

The Remote Internship Learning Agreement

The Remote Internship Learning Agreement (RILA) has the general purpose to identify and document the learning objectives of the internship and has to ensure an understanding among the three main participants cooperating:

- (1) the student/intern;
- (2) the academic supervisor;
- (3) the site supervisor.

A sample RILA is a customisable template which serves as a reference for the three cooperating parties of the internship. The agreement can be supplemented with relevant items of interest to the three parties involved. Institutes can use own templates if decided and deemed better fit for purpose. Foremost, the sample RILA is to:

- (1) provide a reference structure for the internship;
- (2) provide a reference from which progress can be measured;
- (3) serve as a reminder to the student, site supervisor, and academic supervisor on purpose and activities of the internship;
- (4) provide the basis for evaluating the learning experience.

The rules of engagement for the sample RILA are:

- (1) The student/intern consults the academic supervisor about any engagements regarding the internship.
- (2) The student/intern consults the academic supervisor and the site supervisor on the educational goals and obtainment strategies, as well as the methods of supervision and evaluation by both academic supervisor and site supervisor.
- (3) It is the student's/intern's responsibility to write the learning agreement. The ultimate internship assignment will depend upon the dialogue between the three parties and the written consolidated document hereof by means of the learning agreement.
- (4) The internship learning agreement is a reference document which will be revisited during the student's/intern's mid-term progress and final evaluation.
- (5) The agreement requires signatures of all three parties.
- (6) The student should complete the learning agreement within the first two weeks of the internship. It is the student's responsibility to turn in the completed learning agreement with all required signatures on the page(s) to the academic supervisor. The academic supervisor distributes copies to the site supervisor and the student intern.

The body of the RILA is divided into five sections:

- (1) the assignment description;
- (2) the academic and application description;
- (3) the skills' development description;
- (4) the personal development description;
- (5) the evaluation description.

(1) the assignment description

This section of the RILA is to be completed by the intern with input from the site supervisor. In this section the formal internship assignment i.e., the job description, is presented. The section may typically include a description of the objective of the internship, the expected outcomes/deliverables, the activities to be performed, the internship prerequisites, the duration of the internship, as well as contact details.

(2) the academic and application description

This section of the RILA deals with the academic and application component of the internship. It includes such items as strategies, ideas, concepts, theorems, methods, etc., which are planned to be used in the internship whilst working towards the delivery of end-product(s). When theory/field testing is predominant, the prospective areas of

application shall be described in detail as well as the methods used to do so. This section typically needs to be filled in by the student/intern with much assistance of the academic supervisor. In successfully concluding this section, the student/intern must be able to rely on consultation with the academic supervisor in obtaining state-of-the-art information.

(3) the skills' development description

This section describes the professional skills' development needed by the student/intern for successfully delivering one or more of the stated outcomes/products of the assignment. Interns/students with insufficient development of certain professional skills needed for the assignment, will outline a development plan in order to successfully master these skills.

(4) the personal development description

In this section of the RILA, the student/intern describes the skills that he or she wishes to master for (future) personal growth and general development. Such skills transcend typical internship skills' as recorded in the skills' development section, and often are more generic of nature. Examples are: confidence building, cyberspace etiquette, project management, communication and presentation, etc.

(5) the evaluation description

In this section the way in which the internship is graded is described. It must explain how the grade is composed and what weight is given to the individual parts being evaluated. All this needs to be document in specific terms. The grade normally consists of the scores on the achievements evaluated mid-term and final, assessed against the requirements as stated in the RILA i.e., on products/deliverables, academic performance, skills development, and personal development. It is the student's/intern's responsibility to provide both supervisors with access to the information, documents or products required for the mid-term and final evaluation of the internship. It is the student's/intern's responsibility to organise the evaluation events.

In the mid-term evaluation, the student's/intern's progress in accomplishing the stated objectives are discussed. From the evaluation, the student/intern compiles a short report for approval by the supervisors. The report, including any revisions to the RILA, will be supplemented/annexed to the original learning agreement.

After the final evaluation event (organised by the student), but before the end date of the internship experience, a final supervisory evaluation form is completed by the site supervisor serving the final evaluation. The site supervisor reviews how successful the student/intern has been in achieving the stated goals as indicated in the learning agreement. Moreover, the site supervisor makes recommendations for future improvement(s). The site supervisor then sends the completed form to the academic supervisor. Grades of both supervisors are taken into account and the result is communicated back to the student by the academic supervisor.

The student may be asked to complete a final student evaluation form at the end of his or her internship experience. This form elicits information on the value of the student's experience and provides an evaluation of the quality of supervision provided by the site supervisor and academic supervisor. The student intern is strongly encouraged to request letters of recommendation from his or her site supervisor as appropriate, so as to lever professional career opportunities.

REMOTE INTERNSHIP LEARNING AGREEMENT (RILA)

(1) THE ASSIGNMENT DESCRIPTION

Describe here the formal internship assignment i.e., the job description. It typically includes a description of the objective of the internship, the expected outcomes/deliverables, the activities to be performed, the internship prerequisites, the duration of the internship, as well as contact details.

Determined by the student intern and the site supervisor

.....
.....

(2) THE ACADEMIC AND APPLICATION DESCRIPTION

Describe here the academic and application component of the internship. It includes such items as strategies, ideas, concepts, theorems, methods, etc., which are planned to be used in the internship whilst working towards the delivery of end-product(s). When theory/field testing is predominant, the prospective areas of application shall be described in detail as well as the methods used to do so.

Determined by the student intern and the academic supervisor

.....
.....

(3) THE SKILLS' DEVELOPMENT DESCRIPTION

Describe here the professional skills' development needed for successfully delivering one or more of the stated outcomes/products of the assignment. Outline a development plan in order to successfully master these skills.

Determined by the student intern and the academic supervisor

.....
.....

(4) THE PERSONAL DEVELOPMENT DESCRIPTION

Describe here the skills you wish to master for (future) personal growth and general development. Such skills transcend typical internship skills' as recorded in the skills' development section, and often are more generic of nature. Examples are: confidence building, cyberspace etiquette, project management, communication and presentation, etc.

Determined by the student intern and the academic supervisor

.....
.....

(5) THE EVALUATION DESCRIPTION

Describe here how the internship is evaluated and how the final grade is composed. Describe what skills or products will be evaluated, when the evaluation(s) will take place, and how the evaluations will take place i.e., what information logistics and communication will be used.

Determined by the student intern and the academic supervisor

.....
.....

REMOTE INTERNSHIP LEARNING AGREEMENT (RILA)

**I HAVE STUDIED THE LEARNING AGREEMENT AND CONCUR WITH THE STIPULATIONS DESCRIBED:
STUDENT**

Date Place

Student name Student Signature

ACADEMIC SUPERVISOR

Date Place
Name Signature
SITE SUPERVISOR
Date Place
Name Signature

The learning agreement needs to be signed by all three parties!
The **student should complete the Learning Agreement within the first two weeks of the internship**. It is the student's responsibility to turn in the completed Learning Agreement with all required signatures on the page(s) to the academic supervisor. The academic supervisor distributes copies to the site supervisor and student intern.