

The eWBL Toolkit

A practical guide for higher education teachers, trainers and companies to design and deliver online internships

PROJECT PARTNERS

Prepared by

Habtamu Diriba Garomssa

Didem Potosun

Valentina Cruz

Andre Perusso

Samantha Carty

Manca Drobne

Thais Fagundes

Roberta Borgotti

Robert Wagenaar

Katrin Uude

Editors

tbd



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I. Who we are



FH MÜNSTER
University of Applied Sciences



Fondazione
Giacomo **Brodolini**
Srl SB



Università
Ca'Foscari
Venezia



university
 groningen

University of *Ljubljana*



momentum
[educate + innovate]

FH MÜNSTER UNIVERSITY OF APPLIED SCIENCES

The Münster University of Applied Sciences, founded in 1971, has developed into a modern, achievement oriented university, highly respected across Europe. The university has approximately 10,000 students and is one of the biggest institutions of its kind in Germany.

FONDAZIONE GIACOMO BRODOLINI S.R.L. SB

Fondazione Giacomo Brodolini S.r.l. SB is a research centre with a mission to improve the operation of public services and to create social impact by conducting research and applying this to the development of evidence-based policy.

UNIVERSITA CA' FOSCARI VENEZIA

Ca' Foscari University of Venice was founded in 1868 and has a national and international outstanding reputation for academic excellence in both teaching and research.

RIJKSUNIVERSITEIT GRONINGEN

The University of Groningen is a research-intensive university with a global outlook. Quality has had top priority for four hundred years: RUG is in the top 100 of the most influential ranking lists. It currently holds 27,000 students and 5,500 staff members.

UNIVERZA V LJUBLJANI

University of Ljubljana is the oldest, largest, and internationally best-ranked university in Slovenia. The university encompasses 23 faculties, 3 art academies and 3 associated members.

MOMENTUM MARKETING SERVICES LIMITED

Momentum is a leading vocational education provider in Ireland and Europe that specialises in the design and delivery of problem-centred, technology-driven, competency-based training projects and programmes for the tertiary education sector.

II. Introduction

As the **work environment is increasingly shifting to online and hybrid formats**, ways of making work-based learning effective in this new context have become an urgent need of educators across the EU. The eWBL Project addresses this specific need.

The eWBL (electronic work-based learning) Toolkit is one of the key deliverables of the eWBL Project.

It is based on our framework that **divides eWBL in five key stages:**

1. Design
2. Preparation
3. Onboarding
4. Delivery
5. Assessment

The **eWBL Toolkit translates this five-stage framework into a practical guide** that trainers can use to design and deliver high-quality virtual internships.

The Toolkit contains **tips, guidelines, checklists, templates, and other resources** that support the eWBL framework.

It is **organised into 6 sections.**

The first five sections follow the stages of the eWBL Framework, briefly describing them, accompanied by the relevant tools that support each stage.

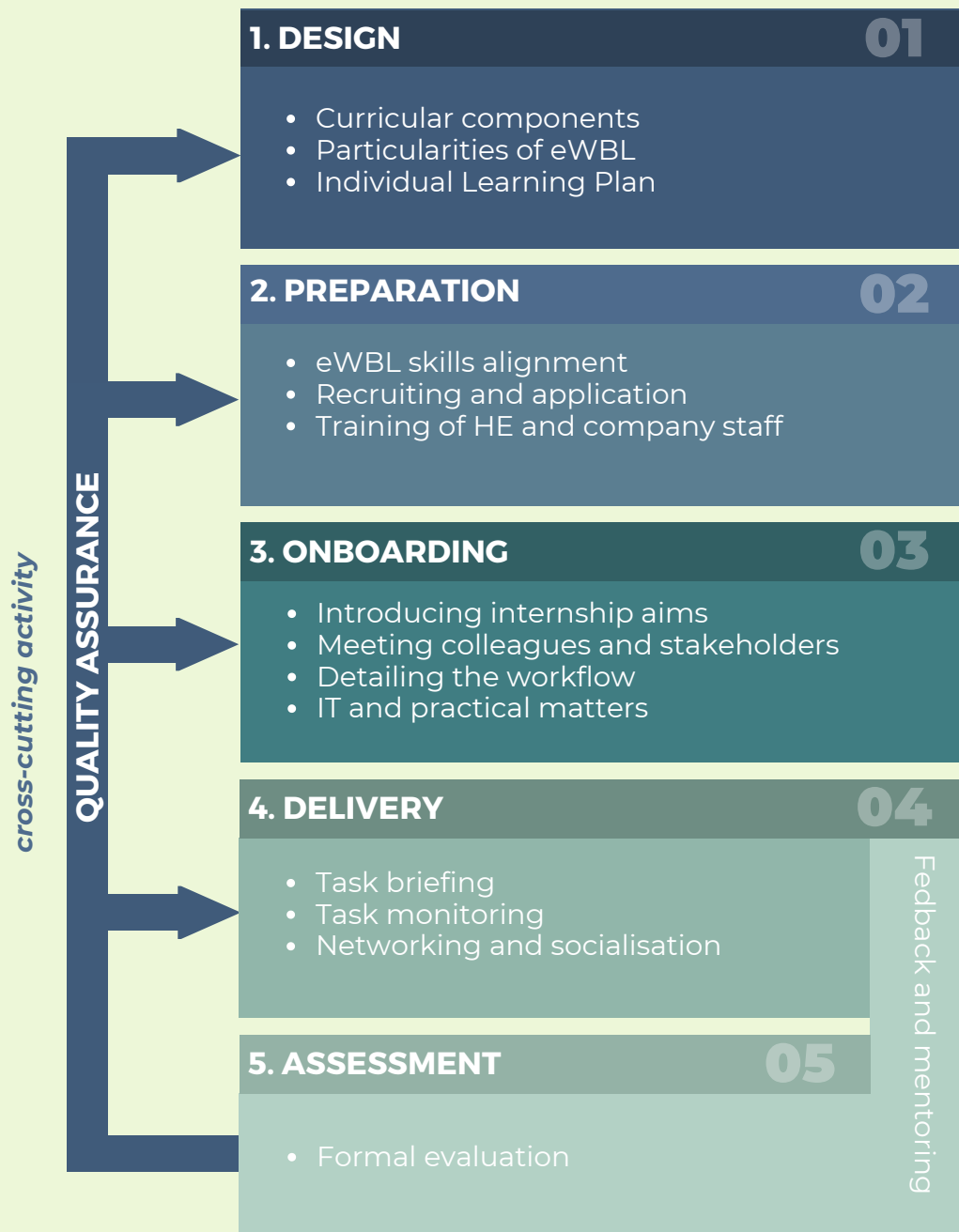
Section 6 outlines quality assurance as a cross-cutting activity and the practical tools that can be used to conduct an effective quality assurance process.

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III. The eWBL Framework

The five phases of eWBL and its sub-phases:



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01

DESIGN PHASE

The design phase comprises the **planning of eWBL at the curricular level**. Consequently, while some design elements are unique to eWBL, most overlap with traditional WBL such as in which semester WBL takes place, its duration, and how many learning credits to award.

Our eWBL framework divides the design phase into **three important components**:

1. **Curricular Component**
2. **Particularities of eWBL**
3. **The Individual Learning Plan**

1.1 Curricular Component:

For HEIs, design considerations typically include

- which semester the internship will take place in
- how long it will last;
- how many learning credits to award
- what are the intended learning outcomes and how to assess them
- and how it aligns with national qualifications standards.

For companies, literature consistently suggests the following

- defining the general responsibilities of the interns
- determining the length of their employment
- deciding on the type of internship contract and compensation
- exploring potential opportunities for long-term employment.

Tool 1: Digital Internship Curriculum Design



Tool 1: Digital Internship Curriculum Design



Target Group: HEIs



Source: University of Europe for Applied Sciences

Description: The following sample curriculum captures most of the **relevant aspects of traditional work-based learning** including when the internship can be undertaken, its duration, format, intended qualification, learning outcomes, assessment requirement and credit hours.

However, consistent with our eWBL framework, the curriculum design has been **adapted to include aspects of digital internship**. Particularly:

Template for printing

1. the internship modality i.e. fully online or hybrid
2. student profiles (personality and competencies)
3. interns suitability for online/hybrid internship, and
4. training, workshops and reading materials

Study programme	
Module No. & title	
Semester	
Duration of the module	
Type (compulsory, optional)	
Format (online, hybrid etc.)	
Person responsible	
Language of instruction	
ECTS & Workload	
Evaluation methods & prerequisite for completion	
Learning goals	
Admission requirements (personality profile, competencies, etc.)	
Recommended training, reading or activities prior to internship	

Tool 2: Job Description Design



Tool 2: Job Description Design



Target Group: Companies



Source: Henry. W. Bloch School of Management (2017, p.10)



<https://cdn.careers.bloch.umkc.edu/wp-content/uploads/sites/130/2021/08/Bloch-Int-Toolkit-2017a.pdf>

Template for printing

Internship Job Description Design	
Job Title	Job Code
Department	Supervisor/Manager
Start Location	Pay Rate
1. Position Summary	
2. Primary Duties	
3. Learning Objectives	
4. Competencies Required	
5. Competencies to Develop	

Description:

This intern job description guide developed by Henry W. Bloch School of Management (2017, p. 10) provides helpful tips for companies which are in the design phase of developing digital or hybrid internships.

The guide outlines **key aspects that companies have to take into account in designing an internship position.**

To the list of relevant aspects identified by Henry W. Bloch School, **we suggest three additional points** to consider when designing digital job descriptions:

- teleworkability of the job,
- clear specification of competencies to be fostered
- the matching of HEI expectations.

1. What are the intern's daily duties?

2. Is there a typical or special project the intern will be asked to work on?

- Interns need to understand and participate in the day-to-day operation of the organization. They should be given tasks that help teach them important processes and procedures and give them skills valuable to employers. Employers should seek projects that utilize the talent, skills, and enthusiasm of the intern.
- Interns are ideal candidates for research projects or in-depth analyses that regular employees simply don't have time to tackle.

3. What skills or level of education will be required?

- The employer needs to determine if the internship requires certain computer or analytical skills, or if he/she needs to have taken certain classes or coursework.

4. Who will supervise/mentor the intern?

- Someone who can provide guidance and support must manage the intern. Interns will need regular supervision.

5. How will intern performance be evaluated?

- At the end of the internship, review is important for the student to learn from his/her experience. If the student is receiving course credit for the internship, ask if his/her university requires a specific form for the review.

6. How much time is the intern expected to work per week?

- You must set expectations. Will the intern work during the semester or the summer? Will he/she work during the regular workday or after hours?

7. What will the intern be required to wear?

- It is very important to clearly describe your dress code (even for online meetings)



Additional tips from us:

8. Consider the **teleworkability of the position**, i.e. suitability of the job for remote work (see tool 3 on page 14). How to assess teleworkability of a particular position?

9. Specify the **competencies to be fostered** by the digital internship experience regarding skills, knowledge, and attitudes.

10. Make sure that the learnings (skills, knowledge, and attitudes) you target **match the learning outcomes and qualifications** specified by the HEIs.

Title

Weekly hours

Department

Expected Time Frame

Direct supervisor

Pay Status

1. Position overview:

2. Primary projects:

3. Additional responsibilities:

4. Competencies required:

a) Knowledge:

b) Skills:

c) Attitudes:

5. Competencies to develop:

a) Knowledge:

b) Skills:

c) Attitudes:

1.2 Particularities of eWBL

While eWBL shares similarities with traditional WBL, its design must be adapted to incorporate the unique characteristics of the online environment. Our data highlights the impact of four elements that should be carefully considered: **academic discipline, types of partner organisations, learning outcomes, legal and financial aspects.**

Tool 3: Online Internship Feasibility Evaluator



Tool 3: Online Internship Feasibility Evaluator



Target Group: HEIs and companies



Source: eWBL project

Description: Considering the importance of the four elements identified in our research (academic discipline, type of partner organization, learning outcome, and legal & financial aspects), use the following **checklist to determine whether an online internship is adequate** for your industry or your organization.

Template for printing

The screenshot shows a checklist titled "Template: Online Internship Feasibility Evaluator" with a page number "1 | 12 Design Phase". The checklist is organized into five sections, each with a header and a list of questions:

- Academic Discipline**
 - Does the discipline require frequent face-to-face interaction or can tasks be effectively completed online?
 - Are there specific skills or hands-on experiences in this field that would be difficult to transfer via online environment?
- Type of Partner Organization**
 - Does the organization have a robust digital infrastructure to support remote work, including secure communication and collaboration tools?
 - Has the organization provided their working conditions with interns from different geographical regions to address specific challenges?
 - Are there requirements or roles within the organization that are better suited to remote work?
- Learning Outcomes**
 - Does the organization have the organization aims to develop in interns, and can these be effectively achieved in a virtual setting (e.g., digital communication, planning, time management)?
 - Are there specific tasks, such as reporting, analysis, or modelling, that might be more challenging to complete purely online?
 - Can the organization effectively measure the reliability of the virtual internship in fulfilling the intended learning outcomes?
- Legal and Financial Aspects**
 - Is the organization prepared to provide necessary "home office" resources, such as IT equipment, software, internet access, and personal protection?
 - What insurance provisions are in place to cover home office accidents, equipment damage, or other liability incidents to interns' benefit?
 - Are there parties or allowances (e.g., coffee breaks, equipment funds) that the organization intends to provide to interns?
 - Has the organization considered implementing a work-hour tracking system to ensure accountability for remote work?

Academic Discipline

- Does the discipline require frequent face-to-face interaction or can tasks be effectively completed online?
- Are there specific skills or hands-on experiences in this field that would be difficult to replicate in an online environment?

Type of Partner Organization

- Does the organization have a robust digital infrastructure to support remote work, including secure communication and collaboration tools?
- Would the organization benefit from working with interns from different geographical regions to address specific skill gaps?
- Are there departments or roles within the organization that are better-suited to remote interns?

Learning Outcomes

- Which competencies does the organization aim to develop in interns, and can these be effectively fostered in a virtual setting (e.g., digital communication, proactivity, time management)?
- Are there specific skills, such as teamwork, creativity, or networking, that might be more challenging to cultivate purely online?
- Can the organization effectively measure the capacity of the virtual internships in fostering the intended learning outcomes?

Legal and Financial Aspects

- Is the organization prepared to provide necessary home office resources, such as IT equipment, software, internet, and ergonomic furniture?
- What insurance provisions are in place to cover home office accidents, equipment damage, or cyber-security incidents for remote interns?
- Are there perks or allowances (e.g., coffee breaks, equipment funds) that the organization is willing to extend to remote interns?
- Has the organization considered implementing a work-hour tracking system to ensure accountability for remote work?

1.3 The Individual Learning Plan

The Individual Learning Plan (ILP) serves as a **guide for both the student and coordinators to ensure that the learning objectives are met, and the program is tailored to the individual needs of the learner.**

It is important to note that the ILP should encompass the planning of eWBL at a more general level and **should be flexible** enough to accommodate different job descriptions and employers' needs.

If ILPs are used, the design phase should establish a general template that students and mentors can **fill up with elements specific to their job experience**, i.e., based on the next phases of the present framework.

An ILP should ideally outline:

- the learner's expectations and goals
- the learner's learning needs in terms of knowledge, skills, and attitudes
- the work tasks and training required to achieve these goals
- the strategies for monitoring, mentoring, providing feedback, and evaluating progress.

Tool 4: Sample Individual Learning Plan



Tool 1: Sample Individual Learning Plan

Description: This individual learning plan template has three main components:

1. Objectives and goals
2. Plan to achieve goals
3. Assessment



Target Group: HEIs

First, the template asks the HEI, company and intern to specify the WBL objectives and goals.



Source: NYU Abu Dhabi Career Development Center

Once the learning objectives are set, then an assessment will be made as to what knowledge, skills and abilities are required by the intern in order to achieve the learning objective successfully.



https://www.template.net/editable/internship?utm_source=exit_intent_popup_blog

Lastly, an assessment criterion for evaluating whether the learning objectives have to be filled out.

Template for printing

1. Learning Objectives and Goals	2. Plan to Achieve Goals	3. Assessment

Name: _____ Supervisor: _____

1. Internship Objectives and Goals	2. Plan to Achieve Goals	3. Assessment
What are the learning objectives and goals of this internship? What knowledge, skills and abilities can the intern expect to gain?	How will you achieve these goals? What knowledge, skills, and abilities are required to achieve these goals successfully?	How will you measure success or evaluate progress toward completion?
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Intern:

Print name

Signature

Date

Supervisor:

Print name

Signature

Date

02

PREPARATION PHASE

PREPARATION PHASE

The preparation phase encompasses the **more practical activities that companies, but especially HEIs, have to perform before the beginning of the 'work' phase** of eWBL. The eWBL project has identified three items that require particular attention:

1. **eWBL skills alignment**
2. **Recruitment and selection**
3. **Training of staff at HEIs and companies**

2.1 eWBL Skills Alignment

Both the literature and our data indicate that succeeding in eWBL is heavily dependent on possessing a specific **set of competencies**, namely:

- Proactivity
- Self-efficacy, and
- Time management.

Although these skills can be improved on the job, the findings indicate that **students who lack familiarity with them before commencing their virtual internships may face significant challenges** working remotely.

It is therefore of paramount importance to **assess students' compatibility** for online internships before they start their virtual internship, and where necessary provide training to help build the capacity of students.



Tool 5: Self-Evaluation Questionnaire (Time Management)



Tool 5: Self-Evaluation Questionnaire (Time Management)



Target Group: HEIs



Source: Sánchez and Ruiz (2008) and the eWBL Project



<https://www.ewbl-project.com/ewbl-framework>

Template for printing

Competence dimensions	Level descriptors			
	1	2	3	4
Identifying defining goals	Identify clear and measurable goals.	Identify goals with clear objectives.	Assessment and evaluation of the progress and the degree of achievement.	Identify issues and risks and the degree of achievement.
Researching resources according to criteria	Identify resources with clear criteria.	Identify resources with clear objectives.	Identify resources with clear objectives.	Identify resources with clear objectives.
Planning the activities	Develop a plan for the activities.	Develop a plan for the activities.	Develop a plan for the activities.	Develop a plan for the activities.
Being responsibly reacting to a plan	Identify the plan and the objectives.	Identify the plan and the objectives.	Identify the plan and the objectives.	Identify the plan and the objectives.

Description: Self-evaluation questionnaires can be used to assess the competence level of interns prior to the internship.

Below is an **example for the competence “time-management”**. Similar questionnaires are available on the project website for other competencies.

The lines in the table (A to D) indicate different components of the competence. The columns (1 to 4) show the domain in each component of the competence. The text inside each box describes what the candidate should be able to do to reach that competence level.

Students falling into the **“1” category in one or more competence components might require further training.**

Competence dimensions	Level descriptors			
	1	2	3	4
A) Clearly defining goals	Does not plan or live in the short term.	Comply with what is externally required.	Enumerates and describes short, medium and long-term goals.	Regularly revises objectives and the degree of achievement.
B) Ranking objectives according to criteria	Confuses priorities with immediate desires.	Confuses priorities or focuses on the easiest objectives.	Establish clear order of priorities.	Differentiate long, medium and short-term priorities.
C) Planning the activities	Does not plan. Act based on urgency.	Planning is too general, often forgetting to include deadlines.	Has a written plan with beginning and ending dates.	The plan includes alternatives and responses to contingencies.
D) Habitually sticking to a plan	Often fall behind or do not achieve objectives.	Meet deadlines but often at the expense of quality.	Achieves goals with sufficient quality and within the deadline.	Not only complete tasks on time but save time for other tasks.

Tool 6: Self-Evaluation Questionnaire



Tool 6: Self-Evaluation Questionnaire



Target Group: Students and HEIs



Source: PAI2 Project



https://www.wbl-toolkit.eu/fileadmin/user_upload/wbl2_sh43_3_evaluation_en.pdf

Description: The self-evaluation questionnaire for prospective interns is useful for the preparation phase as it allows prospective interns to **evaluate their strengths and weaknesses in 4 important dimensions:**

- 1 - Self-reliance
- 2.- Responsibility
- 3.- Communication
4. -Cooperation.

Prospective **interns fill out the self-evaluation questionnaire and HEIs could assist students in interpreting the results**, identify potential gaps and design interventions to fill out those gaps in terms of training or better matching of intern’s personal qualities to positions.

Template for printing

Template: Self-Evaluation Questionnaire | 2.1 Preparation Phase

Personal learning objectives	very	fairly	poorly	poor
Self-reliance				
Identifying goals in time and not being too rigid or inflexible in them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying one's own strengths, areas of the best fit for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying weaknesses for support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the solutions to a problem and do not wait until someone provides the solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the areas of the team and consider how to best solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying oneself can not do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying what others can do and take on individual tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying that we have our own responsibility as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the role of themselves. Take responsibility to be best and do not let the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying others' transferable aspects to that working environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility				
Identifying the areas of the team and consider how to best solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying oneself can not do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying what others can do and take on individual tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying that we have our own responsibility as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the role of themselves. Take responsibility to be best and do not let the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying others' transferable aspects to that working environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social learning objectives				
Identifying the areas of the team and consider how to best solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying oneself can not do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying what others can do and take on individual tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying that we have our own responsibility as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the role of themselves. Take responsibility to be best and do not let the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying others' transferable aspects to that working environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication				
Identifying the areas of the team and consider how to best solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying oneself can not do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying what others can do and take on individual tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying that we have our own responsibility as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the role of themselves. Take responsibility to be best and do not let the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying others' transferable aspects to that working environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation				
Identifying the areas of the team and consider how to best solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying oneself can not do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying what others can do and take on individual tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying that we have our own responsibility as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the role of themselves. Take responsibility to be best and do not let the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying others' transferable aspects to that working environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal learning objectives		rarely	now and then	often	always
Self-reliance	I finish my work on time and I do not need to be urged or reminded by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I finish my work thoroughly, even if I'm not in the mood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I get missing information by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I look for solutions to a problem and do not wait until someone presents me the solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I get a clear look at my tasks and consider how I best solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility	I am reliable; people can rely on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I do not cop out of tasks and also I take on unpopular tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I make sure that we reach our goal together as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I do not cop out of decisions, I take responsibility in a team and I do not look for excuses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I pay attention when I handle tangible objects so that nothing gets broken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social learning objectives		rarely	now and then	often	always
Communication	I listen to others carefully and try to understand their point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I explain the reasons of my own behavior to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I inform the others timely, understandable and fully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can also comment on unpleasant things so that the other person does not feel injured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In a conversation I can also retract myself and let others have their say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation & conflicts	I make sure that nobody is left behind in the team and everyone can participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I stick to rules and agreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	If I see that classmates have difficulties with their work, then I try to help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can accept that opinions may be different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can strike a compromise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tool 7: “Big 5” Personality Test



Tool 7: Big 5 Personality Test



Target Group: Students and HEIs



Source: Open Psychometrics



<https://openpsychometrics.org/printable/big-five-personality-test.pdf>

Description: Another helpful tool that can be used during the preparation phase is the Big 5 Personality Test which is the most widely used personality test developed in the field of psychology.

It measures five personality traits:

1. Extraversion,
2. Neuroticism,
3. Conscientiousness,
4. Agreeableness,
5. Openness.

As pointed out in the framework, **remote work benefits from high conscientiousness and openness.**

If the test indicates low conscientiousness and openness, it might be a yellow flag.

The result of the test can also be used to identify training needs of prospective interns.

2.2 Recruitment and Selection

Part of the success of WBL relies on offering students enough high-quality internship positions. **While eWBL offers the advantage of greater flexibility in terms of location, not all positions are suitable for remote work.**

To address this challenge, our data suggests:

- A **filtering mechanism** to help facilitate the identification of suitable and adequate opportunities.
- **Testimonials** from previous interns help prospective interns anticipate potentially negative expectations about eWBL and to address concerns interns might have about working remotely.
- Our data also speaks of the importance of **virtual job fairs**. This not only is cost-efficient but more importantly, sets the tone for what to expect in eWBL.
- **CV design** and **preparation for online job interviews** that highlight the candidate's capabilities to work independently and give evidence that he or she is self-conscious and familiar with netiquette rules like having an adequate physical space, avoiding interruptions, use of formal language, turning the camera on, etc.)

To this end, the following tools and resources could be useful.

Tool 8: Virtual Internship Checklist for Interns



Tool 8: Virtual Internships Checklist for Interns



Target Group: Students & companies



Source: North Dakota State University and eWBL Project

Description: The 'Virtual Internships Checklist' is a comprehensive guide for prospective interns on **how to choose the right company to do an online internship.**

The checklist provides key metrics and criteria that typically define a good internship. As a HEI you can **share this checklist with interns** to reduce the risk that interns fall victim to fraudulent or exploitative internships.

Template for printing

Template: Virtual Internship Checklist for Interns | 2.2 Preparation Phase

Virtual Internships Checklist for Interns

Ensure the employer is a legitimate and trustworthy business evidenced by:

- A physical location
- A functioning website and social media pages
- A history of offering previous internship programmes
- A telephone number

The job description should meet the criteria of a legitimate internship:

- Opportunity for applying the knowledge gained in the classroom
- Skills or knowledge must be transferable to other employment settings
- Clearly defined learning objectives
- Supervision by a professional with expertise
- An adequate duration that allows for the learning objectives to be met

Interns, the employer should be approved and registered by your university internship coordinator or career centre:

- The organization must be willing to host a site visit from a university representative
- If you are unsure of the employer's quality, ask support from your university

Ensure the employer will supply you adequate work conditions:

- A contract detailing the working hours and the start and end of the work journey
- Equipment including a laptop, monitor and keyboard
- Office supplies if necessary
- An ergonomic workspace if you do not have one

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Virtual Internships Checklist for Interns

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- A physical location
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Ideally, the employer should be **approved and registered by your university** internship coordinator or career centre

- The organization must be willing to host a site visit from a university representative
- If you are unsure of the employer's quality, ask support from your university

Ensure the employer will supply you **adequate work conditions**:

- A contract detailing the working hours and the start and end of the work journey
- IT equipment including a laptop, monitor and keyboard
- Office supplies, if necessary
- An ergonomic workspace if you do not have one

Tool 9: Sample Interview Questions



Tool 9: Sample Interview Questions



Target Group:
Companies



Source: Henry. W. Bloch School of Management (2017, p.14-15)



<https://cdn.careers.bloch.umkc.edu/wp-content/uploads/sites/130/2021/08/Bloch-Int-Toolkit-2017a.pdf>

Description:

These sample interview questions are extracted from the internship toolkit developed by Henry. W. Bloch School of Management (2017, p.10).

The sample questions could be helpful for companies who recruit interns for digital or hybrid internships.

Basic Questions

1. Tell me about yourself.
2. What are your strengths and weaknesses?
3. Give me an example or a situation in which....
 - You faced a conflict or difficulty at work or in school
 - You may have had difficulty with a supervisor, or peer
 - You had a project you were most proud of.
4. Can we go over your resume?
5. What are your career goals and where do you see yourself in the next five years?

Specific to the Internship

1. Why are you interested in this internship?
2. Why do you think you are qualified for this position?
3. What type of work environment do you prefer?
4. What type of job-related skills have you developed that may help you in this internship?
5. How would you assess your writing and communication skills or your IT skills?
6. Have you had previous internship experience?

About Past Experiences

1. Give me an example of a time when you worked under a deadline,
2. Give me an example of when you worked with a team.
3. Give me an example of a time you worked on multiple assignments during one time.
4. Describe a situation where you taught a concept to a peer, co-worker or other person.
5. Describe a time when you disagreed with a supervisor and how you resolved it.

2.3 Training of Staff at HEIs and Companies

The last crucial component of the eWBL preparation phase is the training of staff in HE and companies. **Our results suggest that trainers in companies and HE are often not prepared to support students doing eWBL.**

This lack of preparedness includes:

1. **technological and**
2. **pedagogical aspects.**

Trainers are not always familiarised with the latest technology, nor with the various productivity tools (e.g. virtual workspaces, collaborative tools) that are often central to the success of remote work.

Similarly, they are often unaware of the pedagogical demands of virtual internships such as the need for more constant feedback, a closer relationship between intern and mentor, the fostering of the intern's ability to work independently, and issues associated with poor socialisation.

Tool 10: Online Skills Developer



Tool 10: Online Skills Developer



Target Group: Companies and HEI



Source: eWBL project

Description: Developing the knowledge and skills to effectively support online internships as a company or HEI is time-consuming and requires specific expertise and experience.

We have compiled a **collection of training materials, including a slide deck and various videos**, to support this process.

The materials are available for free at the link provided below.

03

ONBOARDING PHASE

ONBOARDING PHASE

The onboarding phase starts when the intern has secured a placement and is ready to commence working. **A robust onboarding phase is essential to mitigate some of the limitations of eWBL such as absorption of company's culture.** Our framework divides the onboarding into four main activities that, while having different purposes, can be combined into a one-day event or divided into multi-day events.

The four activities are:

1. **Introducing internship aims**
2. **Meeting colleagues and stakeholders**
3. **Detailing the workflow**
4. **IT and other practical matters**

3.1 Introducing Internship Aims

The main role of onboarding is to introduce students to the overall eWBL process which includes explaining the **general aim of the internship**, the intended learning outcomes, the different stages the intern will go through, and the feedback and assessment mechanisms. This should be aligned with the ILP described in the design phase. This meeting is also a good opportunity for the company to introduce its **history, work culture, and its long-term goals**.

In line with the recommendations outlined in the preparation phase, it is advisable for employers to also **assess the digital skills and remote work readiness of the students** at this stage. If any significant gaps are identified, employers should consider providing training.

Tool 11: Onboarding Checklist



Tool 11: Onboarding Checklist



Target Group: Companies, Interns



Source: Dublin City University and the eWBL Project

Description: The following checklists offer helpful pointers and reminders for

- a) managers,
- b) supervisors and
- c) interns

to facilitate the onboarding phase.

Template for printing

Onboarding - Supervisor	
Action	Check
Discuss with the intern before the programme starts to determine their role in the placement.	
Ensure the intern has the right skills and attributes to undertake the role. Provide guidance, support and training and refer to communication skills. Check their digital skills and remote work readiness.	
Highlight the key aspects of organisational culture and how they influence how they will work in the organisation.	
Ask the intern about their previous experience and training. Use these to help them understand the role and the company's expectations.	
Ensure the intern is aware of the company's policies and procedures. Provide them with the necessary information to ensure they can work effectively.	
Onboarding - Intern	
Action	Check
Discuss your role with the intern. Check that you can help them complete the programme.	
Share your experience of working as an intern. Discuss:	
<ul style="list-style-type: none"> • The role of the intern • The company's culture • The company's expectations • The company's policies and procedures 	
Ask the intern about their previous experience and training. Use these to help them understand the role and the company's expectations.	
Ensure the intern is aware of the company's policies and procedures. Provide them with the necessary information to ensure they can work effectively.	
Provide the intern with the necessary information to ensure they can work effectively. This includes:	
<ul style="list-style-type: none"> • The company's policies and procedures • The company's expectations • The company's culture • The company's role 	



Template: Manager, Supervisor and Intern Onboarding Checklist

Onboarding Checklist: Managers

Actions	Check
Connect with the intern before the programme starts to welcome them to the organisation	
Ensure the intern has the right skills and attitudes to work remotely; mainly proactivity, time management and written communication skills. If not, these should be developed through training.	
Highlight the key aspects of organisational culture and how they influence how things get done in the organisation.	
Ask the intern about their motivations and learning objectives. Use these insights to complete, together with the intern, a learning plan.	
Inform the intern about the assessment methods and how the organisation will interact with the HEI.	

Onboarding Checklist: Supervisors

Actions	Check
Discuss your role with the intern. Clarify how you can help them navigate the organisation.	
Share your experience of being an intern / newcomer: <ul style="list-style-type: none">• What surprised you.• What you learnt.• What you wish you knew.• Your tips for succeeding.	
Ask the intern about their learning motivations and ambitions. Take those into consideration when assigning tasks.	
Ensure the intern understands what is expected of them workwise. Pay special attention to: <ul style="list-style-type: none">• Task briefing methods (video meetings, email) and frequency• Deadlines and quality metrics• Touchpoints (email, video, work platforms, etc.)• Feedback systems (daily, weekly, etc.)	



Template: Manager, Supervisor and Intern Onboarding Checklist

Help them understand “netiquette” in the team.

- Expectations around cameras on/off.
- Background images and work environment.
- Proper language use in formal and informal settings.

Introduce the rest of the team and suggest means to networking with peers and other employees of the organisations. Are there:

- Social media groups?
- Regular socialising activities?
- Face-to-face events?

Ensure the intern has the adequate home office conditions, including:

- IT equipment and software
- Office supplies
- Ergonomic workspace

Onboarding Checklist: Interns

Actions

Check

Familiarise yourself with the history and culture of the company.

Discuss with your manager or supervisor the learning outcomes and how the work you will perform supports them.

Understand the work processes:

- Your daily tasks.
- Your projects.
- How tasks will be briefed and delivered.
- Preferred communication approaches.

Connect with your supervisor. Discuss:

- Their role in the organisation
- Their past work experience
- Questions you have about workplace etiquette.

Socialisation and networking. Ask your supervisor to:

- Introduce you to your teammates
- Include you in social media groups
- Invite you to virtual and in-person events

Ensure you have the basic working conditions. Make sure you:

- Have adequate IT equipment, software, office supplies, and an ergonomic workspace.
- Agree with your working hours and the start and end of the work journey.

3.2 Meeting Colleagues and Stakeholders

After presenting the general internship aims, the intern should be **formally introduced to colleagues and stakeholders** including key IT and administrative staff. Furthermore, onboarding events can be used to create social media groups, such as WhatsApp.

HEIs can hold similar onboarding events, where interns from different disciplines meet to network with students also working remotely to minimize feelings of social isolation and creates opportunities to exchange invaluable work experiences.

Our research also showed the benefits of a **'buddy' system**. It involves assigning interns to a buddy, who is typically someone who was an intern and has now been hired for a permanent position. He should help the new intern through the first few weeks on the job.

While the onboarding can be done online, our results and literature suggests having it **face-to-face to foster a collaborative mindset**. Several activities can be used, including:

- meet and greet events
- group breakfasts or lunches
- corporate visits to showcase the company's departments
- ice-breaking activities,
- small party.

Tool 12: Onboarding Buddy Guide



Tool 12: Onboarding Buddy Guide

Description: The sample onboarding buddy guide was created by GitLab. It provides a comprehensive **10 item description of the responsibilities** of employees who want to serve as buddies for interns working remotely.



Target Group: Companies

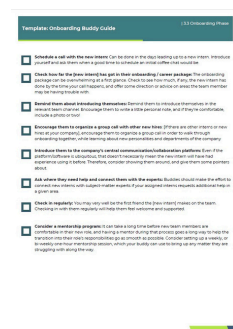


Source: GitLab











<https://handbook.gitlab.com/handbook/people-group/general-onboarding/onboarding-buddies/>

Template for printing



Template: Onboarding Buddy Guide

-  **Schedule a call with the new intern:** Can be done in the days leading up to a new intern. Introduce yourself and ask them when a good time to schedule an initial coffee chat would be.
-  **Check how far the [new intern] has got in their onboarding / career package:** The onboarding package can be overwhelming at a first glance. Check to see how much, if any, the new intern has done by the time your call happens, and offer some direction or advice on areas the team member may be having trouble with.
-  **Remind them about introducing themselves:** Remind them to introduce themselves in the relevant team channel. Encourage them to write a little personal note, and if they're comfortable, include a photo or two!
-  **Encourage them to organize a group call with other new hires:** [If there are other interns or new hires at your company], encourage them to organize a group call in order to walk through onboarding together, while learning about new personalities and departments of the company
-  **Introduce them to the company's central communication/collaboration platform:** Even if the platform/software is ubiquitous, that doesn't necessarily mean the new intern will have had experience using it before. Therefore, consider showing them around, and give them some pointers.
-  **Ask where they need help and connect them with the experts:** Buddies should make the effort to connect new interns with subject-matter experts if your assigned interns requests additional help in a given area.
-  **Check in regularly:** You may very well be the first friend the [new intern] makes on the team. Checking in with them regularly will help them feel welcome and supported.
-  **Consider a mentorship program:** It can take a long time before new team members are comfortable in their new role, and having a mentor during that process goes a long way to help the transition into their role's responsibilities go as smooth as possible. Consider setting up a weekly, or bi-weekly one-hour mentorship session, which your buddy can use to bring up any matter they are struggling with along the way.

Tool 13: Intercultural Competence Profile



Tool 13: Intercultural Competence Profile



Target Group: Students



Source: digipass



<https://www.digi-pass.eu/how-to-measure-intercultural-competence>

Description: These questions from the intercultural readiness checklist can help students reflect on their intercultural competencies and identify areas for improvement as they engage in diverse environments.

Template for printing

Template: Intercultural Competence Profile 1/32 Downloading Please...

Intercultural Sensitivity

- Do others in your culture act differently to you when you are in their culture?
- Do you understand why someone from a different culture might react differently to you?
- Do you know how to explain your own culture to someone from a different culture?
- Do you know how to explain your own culture to someone from a different culture?

Intercultural Communication

- Do you know how to explain your own culture to someone from a different culture?
- Do you know how to explain your own culture to someone from a different culture?
- Do you know how to explain your own culture to someone from a different culture?
- Do you know how to explain your own culture to someone from a different culture?

Intercultural Competence

- Do you know how to explain your own culture to someone from a different culture?
- Do you know how to explain your own culture to someone from a different culture?
- Do you know how to explain your own culture to someone from a different culture?
- Do you know how to explain your own culture to someone from a different culture?

Intercultural Diversity

- Do you know how to explain your own culture to someone from a different culture?
- Do you know how to explain your own culture to someone from a different culture?
- Do you know how to explain your own culture to someone from a different culture?
- Do you know how to explain your own culture to someone from a different culture?

Template: Intercultural Competence Profile

Intercultural Sensitivity

- How often do you seek out opportunities to learn about different cultures and perspectives?
- When interacting with someone from a different cultural background, how do you show respect for their customs and traditions?
- Are you open to reflecting on your own cultural biases and how they might affect your interactions?
- How comfortable do you feel discussing cultural differences with others?

Intercultural Communication

- Can you provide an example of a time when you had to adapt your communication style for someone from a different culture?
- How do you ensure that your message is understood when communicating with individuals from diverse backgrounds?
- What strategies do you use to overcome language barriers in cross-cultural communication?
- How do you handle misunderstandings that arise from cultural differences?

Building Commitment

- How do you actively seek out and engage with individuals from different cultural backgrounds in your professional or academic environment?
- What steps do you take to maintain relationships with people from diverse cultures?
- How do you contribute to creating an inclusive environment that values cultural diversity?
- In what ways do you mentor or support individuals from different cultural backgrounds?

Managing Uncertainty

- How do you approach situations where cultural norms are unfamiliar or confusing to you?
- Can you think of a time when you used a culturally diverse perspective to solve a problem or innovate?
- How do you encourage others to embrace cultural diversity in a team or group setting?
- What resources or strategies do you utilize to increase your understanding of different cultures in a professional context?

3.3 Detailing the Workflow

Our research shows that one of the most recurring challenges of eWBL relates to poor intern-supervisor communication. Supervisors are often unaware of what interns are doing. Similarly, interns frequently complain about unclear instructions and inadequate support. Consequently, **eWBL demands a more structured workflow than in-person WBL**. This includes:

- more recurring meetings
- briefing sessions,
- follow-ups and touchpoints.

The onboarding should also cover the preferred forms of communication for different work situations, the way the work output will be shared, the frequency that tasks will be distributed, the start and end of the workday, and the work assessment methods.

Similarly, **HEIs should have an onboarding event to explain:**

- feedback,
- mentoring
- assessment

Tool 14: Workflow Self-Assessment Checklist



Tool 14: Workflow Self-Assessment Checklist



Target Group: Companies, Students



Source: eWBL project

Description: Both students and companies can use the following questions to determine whether the workflow is understood and is functioning well.

Template for printing

Template: Workflow Self-Assessment Checklist | 3.3 Onboarding Phase

For Companies

- Are recurring meetings and briefing sessions scheduled frequently enough to maintain clear communication?
- Is there a consistent method for interns to share updates on their tasks and progress?
- Have preferred communication channels been clearly explained for different work situations?
- Is there a structured plan for task distribution, including frequency and deadlines?
- Do interns understand how and when their work will be assessed?
- Are there clear expectations for workday start and times, and are they being observed?
- Is there a follow-up process in place to ensure interns feel adequately supported and able to ask questions?

For Students

- Do I know when to contact and through which channel for different types of questions or issues?
- Am I clear on the structure and timing of meetings, briefings, and check-ins with my supervisor?
- Have I received enough information on how and where to share my work output?
- Do I understand the expectations around my work hours and deadlines?
- Do I feel I have clear instructions for my tasks, or am I experiencing any gaps in support?
- Do I understand the assessment criteria and feedback process for my work?
- Do I know how to reach out if I need further guidance or support between formal meetings?

Template: Workflow Self-Assessment Checklist

For Companies

- Are recurring meetings and briefing sessions scheduled frequently enough to maintain clear communication?
- Is there a consistent method for interns to share updates on their tasks and progress?
- Have preferred communication channels been clearly explained for different work situations?
- Is there a structured plan for task distribution, including frequency and deadlines?
- Do interns understand how and when their work will be assessed?
- Are there clear expectations for workday start and end times, and are they being observed?
- Is there a follow-up process in place to ensure interns feel adequately supported and able to ask questions?

For Students

- Do I know whom to contact and through which channel for different types of questions or issues?
- Am I clear on the structure and timing of meetings, briefings, and check-ins with my supervisor?
- Have I received enough information on how and where to share my work output?
- Do I understand the expectations around my work hours and deadlines?
- Do I feel I have clear instructions for my tasks, or am I experiencing any gaps in support?
- Do I understand the assessment criteria and feedback process for my work?
- Do I know how to reach out if I need further guidance or support between formal meetings?

3.4 IT and other Practical Matters

While work in eWBL is mostly performed from home, interns should not be expected to rely on their personal IT equipment or bear the cost of purchasing office supplies. Several businesses that we studied used the **onboarding day to provide the necessary IT equipment** to interns, install the necessary software and security protocols on interns' laptops and distribute documents or other items necessary for remote work.

It is also advisable to **offer interns a tutorial** on how to navigate the company system, access shared platforms, etc.

Tool 15: Technology Checklist



Tool 15: Technology Checklist



Target Group: Companies & students



Source: Philadelphia Youth Network



<https://workready.org/media/5r1lxz2h/technology-checklist.pdf>

Description: The Technology Checklist is included in the Virtual Internship Employer Toolkit prepared by Philadelphia Youth Network.

It should be filled out together with the intern prior to the commencement of the internship.

Template for printing

Tool	Software/Platform	Hardware/Device	Access/Permissions	Support/Helpdesk

Template: Technology Checklist

	Job Requirements	Intern's Current Setup	Identified Need / Gap	Solutions / Resources
Computer (including a functioning webcam)				
Internet				
Home "Office" Setup				
Technology Proficiency				

04

DELIVERY PHASE

The delivery phase involves the main tasks and responsibilities of the internship.

Our data shows that remote work can boost interns' productivity by reducing interruptions, eliminating commuting, and providing flexibility to work during their most productive hours.

However, it also brings unique challenges. Existing research highlights that remote interactions can lead to decreased task clarity. Additionally, asynchronous communication can impede collaborative work and supervision of interns' tasks.

In line with this research, our data reveals the **three most common challenges during the delivery phase of eWBL:**

1. **Task briefing.**
2. **Task monitoring.**
3. **Networking and socialization activities.**

4.1 Task Briefing:

Task **briefing ensures interns understand their work tasks, including what they need to do, expected outcomes, and deadlines.** In eWBL, remote work can hinder communication and make it hard for interns to seek clarifications. To address this, organizations often hold weekly briefing meetings at the start of the week, covering:

- Objectives and expectations: Clear communication of task objectives.
- Resources and support: Providing necessary materials and addressing questions.
- Deadlines and milestones: Setting deadlines and key milestones.

Tool 16: HolaBrief



Tool 16: *HolaBrief*



Target Group: Companies



Source: HolaBrief



<https://www.holabrief.com/creative-brief>

Description: HolaBrief is a free, interactive online tool, with templates to standardize the process of briefing.

It has an easy-to-use drag-and-drop interface, that allows all internship stakeholders to use the platform in an easy and quick way.

The templates can be adapted to the needs of the person doing the briefing.

eWBL

[< Back to exercises](#)

Project Overview

- About the project
- Deliverables
- Do's and Don'ts
- Deadline

eWBL

[< Back to exercises](#)

Key Stakeholders

Who else is working on the project and what are their responsibilities?

LIST OF CONTACTS:

- Maria. Responsible for contacting the partners. Contact her for feedback on the toolkit. Email: maria@company.com

Tool 17: Task Briefing Template



Tool 17: Task Briefing Template



Target Group: Companies & students



Source: Career Launcher and the eWBL Project

Description: The task briefing template covers goals, actions to be taken, resources needed, learning outcomes, challenges, contingency, status, and completion date.

The template should be completed by the supervisor with the support of the intern.

Template for printing

Template: Task Briefing	
<p>Goal: What are the goals and objectives of the project? What are the expected outcomes?</p>	
<p>Activities to be Done: What are the activities to be done? What are the steps to be followed? What are the resources to be used?</p>	
<p>Resources Needed: What resources are needed to achieve the project?</p>	
<p>Learning Objectives: What are the learning objectives of the project? What are the expected outcomes?</p>	
<p>Challenges: What are the challenges of the project? What are the expected outcomes?</p>	
<p>Timeline and Milestones: What are the milestones of the project? What are the expected outcomes?</p>	

Template: Task Briefing

Goals

What are the specific and measurable goal(s), accomplishment(s) and/or project(s) that are to be achieved/completed?

Actions or Steps

What steps or actions need to be taken in order to achieve this goal or finish the project?

Resources Needed

What resources are required to achieve the goal/project?

Monitoring

How (video, email) and with what frequency (daily, weekly) will task monitoring take place?

Challenges

What challenges or issues do you anticipate that could affect achieving your goal or project?

Deadlines and Milestones

What is the due date for the goal or project? Are there intermediate milestones with specific deadlines?

4.2 Task Monitoring:

Due to communication challenges in remote settings, companies should monitor interns' work. Issues arise from both interns and supervisors; interns miss support, and supervisors lack visibility into interns' tasks. **Two ways to enhance task monitoring are:**

- **Increase Feedback Frequency:** Conduct regular virtual meetings, with the frequency depending on task complexity and supervisor availability.
- **Visibility:** Keep interns 'visible' on shared work platforms, making them easily accessible for consultation and collaboration. Shared calendars can enhance coordination.

However, excessive meetings can be burdensome, and autonomy benefits learning, so task monitoring should avoid micromanagement.

Higher education institutions (HEIs) should also monitor students, focusing on their well-being, work-life balance, and adaptation to remote work. This can be done through periodic meetings, potentially combined with feedback sessions.

Tool 18: Work Management Software



Tool 18: Work Management Software



Target Group: Companies

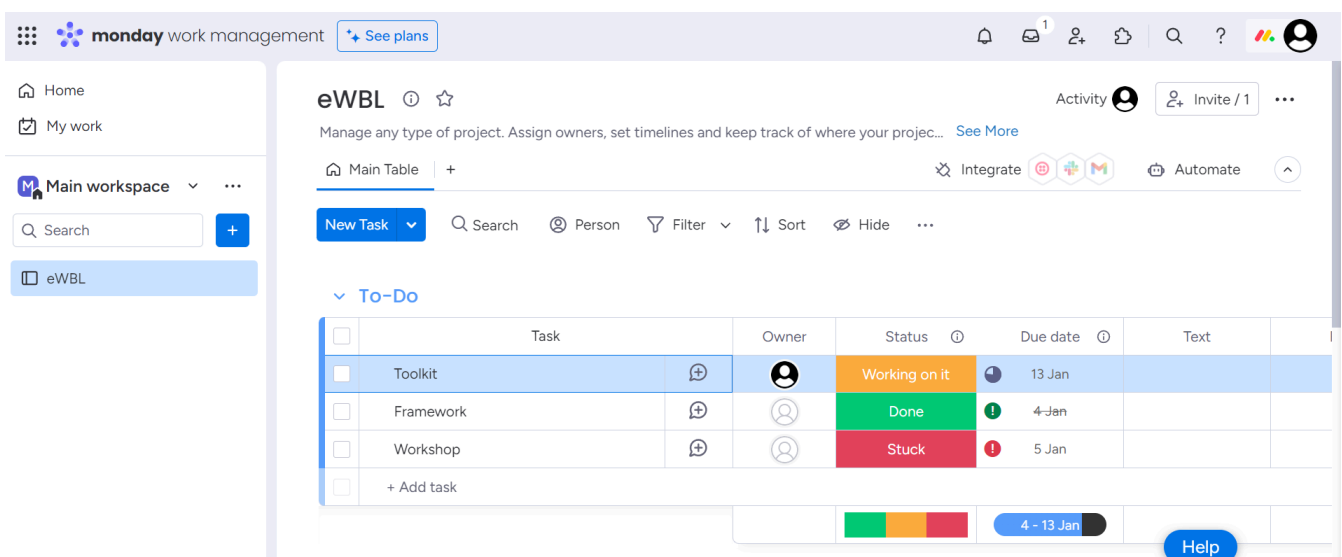


Source: Monday.com



<https://monday.com/lang/de/mb/dpm/productivity>

Description: Monday.com is an example of an online tool where companies and supervisors can easily have an overview and track students/employees' tasks' progress. With this tool, it is possible to add each task, the members of the team responsible for them, their current status (not started, working on it, stuck, done), the due dates, any comments anyone might have, and different files, among other features.



Tool 19: Work-Life Balance Questionnaire



Tool 19: Work-Life Balance Questionnaire

Description: This staff wellbeing survey can be used to assess and support students' wellbeing during their virtual internships.



Target Group: HEIs



Source: Warwick Medical School

Template for printing

Template: Work-Life Balance Questionnaire		4. Delivery Phase			
Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	
I feel that my workload is too high.					
I feel that my work is too demanding.					
I feel that my work is too stressful.					
I feel that my work is too time-consuming.					
I feel that my work is too repetitive.					
I feel that my work is too monotonous.					
I feel that my work is too boring.					
I feel that my work is too dull.					
I feel that my work is too tedious.					
I feel that my work is too frustrating.					
I feel that my work is too overwhelming.					
I feel that my work is too challenging.					
I feel that my work is too demanding.					
I feel that my work is too stressful.					
I feel that my work is too time-consuming.					
I feel that my work is too repetitive.					
I feel that my work is too monotonous.					
I feel that my work is too boring.					
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I feel that my work is too frustrating.					
I feel that my work is too overwhelming.					
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I feel that my work is too demanding.					
I feel that my work is too stressful.					
I feel that my work is too time-consuming.					
I feel that my work is too repetitive.					
I feel that my work is too monotonous.					
I feel that my work is too boring.					
I feel that my work is too dull.					
I feel that my work is too tedious.					
I feel that my work is too frustrating.					
I feel that my work is too overwhelming.					
I feel that my work is too challenging.					

Template: Work-Life Balance Questionnaire

Statement	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been dealing with problems well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been thinking clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling close to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been able to make up my mind about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work overtime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work on the weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have missed important personal event because of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel satisfied with my work-life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Networking and Socialisation Activities:

WBL offers interns a chance to experience real workplaces, learn the ins and outs of a specific industry, and build professional connections. However, when it comes to virtual internships, these benefits are somewhat limited.

Our research has identified helpful ways to overcome the limitations of remote internships:

- **Senior Meetings:** Interns can participate in meetings involving experienced professionals, even if they just observe. Before such meetings, supervisors can provide a quick rundown of who's involved, their roles, and what will be discussed. This helps interns understand the company's culture and expand their professional network.
- **Social Networks:** Encouraging interns to create and actively use profiles on professional platforms like LinkedIn can be beneficial. Additionally, supervisors from both the company and HEIs can encourage interns to reach out, ask questions, or set up virtual coffee breaks with colleagues and more experienced staff.
- **Virtual Events:** Companies and HEIs can organize virtual events like online social gatherings, games, or quizzes to foster a sense of community. While some participants may find these activities a bit artificial, they still offer value. Notably, events exclusive to interns tend to be more engaging, as they give interns a stronger sense of ownership compared to events organised by management.

Tool 20: Networking Activities



Tool 20: Networking Activities



Target Group: Students and companies



Source: JPMorgan Chase & Co.'s and eWBL Project

Description: The list below offers several networking activities that seek to forge stronger connections between employees and interns through a creatively structured approach.



NETWORKING ACTIVITIES

“Meet and Greet”

- Highlight different departments through video calls
- At each “Meet and Greet” have the department share their role in the company, a typical “day in the life” within their department, and highlight a cool project they have done.
- Move into breakouts where interns are paired or in small groups with members of the department. Have interns rotate 2-3 times so that students have the opportunity to speak with multiple staff from the department

Speed Networking

- One-on-one or rotation format and allows for more dialogue between students and employees than traditional panels
- In order for speed networking to work, you will need a video call platform that allows for pre-assigned breakouts like Zoom. You will also need your full list of participants in advance so that you can create groups.
- It can be a good idea to pair employees together from a department (e.g. 2 employees from sales)
- First introduce speed networking and how it will work.
- We recommend 3 rotations, 7-10 minutes in length.

Elevator Pitch Workshop

- Helpful tool to network with employees, as they will be introducing themselves and giving a sense of who they are.
- Divide the presentation into: introduction, hook, solution.
- Have one or two employees model their own elevator pitch
- Give interns a few minutes to draft their own elevator pitches

LinkedIn Workshop and Support

- Have two employees (early and mid-career) walk through their LinkedIn profiles.
- After the introduction, have interns split up into pairs with an employee to improve or development their LinkedIn profile.

Virtual game nights

Playing virtual games with colleagues also support socialisation and networking. Here are some interesting options:

- <https://www.sessionlab.com/blog/online-energizers/>
- <https://www.mural.co/blog/online-warm-ups-energizers>
- <https://www.funretrospectives.com/category/energizer/>
- <https://garticphone.com/>
- <https://skribbl.io/>
- <https://www.horsepaste.com/>

NETWORKING TIPS

Provide students and employees with sample questions before networking activities

- With interns, you can have the group of interns brainstorms questions they want to ask in advance
- With employees, remind them to learn about the interns as well. It should be a two-way conversation

Interns want to see themselves represented. Consider including:

- Young Professionals: Staff who are closer in age and may be more relatable and represent paths that feel attainable
- Alumni: It can be especially exciting for students to meet employees that are alumni
- Mix of pathways: Students want to hear from employees who have taken all different paths to get where they are
- Varied roles: By networking with employees in other departments, interns can learn about the huge range of career options available

Examples of things that interns want to learn from employees:

- Employee career pathways
- Typical day in the life at work
- What they like and don't like about their job
- Challenges they've overcome
- How they manage work-life balance
- What did they study, and how were they as university students?

05

ASSESSMENT PHASE

It is recommended to divide the assessment into two main components:

- **Feedback and Mentoring**
- **Formal Evaluation**

The Feedback and Mentoring aspect constitutes a continuous and constructive process, extending throughout the entire internship.

Formal Evaluation takes place at the conclusion of the program and assumes a more summative character, primarily focused on validating learning outcomes and accruing credit points.



5.1. Feedback and Mentoring

WBL leverage work experiences as a means of learning. However, unexamined work experiences can be unreliable sources of learning because individuals often misinterpret them. Through thoughtful reflection, learners can move past initial impressions, thereby transforming work experiences into valuable sources for personal improvement.

As a result, it is **important for both companies and HEIs to promote reflection** concerning the role of work in the learning process **at various levels**. Here we suggest:

- 1. self-assessment**
- 2. with the supervisor**
- 3. in a group.**

Dimensions that can be assessed in each process include (i) acquisition of practical knowledge, (ii) development of skills and attitudes, (iii) networking, (iv) career prospect.

**1. Self-assessment
(reflective log or
questionnaire)**

**2. One-on-one feedback
with company mentor**

**3. Group feedback with HE
and company mentor**

Explored dimensions: (i) acquisition of practical knowledge, (ii) development of skills and attitudes, (iii) networking, (iv) career prospect.

Self-assessment:

One effective approach to incorporate various types of feedback involves initiating a process where interns initially complete a predefined self-assessment form. Subsequently, the outcomes of this self-assessment serve as a foundation for a personalized discussion between the intern and their supervisor.

One-on-one feedback with company mentor:

After the intern successfully fills in the self-assessment part of the form, it is important for the supervisor to fill in the employer evaluation part of the same form. After this, the supervisor can more easily plan the one-on-one feedback session with the student, based on the form both parts completed.

Group feedback with HE and company mentor:

At the different stages of the internship, it is important for HE supervisors and company mentors to take the time to jointly assess the performance of the student, taking into account the company targets, and the learning goals set by the HEI.

Tool 21: Intern Evaluation Form



Tool 21: Intern Evaluation Form



Target Group: Companies and students



Source: Career Launcher



<https://collegesinstitutes.sharepoint.com/:b/g/extcollab/EYQIgjENqoVAsBBbdFba9NIBmFiYRKAIsYO4ATQ9IUvCeA?e=w7gMzi>

Template for printing

Template to be filled out by the intern

Intern Self-Evaluation Form	
General information	
Name	
Matr. No.	
Company	
Department	
Supervisor	
Self-Evaluation	
How do you rate your performance during the internship?	
How do you rate your learning experience during the internship?	
How do you rate your communication skills during the internship?	
How do you rate your teamwork skills during the internship?	
How do you rate your problem-solving skills during the internship?	
How do you rate your time management skills during the internship?	
How do you rate your overall satisfaction with the internship?	

Description: The Intern Evaluation Form supports all the 3 sub-activities of Feedback and Mentoring described above.

It contains both open-ended and structured questions to be filled out both by the intern and the supervisor, which they can subsequently use for their joint performance discussion.

The same document can also be used for a group performance assessment discussion with the HEI coordinator.

The Intern Evaluation Form can be used by completing these three steps.

Step 1: The intern completes a self-evaluation, leaving blank the areas for the supervisor

Step 2: The intern sends the evaluation form to their supervisor to complete.

Step 3: Both set a time to review the evaluation together.

Template: To be filled out by the intern

Intern Self-Evaluation Form

General information

Intern name:

Start date:

Position:

End date:

Supervisor name:

Goal/Project

(What are the specific and measurable goals, and/or projects that were to be achieved/completed?)

Actions

(What steps or actions are needed to be taken in order to achieve this goal or finish the project?)

Learning Outcomes

(What were the specific and measurable outcomes that were expected from you? What skills did you use?)

Status

(Was the project completed on time or was it delayed?)

Accomplishments

(What did you excel in? Provide examples of specific actions taken or decisions made and how they positively influenced the project or goal?)

Areas for Improvement Self Reflection

(What areas of the project/goal could you have done better in? Provide suggestions on how you can improve in this area.)

Intern Evaluation Form

General information

Intern name:

Start date:

Position:

End date:

Supervisor name:

**Supervisor Feedback
Positive Feedback**

(What did the intern particularly excel in? Provide examples of specific actions taken or decisions made and how they positively influenced the project or goal.)

**Supervisor Feedback
Areas for Improvement**

(What areas of the project/goal could the intern have done better in? Provide suggestions on how the intern can improve in this area.)

Supervisor comments

Template: To be filled out by both intern and supervisor

Performance Levels and Definition

Exceeds (E): Work performed is consistently above and beyond the normal requirements of the position. The intern exceeded performance expectations and frequently outperformed most peers.

Meets (M): Consistently achieved expectations in all essential areas of responsibility. Quality of work is very good.

Requires Development (D): Interns who are still developing a competency did not consistently achieve expectations. This rating is used for:

- A new intern who is still learning the job responsibilities
- An intern who has gained new responsibilities since the start of their internship

Needs Improvement (N): Work performed consistently falls short of performance standards.

Performance areas	Intern self-assessment	Supervisor assessment	Intern comments	Supervisor comments
Ability to learn new concepts and ideas				
Ability to accept and implement feedback				
Technical skills attained				
Quality of work				
Prioritization of tasks				
Time management				
Initiative and self-motivation				
Organization and Planning				

Template: To be filled out by both intern and supervisor

Creativity				
Critical thinking				
Judgement				
Reliability				
Adaptability				
Leadership				
Social and cultural awareness				
Teamwork and collaboration				
Communication skills Oral				
Communication skills Written				
Communication skills Listening				

Overall Assessment and comments by Supervisor:

Professional Development to be done:

5.2 Formal Evaluation:

This occurs **at the end of the program and has a more summative nature**, primarily aimed at validating learning and accumulating credit points.

The **internship report** encourages learners to reflect critically on their tasks, connect them to university theory, and identify the development of transferable skills. This report is generally reviewed by both the HEI and company supervisors. Effective evaluation should encompass clear learning outcomes, evaluation criteria, and level descriptors for each outcome, as recommended by experts.

Tool 22: Guidelines for Preparing an Internship Report



Tool 22: Guidelines for Preparing an Internship Report



Target Group: Students and company



Source: Universität Osnabrück



https://www.sozialwissenschaften.uni-osnabrueck.de/fileadmin/Praktikumsb%C3%BCro_und_Auslandsb%C3%BCro/Praktikumsb%C3%BCro/Guidelines_for_Preparing_an_Internship_Report.pdf

Description: These internship report guidelines, prepared by the Universität Osnabrück, outline content and formal requirements for developing the internship report.

The guidelines will help the students know what to focus on while writing their final internship reports.



Guidelines for Preparing an Internship Report

Content requirements

The internship report must contain information about the following aspects of the internship (though it can also include other aspects):

- A description of the organization or institution (e.g., the activities and legal form of the organization, number of employees, structure of the organization) in which the internship was completed.
- Formalities, such as the duration of the internship, scope of work, type of supervision during the internship, connection between the internship and the study program.
- A course outline of the internship, with a concrete description of the field of activity, including the work area, areas of responsibility and projects.
- An evaluation of the internship, reflecting on the significance of the internship's content in the respective context. Which content-related references to your studies did you find? What significance did the internship have for your studies, and what will you take away with you for further studies? What did you enjoy, and what could be improved? Were there any challenges or interesting experiences? What is your overall evaluation of the internship? Would you recommend this internship to other students?

Formal requirements

The following formal requirements should be observed when preparing the internship report:

- Length: approx. 10 pages (not including the cover page, the table of contents, and the bibliography).
- The cover page should include the following information:
 1. Name of the intern & registration number (matriculation number).
 2. Contact information: address/phone number/e-mail address.
 3. Degree program.
 4. Semester.
 5. Date and duration of the internship & the total workload in hours.
 6. Date of submission of the internship report.
- Table of contents.
- List of references.
- Layout/Fonts: Fonts: Use a standard font, e.g., Times New Roman 12 or Calibri/Arial 11, 1 ½ line spacing, justified text, page numbers.
- Consistent citation style (e.g., Harvard style).
- Correct spelling and punctuation.
- Understandable language style and logical sentence structure.
- Each internship report must contain a signed declaration in which the author confirms that the work was carried out independently.

06

QUALITY ASSURANCE

QUALITY ASSURANCE

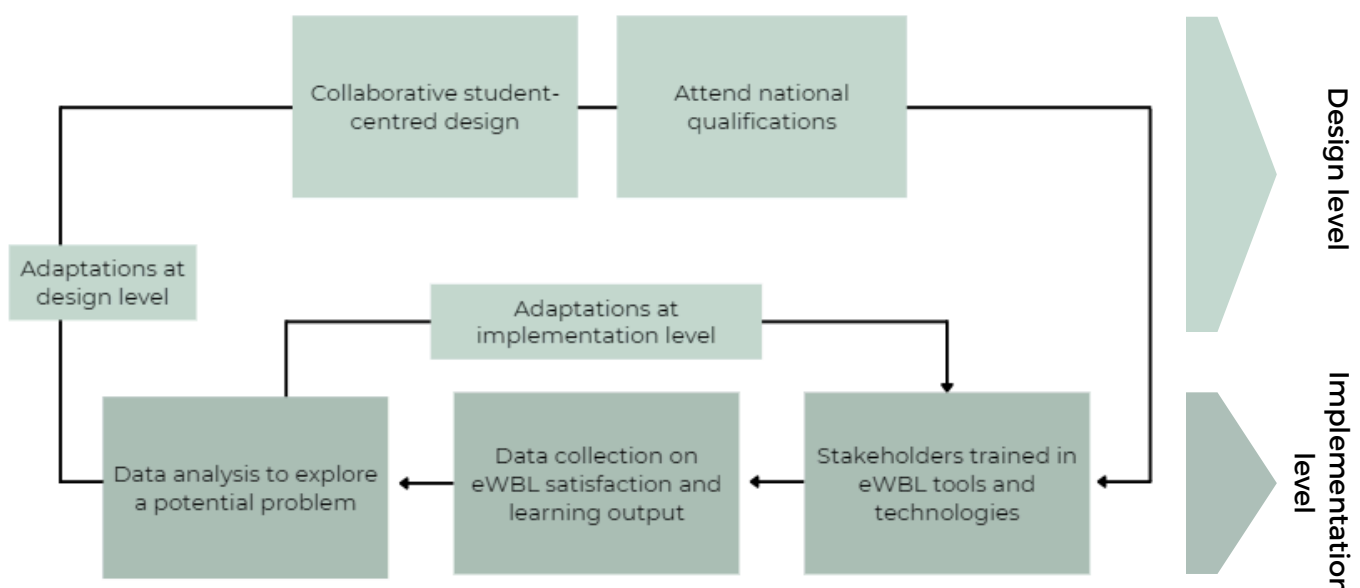
Quality Assurance (QA) is a central process to ensure the success of eWBL. It is perceived as a **cross-cutting activity through all five phases**.

Unlike the evaluation of individual interns, **QA focuses on the continuous improvement of the overall eWBL experience**. QA in eWBL is about systematically assessing and improving the overall effectiveness and quality of the WBL programme to ensure that it achieves its pedagogical and practical objectives. The European Network of Quality Assurance Agencies (ENQA) has taken the lead in developing common standards and guidelines for QA in the European Higher Education Area (ESG, 2015). The ESG sees quality as “primarily a result of the interaction between teachers, students and the institutional learning environment”.

Ensuring quality in the design and delivery of formats like WBL remotely, requires a clearly defined framework with key components that work together on the basis of organised processes. When discussing QA, **a distinction should be made between process-related and content-related aspects**.

The **content** (the development of subject-specific and generic competences) can be formulated in terms of whether the evidence – the desired level of learning - is actually provided. The **process**, on the other hand, is seen as a prerequisite for building trust. It checks whether the conditions for learning meet the standard. Both the conditions and the level of learning are important components for recognition (WEXHE, 2020).

The QA model for eWBL involves five key activities:



QUALITY ASSURANCE

Key aspects of QA in eWBL:

- The eWBL programme must be designed jointly by the HEI and the organisation offering the eWBL.
- Activities must meet the objectives of the employer as well as the learning needs of the student as an employee.
- The qualifications resulting from the programme should be identified and communicated to the different stakeholders. They must also relate to the correct national qualifications framework.
- Particular attention should be paid to aspects of remote working such as credit validation and home working conditions.
- Faculty and support staff should be trained in the use of digital technologies and tools.
- The QA process should be designed at all levels of eWBL (training), the training process, counselling, the overall process and the individual task processes.

In terms of QA and improvement, it is important **to consider the perspectives and dimensions of all stakeholders** (the institution's leaders, students, staff, and external stakeholders, i.e. companies and organisations). It is important to create specific **internal quality frameworks** and support services for these areas, even though they may not interact with each other in practice (Ubachs and Henderikx, 2022) (see Figure below).

Perspective	Dimensions related
Student/Learner	The learner's readiness for online learning and remote working, the digital learning environment and learning resources, flexibility, and student support
Teaching staff and program board	Organizational conditions for the digital course and WBL design, the suitability of the learning environment for various digital pedagogies, the availability of media and tools, frameworks for international collaboration and virtual mobility, and tools for e-assessment
Teaching and learning support services	Digital course and WBL design, team support, ICT support, and mobility support
Leadership	Institutional strategies and frameworks for the digitization of education, international education and virtual mobility, quality assurance frameworks, institutional budgeting, the continuous professional development of staff, and continuous institutional evaluation
External stakeholders	Response to the need for flexible online education in enterprises, professions, and society, possibly the co-creation of content, flexible workplace learning, and the recognition of qualifications for eWBL
Authorities	Legal framework for digital education, institutional funding, quality assurance and accreditation, the ICT infrastructure for universities, and international cooperation and mobility

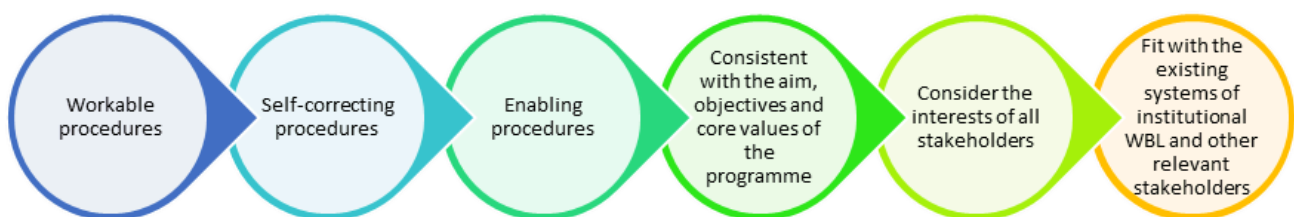
QUALITY ASSURANCE

Creating the QA process and procedures in eWBL:

While creating the actual QA procedures (see Figure below) it is recommended that they are:

- (1) workable (flexible and still providing a firm set of steps to ensure quality)
- (2) self-correcting
- (3) enable the realisation of the levels in eWBL targeted
- (4) are consistent with the aim, objectives and core values of programme and course
- 5) consider the interests of all stakeholders and
- 6) fit with the existing systems of HE programmes and other HE rules and organisation included (adapted for eWBL, based on Nichols, 2002).

Key principles for QA procedures (Nichols, 2002)



Levels of QA process in eWBL considered (Nichols, 2002)



For each process, it is recommended to create an activity flowchart and a series of steps showing what needs to be accomplished in each step, who is involved, who is responsible, what the activity looks like (whether it is a meeting or another series of activities), a list of things to consider during the step, and a list of the main tasks that need to be accomplished in that step. The **main tasks are labelled with checkboxes so that quality can be ensured throughout the process and progress is documented.** The final step of the **QA process involves a reflection phase on the entire training project to ensure that lessons are learnt and documented.** The reflection phase also provides an opportunity to review the QA procedures themselves (Nichols, 2002) and enhancement.

QUALITY ASSURANCE

6.1 QA in design and preparation phase (guidelines for eWBL provider)

The higher education (HE) Institution could send basic guidelines to the eWBL provider (company, organisation) in a e-mail form to establish clear communication and guidelines with basic information for the stakeholders involved.

Tool 23: Guidelines for eWBL Placement Provider



Tool 23: *Guidelines for eWBL Placement Provider*



Target Group: HEIs, companies



Source: WEXHE project (WORK PLACEMENT PACKAGE INTEGRATED APPROACH, 2020)



WEXHE.EU

Description: The guidelines presented below are based on information and findings from the WEXHE case studies and are adjusted to a hybrid form of WBL (a combination of remote and onsite WBL). They provide basic information on He, student, eWBL requirements, duration and issues and concerns to avoid further issues and address challenges.

Dear Reader,

Thank you for your offer to provide an eWBL for one of our students. The purpose of this letter is to introduce you to the policies of our [UNIVERSITY/DEPARTMENT/STUDY PROGRAMME] and to offer you assistance and information that may help to ensure that the eWBL is satisfactory for you and your organisation, as well as for our student. This letter is the beginning of seeking agreement on the expected outcomes of the eWBL and how it will be managed.

Our student, your intern, is studying [NAME OF DEGREE PROGRAMME] at [NAME OF HE INSTITUTION].

This WBL is [A REQUIREMENT OF/ELIGIBILITY] AN ELECTIVE WITHIN] the above-mentioned degree programme and is designed to enable students to apply the knowledge and skills acquired during their studies and to gain practical experience.

Requirements

As an organisation hosting one of our students as an intern, we would like to ask you to ensure that the following support and quality measures are in place:

1. The intern should have a supervisor in your organisation who is an experienced and knowledgeable employee with the necessary skills to work in a digital environment. This supervisor must be available to the student remotely or work nearby so that they can provide regular feedback. In addition, the supervisor helps the intern to orientate him or herself in the organisation (e.g. introduces him or her to colleagues, explains the procedures and system, etc.), helps to define the focus and direction of the WBL, helps to define and establish the intern's role in the company and provides guidance on the daily tasks he or she will undertake.
2. Before the internship begins, the purpose, activity and tasks of the internship as well as the student's learning outcomes should be clarified in an internship plan written by the student. The plan describes the content of the internship, supervision and planning. The internship assignment is written down after discussions between the student and the supervisor in your organisation and should correspond to the level of the student's degree programme. Once the supervising lecturer at our university has approved the assignment, the agreements in the internship plan are confirmed by the signing of an internship contract, which must be signed by the internship supervisor in your organisation, the supervising lecturer and the student.
3. The internship must have a minimum duration of [NUMBER OF HOURS] hours.
4. The intern must have access to his/her own workspace: The internship organisation must offer the intern the opportunity to participate in the organisation's work process. It is important that the intern familiarises him/herself with the structure and culture of the organisation.
5. The internship assignment is demanding and may include some of the following elements:
 - a. The student is encouraged to use their analytical and problem-solving skills
 - b. The assignment requires information searching and processing skills
 - c. The student must use written and oral communication skills
 - d. The student must work independently to a high degree.

Issues and Concerns

If difficulties or dissatisfaction arise during eWBL, these should be discussed with the students in the first instance. However, if difficulties or dissatisfaction persist, please contact the supervising lecturer at the university directly, [NAME OF SUPERVISING LECTURER & CONTACT DETAILS], so that we can take appropriate action to resolve the problem.

Please contact me if you have any questions or would like to discuss the applicable procedures for placement. Thank you again for the offer of this placement.

Yours sincerely,

[NAME OF INTERNSHIP COORDINATOR]

QUALITY ASSURANCE

6.2 QA in design and preparation phase (The eWBL Plan template)

Ensure that the eWBL program is created through cooperation between HE institutions and industry partners. This collaboration should align with the employer's objectives while meeting the learning needs of students as employees. It's important to engage students in meaningful tasks and foster an active role in their learning, avoiding mere "busywork."

Tool 24: The eWBL Plan Template



Tool 24: The eWBL Plan Template



Target Group: Companies, HEIs, Students



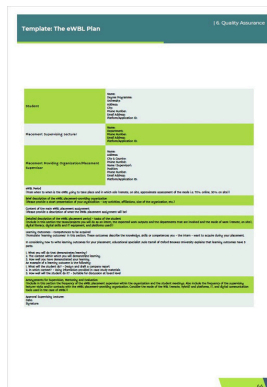
Source: WEXHE project (WORK PLACEMENT PACKAGE INTEGRATED APPROACH, 2020)



WEXHE.EU

Description: The eWBL Placement plan contains basic information and the contacts of the eWBL stakeholders, eWBL period, content of the eWBL, assignments, learning outcomes to be achieved and arrangements among HE, company and student. This document is to be completed by the student, in cooperation with the eWBL supervisor and to be approved by the supervising lecturer at HE.

Template for printing



Template: The eWBL Plan

Student	Name: Degree Programme: University: Address: City: Phone Number: Email Address: Platform/Application ID:
Placement Supervising Lecturer	Name: Department: Phone Number: Email Address: Platform/Application ID:
Placement Providing Organization/Placement Supervisor	Name: Address: City & Country: Phone Number: Name (Supervisor): Position: Phone Number: Email Address: Platform/Application ID:
eWBL Period (From when to when is the eWBL going to take place and in which mode (remote, on site, approximate assessment of the mode i.e. 70% online, 30% on site))	
Brief description of the eWBL placement-providing organization (Please provide a short presentation of your organization - key activities, affiliations, size of the organization, etc.)	
Content of the main eWBL placement assignment (Please provide a description of what the eWBL placement assignment will be)	
Detailed description of the eWBL placement period - tasks of the student (Include in this section the tasks/projects you will do as an intern, the expected work outputs and the departments that are involved and the mode of work (remote, on site), digital literacy, digital skills and IT equipment, and platforms used))	
Learning Outcomes - Competences to be acquired (Formulate 'learning outcomes' in this section. These outcomes describe the knowledge, skills or competences you - the intern - want to acquire during your placement.	
In considering how to write learning outcomes for your placement, educational specialist Jude Carroll of Oxford Brookes University explains that learning outcomes have 3 parts:	
<ol style="list-style-type: none"> 1. What you will do that demonstrates learning? 2. The context within which you will demonstrate learning. 3. How well you have demonstrated your learning. An example of a learning outcome is the following:	
<ol style="list-style-type: none"> 1. What will the student do? - Design and draft a company report 2. In which context? - Using information provided in case study materials 3. How well will the student do it? - Suitable for discussion at board level 	
Arrangements for Supervision, Mentoring and Evaluation (Include in this section the frequency of the eWBL placement supervisor within the organization and the student meetings. Also include the frequency of the supervising lecturer visits and/or contacts with the eWBL placement-providing organization. Consider the mode of the WBL (remote, hybrid) and platforms, IT, and digital communication tools used in the case of eWBL))	
Approval Supervising Lecturer: Date: Signature:	

QUALITY ASSURANCE

6.3 QA in onboarding and delivery phase (Data Collection During Internships):

Collect data during the internship phase to monitor student engagement and satisfaction at the program level, encompassing all employers. Also, assess how eWBL impacts established learning outcomes during the assessment phase.

Tool 25: Work-Integrated Learning Experience Questionnaire



Tool 25: *Work-Integrated Learning Experience Questionnaire*



Target Group: Companies, HEIs, Students



Source: Lillian Yun Yung Luk; Cecilia Ka Yuk Chan



<https://doi.org/10.1002/jee.20351>

Template for printing

Template Work-Integrated Learning Experience Questionnaire				
Quality of Work	Company	HEI	Student	Teacher
1. I am satisfied with the quality of my work experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am satisfied with the quality of my learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am satisfied with the quality of my work experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am satisfied with the quality of my learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am satisfied with the quality of my work experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am satisfied with the quality of my learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am satisfied with the quality of my work experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am satisfied with the quality of my learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am satisfied with the quality of my work experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am satisfied with the quality of my learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Description: The Work-Integrated Learning Experience Questionnaire below is created from two sources. Most of the elements are taken from Luk and Chan (2020). However, whilst covering many important aspects such as clarity of goals, support received from university and company side, and generic competencies fostered, it misses important aspects such as tasks significance and meaningful work, which could impact overall experience of interns and their satisfaction (see Allan, 2017). Therefore, some items were added from the questionnaire by Tarmazi et al. (2017) to enrich it.

Note that the survey could further be adapted depending on the internship aims and organizational context.



Template: Work-Integrated Learning Experience Questionnaire

Clarity of Goals	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. It was clear right from the start what I'm expected to learn from the internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am clear about how I would be assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It was easy to know the standard of work expected of me in the internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I usually had a clear idea of what I am doing during the internship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Support	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. My department was very helpful in preparing me to look for an internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My academic supervisor (i.e. university training manager) is extremely supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My academic supervisor helped me to speak to the company when a problem arises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Template: Work-Integrated Learning Experience Questionnaire

Company Support	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. My work supervisor tries to make the work experience interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am given useful feedback on my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My work supervisor motivated me to do my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Staff of organization always available for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The organizations teach a new skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The organizations provide new knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task Relevance	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. The organizations give a meaningful task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The organization task has relevance to my studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The organization task has relevance to my interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic Competencies	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. The internship has helped to develop my ability to plan and organize my day to day work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The internship has sharpened my analytic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The internship has developed my ability to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The internship has developed my ability to work as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The internship has developed my ability to work as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUALITY ASSURANCE

Recommendations for an effective QA and Enhancement in eWBL

- ✓ Collect data during the implementation phase to monitor student participation and satisfaction at the programme level and assess the impact of eWBL on the identified learning outcomes during the assessment phase.
- ✓ Analyse data to investigate potential quality issues.
- ✓ A feedback loop could encourage quality improvement at different stages of the eWBL.
- ✓ Adapt assessment and evaluation procedures and methods to the eWBL mode, i.e. distinguish between combined and online modes.
- ✓ The feedback, mentoring and assessment procedures should be introduced to students at the pre-eWBL stage. It is also important to train the staff involved in eWBL (coordinators, in-company mentors and HE staff) and introduce them to the specifics of digital mode of WBL implementation.
- ✓ Assess the student's digital skills and readiness for distance learning.
- ✓ Strategies for monitoring, mentoring, feedback and assessment of progress should be included in the individual learning plan.
- ✓ Try to measure the process of developing competences in a digital environment.
- ✓ Use multiple forms of assessment (a combination of formative assessment with feedback and reflection and summative assessment at the end of the eWBL focusing on the assessment of learning outcomes).

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