SPRING to Work

International traineeships

FOSTERING INTERNATIONAL PRACTISING OF HIGHER EDUCATION STUDENTS

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1. Abstract and preface (Niittymäki & Tenhunen)

Abstract

In this paper we describe a system which can be used to foster the international practicing of higher education students. The system has been successfully piloted during a EU project called SPRING to Work. The SPRING to Work system for international traineeships defines the roles of the participants precisely enough to better utilize the potential benefits from each practicing period from the point of view of all the participants, especially the students.

The system introduces a four corner model for arranging traineeships abroad. A concept of a new kind of actor, "the host university", has been added to the system. Also a new kind of element, "***the Work pair model***" to overcome language problems where needed, has been added to the system.

The partners in each practicing arrangement are (1) the home university, which is sending the student abroad for the practicing; (2) the host university, which intermediates the student and the employer and helps the student locally in the practicing destination; (3) the employer, which directly guides practicing of the student, pays the salary and gets the immediate benefits from the practicing work of the student; (4) the student, which utilizes the SRING to Work framework to make his/her practicing abroad as beneficial as possible.

In order to utilize this kind of four corner traineeship, also a web-based application is provided to the university traineeship facilitators, companies and students willing to do their traineeships abroad. Instructions for using the application have been added to this paper as an appendix.

This publication introduces the SPRING to Work model and also the related web-based application to implement it within universities and companies as well as students willing to do their traineeship abroad.

Any interested university and any considerable employer is welcome to join the SPRING to Work network. We believe that the actualized practicing periods will become more profitable and successful, when a planned form will be used in arrangements. The relevant pieces of contact information can be found at the end of this paper.

Preface

The basis for the SPRING to work system described in this paper, was developed during a EU project called SPRING to Work. During the project an operational action model was developed and introduced. Marketing and implementation of the SPRING to Work model is still going on.

Also an IT system was designed to lead the networked cooperation of the new system. The system was conceived for programming, designed and programmed as a web-based application and also tested within student groups. Some pilot cases with students were also carried out according to reciprocal actions model within the pool of professors involved.

The mother project called “Lähde työelämään” was carried in between 2010 and 2013. In Finland, the following partners were involved: University of Turku as a lead partner, HAMK University of Applied Sciences, University of Lapland, Åbo Akademi, Palmenia Centre for Continuing Education of the University of Helsinki and Turku University of Applied Sciences. The project was partly funded by the European Social Fund ESF. The national financier of the project was the Centre for Economic Development, Transport and the Environment at Pirkanmaa, Finland.

The development of the international SPRING to Work model was quite independent part of the mother project. SPRING to work concentrated in developing the facilities for international work practicing during studies in universities and other higher education units. These practice periods are seen as pathway to international work life or even as a path to international career. Earlier studies (e.g. A Finnish project called HAKE), have shown that there is an immense demand for international practicing among Finnish university students. However there have not been facilities and means enough to respond this demand within universities and universities of applied sciences.

It has been a practical problem that there have not existed any systematic approaches to solve the problems created by varying arrangements and practices in the organization of the international placements. University staff involved in international practicing have tried to solve the problems without any systematic approach relying only on their personal experience in this field, if any. Therefore HAMK took the challenge to provide the first attempt to this direction.

HAMK University of Applied Sciences gives humble thanks to the cooperation partners and the financiers introduced above and also to those HAMK staff members who have given their valuable contribution for this remarkable achievement. Following persons at HAMK have given their contribution to SPRING to Work project: Lauri Tenhunen as project leader, Seppo Niittymäki as project manager, Marja Laurikainen as project coordinator and Turo Nylund, Jarno Niemi and Jalmari Lähevirta as programmers of the web-based application introduced, just to mention the most important contributors. We would like to give our special thanks to project managers Sanna Putila and Heli Aarnisalo at the University of Turku. They gave us strong support throughout the project.

2. International Practicing (Laurikainen & Tenhunen)

2.1. Background (Tenhunen)

Many international companies have found it beneficial to recruit higher education students from other countries for given practicing periods within their organizations. The benefits from the practicing cooperation come from many routes.

For example, recruiting new persons for permanent positions is always risky. In a recruiting situation, picking up familiar persons from the group of known practicing students can provide a way for the organization to minimize these risks.

Students are innovative, open-minded, motivated and usually hard working. The companies can create positive long term cooperation with the international students by supporting the students' learning processes with valuable business-oriented advices during the practicing. Hiring international persons usually opens new internationalization possibilities for the organization as well.

Work placements of higher education students are among the most important ways of cooperation between higher education institutions and other working life organizations internationally. Subsequent to the several benefits of the international practicing, it is worth and essential to foster the practicing arrangements in order to increase the level of practicing as well as to improve the quality of international practicing.

For students the best ways to get connections to working life are work placements and assignments or theses made for enterprises.

The core problems in international practicing arrangements seem to be brought about by diverse and incoherent practices and lack of information and communication between different partners in different countries. Higher education students` work placements abroad seem to have great potential and with some directed boosting better practicing results can be generated.

2.2. Model Development (Laurikainen)

SPRING to Work model was developed based on a considerably wide background research where all the parties related to the international practicing (students, enterprises, staff of the higher education institutions) were examined as well as other relevant sources of information.

Based on the findings SPRING to Work model was developed in order to respond to the two main objectives that had arisen from the background research:

1) To increase the volume of international placements and,
2) To improve the quality of placements.

2.2.1. Background research (Laurikainen)

Some indicators came from the previous HAKE project which found out that there is a high demand for international practicing but the current processes and facilities related to practicing are not sufficient enough to respond to the demand. On the other hand, the Internationalization Strategy of Higher Education Institutes for the years 2009-2015 (Ministry of Culture and Education's publications 2009:21) by the Ministry of Culture and Education states that Finland is falling behind of many countries when it comes to student mobility, and especially international placements. The same strategy paper also states that the students' interest towards mobility scheme has been increasing.

Indeed, this contradictory statement can be explained by the results of the student questionnaire that was executed at HAMK University of Applied Sciences in the beginning of the project. The purpose of the questionnaire

was to identify the current state of international practicing as well as the challenges it may possess. The questionnaire also tried to identify issues and practices on how to improve the practicing processes in a way that they would encourage more students to go for international placements. Altogether approximately 200 respondents expressed their opinions.

As a result, it can be summarized that majority of the students are in fact interested in international placement opportunities. However, a large number of the students were saying that they do not get enough information related to international placements from their own university. Many of them also said that digging out the information themselves was difficult and required a lot of activities. The students also found it difficult to know where to look for the placement offers or how to find an international placement. They also expressed their wishes to have more support from the university in order to make the final decision to proceed with the mobility plans and practical arrangements. One element that arose from the questionnaire was also the wish to have access to the experiences of previous placements abroad, especially from the students themselves. An interactive discussion channel was requested where the students could ask questions and hear the experiences of the other students who have been abroad for their placements.

In addition, from the employer interviews done in the beginning of the project it can be summarized that the enterprises are increasingly interested in international trainees and the new, broader view they can bring into the business. However, the enterprises do not have excessive resources to be used for the guidance of the students and thus, the companies hope for more support from the higher education institutes themselves.

2.2.2. SPRING to Work model (Laurikainen)

The SPRING to Work model is developed around the co-operation between higher education institutes in the organization of the international practicing (see figure 1.).

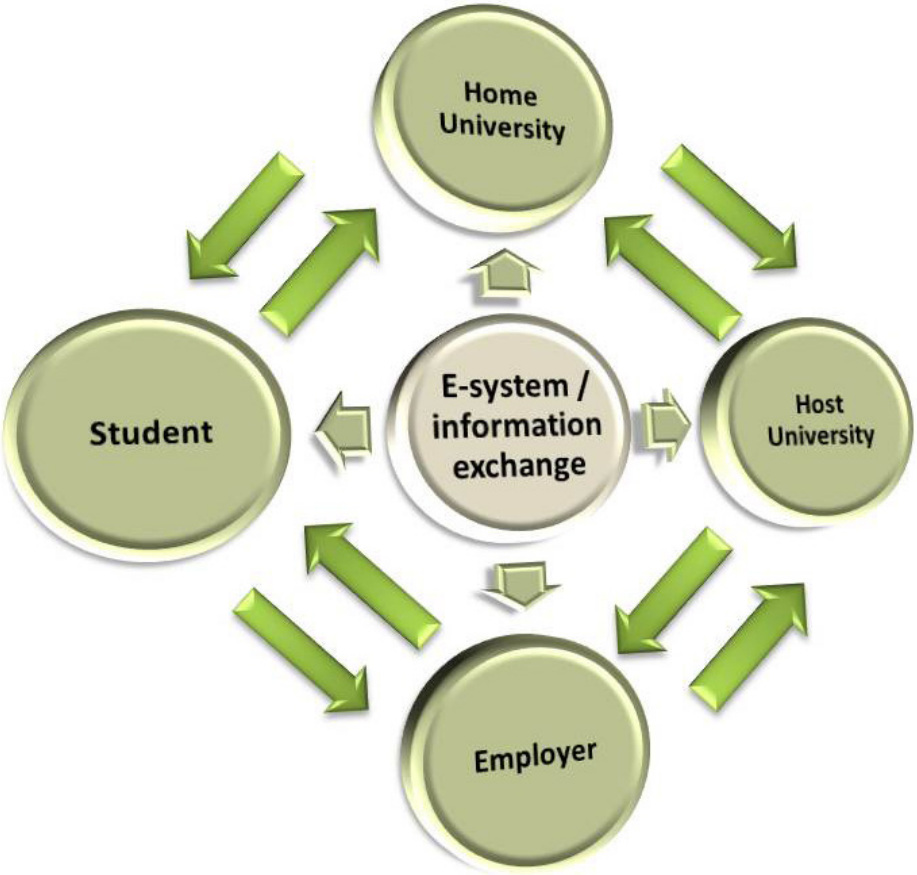

Figure 1. SPRING to Work model

In the model the *Home University* means the higher education institute that sends out the student for the placement. The *Host University* is the higher education institute abroad that the Home University is collaborating with in the organization of the whole practicing process.

The model can also utilize *Work pair model* when applicable. *Work pair model* means that a native student will join the foreign student in the placement. This provides the company additional help for the guidance as the native student can act as a tutor to the foreign student. It can also help the company in situations where the company is lacking sufficient language skills or in cases where the working culture may be very different. *Work pair model* can provide additional support for the foreign student during his/her placement but it can also be very fruitful for the native student. The assumption is, of course, that both students have at least one common language, usually English.

All four parties are actively exchanging information between each other and throughout the whole practicing process. In order to improve the flow of information a web-based application (www.internationaltraineeships.com) was developed. The purpose of this application is two folded:

1) The application provides a platform for the employers and the students to meet (SpringJOBS). Within this platform the enterprises can leave their placement offers as well as to describe their operations and business in more detail. The students on the other hand can fill in their own CV which follows the commonly known Europass format, or add additional portfolios. The students can also search for the job offers based on the field of business or by using separate key words. Students can also apply directly to the desired job through the system.
2) The application provides a tool for the guidance and monitoring of the practicing process (SpringTOOL). When the student has been accepted to a certain job by the employer, the system creates so called individual practicing case. By using the SpringTOOL the teachers can monitor how the placement is progressing and give online guidance to the student.

The web-based application is described in more detail in chapter 2.5.

2.3. Partner Roles within the Model (Laurikainen)

When developing the SPRING to Work model the roles and responsibilities of the four different parties were considered. Firstly, the information needs were examined (see figure 2.)

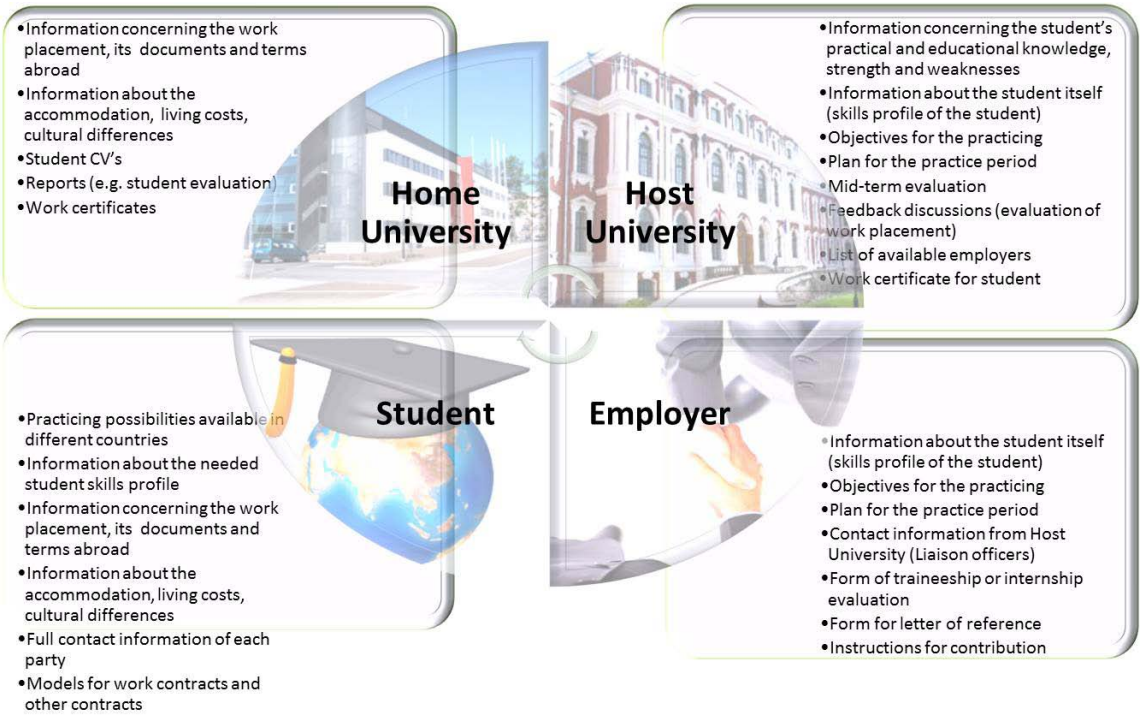

Figure 2. Information needs of all parties of the SPRING to Work model

In order to clarify the roles and responsibilities the whole practicing process was divided into five different phases:

1. Seeking for the placement
2. Contracting
3. Orientation
4. Work practicing
5. Reporting

Each of these phases was investigated separately and responsibilities of each party were identified. The following five figures (figures 3-7) showcase the role of each party in a specific phase. The task lists are not catch-all lists, some tasks may have been excluded.

Student

- Objectives for his/her practicing
- Getting to know the system and discussion with local Liaison officer
- Providing his/her CV for the e-system
- Contacting the Host University by modern internet technologies (Skype, msn)
- Finding preliminary proper employer and places to work

Home University

- Marketing and informing practicing possibilities to students
- Evaluating of the student's practicing possibilities abroad (the motivation of the student, study history and skill profile of the student, clarifying objectives, desired work description and company and does it match with the field of studies of the student) in order to find suitable practicing place for each student
- Inputting student's restricted CV 's (with picture and a description of desired work/company) into the system
- Contacting the Host University in order to make arrangements for named students

Host University

- Providing general information of the country, university and its location through the E-system
- Providing the place (web page) for local companies to register as a employer for trainees, collecting the ideas for diplomas and pro-gradu works offered by the companies
- Updating the information about the companies (including link lists):
  - Ensuring that company meets certain requirements for international practicing guidance, such as the language skills of the staff
  - Basic company information (field of industry)
  - Contact person information
  - Job description for the trainee student
  - Salary information, duration of practice period
  - Other information (e.g. if the company is willing to provide a rental place to stay)
- Information of legal issues concerning the period of stay within the country

Employer

- Registration of the company on the Host University web page
  - Noting the requirements for international practicing guidance, such as the language skills of the staff
  - Basic company information (field of industry)
  - Contact person information
  - Job description for the trainee students
  - Salary information, duration of practice periods available
  - Other pieces of information (e.g. if the company is willing to provide a rental place to stay)

Figure 3. Seeking for the placement

Student

- In home university student has to prepare plan for practice period accepted by trainee supervisor and international affair's office
- Proceeds with the contracting
- Information of the possible funding and application for it (link should be available for students)
- Travel arrangements
- Care of needed materials from the home university
- Care of needed information of the host university
- Care of the living arrangements within the location of the practicing

Home University

- Offering basic information concerning the target place (how to find the place, whom to contact, possible funding/grants from Home University or EU programs etc. and how/when to apply to those, the terms for funding)
- Providing forms for needed documentation, reporting, contracts etc. concerning the practice place
- Providing information package of Finland and the home university (and the place where it is located) to all students going abroad for practicing (homeland and home university presentation)

Host University

- Intermediating the contracting between the employer and the student / home university

Employer

- Undersigning the needed contracts with the student / home university

Figure 4. Contracting

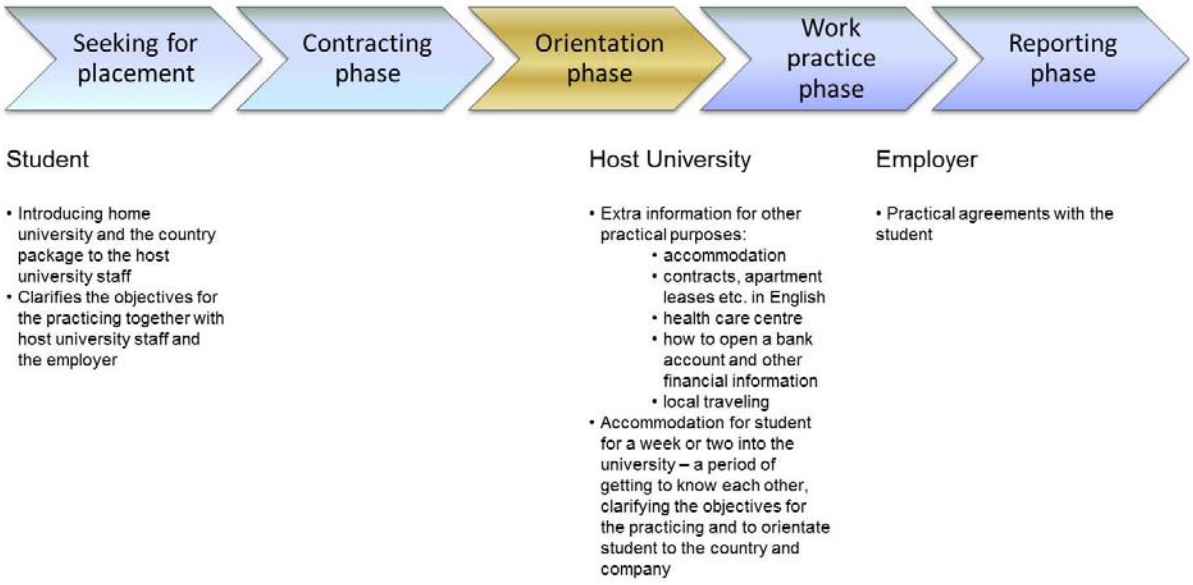

Figure 5. Orientation

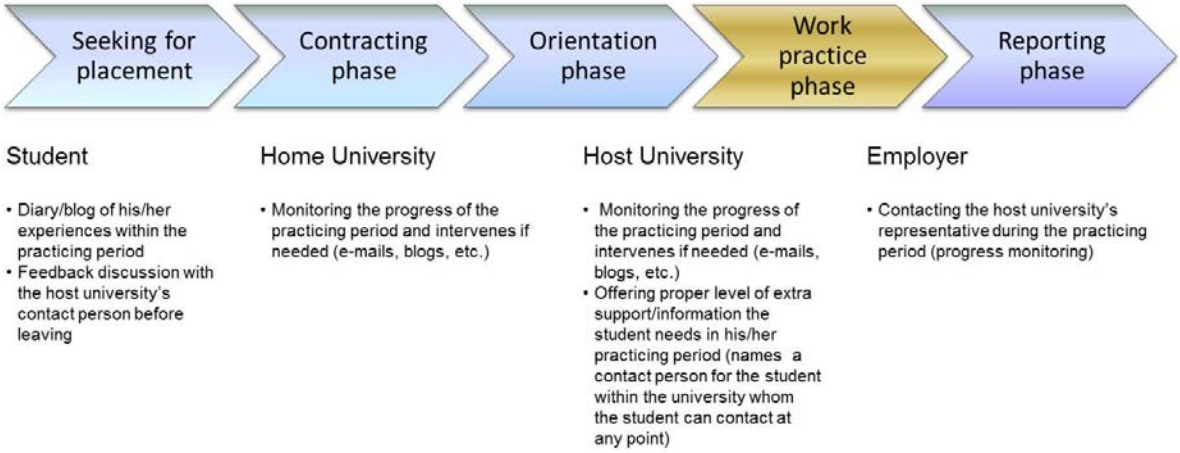

Figure 6. Work practicing

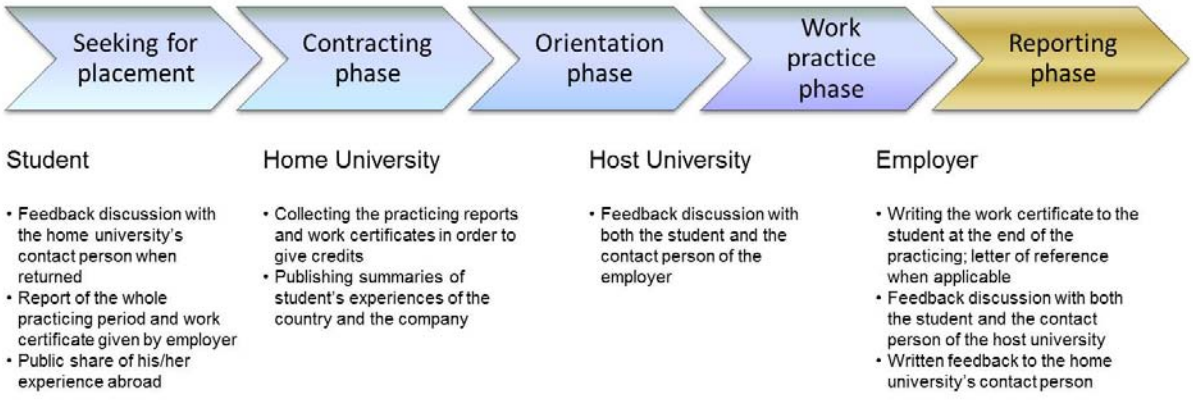

Figure 7. Reporting

What makes the SPRING to Work model different from current practices related to international placements is the active participation of the Host University into the practicing process. The role of the Host University can differ significantly depending on each practicing case. However, the basic idea of the model is that the Host University will help the Home University in the organization of international practicing for example in following ways:

- finding proper placements
- providing practical information related to the period of stay abroad, e.g. country documents, accommodation, bank connections, transport issues, social activities, etc.
- intermediating the discussion between the employer and the student, if needed
- arranging an orientation to the incoming student(s), the duration and the depth of the orientation may vary remarkably (e.g. from couple hours to several days, depending on e.g. very different cultures, language issues)
- naming a contact person with whom the student can keep in contact during the practicing, in case needed
- checking up on the student(s) during the practicing

Acting as a Host University requires some additional resources. Therefore, the active cooperation of the network and between higher education institutes is crucial for the success of the model. SPRING to Work is a two-way model which means that the role of each higher education institute varies between Home and Host University depending on the case. Thus, the commitment of higher education institutes is ensured by the benefits they will gain from the cooperation related to placements but also in other forms.

2.4. Properties of the Model (Tenhunen)

1. **Easy start**
   The student will be offered a short orientation period (the length of the orientation can vary and depends on the case) with the help of the host university before starting to work in the enterprise. This allows the student to know closer the local supervisor(s), detailing the personal learning plan for the work placement period and to bring out personal wishes in a reasonable way.

2. **Safety**
   For a young person, settling to a new strange environment during the practicing period might be intimidating and full of surprises. That is why the local host university may give the student remarkable support and advice. These advices may cover everything from the arrangements of daily living to the supervision of the learning processes during the practicing period.

3. **Better learning**
   When the practicing is targeted and formally planned, the learning results will become better and they will form a scheme for similar and developing jobs in the long term. When less daily concerns exist, the student can concentrate fully to learning and analyzing the learning steps of the practicing.

4. **Easier arrangements**
   With agreed roles and actions the universities, the employer and the student can arrange the practicing period easier. Not everything needs to be fabricated from the beginning, because there are so many successful experiments from the practicing periods carried out earlier.
   The first phase may include a language and/or cultural help package (or a quick course) served by the home university or the host university abroad. In every case, a basic information package will be delivered to the student.

5. **Harmonized forms**
   Students, who have accomplished international practicing using the model described here, can point out their abilities and learning contents better, because the model guarantees a reasonable level of harmonized learning results and experiences. The model serves a reference to those employers who want to check the experiments of the students.

6. **Allows increasing volumes**
   The potential amount of the students, who may arrange their practicing in an international way, will

increase when the amount of cooperating universities and employers increase. The more practicing destinations appear, the variety of practicing possibilities increase and the system becomes well-known.

7. **Surpassing the language barriers**
   The work pair model included to the system allows practicing to be arranged in countries where otherwise language problems may appear. From the point of view of European students, these include China, India and Russia, for example. However, these countries are developing fast and internationally they play an increasing role in the world economy.

2.5. Web-based application (Laurikainen)

One of the issues that came up in the background research, especially from the student survey, was that the information related to international practicing was scattered and thus, difficult to find. The students felt like they need to make the effort and dig out the information themselves. Especially the issue of finding proper international placements seemed to come up as the biggest challenge. Indeed, the information of the placements was often behind one international coordinator and these places were not made visible to others.

In addition, the role of practicing is changing in a way that placements need to have a clear target and previously determined learning tasks and objectives. This can be particularly difficult in international placements due to the fact that the companies are often unknown and the follow-up of the placements is challenging because of the distance.

2.5.1. The development of the application (Laurikainen)

Based on these needs, the content plan for the web-based application (www.internationaltraineeships.com) was made describing the wanted information and functions. The decision to develop a completely new application was made as similar kind of application, that would be international by nature and would have both the platform for placement offers and tools for guidance of the placements, didn't exist. Therefore, a team of three HAMK's students from the degree program of Business Information Technology was established and they started the technical development of the application. The application is based on open source code: the SpringJOBS platform is developed upon jobberBase open source job board software and, the SpringTOOL is separate coded software.

The application was developed to support the information exchange within the SPRING to Work model for international practicing. The application has two main functions:

1) a platform for international placement offers, and
2) a tool for monitoring and guidance of international placements.

2.5.2. The benefits of the application (Laurikainen)

The application provides additional value to the international practicing process. The benefits of the application can be described as follows:

For Students
– *Explore the World safely*

Interesting placement can await you. Now you have a possibility to find a placement safely through one platform. You will have easier access to information related to placements and you will get support from the host university abroad as well as from the local students making the placement experience safe and comfortable. You will get more out the placement when you can stay in touch with your counselor both at the company and your home university, as well as other trainees around the world!

For Companies
– New know-how available across the World

Through the web-platform company can find the best trainees, the best universities to collaborate with as well as all the tools to make placements run smoothly. This is the opportunity to find new know-how and open the door to the World!

For Universities and their staff
– Managing international work practicing is made easier than ever

International cooperation is challenging. Finding meaningful international placements for the students takes a lot of effort.

Sometimes teachers may have to send students abroad for placements without having exact information if the placement will fulfill all the necessary requirements. This new channel for international cooperation makes it easier to find proper placements and also for the students and teachers to stay in touch during the placements.

All the parties involved in the placement use the same platform which makes the monitoring and guidance of the placement easier and more in real time. This again ensures that the content of the placements can be influenced and the students will get more support and potential problems can be avoided.

2.5.3. The functions of the application (Laurikainen)

The application requires registration and it has three types of user IDs: student ID, teacher/or other staff member ID (home and host university), and employer ID. Each of these users has a slightly different interface.

Students can browse the placement offers without registration but in case they want to apply to a certain placement, they need to register to the system and fill in their personal information and CVs. Also employers need to be registered in order to post their placement offers. In addition, they can browse suitable students based on some key words.

The employer's job offer form and the student's CV form are based on the Europass format. In the future it is possible to build in a search engine which will match the job offers and the CVs suggesting the best matches for both the employer and the student.

The job offers are categorized by the field of business and the platform also shows the latest offers that have been posted. Additionally, the offers can be searched with specific key words.

When a student has applied for some placement and the employer has accepted the student as a trainee, the application forms an individual practicing case to which only the persons involved in that particular placement have access to (the student, the employer, the staff member dealing with the placement at the home university, and the contact person of the host university).

The individual practice case has several functions:

- Message board - the different parties can post messages related to the placement and the whole message history is shown in one place
- Learning diary – students can fill in their personal learning diary in which they can reflect what they have learnt based on the practicing plan and the set objectives
- Reports – the university staff can create their own report formats to be filled in to the system. Report formats can also be used to submission of learning tasks or mid-term evaluation during the placement
- Upload files – each party can upload documents related to the practicing (e.g. contracts, letter of reference, reports)
- Contact information – all relevant contact information available in one place
- Milestones – a tool to monitor the progress of the practicing. Divided into phases and different tasks under the phases, the relevant party clicks the "Check" button when a certain task is done. With this tool e.g. university staff can easily monitor what is done and what is still to do in each placement.

The application also sends out email confirmations to the users when certain key functions are done (e.g. it sends the confirmation of a created job offer to the employer, a confirmation to the student when he/she has applied to a certain job, a confirmation about registrations etc.).

Detailed descriptions of the functions of the application can be found from the "Users' Manual" which is attached to this publication. (Attachment 1)

2.6. Networking cooperation (Tenhunen)

We have exploited the existing cooperation networks to create a functioning group of networked universities, higher education organizations and enterprises in European countries (and beyond) to work together in fostering the international practicing of higher education students. The cooperating partners form a network for the purpose. A European university or a higher education institute may join the network and adopt proper methods and alternative ways of arranging and/or managing students` work placements abroad.

Especially, partners from the Metnet cooperation network (www.hamk.fi/metnet) have been active in piloting the system.

One of the key cooperation partners in the project and in the development of the SPRING to Work model and the web-based application was CIMO (Centre for International Mobility). Together with CIMO the project arranged some disseminating events, e.g. SPRING Seminar in Helsinki in January 2012 where the representatives of approximately 15 higher education institutes in Finland were present. The SPRING to Work model and the web-based application were also presented in CIMO's session in the Finnish International Educators' Days in Lahti 2012 where again approximately 20 representatives of Finnish higher education institutes were present.

This paper also describes the way the network is planned to cooperate in the future. The network is planned to be a learning network and that is why it will develop its activities gradually. Possible development stages and/or changes are made together when needed after discussions and preparations.

3. Piloting Stage (Laurikainen)

3.1. SPRING to Work model pilots (Laurikainen)

During the project SPRING to Work model was piloted altogether four times. In two of the pilots there were incoming student to Finland, from Russia and from Poland. In the other two pilots there were outgoing student from Finland, to Spain and to India.

1. Incoming students
In both of the two incoming pilots Tampere University of Technology was acting as the Host University. The students from Russia (Moscow State University of Civil Engineering) and Poland (Poznan University of Technology) participated Professor Markku Heinisuo's team at Tampere University of Technology. The team was placed at the university and they were doing e.g. assigned research work for the company called Ruukki. The team included senior researchers and assisting researchers (Finnish students plus foreign students). Thus, the Finnish students acted like tutors to the foreign students assisting them with work related tasks as well as practical matters related to the period of stay.

The feedback from the incoming students was rather positive in different levels. They were pleased with the research team and the existence of their fellow Finnish students as they got valuable interaction with them, practical information as well as a social network. The Finnish students also had positive experiences working with foreign students, hearing about their education, their universities and their countries.

The foreign students also appreciated the arrangements where they were sitting at the premises of the university, in the close proximity of the teachers and fellow students, but in close cooperation with the purchaser/employer

Ruukki. The students could visit the company factories and facilities but utilize the university laboratories and thus, save the guidance resources from the company. Also Ruukki was very pleased with the cooperation with Tampere University of Technology. These kind of arrangements minimized the needed resources from Ruukki but at the same time allowed the company to take in trainees and focus on the essential, i.e. the work and results of the student.

2. Outgoing students
There were also two pilots with outgoing students during the project. In one pilot a student from HAMK University of Applied Sciences went to Sevilla, Spain for traineeship, and the other case was with a student from Kymenlaakso University of Applied Sciences who went to Gurgaon, India.

The student from HAMK went to a company called Spain Internship. The company is specialized in providing commercial internship packages where they will find personalized placement options for the students as well as provide additional services such as language courses or accommodation. In fact, the company operates very similar ways as SPRING to Work model is planned to function. Only this company does it commercially by acting like a Host University and intermediating students to the employers. The student was pleased that the company searched for accommodation to the period of stay and the company also organized social get-togethers and other events for the students.

The other pilot to India was a cooperation effort between HAMK University of Applied Sciences and Kymenlaakso University of Applied Sciences. The staff members from Kymenlaakso UAS contacted HAMK after hearing about the SPRING Seminar in January 2012 and HAMK's connections to India that were established during the project. One student in Kymenlaakso UAS was interested in placement in India. Through the India connections the project staff was able to find a placement for the student in Gurgaon in an engineering company that was then designing a solar energy factory. HAMK was supporting the student with the practical arrangements to India, e.g. negotiating the transport, country specific documents, accommodation, and salary issues with the company. Through this pilot it was evident that additional support is often needed when the students have placements further abroad in countries that have very different cultures and ways to operate. The student found the support given to her with all the practical issues extremely beneficial. The student was also given advice to contact her university as well as HAMK staff immediately if there was a problem. HAMK project staff also was checking up on the student during the period of stay making sure that things were going well with the placement.

3. Experiences and feedback
As a summary, it can be said that the SPRING to Work model-like behavior and its benefits in the organization of international placements is affirmed by the experiences from the pilots. By bringing the partner higher education institutes abroad to the organization of the international practicing as Host Universities ensures that the students really get the full benefit from high quality placements and working with companies and cases that support their education and professional growth.

The participation of the Host University also allows smoother practical arrangements and thus, the student can focus on the essential i.e. his/her work tasks and personal development and learning. Through the Host University the student can also get another kind of social experience by connecting with other students and participating in social activities. The student may also be entitled to student benefits in e.g. accommodation (student housing) and transportation.

3.2. Testing of the web-based application (Laurikainen)

The web-based application (www.internationaltraineeships.com) was tested during the project by several end-users. The application and its functions were introduced in several occasions and the received feedback was written down and further development of the system was made based on the comments, when applicable.

The web-based application was also a topic in a course at HAMK in Business Information Technology degree program where the students tested different applications and their functions, recorded any bugs or points they came across that needed clarification. A final report of the testing was made, and this also was a base for the further development plans.

There were a few separate occasions where the application was tested by international coordinators. They were able to use the system in a testing purpose and the experiences they had were again noted down and some further development was done.

The application has also been introduced to several universities abroad, especially by utilizing the Metnet network. The universities have been able to test the system with test IDs and report their experiences to HAMK University of Applied Sciences.

4. Next steps in the development (Laurikainen & Tenhunen)

4.1. Extending the network (Tenhunen)

The system of international practicing of higher education students works the better, the higher the amount of cooperating universities and employers is in the cooperation. The system can be utilized by a smaller group of organizations as well, and that is how it has been started. However, the more participants there are, the larger possibilities the network can offer and the better the level of the international practicing will be on average.

The existing networks, such like Metnet (www.hamk.fi/metnet) form an excellent basis for the network supporting international practicing. The cooperating partners already know each other and understand also each other's regional targets. Thus wishes and offers to other partners can be tailored better, especially thinking the arrangements of international practicing.

Most of the international networks have assimilated the benefits of exchanging information, experiences and also mental and physical resources between each other. A network is stronger when its partners can consider the strengths of other partners at least partly to be their strengths as well. This also allows the partners to concentrate on the areas where they historically can achieve their comparative advantages. Exchanging, trading and contributing with pieces of know-how and, for example, development results and scientific results will lead to a situation where every cooperation partner will be better off in fulfilling their missions.

4.2. Maintenance and further development of the web-based application (Laurikainen)

The web-based application is placed on HAMK University of Applied Science's server. A key contact person has been named and the contact information is provided on the site (www.internationaltraineeships.com). This person is responsible for any queries and contacts about the application.

The contact person also coordinates possible development suggestions and forwards suitable entities to the teachers of the Business Information Technology degree programme who then forward proper assignments to students in the form of placements, final graduation work, projects or other studies.

Additional funding for further development of the application will be actively looked for from different funding forms.

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StWLbD to Work – web-based application

End user manual

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INTRODUCTION

This manual is for end users of the SPRING to Work web-based application (www.internationaltraineeships.com). The purpose of this document is to present in general level the functions of the application and what all the application can be used for. The manual also provides guidelines on how to use some of the functions.

The first chapter describes the application and its functions in general level. The chapter also describes the background of the application and what kind of main entitites the application has.

The second chapter describes in more detail the content of different user IDs/profiles and their interfaces.

Lastly, the third chapter presents the main functions of the application and gives guidelines on how to use these functions.

1. SPRING TO WORK – WEB-BASED APPLICATION

SPRING to Work – web-based application is a result of the *Lähde työelämään* project and its sub-project which was coordinated by HAMK University of Applied Sciences. The project was partly funded by the European Social Funds. The aim of the project was three-folded: 1) to create a platform for employers to gain information about different cooperation ways with higher education institutes (www.korkeakouluosaajat.fi), 2) to enhance the internal networks of university-business cooperation within partner institutes of higher education, and 3) to enhance international work practicing (the sub-project of HAMK).

HAMK has been benchmarking different best practices in relation to international placements as a part of its sub-project. The benchmarking is related to the development and dissemination of SPRING to Work model. Cooperation partners are sought from higher education institutes in Europe, and beyond, and they are invited to become users of both SPRING to Work model and the web-application (www.internationaltraineeships.com).

The operational model of the web-application is based on SPRING to Work model for international work practicing. A separate diagram of the main functions of the web-application is done and it provides a basic idea of how the application is integrated with the practicing model.

Web-application is designed to be as a central system which can be accessed throug internet. This ensures that all the users can access the application from anywhere with any kind of device that has an internet browser/access (computers, tablets, smart phones) and without installing any versions of it to their personal devices.

1.1. The main parts of the application

The application is formed of two main parts. However, this chapter also describes the intergration of SPRING to Work practicing model to the application and its functions. Nevertheless, the users do not need to follow the practicing model but they can modify the use of the application as they wish.

1.1.1. The integration of the SPRING to Work model to the application

Figure 1 below presents the sections of the SPRING to Work practicing model and how the application reflects these phases.

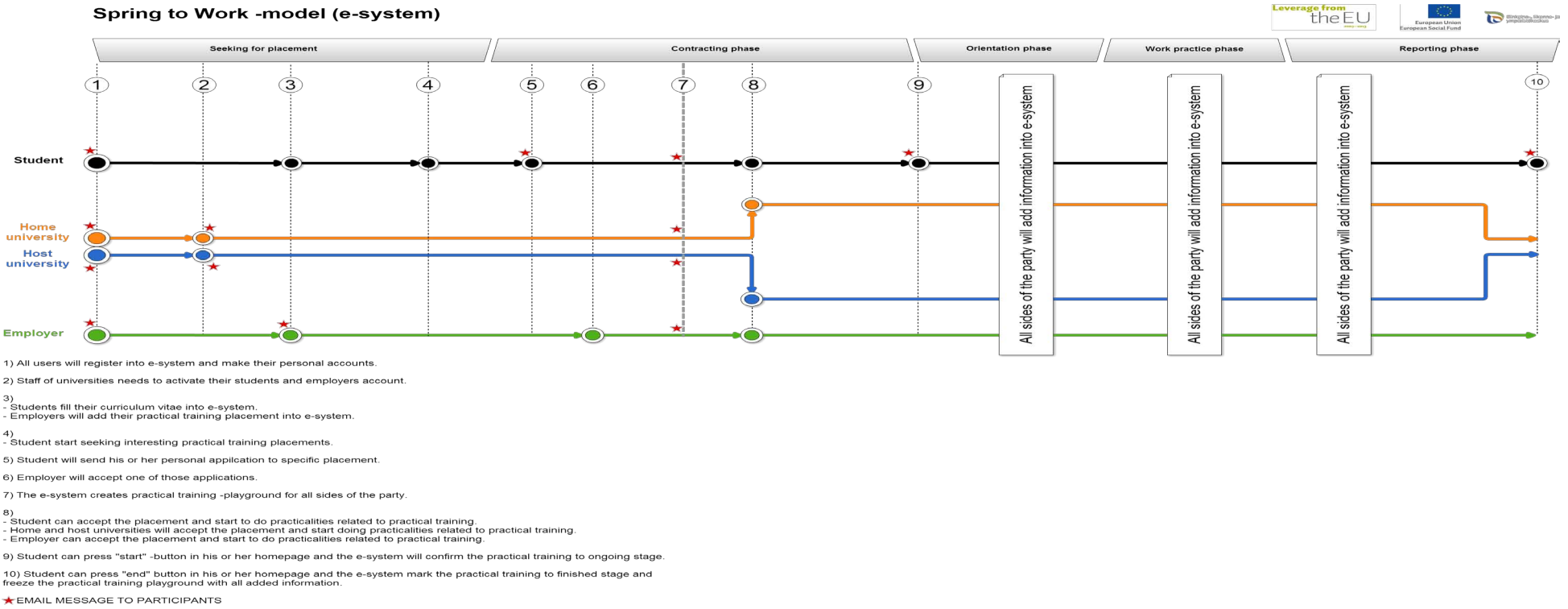

Figure 1. The integration of the SPRING to Work model to the application

The course of the practicing process through the system and different phases in it can take shape as follows:

1. The users registrate to the application and create their personal ID
2. The staff members of the university check the validity and activate the IDs of both the students and the employers
3. The students fill in the information to their CVs and the employers post placement offers into the application for others to see
4. The students seek for proper placements
5. The student sends his/her CV and the letter of application to the desired placement offer/ad
6. The employer accepts one of the applicants
7. The application creates an individual practicing case to which each party of the practicing (student, staff of the home university, the contact person of the host university and the employer) have access
8. Each party can verify the practicing case and start filling in the information related to the placement
9. In the application the practicing case begins officially when the students confirms it by clicking the *"Start"* button
10. In the application the practicing case ends officially when the student confirms it by clicking the "End" button. After this the practicing case is closed and no information can be added or edited. However, the information that has been inputted before the closure of the practicing case will stay in the application.

*) In these functions (see figure 1.) the application sends out an email notification to the user or all the parties of the practicing case, depending on the function.

1.1.2. Platform for placement offers

The other of the key functions of the application is intermediating work placement and thesis work offers. This entity has been the basis of the application and the interactive functions during the practicing have been added on top of it.

The placement and thesis offers are presented in a kind of a bulletin board which can be browsed without registration. The layout of the offers is unified but the amount of information in the offers can vary depending on the employer. The offers can be browsed based on the field of business or by using key words.

In order to apply for placements the user needs to be registered to the application. When the user is registered to the application and searching for a proper placement, he/she can apply the job by clicking the "Apply" button in the offer/ad. This button only appears to users that have been registered to the application. When the user applies for the job, he/she can send a letter of application (open format). This letter will automatically be accompanied with the user's CV. After this the employer can check out the applicants and their information, including CVs.

1.1.3. Interaction during practicing

The entity focusing on the practicing process and different functions during it has three different user roles/ interfaces. The roles are teacher, student and employer. In addition to this, there is also different interface for the maintenance of the application. Different roles offer different functions that are presented in more detail later in this manual.

The entity focusing on the practicing process has also tools for the interaction between the parties during the placement. These tools are:

- a message board
- general information of the practicing, including timetable and the description of the placement plan
- follow up / milestones of the practicing
- sharing files
- a learning diary
- reporting

In addition, teachers have tools for editing the milestones of the practicing process.

2. ROLES

The web-application has three different user roles and their functions and purposes vary. These roles are described below.

2.1. Teacher

Teacher role is meant for the university staff members. The person can be a teacher, lecturer or other member of the staff whose work description includes dealing with international matters, and international placements particularly. This user profile also acts as a supervisor for the student and employer IDs which are attached to that specific university/degree programme/faculty. The purpose of this is that the validity of the student and employer IDs are checked and confirmed.

2.2. Student

Student role is meant for the students in higher education institutes who are interested in having an international placement or thesis work. This role can be used by university staff members too in case applicable. The task of the student is to fill in his/her CV and apply for the placements. After the acceptance to a particular placement the student can begin the tasks related to the placement and fill in required information to the application.

2.3. Employer

Employer role is meant for the representatives of the companies who want to announce placements for international students. The task of the employer is to fill in placement and/or thesis offers and select a proper student amongst the applicants for each placement. After the selection the employer can begin the tasks related to the placement and fill in the required information to the application.

3. FUNCTIONS

This chapter goes through the functions of the application in more detail and gives guidelines on how to use the application. All details of the application are not mentioned here but an overview of the functions provided here will help in the use of the application.

With the application updates some functions may change a bit but this manual will be kept updated along with the changes.

Each function mentions separately if it is meant for one specific user profile only.

3.1. Getting started

Getting started section includes guidelines on how the user can easily access the functions of the application. These are the general functions available to all user profiles.

3.1.1. Registration

In order to start using the application and its functions the user must create his/her individual ID to the system. The ID can be created as follows:

1. Access the application at https://internationaltraineeships.com/jobs/spring/login
2. Click *"Register an account"* link
3. Fill in the required fields according to the instructions
4. Finally, click *"Create"*, this gives a notification indicating if the registration has been successful or not
5. After this the user can access the application with his/her ID

3.1.2. First login

During the first login the application requires some further information of the user. This information is used only for the purpose of the application and its functions. Required fields need to be filled in or the user cannot proceed using the application. The information can be edited afterwards.

The user is requested to fill in information concerning his/her role as well as to choose his/her home university and one degree programme/faculty. This will become his/her home organization. The degree programme/faculty information can be changed afterwards from the personal settings page.

The employers are also requested to indicate their home university. This usually means the university within their area of operations or a university they actively cooperate.

After the first login the information is no longer requested and the user is directed to the main page of that user. The content of the main page can vary depending on the role of the user.

3.1.3. Changing personal data

The ID information can be changed as follows:

1. Login to the application
2. Click your name on the top right corner, this will direct you to the information of your personal account
3. Choose *"Account information"* tab
4. Change the page to *"Edit"* setting and you can edit your personal account information
5. Finally, accept the changes by clicking *"Save"*

3.1.4.Changing email address

The user can change his/her email address if needed. The user should ensure that the email address in the application is updated due to the notifications the application sends in certain key functions. Changing email address can be done according to the guidelines below:

1. Login to the application
2. Click your name in the top right corner, this will take you to the page with your personal information
3. Choose *"Change email"* tab
4. Enter the new email address to the field of the form as well as your current password
5. Finally, click *"Save"* button

3.1.5. Changing password

The user can change his/her password. It can be done as follows:

1. Login to the application
2. Click your name in the top right corner, this will take you to the page with your personal information
3. Choose *"Change password"* tab
4. Enter the current password to the field of the form and then the new password twice
5. Finally, click *"Save"* button

3.2. Curriculum Vitae (CV)

Curriculum Vitae functions are available only to the student user role interfaces.

3.2.1. Activating CV

The user can activate or deactivate the CV. Deactivated CV cannot be seen by other users. Thus, it is important for the users to remember to activate their CVs when applying for a placement through the application. Activating and deactivating the CV can be done as follows:

1. Login to the application
2. Choose *"Operations"* link from the navigation on the top of the page
3. From the *"Operations"* menu choose *"CV"* link
4. From the CV page choose *"Personal information"* link and then click *"Edit"*
5. Click the "Change CV status" button on top of the image
6. From the opening page click *"Activate/Disable"* button depending on what is the desired outcome
7. The application will then notify the user of the successful change of CV status

3.2.2.Editing information

Editing CV information can only be done when the user is registered and logged in to the application. Each page of the CV has *"View"* and *"Edit"* functions which the user can use to edit the information. Editing the information can be done similarly in almost all pages, with few exceptions such as filling in the work history which has its own form to be filled in.

3.2.3. Indicating the willingness to Work pair model

The user can indicate in his/her CV whether he/she would be willing to participate to the work pair model during the placement. The role of the student within the model can vary depending on whether the student is going abroad or whether the student would be willing to act as a native tutor to a foreign student. The indication can be done as follows:

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* navigation choose *"CV"*
4. In the *"Personal information"* page of the CV click *"Edit"*
5. At the end of the first part of the form there is an option to choose *"Readiness to work in pairs"* where the user can indicate their willingness towards the work pair model
6. Finally, click *"Save changes"*

3.3. Job / Placement offer

The functions related to job / placement offers are mainly used in the employer role interfaces. In some exceptions the teachers can also fill in job / placement offers into the application in case the offers have come to the university through other channels.

3.3.1. Filling in job / placement offer

The employers can post their offers on placements or thesis work. Posting a job offer can be done as follows:

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose *"New Job"*
4. At the minimum, fill in the required fields in the form (marked with stars)
5. Finally, click *"Post a job"* and the job offer has been saved into the application

3.3.2. Activating job / placement offer

The job / placement offer can be active or deactive. When the offer is active it can be seen at the platform for offers. When the offer is deactive it will not show at the public site but only to the employer itself. The status of the offer can be changed as follows:

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose *"My Jobs"*
4. Within the opening page there are two tabs where all the job offers are: *"Activated job ads"* and *"Passive job ads"*
5. Depending on the status choose one of the tabs and click on top of the job offer in order to open it
6. The job offers opens and by clicking *"Activate/Disable"* button the status of the offer changes and it automatically shifts from one tab to another
7. The application gives the user a notification of the successful change of status of the offer

3.3.3. Indicating the possibility to Work pair model

The employer can indicate in the job offer if they are ready to offer placement to a work pair model (and take two students at the same time: a foreign student and a native student who will act as a tutor to the foreign student). The indication can be done as follows:

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose *"New Job"* *
4. When filling in the part "*Basic information*" in the form the employer can indicate if they want to offer placement to a work pair by filling in the *"Readiness to work in pairs"* option
5. Finally, after inputting all the information needed, click *"Post a job"* and the offer is saved into the application

*) When editing the job offer the process of indicating the readiness for work pair model can be done the same way after opening the desired offer from *"My Jobs"* in the *"Operations"* menu.

3.3.4. Accepting applicant

The employer has the opportunity to see all the applications sent through the system for a specific offer. Browsing the applications and accepting a proper applicant can be done as follows:

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose *"My Jobs"*
4. Click the name of the desired offer and click the *"View applicants"* button
5. In the opening page all the applicants are listed
6. By clicking the name of the applicant the applicant's application will open *
7. When the employer finds a proper applicant they can select the student by clicking the *"Accept"* button

*) The employer can also read the applicant's CV by clicking *"View CV"* button or delete the whole application by clicking *"Delete"* button

3.4. Handling user IDs

The handling of the user IDs is only available in the teacher role interface.

3.4.1. Handling students' user IDs

Teacher role user can see the list of students of his/her university/degree programme/faculty as follows:

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose *"My students"*

From the opening page it is possible to edit the functions of the student IDs or view their information. The purpose of this is that the teacher can check if the student is still enrolled in the university (that the student hasn't interrupted his/her studies or graduated etc.). The listing shows the following information:

- *Student ID*: the individual student number that is used in the home university systems
- *Name*: the full name of the student
- *Status*: this indicates if the student is currently doing his/her practicing or he/she is looking for a placement
- *Actions:* Functions that the teacher can do to a specific student user
    - *CV:* view the student's CV information
    - *Activate/Disable:* activates or deactivates the account
    - *Delete:* deletes the account

3.4.2. Handling employers' user IDs

Teacher role user can see the list of employers attached to his/her university/degree programme/faculty as follows:

1. Login to the application
2. *Choose "Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose *"My employers"*

From the opening page it is possible to edit the functions of the employer IDs or view their information. The purpose of this is that the teacher can check if the employer is a proper company etc. The listing shows the following information:

- *ID*: an individual identification number for the employer in the system
- *Name*: the name of the company
- *Contact person*: the contact person of the company
- *Actions:* Functions that the teacher can do to a specific employer user
    - *View:* check the detailed information that the employer has filled into the application
    - *Activate/Disable:* activates or deactivates the account
    - *Delete:* deletes the account

3.5. Organization's presentation page

Editing the organization's page is only meant for teacher and employer role users. This page is a presentation of the company or the university.

3.5.1. Filling in information of the organization

For the teachers the main organization is their home university. For the employers the main organization is their own company. Editing the information can be done as follows:

1. Login to the application
2. Choose *"Organization"* from the navigation on the top of the page
3. From the *"Organization"* menu choose *"My organization"*
4. From the opening page choose *"Edit"* tab
5. The information of the organization can be edited with the text editor at the page *"Organization's main page"* *
6. Finally, click *"Save"*

*) All the university staff having teacher user accounts can edit their university's information / main page.

3.5.2. Filling in information of the faculty / degree programme

Editing the information of sub-divisions of the organization is available only to teacher role users, not employer role users. Sub-division means here the degree programme or faculty that the user has indicated in the registration / first login. The user can edit the information as follows:

1. Login to the application
2. Choose *"Organization"* from the navigation on the top of the page
3. From the *"Organization"* menu choose *"My organization"*
4. From the opening page choose *"Edit"* tab
5. The information of the organization can be edited with the text editor at the page *"Faculty"* *
6. Finally, click *"Save"*

*) All the university staff having teacher user accounts under the same faculty / degree programme can edit the faculty page.

3.5.3. Local information

Only the teacher role users can edit the local information. Local information means faculty / degree programme information so the same rules apply as in point 3.5.2. The form of the content in this page is free and it can include specific information related to accommodation, transport and other practical issues as well. The editing of the information can be done as follows:

1. Login to the application
2. Choose *"Organization"* from the navigation on the top of the page
3. From the *"Organization"* menu choose *"My organization"*
4. From the opening page choose *"Edit"* tab
5. The information of the organization can be edited with the text editor at the page *"Local information"* *
6. Finally, click *"Save"*

*) All the university staff having teacher user accounts under the same faculty / degree programme can edit the local information page.

3.5.4. Changing the organization's logo

All the users who have the right to edit the organization's page can change the default image to the organization's logo or other image. The change of the image can be done as follows:

1. Login to the application
2. Choose *"Organization"* from the navigation on the top of the page
3. From the *"Organization"* menu choose *"My organization"*
4. From the opening page choose *"Change logo"* tab
5. Follow the guidelines related to the size of the image and choose the image from your files in your computer
6. Finally, click *"Save"*, the application will notify the user of the successful change of the image

3.5.5. Contact information of the organization

In the *"Organization"* menu *"Contact"* page lists all the contact information. The list is based on registered users. For the employer user role there will only be the contact person of that specific company. For the teacher user role there will be the contact information of all the teacher role users of that specific faculty / degree programme.

It is also possible to attach internet address of the organization to the main page below the image. The link can be directed to e.g. the organization's own website. Editing the organization's web link can be done as follows:

1. Login to the application
2. Choose *"Organization"* from the navigation on the top of the page
3. From the *"Organization"* menu choose *"My organization"*
4. From the opening page choose *"Edit"* tab
5. Enter the web link to the field named *"Website"*
6. Finally, click *"Save"*

3.5.6.Sharing files

The organization has the opportunity to share files with the users of the application. The shared files are always public which means that all users have access to them. Thus, no sensitive materials should be shared. The administrator of the application does not take responsibility of the shared materials. The files can be shared as follows:

1. Login to the application
2. Choose *"Organization"* from the navigation on the top of the page
3. From the *"Organization"* menu choose *"My organization"*
4. From the opening page choose *"Upload files"* tab
5. From the next opening page choose *"Upload file"* tab
6. Pick the file from your computer and click *"Upload file"* button *
7. The application notifies the user of a successful sharing of file

*) The teacher role has an extra option with sharing files function. The shared files will be public. The part *"University"* has to be chosen when sharing the files.

3.6. Country-specific information

Sharing country specific information happens through web links that are listed in the application. All users have the access to add links but the teacher role users have the right to delete links that are incorrect or inappropriate.

3.6.1. Adding links

Adding links can be done as follows:

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose *"Shared links"*
4. Choose *"Add new link"* tab
5. Fill in the required fields of the form
6. Click *"Add",* and the link is saved to the system

3.6.2. Editing or removing links

Only the teacher role users can delete or edit links and even they need to belong to the same university / faculty / degree programme as the person who has added the link in order to do that. This means that the teacher role users can control the links added by their students or the employers attached to that university.

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose *"Shared links"*
4. Choose *"List of the countries"* tab
5. Choose the link list of a specific country. If "*Edit*" or "*Delete*" buttons are visible, you can edit or remove links.
6. In *"Edit"* function make the needed corrections and click *"Save"*. *"Delete"* function deletes the link.
7. The application notifies the user of a successful function

3.7. Searching information

The search functions in the application are not very diversed still. At the moment the users can mainly search for other users with key words.

3.7.1. Searching the users of the application

The teacher and the employer role users can search for registered users of the application. This can be done as follows:

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose *"Searh users"*
4. Enter the key word and select the category *
5. Finally, click *"Search"* and the results are listed at the page

*) The current search engine is rather precise with the words. Thus, the users need to know what they are searching, for example a person's name or faculty. The search engine will get improved as soon as there is a critical mass of users in the application.

3.8. Following up the practicing

The functions for monitoring of the practicing or exchanging information are available for all users of the application. There might be some exceptions but these are pointed out in the description of each function.

3.8.1. Searching for placements

All users can search or browse the placement offers but only the student role users can send their applications to the job offers. Sending of the application can be done as follows:

1. Login to the application
2. Go to the job platform and open the desired placement offer
3. Click *"Apply now"* button on the top of the offer
4. Fill in the letter of application to the popup window and then click *"Send my application"*
5. The system notifies the user when the job application has been sent successfully

3.8.2. Listing and deleting applications

The student role users can look at the list of placements they have applied to afterwards and also delete some applications if needed. Deleting an application can be done as follows:

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose *"Applications"*
4. Open the application and click *"Delete"* button
5. The system notifies the user of the successful removal of the application

3.8.3. Creating an individual practicing case

The application will create the individual practicing case automatically when the employer has accepted one applicant to a specific placement. Teacher role users have also the right to create the individual practicing case with separate form. This can be used in cases where e.g. the placement has been found outside the system but the parties want to use the application for the monitoring and guidance of the placement. The practicing case can be established with the form as follows:

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose *"Traineeships"*
4. From the opening page you can see the ongoing and finished placements. Click the *"Create new"* button on top of the list
5. With the opening form you can create the practicing case without the application process taken place
6. Fill in the required information. The list of students is formed based on the registered student users in that specific degree programme / faculty and the list of employers is formed based on all registered employer users in the application.
7. Finally, click *"Create"* and the information is saved into the application

3.8.4. Front page of the individual practicing case

The front page of the practicing case is the same for all user interfaces. The front page includes the following information:

- The time and duration of the placement
- The contact information of the student and the employer as well as links to the universities and to their contact information
- Practicing plan *

*) The default text in the practicing plan comes from the job offer (job description). In order to fill in or edit the practicing plan choose the *"Edit plan of traineeship"* tab.

3.8.5. Starting and ending the practicing

The student role users have the right to confirm that the practicing has started or ended. However, this is not a formal confirmation – all the procedures of the universities need to be followed accordingly in each practicing case. The confirmation in the system is only for the purpose of technical functions of the system. To start or end the practicing within the system can be done as follows:

1. Login to the application
2. Choose *"Operations"* from the navigation on the top of the page
3. From the *"Operations"* menu choose "Traineeships"
4. The opening page lists the placements of that student user. The student can start or end the practicing by clicking the button at the *"Status"* column
5. Click the button at the column and the application notifies of the successful function *

   *) The button changes the status of the practicing within the system in order to know whether the practicing has started or ended. When the practicing has been indicated to been completed the users can no longer change any information related to that placement.

3.8.6. Checking up the milestones during practicing

The practicing case in the system has several milestones which are based on the SPRING to Work model. The users can check these milestones and confirm that they have been completed. This makes it easier for all parties to follow up what is the status of the placement. Each milestone has been indicated to specific user role to be checked and confirmed. Confirming a step can be done as follows:

1. Login to the application
2. Open the practicing case and choose *"View milestones"* tab
3. Open one phase of the practicing and click the *"Check"* button in the desired milestone
4. The application notifies the user of the successful confirmation of the milestone

3.8.7. Adding and editing milestones to the practicing process

Teacher role users can add (or edit) milestones into the practicing phases / process. The milestones can be added as follows:

1. Login to the application
2. Open the practicing case and choose *"Modify practical training"* tab
3. From the opening page choose *"Milestones"* tab and click *"New milestone"*
4. Fill in the form
   a) Give a name to the milestone
   b) Choose the phase under which the milestone belongs to
   c) Choose the user role who confirms that the milestone is completed
   d) Write the description to the milestone
   e) Choose whether you want to add the milestone only to that specific practicing case or to all upcoming practicing cases in that organization (university)
   f) Click *"Add"*, the application notifies of the successful addition of the milestone

Editing of the milestone can be done similarly. From the *"Milestones"* tab click *"Edit"* button, make and save the changes.

3.8.8. Writing reports

Writing reports is allowed to those users to whom the report is indicated in the practicing case. Writing report can be done as follows:

1. Login to the application
2. Open the practicing case and choose *"View reports"* tab
3. From the opening page choose *"Write new report"* tab *
4. From the form choose the report title and write it to the text field below
5. Finally, click *"Save",* the application notifies the user that the report has been successfully sent

*) This tab is visible only if the report has been indicated (to be written) to that specific user.

3.8.9. Adding report formats

Teacher role users can add report formats to the practicing case. Adding a report can be done as follows:

1. Login to the application
2. Open the practicing case and choose *"Modify practical training"* tab
3. From the opening page choose *"Reports"* tab and click *"New report"*
4. Fill in the form
    a) Give a name to the report
    b) Choose the phase to which the report belongs to
    c) Choose the user role who needs to write the report
    d) Write a description to the report
    e) Choose whether you want to add the report only to that specific practicing case or to all upcoming practicing cases in that organization (university)
5. Finally, click *"Add"*, the application notifies the user of the successful addition of the report

3.8.10. Using the message board

The message board is meant for all parties of the practicing case and it can be used as follows:

1. Login to the application
2. Open the practicing case and choose *"View message board"* tab
3. From the opening page choose *"New message"* tab
4. Write your message and click *"Send message"* button

3.8.11. Filling in the learning diary

The writing of the learning diary is meant only for the student role users. Other parties of the practicing can read the diary entries. Adding a diary entry can be done as follows:

1. Login to the application
2. Open the practicing case and choose *"View diary"* tab
3. From the opening page choose *"Write new entry "* tab *
4. Write the diary text and click *"Send"* button

*) This tab is visible only to student role users.

3.8.12. Sharing files

All the parties of the practicing case have the right to share files through the application. The files can be shared as follows:

1. Login to the application
2. Open the practicing case and choose *"Upload file"* tab
3. From the opening page choose *"Upload files"* tab
4. Give a title to the file and choose the file from the computer
5. Click *"Upload file"* button, the application notifies the user of the successful upload of the file

3.8.13. The list of contact information

The contact information of all practicing parties can be viewed from the *"All contact informations"* tab. The practicing parties cannot edit the contact list, the list is formed based on the registered users in the system.