbacks.

NUAE 'S INTERNSHIP RESULTS

Executing the above process, NUAE gained the high percentage of students having suitable jobs after graduation every year:

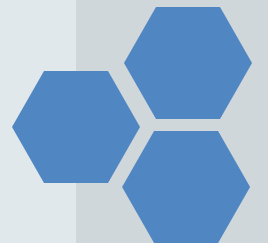


Percentage of students having suitable jobs according to academic year in NUAE



- ❖ Developing cooperation between the university and enterprises.
- ❖ Organizing more seminars/ talkshows between enterprises and students.
- ❖ Supplying partial financial support for the internship process.
- ❖ Changing the internship methods to fit the reality of enterprises.
- ❖ Appointing particular lecturers/instructors.







-Monitoring tools for demand supply matching and employability: the AlmaLaurea experience-

Project Manager for International Relations
AlmaLaurea Interuniversity Consortium



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Students

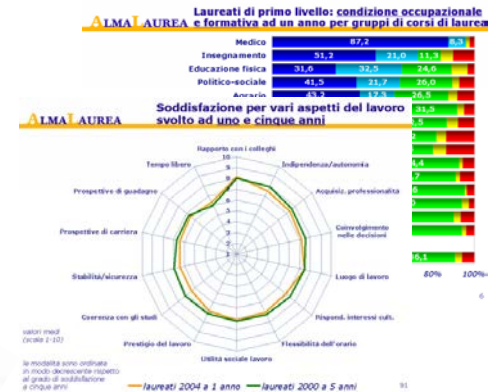
90% Questionnaire



Certified Cvs
to companies



AlmaLaurea

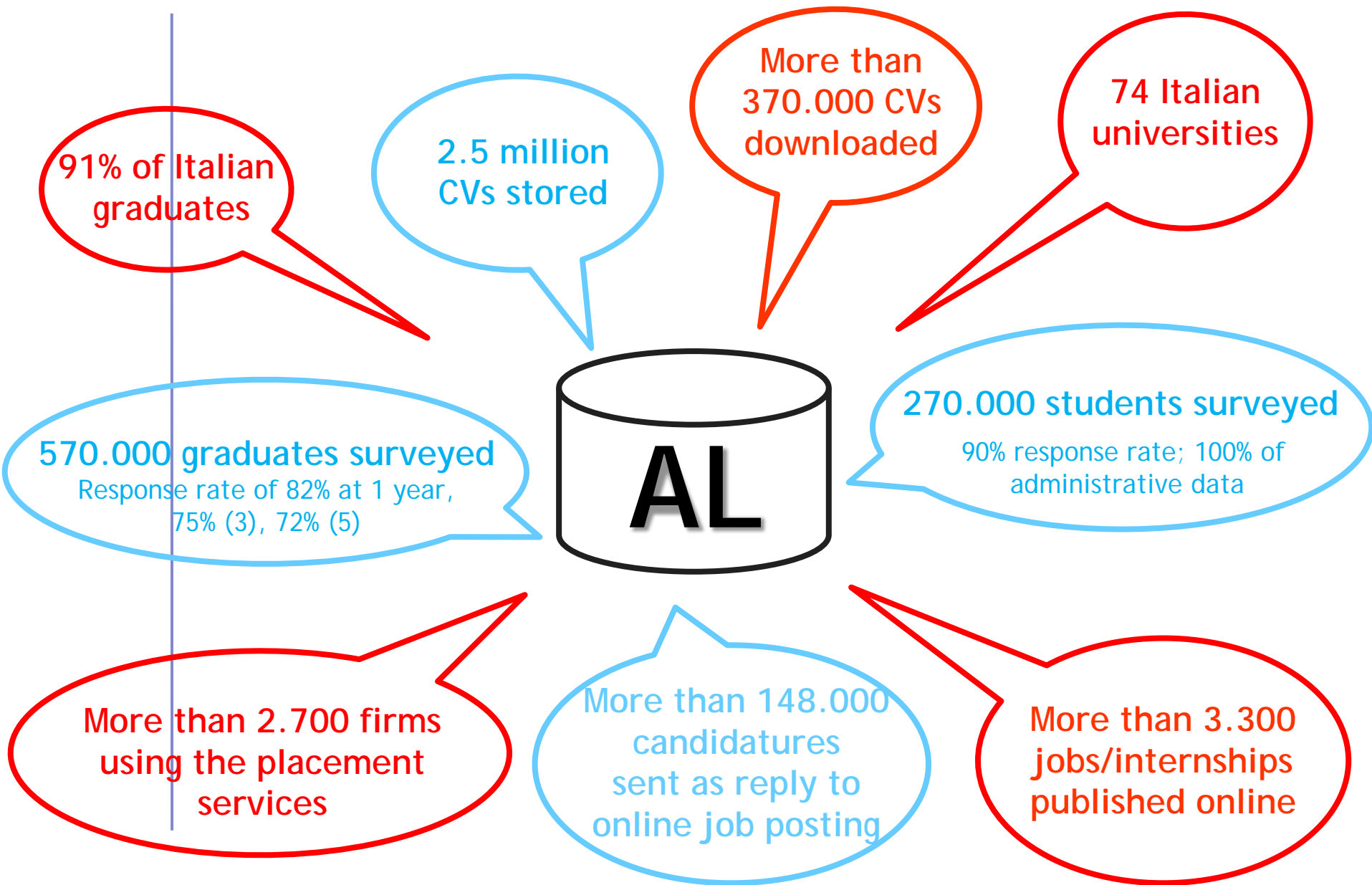


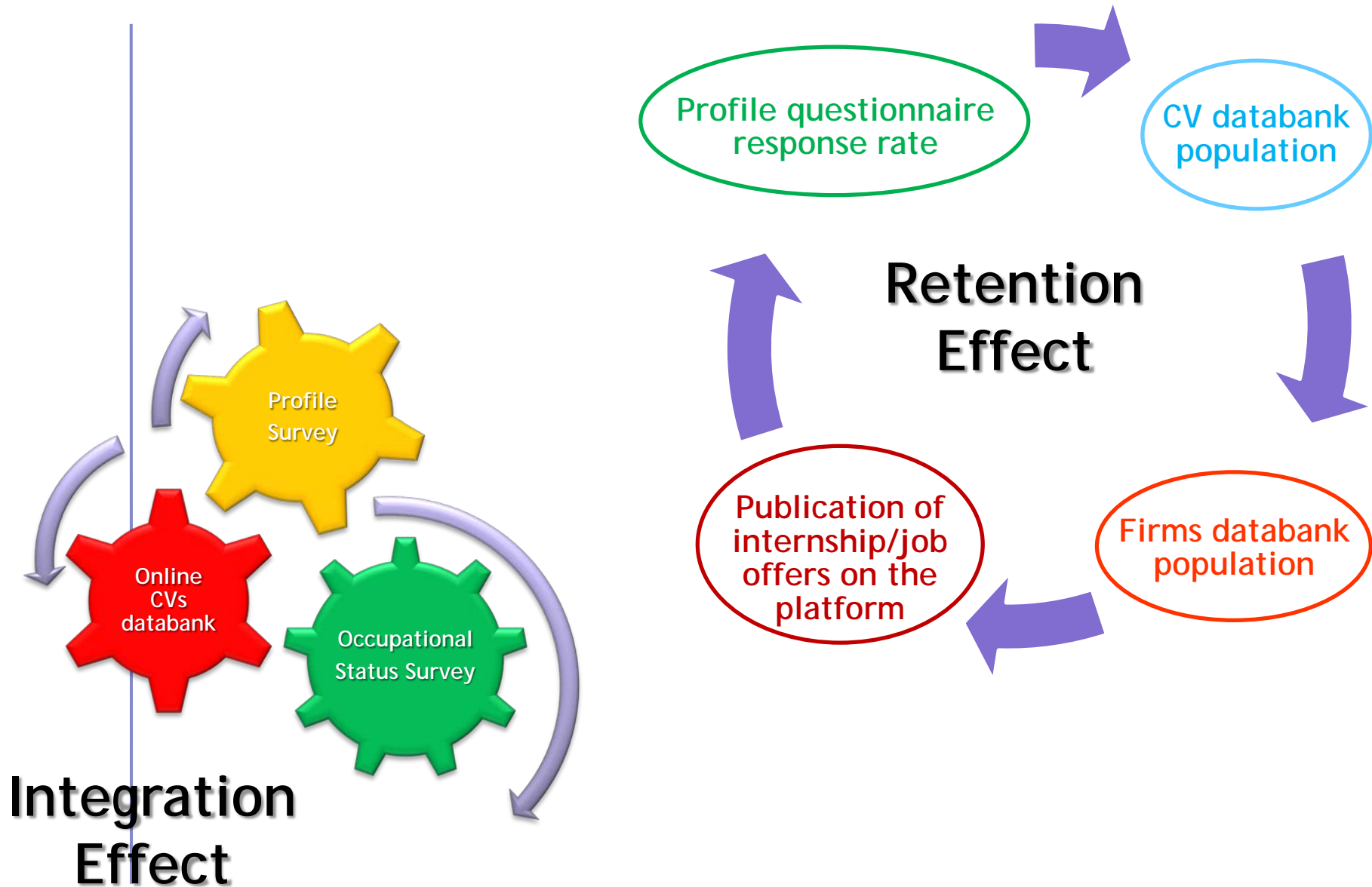
Statistics for Quality Assurance

Universities

100% Certified data







CVs certified by the graduates' belonging universities



One single databank gathering all the graduates' CVs

Graduates' data owned by the belonging universities

Economies of scale for the run of the graduates' surveys



**AlmaLaurea
S.R.L.**

- It is a **LTD company entirely owned by the Consortium** with offices in Bologna (headquarters), Rome, Milan and Padua
- It acts as a **centralized placement office** having access to the whole AlmaLaurea graduates' CVs databank
- It provides different kinds of **competitive fee-based placement services** to registered companies:

**RECRUITING
ONLINE****EMPLOYER
BRANDING****HUMAN
CAPITAL
SELECTION**

➤ **Self-service search CVs tool**

Companies are able to look for a candidate with specific characteristics according to more than 100 search variables among 2.5 million CVs available in the databank so to find the candidate who best meets their requirements

➤ **Job/internship pinboard**

Companies are able to post online jobs and internship offers; they can also inform potential candidates about the posting through alert mailing



➤ **Easy recruitment**

Companies receive application packages in response to job posting that include soft skills and English proficiency assessments

➤ **Company profile**

Companies can publish on the AlmaLaurea's website statements, pictures or videos that promote their vision and recruitment strategies

➤ **B.E.S.T. (Best Evaluated Session's Talents)**

Companies can get in touch with new graduates just in concomitance with the 3 graduation sessions planned every year so to disseminate their vacancies

➤ **ST.AR.T. (Students ARising Talents)**

Companies can get in touch with the best graduates holding a master degree, at national level or filtered by belonging university

➤ **M.I.T.O. (Matching Italian Talent Organizer)**

An innovative career day: companies can set up and invite only the target profiles they wish to meet during the career days organized by AlmaLaurea S.R.L.



➤ Recruiting days

Companies can invite to the university recruiting days just the candidates targeted by using the search parameters provided by the AlmaLaurea's databank

➤ CV screening

Once the job posting made by the company, AlmaLaurea S.R.L. verifies the candidates' profiles and provides the company only with the matched profiles

➤ CV pre-screening

AlmaLaurea S.R.L. selects a restricted number of candidates (4 to 6) that match the company requirements and assesses the candidates in terms of availability for job interview, workplace preferences, remuneration expectations, IT and languages skills, earliest starting date

➤ Assessment center

The pre-selected candidates are individually assessed in terms of soft skills so to highlight weaknesses and strengths with respect to the requirement needs



- Search CV tool
- Job/internship pinboard
- Traineeship module
 - ✓ Definition of the traineeship agreement
 - ✓ Publication of the traineeship vacancy
 - ✓ Selection of the candidate
 - ✓ Definition of the traineeship modalities
 - ✓ Assessment questionnaire for tutor and tutee
- Events organizer module
- Communication module for alert mailing on events and vacancies



AlmaDiploma

The same **3 pillars** developed by AlmaLaurea has been **replicated at secondary school level**: surveys on the profile and occupational status of secondary school graduates; databank of graduates' CVs

AlmaOrientati

Guidance tools for secondary education leavers to assess their strengths, to support their academic choices and better understand the labour market

Alumni

Online tools for alumni: networking with similar graduates' profiles; job offers pinboard; access to libraries and other university facilities; mentoring for facilitating the entry into the labour market

For any further information, please contact:
international@almalaurea.it

www.almalaurea.it/en



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DI PADOVA

VOYAGE PROJECT



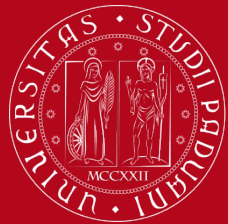
Best practices for internship promotion - WP5

Gilda Rota



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Activities and organization of Careers Service at the University of Padova

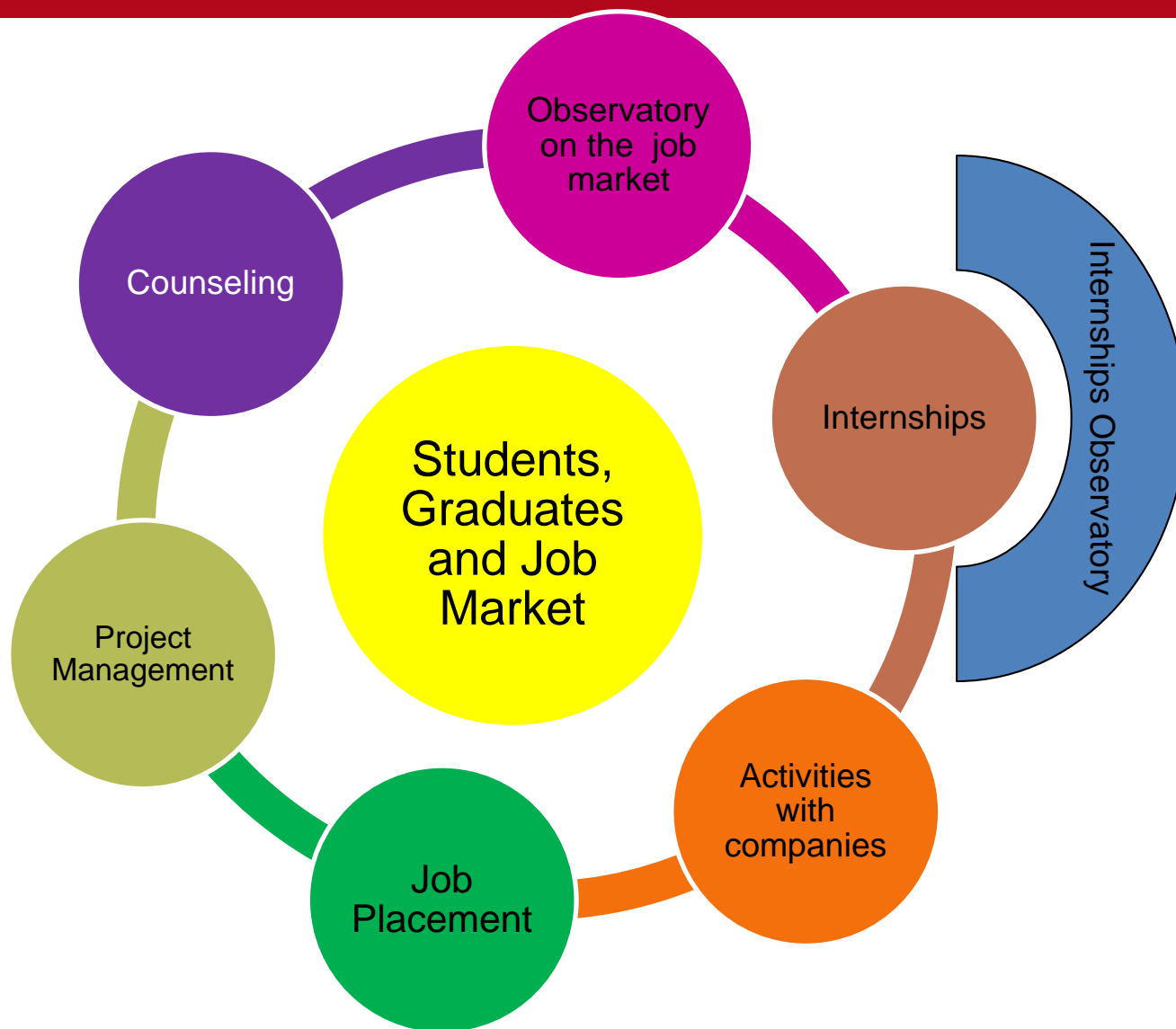


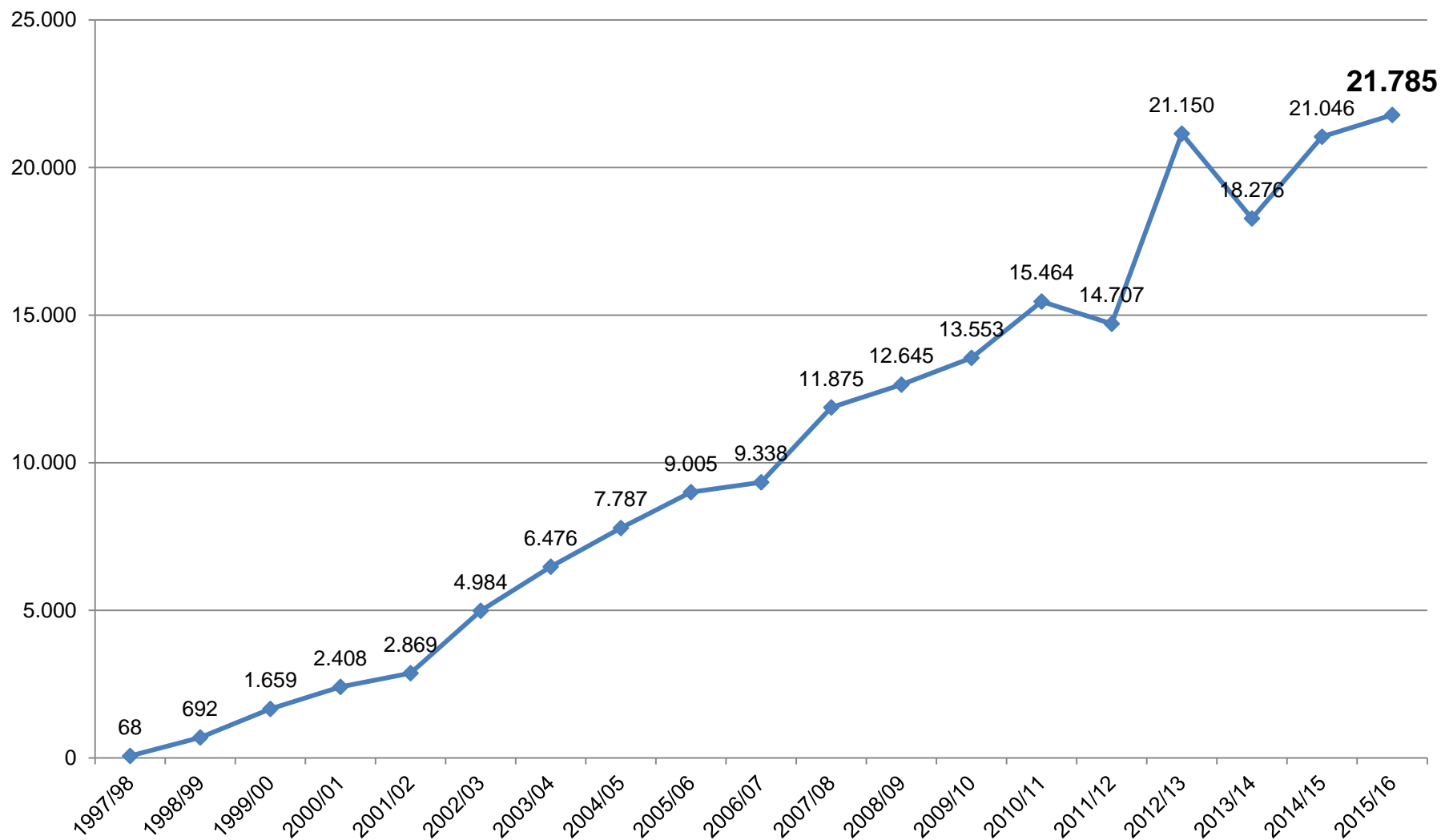
The Career Service of the University of Padua was founded in 1997 with the aim of promoting and coordinating all those activities necessary for creating solid collaborations between the University and the professional world.

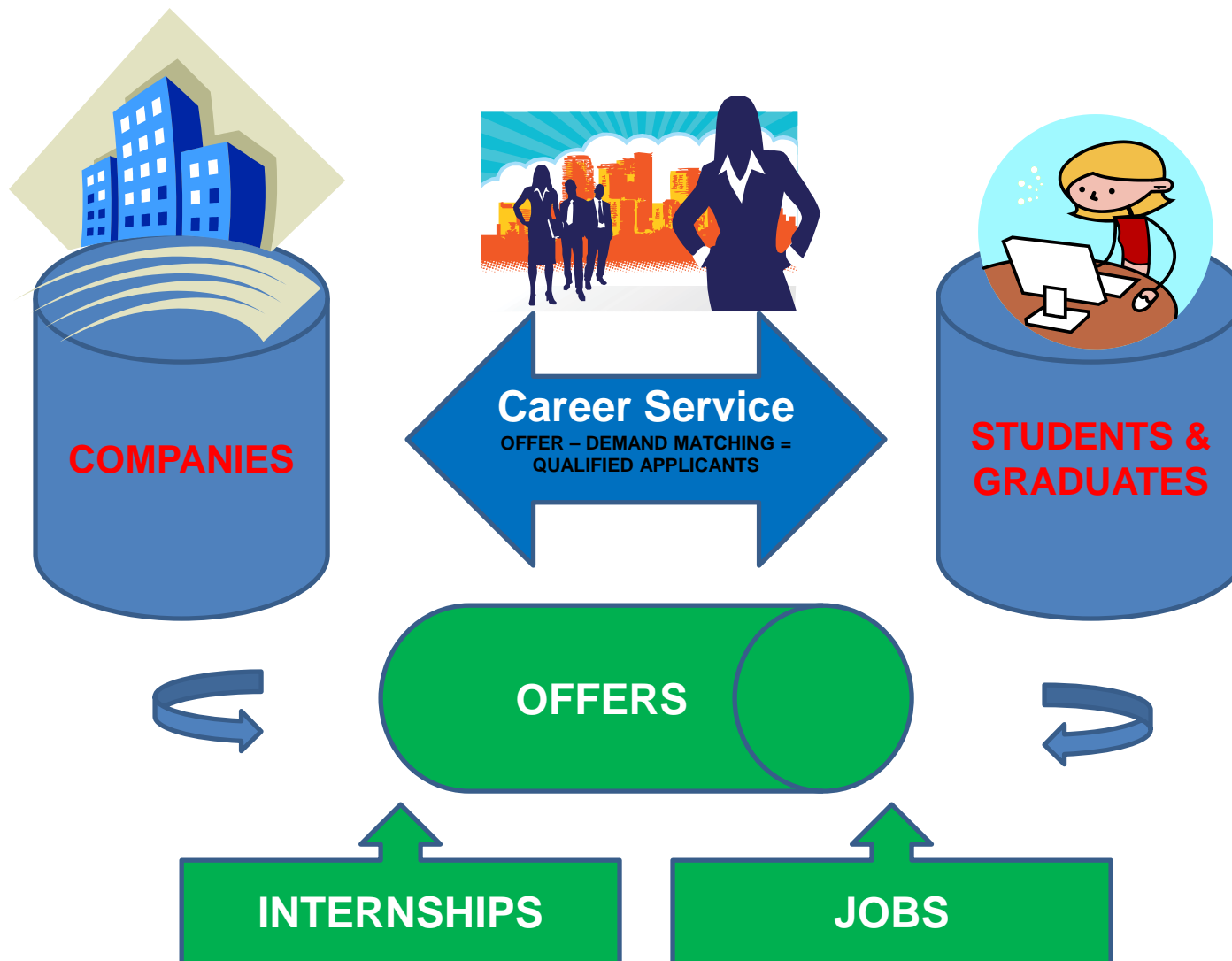
Macro-sectors of activities:

- ❖ Internships and trainings in Italy and abroad
- ❖ Job Placement
- ❖ Career guidance
- ❖ Local job market observatory
- ❖ Activities with company
- ❖ Projects management









Best practices for the promotion of internships



Our commitment is to:

- give the possibility to film and to record the video CV at home or in the recording room in our office
- guarantee the Video CV quality and truthfulness
- give the possibility to have on line chats, i.e. *remote-interviews*,
- offer the entire service for free





Video curriculum - Windows Internet Explorer

http://eurocv.placement.unipd.it/VideoCv.aspx

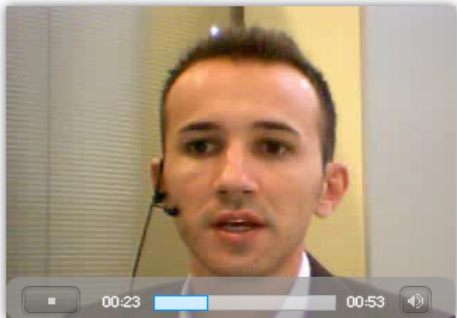
File Modifica Visualizza Preferiti Strumenti ?

Video curriculum

- University training (*)
- High School Diploma (*)
- Professional experience
- Internship experience
- Operating systems
- Programming languages
- Software
- Language skills
- Social skills
- Organizational skills
- Type of employment sought (*)
- Additional information
- Video CV**

● Complete ○ Incomplete
(*) obligatory

Video Cv - ZOLTAN DENES



ISTRUZIONI

REGISTRAZIONE VIDEO:

Per poter registrare un video curriculum è necessario disporre di una webcam e di un microfono. Se non li possiedi, [prenota](#) la saletta di registrazione del video CV presso il Servizio Stage all'indirizzo. Al primo utilizzo compare un menu di richiesta di autorizzazione per accedere alla webcam. (Consentire) Per registrare un video si preme il pulsante di registrazione in basso a destra (con cerchio rosso), da quel momento parte la registrazione del video. Hai 120 secondi per poterlo registrare. La barra centrale indica lo stato di avanzamento del video.

Per terminare la registrazione ripremere il tasto di registrazione. Nel caso la registrazione dovesse superare i 120 secondi, viene arrestata in automatico.

Welcome to your Video CV recording!

You have up to 2 minutes to present yourself **in english** and to apply for an internship or a job offer abroad! Just relax and try to be as natural and easy as possible. You can check your recording and if you don't like it, you can delete it and remaster it.

We suggest to:

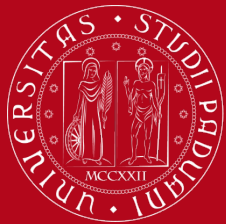
- Look at the camera.
- Speak loudly, do not whisper
- Speak clearly and not too fast
- Don't smile all the time

To help you, here there is a list of topics you can talk about:

- What's your name and how old are you
- The degree/degrees you obtained and the subject of your thesis
- What are your expectations
- Describe the most relevant study and working experiences
- What are your greatest strengths
- What are your hobbies
- Describe your ideal job
- Please explain why you are the most suitable person for a job or an internship

Internet 100%

start Eudora - [m... UNIVERSIT... F:\Stage\P... Microsoft P... Cerca clip - ... Candidati - ... Video curric... 12.06



UNIVERSITÀ
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DI PADOVA

Internships observatory

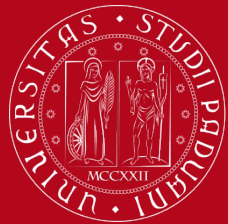
Final Evaluation

At the end of the experience an e-mail with Username and Password is sent both to companies and to interns.

The mail contains a link to an online questionnaire to be filled in for the final evaluation

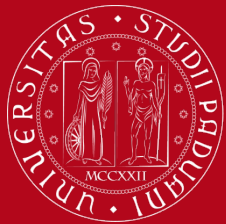
The Internships Observatory collects and analyses the answers and gives a report





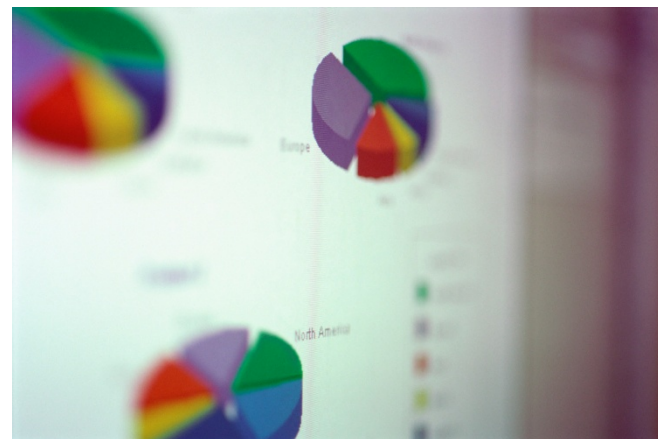
- Monitor the quality of the internships
- Find out the factors that affect positively or negatively the chances of getting a job after completing an internship
- Monitoring the effectiveness of internships (at a global level, at the study course level, at an individual level)
- Provide data to departments, Ministry of education, also for accreditation purposes





Structure of the questionnaire:

- General data of the intern/company
- Internship main features (presence of the intern, collaboration between tutors and between tutors and intern, grants, activities...)
- Skills and competences acquired/improved and lacking
- Possible difficulties and problems
- Results and benefits (also in terms of employability)
- Service and internship evaluation (1 to 10)





Informative seminars and practical workshops open to students and graduates, with the aim of supporting their transition to employment.

- Cv and presentation / motivation letter
- Interview
- Tools for active job search
- Opportunities of international mobility
- Tools and information for starting an entrepreneurial activity
- Information on job market and work contracts
- Skills assessments



For students and graduates

It is possible to reserve online an individual interview for counselling to receive support in the definition of professional objectives through:

- Information on professional profiles
- Definition of professional sectors and roles
- Elaboration of a professional path/project
- Information on active job search tools
- Assistance in writing CV and presentation letter
- Preparation to selection interview
- Competences assessment





Workshops for Soft skills Development

- Companies seek employees with solid technical knowledge and excellent soft skills, in particular relational skills
- Workshops to work on soft skills requested by companies: such as teamwork capacity, communication skills, problem-solving, and to help graduates in knowing the work world and the appropriate organizational behavior
- Each training consists of 8 workshops (30 hours and 30 participants)
- The meetings are led by qualified professionals from the business world, HR experts and company trainers



Modules for soft skills

- Module 1: Listening and Communicating
- Module 2: Negotiating and managing conflicts
- Module 3: Working in team
- Module 4: Managing difficulties
- Module 5: Solving problems
- Module 6: Orienting oneself in the work world.



Best practices
for networking and promotion of
internships



Actions

Career days

Companies' tours

International Virtual fair

Companies Presentations

Business games





Companies presentations

Presentation of vacancies for internships and jobs, and of recruitment process

Possibility to do an Assessment day with interviews

- Target to be decided in accordance with the company
- Advertising through mailing, SMS
- Collection of curricula prior to the event





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DEGLI STUDI
DI PADOVA

Career Day

30 March 2017: PHD Career Day





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Career Day

25 May 2017: Università Aperta Palazzo Bo





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Agripolis Career Day

Campus Agripolis
12 October 2017



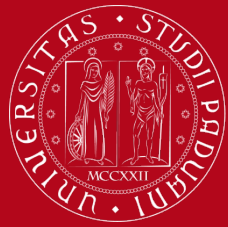


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Career Day

9 novembre 2017: Università Aperta Ingegneria





It is important, over the years, to develop a network of hosting organizations for placement and internships, through different actions, such as:

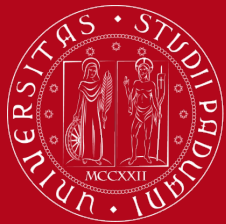
- 1) Organization of meetings with hosting organizations (also at fairs)
- 2) Networking with national/international associations and organizations of employers
- 3) Involvement of professors
- 4) Reward the proactivity of students in finding an hosting organization



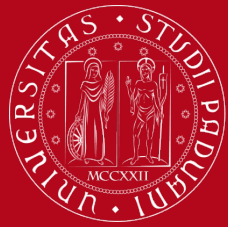
Observatory on local job market

- To strengthen relationships between universities and the world of work
- To understand the speed of graduates' hiring and which positions do the graduates of University of Padua hold
- To have a snapshot of working world's expectations about professions, skills as a University's product

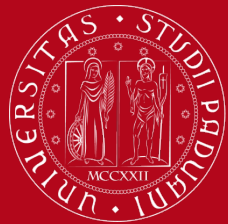




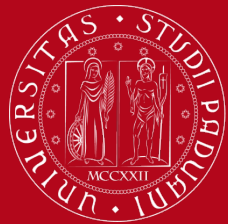
- Interviews to local employers of a particular economic sector
- Selection of samples from Chamber of Commerce lists
- Other sources (internet, associations, ecc.)



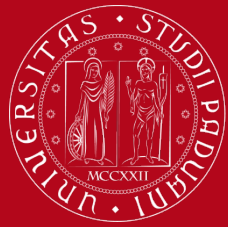
- Send letters about the survey to companies
- Telephone contact to schedule an appointment
- Visit the company to interview HR manager (face to face)
- Focus Group to deepen
- Web survey
- Statistical quantitative and qualitative analysis



- A. General data company
- B. Employees
- C. Organizational structure
- D. Systems and technologies – Activities and results
- E. Personnel employed in the last year and expected in the next 2/3 years. Descriptions of jobs/SKILLS needed



- ✓ Analysis of the economic sector
- ✓ Description of jobs and their competences required
- ✓ Opportunities of employment



- Food (Pharos 2)
- Engineering (Pharos 3)
- Electronic (Pharos 4)
- Tourism (Pharos 8)
- Chemical (Pharos 11)
- Business services (Pharos 12)
- Advertising and communication (Pharos 13)
- ICT (Pharos 14)
- Quality and certification (Pharos 15)
- Assurance (Pharos 16)
- Social welfare services (Pharos 17)
- Renewable Energies and green jobs (Pharos 18)
- Agri – food sector (Pharos 19)
- Engineering Industry (Pharos 20)
- Electronic Sector (Pharos 21)
- Social Cooperatives (Pharos 22)



Importance of setting up a Careers / Internship office

In order to:

- ✓ Provide students and graduates support for their future employment
- ✓ Have a contact point to deal with companies, promote the knowledge of University towards the companies
- ✓ Integrate the most possible University and world of work
- ✓ Promote the knowledge about professions and the job market
- ✓ Show to the companies the open-mindedness of the University towards the world of work



UNIVERSITÀ DEGLI STUDI DI PADOVA

www.unipd.it/stage

stage@unipd.it

PROFESSIONAL TRAJECTORIES OF GRADUATES IN THE UNIVERSITY OF BARCELONA



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Universitat de Barcelona

Founded in 1450, the UB is:

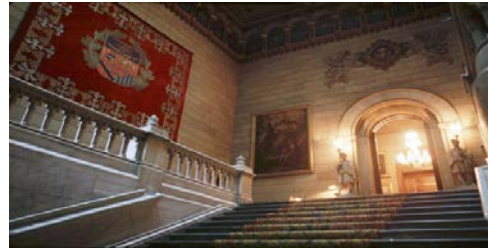
- ✓ The **main and oldest** Public University in Catalonia
- ✓ The **second biggest** university in Spain and the principal centre of university research at a state level (Top 5)
- ✓ Recognised **leader in scientific productivity** and for its high standards in research and education
- ✓ The **best internationally ranked** Spanish University
- ✓ The **only** Spanish University member of the League of European Research Universities (LERU)



The University of Barcelona in figures

5 campuses
24 faculties & university schools
106 departments
73 undergraduate degrees
151 Bologna masters - 273 Other masters
Many specially tailored postgraduate

48 Ph.D programs
15 institutes and research centers
4 inter-university institutes
10 research institutes in which UB collaborates
19 libraries & 3 documentation centers



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Staff & Students

5,715 teaching and research staff
216 contracted research doctors
2,255 administrative and service staff

63,617 students
42,961 bachelor's degree and pre-EHEA
15,766 master's degree and postgraduate degree
4,890 trainee researchers

14,020 new students
11,175 international students (120 nationalities)

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Cooperation

The University of Barcelona has a long history of collaboration through different EU-funded projects (TEMPUS, Erasmus Mundus, ERASMUS+).

Currently it leads diverse projects in different regions such as Africa, Arab and Gulf countries, former Soviet Union space and Latin America.

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MONITORING TOOLS FOR GRADUATES IN THE UB

1. Survey on Employment Outcomes of Graduates from Catalan universities
2. Via Universitària – Xarxa Lluís Vives
3. Workteam on Social and Labour market integration of *Student Observatory UB*
4. Alumni UB
5. Setting up a program of professional follow-up of graduates in the Faculty of Law



1. Survey on Employment Outcomes of Graduates from Catalan universities



Agència
per a la Qualitat
del Sistema Universitari
de **Catalunya**

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1. Survey on Employment Outcomes of Graduates from Catalan universities: Summary

- 1) Who carries out the survey?
- 2) Sample and contents of the survey
- 3) Questionnaire
- 4) Some general results for the survey (2017)





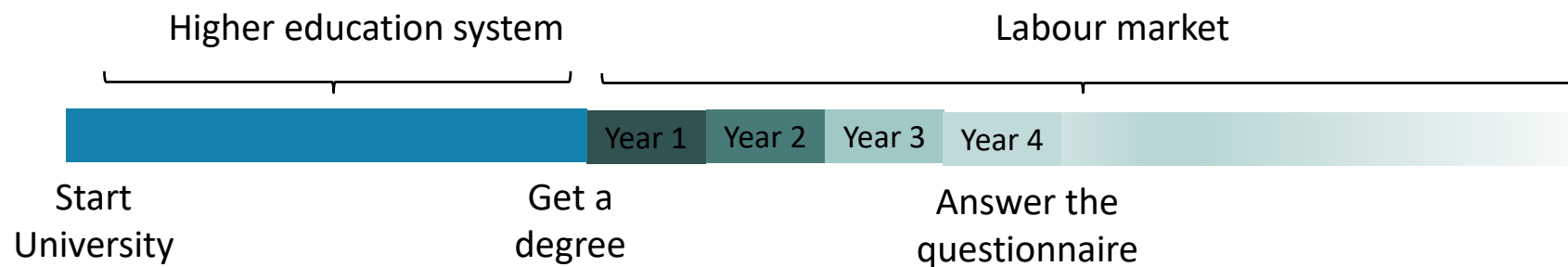
Agència
per a la Qualitat
del Sistema Universitari
de **Catalunya**

1) Who carries out the survey?

The Agency for the Quality of the Catalan University System- AQU Catalunya (since 2003)

Objectives: evaluation, accreditation and certification of quality in universities and higher education institutions in Catalonia

The survey obtains information and references on the quality of the graduates' access to the labour market



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2) Sample and contents of the survey

17,458
graduates
(more than 50%
of the reference
population)

Occupation-related factors:

- Occupation/unemployment
- Time to find the first job
- Access to the labor market
- Working environment
- Sectors of occupation

Satisfaction with the studies carried out:

- Acquired competencies
- Utility of these in the workplace
- Intention to repeat the same studies
- Mobility

Quality of the occupation:

- Matching of studies and work
- Functions performed
- Contractual stability
- Salary
- Job satisfaction



3) Sections of the questionnaire

- ✓ Assessment of the training received and its usefulness in the workplace
- ✓ Assessment of the satisfaction with the current work
- ✓ Assessment of recruitment factors
- ✓ Ongoing training
- ✓ Mobility
- ✓ Academic performance and socioeconomic status



4) Some general results for the graduates' survey (2017)

- ✓ The employment rate and the adequacy rate are recovered
- ✓ The working conditions of university graduates are stagnating, except for salaries, which have increased
- ✓ Increase speed to find work (through contacts and internet)
- ✓ Working abroad continues to be a minority option (3.6%)
- ✓ The Bologna grades have led to an improvement in the acquisition of competencies
- ✓ Period of formation is extended through postgraduate, masters, doctorate or other specialized courses.



2. Via Università – Xarxa Lluís Vives



ACCÉS, CONDICIONS D'APRENTATGE,
EXPECTATIVES I RETORNS
DELS ESTUDIS UNIVERSITARIS

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“University pathway: access, learning conditions, expectations and returns to university studies”

Survey of university students to generate rigorous, objective and wide-ranging information on the conditions in which they live and the ways in which they are linked to the study of the university student population.

Participants: international project involving four different states (Andorra, Spain, France and Italy)

Wave 2015

- 19 universities participated in the research (20,512 students)
- The UB is the university with the highest number of students interviewed



Contents:

- 1) Pre-college educational background
- 2) Study Practices
- 3) Conditions of life and cultural and social participation in the university
 - Modalities of work and study
- 4) Evaluation, future expectations and international mobility
 - What to do when student finishes university
 - Usefulness of the studies
- 5) Sociodemographic characteristics of the interviewees



3. Student Observatory UB

- ✓ A tool of the University of Barcelona to analyse the sensitivities of students and to inform the governing bodies of the University.
- ✓ A pioneering initiative at the national level.
- ✓ Articulate a new model of student participation for debate, discussion, reflection and the elaboration of studies in a non-formal learning space.
- ✓ Design and improve university policies that affect students in an informed and motivated manner, facilitating the social dimension, inclusion, excellence and participatory equity.
- ✓ Different working groups. One of them is the [Workteam on Social and Labour market Integration](#):
 - Career counselling
 - External academic practices
 - Employability and entrepreneurship
 - Socio-economic data, trends, etc.
 - Transition to the labour market: integration and professional development



4. ALUMNI UB



<https://www.alumni.ub.edu/>

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Alumni UB is the official association of all alumni of the University of Barcelona and its associated centers

- ✓ Establish a stable relationship between the UB and its alumni
- ✓ UB Alumni community provides its members with a space for services and the exchange of knowledge, relationships, opportunities, professional growth and advantages

- ✓ career guidance and counseling services
- ✓ job opportunities
- ✓ training activities
- ✓ preferential prices in continuous training



The Alumni phenomenon in Spain (Ariño y Daza, 2015)

- ✓ UB participates in a research about Alumni associations in Spain in 2014
- ✓ Research promoted by Federation of Associations of Alumni and Friends of Spanish Universities



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Main characteristics of alumni associations:

- ✓ Most of them were established from 1996 onwards
- ✓ Entities subordinate or directly dependent on the university
- ✓ Associations financed mainly by the university and the fees of its members
- ✓ Kind of activities: sociability activities that generate a sense of belonging and identity, provision of services to members (training, advice, etc.), discounts and advantages



5. Setting up a program of professional follow-up of graduates by the university

PROJECTS:

1. Professional integration of university graduates from the Faculty of Law (REDICE14-1146)
2. Analysis of the initial situation towards the working environment of the graduates from the Faculty of Law, and analysis of the transfer of experiences to the Faculty of Economics of UB, and from an international perspective (REDICE16-1682)



Pioneering study in the University of Barcelona

- ✓ Consolidated Group of Teaching Innovation (CGTI) of Public Management and Administration
- ✓ CGTI Center for Continuing Education and Teacher Innovation (GRC Copolis, Bienestar, Comunidad y Control Social - CEFOCID-COPOLIS)
- ✓ Research Group in Education and Work (GRET)



Professional integration of university graduates from the Faculty of Law (REDICE14-1146)

OBJECTIVES:

- ✓ Analyze the labour integration and the intergenerational mobility of graduates (AQU, 2014)
- ✓ Develop a labour integration monitoring protocol addressed to the professional follow-up of graduates
- ✓ Design information collection tools to create a database of graduates

DEGREES:

- ✓ Political Science and Administration
- ✓ Criminology
- ✓ Law
- ✓ Public Management and Administration
- ✓ Labour Relations



Analysis of the initial situation towards the working environment of the graduates from the Faculty of Law and analysis of the transfer of experiences to the Faculty of Economics of UB, and from an international perspective (REDICE16-1682)

OBJECTIVES:

- ✓ Analyse the characteristics and the starting situation of the access to the labour market of graduates of the 2014/15 course of the Faculty of Law, with a gender perspective.
- ✓ Create the 2015/16 and 2016/17 course graduates database.
- ✓ Review the ability of the instrument used to retrieve the information in order to create an annual data base.
- ✓ Create a knowledge transfer of experience:
 - Faculty of Economics and Business: Degrees of Sociology and International Business
 - Atlantic headquarters of the National University of Río Negro: the Bar, the Chartered Accountant
 - Regional University Center the Atlantic Zone of the National University of Comahue: Public Administration, Political Science, Psychopedagogy



Development

INFORMATION COLLECTION TOOLS:

1. Database: face-to-face questionnaires
2. Access to the labour market questionnaire
3. A protocol-scenario of interviews with graduates
4. A protocol-scenario of interviews with employers

INSTITUTIONAL CONTACTS:

- ✓ Vice Dean
- ✓ Heads of Studies
- ✓ TFG Coordinator
- ✓ Office of Practice, Labour Exchange
- ✓ Student Secretariats
- ✓ UB Data Protection Service ...



1. Database

Investigations face-to-face questionnaires (TFG defence) (3 editions)

Three content modules:

ACADEMIC:

- ✓ diploma
- ✓ external practices
- ✓ employability program
- ✓ study mobility
- ✓ achievement of objectives
- ✓ academic and work prospects

WORK:

- ✓ work situations
- ✓ working conditions
- ✓ study-work relationship

SOCIODEMOGRAPHIC:

- ✓ sex
- ✓ age
- ✓ civil status
- ✓ type of residence
- ✓ financing of studies
- ✓ educational level of parents
- ✓ work and professional situation of the parents



DEGREE	2014/15			2015/16		
	Scheduled	Answered	% answers	Scheduled	Answered	% answers
Criminology	80	71	88,8	67	56	83,6
Political Science and Administration	68	54	79,4	79	54	68,3
Law	344	226	65,7	355	217	61,1
Public Management and Administration	53	49	92,5	37	28	75,7
Labour Relations	166	133	80,1	201	147	73,1
TOTAL	711	533	75,0	739	502	68,0

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2. Professional integration questionnaire (4 years later):

- ✓ Job search
- ✓ Degree of occupation and working conditions
- ✓ Satisfaction with the job
- ✓ Engagement factors
- ✓ Education - work relationship
- ✓ Mobility by work
- ✓ Unemployment situation
- ✓ Later study routes
- ✓ Sociodemographic characteristics



3. A protocol-scenario of interviews with graduates (qualitative approach)

PROFILE

- ✓ sex
- ✓ age
- ✓ work situation
- ✓ type of company

STUDY CONDITIONS

- ✓ motivation
- ✓ continuity of studies
- ✓ Satisfaction
- ✓ mobility experiences
- ✓ external practices

PROFESSIONAL CONDITIONS

- ✓ first job
- ✓ later experiences
- ✓ work-study relationship
- ✓ engagement factors
- ✓ training in the company
- ✓ satisfaction / matching of knowledge and skills with work
- ✓ unemployment situations

SOCIO DEMOGRAPHIC VARIABLES



4. A protocol-interview scenario for employers

- ✓ **Employer profile:** type of enterprise / public administration; size of the enterprise; activity area.
- ✓ **Perception of university education:** knowledge of study plans; evaluation of the training (contents and skills); strong and weak points; improvement measures.
- ✓ **Engagement factors:** the importance of the university; later studies; academic record; mobility; theoretical knowledge; skills; forms of engagement ...
- ✓ **Company training:** own or external; types of training.
- ✓ **Enterprise-University Collaboration:** link with universities; types of cooperation; proposals for improvements.
- ✓ **Identification variables**



Graduate Professional Tracking Program for each faculty (1)

OBJECTIVES:

- ✓ Maintain contact and collaboration between graduates and the institution.
- ✓ Know the degree of insertion in the job market and the labour trajectories.
- ✓ Know the development of work integration processes.
- ✓ Know the relevance of study plans with the labour market demands.
- ✓ Improve the professional orientation of the degrees and the employment of the future graduates.



Graduate Professional Tracking Program for each faculty (2)

PHASES (what, who, how)

1. Definition of the project and development of tools for its application
2. Dissemination of the project and information to all the students of the Faculty
3. Database Creation: New Graduate Access
4. Professional follow-up of graduates
5. Data analysis and results dissemination



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Universidade do Minho

Best practices fostering employment of young Laureates

Mário Almeida*, Cacilda Moura*, Luis Cunha*, Sérgio Teixeira**, Manuel F. M. Costa*

* Physics Department, University of Minho

**Projects Support Department, GAP, University of Minho

Summary

- **PORTUGUESE HIGHER EDUCATION SYSTEM** **FACTS AND NUMBERS**
- **UNIVERSITY OF MINHO** **WHO ARE WE?**
- **MAJOR PROBLEM AWARENESS** **HOW MANY ARE LEAVING?**
- **FOSTERING EMPLOYMENT FOR YOUNG GRADUATES** **@UMINHO**

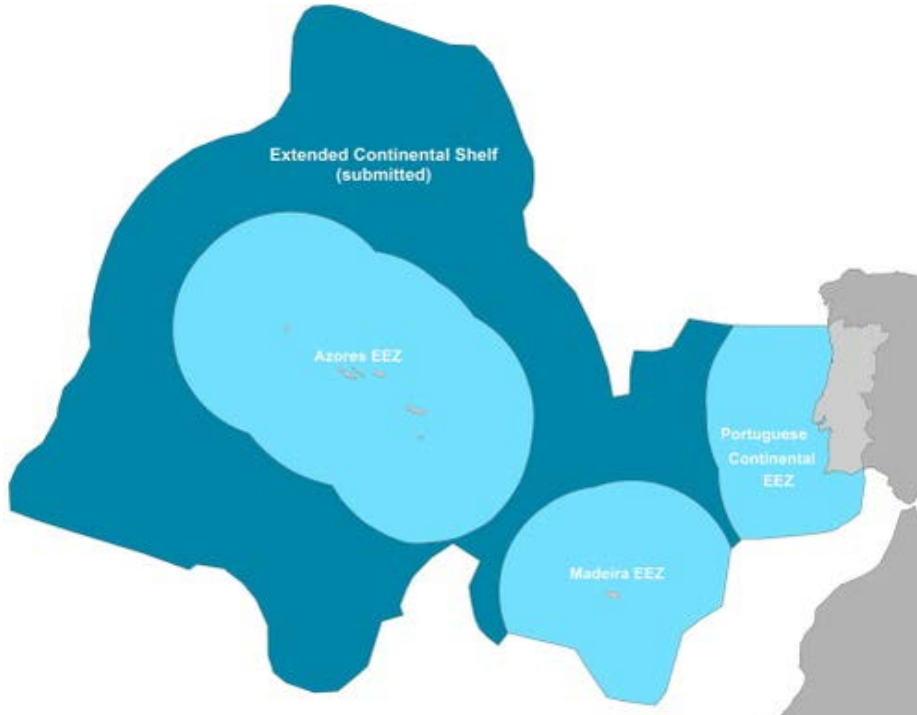
Portuguese Higher Education System



Portugal – since 1143 a.d.

Area – 93.000 km²

Population – 10.500.000

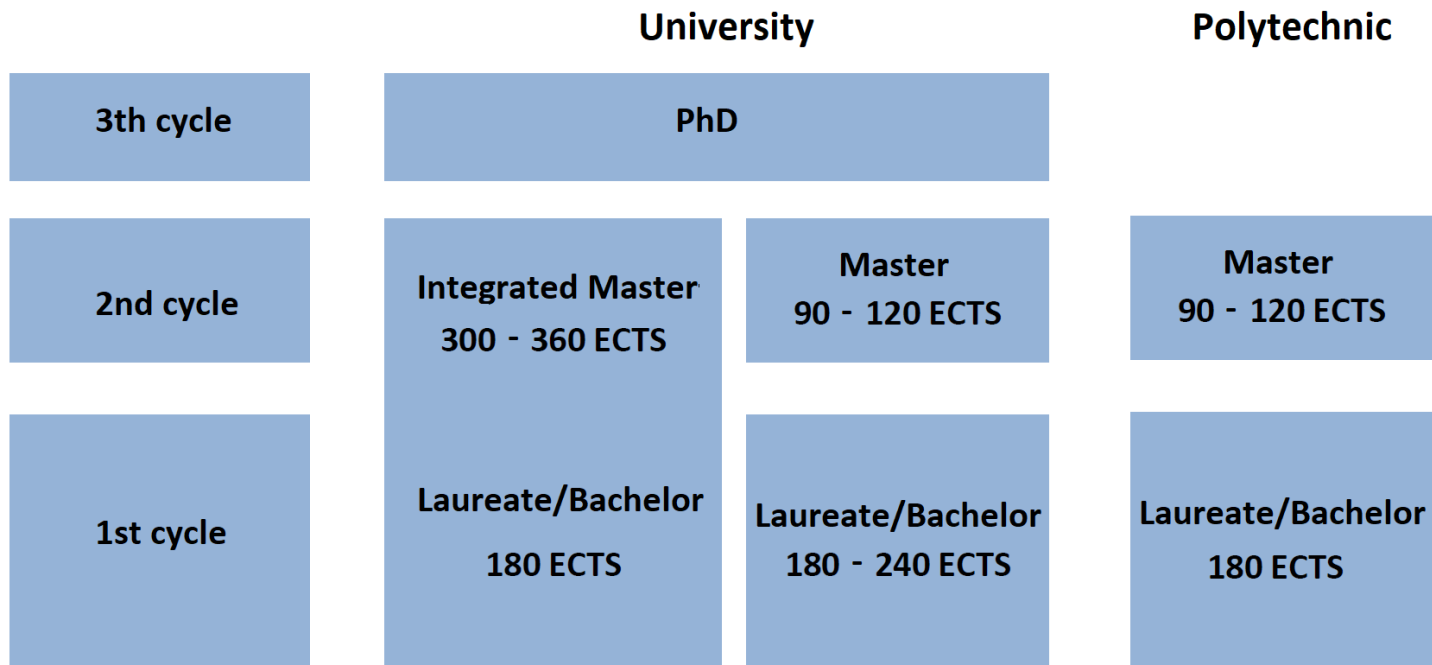


Portugal – since 1143 a.d.

Area – 93.000 km²

EEZ – 1.727.000 km² **20th in the world**

Population – 10.500.000



In 2016/17

University	Students 313.943	Polytechnic
65%		35%

3th cycle

2nd cycle

1st cycle

~30.000 students / 1.000.000 inhabitants

1st year, 1st time

113.915

(36%)

Graduates in 2015/16

3th cycle	2344
2nd cycle	15553
1st cycle	46.522

The **Minho** region has an area of 4.700 km² with a population of about 1 million inhabitants.

It is one of the youngest regions in Europe.



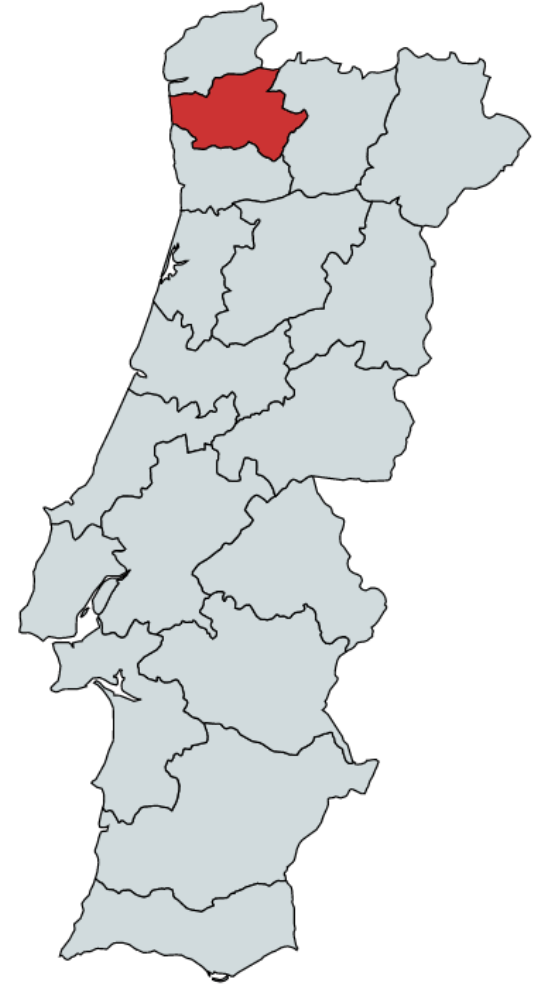
University of Minho founded in 1973

3 *campi* in two cities

Braga, Capital of Minho region

2000 years ago it was named ***Bracara Augusta*** an important city of the Roman Empire

Guimarães the cradle of nationality, sec. XII



• Teaching

- Institute of Arts and Humanities
- Institute of Education
- Institute of Social Sciences
- School of Architecture
- School of Economics and Management
- School of Health Sciences
- School of Law
- School of Psychology
- School of Nursing
- School of Sciences
- School of Engineering



• Research

- 33 research centres
(67% rated VERY GOOD or EXCELLENT)



People



~ 18500 students

- **65** 1st cycle courses + Integrated Master
- **135** 2nd cycle - MSc courses
- **43** 3rd cycle - Doctoral Programmes

~ 1300 professors

~ 600 other staff

Students



In **2017/18** there are **18522** students

- **12.227** 1st cycle courses + Integrated Master
- **4.472** 2nd cycle - MSc courses
- **1.823** 3rd cycle - Doctoral Programmes

Graduates

In **2017** there were **2175** 1st cycle graduations.

How many students abandon University?

In January 2017, DGEEC estimates first year students abandon to be 8,7%.

ObservatoriUM

Study over the last 5 years

“12% abandonam a UM no decurso ou final do 1º ano”

12% of the students have left Univ. of Minho by the end of the first year

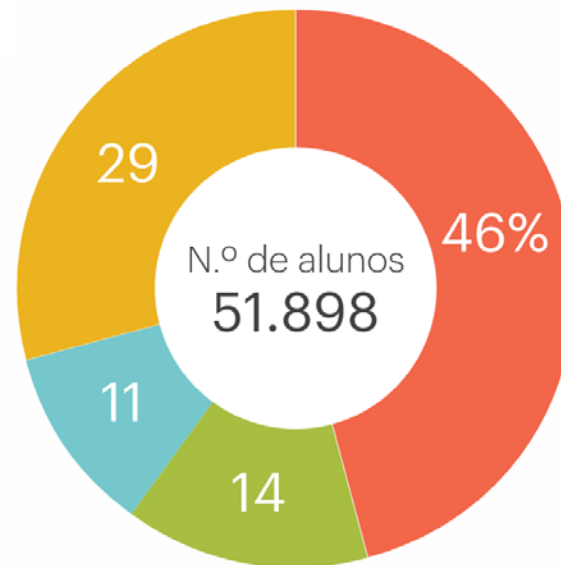


How many students abandon University?

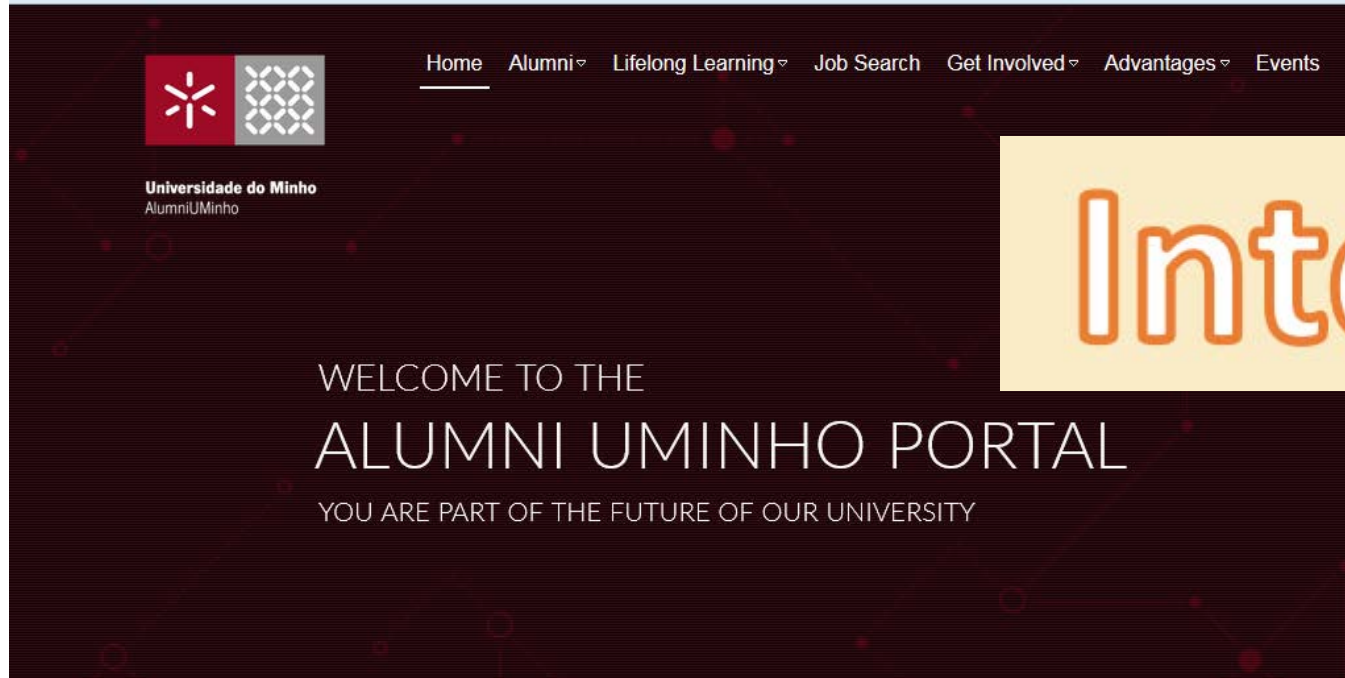
DGEEC (Portuguese Agency of Statistics in Education and Science)

March 2018: Study on 51.898 students admitted to 3 year first cycle course in 2011/12 after 4 years.

- Graduated (in the same course)
- Still in the same course
- Moved to another course
- Missing







<https://alumni.uminho.pt/>

This website aims to be a privileged communication channel between the UMinho and its alumni, thus promoting their active participation in the life of the institution.

Currently, more than 5000 alumni have already made their registration, as well as 340 enterprises



Internal

Vagas publicadas - 2016 e 2017

Bolsa de Emprego – Alguns dados

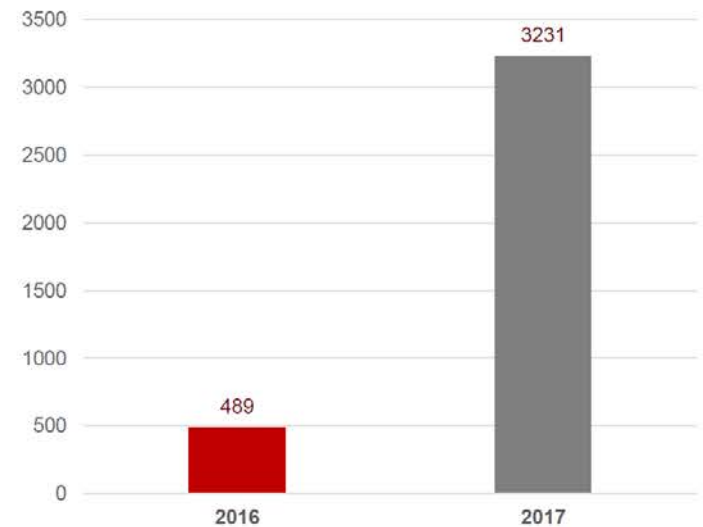
Opportunities offered

	2016	2017
Nº vagas publicadas	489	3231
Nº de anúncios publicados	217	1204
Nº empresas que publicaram vagas	69	341
Novas empresas registadas	100	386

Enterprises offering opp.

Nº de *alumni* registados/com acesso à Bolsa de Emprego: 5.600

Nº de alunos com acesso (todos os alunos): 23.700



There is no mechanism for surveying the demand rate of the advertized opportunities...YET.

AAEUM - FORMER STUDENT'S ASSOCIATION (SINCE 1989)

www.aaeum.pt/



Actions

- To complement the academic training
- To act as a dissemination platform.
- Project to fill the gap.

Autonomous

Partnership

Tecminho – consortium University/Enterprises

Nonprofit Organization, since 1990



Mission to be an interface University-Society

Actions

- To support the development of new technologies/products/processes
- To conceive and implement Lifelong Education Actions, organizational development and human capital transnational mobility.
- To support the entrepreneurship.

Since its foundation, University of Minho has been a privileged partner in a broad set of private initiatives of economic, scientific, cultural and social character, promoting a healthy development of Minho Region and the Portuguese society.

The University of Minho is currently one of the most prestigious Portuguese higher education institutions, and is gradually becoming more prominent internationally.



