



PIST

PLACEMENTS FOR INTERNATIONAL STUDENTS

FOR PUBLIC AND PRIVATE BUSINESSES THAT CONSIDER OFFERING INTERNSHIPS TO INTERNATIONAL STUDENTS ENROLLED ON ACADEMY PROFESSION AND PROFESSIONAL BACHELOR'S DEGREE PROGRAMMES

FBE – FORUM FOR BUSINESS EDUCATION

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The representatives have all been part of a FoU project funded by the Danish Ministry of Education.

The purpose of the project has been to strengthen the internships for international students enrolled on the academy profession (AP) or professional bachelor's programmes.

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PREFACE

For a long time, a number of degree programmes have had obligatory internships, among which are the professional bachelor's degree programmes. In the autumn of 2009, new legislation was implemented meaning that internships are now obligatory on all AP degree programmes (AP).

The new act means that even more students have to find an employer. That is in itself a great challenge – to the students as well as the institutions. To the international students, it will be particularly hard, as they often lack the personal network that may lead to an internship. At the same time, it is harder for them to cope on the labour market as a result of them not being proficient in the Danish language.

That is a shame, because as the examples in this guide book show, the international students bring great value to their employers. Furthermore, many international students wish to stay in Denmark after they graduate. Unfortunately, many of them go back to their home countries, as they cannot gain foothold on the Danish labour market. That means that we do not benefit from the education and knowledge they have acquired in this country.

This internship guide is the result of a FoU project initiated by a number of key persons at the business academies and university colleges. Focus is on the internships of international students.

As is illustrated by the many cases in the guide, it is today possible to tailor an internship to the needs of the individual business and its work flows. Therefore, it is our hope that this guide will inspire a lot of businesses to see the potential of welcoming international interns.

We wish you pleasant reading.

Stina Vrang Elias

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INTERNATIONAL STUDENTS ENROLLED ON AP DEGREE PROGRAMMES (AP) OR PROFESSIONAL BACHELOR'S DEGREE PROGRAMMES

Programme and student information

The AP and professional bachelor's degree programmes last between 1½ and 4 years. The entry requirement is an upper secondary school education or relevant vocational education.

The degree programmes are independent and aim at specific professions, from degree programmes in Computer Science, Engineering, Multimedia Design & Communication, Financial Management and Marketing Management to the social worker, teacher, nursery teacher and nurse programmes.

The degree programmes are characterised by their implementation of theory in practical teaching and in the shape of their internships at businesses, institutions, etc.

The degree programmes are divided into nine main areas. They represent different disciplines:

IF YOU WANT TO KNOW MORE ABOUT THE DEGREE PROGRAMMES, PLEASE GO TO THE DANISH MINISTRY OF EDUCATION'S WEBSITE: WWW.UVM.DK

1. **Pedagogy:** teacher of the Danish Folkeskole, nursery teacher and sign language interpreter, among others.
2. **Health:** 11 degree programmes, which include psychomotor therapist, midwife, radiographer and nurse.
3. **Business:** degree programmes in Financial, Marketing, Leisure and Service Management, among others.
4. **Technical:** degree programmes in Building Technology, Engineering and Management Technology.
5. **IT:** degree programmes in Computer Science, IT and Electronics Engineering and Multimedia Design & Communication.
6. **Bioengineering and laboratory technology:** four degree programmes in Biomedical Laboratory Science, Agricultural Science, Chemical & Biotechnical Science and Process Technology programmes.
7. **Media and communication:** degree programmes for journalist and multimedia designer, among others.
8. **Society:** three social sciences programmes in Public Administration, Social Services and Administrative Management.
9. **Design:** degree programmes in Design & Technology, E-design and, on trial basis, Industrial Design.



The academies of professional higher education and university colleges offer you

- AP degree programmes.
Duration: 1½ - 2½ years as a full-time degree programme. The degree programmes include theory and an internship (at least three months).
- Independent professional bachelor's programmes following a completed AP degree programme or a corresponding degree programme.
Duration: At least 1½ year as a full-time degree programme. The degree programmes include theory and an internship (at least three months).
- Professional bachelor's degree programmes.
Duration: 3 - 4 years as a full-time degree programme. The degree programmes include theory and an internship (at least six months).

FACTS ABOUT INTERNATIONAL STUDENTS

DURING THE STUDY YEAR 2006/07, A TOTAL OF 4,069 INTERNATIONAL STUDENTS WERE ENROLLED ON THE DIFFERENT AP AND PROFESSIONAL BACHELOR'S DEGREE PROGRAMMES. 2,016 WERE EXCHANGE STUDENTS, WHILE THE REMAINING 2,053 WERE FULL-TIME STUDENTS IN DENMARK. THE STUDENTS COME FROM MANY DIFFERENT COUNTRIES, THE MAJORITY COMING FROM THE EUROPEAN COUNTRIES (CIRIUS 2008 now called the Danish Agency for International Education).



What constitutes an internship at the AP and professional bachelor's degree programmes?

The AP and professional bachelor's degree programmes span a wide range of professions, and the great variation in the programmes' professional characteristics and areas of expertise are expressed in the way the internships are organised in terms of duration, voluntariness, financing, internship regulations, responsibility and supervision. For more information about the above, please contact your local educational institution.

In short, the following applies to the degree programmes:

- **The AP degree programmes include a three-month internship**, which typically starts after 1½ years on the programme. It usually concludes the programme.
- The **professional bachelor's degree programmes** all include **internships (5-7 months)**, which are typically placed after 2½ - 3½ years of studying. The internships start two times a year, but most choose an internship starting in August/September and ending in February. After the internship, the student is going back to school to take a few semesters and write his/her bachelor's project, if relevant.
- The students have a contact at the educational institution – either a teacher or an internship supervisor. As an internship employer, you will have the opportunity to consult him/her.
- An internship agreement is prepared, and the internship is rounded off with an evaluation.



International interns – What is in it for me?

On the face of it, it may seem inconvenient to welcome an intern into your business – an international intern no less. Of course, it is not without costs to open your doors to the students, however, the profit may be boosted if the internship is designed in a way that matches the needs of your business as well as the student.

The student's internship is part of his/her degree programme and the student therefore has a lot of new, theoretical knowledge just waiting to be combined with practical experience. As a result there is great learning potential for your business as well as the intern.

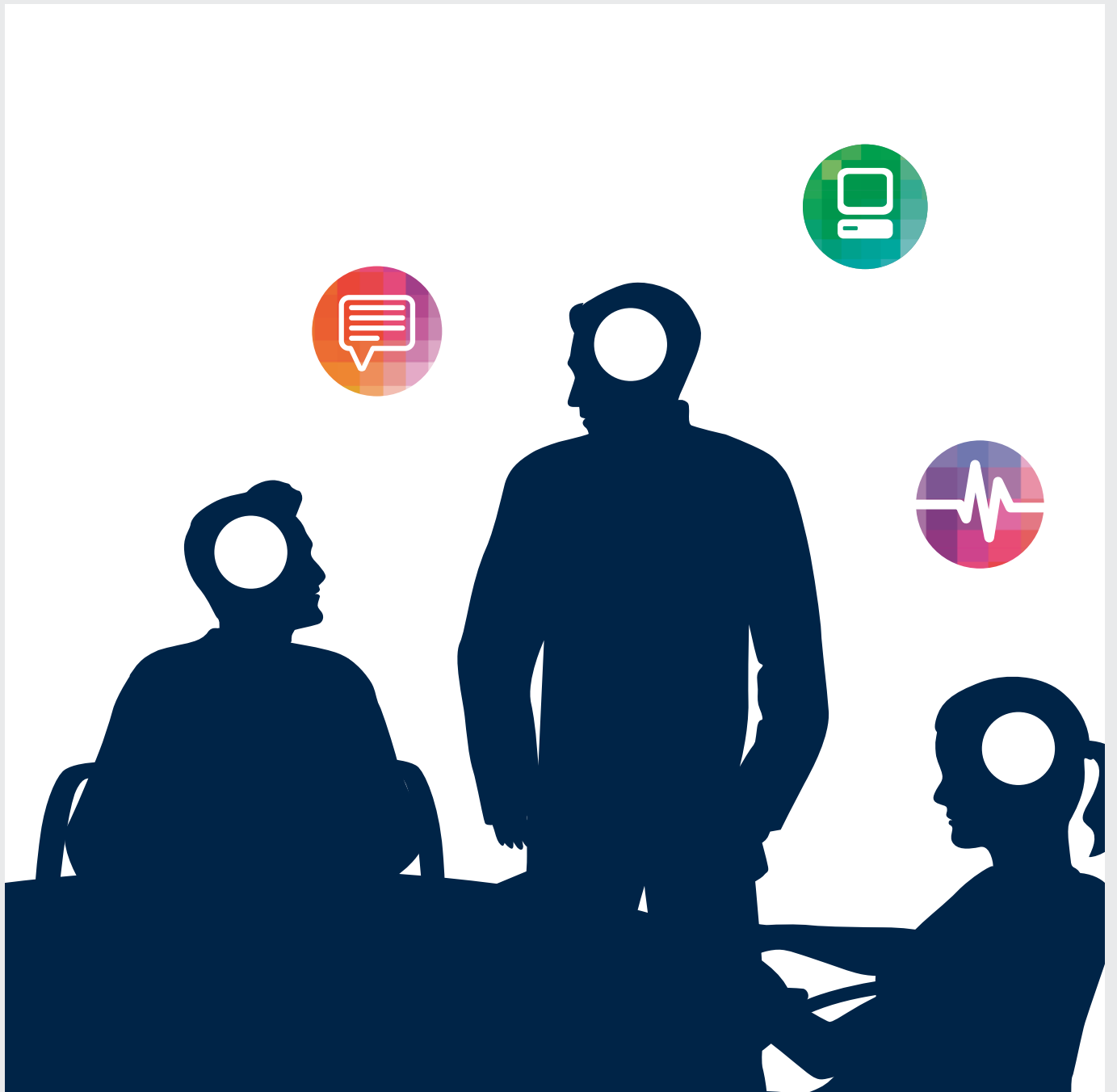
Other than handling day-to-day tasks, the international students are particularly skilled at:

- acting as bridge builders towards foreign markets, for example by communicating with cooperative partners and clients in their local tongue.
- solving tasks related to foreign languages, for example website development and design.
- bringing cultural openness and understanding to your business, for example by passing on knowledge about other cultures and business types.

In short, an international student may bring internationalisation into your business, and if the students stay in Denmark after graduating, they may help meet the demand for qualified professionals.

It may also be interesting for you to know that the student enrolled on these degree programmes, Danish as well as international, often are between the ages of 23 and 25, which means that you would welcome a mature student into your business.

Many of the employers feel that acting as supervisors and participating in planning the development process of an intern is beneficial in terms of personal development.



INTERNSHIP MODELS

Though you may already have experience with Danish interns, your experience with international students may be limited.

Just like the Danish student, international interns may work with the exact thing that you – in cooperation with the educational institution and the student – consider relevant to the learning process.

For example, the international student may take part in the day-to-day life of the business/department by following a functional manager to his/her meetings while at the same time carrying out independent tasks or an independent project solving a specific development task and/or an analysis.

There are many ways to organise the internship. The internship does not necessarily mean that the student has to be at the business from 9:00 to 17:00 during a certain period. Through dialogue with the internship supervisor at the educational institution and the intern, you have the opportunity to bring your own ideas and suggestions to the table regarding the way in which to arrange the internship at your business.

In other words, your business stands a good chance of getting an international student, who may contribute with relevant theoretical knowledge. At the same time, the intern may be part of a learning process, where you set the practical framework and realistic context that is to complement the student's theoretical expertise.

Did you consider:

That your business could employ more than one intern, which makes it possible to get more eyes on the tasks – be it Danish or international students or students from different degree programmes.





The performance of tasks may take place in the competence areas of many professions

Professionally, the international students at the different AP and professional bachelor's degree programmes may perform tasks in some of the following areas:

- Trade, finance and service
- Sales, purchasing and marketing
- Industrial production and logistics
- Social and educational work
- Health and personal care
- Teaching
- Food, beverages and tobacco
- Construction and installation
- Information technology
- Engineering and technology
- Design and graphic work
- Textiles and clothing
- Media, culture and tourism

Over the next few pages, we will describe concrete models for how an internship could take place and at the same time inspire with cases from different businesses, public as well as private, which have experience with international interns. We present you with the following concepts:

MODEL 1:
WORKPLACE INTERNSHIP

MODEL 2:
PROJECT-ORIENTED INTERNSHIP

MODEL 3:
SHARED INTERNSHIP BETWEEN TWO BUSINESSES

MODEL 4:
VIRTUAL INTERNSHIP

MODEL 5:
ENTREPRENEURIAL INTERNSHIP





MODEL 1: WORKPLACE INTERNSHIP

The most common and known internship is characterised by the students being present at the business for a certain period of time participating in the day-to-day life of the employer. We have chosen to call this model **workplace internship**.

The student is often on the last part of his/her degree programme and has therefore obtained a solid theoretical foundation, which will be the basis of a good, professional relationship. Because the internship lies at the end of the degree programme, the internship is also considered to be a form of preparation for entering the labour market, and you get the opportunity to get familiar with a potential employee.

When it comes to the more traditional internships of the professional bachelor's programmes, such as teacher, nurse, nursery teacher and physiotherapist, where the student takes part in your day-to-day work in the institution/department and the purpose is to promote the right professional competences, there is definite benefit to be gained from international interns. Their knowledge and experience from foreign cultures makes them able to question the daily routines, and they may contribute with new input to organisational development.



Two good reasons for choosing this model

- The internship may be used for recruitment purposes.
- You will be exposed to new international trends and another culture in your everyday life.

SANOVO INTERNATIONAL A/S AND INTERNATIONAL, BRIGHT MINDS DEFY CRISIS

"Up until now, it has not been a problem to find businesses interested in getting an intern, but now most of the businesses suffer from the crisis and are therefore more reluctant", Lars Hoest Madsen, ERASMUS Coordinator at Tietgen Business College, says.

In spite of this, SANOVO International had an Indian girl from the AP degree programme in Marketing Management, Shaheen Paveen, as an intern, and that was a very positive experience to her as well as the business.

"We work at an international organisation, and it was therefore only natural to hire an international student", says Heidi Knudsen, Marketing Manager at SANOVO International, says.

Instead of finding a general task, Heidi Knudsen planned Shaheen Paveen's tasks ensuring that her needs were met. It made it a positive collaboration to both parties.

Heidi Knudsen believes that it is a civic duty to accept students into one's business and that it is a positive aspect that the business gains from it as well. Heidi Knudsen is not at all unsympathetic towards hiring Shaheen Paveen at a later point in time, and she says that they would definitely welcome an intern from abroad to their business again.

SANOVO International A/S

Buys, produces and distributes eggs, egg products and related products.

www.sanovo-intl.com



SANOVO International as

ESS-FOOD OPENED THE DOOR TO BULGARIAN MARKET

ESS-FOOD was contacted by a Bulgarian girl, Ekaterina Llieva Koleva, who wished to be accepted into a three-month internship programme during her marketing economist programme at Niels Brock, Copenhagen Business College.

Seeing as ESS-FOOD is an international business wishing to expand to the Bulgarian market, they wanted more insights into the Bulgarian market, and it was therefore relevant to them to hire a Bulgarian. During her stay at ESS-FOOD, the intern made a market analysis of the Bulgarian market, in which she studied all relevant aspects.

“Subsequently, we offered her permanent employment because of her drive and personality and the fact that she had a relevant profile. It was also an advantage that we had the opportunity to see her in action over the three months”, HR Manager Birgitte Norup says.

In a phone interview, Ekaterina Llieva Koleva elaborates

on her internship and job at ESS-FOOD and about how the whole thing started.

“I contacted the company because I felt I could help them specifically with the Bulgarian market. In this company, everybody is a little bit different than the rest and there is an international culture, so I feel at home here”, Ekaterina Llieva Koleva says.

This collaboration proved useful to both parties and resulted in permanent employment. It is therefore a great example of how you, as a business, may benefit from an international student, when you want to open the doors to the international market.

ESS-FOOD

ESS-FOOD A/S, part of the Danish Crown Group, buy and sell approx 1,000 tons of meat every day and has offices in 13 countries.

www.ess-food.com



ZAHLE'S GRAMMAR SCHOOL – INTERNATIONAL TEACHER INTERNSHIP

Each year at Zahle's Grammar School (secondary school), 8-10 international ERASMUS students are accepted into internships. The students primarily teach English. Senior Lecturer Ib Mathisson at the Zahle's College of Education is given a list of the students after which he finds a place for them to be in an internship. Among other things, he has set agreements with English teachers from Zahle's Grammar School about accepting international interns.

"The grammar school is international: Therefore, it is crucial to accept international students if we want to make the school truly international", Ib Mathisson says.

English teacher Tina Siersbæk says: *"The international ERASMUS students have contributed to the English lessons in a very positive way. For example, the students from Ireland have managed to give the students insights into Irish values and traditions, including Irish folk songs. In turn, the Irish students get valuable experience from the Danish school system. The Turkish ERASMUS students learned a valuable lesson when they discovered that English teaching does not necessarily have to be based on learning by rote. In other words, having international ERASMUS students is a win-win situation for all parties involved."*

Erasmus is part of the EU Lifelong Learning Programme (LLP). ERASMUS makes it possible for students to study in another European country for 3 – 12 months. The stay is supported by a scholarship of about DKK 1,400 per month. The students may also apply for an ERASMUS scholarship for an internship.

THE REHABILITATION CENTER – WHERE THERE'S A WILL, THERE'S A WAY

The rehabilitation centre in Vordingborg has had several international interns, and to Clinical Teacher Heidi Hartvig, it has been a positive experience to work alongside international physiotherapy students:

"The foreign students broaden your horizon and make you look at things differently because they question your habits and routines. There may be language-related obstacles but with the right attitude and will, it almost always works out for the best", Heidi Hartvig says.

Heidi Hartvig believes that it is possible, in most of the cases, to understand each other and cooperate despite cultural and linguistic differences. The foreign students were goal-oriented and a true eye-opener to the unit.

The rehabilitation centre in Vordingborg

The municipality of Vordingborg offer rehabilitation and preventive exercise to people, who due to illness or an accident are experiencing a lowered level of function, which causes problems in relation to their everyday life, work or leisure time.

www.kommunen.vordingborg.dk





MODEL 2: PROJECT-ORIENTED INTERNSHIP

When participating in a project-oriented internship, the business collaborates with one or more students in solving a specific task, which you define together. With this model, the students do not necessarily have to be physically present at the business grounds every day, on the contrary. The collaboration may take place through ongoing meetings and e-mail briefings. The specifics are decided upon from time to time.

At the same time if the capacity and the task is demanding enough, your team could consist of more students (international and possibly Danish) or two or more

students coming from different degree programmes. In that way, your business gets interns, who can discuss the solution to a specific task. Other than having more eyes to contribute constructively to the performance of the task, your business also gets several different views in relation to an issue by having an interdisciplinary team working together.

In other words, you may use the students for a service control of one of your business areas.

Three good reasons for choosing this model

- The students do not necessarily have to be physically present at your business every day.
- Having more students may contribute to providing a more constructive solution.
- You may benefit from having more students, and depending on the way in which the issue is approached, you may have several professional areas represented.



THE CITY OF COPENHAGEN AND STAR TOUR – FROM INTERNSHIP PROJECT TO THE IMPLEMENTATION OF A NEW PRODUCT

It was a success when the City of Copenhagen and Star Tour collaborated with a group from the Multimedia Design & Communication programme at Copenhagen School of Design and Technology.

The Center for Finance, City of Copenhagen, collaborated with an international student on a website project. Their intern was an international student, who had contacted the Center himself. They met on weekly meetings as needed and the student worked from home the rest of the time.

"The experience does not differ from that with other students – they perform well and although they need a bit more supervision than the permanent employees, it is definitely worth it", says Rune Rasmussen, Head of Section at City of Copenhagen.

It was a golden opportunity for them to have an international student make material for other international students.

At Star Tour, this internship model has also proven very satisfactory. Web Administrator Mie Lundgreen Larsen from Star Tour was very satisfied with the process and the final result:

"They were to develop a new website for us to our tour guide recruitment, and the result was so good that we could delete the old website and replace it with the new one. At the moment, we are discussing with Star Tour in the other Nordic countries the possibility of getting the website translated to their languages".

Star Tour

Star Tour is part of the TUI Nordic, which is a Scandinavian group of leading travel agencies in Denmark, Sweden, Norway and Finland. The main agencies are Star Tour in Denmark, Fritidsresor in Sweden, Star Tour in Norway and Finnmatkat in Finland.

www.startour.dk

City of Copenhagen – Center for Finance

In collaboration with the other administrations of the municipality, the Finance Administration is going to provide the best possible basis for decision-making ensuring that the Finance Committee and the City Council may uphold a sustainable financial policy and effective use of municipality resources.

www.kk.dk



THE DANISH CANCER SOCIETY – PROJECT-BASED ORGANISATION PERFECT FOR TEAM WORK

The Danish Cancer Society has had particularly great experience with international interns. They have been so satisfied that they on an ongoing basis accept interns from SUHR's University College's Global Bachelor in Nutrition and Health. The department Fysisk aktivitet og kost (Physical Activity and Diet) had no less than eight interns this spring. The internships all have in common that they are based on a project, which is often clearly defined by the Danish Cancer Society. Depending on the scope of the projects, the students may work together in groups or work alone on a project.

This spring, four of eight international students worked together on a large-scale project – and the four students all came from different countries. They were assigned a project that was drawn up by an external cooperative partner from Sweden, and they prepared two reports as well as a presentation that was given on an internal seminar in English.

"We do not see it as an obstacle", says Gitte L. Hansen, Project Coordinator. She continues: *"In fact, it is often an*

advantage that English quite naturally becomes the lingua franca. Several of the department's projects are based on materials in English or have involved an international cooperative partner".

Because the department in general prefers the close, physical collaboration with the interns, they felt frustrated that they on occasion had to ask the interns to work on the project at their educational institution due to space problems this spring. In spite of this, it was yet again a success, and usually many of their interns continue onto writing their bachelor's project in relation to either the project or the organisation (five of eight have chosen this option this spring).

The Danish Cancer Society

The aim of the Danish Cancer Society is to fight cancer and its consequences. The Danish Cancer Society works with research, prevention and support of patients and relatives. It also addresses the authorities on the patients' behalf.

www.cancer.dk



Kræftens Bekæmpelse





MODEL 3: SHARED INTERNSHIP BETWEEN TWO BUSINESSES

When using this model, two employers collaborate to establish an internship for one or more students. It can be the right solution if the two businesses share an interest in creating greater knowledge about their industry and have a suitable task to be solved by interns. It could also be beneficial in cases where one business delivers the case and the other business the expertise. It may also be partnership between a public and a private business.

In that way, the two parties may complement each other well as regards an internship where the students are faced with a specific and real task but still have the opportunity to discuss professional matters related to the performance of the task.

Two good reasons for choosing this model

- You share the responsibility for and connection to the students with another business.
- It is possible to solve a specific task even though your business does not have the expertise to make it possible.



INTERNSHIP COOPERATION BETWEEN GRONTMIJ | CARL BRO A/S AND DANISH MUNICIPALITIES

Grontmij | Carl Bro and the City of Aarhus' traffic engineering and planning department have instituted a new internship model, the so-called 'shared internship'. The City of Aarhus takes the part of the entrepreneur by delivering a case, and Carl Bro delivers the theoretical expertise and acts as advisor to the individual projects.

"When two businesses share the internship, the workload is cut in half. Grontmij | Carl Bro definitely benefits from the new relations created by the cooperation – and from being visible to the students", says the Department Head for Transport Planning at Grontmij | Carl Bro A/S, Michael Aakjer Nielsen.

The project is defined according to the needs of the student, which gives the student the chance to influence the project greatly.

The City of Aarhus' traffic engineering and planning department has had guest lectures at VIA University College, where they have attempted to heighten awareness of their area of expertise. In that connection, they have introduced the internship scheme to the students.

"We try to make the students aware of our industry and present them with the possibility of a shared internship. So far, one student has signed up for the internship scheme", Manager of Road Section Niels Schmidt, City of Aarhus, says.

About GRONTMIJ | CARL BRO

Grontmij | Carl bro is part of the Dutch Grontmij, which is one of Europe's largest advisory engineering businesses. It offers consultancy services within the spheres of building, constructing, the environment, water, industry and energy.
www.grontmij-carlbro.com

City of Aarhus – traffic engineering and planning department

The purpose of the traffic engineering and planning department is to create optimum infrastructure out of the current physical preconditions and the financial framework and conditions, which are laid down by the city council and the legislative framework.
www.aarhuskommune.dk





MODEL 4: VIRTUAL INTERNSHIP

The virtual internship is characterised by including the digital media as primary means of communication. The student communicates via e-mail and the tasks are communicated electronically or by means of video conferencing.

It teaches the students the special methods and models for online project management and the use of advanced virtual means of communication, which are used on the labour market.

This practice ensures your business flexibility and mobility without the student having to travel the world. The model makes it possible to collaborate with businesses in other countries, for instance subsidiaries and cooperative partners.

Two good reasons for choosing this model

- Great flexibility in relation to international tasks.
- The students are used to the digital media and are highly skilled using these means of communication.



VIRTUAL INTERNSHIP ON MARKETING OF LEGO PRODUCTS

In collaboration with a group of students, LEGO (Denmark and the US), Tietgen Business College and Bay Path College in the US have created a virtual internship for the AP degree programme in Marketing Management. Communication was mainly digital. The purpose was to give the students insights into the workplace of the 21st century, which is why they had to use digital media to communicate with their colleagues across the Atlantic.

The students' project was to market LEGO products. The project was a success, but students and businesses wanting to follow LEGO's example need to be aware that it takes something special not to be physically present on an everyday basis.

"This type of internship demands great discipline from the students as they only have performance goals and

guidelines to ensure consistency", says Regitze Sparre Kristensen, Project Manager at the Tietgen Business College.

LEGO

LEGO is a Danish-owned, global toy manufacturer. LEGO is the sixth largest toy manufacturer in the world.

www.lego.com

Tietgen Business College

The Tietgen Business College of today is a modern knowledge and competence center, which develops targeted degree programmes in close cooperation with large and medium-sized businesses from all over Denmark.

www.tietgen.dk





MODEL 5. ENTREPRENEURIAL INTERNSHIP

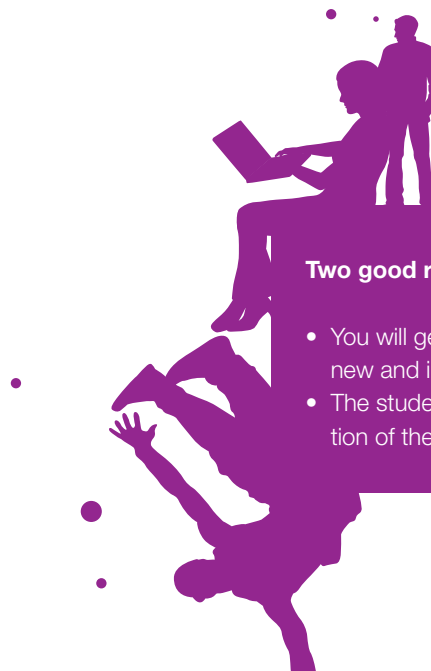
There are many ways to organise an internship. The sky is the limit for how an internship may be organised in the future; one option could be an entrepreneurial internship:

Your business is just starting up. You are struggling to carry through all of your projects, building a network and getting clients.

On the face of it, it may not sound attractive to hire young people who need guidance and supervision during the learning process. But this is where it is important to keep in mind that it also means that your

business has a flexible and interesting working environment and that you may benefit from the energy, drive and openness towards applying and developing new knowledge. In other words, it may be time and guidance well spent.

The entrepreneurial model requires the student to cooperate individually with an entrepreneurial business, the goal being to get entrepreneurial experience or testing innovative ideas.



Two good reasons for choosing this model

- You will get assistance with the development of new and innovative ideas.
- The student is open-minded to the combination of theory and practice.



THE ROLE AS AN EMPLOYER OF INTERNS

The practical aspects

If you wish to employ an international student in an internship, it is relevant to know something about the practical aspects. The following usually applies to the internships:

- The students themselves are responsible for finding an employer. They are assisted by an internship supervisor from the educational institution with whom they can discuss the entire process.
- The internship supervisor is to approve of the employer, and he/she will often help preparing some sort of internship agreement between the student and your business. Often, the internship supervisor assists in preparing the so-called learning agreements, just like he/she will follow up on the internship. In that way, the internship supervisor contributes to ensure the internship quality – to the student as well as your business.
- It may be a non-paid or a paid internship depending on the student's degree programme.

Internship rules

Scandinavian citizens and EU/EEA citizens are free to work and serve as interns in Denmark. The intern may need a certificate of registration, which may be acquired by submitting an application to the regional state administration.

www.statsforvaltning.dk

While studying, **students who are non-EEA nationals** are allowed to work 15 hours per week and full-time in the months of June, July and August. An internship requires a work permit that may be acquired from the Danish Immigration Service.

www.nyidanmark.dk



The role as internship employer

Being an internship employer does not just include writing a project layout and subsequently reap the benefits that are provided by the students. But it is by no means a waste of time. If you assume the role of internship employer, it is important to recognise the interaction between theory and practice. The student will need your help with practical matters to a certain extent. In turn, the dialogue with the student will provide you with the opportunity to reflect and learn about a specific matter.

Experience shows that the earlier in the process you start the dialogue with the student and the internship supervisor at the educational institution, the more you will benefit. For instance, the students' nationality has great influence on their character traits, and early dialogue helps you ensure that you get the sufficient knowledge about the student's experience and expectations.

On the one hand, you will act as some sort of mentor, but on the other hand, you will develop your personal competences in that you are also responsible for the student's learning process during the internship. To sum up, even though you are busy and see it as another task taking your time away from your primary assignments, it will usually turn out to be a really good and positive investment to welcome an international intern. All parties – you, your business and the student – benefit from the process.



FURTHER INFORMATION

This side provides you with links to relevant websites where you can find additional information.

Websites on recruitment of international workers, including international students and graduates:

www.workindenmark.dk

The site is directed at Danish employers and people from all over the world, who are looking for jobs.

www.nyidanmark.dk

The website of the Danish Ministry of Refugee, Immigration and Integration Affairs and the Danish Immigration Service. The site includes information for businesses and foreign citizens about the residence and work permit legislation.

www.studyindenmark.dk

This website is directed at international students. The site includes a list of the Danish higher educational institutions and a list of the English-taught degree programmes.

www.vidar.dk

The information database of the Danish Ministry of Education. This site includes information on lessons in Danish.

www.globalplacement.com

International website facilitating internships.



IF YOU WANT TO KNOW MORE

It can be very hard to form a general view of all the degree programmes at the AP and professional bachelor's degree programmes. Please do not hesitate to contact us if you wish to know more about the programmes – and especially if you are interested in welcoming an international intern. We will be happy to help you.

For questions related to this guide, please contact:

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F/B/E

FBE in short

FBE – Forum for Business Education works at improving conditions for the vocational programmes. The vision is to build bridges between the corporate sector and the educational institutions.

