

## Strategic Plan for Developing Existing or Forging New University-Business Collaboration



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From university to labour market in the 21st century: a step forward in work-based placements  
610245-EPP-1-2019-1-BE-EPPKA2-CBHE-JP

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## 1. Introduction

The Russian system of higher education has been subjected to significant changes caused by the transition to the Bologna system focused on practice-oriented learning. It is now indisputable that the role of student practice has increased. These changes are also enhanced by the development of the labour market, constant changes of the requirements for the qualification level of a fresh specialist, increased competition in the market of educational services.

Modern training is aimed at integration of socio-technological, research, organisational and managerial, as well as socio-project types of professional activities. The curriculum for any area of education, both Bachelor and Master levels of education includes educational and work-based practice.

The practice gives students the opportunity to try their hand in the chosen profession, learn how to apply theoretical knowledge to practical activities. Throughout their internship Bachelor students acquire a set of skills and abilities necessary for the formation of the generic and professional competencies, their professional skills are developed and enhanced.

## 2. Overview of Challenges (WP1)

Within Work package the project consortium has undertaken a survey to identify the deficiencies of the work-based practice for students and here are some concerns and problems raised in the report:

1. Strengthening of interaction between various university structures – departments, career centres, etc., involved in the process of organising students' practical training.
2. Strengthening of interaction between universities and companies, including:
  - a. Creation of working groups from representatives of core businesses and university structures in order to jointly develop/ make changes to the practical training programmes, both in terms of their content and organisational aspects.
  - b. Building mechanisms for interaction between university practice supervisors and company mentors.
  - c. Involvement of students and, probably, university practice supervisors in participation in projects, creative work within the framework of practical training.

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- d. Introduction of innovative approaches to student assessment, correlated with the methods of evaluating candidates for vacancies in particular companies as an element of practical training.

### 3. SWOT Analysis

The analysis made it possible to formulate several main problem points in terms of organising practice.

1) Insufficient time is reserved for practice in the curriculum. The curriculum for Bachelor students accounts 240 credits, 21 credits are allocated for practice, i.e., only 9%.

2) Most often, the practice is formal. The student is not immersed fully into the business processes of the company.

3) The company leadership of the companies are not motivated to devote time and efforts to interns.

4) The organisation of the practice is carried out by the graduating departments of universities, interaction between the department and the structural units responsible for or for organising the practice, or for interaction with employers is not always established.

5) The university teacher in charge of the practice has an insufficient number of hours allocated for organising the practice.

The above-mentioned problems are both objective (filling curricula and allocating the number of hours for practice in the teacher's individual workload) and subjective at the same time. Objective reasons require their resolution at the state level, whereas subjective problems are quite easy to correct. So, practice supervisors need to enhance interaction with organisations that are ready to invite students to practice.

In the current situation of a pandemic and forced self-isolation, it would be correct, on the one hand, to provide for the possibility of partial transfer of internships to a distance format, and on the other hand, to expand network interaction between universities in terms of organising practices. In the current difficult conditions, the overwhelming majority of universities opened access to their educational platforms, it may be worth considering creating a base of practices for certain areas of training.



A necessary condition for the network interaction of educational institutions is the provision of the necessary resources for educational and industrial practice. The introduction of the new generation Federal State Educational Standard (3 ++), as well as independent educational standards, creates the preconditions for the implementation of basic educational programmes in a network mode. This is facilitated by the formation of professional modules. In this case, there are two options for implementing a network educational programme:

- in the first option, the learning process is built on the basis of one educational organisation within the framework of a licensed basic educational programme, and other educational institutions are involved in its implementation.
- in the second option, the learning process is based on two or more educational institutions, the structure of the main educational programme includes separate professional modules with identical educational results. In this case, students can master certain parts of the educational programme in various educational institutions that are part of the network.

In the second option, it is possible for students to master only part of the professional module - educational or industrial practice. At the same time, within the framework of the network agreement of the participants in network interaction, regulation, and standardization of all organisational conditions for the implementation of the network programme of students' practice is carried out.



## STRENGTHS:

- Good theoretical and practical skills
- Matching between theory and practice
- Practical training results are related to the students' research paper and diploma papers
- Soft skills acquisition
- University-business collaborations
- Existence of legal framework and of an established practice of workplacement
- Future employment opportunities
- Chance for companies to meet potential employees
- New ideas for companies and universities

## WEAKNESSES:

- Lack of motivation of students and low interest of companies
- Low flexibility of universities in the internship process
- Weak university-business collaboration
- No trust on student potential
- Mentors in companies are not trained and lack competences to bring the best out of students
- Lack of awareness of need for training of mentors and supervisors
- Low interaction between university supervisors and company mentors
- No mechanisms to involve students in real companies' performance
- No finance or very low salaries for students
- Very short duration of work-placements

## SWOT Analysis

## OPPORTUNITIES:

- Professional environment, networking
- Faculty need success stories
- Business communities need new leaders
- Students understand the need of practical experiences
- Companies' need for qualified workers/employees
- Companies' need for new ideas
- To establish new companies to active
- Involve companies in internship workout

## THREATS:

- Financial issues – who pays?
- Lack of support (from top management, the system and authorities)
- Refusal of companies to arrange internships
- Business needs and agenda dictate the curriculum priorities and direction
- Motivations
- Lack of commitment from students
- Lack of vacancies on the labour market
- University supervisors overloaded with other responsibilities
- Federal Education Standards to be respected
- High governmental regulation in education
- State sector prevail in economy
- § Companies are not able to properly work with students
- § Information security of the companies
- § Coronavirus

## 4. Internship Efficient Models

### 4.1. Concept and Aims

The system of arrangement of students' internships in various courses and areas of study is aimed at ensuring the continuity and consistency in the development of students' skills, both in their applied and research dimensions.

The main types of practice of students are educational and industrial internships. The main educational programme of the Bachelor level includes the integral part titled "Educational and industrial internships", which is mandatory and consists in training sessions directly focused on the professional and practical training of students, during which students independently perform professional tasks under the conditions of existing enterprises and organisations.

The implementation of educational and professional internships is aimed at the formation of the following types of competences: generic cultural, generic professional, professional, that are included into the educational standards of higher education in certain areas, as well as different schools' specific educational standards. For example, some universities have their own standards in the areas of training: Economics, Management, Personnel Management, Law, Sociology, Political Science, Finance and Credit, Business Informatics, Tourism, and others.

The competence-based approach in the process of internships involves the development of students' skills that allow them to act in new, uncertain, problematic situations for which it is impossible to develop appropriate methods in advance. Educational internships contributes to the consolidation of theoretical knowledge, the establishment of the necessary business contacts of universities with enterprises, organisations, and institutions.

### 4.2. Organization and development

The internship is organised and conducted based on a practice programme, which defines a list of issues to be addressed and assignments necessary to successfully complete in a chosen company, organisations, enterprises, or structural divisions of the university that have the necessary human and scientific and technical potential.

Students' internships in companies or governmental institutions is carried out based on agreements between the university and the relevant organisation for students to undergo internship. During the training internships at the enterprise, students perform



educational and professional assignments issued by the internship supervisor, keeps a diary, and collects practical material for the internships report.

The company providing the place of internships appoints supervisor of the internships from among its employees that can prove the required qualification. Testing of knowledge, skills and abilities at the end of educational internships is carried out in the form of a internships report defence: internships diary, written report. The terms of the internships are set in accordance with the curriculum and the schedule of the educational process for the corresponding academic year.

The purpose of the internships is to consolidate in the course of practical activity the knowledge and skills acquired in the learning process in order to realize the student's adaptive capabilities to the working conditions and to identify the student's level of preparedness for independent professional activity.

Professional internships is an important component of the educational process in the framework of the training of the student. Professional internships is carried out in organisations of various forms of ownership, at industrial enterprises, in government and local governmental institutions.

An important aim of a professional internships is to identify and implement the individual abilities of a student in educational and professional activities to create conditions for student's professional growth and self-performance, the ability to think independently and make decisions.

### **4.3. Success Factors to Engage Students and Companies**

Among the success factors considered as relevant that successfully encourage the participation of both companies and students within the professional internship programme, we can mention the following:

1. Extensive network of micro, small, medium and large companies that collaborate systematically with the university, creating a continuous offer of internships. Based on the good results obtained over the years, there is a long-term trusting relationship between universities and the different collaborating entities (private and public).
2. Given the quality of the process and the follow up scheme for internships (through both internal and external assessment of interns), it happens that some students end up being hired by the companies where they have carried out their internship, which reinforces the relationship with their university.





3. In some universities, companies pay a fee for participating in the internship programme which seals a formal commitment on their part. For example, at UPF, companies pay an average €200-fee.
4. Many interns receive a remuneration per hour for the work carried out in the company which increases the attractiveness perceived by students in relation to the work performed and, thus, their commitment to the entity with which they collaborate. For example, at UPF, the average per hour payment for interns is 6€ (minimum wage in Spain is around 6-7€ per hour, but functions developed are significantly different to professional activities, even and when they are performed by students)
5. Another success factor is that internships must have a minimum duration to be validated, and to produce minimum satisfactory results. This sometimes leads collaborating entities to request an extension of internships so that the student or other students may continue to collaborate with them on new projects. Business schools' student internships must have a minimum duration of 100 hours (4 credits).
6. Another relevant aspect is that students who have done internships actively participate in LinkedIn groups and other professional social media and networks, where they share their experiences with other participants, which encourages them to interact continuously.
7. To enable practice-oriented learning, experts from the companies students intern with, are invited as part-time lecturers to embed practice into theory. In the best scenario universities and companies launch joint educational programs that are tailor made for a particular industry, conduct scientific research enabling knowledge and innovations transfer.

#### 4.4. UPF Internship model

The UPF professional internship programme is run by the Pompeu Fabra University Foundation (UPF Foundation), a non-profit public foundation, established in 2006 by agreement of the Governing Council of the Pompeu Fabra University.

Since 2012, UPF has centralized the management of internships as well as the responsibility of finding ways to give visibility to and uptake UPF talent through the Careers Service. This centralized and unique model of management of internships and of relationships with businesses, despite maintaining the particularities of each of the centres,



has facilitated the creation of a closer relationship with collaborating entities which has multiplied opportunities for students and graduates of the University.

The services provided by the Professional Career Service are accessed by students through the department's platform (<https://www.upf.edu/web/carreres-professionals/home>) which contains a specific section called “Internships” where students can find the step-by-step process to follow in order to qualify for internships offered by the University.

Within the Faculty of Economics and Administrative Sciences, around 900 internships are offered annually for all students of the various programmes sponsored by the Faculty. On the other hand, at a global level, the Foundation is responsible for processing signatures and conducting surveys of around 3,500 entities with which there are internship collaboration agreements (this number refers to all the University's faculties that offer 27-degree programmes in total).

In 2013, UPF began a collaboration with the Catalan Employment Service and the Department of Business and Knowledge to promote the insertion and improvement of the employability of young students and university graduates. This collaboration, at the time, allowed the creation of the Professional guidance service, which provides personalised attention to both students and graduates in relation to the development of their professional project. The funds received for this collaboration have made it possible to expand and, at the same time, intensify the professional guidance service offered to students.

External academic internships are understood to be the training action developed by students (in companies and institutions) and supervised by the University with the aim of applying and complementing the knowledge acquired with academic training, as well as to bring them closer to the reality of the activity in which they would like to develop their professional career. For companies, it has become one of the main avenues for attracting talent as well as an opportunity to return to society through contribution in the practical training of students.

Internships can be curricular, which appear in the curricula with the corresponding allocation of credits, regardless of their compulsory or optional nature, or extracurricular, which are those that students can do voluntarily during their studies and that are not part of the corresponding curriculum. Despite this difference, UPF gives the same treatment and importance to both types.

International internships, although they are not the most common, are available through the Ministry of Foreign Affairs and Cooperation (MAEC): during the current academic year close to 300 internship places in embassies and consulates for undergraduate students. There is good acceptance of the programme among the students: 227 students having applied to the call for this academic year. 28 of the students enrolled

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have been selected, 24 of whom have done internships at embassies and consulates of the MAEC in other countries and the rest in the Ministry of Foreign Affairs itself. In addition to the 24 MAEC agreements, a total of 57 international internship agreements have been managed.

A few more facts related to internships developed at the Faculty of Economics and Administrative Sciences are (2018-19):

- Curricular internships account for around 56% of the total and extracurricular, 44%.
- Regarding student population, internship data concern 83% of undergraduates, 16% of Master students, and 1% of PhD students.
- 69% of the total internships carried out were remunerated (55% of curricular internships and 87% of extracurricular internships), at an average remuneration of 6.57 euros per hour.
- Average duration of an internship agreement equates to a 19-week internship for an average of 20 hours per week.
- At the end of each internship, the Professional Careers Service sends an assessment survey to companies and students about the internship and the management and service received by the Careers Service: 94% of companies would repeat the experience and overall rating of the service received by companies is 8 out of 10.
- Interns are usually concentrated in the last years: 54% in the 4<sup>th</sup>/5<sup>th</sup> year and 35% in the 3<sup>rd</sup> year.
- The main channels for searching for internships are the “Campus Treball” application made available to students (59%), students’ personal contacts (19%), teachers (11%) and other Internet portals and contacts (11%).

More information about the business internship course plan is included in *Appendix 1*.

## 5. Proposed Tools to Address Current Weaknesses and Challenges

Preliminary diagnosis studies carried out have revealed several challenges and weaknesses to be addressed, and several areas of opportunities, and mechanisms have been identified as being the most suitable to bring about the changes, actions and measures needed to strengthen and renew the university-business relationship. Based on the information compiled in sections 2 and 3, related to weaknesses and challenges identified in the WP1 and Study Visit in Barcelona, a set of actions is proposed in this section.

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## 5.1. Internship Workflow Chart

*Goal: Strengthen the interaction between various university structures.*

Internships are organised and conducted based on a practice programme, which defines a list of issues to be addressed and assignments necessary to be successfully completed in a chosen company, organisation, enterprise, or structural divisions of universities that have the necessary human, scientific and technical potential.

Students' internships are carried out based on agreements between universities and the relevant organisation for students to undergo internship. During the internship at the enterprise, students perform educational and professional assignments given by the internship supervisor, keeps a diary, and collect practical material for the internship report.

The company host of the internship appoints an intern supervisor from among its employees who is duly qualified. Assessment of knowledge, skills and abilities at the end of internships is carried out in the form of a practice report defence: practice diary, written report. The terms of internships are set in accordance with the curriculum and the schedule of the educational process for the corresponding academic year.

The purpose of internships is to consolidate through practical activity the knowledge and skills acquired in the learning process in order to enhance students' adaptive capabilities to the working conditions and environment, and to identify their level of preparedness for independent professional activity.

Professional internships is an important component of the educational process in the framework of students' training. Professional internships is carried out in organisations of various forms of ownership, financial and tax authorities, insurance organisations, banks and other institutions of the financial and credit sphere, at industrial enterprises, and in government and local authorities.

An important aim of a professional internships is to identify and implement the individual abilities of a student in educational and professional activities to create conditions for students' professional growth and self-performance, and their ability to think independently and to make decisions.

In *Appendix 2*, you can find an example of an internship workflow chart that includes all the steps of the internship process from the beginning of the process until the end. This map is useful to understand the activities that should be done, and the stakeholder in charge of each activity. Therefore, it contributes to the coordination of the different departments involved in the internship program.



*Goal: Strengthen the interaction between various university structures.*

To establish a model for the Career Centre, it is necessary to agree on the goals to be achieved as well as a description of its most relevant functions and subdivisions within, for the greater good and growth of our students.

What follows is intended to be a guide for identifying the main steps to be taken towards the creation and development of a Career Centre in university context. To do that, it is important to adapt the following elements to the given resources, constraints, and policies.

The guideline is not exhaustive: so, if relevant aspects that are key elements, are not mentioned here, it is important that they be added in the final section of the document.

### Strategic Plan Guideline <sup>1</sup>

#### 1. Introduction

This section involves writing down the reasons and purposes justifying the creation and development of a Career Centre within the context of an academic institution. It is important to mention the main objectives to be achieved by the Centre.

#### 2. Assess the institution's current available resources.

At this stage, all services, and activities (both formal and informal) currently provided by the institution need to be enlisted and assessed in order to identify the starting point. Assessing current services will allow to avoid duplicating them as well as to identify the resources needed to develop a variety of initiatives in the future.

#### 3. Define strategic goals for the Career Centre.

The Career Centre's strategic goals should include students' needs as well as local (regional and national, if applicable) employers' demands. The following aspects must be considered:

- a. Relevant offers and quality materials.
- b. Provision of career assessment through different tools.
- c. Development of activities to improve students' employability.

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<sup>1</sup>Whetten, David et al (2000).



#### **4. Create a local Advisory Board with recognised people from the local community (regional/national, if applicable).**

Setting up a local Advisory Board will be fundamental to orientate and provide feedback about the Career Centre's goals. The Advisory Board will be responsible for providing inputs for the Career Centre's activities and subsequent assessment of their success, while also helping to understand the ecosystem needs. The Advisory Board must integrate internal and external members so that contributions are the most wide-ranged and include different perspectives.

#### **5. Plan the starting budget.**

In this section, it is especially important to identify the initial investment and key resources needed to set up and start the Centre as well as the main providers to contact.

#### **6. Define location, space and equipment.**

Equally important is to define a strategic location for the headquarters of the Centre since it will provide services to many students from different programmes. The location must be easily accessible to all students.

#### **7. Collect career materials.**

Materials offered to students must include at least the following categories:

- a. Occupational information.
- b. Training information.
- c. Career decision-making materials.
- d. Test preparation materials.
- e. Job seeking materials.

#### **8. Define operational procedures.**

All activities developed and offered by the Career Centre must be registered under operational procedures to ensure quality implementation of them all. In this section, all required accountability reporting must be clearly defined and established to keep track of all the Centre's activities.

#### **9. Generate a communication plan for your Career Centre.**

Another key activity to engage in is to generate a plan on how to communicate and promote the Career Centre's activities, services and tools among students and people who may be interested or concerned.



## 10. Modelling and performance of extra-curriculum activities

The Career Centre's activities should reach beyond the managerial and counselling services: it should also offer extra-curriculum activities aimed to train students in making up resumes and getting prepared for a job interview, enhancing soft skills, identification of a professional path, thus attracting business and academic coaches to develop the required skills to succeed both in internship and future employment.

### 5.3. Student Training Programmes

*Goal: Enhance the involvement of students in the internship program.*

Student training programmes enhance student professional competences and skills and contribute to improve their employability. According to our experience, this type of programmes can help to improve the involvement of the students in the internship programme and the interest of companies to hire young talent coming from universities.

#### 5.3.1. Talent Up and Talent Up Business

**Talent UP** is a complementary professional non-curricular development programme of the Barcelona School of Management, that takes place in four consecutive phases of activities and counselling. This programme seeks to increase and position the value and talent of students in the professional market, providing them with tools, resources, and professional advice to promote and/or improve their employability.

Delivered both Live (classroom) and Online (virtual) and accessed through the JobTeaser platform (see Section 5.5.), the programme is run at two levels: Bachelor and Master, around the following 4 consecutive phases:

##### 1. 360° Exploration

Exploring and defining professional purpose and value proposition through activities focused on self-discipline, self-discovery, self-knowledge, knowledge of environment, the definition of the professional objective, the identification of competitors and the handling of motivation and uncertainty.





## 2. Design

Designing professional strategy through individual sessions with Career Advisers aimed at establishing concrete actions towards the achievement of the professional objective based on the value proposition.

## 3. Getting ready

Improving and positioning personal brands, looking up for professional opportunities, preparing for job interviews and building up network of contacts.

## 4. Connect and Take off

Applying to job offers, participating in selection processes and networking events through activities implying effectively taking part in events, meetings, job interviews simulations, networking, and other established professional and work processes.

The activities and events proposed are adapted to the students' level of preparation on subjects or areas of specialisation to be worked on. Training activities are categorised according to target profile types (junior and/or senior) which are identified according to the goals pursued. Events involving interaction with companies are open to all students, regardless of specialisations or specific programmes.

The Talent UP series of targeted activities consist mainly of workshops, conferences, meetings, debates, coaching events (with alumni, companies, and professionals), practical exercises, customised professional advice, tutorials, podcasts, webinars, speed-networking, amongst others. Methodologies and tools used vary according to the typology of activities and events (Design Thinking, Playmobil PRO, Sikkhona, PPT, PDF, Kaltura, Camtasia, Collaborate, Zoom, amongst others).

Another programme, **Talent UP Business**, is geared to the Human Resources Department of partner companies to connect them and get them better acquainted with available talents by introducing them to the professional development hands-on programmes available to students at the Business School of Management.

This free activity which seeks to generate links and strengthen the relationship between partner companies and the Business School of Management, consists of interactive group meetings, a visit of premises and a round up informal social networking gathering. These events can be targeted according to different audiences and objectives: companies' interests for specific careers; involving alumni through organising events in their company, for example.

All Talent UP activities and services are coordinated by the Professional Career Services and include:





- Professional advice (individual personalised sessions with Career Advisers).
- Training activities (described above).
- Events with companies and professionals.
- Internships and job opportunities (run at University level).

More information about these programs is included in *Appendix 3*.

### 5.3.2. Coaching and Training Services for Students

A series of non-curricular activities (workshops, seminars, and talks) is also carried out on a regular basis at the UPF. These activities are aimed at enhancing the employability skills of students and alumni by providing them with the tools they need when the time comes to look for an internship or for a job. These activities are independent from the Talent UP programs presented in the previous section.

Open to all disciplines, and targeted to all education levels (Bachelor, Master, PhD, Postdoc and Junior alumni), most of these activities are divided into four different groups as per their content and goal:

#### 1. Coaching for work

(self-knowledge and definition of professional objectives; personal development tools; professional orientation aimed at stimulating critical, realistic, reflective, and independent thinking in students).

#### 2. Tools and strategies

(for a more effective job search).

#### 3. Key competences

(training in abilities, knowledge, and attitudes).

#### 4. Professional opportunities

(knowledge and understanding of the labour market and employment tendencies; information about future career opportunities).

In addition to the all-discipline course menu described above, when needed or deemed necessary, some of the activities are tailor-made for specifically targeted student profiles (e.g., PhD students) or for specific study programmes (e.g., Bachelor in Global Studies).

This non-curricular activity programme is run under the full joint responsibility of the Business School supported by the Professional Career Service in what concerns the



organisation, promotion, logistics, and reporting of all the activities engaged within the programme. Activities are carried out in both individual (one-to-one with personalised follow up with Career Advisers) and group sessions (targeted to create synergies, concrete, and standardised actions).

Since its launching, over 350 activities involving more than 10,000 participants have been organised. This has been the result of close teamwork involving academics, career advisers, and the activities and communication teams. The programme has been growing steadily and has contributed to increase students' awareness of the fact that, to be successful in their future jobs, it is important for them to work on their personal and professional abilities and skills; to learn and master the newest available tools; and to get prepared through hands-on internship experience while studying. And there is still room for more.

## 5.4. Job Fair

*Goal: Strengthen the interaction between universities and companies; facilitate the communication between students and companies.*

Job fairs are activities that allow to close the gap between universities and businesses. It is an opportunity for companies to come to universities and to have face-to-face contacts with students. It is a helpful solution to empower the relationship with companies.

Job fairs are already a major event for students to access job offers on a local level and represents a good opportunity for students and young graduates to mingle and exchange with companies and institutions head-hunting for talented people to hire as employees or interns.

Usually organised live around thematic content, due to the current situation, the last UPF fair took place last November, virtually, through an online platform that allowed registered visitors to access data and information about participating companies and institutions. Whether live or in the online format this year, parallel activities are organised such as, amongst others:

- Speed networking sessions or online chats (private and/or group).
- Corporate presentations of participating companies and institutions.



- Information talks and conferences (on working in European Union institutions or how to prepare an “elevator pitch” or an “impact speech”, for example).
- Professional orientation and coaching.

The organisation and logistics of the job fair also falls within the responsibilities of the Professional Career Service office whose team does a constant job of prospecting companies from different fields and business sectors that offer vacancies for all areas of knowledge of the university and who may want to participate in the job fair. Most participating companies come from the auditing and consulting, and financial sectors as well as large law firms. In recent years, however, the communication and marketing, pharmaceutical and mass consumption sectors as well as technological and cultural sectors, have been incorporated as participants.

During the fair itself, the Professional Career Service holds a stand where they offer professional advice and counselling as well as CV revision, information about internships and any other question related to the job fair.

## 5.5. Career Centre Portal

*Goal: Strengthen the interaction between universities and companies; facilitate the communication between students and companies.*

The Career Centre Portal is an online platform where companies post their internship and job positions. Students have access to the platform in order to look for job positions that fit with their profiles.

### JobTeaser: Internship online platform

Launched in its first version in 2009, JobTeaser is an interactive and collaborative online platform aimed at career guidance, recruitment of young talent and boosting student employment. Now present in 25 countries and widely used by over 400 European institutions, JobTeaser represents a broad collaborative network of +700 career centres, +80,000 partner businesses and 4 million subscribed students and young graduates with a decisive impact and a commitment to prepare new generations to reach their full potential, embrace the future with optimism and make their mark in the world.

Easy to launch and customise, the platform’s main features are the following:



- A free Plug & Play Career Centre Portal, accessible from the students' official university portal and internal job portal.
- First-approach career platform providing career preparation tools and job opportunities such as company information (to prepare for interviews), personal dashboard (to save search criteria), modern intuitive job boards (targeted offers), career events.
- 100% mobile and user-friendly platform and mobile app, accessible to anyone, anywhere (around-the-globe job offers consultation and application)
- A unique operating model with 2 sources of content:
  - o Exclusive private targeted content (added and enabled by each university and visible only to their students).
  - o Shared content like job offers, recruitment events, company profiles, for example (added by JobTeaser's international partner companies and visible to institutions using the Career Centre).
- A modular Career Platform: time-saving customised features to assist all daily missions (job postings, event management, company profiles, partnership levels, automatic newsletter, talent bank, advanced analytics and reports, appointment scheduling, student database, private resources).

To access internship offers, students use the Career Centre Portal and follow a five-step process:

1. Uploading their CV to Campus Work
2. Consulting the internship offers
3. Doing their best during the selection process
4. Requesting the internship agreement
5. Signing up for an internship

## 6. Assessment Models

Once the internship is completed, students must present a report on the development of the internship which is assessed by the tutor who has supported them

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during the internship within the company. Once the assessment is made, an official document is issued from the company, with the number of hours / credits completed by the student. Students are then interviewed by the person in charge of the internships within the Faculty of Economics and Administrative Sciences to assess their learning, and in turn perform an assessment of the development of the internship done by each student. This activity concludes the process for an internship. (See *Appendix 4* for Assessment models).

## 7. Agreement Model

External academic placements and internships need to be confirmed and sealed by a legally binding three-party cooperation agreement involving the business school, the collaborating entity and the student and signed by all three parties.

As a general guideline, these agreements need to include the following items:

- Identification in full of all parties involved with corresponding relevant reference ID data.
- General legal context and reference laws.
- Substance of the placement agreement with regards to the student's training (purpose, conditions and modality, hours involved, location, general and specific skills to be developed).
- Obligations and rights of the student, of the student's tutor and of the collaborating entity (monitoring, assessment criteria, safety regulations, any other contingency and/or emergency key situations for any of the parties involved).
- Data protection and confidentiality (all parties' obligations and rights).
- Insurance and expenses, if applicable.
- Termination of the placement and conflict resolution.

The **Agreement Sample EN V2** is a conventional Agreement Template in English integrating the above-mentioned standard framework and general guidelines as well as the student's commitment, to be signed by all the parties involved. (See *Appendix 5* for full Agreement text).

## 8. References

Barcelona School of Management  
<https://www.bsm.upf.edu/en/students-careers-services>. Retrieved: 10/12/2020



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Fundació Pompeu Fabra. 2019. Memòria d'activitats 2018-2019. Barcelona.

Professional Career Services. 2020. UPF-BSM Talent Up. (internal documents).  
Barcelona.

Wetten, David; Cameron, Kim; Woods, Mike. 2000. Developing Management Skills for Europe. Prentice Hall. Financial Times.

## Appendices

### Appendix 1 – Course Plan

#### **BUSINESS INTERNSHIP (CURRICULAR) COURSE PLAN FACULTY OF ECONOMIC AND BUSINESS SCIENCES AT UPF**

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## 1. Subject presentation

One of the objectives of the bachelor's degree courses taught in the Faculty of Economic and Business at UPF, is for students to come into contact with the business world. The purpose of the "Business Internship" subject is for students to put into practice what they have learned in the various subjects they have taken during their studies in the Faculty and to make easier the entry to the labour market.

In order to be able to take the subject you must have:

- **Passed all the courses of the first and second year and in the case of the students of Double Degree, they must be studying the 6th year.**

Students can obtain up to 14 credits in this subject. These credits have been distributed in three subjects of 5,5, 4 credits. The minimum number of hours that is necessary to be certified is 100 h. (25 h.= 1credit). The hours are calculated when the agreement is signed. When students are assessed, they must have completed all the necessary hours.

**Certification of the hours of working is a requirement to obtain the credits, but it is not enough. Whether the work is related with the studies or not it will also be assessed. The final interview with the academic mentor will also be assessed.**

The IBE students that want to obtain credits for the internship have to show, as a minimum, one of the following criteria:

- The internship has to be outside Spain.
- The internship can be in a Spanish company based in Spain, but the purpose of the internship is to do something related with the internationalization of the company.
- The internship can be in a Spanish company but the language spoken on the internship can not be any official Spanish language.
- The internship can be in a company that has its headquarters based in a foreign country.

The internship can take place in companies in any sector and it must be carried out abroad or in Spain.

If the internship is carried out abroad, the student has to inform if he/she wants to recognize the internship as an Internship I, II or III or as a mobility credits.



If the internship's company is run by a family member of that student, the student has to inform the university. In this case the maximum of credits that the student can obtain doing an internship in this company is 9.

**Students doing these internships must take into account that the internship is not an excuse for missing out other academic obligations.**

**If students choose to do the internship in a company that is run by a family member the university will review the objectivity of the mentoring and the evaluation process.**

## 2. Documentation required

The student must provide the following documentation:

- The company-university agreement or the copy of the contract.
- Curriculum Vitae.
- Photocopy of identity document.
- Credit recognition application form.

## 3. Skills that will be attained

- Technical capacity
- Ability to learn
- Work Management
- Oral communication abilities
- To be responsible
- Adaptability
- Creativity and proaction
- Personal involvement
- Motivation
- Responsive to criticism
- Punctuality
- Relations with the work environment
- Capacity to work in teams

## 4. Assessment

In order to pass the subject the student must:

1. Deliver an internship report. This report has to be uploaded in the "aula global".
2. Do an interview with the academic mentor when the final report has been finished.
3. Be assessed by the company mentor.

It is required to have completed the last three points to be able to have a final grade.

The subject will be evaluated according to the following criteria:





- Company mentor's assessment.
- Internship report.
- Interview with the academic mentor.

A positive assessment by the company's mentor is a necessary aspect in order to pass the subject, but it is not enough.

**It is necessary to bring the report during the term that the student is enrolled.**

When students start the report, they should bear in mind that the appearance and the content in the report are good indicators of the work's quality done in the company. Specific items for assessment are:

- Formal aspects: summary, page numbering, bibliography.
- Knowledge of the company and the sector.
- Learning what the internship has entailed.
- Analysis of the work done.
- Other: participation in the social network.

The student will be assessed based on the quality of the work and the report, the company's mentor assessment and the final interview with the academic tutor.

**If plagiarism is detected in the final report the final grade will be a fail. And also it will be taken under consideration to the Pompeu Fabra University rules.**

To evaluate the student it is going to apply the following criteria (look at the rubric in the "Aula Global"):

- 70%: Company mentor's assessment.
- 30%: Academic tutor assessment.

**We encourage you to review the information that the student can find in the Faculty web. Specifically the information about: "Evaluation and qualification" (<https://www.upf.edu/web/econ/faq-practiques>).**

There is not a possibility of a reset.

## 5. Bibliography and teaching resources

- Cassany, D. *Esmolar l'eina. Guia de redacció per a professionals*. Barcelona: Empúries, 2006. ISBN: 84-9787-162-6.
- Web library in the UPF.

## 6. Methodology

The basic methodology that will be used is the mentoring process (company's mentor and the academic tutor)

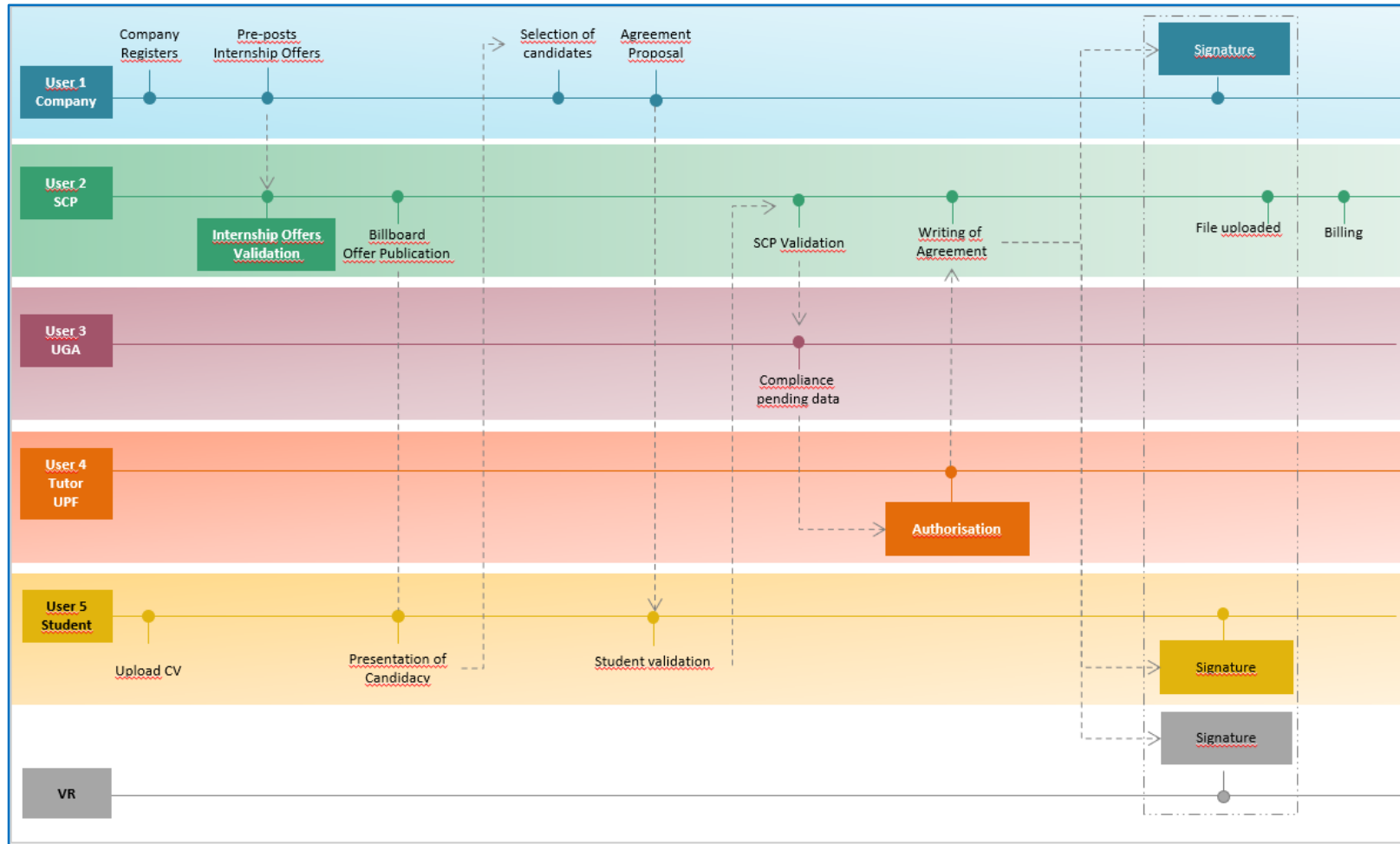


If students have doubts or wish to comment on any issue related to the internship, they should contact the academic tutor.

It is recommended to visit the subject web. The student can find interesting tips in the internship blog: <https://www.upf.edu/web/practiques-empresa-econ>



## Appendix 2 – Internship Model – Internship Workflow Chart (2 slides)<sup>2</sup>

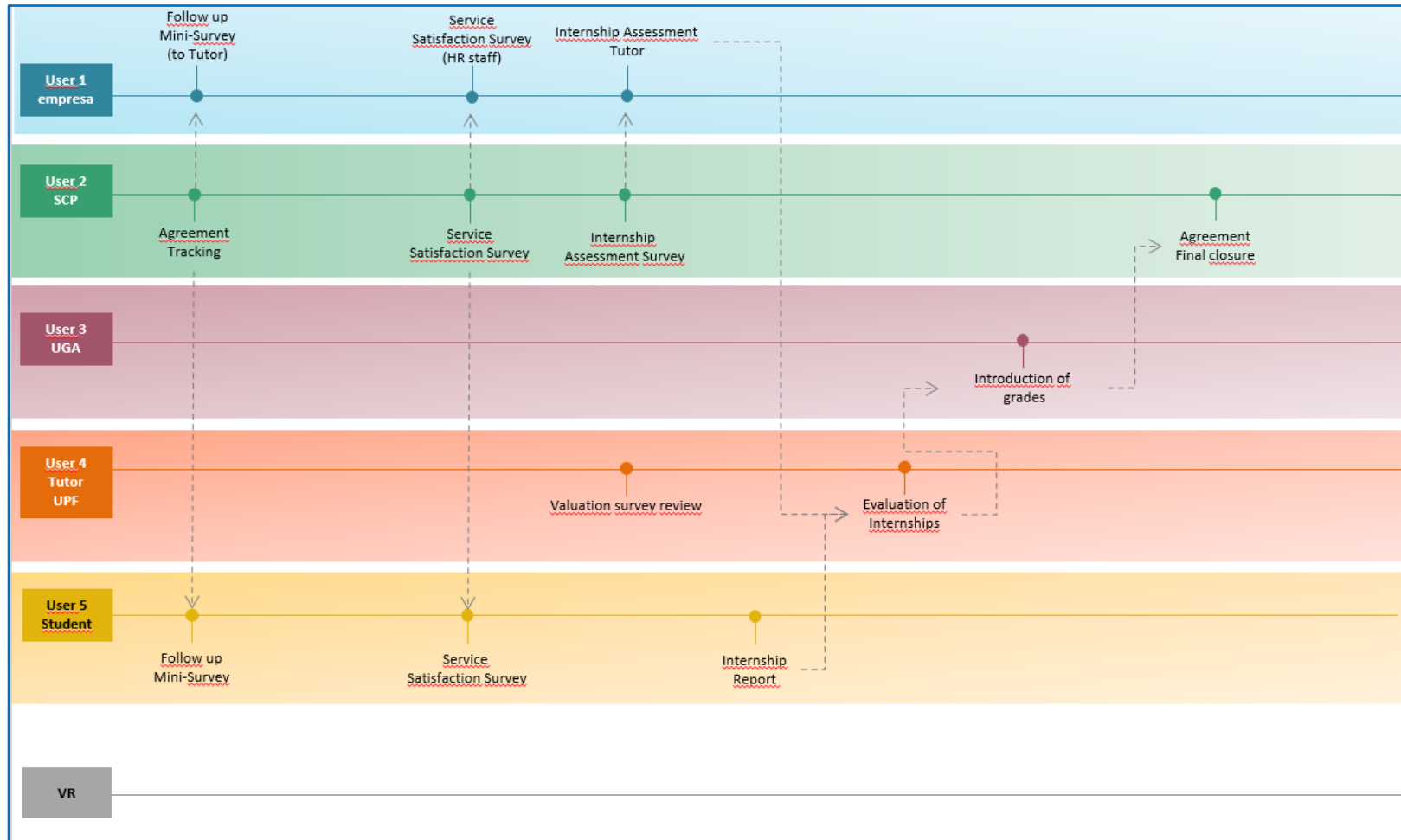


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<sup>2</sup> Abbreviations: UGA (Management and administration unit); SCP (Professional career services); VR (Vice-rector).


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# UPF-BSM TALENT UP



Professional Careers Service

 **BARCELONA  
SCHOOL OF  
MANAGEMENT**

+34 93 547 61 62  
careers@bsm.upf.edu  
www.bsm.upf.edu



## UPF-BSM TALENT UP

Talent UP is a complementary training program designed to increase the value of our students in the professional market. This program provides you with tools and resources, through training activities, company events and professional advice. Learn about the phases of the professional development program:

### BUSINESS

**+500**  
collaborating companies, startups, SMEs, multinationals

**95%**  
express their interest in hiring our students after the internship

### STUDENTS

**+600**  
students who have done internships

**79%**  
of our students work after finishing our postgraduate or master programs

<b>CAREER ADVICE</b>	<b>WORKSHOPS</b>	<b>COMPANY EVENTS</b>	<b>CAREER OPPORTUNITIES</b>
Individual orientation and career management sessions with your own career advisor.	Workshops and conferences lead by the careers team or/and expert collaborators.	Interviews with our collaborating companies from different sectors.	Internship or jobs offered by our collaborating companies.

## NETWORKING

create your network of contacts at UPF-BSM

→ REGISTER!



### 1. Report from the partner organisation supervisor

#### Identification details

Student name and surname	
Supervisor name and surname:	
Company / Organisation:	

#### Evaluation of the competences set out in the Training Plan (generic and specific)

- 1. Lack of competence**
- 2. Low competence level** (*lack of confidence, unsatisfactory results*).
- 3. Expected competence level** (*satisfactory work despite lack of confidence*).
- 4. High degree of competence** (*strong project execution, good result*).

	1	2	3	4
<b>Social commitment</b>				
The student wants to learn and makes an effort to work well				
Shows a positive attitude				
Responsibility in doing and delivering his/her job				
Punctuality				
Knows the company and the market				



Is well integrated in the company				
Makes an effort to keep good relationship with his/her tutor and				
<b>Competences</b>				
Teamwork				
Initiative				
Shows efficiency in solving problems and dealing with incidences				
Motivation				
Ability to plan and organize his/her job				
Quality work / attention to details				
Customer orientation				
Communication				
Develops functions with confidence and the required independence.				
Ability using new technological resources				
Apply technical knowledge to the job correctly				
<b>Professional potential</b>				
Functions done by the student				
Satisfaction with the job of done by the student.				
Learning capacity and potential				
Motivation to accept professional challenges				
<b>Global evaluation</b> 10)	(from 1 to	<input style="width: 100px; height: 20px;" type="text"/>		

## General evaluation of the tasks/work undertaken by the student

**Student's strong points**

**Areas for the student to improve in**

**Observations:**

Signature of the supervisor from the partner organisation

Partner organisation's stamp





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## 2. External Internship Assessment Form

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EVALUATION EXTERNAL INTERNSHIPS	
Bachelor's degree in Business Management and Administration, Business Science, Economics, International Business Economics	
Day	
Company's name	
Tutor for the partner organisation	
Name and surname of student	
Total number of hours completed by the student	
Carried out' activities	
Assessment of the training project (score from 0 to 10)	
Assessment of general competences acquired by the students (score from 0 to 10)	Technical ability
	Capacity for learning
	Workload management
	Written and spoken communication skills
	Sense of responsibility
	Punctuality
	Creativity, initiative
	Personal commitment and motivation
	Ability to adapt
	Relationship with work environment
	Ability to work in a team
	Acceptance of criticism
	Capacity to work autonomously and take decisions
Knowledge of financial, commercial, logistics and international aspects of the company	
Which aspect of the student' training would you improve?	
Do you find the external internships good for the students' labor insertion?	
Have you offered or are you planning on offering the student a job?	
Additional comments	

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Reference Number:

**EDUCATIONAL COOPERATION AGREEMENT BETWEEN THE BUSINESS SCHOOL OF MANAGEMENT, THE COLLABORATING ENTITY (NAME OF COLLABORATING ENTITY) AND THE STUDENT (FULL NAME OF STUDENT), TO CARRY OUT EXTERNAL ACADEMIC PLACEMENTS**

Barcelona, (SIGNATURE DATE)

**BETWEEN**

The Barcelona School of Management (hereinafter, 'The Business School' and/or 'BSM', interchangeably), with registered address at Carrer Balmes, 132-134, 08008, Barcelona, and with Tax ID Code G60414182, represented in this act by FULL NAME OF REPRESENTATIVE, in his/her position as STUDENT SERVICES MANAGER of the BUSINESS SCHOOL.

AND [FULL NAME OF COLLABORATING ENTITY], S.A./S.L. (hereinafter, the 'collaborating entity'), with registered address at [FULL ADDRESS OF COLLABORATING ENTITY],[XXXXX],[XXXX] and with Tax ID Code [XXXXX], represented in this act by Mr/Ms (FULL NAME OF COLLABORATING ENTITY REPRESENTATIVE) in his/her capacity as [POSITION OF COLLABORATING ENTITY REPRESENTATIVE].

AND the student, (FULL NAME OF STUDENT), with ID number (STUDENT ID), studying (FULL NAME OF STUDY AREA), with address at (FULL ADDRESS OF STUDENT)

The parties recognize that they have the required capacity to enter into this agreement, and, to this effect, state the following



## RECITALS

I.-Whereas BSM is a private foundation of a cultural and educational nature, registered in the Foundations Registry of the Generalitat of Catalonia, whose purpose is to promote and contribute to the progress of society, incorporating technical and professional people, particularly university graduates, into its specific professional scope, and expanding their academic, scientific and cultural knowledge; it owns a private higher education centre, which, by virtue of the agreements reached with theXXXXXXXXXXXXXXXX, teaches post-graduate training, both for qualifications of the XXXXXXXXXXXXXXXX itself, and official qualifications (Master's Degree), due to its condition as a centre attached to this University; all of which comes under the framework of the BUSINESS SCHOOL.

II.- Whereas Royal Decree 592/2014, of 11 July, which governs the external academic placements of university students (hereinafter, 'RD PAE'), the agreement of the Governing Council of 9 May 2012, amended by the agreements of the Governing Council of 18 July 2012, 20 March 2013 and 1 July 2015, regarding the regulatory standards of external placements for XXX students, in so far as this is applicable, and the Statute of University students, approved by Royal Decree 1791/2010, of 30 December, recognize university students and post-graduate students' right to complete their training through external academic placements, whether curricular or extracurricular, with a view to apply and complete their theoretical and practical skills acquired in their academic training, encourage the acquisition of new abilities to prepare them for professional activities, enhance their employability and strengthen their entrepreneurship.

III.- Whereas the collaborating entity is interested in collaborating with the BUSINESS SCHOOL through actively participating in the practical training of its students.

IV.-Whereas, in compliance with article 8.2 letter c) of RDPAE, the student expressly declares and guarantees that s/he holds no contractual relationship with the collaborating entity with which s/he will carry out the placement.

V.- Whereas, with a view to establish the terms of this collaboration, the three parties are interested in entering into this Educational Cooperation Agreement, which will be governed by the following:



## AGREEMENTS

1. **Purpose of the agreement:** The purpose of the agreement is to establish the terms of collaboration that will govern the relations between the signatory parties, in order for the BUSINESS SCHOOL students to carry out their external academic placements in the facilities of the collaborating entity. The parties declare that they know and accept that the definition, nature and characteristics of the external academic placements performed under the framework of this Agreement are those legally defined in article 2 of RDPAE.
  
2. **Conditions of the placements:**

<b>Start date</b>		<b>End date</b>	
<b>Timetable (1)</b>		<b>Total hours</b>	
<b>Modality</b>		<b>Number of credits, if applicable</b>	
		<b>Number of curricular hours, if applicable</b>	
		<b>Number of extracurricular hours, if applicable</b>	
<b>Study grant, if applicable (2)</b>	[REDACTED]	<b>Place (address) where the placement will be carried out (3)</b>	

*(1) In accordance with article 5.2 of RD PAE, the established Timetable must guarantee, in any case, compatibility with the students' class time and the flexibility needed to complement the obligations*



*derived from the academic, training, representative and participatory activity of students with the BUSINESS SCHOOL.*

- (2) Payment will be made directly to the student with the Personal Income Tax withholdings, which, where relevant, will be carried out by virtue of applicable regulations. The collaborating entity must register students with Social Security wherever they receive remuneration, whatever the concept or form in which it is received, according to the provisions of Royal Decree 1493/2011, of 24 October, which govern the terms and conditions for including people participating in training programs in the General Social Security Plan. The indications of the twenty-fifth additional provision of Royal Decree 8/2014, of 4 July, approving urgent measures for growth, competitiveness and efficiency in external, paid, curricular academic placements, are also applicable.*
- (3) The location where the placement is carried out must be specified as the workplace of the collaborating entity in which the student effectively performs said placement.*

**3. Training project:** During the placement, the student will develop, work on and achieve the technical and specific skills detailed below, as well as the tasks described:

<b>General skills that will be developed and evaluated throughout the placement</b>	<p>Technical capacity</p> <p>Capacity to learn</p> <p>Ability to work in a team</p> <p>Oral and written communication skills</p>	<p>Creativity and initiative</p> <p>Adaptability</p> <p>Personal involvement and motivation</p>
<b>Specific skills that will be developed during the placement</b>		
<b>Company department where the placement will be carried out</b>		
<b>Tasks (4)</b>		



*(4) The collaborating entity declares and guarantees that, in compliance with article 2.1 of RD PAE, the tasks described above that the student will perform by virtue of this agreement correspond with the professional area in which s/he is working as a postgraduate, with an aim to apply and expand on the theoretical and practical teachings acquired during academic training and obtain work experience at the levels that could be accessed after graduation.*

4. **Students:** During the placement, the student will have rights, and will adhere to the obligations outlined in article 9 of RDPAE.

In this regard, the student agrees to join the collaborating entity, and to maintain the relationship required with the tutor designated by the collaborating entity to carry out the placement successfully, and to meet all applicable obligations in accordance with this Agreement.

5. **Tutors:** In accordance with the requirements and procedures established by the BUSINESS SCHOOL in compliance with the provisions of article 10.3 of RDPAE, it is designating Professor (FULL NAME OF PLACEMENT TUTOR) as the academic tutor, who will be responsible for monitoring the placement, providing support to the student to draw up a report, carrying out the assessment process and writing up the final evaluation. The academic tutor designated by the BUSINESS SCHOOL will have the rights and duties established in article 12 of RD PA. According to the provisions of article 12.1.a) of RD PAE, the academic tutor allocated by the BUSINESS SCHOOL will have the right to effectively recognize the academic activity under the terms established by the BUSINESS SCHOOL, in accordance with their respective internal policies, without any financial retribution being derived from said recognition.

In accordance with the requirements established in article 10.2 of RD PAE, the collaborating entity designates (FULL NAME OF THE COLLABORATING ENTITY'S TUTOR) as the tutor, who will be in charge of guiding and supervising the work, establishing the work plan and issuing the final placement evaluation report, in accordance with the BUSINESS SCHOOL model. The tutor will have the rights and duties established in article 11 of RD PAE.

6. **Monitoring plan and evaluation criteria.** The tutor of the collaborating entity must draw up a work plan that must be followed, in accordance with the educational project and in coordination with the academic tutor, and must issue a final evaluation report at the end of the placement, in accordance with the BUSINESS SCHOOL model. Meanwhile, it is the student's obligation to write his/her own placement report.

The academic tutor is the person who evaluates each student's placement. With respect to external curricular placements, this evaluation will follow a numerical system, from 0 to 10. With extracurricular placements, the evaluation will be made on a pass/fail basis.

7. **Early termination.** The student undertakes to communicate his/her intention to end the placement before the scheduled date to the collaborating entity at least 15



days in advance. The student accepts that abandoning the placement without a sufficiently justified cause may impede him/her from carrying out another placement during the same academic course, as established in article 15 of the BUSINESS SCHOOL regulations that govern external placements.

8. **Non-existence of an employment relationship.** The placement does not implicate the existence of an employment relationship between students and the collaborating entity.
9. **Safety regulations.** The collaborating entity must inform the student of safety regulations and occupational risk prevention regulations. Likewise, it must have the resources and means needed to facilitate access to the placement for students with disabilities and make the necessary adaptations in terms of the personal activities or situations derived from such disabilities.
10. **Student permit policy.** The student can be absent from the place where the placement is being carried out for the time necessary to meet academic obligations, or to participate in governing and representative bodies of the BUSINESS SCHOOL, as well as for health reasons or other instances agreed with the collaborating entity and the foundation. The student must notify the collaborating entity in advance and present the corresponding supporting documents.
11. **Data protection and confidentiality.**

## 11.1.- Personal data of the signatories

### 11.1.1.- Basic information on data protection.

11.1.1.1.- **Responsible parties:** The parties responsible for processing the personal data of the signatories of this Agreement are those identified at the top of this document.

#### 11.1.1.2.- Purposes and legitimization:

The parties will process the personal data of the signatories of this Agreement, by virtue of the Agreement entered into between them and with the sole purpose of managing and guaranteeing proper adherence to such, and to meet legal obligations in place.

11.1.1.3.- **Recipients:** No personal data will be transferred to third parties except in the event of a legal obligation, or, where relevant, to third-party service providers to any of the parties, provided that this is essential to provide a specific service (e.g., insurance companies, etc.). In the latter case, the party that contracts this service will enter into a corresponding data processing contract with each of these third parties, which, in turn, will process the data solely for the purposes determined in each case.

11.1.1.4.- Data retention: The personal information provided will be kept throughout the term of the Agreement entered into between the parties. Once completed, it will be further held for the time necessary to meet any applicable legal obligations.

11.1.1.5.- Rights: The interested parties can exercise their rights to access, rectification, removal, limitation to processing, portability and opposition at any time, by contacting the Party that is processing the data using the address indicated at the top of this Agreement, and/or as explained in the additional information.

In any case, the interested parties have the right to file a claim with the Spanish Data Protection Agency if they deem this relevant.

### 11.1.2.- Additional Information

Additional and detailed information on data protection can be found on the websites of the Responsible Parties.

## 11.2.- Obligations of the parties regarding data protection

At all times, the parties undertake to duly comply with the provisions contained in Organic Law 3/2018, of 5 December, on Personal Data Protection (hereinafter, the 'LOPD'), and with Regulation(EU)2016/679 on General Data Protection (hereinafter, the 'GDPR'), and with any other related regulations, particularly, but not exclusively, those regarding compliance with the purposes established in this agreement, especially in relation to the use of data and exercising the rights of the affected parties.

## 11.3. Confidentiality

The student agrees to keep internal information and the activities of the collaborating entity confidential and secret, to not disclose, disseminate or transfer it to third parties, and to comply with the obligations derived from data protection legislation in force.

12. **Insurance.** During the placement, students are covered by the accident policy entered into by the BUSINESS SCHOOL, which provides worldwide coverage under the terms established therein. Furthermore, students have civil liability coverage for their placements, provided they take place in a country in the European Union or Andorra, and always adhering to the conditions of the collective civil liability policy entered into by the BUSINESS SCHOOL.

If the placement is carried out in a third country (i.e. a country that is not part of the European Union or Andorra), the collaborating entity may require the student to take out his/her own civil liability policy, with the scope and conditions it deems relevant, whereby the student is responsible for taking out said policy and paying the corresponding premium.

13. **Recognitions derived from the placement.** Once the placement has been successfully completed, and upon the student's request, the collaborating entity must issue a report accrediting the activities performed, the duration and the

performance of the student. Upon the student's request, the BUSINESS SCHOOL will also issue a certificate accrediting the placement, which must contain the aspects detailed in article 16 of RDPAE, at a minimum.

With regard to the recognition of the tutors allocated by the collaborating entity, upon the request of the interested party, the BUSINESS SCHOOL will issue an institutional recognition certificate, which must detail the characteristics of the collaboration, the course that it formed part of, the number of students tutored and the total number of hours tutored.

**14. Causes of termination:** The possible causes to terminate this agreement are the following:

- i. Expiration of the term of the agreement, agreed in point 17
- ii. Termination of the academic relationship between the student and the BUSINESS SCHOOL
- iii. Mutual agreement of the parties, manifested in writing according to the model.
- iv. Breach of the obligations taken on by the parties in this agreement.
- v. The general causes established by legislation in force.

In cases iii), iv) and v), the parties must file a statement, in accordance with the model of the BUSINESS SCHOOL.

**15. Legal regime and conflict resolution.** Differences or discrepancies that may arise from the interpretation or application of this agreement will be resolved by common agreement between the parties. Should this not be possible, they will be subjected to the competent courts and tribunals of the city of Barcelona.

**16. Management expenses.** The collaborating entity will pay the BUSINESS SCHOOL the quantity of (XXX) under the concept of management expenses, through a bank transfer to the designated account of the BUSINESS SCHOOL, within days from the conclusion date of this agreement.

**17. Term of the agreement:** This agreement is binding for the parties from (START DATE) to (END DATE), plus VAT both inclusive. Once the end date of the term has been reached, the agreement is rendered without effect.

In witness thereof, the parties sign this agreement in three copies for one single purpose, in the place and on the date indicated at the top of this document.

The Business School

The collaborating entity

The student

