



**THIRD SECTOR
INTERNSHIPS SCOTLAND:
FINAL REPORT**

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**THIRD
SECTOR
INTERNSHIPS
SCOTLAND**



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Third Sector Internships Scotland helped students gain paid work experience in the Third Sector. This five-year programme, part of the Scottish Funding Council's Learning to Work 2 initiative, was open to students from all Scottish universities.

Third Sector Internships Scotland was delivered on behalf of the Scottish Funding Council by Queen Margaret University, The Open University in Scotland and the Scottish Council for Voluntary Organisations, with support from universities across Scotland. Our Steering Group has included representatives from Glasgow Caledonian University, Heriot-Watt University, University of Dundee, University of Aberdeen, University of the West of Scotland, University of Stirling, and Student Volunteering Scotland.

THIRD SECTOR

INTERNSHIPS SCOTLAND:

AN INTRODUCTION

MAKING INTERNSHIPS WORK

Third Sector Internships Scotland (TSIS) offered students from all Scottish universities the opportunity to make a meaningful contribution to charities, social enterprises and voluntary organisations through completing paid, supported internships. It was a unique example of HEIs working in partnership with each other and with third sector groups to enhance student employability, creating nationwide impact and local level change. Each internship had its own story of success, achievement and impact for the intern, the organisation and communities across Scotland. Across the board, employers and interns reported an increase in confidence and an increase in their capacity to act and take plans forward.

TSIS enhanced student employability through:

- ✓ Developing meaningful, well-defined projects to ensure maximum benefit to students and organisations.
- ✓ Providing comprehensive support for students and to employers to ensure they get the most from the internship.
- ✓ Building opportunities for reflection and development throughout the process.
- ✓ Operating a fair, open application process as a way of giving students 'real world' experience of interviews.
- ✓ Provide all interviewees with detailed, personalised feedback.
- ✓ Creating strong links with university careers services to promote opportunities and support students through the process.
- ✓ Ensuring internships are not just seen as for 'young' students. They can be a useful stepping stone for career change and re-entry to the job market as well as for first career entrants.
- ✓ Offering support for employers (particularly around recruitment). This is essential if small and micro organisations are to be able to offer internships to students.



Placing interns across Scotland

TSIS received 8,314 applications from students for the 349 unique internships hosted by third sector organisations across Scotland. People in Dingwall, Alloa, Greenock and Lesmahagow, and many other communities across Scotland, benefitted from the skills and enthusiasm students bring to their internship. Students from all Scottish universities applied for posts and 97% of the internships awarded were successfully completed.

EACH INTERNSHIP HAD ITS OWN UNIQUE STORY OF SUCCESS, ACHIEVEMENT AND IMPACT.

Targets and outcomes

Table 1: Internships delivered vs. target

Target

Internship type	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Funded by TSIS	20–30	60	70	40	36	236
Part-funded by Third Sector host	0	5	10	20	28	63
Fully funded by Third Sector host	0	0	5	10	6	21
Total	30	65	85	70	70	320

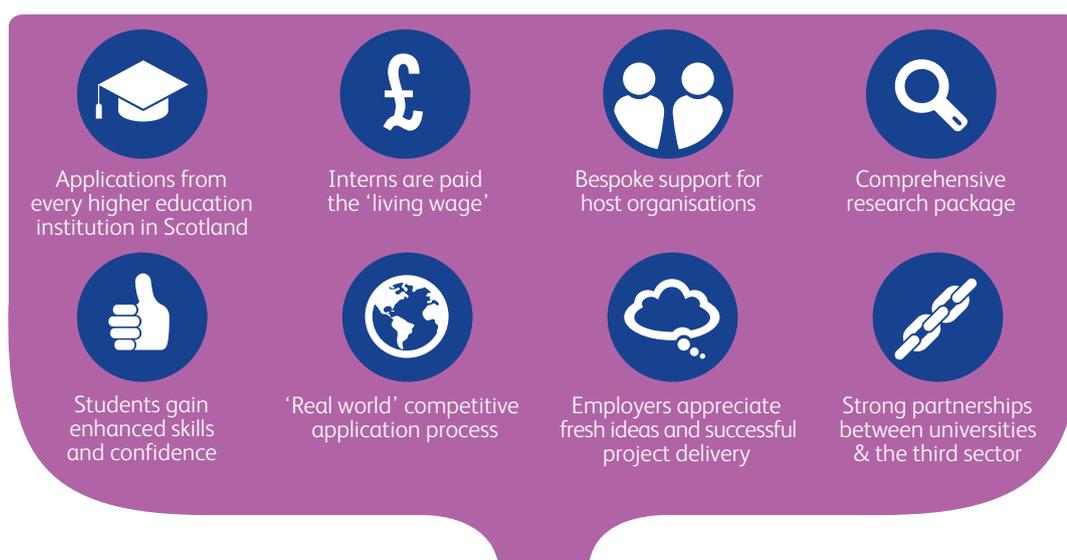
Achieved

Internship type	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Funded by TSIS	32	80	84	29	44	269
Part-funded by Third Sector host	3	4	15	19	20	61
Fully funded by Third Sector host	1	1	1	8	8	19
Total	36	85	100	56	72	349

Key statistics



Key facts



£4.7 – £7.2 MILLION

Estimated direct monetary benefit to host organisations and interns

RETURN ON INVESTMENT £2.50 - £3.80 for every £1

provided by the Scottish Funding Council

PROJECT AIMS

Third Sector Internships Scotland aimed to develop a programme of internships in voluntary organisations, charities and social enterprises in order to (i) offer work experience and skills development opportunities for students, (ii) promote the third sector as a graduate career option, and (iii) enable students to make a valuable contribution to the work of Scotland's Third Sector. In doing so it hoped to contribute to the development of work-related and work-based learning opportunities that enhance the employability of Scotland's university students.

A consortium of universities and third sector partners, led by Queen Margaret University, The Open University in Scotland, and the Scottish Council for Voluntary Organisations, managed the programme on behalf of the Scottish HE sector with benefits accruing to all Scottish HEIs.

Specifically, Third Sector Internships Scotland (TSIS) aimed to:

- Establish a national programme of internships in the Third Sector, open on a competitive basis to all levels of undergraduate and post-graduate students from all Scottish universities.
- Develop a national framework for managing internships, taking into account the wide range of organisational types and employer culture of the Third Sector.
- Offer internships with a range of types, lengths and geographical locations within Scotland to ensure maximum flexibility and to encourage participation from a diverse range of students.
- Facilitate reflective learning during internships.
- Develop a comprehensive support package for Third Sector organisations and interns to ensure quality internships.
- Fund an initial tranche of internships to build support and Third Sector capacity.
- Work to ensure sustainability, with a focus on the phased increase in Third Sector resource contributions.
- Promote employer engagement with the university sector, increase understanding of the barriers to engagement, and explore pathways for partnership working.
- Provide a 'hub' for collaboration and knowledge transfer between universities and the Third Sector.
- Ensure a tangible programme legacy in the form of resources, embedded infrastructure for internship support, and the dynamic dissemination of learning and experience.
- Work in a supportive and collaborative way with other placement projects to share learning and secure sector-wide benefits of work in this field.

TSIS aimed to develop work-based learning opportunities that enhanced the employability of Scotland's university students.



FROM PILOT TO NATIONAL PROGRAMME

Third Sector Internships Scotland began as a pilot project, seeking to explore whether there would be interest or capacity within the third sector to host paid internships. This was particularly significant given the focus on volunteering within the sector: it was unclear at the outset of the work whether paid internships would really offer anything 'extra' to host or student.

Over the course of the five-year initiative strong evidence emerged to indicate that internships can form a significant new pathway in to a career in the third sector and are a useful tool for supporting students' skills development and workplace awareness. Indeed, the project grew to become a well-recognised and highly regarded national programme, influencing the development of a number of other initiatives.

Third Sector Internships Scotland (TSIS) sought to enhance student employability through the creation of internships of genuine value to participants and host

organisations. Significant effort was channelled into developing opportunities focused on the delivery of a specific project for the host organisation and which offered real responsibility to interns. But TSIS was about more than getting a job done, it was about the learning and development opportunities that flowed from this – for students and host organisations.

This section of the report outlines the work of the TSIS team and the processes and practices that were developed to support employers, applicants, interns and the broader HE community in Scotland.

PROGRAMME MANAGEMENT AND ADMINISTRATION

The TSIS project initially focused on establishing and consolidating processes for cross-institutional working, establishing the project's profile and external links, and developing administrative systems to facilitate the advertising and management of internships.

The cross institutional / cross-sector working integral to the project's operating model necessitated the development of effective communication and shared practice across the team. Specifically we spent time developing:

- A shared understanding of data protection and data management processes and procedures.
- A common project privacy policy.
- A bespoke application system and database.
- A distinct project identity that encouraged broad participation in the initiative, including a bespoke website.
- Clear lines of responsibility across the team and effective communication to ensure a 'joined-up' approach to developing and supporting internships.
- Processes for sharing and collating data to ensure effective monitoring and evaluation of the project.

- A shift in culture to facilitate the promotion of pan-sector benefits rather than institution-specific interests.

Responsibility for the successful delivery of the project was shared jointly by the three core partners and the Steering Group. Within this shared framework and collaborative approach to project management, there was some specific delegation of responsibilities across the team. SCVO had primary responsibility for third sector engagement and for advising on selection of employers and the bespoke support required by organisations. The Open University in Scotland was responsible for research, monitoring and evaluation activity. Queen Margaret University led on HE engagement work and the development of support for applicants and interns.

TSIS Core Staff Team

Queen Margaret University:

- Project Co-Director [Partnerships and Learning] (f/t)
- Project Officer (HE Sector Engagement) (f/t)
- Project Administrator (p/t 0.8)

The Open University:

- Project Co-Director [Research and Development] (p/t 0.4)
- Research Consultant (p/t)
- Information Analyst (p/t)

SCVO:

- Project Co-Director [Third Sector strategy] (p/t 0.2)
- Project Officer (Third Sector Engagement) (f/t)
- Finance Support (2 x p/t 0.1)

Steering Group Role

The project benefited greatly from the support and active involvement of the steering group members and the Chair. As well as their supervisory and accountability roles, the steering group also brought enormous enthusiasm and energy to the project, which helped extend the impact across the HE sector. Members of the group helped develop links with third sector groups, supported the development of resources for Careers Services, and supported a PhD studentship (note, however, that the student left after Year 1 of his studies, for reasons unrelated to the project).

Project Marketing and Promotion

A central focus was the promotion of the project to key stakeholder groups. This encompassed the use of 'traditional' media, such as press (including Third Force News), leaflets, and promotional visits to careers services, student fairs, and third sector events. We also sought to capitalise on marketing via the web and social media such as Twitter and Facebook.

The bespoke TSIS website was developed in summer 2011, following an initial trial of application forms and the development of resources on pre-existing systems. The benefits of the bespoke system were two-fold.

Firstly, it gave the project a distinct, cross-institution identity (as opposed to being linked to one particular HEI). This was crucial in attracting applicants from across all Scottish HEIs. Most significantly, it enabled us to develop our own employer expression of interest forms, student application forms and a 'backroom' system that allowed for the streamlining of data and application processing.

Throughout the programme we developed our use of social media as a tool for engaging with stakeholders and for marketing the project. The use of Twitter and Facebook was a key element of our communication strategy, allowing immediate cascade of details about new vacancies to students via careers services, student unions and individual contacts. Employer participation has also been facilitated by the use of Twitter. It was also used to maintain contact with organisations and interns and as a way for organisations to share their experience with other groups.

In addition, we also made use of the Shared Vacancy Service to advertise posts to students across member institutions.

Cross-Sector Collaboration

A number of projects working on work placements and internships were identified as having linked interests to that of TSIS. The project team sought to explore those links and work collaboratively with others to ensure we maximised impact, co-promoted opportunities for students and employers, and learning across the sector.

Within the Learning to Work 2 (LTW2) suite of projects, the connections with the e-Placements Scotland project have been particularly fruitful. Collaborating on conference papers and presentations helped clarify the distinctive nature of both projects and the particular issues arising from working with different employer groups and using particular recruitment processes. It also proved useful to highlight the common emerging themes around the value placed on paid work placements, and the capacity of students to articulate and use skills and knowledge to employers.

In addition, through our connections at SCVO, we were able to build on the learning and experience from related initiatives such as Future Jobs Fund / Community Jobs Fund. We were also able to actively support SCVO to develop a suite of targeted internship programmes linked to specific employability targets and initiatives.

SUPPORTING EMPLOYERS: IDENTIFYING NEEDS AND DEVELOPING INTERNSHIPS

Our focus was on creating the necessary interest, experience and skills within the third sector to support an internship programme. Many of the organisations we worked with had not hosted students before, so building trust and confidence that the benefits of hosting an intern would outweigh the costs was a key concern.

Our marketing to employers was through existing networks (such as local voluntary sector interfaces and social enterprise networks), advertising via SCVO's networks, 'The Gathering' and Third Force News, and targeted efforts in specific regions where we were not seeing as much initial interest.

Employers were provided with bespoke support from the TSIS team. From first contact through to internship development and the hosting of the internship, they were guided and supported through the process. Employers were also encouraged to reflect on the internship process, as part of their own development and as a mechanism for shaping further TSIS support and our priorities for resource development.

Funding

TSIS sought to develop interest and enthusiasm for the principle of introducing paid student internships into the sector. To facilitate this we developed a phased funding policy, offering hosts the full salary costs of the intern for the first internship, 50% of the second, and 25% of the third. This, we hoped, would encourage repeat uptake and support the gradual embedding of internships and self-funding of internships in host organisations.

We committed to paying interns at the Living Wage. This was to ensure the work provided by interns was suitably recognised and valued and, most crucially, established TSIS internships as being open to all students, not just those who could afford to work for free.

“This initiative is a really exciting development for the voluntary sector as well as for the interns. In the long term it can only lead to a greater public understanding of the role of the third sector as these students move into the wider world of employment.”

Befriending Networks



Eligibility

Given the limited financial resource available, we prioritised funding to organisations that were not, at the time, hosting internships. All organisations could, of course, benefit from access to the support resources we developed.

The spring-summer 2012 internship period saw a significant increase in interest from employers, to the extent that we could not continue to support all requests for internship places. This trend continued throughout the remainder of the programme. We therefore moved to having cut-off dates for the submission of job descriptions and a selection process based on ensuring high quality support and learning opportunities for students, and a diversity of types and location of internships.

The Ongoing Need for an Intermediary

A strong theme from employer feedback was their appreciation of the support given by the TSIS team to make the internships happen. While the vast majority appreciate and value the work of the interns, it is the practicalities of recruiting and supporting an intern that were seen as challenging for small organisations. Many noted that even relatively small challenges, such as arranging interview times and coordinating with candidates, would have been a barrier to them being prepared to recruit an intern. Having the TSIS processes and resources to draw on, particularly at the advertising and recruitment stage, was seen by many as invaluable in enabling them to offer internship opportunities. Having an application process in place, (from advertising through to interview support) enabled even very small organisations to participate. As one employer noted, “We had excellent support from TSIS, without which we might not have been confident to go ahead”.

“We had excellent support from TSIS, without which we might not have been confident to go ahead”

TSIS Employer



Further areas where support has been sought included:

- Pay roll and employment advice.
- Contracts and procedures advice and support.
- Work planning and specific support for interns (as distinct from longer term employees or volunteers).

The existence of an intermediary was crucial in facilitating the breadth of participation in the scheme. Small and micro organisations stressed that, while they would like to have further contact with universities and would appreciate the opportunity to take on further students as interns, they would require ongoing assistance with the practicalities of organising and supporting these placements.



SUPPORTING APPLICANTS

TSIS internships were open to all students studying at Scottish universities. Throughout the project we sought to identify the most effective ways of marketing the internships to students and supporting them through the application process. We also recognised that, with limited places available, the vast majority of applicants would not have the opportunity to complete an internship. The project considered from the outset how it could contribute to supporting student employability for applicants as well as successful interns.

The TSIS approach was designed to offer all applicants opportunities to enhance their employability and gain meaningful experience in applying for jobs and articulating their skills and experience. To support this we:

- Provided clear, detailed guidance on how to apply.
- Provided personalised, detailed feedback to candidates who reach the interview stage of the process.
- Offered detailed general feedback, via the website, on what distinguished different categories of application.
- Provided links to Careers websites and actively encouraged applicants to make use of the range of facilities offered by their university Careers Services.
- Highlighted other programmes and volunteering opportunities that may enable students to gain experience of the Third Sector.
- Tracked trends in success and will consider bespoke support for particular groups if this is possible and appropriate.

“The recruitment support from TSIS was very much appreciated and advertising via TSIS attracted a good range of candidates. The experience was very positive.”

Age Scotland



Recruitment process

From a potential intern's first contact with the programme, we provided resources and links to help them develop their applications and consider how to enhance their employability more broadly. Advice on how to engage with the TSIS application process was provided on the website, as were clear links to career service resources and other sources of guidance and support. We also provided detailed general feedback on applications, focusing on what makes an application successful as well as the common pitfalls to try to avoid.

Students were asked to complete a detailed application form that covers a main application form, an equal opportunities monitoring form, and a self-assessment skills audit. The latter two were not part of the selection process, but form key strands of our monitoring and evaluation work. The equal opportunities form enabled us to track trends in shortlisting and appointment. The skills audit (when repeated at the end of the internship) facilitated analysis of any changes in students' perceptions of their own skills before and after their internships. The skills audit also acted as a reflection tool, requiring students to think about their own skills and attributes in relation to their application.

Interviews and Feedback

A member of the TSIS team attended each interview, to support organisations in the recruitment process and to facilitate the feedback and learning for students. Candidates who made it to the shortlist stage, but were unsuccessful, were provided with detailed, constructive feedback about their performance.

The TSIS team had a unique opportunity to track interview performance of repeat applicants. There were a number of ‘serial interviewees’ during the project who we saw develop in confidence and, in many cases, ultimately get an internship. In terms of employability support, the bespoke feedback did appear to be beneficial for students. In addition, feedback gathered from unsuccessful candidates suggests that the ‘real world’ interview process, coupled with constructive feedback, was in itself useful to the students.

“Although I wasn’t successful in gaining the post, I’m impressed with the time that was put into providing me with some feedback on how I performed. It will be very useful for future job interviews, so this is highly appreciated.”

TSIS applicant

Careers Service Links

One key objective throughout the application process was to signpost students to their university careers service. Careers services were key stakeholders in the project, highlighting the opportunities to their students and, in many cases, running bespoke events to support TSIS applicants. While as a project we could not provide individual support with developing CVs and applications, all universities do offer such opportunities.

It is clear from the feedback and discussions we had from applicants that not all were aware of the existence of careers services or the range of support they can offer. A key feature of our resource pages and our individual feedback to shortlisted applicants centred on highlighting where such support can be found.

In addition, TSIS actively sought to share data on specific institution’s performance and highlight emerging themes from student applications. This proved useful in helping careers staff understand how students present themselves in ‘live’ applications and what further assistance they may require.

“The TSIS programme has been one of the best national internship programmes on offer to our students over the last two years. TSIS internships are of exceptionally high quality, and whilst extremely demanding for our students, offer a level of autonomy and project ownership that is hard to find in other internship opportunities. The level of interest in TSIS opportunities from our students has been huge. These opportunities offer our students a professional insight into a sector that has been largely underrepresented in terms of paid internship roles. I sincerely hope that the work of TSIS not only continues but expands in future years to allow more students to take up these invaluable project-based work experience opportunities.”

Dr Dickon Copsy
College Employability Officer, University of Glasgow

Recognising and Supporting the Diversity of Employability Needs

In examining the applications we received, it became clear that there was a broad diversity of employability needs across the student body. Many were exceptionally good, demonstrating strong skills, considerable experience and the ability to link and connect these to particular contexts. Others were weaker, showing limited awareness of basic application and interview etiquette as well as poor articulation of attributes and experience.

There is, therefore, a need to ensure tailored support for students at different points on the employability spectrum. Many of the applications we received were exceptional and we met some incredibly inspiring and dynamic students who were eminently employable. Some required help refining their applications and considering how they could take experience from university contexts and apply it to meet the needs of particular organisation and client groups. Some interviewees exhibited strong skills and innovative ideas, but failed to consider the particular needs of the client groups that the host organisation works with. Others needed more comprehensive support to understand the expectations of employers and the basics of application form writing.

SUPPORTING INTERNS TO REFLECT, CONNECT AND DEVELOP

Emphasis was placed on the learning and development opportunity presented by internships as well as the delivery of a piece of work to an employer. Consequently, a key element of the internship experience was the support provided to students by TSIS and by their employers once they become interns.

The TSIS team provided each intern with a structure for reflecting on the internship experience. This consisted of a series of reflective questions for the pre, mid and endpoints of the internship. These were primarily for the individual student, but most students choose to share their reflections with the TSIS team. These, coupled with regular phone calls and a site visit, meant that the TSIS team were able to track the development of the internship and provide support as needed. Students were also provided with guidance on developing blogs and reflective diaries as an optional additional means of documenting their experience and skills development.

A midpoint site visit was conducted by a TSIS team member to all interns / employers. This had a dual purpose: firstly to identify any emerging issues and to capture the successes of the internship and, secondly, to provide a space for the intern and employer to step back from the day-to-day focus on getting the project done to consider the broader impact and context of the internship. Employers also valued these visits as they further demonstrated the project's commitment to ongoing and focused employer and student support.

We introduced an optional interns' workshop focused on communicating and articulating the experience and skills gained by students through the internship. These proved successful, enabling interns to reflect on the experience and consider how they would present their skills and achievements to diverse audiences, including communicating with future employers. We also introduced a dedicated careers advice element to the day, helping interns think more specifically about their career aspirations and signposting links to further resources within their own universities.

The workshop also provided an opportunity for interns to connect with other students taking part in the programme and to learn more about the diversity of work being conducted across the third sector. It was these personal contacts and networks established through the internships that were particularly useful when it came to exploring post-internship employment and volunteering opportunities.

RESEARCH, MONITORING AND EVALUATION ACTIVITY

Through the programme we developed a framework for monitoring and evaluation that encompassed Scottish Funding Council reporting requirements plus further detail to enable more detailed disaggregation and analysis.

Specific areas of focus included:

- Understanding the needs of third sector employers.
- Monitoring applications and success to identify and address trends, particularly in relation to equal opportunities and social diversity.
- Monitoring opportunities to ensure that as broad a range of applications is available to students as possible.
- Skills audit to explore interns self-reporting of skills pre and post internship.
- Impact assessment to consider impact on students, host organisations and broader social and economic impact.
- Understanding student motivations in applying for internships.
- Understanding reflection and skills articulation.

Data collection was conducted at key points across the 'life' of an internship, from pre-internship information gathered from host organisations and student applicants, through to qualitative, reflective commentary from participants and hosts before, during and after the internship. As far as possible this data collection was embedded in core processes and linked to ongoing monitoring and support procedures. We moved, for example, from a mid-point questionnaire to integrating the questions with the mid-point visit.

Case studies of particular internships were collated. These drew on the core data collected from organisation and intern and are then supplemented by additional interviews. We sought to develop a bank of multi-media material (video and audio podcasts) linked to these case studies. These were available on the TSIS website and provided a useful resource for applicants, interns and careers services.

The data set generated by the TSIS project offers a particularly valuable insight into how students understand and articulate to employers the skills and knowledge gained through university. With applicants from all Scottish HEIs, we had an opportunity to collectively and comparatively explore performance and success.

We sought to engage with a range of stakeholders throughout the project, with discussion and dissemination of practice an integral part of our activities. Rather than aiming for 'end point' dissemination of findings, we sought dialogue with stakeholders throughout the project, to share learning and (ultimately) to enhance our own practice and that of others.

To this end we held regular meetings with key stakeholder groups and other interested parties, individually and collectively. These have ranged from individual meetings with university careers service to presentations at third sector interface events, from employer engagement events such as 'The Gathering' to academic audiences at the Society for Research in Higher Education, the Voluntary Sector Studies Network, and HE practitioner events such as UALL and Enhancement Theme conferences.

A full list of conference presentations and papers can be found at the end of this report.



CASE STUDY

CASE STUDY

Anna Carr, National Event Coordinator Intern Children's Parliament, Edinburgh

Anna coordinated the first National Sitting of the Children's Parliament, comprising of 75 Members of Children's Parliament (MCPs), 12 Youth Ambassadors and 75 adults, including Fiona McLeod, Minister for Children and Young People and Sir Harry Burns.

This event was an opportunity for children and adults to explore what children need to be healthy, happy and safe at home, in school and in their communities and to exhibit the work of Children's Parliament. Chelsea Stinson, Children's Voices Programme Manager, was delighted to take part in

the TSIS project for a second time, "We knew we had support from the TSIS team to lead us through the whole process. This enabled us to provide first-hand experience for a student intern to deliver a high-profile event and ensure children's voices are heard in the social and political landscape of Scotland."

Anna benefited from being given a significant level of responsibility and feeling highly valued as part of a team. Anna had previously considered progressing to a conversion course in Law when she graduates but her internship has persuaded her to now pursue a career in the Third Sector.

THE EMPLOYABILITY CHALLENGE

“It is important to maintain equality of access to these key opportunities and important that access to work experience should not be restricted to those who can afford to work for free.”



While exploring the content and delivery of the TSIS initiative, it is important to acknowledge the economic environment in which the project was operating. Whilst the slight improvement in graduate unemployment rates overall is positive news, the need for internship and work placement opportunities remains strong. Enhancing students’ abilities to develop and demonstrate their employability remains significant in the current, highly competitive, labour market.

There are continued concerns about the use of unpaid interns in a range of professions. It is important to maintain equality of access to these key opportunities and important that access to work experience should not be restricted to those who can afford to work for free. This context strengthened the TSIS programme’s commitment to fairness and equity of access to opportunity by ensuring fair remuneration for work done.

The financial squeeze being felt across the third sector also had implications for employer engagement with the initiative. On the one hand internships appeared to hold considerable attraction, as they offer the chance to complete discrete pieces of work that may otherwise not have been done by core staff. Indeed, we had more employers interested in hosting students than we had support resources available. However, there remained the challenge of whether initial employer enthusiasm would continue as the balance of the financial burden of internships passed to host organisations.

The TSIS project gained unique insights into the spectrum of student employability across the Scottish sector. With applications from across Scottish HEIs, subjects and levels of study, the data set gathered offers a unique snapshot of how students are using and articulating the skills and knowledge gained from university. It raises questions about how students understand and present their skills. It indicates a broad spectrum of levels of employability and thus the diverse support and development needs of students.

DATA

HIGHLIGHTS

OVERVIEW

The TSIS project collected data from a range of sources, including student application forms, interview observations, employer expressions of interest, reflective feedback, and post internship reviews.

The project produced a unique data resource that provided insights into how students from across all Scotland's universities articulate their abilities to employers, how they perform at interview and how they use and develop their skills and attributes through work.

The project produced a unique data resource that provided insights into how students from across all Scotland's universities articulate their abilities to employers, how they perform at interview and how they use and develop their skills and attributes through work. The material gathered also provided insights into the diversity of the third sector and the challenges faced by the sector in engaging students as interns.

This section of the report highlights the headline statistics from the project. Data presented here covers all internships which began between academic years 2010/11 and 2014/15.



DATA COLLECTION AND ANALYSIS

Since the start of the programme we have sought, as far as possible, to embed data collection in project activity, rather than create additional 'add-on' activities for host organisations, applicants, or interns.

For example, the student application form was designed to encompass a considerable breadth and depth of data enabling detailed analysis of patterns of success, trends in perceptions of skills, and the content of applications by a variety of demographic and other key groupings. In addition we asked interns and employers to complete a set of reflective questions at key stages of the internship to assist with our ongoing communication with them and to provide data for more comprehensive evaluation and analysis.

We developed a framework for data analysis that encompassed Scottish Funding Council reporting requirements plus further detail to enable additional disaggregation and analysis.

Specific areas of focus included:

- Understanding the needs of third sector employers.
- Monitoring applications and success to identify and address trends, particularly in relation to equal opportunities and social diversity.
- Monitoring opportunities to ensure that as broad a range of applications is available to students as possible.
- Skills audit to explore interns self-reporting of skills pre and post internship.
- Impact assessment to consider impact on students, host organisations and broader social and economic impact.
- Case studies of particular internships have also been collated. These draw on the core data collected from the organisation and intern and are then supplemented by additional interviews. Some of these are available on the TSIS website and provided a useful resource for applicants, interns and careers services.

Additional research projects include:

- A one year post-internship **'follow-up' survey** aimed at exploring the impact of the internship, the value of the experience, and to track the 'next steps' taken by students and host organisations.
 - An exploration of **why applicants applied for an internship** as opposed to other types of work or volunteering... and what they actually went on to do.
 - Review **of application content**, to identify key trends and patterns in successful and unsuccessful applications and interviews. This has fed directly into advice and guidance for students and careers services.
 - Conceptual work around **the legal status of 'internships'** in relation to the third sector and more broadly.
-



HOST ORGANISATIONS¹

This section look at all 267 host organisations that offered internships between academic years 2010/11 and 2014/15.

Nature of the host organisations

All TSIS internships are, by definition, hosted by third sector employers. The organisations involved include voluntary organisations, registered charities and social enterprises. The overwhelming majority are registered charities.

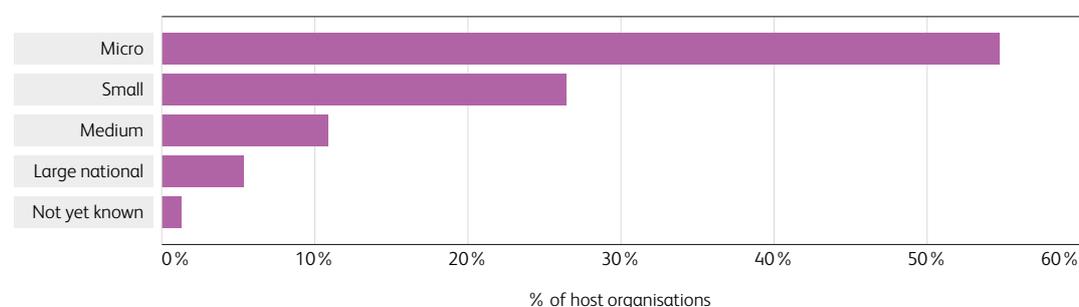
Table 2: Nature of host organisations

Organisation type	Organisations	Percentage
Registered Charity	240	89.9%
Other, including:	27	10.1%
Social enterprise	8	3.0%
Community Interest Company	4	1.5%
Credit union	3	1.1%
Total	267	100%

The majority of organisations that TSIS has worked with are very small in staffing terms:

- Over 94% of host organisations are micro or 'small and medium enterprises' (SMEs). Using the European Commission SME definition to explore organisation size², we see the majority of hosts falling into the micro (55%) or small (28%) categories (see **Figure 1**).
- 56% of hosts have fewer than ten employees, with 5 having no paid employees at all other than the TSIS intern (see **Figure 2**).

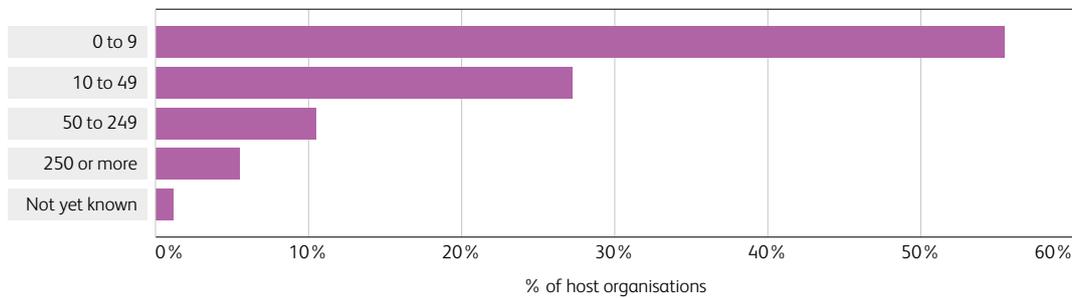
Figure 1: Size of host organisations



¹ Wherever possible, data on host organisations has been extracted from the OSCR Scottish Charity register. All other information has been obtained from Expression of Interest forms submitted by the organisations or from the organisations' web sites.

² www.ec.europa.eu/enterprise/policies/sme/facts-figures-analysis/sme-definition/index_en.htm.

Figure 2: Host organisation employee headcount

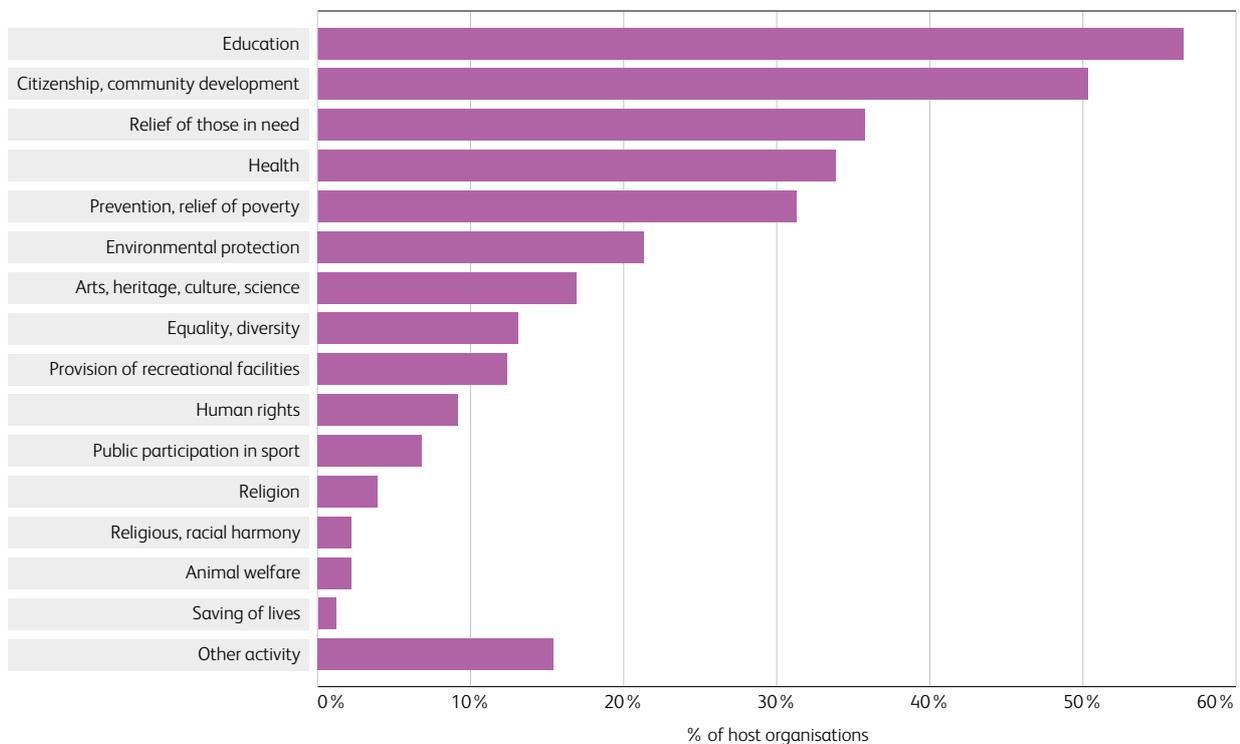


The focus of organisations' work

The host organisations carry out a wide range of activities, tackling a range of social, cultural and environmental concerns. They range from those with broad-based community development agendas to those with a specific focus on particular fields such as education, health, poverty, or environmental concerns.

This is demonstrated by [Figure 3](#), which shows the activities seen by the organisations as their main focus³. Further details of the specific organisations hosting internships are given in [Appendix A](#).

Figure 3: Host organisations' areas of activity⁴



³ Organisations may select more than one category.

⁴ Organisations may be involved in multiple areas of activity; the sum of percentages across activities will therefore exceed 100%.

The geographic reach and spread of organisations' activities varies widely, from community or neighbourhood-specific work (such as that of Raploch Community Trust and Ross and Cromarty CAB) to the nationwide efforts of Scottish Independent Advocacy Alliance, Zero Tolerance and Young Enterprise Scotland. A small number of hosts, such as SCIAF, NIDOS and The Bhopal Medical Appeal, have an international focus.

Table 3: Organisational reach

Organisational reach	Organisations	Percentage
A specific local point, community or neighbourhood	29	10.9 %
A wider area within a single Scottish local authority	68	25.5 %
More than one local authority area in Scotland	62	23.2 %
Scotland-wide (or most of Scotland)	65	24.3 %
UK-wide	20	7.5 %
UK and overseas	20	7.5 %
Overseas only	3	1.1 %
Total	267	100%

INTERNSHIPS

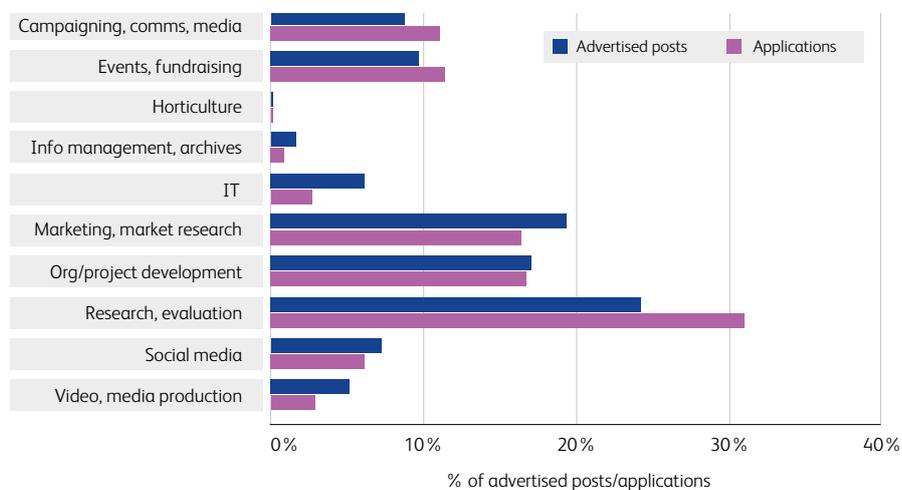
Nature of work

Internships have covered a wide variety of activity, each contributing a bespoke piece of work designed to meet the specific needs of the host organisation. However, trends emerged in the broad types of work and skills sets being sought by host organisations.

Key areas included: policy and research; marketing; events and fundraising; campaigns and media.

Figure 4 highlights the proportion of internships falling within each broad work area and of the applications received for each. These trends may reflect skills shortages within organisations (such as the use of social media and some aspects of research and evaluation activity) or perhaps hint at the ‘additional’ projects that organisations would like to do, but do not have the core resource to deliver (such as enhanced websites or specific fundraising events).

Figure 4: Distribution of internships and applications by internship type





CASE STUDY

CASE STUDY

Caroline Ullerup, Social Research Intern Instant Neighbour, Aberdeen

Caroline's internship involved researching and drawing together the 30 year history of Instant Neighbour, producing a booklet, a video and an audio collection of stories culminating in an exhibition.

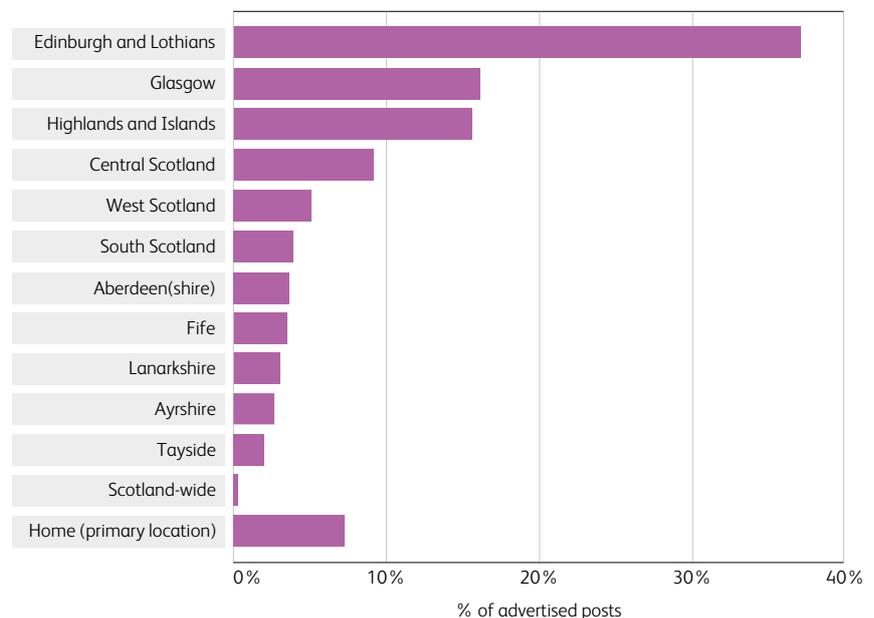
As a result of the internship, Caroline has developed her research skills through interviewing Instant Neighbour's clients which provided a rich and rewarding experience. Daniel Meakin, Business

Process Manager, comments that *"Caroline's input to the organisation has helped Instant Neighbour to develop better ways of working and has contributed to a lasting legacy for the community in the North East of Scotland."* Caroline returned to her academic studies with increased confidence in her research and organisational skills and a valuable insight into issues affecting third sector organisations in an increasingly challenging environment.

Geography

As shown in **Figure 5** there have been internships in every region of Scotland. There has been a preponderance of internships in Edinburgh and the Lothians and a substantial number in Glasgow and central Scotland. We were, however, able to attract interns to organisations across Scotland, including the Borders and the Highlands and Islands.

Figure 5: Geographical distribution of advertised posts⁵



There have been TSIS internships across Scotland, from the Borders to Orkney and the Western Isles.

Internship length

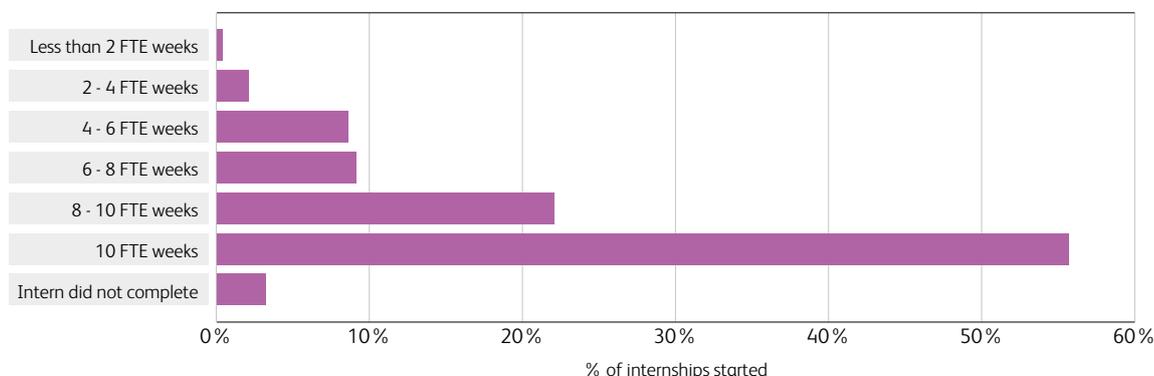
TSIS internships have varied from 59 to 367 hours of work. The majority (56%) of internships were initially offered for 350 hours (i.e. 10 full-time equivalent weeks⁶). As 97% of internships were completed, the hours worked by interns generally followed the offer of hours for the internship (see **Figure 6**).

This variation in hours worked reflects the scale of the projects that organisations wish to have done and their capacity to support and supervise an intern. We have therefore supported a small number of short pieces of work, designed to boost the organisation's confidence in their ability to support a student intern.

⁵ Certain posts were available in a choice of locations; the sum of the percentages of advertised posts will therefore exceed 100%.

⁶ A full-time equivalent week is assumed here to be 35 hours of work.

Figure 6: Distribution of internships by full-time equivalent weeks worked



Most internships were worked on a part-time basis (61%), the majority being delivered over 3 to 6 months, but with variation between 6 weeks and over one year. (see Figures 7–8). This reflects (i) student needs (to fit around study and other commitments), (ii) employer capacity (desk space, supervision capacity), and (iii) the nature of the specific projects. A significant proportion of internships (18%) were delivered in mixed mode (part-time during term, full-time in holidays), with only 21% delivered in full-time only mode. It is clear that this flexibility is critical in order to fit work around students’ other commitments and, from the organisation’s perspective, to fit around other staff commitments, available desks, and the nature of the project.

Figure 7: Distribution of internships by internship duration

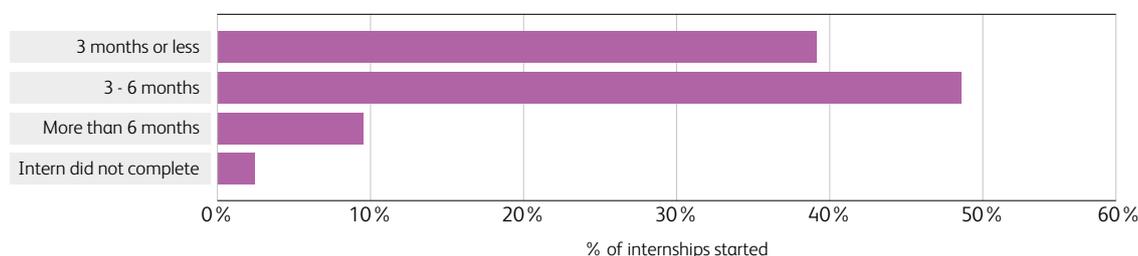
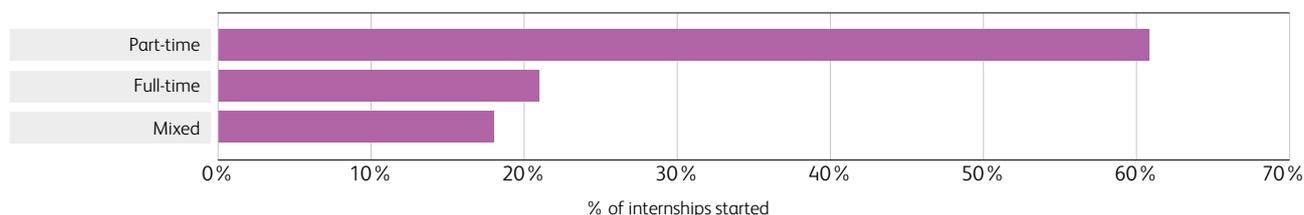


Figure 8: Distribution of internships by interns’ working pattern



Internship completion

The vast majority of internships were successful, with a completion rate of 97%. Some interns extended their work with the internship organisation or continued to have a relationship with the organisation after leaving. Nine students did not complete their internships. Five of these students left after significant periods of time with their host organisation (over 100 hours of work). The main reasons given for leaving related to personal issues and family responsibilities. Only three of the nine students raised issues related to the internship as reasons for leaving.

APPLICATIONS RECEIVED

In order to make the administration of internship applications as streamlined as possible they were ‘batched’ into tranches of adverts. The first ‘batch’ was advertised in March 2011. For clarity of analysis, we have clustered batches into three advertisement periods: spring (January – April), summer (May – June) and autumn (September – December). During 2014, no advertisements were placed in the summer period due to the anticipated end date of the project. However, a one year extension of funding allowed a further two tranches of internships to be advertised (autumn 2014 and spring 2015).

Table 4: Internships advertised and applications by academic year

Advertisement period	Advertised posts	Applications	Applications per advertised post
2010/11	34	1,098	32.3
2011/12	87	2,043	23.5
2012/13	106	2,510	23.7
2013/14	54	939	17.4
2014/15	80	1,724	21.6
Total	361	8,314	23.0

Seasonal factors continued to have an influence on both the number of internship advertisements placed and the number of applications received. Whilst more internships were offered during the autumn periods, spring internships continued to receive the highest number of applications per post (see [Figures 9 and 10](#)).

Figure 9: Distribution of internships and applications by season of advertisement period

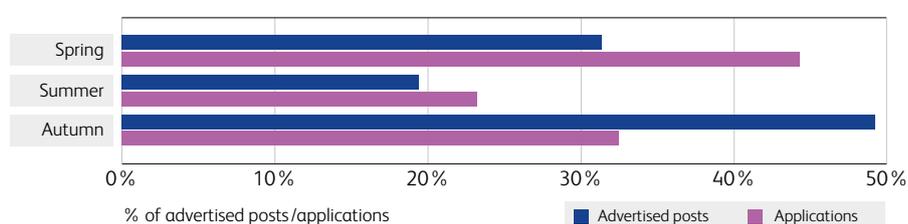
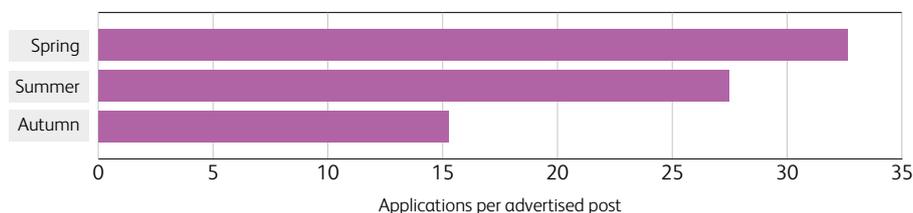


Figure 10: Average number of applications per advertised internship by season of advertisement period



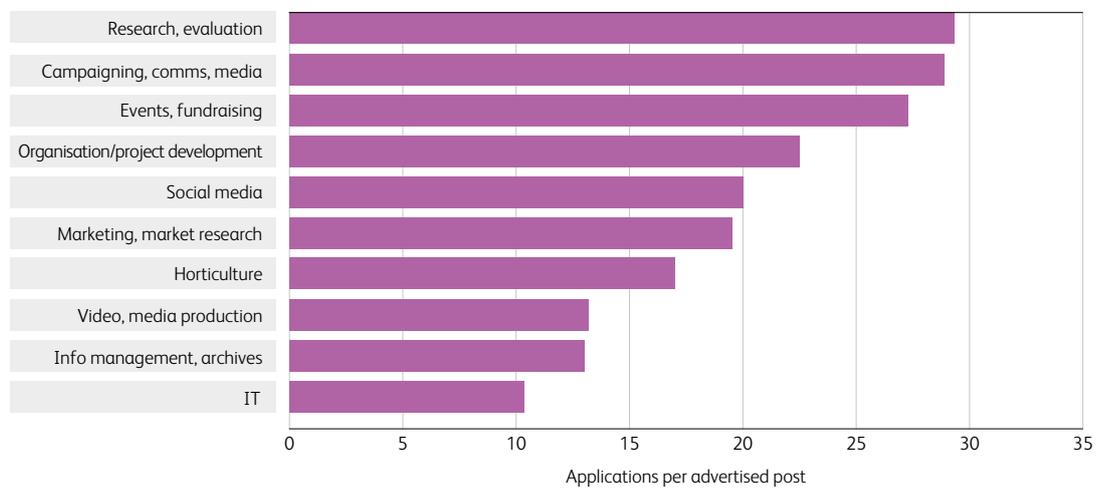
On average, 23 applications were received for each advertised post. However, this ranged from 133 applications for one Glasgow-based research position, to fewer than 5 for some posts.

Eighteen posts required readvertising due to insufficient response to the first advert. Fifteen were subsequently filled. Two remained unfilled due to lack of applications and one host subsequently withdrew due to organisational changes unrelated to the internship.

Examination of the application batches indicates that a number of factors affect the popularity of internships:

- **Timing:** the autumn advertising period appears to be less popular in terms of volume of applications, as shown by **Figures 9 and 10**. The average number of applications per post in autumn is 15, compared with an average of 33 for posts advertised in Spring.
- **Geographic location:** the posts with very few applications were based in some of the more 'remote' locations such as Tongue and Helmsdale and in areas without a 'local' university. However, over the summer period internships based in the Highlands and Islands generally attracted healthy numbers of applications, with students more likely to be able to travel to take on the work.
- **The proportion of applications from postgraduate, international, mature and part-time students was higher in autumn advert periods.** These students were perhaps attracted by the part-time job opportunities advertised at that time. This highlights the importance of exploring the diverse needs of different groups of students. Rather than only offering summer opportunities, students require different working patterns to fit around other commitments. Tailoring (as far as is practicable) opportunities to meet those diverse needs is clearly advantageous. Our work to date suggests that two distinct models need to be maintained (1) full(er) time summer internships, including posts more geographically 'remote' from university centres; and (2) part-time internships located closer to universities to enable work and study to be combined more easily, without significant travel. (See also the maps on page 41 in relation to student mobility).
- **Work focus:** research and evaluation positions and campaigns, communications and media positions are particularly popular (averaging 29.3 and 28.9 applications per post), whereas IT posts have had notably fewer applications (averaging only 10.3). This is evident in **Figure 11**.

Figure 11: Average number of applications per advertised internship by internship type



UNDERSTANDING

APPLICATION SUCCESS



UNDERSTANDING APPLICATION SUCCESS

The high demand for internships resulted in a broad success rate of just over 4% of applications resulting in internships. The analysis of the application, short-listing and appointment data highlighted some key issues for consideration, with certain groups appearing to have greater success at written application and interview stages. Here, we present some headline findings related to institution of study, study characteristics and key demographics.

STUDY CHARACTERISTICS

Applications have been received from students at all Scottish HEIs and from a broad spectrum of subject areas. Analysis of appointment data suggests some differences in the number of applications and the relative success of students applying from different institutions and from different study backgrounds.

Institution

- Over 40% of applications come from three institutions: Edinburgh (18%), Glasgow (14%), and Stirling (10%).
 - Edinburgh-based institutions have disproportionately successful students in terms of being appointed as interns. This is apparent at interview stage only, with the shortlisting pattern rather different (see **Figure 12**). This may perhaps be linked to the concentration of posts in Edinburgh and the Lothians, with locally based students better able to demonstrate local/contextual understanding at interview. We also need to consider whether particular skills support and advice is provided to students at these institutions to make them more likely to succeed at interview.
 - Other institutions with high success rates (in terms of relative numbers of appointments and applications) are the University of the Highlands and Islands and Glasgow School of Art.
-

Figure 12: Distribution of applications, shortlisted applications and interns by institution

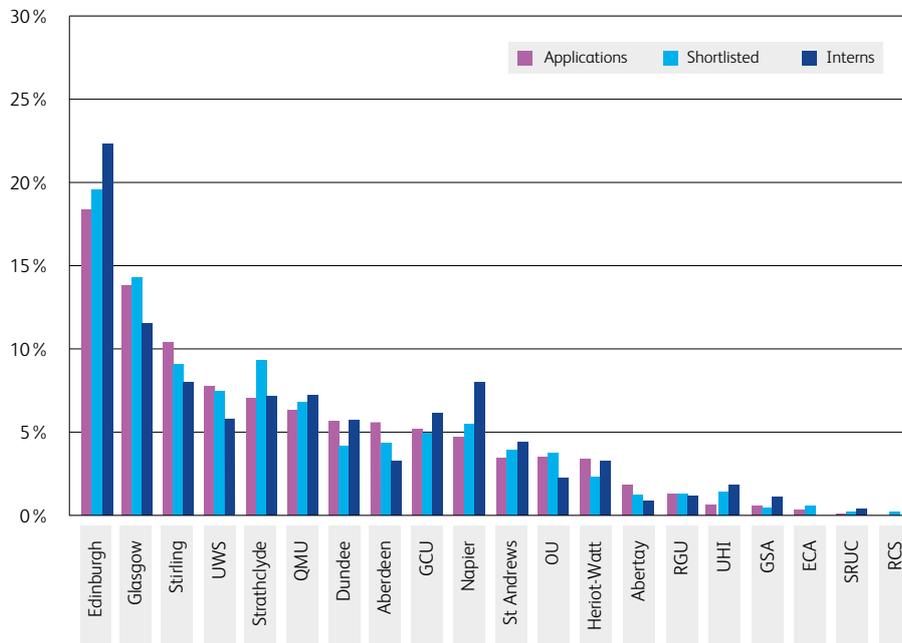


Figure 13: Success rate by self-declared institution of study (proportion of applications shortlisted)

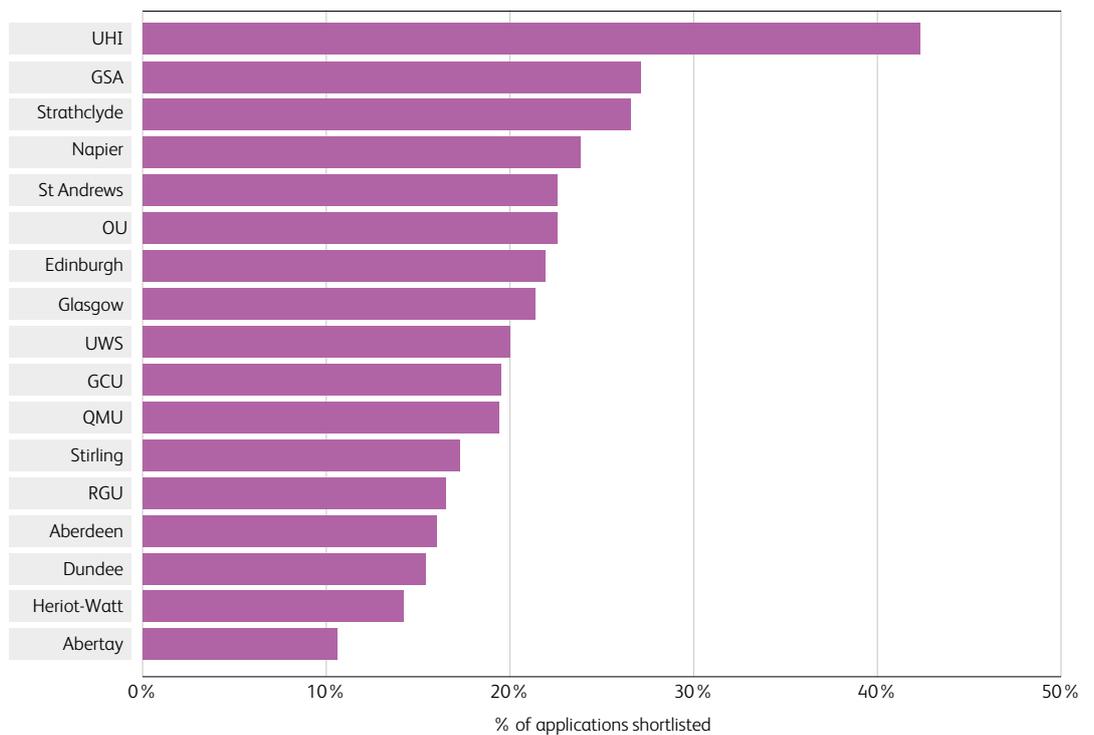
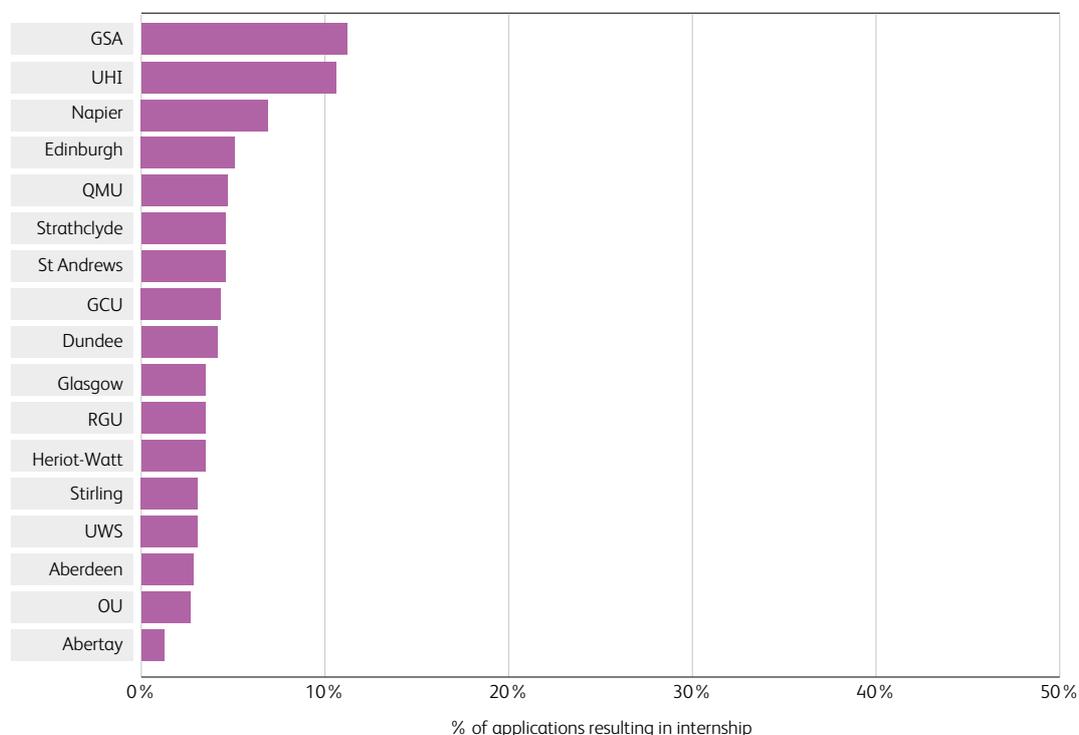


Figure 14: Success rate by self-declared institution of study (proportion of applications leading to internship)

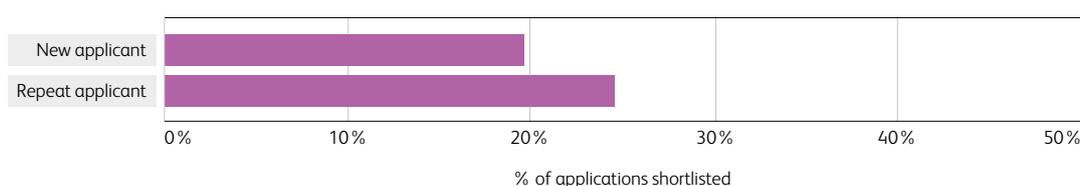


Repeat applicants

Repeat applicants⁷ to the TSIS programme are relatively more successful than first time applicants. This perhaps indicates a responsiveness to feedback which is built into the scheme, and the subsequent greater attention to the application requirements and better targeting of application content.

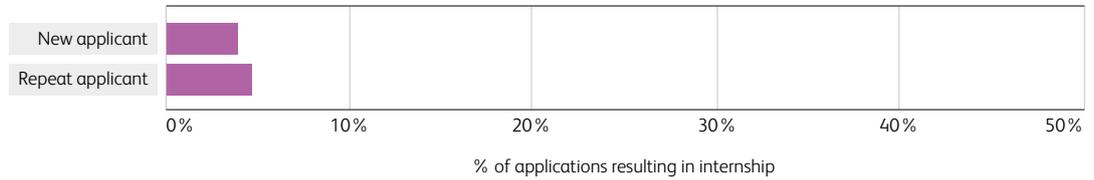
646 students (13.4%) made more than one application across rounds and these repeat applicants continued to have higher rates of success at the shortlist stage (see [Figure 15](#)). The difference in appointment success is less marked, but this is perhaps unsurprising as repeat applicants will not necessarily have reached the interview stage in their previous applications. Analysis of application content for these repeat applicant students is discussed later in the report.

Figure 15: Success rate by TSIS application history (proportion of applications shortlisted)



⁷ Repeat applicants are calculated through comparison of applications across application rounds. Students who apply for multiple internships with the same application close date are not treated as repeat applicants (unless they have also applied for internships with earlier close dates).

Figure 16: Success rate by TSIS application history (proportion of applications resulting in internship)



Level of study

We have received applications from students studying across the full range of levels of study, from first year through to postgraduates (see [Figure 17](#)). Later stage undergraduate and postgraduate students are more successful in terms of being shortlisted and being appointed (see [Figure 18](#), [Figure 19](#)).

This can be explained by the additional study experience and associated skills and knowledge development of students further through their university careers. However, for the early-stage internship students, it is worth considering what the impact of these early internships has on the students’ study and employability outcomes in the longer term. It is encouraging to note that 13% of interns appointed are from these early levels.

Figure 17: Distribution of applications, shortlisted applications and interns by year of study⁸

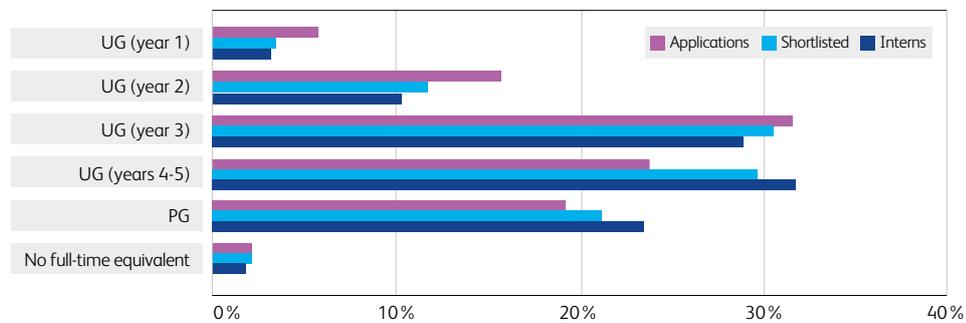
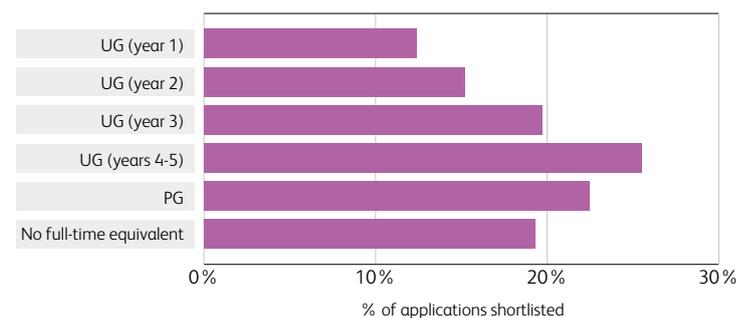
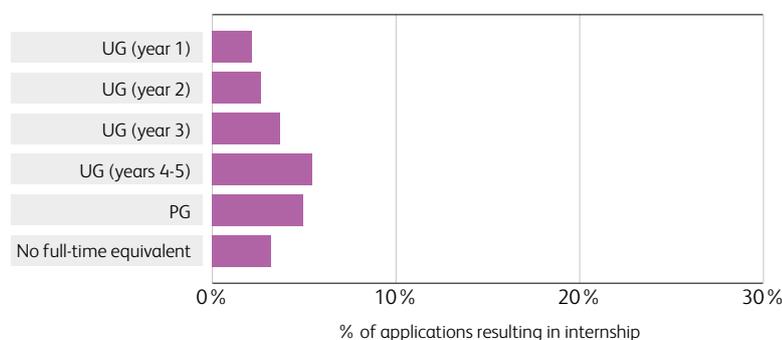


Figure 18: Success rate by self-declared full-time equivalent year of study (proportion of applications shortlisted)



⁸ Self-declared full-time equivalent year of study.

Figure 19: Success rate by self-declared full-time equivalent year of study (proportion of applications leading to internship)



Subject⁹

- Applications were received from students studying a broad spectrum of courses. However, as **Figure 20** highlights, applicants studying business, media and communications-related courses, humanities and social sciences generated 69% of all applications.
- STEM, psychology and law students were less successful than those studying in other areas, both in terms of being shortlisted and appointed. It is notable that information or computer science students were more successful than those studying similarly technical STEM subjects. This may be a consequence of the small number of applications to those internships which are described as requiring specialist and web related skills.
- Health and social care students were least likely to make an application. This may be due to the more vocational nature of the courses and the number of courses that already have placements embedded. However, students from these subject areas were relatively more successful at being shortlisted and appointed.

Applicants studying business, media and communications related courses, humanities, and social sciences generated 69% of all applications.

⁹ Subject categories based on those selected by students on application form, rather than an objective JACS based classification.

Figure 20: Distribution of applications, shortlisted applications and interns by subject of study

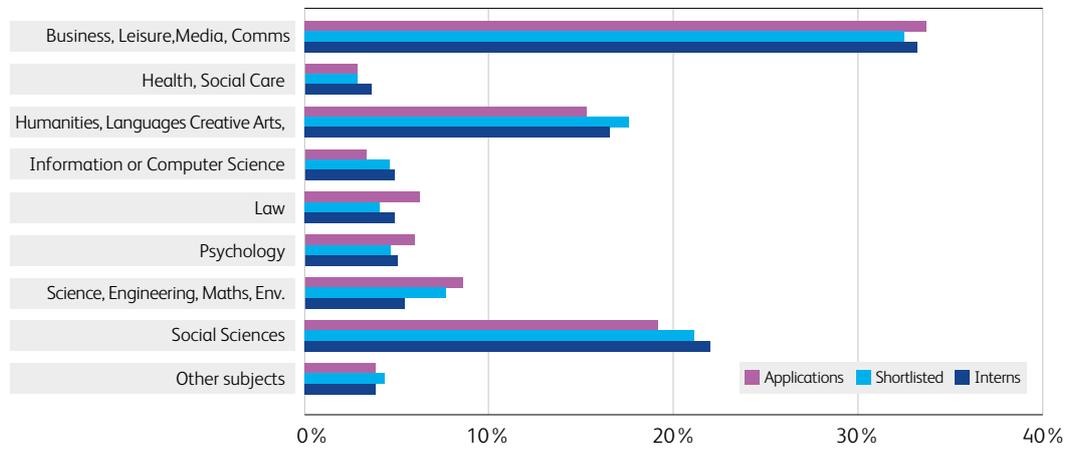


Figure 21: Success rate by self-declared subject of study (proportion of applications shortlisted)

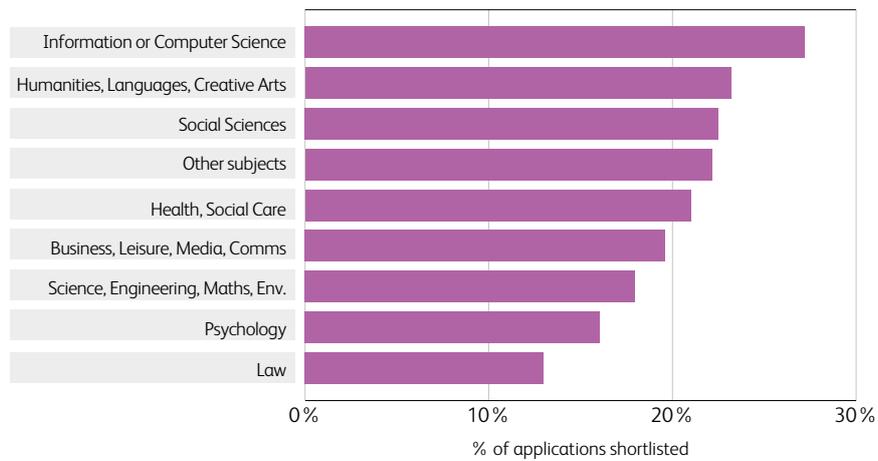
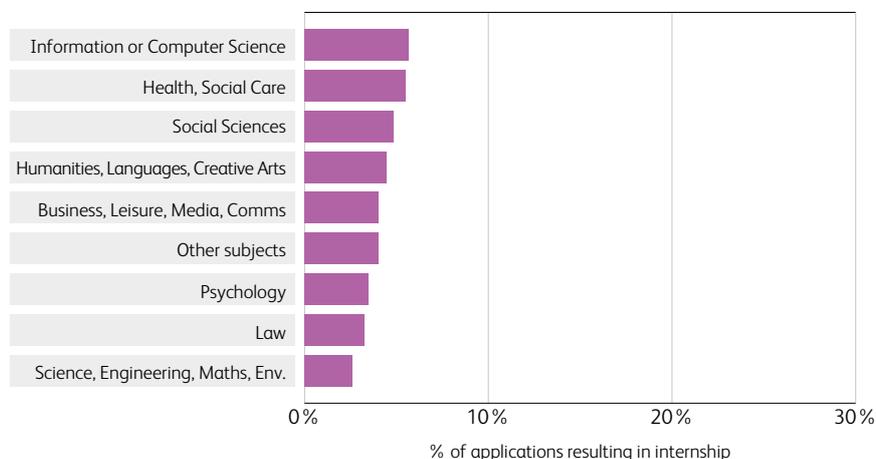


Figure 22: Success rate by self-declared subject of study (proportion of applications leading to internship)



Mode of study

Part-time students are relatively more successful at the shortlisting stage. Although part-time students make up only 6% of applications, they make up 8% of shortlisted candidates. Put another way, 30% of applications from part-time students are shortlisted for interview, compared with 20% of full-time students. However this 'part-time advantage' is not apparent in terms of appointments, with a relative success rate of 4% for each group.

30% of applications from part-time students are shortlisted for interview, compared with 20% of full-time students.

As a methodological note, we have found that self-report of 'part-time' study does not neatly equate to institutional classifications. For example, we have noted that 27 of the Open University students who applied for TSIS classed themselves as 'full-time' students, perhaps reflecting the volume of study relative to their other activities at the time.

Figure 23: Success rate by self-declared mode of study (proportion of applications shortlisted)

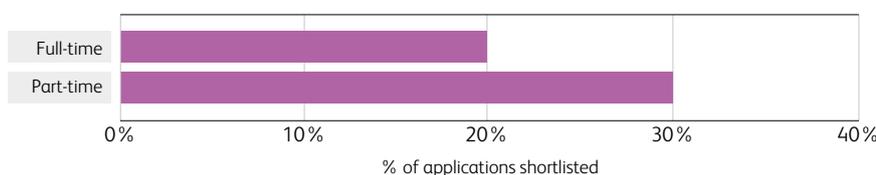
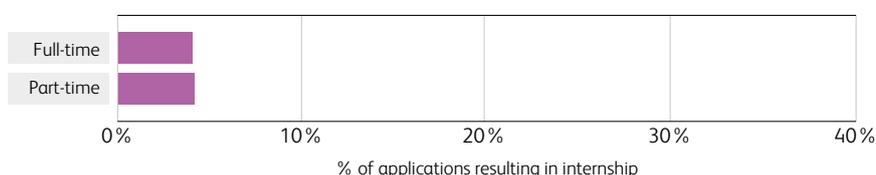


Figure 24: Success rate by self-declared mode of study (proportion of applications appointed)



The relative success of part-time students at shortlisting appears in part to be a consequence of age and its relationship to experience. Older full-time students are more successful than their younger counterparts and older, part-time students are more successful than either full-time group at the shortlisting stage.¹⁰ However, whilst older part-time students are most successful at short-listing stage, younger part-time students were most successful at appointment.

Figure 25: Success rate by mode of study and age (proportion of applications shortlisted)

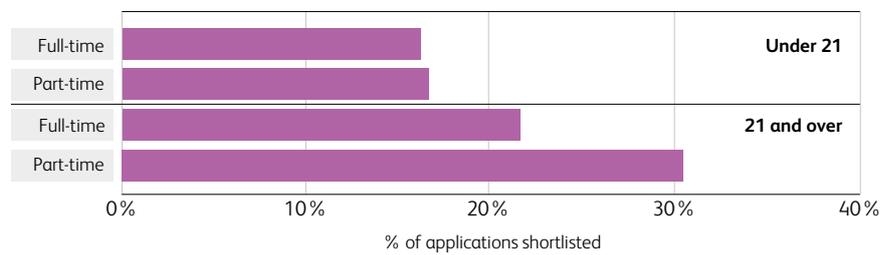
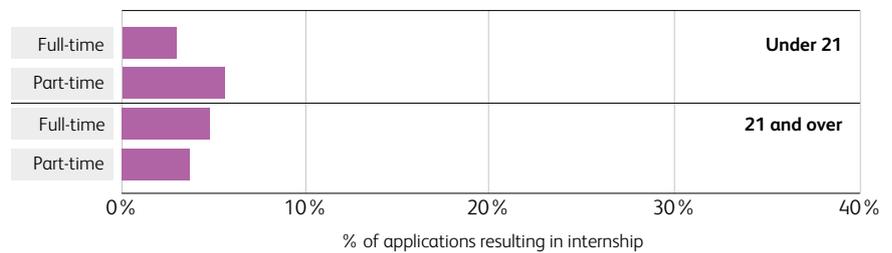


Figure 26: Success rate by mode of study and age (proportion of applications appointed)



Analysis of application data highlights a continuing tendency for applications to cluster in geographic areas near the location of the student’s home university. However, there is also evidence that students are applying to posts where there are good transport links. For example Stirling students are applying to posts in Scotland’s central belt, while Glasgow-based students are prepared to travel down through Ayrshire and Dumfries & Galloway.

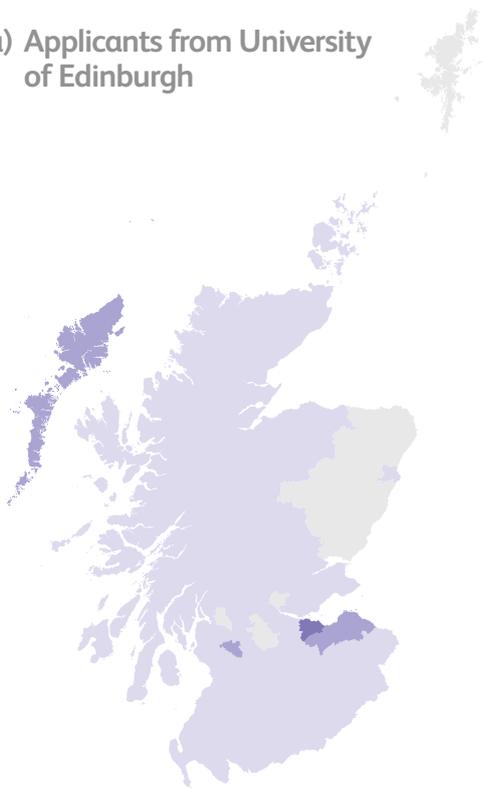
¹⁰ There are few applications from younger part-time students, preventing a detailed exploration of the influence of age/experience on success for part-time students.



Student mobility

Applications per advertised post by location

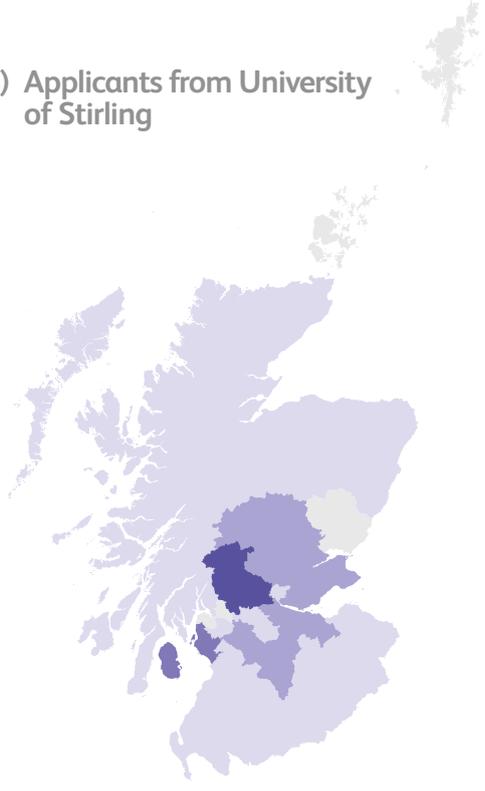
a) Applicants from University of Edinburgh



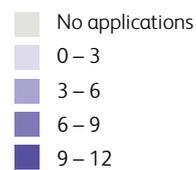
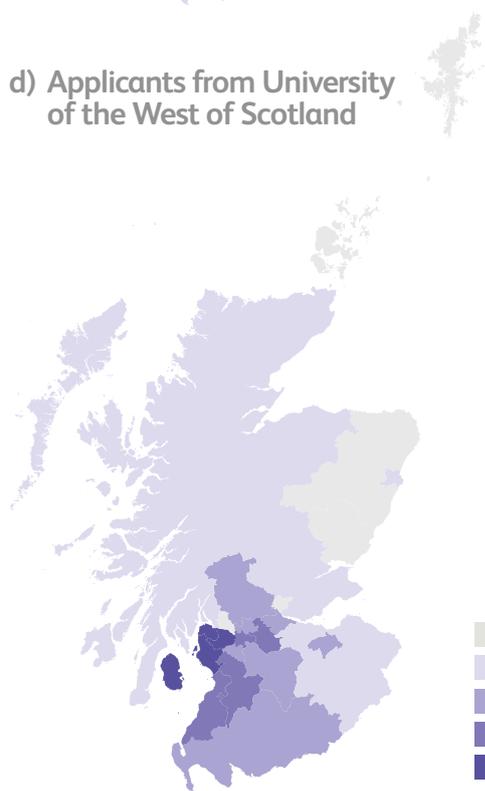
b) Applicants from University of Glasgow



c) Applicants from University of Stirling



d) Applicants from University of the West of Scotland



Further disaggregation suggests an autumn – spring/summer difference in propensity to travel. Perhaps not surprisingly, students are more willing to travel for internships advertised over the summer period (e.g. outwith university term-time). Again, this highlights the importance of maintaining a range of opportunities across the academic year that facilitates student mobility and engagement with third sector hosts across the country, whilst recognising the need to strike a balance with the practicalities of study commitments.

DEMOGRAPHIC CHARACTERISTICS

Gender

Women are more likely than men to apply for internships: 66 % of TSIS applications come from women, compared with a female population of 58 % of all students at HEIs¹¹. Whilst women are equally likely to be shortlisted, proportionate to number of applications, with women making up 67 % of shortlisted candidates, they are marginally less likely to be appointed, making up 65 % of appointments.

Age¹²

The range of ages of TSIS applicants and interns is broad. Interns have ranged in age from 18 to 46, while our youngest applicant was 16 and the oldest applicant 69. Full time younger students (under 20) are less successful than older candidates (see [Figure 27](#)). Older students are more likely to be shortlisted. However, those over 30 are proportionately less likely to be appointed.

What is clear from applicant feedback and statistical data is the diversity of students interested in internships and their range of motivations. The posts seemed to be desirable as opportunities for those wishing to change career or to return to work following a career break as well as for first time entrants to the graduate labour market. This is of significance in an increasingly competitive employment market and in the light of current work on transitions during study and between education and employment.

¹¹ Scottish Funding Council, Higher Education Students and Qualifiers at Scottish Institutions, 2013 – 14.

¹² As on application close date for the internship applied for.

Figure 27: Distribution of applications, shortlisted applications and interns by age

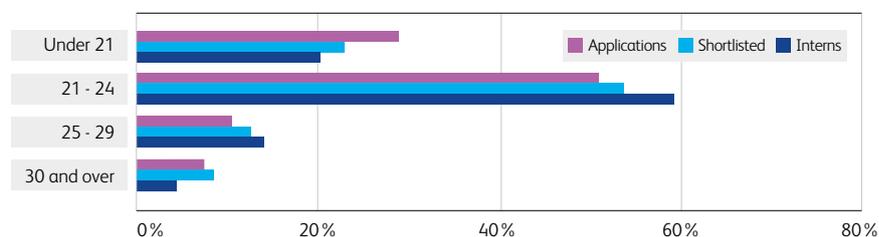


Figure 28: Success rate by age on application close date (proportion of applications shortlisted)

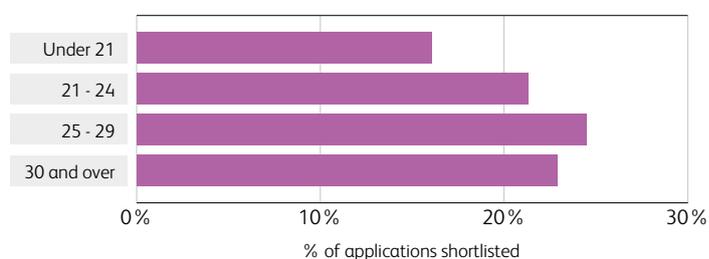
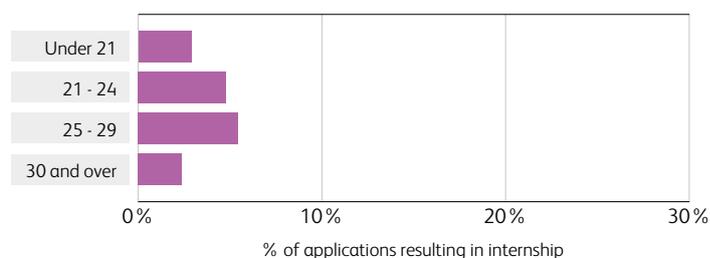


Figure 29: Success rate by age on application close date (proportion of applications leading to internship)



Disability

TSIS has received a small number of applications from people who have declared a disability (122 students or 2.5% of applicants). This is considerably less than the percentage of students in the general HE student population with a declared disability (9.2% according to the SFC publication, *Higher Education Students and Qualifiers at Scottish Institutions 2013/14*).

Students with a declared disability were more likely to be shortlisted and five students were appointed, as highlighted in [Figure 30](#) and [Figure 31](#).

Figure 30: Success rate by self-declared disability (proportion of applications shortlisted)

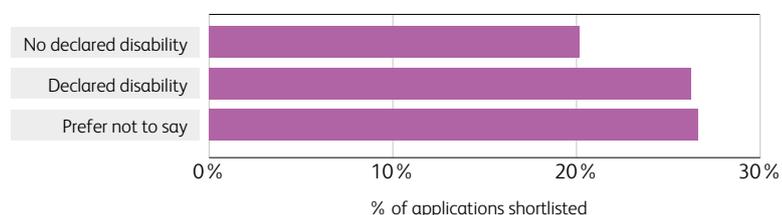
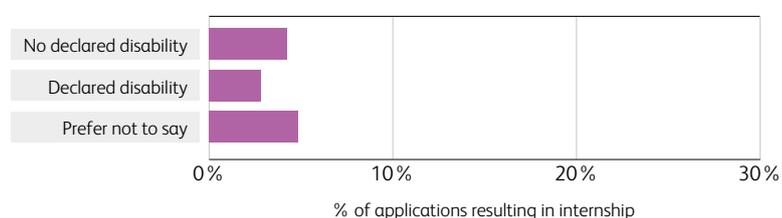


Figure 31: Success rate by self-declared disability (proportion of applications leading to internship)



This suggests that continued further attention needs to be given to encouraging students with disabilities to consider applying for internship opportunities, and to actively consider the barriers they feel they face in relation to the available posts.

Scottish Index of Multiple Deprivation (SIMD)

Students from the most deprived areas in Scotland (in terms of the 2012 SIMD) were least likely to apply for internships, making up only 10% of applications. While they were no less successful than other applicants at the shortlisting stage (accounting for 10% of shortlisted applications), it was striking that these students were disproportionately unsuccessful at interview: only 9% of interns were resident in the most deprived quintile. Challenges remain in both increasing the numbers of applications and the success rate at interview stage for students in this most deprived quintile.

There were methodological difficulties resulting from the use of the applicant's self-declared home address at the time of application. Here, home address is typically interpreted by applicants to be their primary contact address, with a number of students giving details for a university halls of residence or what appears to be a term-time address near their university. This differs from some other studies, where 'home address' refers to the student's address immediately prior to the start of their university studies and does not allow for neat mapping of TSIS data with SIMD quintiles.

Students from the most deprived quintile were least likely to apply for internships but were equally likely to be successful at the shortlisting stage.

Figure 32: Distribution of applications, shortlisted applications & interns SIMD quintile of self-declared home address

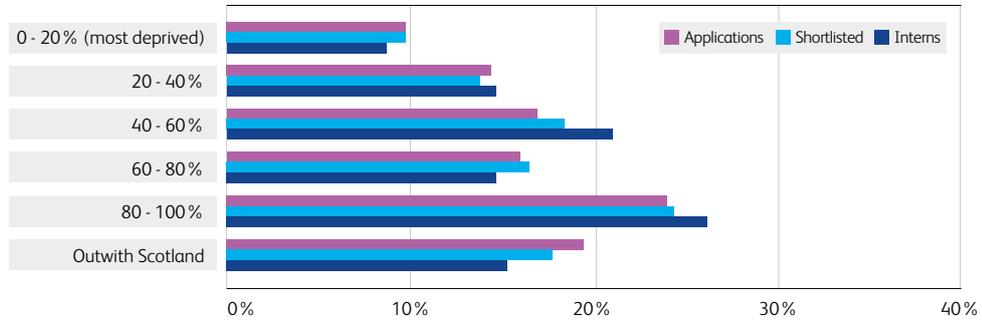


Figure 33: Success rate by 2012 SIMD quintile of self-declared home address (proportion of applications shortlisted)

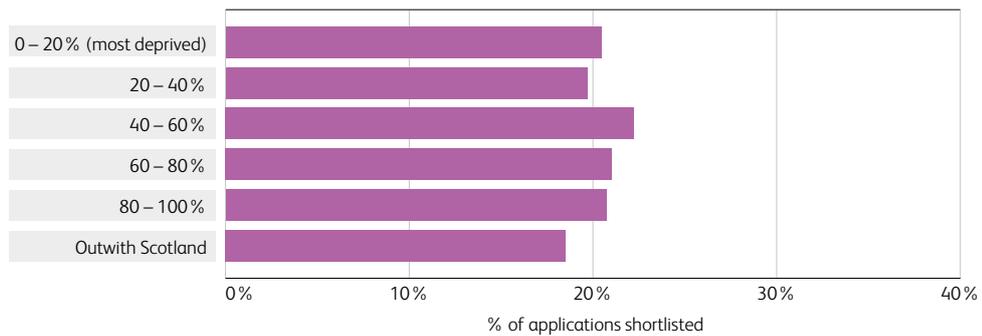
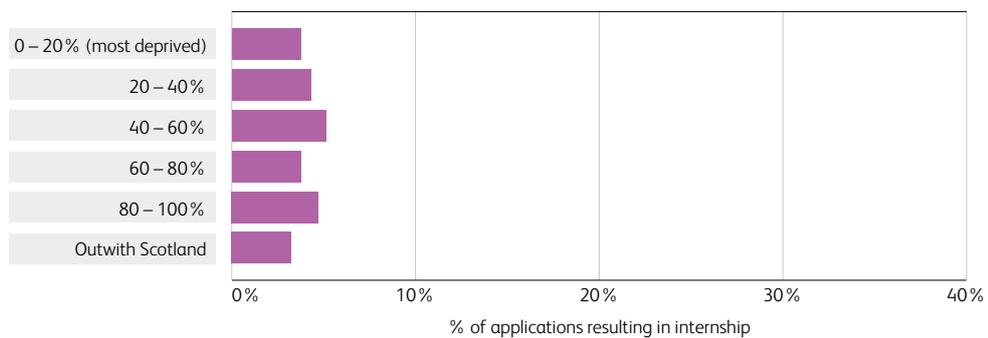


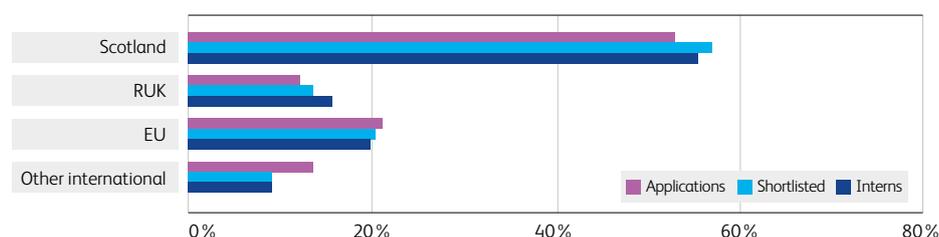
Figure 34: Success rate by 2012 SIMD quintile of self-declared home address (proportion of applications leading to internship)



Domicile, nationality and ethnicity

In late 2011, the project was asked by the SFC to track data on place of domicile. The domicile question is framed in terms of the university fee level that students pay. The data (presented below in [Figures 35–37](#)), suggests a similar pattern in terms of the nationality dataset collected from the outset of the programme (see [Figures 38–40](#)).

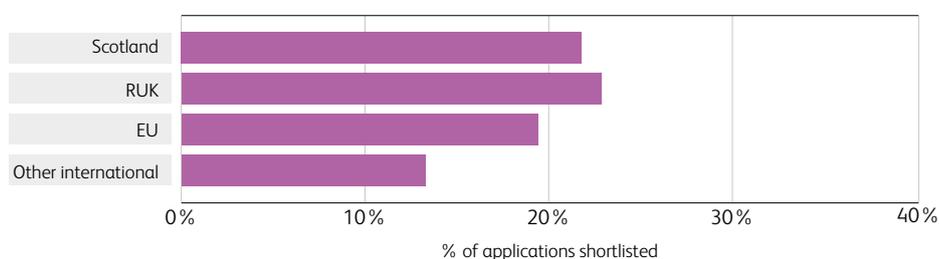
Figure 35: Applications, shortlisted applications and interns by self-declared domicile¹³



The distribution of applications by domicile was virtually unchanged between 2012 and 2015. However, EU and international students accounted for a far higher proportion of applications for internships advertised in the autumn (c.46%) than at other times of the year (c.29%). 'Other international' applicants form a distinct group: over half are postgraduates, compared to 18% of EU students and only 11% of UK-domiciled students.

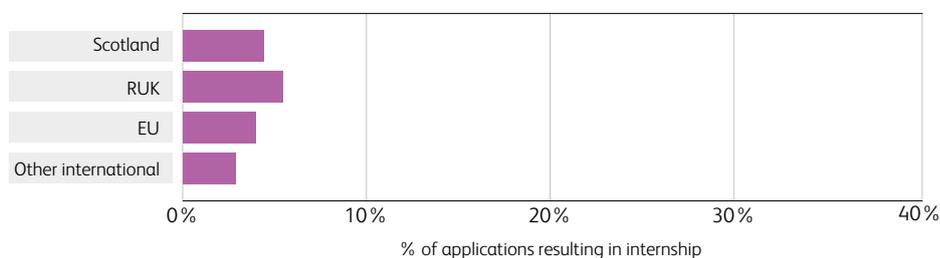
Applications from Scottish and European Union students showed similar outcomes, with average levels of success at both the shortlist and appointment stages. Students from elsewhere in the UK continue to be disproportionately successful, whilst those from outside the European Union have very low levels of success with the exception of students from North America (see [Figure 36](#) and [Figure 37](#)).

Figure 36: Success rate by self-declared domicile (proportion of applications shortlisted)



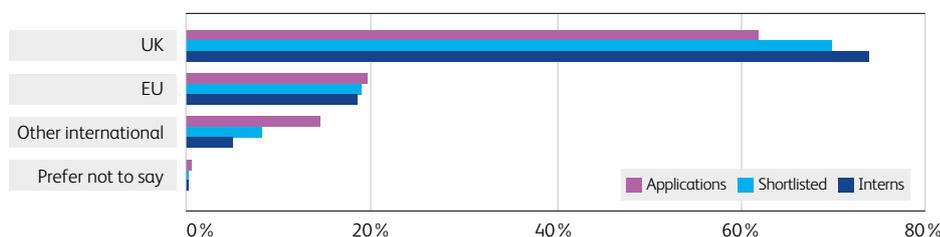
¹³ Figures relate to 2012 – 2015 applications only; domicile information was not collected from applicants in 2011.

Figure 37: Success rate by self-declared domicile (proportion of applications leading to internship)



When we look at the breakdown by nationality, this is more clearly illustrated. Specifically, students from sub-Saharan Africa and East / SE Asia had limited success compared with counterparts from other nationalities. The shortlisting rate for these two groups was only half that for 'other international' students as a group. This raises questions about student understanding of European employment contexts and what employers in the UK expect from applications.

Figure 38: Applications, shortlisted applications and interns by self-declared nationality¹⁴



Over the five year application period, the proportion of students from sub-Saharan Africa and Central & Southern Asia fell sharply; this has been particularly marked amongst Indian and Pakistani nationals, who account for the bulk of the latter group. By contrast, the proportions of European and East Asian (predominantly Chinese) students have increased, with particularly high proportions seen in 2013/14.

In the first years of TSIS, Polish students were the largest group of EU nationals applying to the programme, however, numbers dropped in 2013/14. The growth in EU applicant numbers has come from a range of countries, with increases in the numbers of applications from Bulgarian, Romanian, and the Baltic nations students during 2014. Interestingly, Irish students made up 7% of EU applicants in the first year of the project, and this proportion fell to 2% by the final year.

¹⁴ Dual nationals with British citizenship are included in the 'UK' category. International applicants with unspecified non-UK or dual non-UK nationality (negligible numbers) not shown.



CASE STUDY

**Hamish Adamson, Marketing Intern,
Food Train, Dumfries**

Hamish reviewed Food Train’s marketing practices and activity, providing recommendations for a strategic marketing plan. Food Train were impressed with Hamish’s ability to assess and understand the charities environment, make appropriate suggestions for marketing improvements and follow through a range of improvement measures to the charity’s public profile and presence. Michelle McCrindle, CEO, comments that, “the internship helped us rapidly progress an area of work that needed fresh, young,

dynamic eyes and Hamish really brought that, both modernising and increasing our marketing work which has left a lasting legacy in our charity.” For Hamish, the internship offered the opportunity to put theory into practice from his Business Management degree and to hone his ‘soft’ skills in communication and networking. As he moved towards the end of his internship, Hamish noted that the role, “really opened my eyes to career options in the third sector.”

Figure 39: Success rate by self-declared nationality (proportion of applications shortlisted)

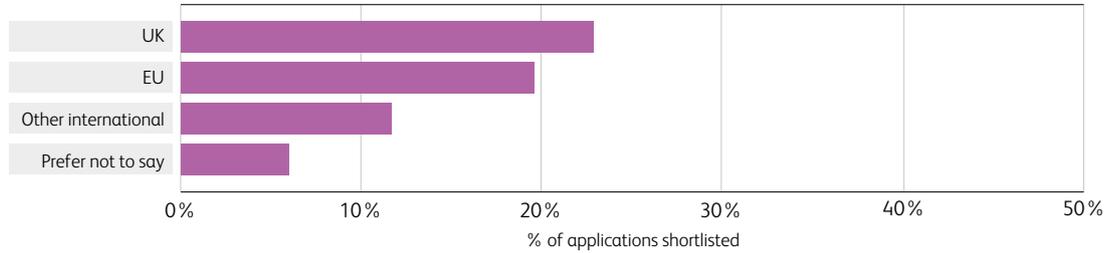
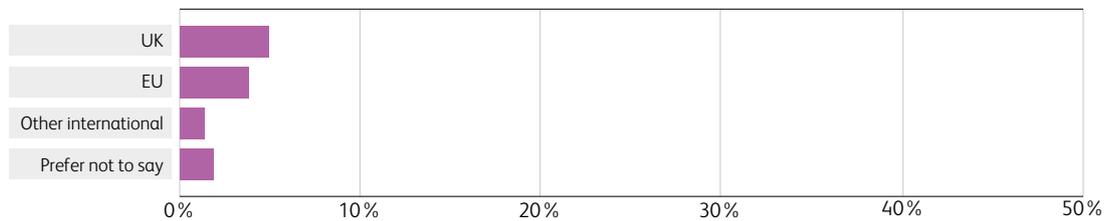


Figure 40: Success rate by self-declared nationality (proportion of applications leading to internship)



In terms of ethnicity, the vast majority of applications came from white students. They were also disproportionately successful, making up 80% of applications but 89% of appointed interns (see [Figures 41–43](#)).

There is a similar trend in terms of English language ability, with those who speak English as a first language more likely to be appointed than those for whom it is a second or additional language (see [Figures 44–46](#)).

There is a clear link between the applicant’s self-declared English language proficiency and the outcome of their application (suggesting, perhaps, that applicants are able to accurately assess their own proficiency). There has been little variation in the proficiency of applicants over time, despite the changes in the distribution of applicant nationalities.

Figure 41: Distribution of applications, shortlisted applications and interns by ethnic group

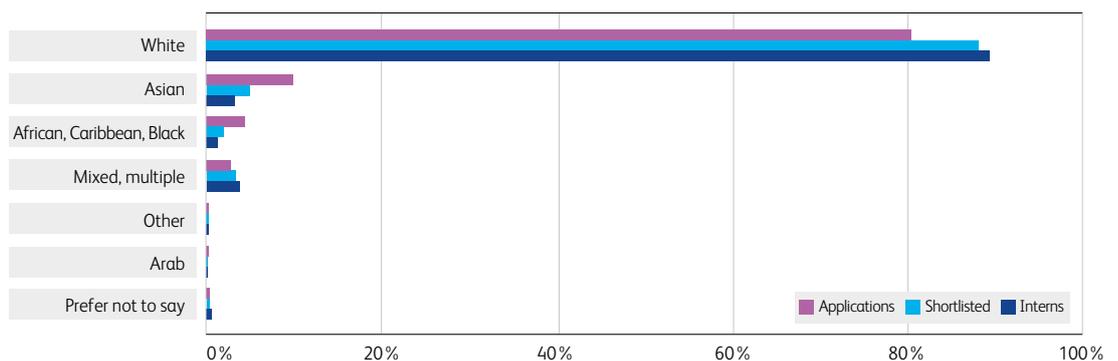


Figure 42: Success rate by self-declared ethnic group (proportion of applications shortlisted)

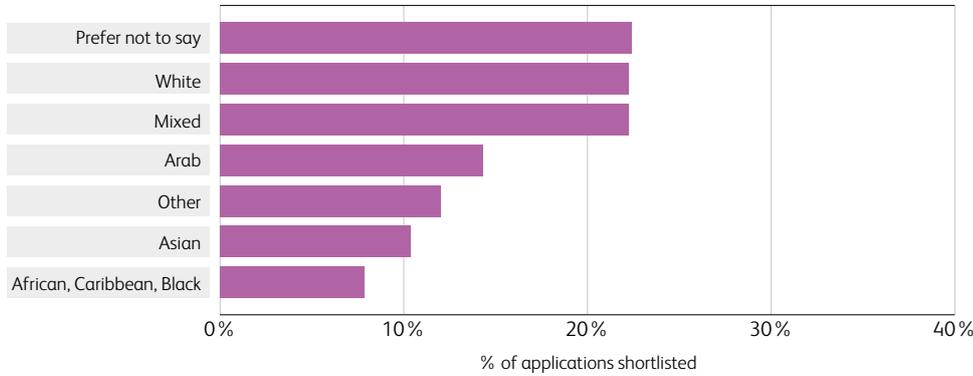


Figure 43: Success rate by self-declared ethnic group (proportion of applications leading to internship)

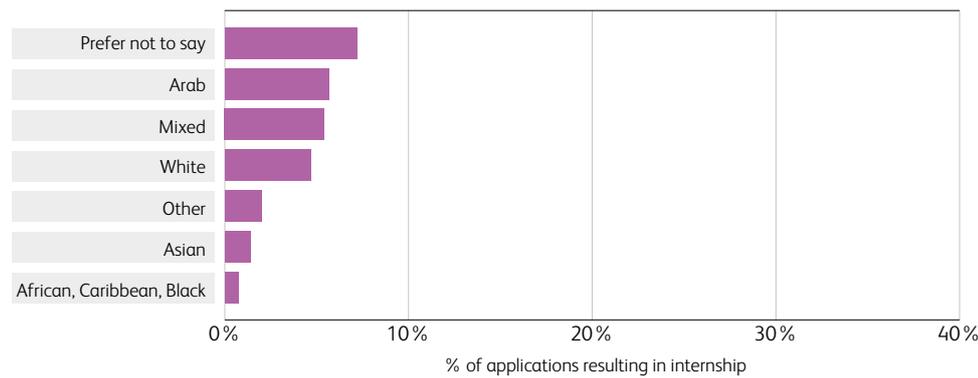


Figure 44: Distribution of applications, shortlisted applications and interns by self-declared English-language proficiency

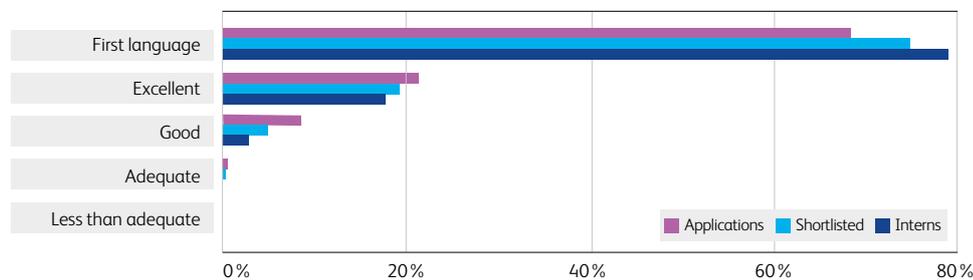




Figure 45: Success rate by applicant's first language (proportion of applications shortlisted)

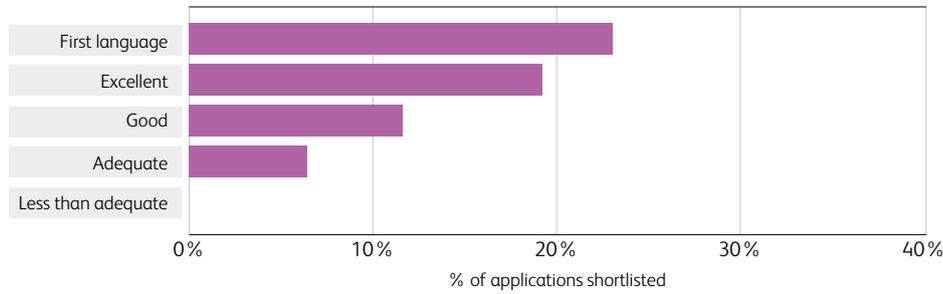
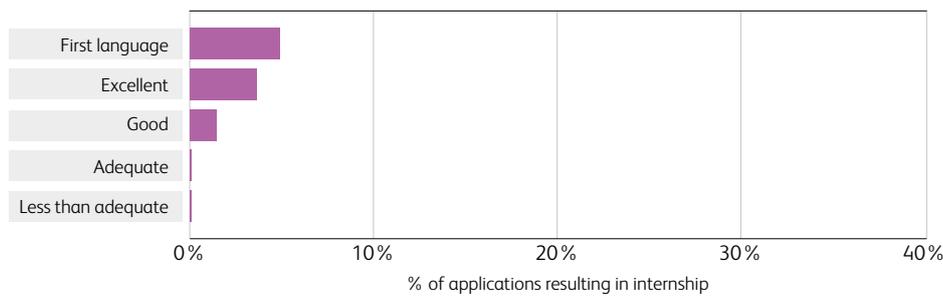


Figure 46: Success rate by applicant's first language (proportion of applications leading to internship)



EXPLORING APPLICATION CONTENT

Of critical importance in understanding success is exploring how students are able to articulate their skills and experience to potential employers. With access to all application forms and through attendance at every interview, the TSIS team gathered a considerable breadth and depth of material to illuminate this key area. From this we have observed a broad range of quality, competence and confidence on display.

In the context of this statistical 'snapshot', it is important to highlight the diversity that is evident in terms of the amount of detail provided by applicants to the three key open-ended questions on the application form. These questions were the key section of the form in terms of assessing the candidate, focusing on their interest in the post and how they meet the person specification.

While clearly quantity and quality cannot be wholly equated, there is a clear trend in relative success. Those who provide more information, indicated through character length of the responses to these questions, are more likely to be short-listed and to be successfully appointed.

Figure 47: Distribution of applications and interns by length of response to key application question (characters)

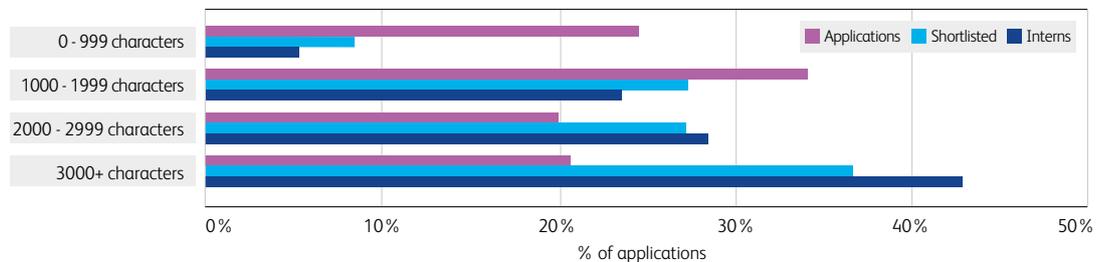


Figure 48: Success rate by length (characters) of application response (proportion of applications shortlisted)

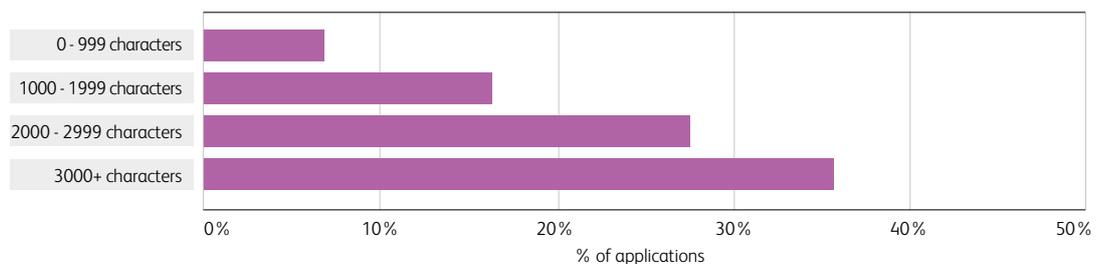
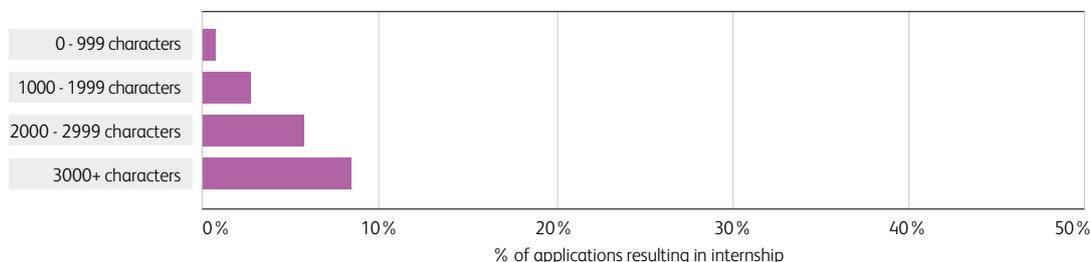
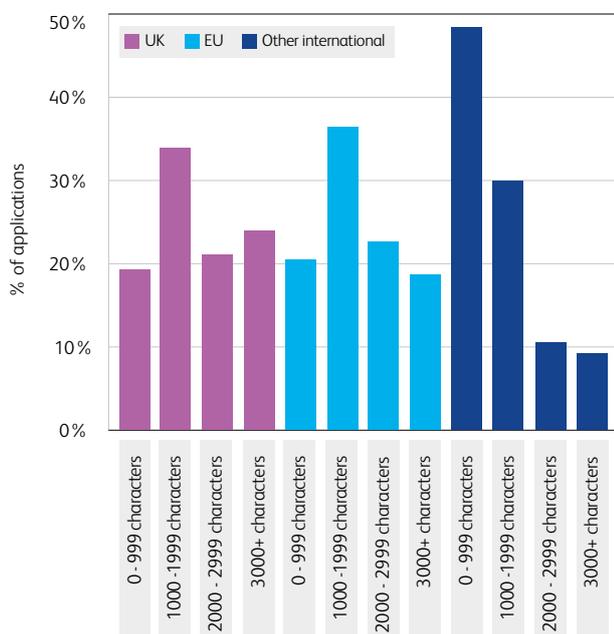


Figure 49: Success rate by length (characters) of application response (proportion of applications resulting in internship)



There are also distinct differences in the length of responses provided by students from different groups. ‘Other international’ students, for example, have a tendency to provide less detailed responses (see [Figure 50](#)). This pattern suggests that further effort is needed to assist international students in understanding the specific requirements of Scottish employers and the particular expectations they have of the format and content of application forms.

Figure 50: Distribution of applications by length of response to key application question in characters, by nationality



It is also interesting to note the trend over time towards longer applications ([Figure 51](#)). This suggests that the project’s efforts to provide feedback and clear guidance to students and to careers services is having some impact.

Repeat applications demonstrated a particular shift to longer applications with more detail, and were far more likely to fall into the 3,000 plus characters category than new applicants ([Figure 52](#)).

Figure 51: Distribution of applications by length of response to key application question in characters, by academic year of application close date

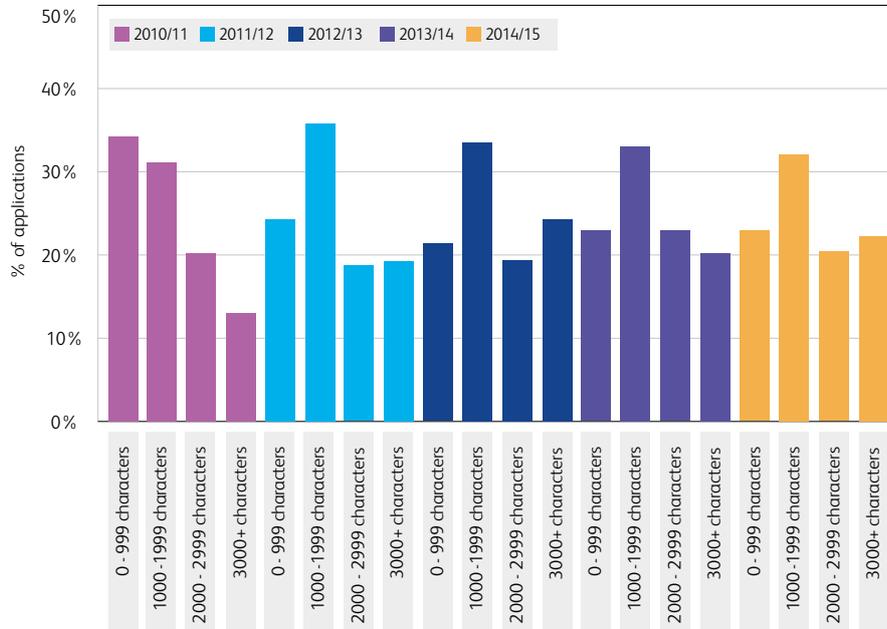
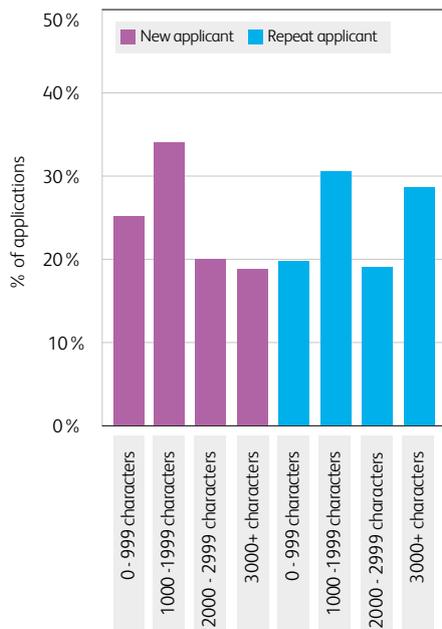


Figure 52: Distribution of applications by length of response to key application question in characters, by application history



UNDERSTANDING

IMPACT

INTERNSHIP IMPACT AND ADDED VALUE

Organisations are widely supportive of the internship model, seeing it as bringing fresh perspective to the organisation, offering a focused, output-oriented injection of support to get a specific task done.



Evidence from discussions with host organisations and details from the various questionnaires collected from organisations (pre, during and post internship) indicate internships have a positive impact on interns and organisations and are valued highly by stakeholders.

Each internship has its own particular story of success and impact, for intern, organisation and broader community, best illustrated through individual case studies. Clear themes have, however, emerged:

- Organisations are widely supportive of the internship model, seeing it as bringing fresh perspective to the organisation, offering a focused, output-oriented injection of support to get a specific task done.
- The posts are recognised as clearly distinct from volunteer opportunities, given the focus on delivering a project within a tight time frame.
- There is evidence of organisations' interest in retaining interns in some capacity (as volunteers, paid employees and consultants) and in taking on further interns.
- Employer feedback was very positive about the quality of applicants, the work undertaken by the interns, and the support provided by the project.
- Employers were particularly appreciative of the recruitment support provided by TSIS and the 'brokerage' role the programme plays in opening access to students from all Scottish universities.
- Student feedback was overwhelmingly positive with benefits in terms of skills development, engagement and understanding of the third sector. Students also reported feeling more strongly connected to the local community and making a contribution to Scottish society as a result of completing an internship.

The SFC has requested details on the economic value added that employers see accruing from hosting an internship. This has proved challenging for the third sector employers involved in the project. We have therefore adopted a slightly broader and developmental approach to assessing value added from the intern and student perspective.

We have sought to develop a broad picture of the 'value-added' of internships, through a one-year post-internship follow-up survey. This was piloted in summer 2012 (covering internships advertised in spring and summer 2011) and rolled out in a slightly revised format in summer 2013. Drawing on this data, an estimate of the value of the internships was made.

We offered interns and employers the opportunity to discuss 'value' in three distinct ways: (i) the perceived value to them on a scale from 'high value' to 'negative value'; (ii) the perceived monetary value to them based on a graded scale; and (iii) a profit-loss scale, based on their overall input to outcome (economic and social).

Participants found the monetary value question particularly challenging, with many respondents highlighting their difficulty in placing a financial figure on the experience. While this highlights some significant methodological concerns associated with placing a monetary value on such an experience, the broad picture presented is of interest.

Employers valued the work of the interns and saw considerable benefits to hosting an internship.

- 72 % rated the internship as having high value to their organisation. 28 % felt it had 'some value'.
- 90 % of organisations valued the internship at more than £2500 (i.e. more than the salary costs of the intern). 49 % of employers placed the value of the internship to their organisation at over £10,000 – that is, over four times the salary cost of the internship. Organisations also noted the challenge associated with placing a monetary value on the internships.
- 88 % of organisations stated they had made a profit from the internship and 12 % felt that they 'broke even'.
- 75 % of organisations stated they would host future interns. Those who said 'no' cited financial concerns and the lack of available funding as the key factor influencing this decision.
- Interns valued the experience highly, noting that it had offered them relevant paid experience, increased their confidence and given them real responsibility and opportunities to develop and apply their skills.
- 85 % of interns reported the internship had been of 'high value' to them. 15 % said it had been of 'some value'.
- When asked to consider what they had put into the internship (financially and socially) and what they got out of it 88 % said they had made an 'excellent' or 'good profit' from the experience, 11 % reported 'some profit' or broken even.

Table 5: Perception of internship value by (a) organisations and (b) interns

Perceived internship value	2013 survey	2014 survey	All responses
High value	26	24	50
Some value	10	7	17
Little value	0	2	2
No value	0	0	0
Negative value	0	0	0
Total	36	33	69

Perceived internship value	2013 survey	2014 survey	All responses
High value	36	20	56
Some value	2	8	10
Little value	0	0	0
No value	0	0	0
Negative value	0	0	0
Total	38	28	66

When asked to put a monetary value on the experience, there was a broad range of responses from interns, with many highlighting the difficulty they had in placing a monetary value on their experience. 42.6% valued the internship at greater than £5000. 21% valued it based broadly on the salary they received (in the £1 – 2,500 category). However, 15% of respondents found it difficult to specify. Comments highlighted a range of responses, notably that the internship had been ‘invaluable’ or that they did not know how to quantify the value of the experience in such terms.

Table 6: Monetary value of internship reported by (a) organisations and (b) interns

Reported monetary value	2013 survey	2014 survey	All responses
Over £35,000	2	1	3
£25,001 – £35,000	1	2	3
£15,001 – £25,000	6	8	14
£10,001 – £15,000	8	6	14
£5,001 – £10,000	7	6	13
£2,501 – £5,000	10	5	15
£1 – £2,500	2	4	6
No value	0	0	0
Don't know / difficult to attribute	0	1	1
Total	36	33	69

Reported monetary value	2013 survey	2014 survey	All responses
Invaluable	3		3
Over £35,000	1	1	2
£25,001–£35,000		1	1
£15,001 – £25,000	3	3	6
£10,001 – £15,000	4	3	7
£5,001 – £10,000	6	3	9
£2,501–£5,000	9	8	17
£1 – £2,500	9	5	14
No value	0	0	0
Don't know / difficult to attribute	3	4	7
Total	38	28	66

By the end of the initial (four year) project period, we anticipated a direct monetary benefit to interns and host organisations in the range £4.7 million – £7.2 million. This represents a return of £2.50 – £3.80 for every £1.00 invested by the Scottish Funding Council.

These figures were derived using responses to the 2013 and 2014 one-year follow-on surveys from 66 interns and 65 host organisations, scaled on the assumption that interns and hosts from all anticipated 277 internships would respond in a similar fashion to those surveyed. Since the survey question presented options in categorical format, it is necessary to present the monetary benefit as a range of values, rather than a single figure.



Impact cannot, of course, be measured solely in monetary terms but needs to consider direct and indirect social, community and educational benefit. Each internship has its own story of success, achievement and impact, some short term (immediate fundraising impact) and some longer term (research leading to longer term programme change and development). Benefits accrue across a range of stakeholders, the interns themselves, organisations, local communities and other project beneficiaries, and even those students who apply but are not appointed. For students, internships have led directly to paid employment with the host organisation, to further volunteering opportunities including becoming charity trustees, increased confidence in their skills and capabilities, and clearer understanding of what a career in the third sector could offer. Across the board, employers and interns report an increase in confidence and an increase in their capacity to act and take plans forward.

The broader benefits of the project also need to be considered. These include benefits to students who apply and receive feedback, to careers services and universities who gain a better understanding of student performance and the needs of third sector employers, and the longer term impact on (and benefits to) organisations and communities across Scotland.

Table 7: Net benefit from internship reported by (a) organisations and (b) interns

Reported net benefit	2013 survey	2014 survey	All responses
Excellent profit	10	10	20
Good profit	8	11	19
Some profit	10	8	18
Break even	5	3	8
Some loss	0	0	0
Considerable loss	0	0	0
Severe loss	0	0	0
Total	33	32	65

Reported net benefit	2013 survey	2014 survey	All responses
Excellent profit	22	11	33
Good profit	14	11	25
Some profit	1	5	6
Break even	1	0	1
Some loss	0	1	1
Considerable loss	0	0	0
Severe loss	0	0	0
Total	38	28	66

MAKING INTERNSHIPS WORK:

KEY THEMES AND LEARNING

MAKING INTERNSHIPS WORK: KEY THEMES AND LEARNING

Over the five years of the programme a number of key themes emerged that have implications for how we understand internships and work placements and how universities can maximise the benefits of such opportunities. We offer here an overview of these themes and highlight points for consideration and action by those seeking to develop initiatives similar to TSIS.

Specifically, we present insights into five thematic areas:

- a. Why Internships?
- b. Making Internships Meaningful
- c. Ensuring Effective Employer Engagement
- d. Making Internships Legal and Ethical
- e. Supporting Reflection and Skills Articulation

“I believe that I would benefit from an internship more than any other form of employment or volunteering because it is more specific and gives me more experience and responsibility.”

TSIS Applicant

These briefings highlight key learning from the TSIS programme and introduce practice points of particular note to others wishing to develop a similar initiative.

For those seeking more detailed practice-oriented advice and guidance the *Third Sector Internships Scotland Best Practice Guide* provides a toolkit of resources to help guide you through the internship process, from design to interview and intern and employer support. The *Best Practice Guide* is available at www.3rdsectorintern.org.uk

Further discussion of a number of these themes is also available in the reports and conference papers produced throughout the TSIS programme. A full list of related papers is presented at the end of this report.

It is also notable that the review of the *Learning to Work 2* programmes, commissioned by SFC and conducted by Rocket Science in 2014, identified similar themes and practice points to those identified in this TSIS-specific research and evaluation work. This independent evaluation serves to amplify and reinforce the recommendations for practice identified by the TSIS team.

Theme 1: Why Internships? Understanding Student Motivations

Over the past five years considerable focus has been directed to the role of internships as mechanisms for gaining work experience and securing routes to permanent jobs. Internships are increasingly common across a range of sectors, from those with a long history of such positions (creative industries and the legal professions, for example) to those, including the third sector, where the term has been less common. Yet internships have also increased in their notoriety for being unpaid, leading to accusations of a ‘new elitism’ where only those who can afford to work for free can gain the experience necessary to access certain professions.

As part of the TSIS research programme, we explored what students expected from an ‘internship’ and what motivated them to apply for the TSIS opportunities. Full details of the study are available in the working paper *Why Internships?* (Reilly & Caddell 2013).

Internships as a distinct experience

TSIS research suggests that students applying for TSIS internships are seeking experiences that are different to other activities they have undertaken such as volunteering and part-time work, and that will differentiate them from their peers in the labour market.

For some, the internships are viewed as an opportunity to try out an area of work to see whether it is a viable career option, while for others it is viewed as a stepping stone to help them move into their field of interest. TSIS had to strike a balance between offering internships that met specific interests, and highlighting that skills are transferable and can be applied to other fields.

The fact that TSIS was SFC-funded, was supported and promoted by universities, and paid a Living Wage appears to have given it credibility for students, and influenced people’s decision to apply. In addition, students valued the tailoring of the scheme to student-specific needs. The availability of part-time opportunities during term dates and the opportunity for full-time holiday work was particularly welcomed. This supports the need for internships that are specifically designed to meet the needs of on-course students.

New Routes to a Third Sector Career

The opportunity to experience work in the third sector was a key motivation for some students to apply. Many viewed it as a difficult sector within which to gain paid employment. Many applicants had some volunteering experience and some had interning experience. While both of these activities were viewed as potential routes into the third sector, offering relevant experience and networking opportunities, internships are seen as distinctly different from volunteering. A paid internship is seen as a potential stepping stone into employment, offering a way to extend the level of responsibility and engagement gained through volunteering.

This highlights an interest from students in clearer routes into the third sector for graduates. The application process seems to have increased awareness of the third sector as a potential employer for some applicants.

Structured, Supported Internships

Applicants view TSIS internships to be distinct from other types of opportunity, mainly due to the levels of support, structure and training made available. Despite this, it is notable that there are some negative connotations associated with the word internship. This appears to be related to the diversity of ways in which it has been applied in recent years and the media reports, particularly in 2011-12, about exploitative practices around internships in some industries. In contrast, TSIS internships appear to have a high level of credibility with students, universities and employers. The dissemination of this and other research may help to improve the reputation of the term or, at least, to highlight good practice alongside the more newsworthy focus on unpaid and inequitable practices.

Related to this, the majority of applicants prefer a paid opportunity, and based on the response, offering the same opportunities unpaid would lead to a smaller pool of applicants. A small minority of students would be willing to intern unpaid as long as the opportunity fits their interests or career plans. For others, an unpaid internship would need to have fewer or more flexible hours to allow them to concurrently undertake paid work. This is a significant motivation to continue to offer paid opportunities to fit with the student timetable.

Our analysis suggests that internships are seen as a distinct type of work experience that offer a particularly useful bridge between study and work environments. While aware of the potential for some internships to be of low quality, there is a hope and expectation among students that internships will be differentiated from other work experience by a focus on support, learning and development opportunities. Students currently see this type of experience as having particular currency and kudos and it is viewed by many as a preferred option for term-time and summer employment.

“The thing about the internship is that it is paid, you know? It’s all very well having voluntary work. It is, I do it myself. But you need a salary, you need money.”

TSIS applicant

Key Learning and Action Points

Internships are seen as a distinct type of work experience, combining real work and real responsibility with a strong focus on supported development of the intern.

- Students see such roles as having particular value and currency in the labour market, distinct from volunteering and other work experience.
- Internships were particularly welcomed as a new route in to a third sector career, making this career pathway a clear professional choice.
- Ensuring internships are paid and appropriately supported is key: Students are well aware of existence of ‘bad’ and exploitative unpaid internships. Universities should ensure they maintain high standards in the internships they offer directly and allow to be advertised via their careers services and other channels.

Theme 2: Making Internships Meaningful

Third Sector Internships Scotland placed considerable emphasis on the need for internships to be meaningful both for interns and host organisations. This meant developing intern roles that were distinct and well-defined, and which allowed the intern to take responsibility for a stand-alone piece of work. Students reported that TSIS internships led them to increase their skills and confidence as a result of the high levels of ownership they were given during their internships. Employers noted that projects were of real benefit to them and they were able to get substantial pieces of work done that could not have been achieved through other means.

“This is the first job I have secured where I didn’t have a contact to get me a job... I now understand what it means to be professional and believe I have matured over my time here.”

Intern

A Real-World Recruitment Process

The internship development process started with the host organisation defining the project which they wanted the intern to work on. A clearly defined project that could be completed in the time available and which will add value to the organisation ensured the internship would be meaningful to both the student and the host organisation.

Once the project was conceptualised, a clear job description was prepared. This was a critical stage of the internship development and employers received support and guidance from the TSIS team to develop a clear and appropriate description of the available role. A clear job description enabled both parties to get the most out of the internship: Students were able to apply for internships that fitted their skill set and interests, and organisations were able to recruit interns who would be able to deliver the project identified for them.

The use of a standard application process also helped make the experience meaningful and fair for interns. Even those who did not succeed in being appointed to an internship still had a meaningful experience as they received generic feedback on their application and individual feedback on their interview. In some instances this feedback then helped them to apply successfully for other internships. In many instances this was the student’s first experience of a real world application process with competency based application forms and a formal interview.

“The interview process was the most involved I’ve been in so far. There was an application form, then an interview including a 10 minute presentation... The panel included a person from TSIS, my line manager and his line manager.”

Intern

Real Projects, With Real Responsibility

A strong theme in the feedback from students and employers was the ‘real world’ nature of TSIS internships. These were not projects developed for the benefit of a student, but real tasks that the organisation wished to get done to benefit their core operations. The level of responsibility given to interns was high. Indeed, some noted initial surprise at the degree of responsibility (and in some cases autonomy) they were given, and most appreciated the challenge – and ultimately the rewards – that this brought.



Employers noted that this approach also benefitted the organisation. One employer noted in their post-internship feedback that, “We would hire more interns but only if we could find them similar clearly defined tasks to do with meaningful outcomes – it’s not fair to interns to hire them as general dog-bodies, and it won’t really benefit the organisation either.”

So, key to making the internships meaningful was that they were real projects, not just making tea or doing photocopying, or just something to fill time. All TSIS internships had substance, with the intern doing something which was of value to the organisation beyond the internship. Many organisations reported that the project completed by the intern was now an integral part of their work or would be in the future. It was also meaningful for the intern in that they had a discrete piece of work which they had been responsible for from start to finish. This, many interns felt, added value to their CV and work experience.

Most TSIS hosts also worked with volunteers who provide input and support for a range of activities within the organisations. Interns are, however, recognised as offering a significantly different resource. While of vital importance to the successful operation of organisations and fundamental to the voluntary ethos of the sector, there are limits to the expectations that organisations can make of volunteers. As one host organisation noted, in the case of the particular task at hand, “Paid interns are infinitely preferable to volunteers as the employment relationship entails full commitment and allows structured management of project resources”.

The interns were often surprised not just by the amount of responsibility which they were given but also by the extent to which they were treated the same as any other member of staff, with their opinions valued and taken into account in the same way. This again added meaning to the internship as it provided valuable insights into the world of permanent work and employers’ expectations of staff.

“I feel as though I have been trusted with a great responsibility and that I am being treated as someone with the capacity to handle the task.”

Intern

“I think at the beginning I was more worried about how well I was doing and doubting myself but now I am learning to trust my instincts and knowledge that I gained as part of my degree. So it has definitely built up my confidence.”

Intern

Mutual Benefits

One of the key aspects that differentiates internships from work placements or work experience is the mutuality of the benefits accrued. Whereas work experience and work placements primarily focus on the benefit to the student, internships provide benefit both to the student and the host organisation. This mutually beneficial relationship went beyond the project delivered for the organisation and the skills and confidence acquired by the intern. Many organisations and interns reported an ongoing relationship after the end of the internship. For some this took the form of the intern being offered paid employment or taking up a volunteer role, for others it was keeping in touch with the intern, socially and professionally, after they had moved on from the role.

“The internship is currently being classed as one of my modules this semester. I’m learning how to network and communicate with a wide range of people, manage my time much more effectively and work towards goals that I’ve had a say in.”

Intern



In addition, both interns and host organisations identified that they had developed skills through the internship. This could have been expected for interns, but the number of organisations where knowledge exchange between interns and staff led to an increase in staff skills was less expected. For many host organisations the opportunity to tap into the millennial generations’ skills, particularly in relation to digital and social media has been highly valued.

Interns identified a range of skills that they had developed but a recurring theme throughout the project was the increase in confidence of the interns and their willingness to trust themselves and their instincts because of the trust and responsibility placed in them by the host organisations.

Recognising Achievement

TSIS was open to students from across all Scottish universities and as such was not directly linked to any particular module, qualification or programme of study. However, the experience of completing an internship offered opportunities for learning, skills development, and reflective practice that were of relevance to many degree courses. Students made use of their internships to enhance their studies and, in some cases, for academic credit.

Many interns found that the internship contributed to their current understanding of their course or counted towards course credit. Many more thought that it could contribute to future study, in particular to undergraduate and masters’ level dissertations or final projects. Some found the internship a useful opportunity to apply theories learned at university to actual practice in the real world. Others found that the skills they had gained from the internship could be applied in the academic world e.g. research, time management, communication, report writing skills.

The key concern emerging from TSIS in relation to the recognition of achievement is how universities can move towards greater institutional recognition of students’ work-based learning experiences. Given the nature of the TSIS project, we hoped to offer recognition and accreditation pathways for students from all universities in Scotland. In order to work towards this, we initiated discussions and have produced a preliminary overview of the current picture of how all Scottish Higher Education (HE) institutions recognise and, where appropriate, accredit external work based learning (WBL).

However, as a project, TSIS did not succeed in making significant headway in embedding recognition of internships within existing frameworks, skills awards, or the Higher Education Achievement Record. Brokerage was largely down to individual students and programme / module leads, with no broad-based formal recognition of the TSIS experience.

“The interviews that I have conducted feed into my Masters’ work... I feel that I can go into it with some confidence now that I have carried out numerous interviews with a number of different types of people and in different circumstances.”

Intern



Key Learning and Advice

- Internship initiatives should not just focus on the few who ‘get the job’ but consider how to enhance the employability of applicants. A supported recruitment process, with appropriate feedback and guidance, is key to this.
- Input at the role development stage is critical if internships are to be genuinely beneficial and rewarding for student and host organisation. It is particularly critical to spend sufficient time refining and tailoring the job description prior to advertising.
- A cross-sector, Scotland-wide approach to recognising experience could be beneficial. If the hub and spoke model for extending internship opportunities proposed by TSIS and re-emphasised in the SFC / Rocket Science evaluation report is developed, this should be accompanied by a recognised ‘badge’ or other form of accreditation.

Theme 3: Ensuring Effective Employer Engagement

Through the TSIS project it became evident that efforts aimed at supporting student employability must also consider how best to support employers. Host organisations need support and assistance if they are to be enabled to offer appropriate opportunities to students and to understand the benefits that students and graduates could potentially bring to their organisation. Universities may be well placed to provide this support.

Support for Employers

Facilitating meaningful and mutually beneficial employer engagement remains challenging for many staff in universities. Establishing links with organisations, defining areas of common interest, and sustaining connections over time requires considerable resource, energy and enthusiasm from both parties. This is seen as particularly challenging in the case of small and micro-sized employers, who have less people, time and resource to devote to activities that may be seen as ‘additional’ to core business, such as university collaborations. Thus much of the existing literature, policy and practical reviews focus on work with larger businesses, much of which has limited resonance in the context of work with small charities and voluntary organisations.

TSIS has focused on exploring links with a diverse range of third sector organisations, almost all of which are small or micro organisations. Our work supporting employers to develop, host and sustain internships has allowed us to gain particular insights into the particular challenges faced by small third sector employers. In such contexts employer engagement requires ongoing dialogue and mutual support.

Diversity of the Third Sector

The diversity of the internships on offer via TSIS goes some way to highlight the diversity of the sector. From local community development groups through to organisations with national and international reach, from children’s clubs to cancer charities, the range of activity and scope of work is incredibly broad. This opens considerable space for work placement opportunities to be developed for a broad range of students.

There is also potential to explore other opportunities for cross-sector collaboration, perhaps around course production, exploring the skills development needs of the third sector, or research and knowledge exchange opportunities.

Raising awareness of the third sector as a graduate career destination was one of the central aims of the TSIS project. Particularly at the start of the project, it was evident that awareness amongst students was somewhat patchy. Initial publicity events aimed at students often had to spend time explaining what ‘the third sector’ was and the diversity of organisations, roles and career pathways available. However over the project period there was a noticeable expansion of interest in promoting and pursuing careers in the sector, with a number of universities now offering ‘alternative careers’ fairs and third sector-specific careers and recruitment events.

Organisational Capacity

Given the diversity of the sector, there is also a broad spectrum of organisational size and capacity. As noted above, TSIS has been engaging particularly with small and micro organisations, with limited income and small staff numbers. This has raised particular issues in relation to establishing and supporting internships.

Creating and managing an internship may seem like a daunting prospect particularly for small organisations, however TSIS sought to make it a straight-forward process, with support built-in at every step, and the ability for others to use the process if necessary.

Recruitment Processes

Host organisations placed particular importance on the recruitment support offered by the TSIS team. Experience of recruitment varied enormously between organisations – some had well established HR departments and robust procedures. For others recruitment to the organisation was less frequent, and for others the TSIS internship has actually been the first recruitment process they had been involved in.

Many hosts noted the resource implications of establishing a position and recruiting an intern that were a particular barrier to them taking on students. The TSIS framework appears to have provided the support needed and lessened the administrative burden. Many employers noted that they received a larger and higher quality of applications than they expected. They also noted that they were initially daunted by the thought of managing applications and the interview and selection process.

To ameliorate these concerns and build organisational capacity and confidence, TSIS provided support throughout the process. Specifically, the project team assisted via:

- A fully developed website and linked application system
- Developing the internship job description
- Advertising and holding student events, often in conjunction with university careers services
- Downloading and collating application forms
- Shortlisting assistance (if required)
- Administrative support to set up interviews
- Guidelines / sample questions for interview
- A team member to attend interviews
- Provision of feedback for unsuccessful candidates
- Ongoing guidance and support materials related to contracts, work-planning and staff supervision, if required.

Through the development of the programme we have tailored and refined a set of resources to assist organisations through all stages of an internship. These are available in our *Best Practice Guide*.

Ongoing support

Organisations were, almost without exception, enormously supportive of their interns and went the extra mile to support them and ensure they have a positive experience. However, this has been set against the backdrop of the significant resource constraints many of the organisations face. This has implications for very practical aspects of the internships. Limited desk space, for example, meant that some hosts preferred part-time internships so they could ensure access to computers, etc. Similarly, with small staff numbers, the supervision and support the intern needed was – some organisations felt – best provided if the intern worked on a part-time basis over an extended period of time. This has implications for what universities wishing to run placements in the sector can expect: it may not be possible to ‘fit’ placements in around course time requirements, for example.

Assumptions about what ‘an employer’ can provide clearly need to be tempered by nuanced understandings of the capacity of host organisations. Working in a small third sector organisation presents enormous opportunities to a student – the ability to take on considerable responsibility, gain skills across a range of areas, work with senior staff, and see their work have a genuine impact in a short space of time. However, the input from universities may need to be greater than in the context of other, more financially secure, sectors and in relation to larger employers.

The Third Sector and Financially Sustainable Internships

In considering the particular employer engagement ‘needs’ in any third sector – university collaboration, we must also highlight the need to recognise the broader economic context. Many third sector organisations are dependent on grants and donations for their financial survival, and thus may not have the financial capacity to commit to hosting internships on a regular basis, particularly when the balance of funding shifts to the organisation. Even the modest costs of funding a 10 week internship can prove challenging.

However, over the period of the TSIS initiative we have seen the growth of opportunities for internships in the third sector. The third sector is well recognised as a source of jobs for those looking to gain employability skills and experience, as evidenced by the ongoing engagement of SCVO in schemes such as Community Jobs Scotland. In recent years SCVO has also administered a range of other employability focused internship schemes, building on their experience with TSIS. Significantly, however, these have largely been fully funded from statutory sources, with no requirement for financial input from the host organisation. TSIS efforts to move towards a sustainable / third sector-financed model must be seen in light of this broader context. Salary costs are unlikely to be fully met by third sector hosts.

Key Learning and Advice

- Employer engagement is more than inviting employers to participate in any given programme. Many organisations will require support, guidance and practical assistance if they are to gain the confidence and skills to support a student to work with them. This is particularly relevant to small and micro organisations such as those TSIS worked with.
 - Internships can be a useful and mutually beneficial first step for university-employer engagement and a very practical pathway for enhancing knowledge exchange activity.
 - Practical assistance, with recruitment and student support, is particularly appreciated. Universities need to appreciate the importance of this and the skills that they have in this area that could benefit the host and, by extension, student interns.
 - Employers may not be able to provide financial support for intern salaries. Exploring statutory or charitable funding sources may be necessary. In addition, this is likely to require a ‘joined up’ approach to funding, emphasising educational benefits and the broader social, economic and cultural benefits that accrue to communities across Scotland from internships such as those provided by TSIS.
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Theme 4: Making Internships Legal and Ethical

In the early years of the TSIS programme, there was considerable popular and political discussion around internships. While the TSIS programme had adopted the term to differentiate their offer from module-aligned work-placements, it was clear that the term was being used in multiple ways across a range of sectors.

We embarked on a strand of work to understand how the term was being used and how ‘internships’ could be constructed and supported that were both legal and ethical. This led to the exploration of the legal definition of ‘work’ and volunteering and an effort to explore where third sector internships sat within that space.

Internships: The Legal Context

A key legal question relating to the use of internships is whether or not they should be paid. As noted elsewhere TSIS took an ethical decision to pay interns at the living wage, however many internships are still low-paid or completely unpaid. What then, is the legal position viz. paying interns?

When a role should be paid is defined in the National Minimum Wage Act 1998. Under this legislation anyone who has a contract of employment and who is personally required to carry out the work in that contract is defined as a ‘worker’ or ‘employee’ and is entitled to the National Minimum Wage. A key factor is establishing whether someone is an employee or worker and whether a mutuality of obligation exists between them and the organisation. This helps to distinguish from the volunteer role where there is no mutuality of obligation, rather the volunteer is free to come and go as they please with no consequences if they do not attend or perform their role. Other key factors are the existence of a contract, the requirement to carry out duties personally and that the employer has control over the activities of the intern. These factors are present in many internships. Where such contract or obligation exists, they should be subject to the National Minimum Wage and other employment protections and benefits.

During the course of the TSIS programme the issue of intern pay gained a much higher profile. There were two landmark cases (Vetta and Hudson) where interns in the private sector successfully claimed that they were employees and entitled to National Minimum Wage, rather than volunteers as their employers sought to argue. There were also a number of campaigns to pay interns a Living Wage. TSIS contributed to these public debates via social and print media and via scholarly articles and conference papers. The research team argued particularly that, even while recognising the ‘voluntary worker’ exemption to National Minimum Wage legislation, the internships being developed by TSIS were ethically and, arguably, legally, definable as ‘work’ and should be remunerated as such.

Aside from the issue of pay, whether an intern is a volunteer or an employee is important in terms of health and safety and equality laws with different rights and responsibilities depending on their status. From the start, TSIS was clear that interns were employees and should, therefore, be covered by the host organisations’ core policies and practices in relation to staff. Where organisations did not have relevant policies and practices e.g. because this was their first employee, TSIS provided support to enable them to develop these. As far as possible, TSIS promoted not just compliance with the law but also good practice in employment.

For TSIS, payment of the Living Wage rather than just NMW was an ethical decision and one which has been welcomed by many host organisations. It has also been valued by interns, who appreciate that it gives recognition to the skills that they bring to the internship.

The Value of Paid Internships

For many interns the attraction of a TSIS internship was that it was paid. For some doing an internship that was unpaid was just not feasible given their financial circumstances. Paid internships thus widened access to opportunities for students and broadened the pool of available talent for organisations. For others the fact that the internship was paid gave it more substance than another volunteer role: Interns saw a paid internship as adding more to their CV than previous volunteer roles, unpaid internships or unrelated work experience.

From students, there is a widespread recognition that the internships being paid enabled them to take on work and gain experience that they would simply not have been able to do if it had been unpaid due to the financial pressures that would have placed on them and their families. As one intern noted, had they not been offered this paid opportunity *“I would have had to continue in a fast food part time job I did not like and I would have missed the experience I gained from the internship, which ultimately led to a good graduate job”*.

In some feedback received from interns the TSIS experience is contrasted to other, often unpaid, opportunities. One intern notes:

“Paid internships such as this, with real roles and responsibilities for interns, are invaluable for those who otherwise could not afford to invest the time in gaining contacts and experience for their future careers, and for third sector organisations who otherwise could not afford the time and money to take on an extra employee. I have heard too many tales of people sleeping on their mate’s floor while they work for organisations for free, spending the majority of their time bonding with the photocopier and the kettle.”

Another stresses the financial implications of unpaid work are not just individual, but impact on families:

“I try, as much as possible, to support myself so there is less pressure on my parents to provide for me and have been that way since I was young. The experience I have received from my internship has far surpassed my expectations and there was no way I could have known how valuable the internship would be before I applied. If it had been unpaid, I really would have missed out in not applying.”

The attraction was not just for interns, organisations too found paid internships attractive. Many organisations moved from working solely with volunteers to the intern being their first employee. Organisations also appreciated the financial support provided by TSIS and reported that they could not have provided a paid internship or have undertaken the work carried out by the intern without the financial support. Having a fiduciary, employment relationship meant that interns felt more accountable and organisations felt more able to hold interns to account for the work undertaken. This was something which organisations felt that they could not do to the same degree with voluntary workers or volunteers.

Key Learning and Advice

- Internships are not a legally distinct category of work and must be seen in light of broader employment legislation.
 - We would encourage universities to consider paying Living Wage to interns and emphasising the importance of fair pay and working conditions in the development of programmes of internships that sit outside credit-bearing courses of study.
 - Students are acutely aware of the challenges of juggling (wage-earning) work, study and other commitments. Paid internships offer routes to gain meaningful work experience whilst still earning money.
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Theme 5: Supporting Reflection and Skills Articulation

The discourse of graduate attributes has gained considerable currency in recent years and many universities across Scotland have sought to define what these are in relation to their own graduates and then to embed these within the curriculum. Yet what is often given less attention in discussions is an exploration of how these attributes translate from the university curriculum into practice in the world of employment, voluntary work and beyond. The TSIS programme provided an opportunity to explore (a) how students articulate their skills and experience and (b) to consider how to better support them to do so.

“If we had tried to go it alone for an intern, we wouldn’t have known where to start. Also we couldn’t have afforded it. Getting an internship for free enabled me to sell it to the board. After the first one we were blown away by the level of skills it’s been a no-brainer to carry on and keep paying for them at Living Wage rates.”

Befriending Networks

Reflecting on Experience

Completing an internship offered students a unique opportunity to apply their skills and learning in a real world context. As one intern notes, if they had not had this opportunity, “I would have missed out on seeing how adaptable the skills I had were, and understanding that they could be applied to a broad spectrum of jobs”. Yet the TSIS programme also offered broader insights into skills and attributes that may be of interest to people working across Scotland’s HE sector.

The ‘hands on’ approach adopted by the project, involving TSIS engagement from application process through to on-internship support, offered a unique insight into how university students are presenting, articulating and using their skills when they apply for jobs and attend interviews, and how they actually behave when they are ‘in-job’. Such insights can potentially contribute to debates about how students move from gaining skills and attributes to articulating and applying them in particular employment contexts.

Application and Interview Insights

TSIS received applications from students from all Scottish HEIs and across a breadth of courses and levels of study. The quality of applications varied considerably, from exceptionally articulate, well-presented and targeted applications, to those that were rather poor, with limited regard for the job description. At interview stage we also observed a breadth of levels of performance. Most candidates who made it to this stage did exhibit strong skills and engagement with the post they had applied for. However, we were struck by what can best be described as ‘low level attitudinal issues’ from some candidates, including arriving late at interview, or not thinking through the practical implications of the post (e.g. how they would commute or move in order to attend the place of work).

We frequently saw students who have strong skills and, in some cases, previous experience in particular areas, but who are unable to think through how they would apply these in particular contexts. For example, candidates were able to give strong evidence of how they have used social media to promote events and create networks within university settings. Yet when asked to consider the implications of initiating social media strategy in the context of a particular organisation or client group, some have struggled. Issues such as the ethical and practical challenges associated with using social media to facilitate communication with children, people with mental health issues, or drug and alcohol dependencies have often proved difficult for some candidates to deal with. Similar patterns have emerged in other types of internship such as research and user engagement internships.

Finding Space for Reflection and Articulation of Experience

An integral part of the TSIS programme is assisting interns to reflect on their experience and consider what they can do to 'act' on that experience to further develop and apply their skills and abilities in their university learning, in their internship, and as they progress into their careers. Initially our approach echoed that taken in many university PDP portfolios or module-based reflective exercises – encouraging reflection through writing. However, as the TSIS initiative developed we introduced a number of other spaces for reflecting on and communicating experience, approaches aimed at challenging students and providing them with alternative strategies for articulating their learning and skills.

Reflective Questions: On paper and in person

Our initial approach focused primarily on prompting reflection via a series of reflective questions. At key points in the internship experience – prior to starting, at the midpoint and at the end – students were encouraged to consider and complete a set of questions about their experience and expectations. This staged approach was seen as more practical than a daily or weekly diary or blogging approach, given their already busy study and internship workloads. While these were primarily to encourage individual reflection on practice, interns

were invited to share them with the TSIS team as a way of increasing the project's understanding of students' experiences and to allow the team to pick up on any emerging concerns associated with the internship.

Students actively engaged with these questionnaires and most shared them with the TSIS team. Responses varied in terms of depth of engagement and form of presentation. In the main, however, they appear to have been used more as a form of communication than a space for the development of a more reflective narrative, with the emphasis on more practical issues and concerns rather than a deeper reflection on the internship experience and future development needs. Rather than a space for reflection they are generally interpreted as a 'task' to be completed. It is interesting to note, however, that the 'end of internship' responses do elicit more detailed and reflective responses than the earlier two prompts. This is perhaps a result simply of the 'end' being a more natural juncture in the intern's timetable to stop and look back at what has been achieved.

Interns' responses to these questions tend to exhibit a confidence in presenting ideas in a written format, but they also demonstrated skill at slightly 'masking' experience in this medium. This is particularly apparent when the written responses were probed further at a mid-point visit with the student. In such contexts, where a conversation between the student and a member of the TSIS team took place, more details tended to emerge about both the practical 'day-to-day' experience of the internship and the student's perceptions of their learning and future development needs. It is the interaction that provides the space to interrogate the experience and learning needs in greater depth than the student was able to do on their own. Indeed many interns acknowledged that it was those meetings which provided the time and space away from the core internship work to pause and consider the broader impact of their work experience. However, it is significant that TSIS team members facilitating these midpoint sessions noted that many interns were not able to articulate clearly what they had already achieved through the internship in terms of skills development and capabilities. Confidence is about recognising and articulating achievement as much as about identifying areas for development – although the former often proves more uncomfortable for the interns.

Supporting Communication with *Talking Mats*

Through the application process for internships and through our engagement with interns 'on placement', the TSIS team became increasingly aware of the difficulties many students have in drawing together the breadth of their skills and experience, of integrating 'life' and university learning and of articulating that to others in a clear and coherent way. In collaboration with one of the social enterprises who hosted an internship, Talking Mats, developed a tool to help facilitate both reflection and communication of experience.

Talking Mats is a visual framework that uses picture symbols to help people structure their thoughts, express their views and help decision making. Originally developed by Joan Murphy at University of Stirling for use with adults with cerebral palsy, the tool has been developed and adapted for use by people with a range of communication difficulties. However, its potential as a tool for facilitating thinking, discussion and articulation of ideas made it a useful framework for developing a TSIS-specific reflection tool.

The TSIS team worked with *Talking Mats* to develop a set of pictorial symbols for use at midpoint visits and as part of careers support sessions. In addition, TSIS staff were trained in developing appropriate questioning techniques to best facilitate discussions sessions with individuals and groups of interns.

The approach is a simple one: interns are encouraged, through a visual scale, the pictorial topic cards, and prompts from the facilitator, to consider their experiences, learning and development and reflect on what further action they may wish to take or changes they would like to make. In the process they develop a 'mat' which represents their current thoughts and points for action. This can then be photographed and referred back to in a further round of discussion and / or individual reflection.

Feedback from students and facilitators indicates that this approach lends itself to a more considered and 'reflective' engagement than discussions on their own. Specifically, the use of the 'mat' appears to take the emphasis away from a conversation to become more of a space for facilitated reflection. Students tend to look more at the 'mat' and spend more time considering responses, moving cards around and explaining and exploring their position than in the 'conversation'-driven meetings. The physical process of using the cards has also brought an added dimension to discussion: Observing *how* students place the cards down on the mat as well as where they

are placed can be revealing and lead to interesting further self-observation and discussion. For example, one student very forcefully slapped the 'supervision from employer' card down in the negative column, surprising herself as well as the facilitator. This led to her wishing to further explore why she had that reaction and to consider what she had learned from – and how she wished to further change – the way she was engaging with her employer.

The strength of the *Talking Mats* approach appears to be the alternative space that it provides for students. It requires engagement with a medium that is markedly different from the written medium they are used to operating in through their university learning. Indeed, the simplicity of this visual, 'game-like', low tech approach seems to be a key strength. While the facilitator is present, the student's focus is on the 'mat' with the 'conversation' more of an internal and reflective one, rather than an externally focused discussion. The opportunity for continued reflection and follow-up is also simple and visual, with interns sent the photo with a prompt to consider how things have changed and developed over time.

Supporting Confident Communication

A further space for reflection and communication is provided through a bespoke 'Communicate with Confidence' session developed for interns by the TSIS team in collaboration with VOX Coaching. Again, the aim was to provide a focus of activity that took students into a context that may be unfamiliar and which offered an alternative way of presenting themselves and their experience. The aim of this session was to enable students to reflect on the skills they had acquired during their TSIS internship, and apply them with confidence in any future professional situations. It took as its starting point a recognition that our ability to influence others is crucial to the ways we are perceived and received but emphasised that speaking with 'authority' need not mean the loss of our authentic personal style.

Similar to the Talking Mats approach, this workshop placed students in a position that many (initially) found unfamiliar and even uncomfortable. The course focused on vocal and physical presence and was a very lively and practical session. For many this was initially a daunting prospect, with a strong focus on participation and individual diagnosis, support and feedback. The session also put considerable emphasis on positively presenting achievements in a meaningful way, an approach that many found challenging. Yet feedback suggests that it

is this ‘discomfort’ that promoted more reflection on the work they had been doing and a refining of their understanding of the key outcomes and skills they have gained from the internship. Having to stand up and be heard, to give voice to their experience was, for many, a challenge, but one which ultimately gave them considerable greater insight and greater confidence in their ability to act and to influence change.

Reflection at the Work-Learning Interface: Purpose, practice and participation

So how, then, does the experience from TSIS develop our understanding of how to encourage reflection as a basis for enhanced self-efficacy, confidence and employability? Firstly, and most importantly, there is a need to review the balance between ‘embedding’ skills development in the curriculum and the imperative that students are able to understand and articulate those skills clearly to others. The evidence from the 8,000+ application forms received by TSIS is of a considerable breadth of student capacity in this area. Understanding, ordering, articulating and, crucially, applying skills and knowledge in new contexts remain areas that – across institutions and student groups – require further support.

“Without the internship, I would have missed out on seeing how adaptable the skills I had were, and understanding that they could be applied to a broad spectrum of jobs.”

Intern



Secondly, our work suggests there is a need to unpack the ‘black box’ of reflection and evaluation, to unpack what and how this can be supported. A plethora of tools are available for use by module teams and student support services, from PDP platforms to reflective journals and collaborative blogs. However, the ways in which these are engaged with by students requires further interrogation – what and why do students engage with them? The assumption that students will only engage with materials if they are assessed in some way poses particular challenges in relation to encouraging reflection and self-evaluation. If genuine reflection is to sit alongside assessment then care needs to be taken to clearly articulate the intended learning outcomes and the specific skills being assessed.

Most interestingly, the TSIS work highlights the importance of offering a range of tools and alternative ‘spaces’ to encourage students to step back from and review their own development. This has meant presenting interns with alternative media to work in, such as the pictorial approach of the Talking Mats toolkit, or the acting and presentation-focused approach of the ‘Communicate with Confidence’ workshop. For many students these approaches have proved challenging, even uncomfortable. But the physicality of the approaches and the tactile, even visceral, engagement that they encourage, appear to promote more critical engagement and re-thinking of the relevance and impact of the internship experience. Finding space for reflection seems to be a key challenge, with students appreciating the opportunity to step outside the ‘normal’ space for interaction and to think about how to shape and tell their story differently.

Sitting outside module frameworks has offered TSIS space to explore alternative spaces for reflection and action both in terms of the tools used and the focus of engagement – the broader spectrum of learning-work interface rather than



a specific set of module learning outcomes. Exploring skills articulation and appreciation as it is expressed at the work/life: learning interface is key to understanding if and how the tacit can be made explicit. The insights from TSIS offer a unique picture of the challenge our students face and, perhaps, some pointers to the practical and curriculum challenges institutions must tackle if they are to support the move from skills and knowledge development to greater self-efficacy, skills appreciation and articulation, and self-confidence.

Key Learning and Advice

- Students need assistance and support to articulate and apply their university learning and experience in specific work contexts. Building in real world projects and recruitment experience to internships and other work experience is critically important.
 - Taking students out of their comfort zone may help them think more reflectively and critically on their experience. In addition to written reflection, other methods to promote articulation of skills and experience may be beneficial.
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TSIS: REFLECTIONS &

CONCLUDING REMARKS

TSIS: REFLECTIONS AND CONCLUDING REMARKS

The launch of Third Sector Internships Scotland in 2010 marked the start of a journey of inquiry to explore how internships could constructively support student employability and create a new and meaningful form of employment in the charity and voluntary sector. From the vantage point of 2015 the landscape of internship policy and practice looks significantly different. Internships are now widely recognised as a distinct and valued form of student and graduate engagement across a wide range of sectors. This has been accompanied by broad recognition of the need for ethical employment practice to ensure opportunities are openly advertised, paid, and fairly accessible.

In these concluding remarks, we reflect back on key developments and how the internship and employability landscape has changed over the period of the TSIS programme.

From the vantage point of 2015 the landscape of internship policy and practice looks significantly different. Internships are now widely recognised as a distinct and valued form of student and graduate engagement across a wide range of sectors.



Internships: A Dynamic Landscape

TSIS initially made the decision to use the term ‘internship’ to differentiate opportunities on offer from those work placements that were linked to specific modules, programmes of study and institutions. The term was also selected to emphasise the development dimension of the role as well as the more direct (paid) employment relationship between intern and host organisation. Shortly after launching the programme, popular and political attention was drawn to the growth of unpaid internships in certain sectors. Newspaper headlines highlighted the unpaid work required of young people seeking to take their first steps in to particular industries, the long hours being worked, and the ‘who you know’ approach to recruitment that surrounded many of these internships. Campaign groups such as Intern Aware were established and greater scrutiny of practice and discussion of the legal position of interns followed. TSIS sought to contribute to those discussions and, most importantly, to model good practice in this arena.

TSIS has provided a counterpoint to those headline-making internships, highlighting how to develop opportunities that are open to all who could benefit from them, not just those who can afford to work for free. This is particularly evident in our dual emphasis on supporting the development of the intern whilst recognising and valuing the skills and capacities they bring to the roles. This recognition is most directly evident in the payment of a Living

Wage to interns, but is also, crucially, reflected in the working relationships established with and by the host organisation.

In taking this approach, we have also demonstrated the benefits that such open recruitment can bring to employers, opening space for students with diverse skills to contribute to work in organisations and a sector they may not initially have considered as a first choice career destination. Web development, marketing skills, research capacity, and graphic design expertise have all been required in third sector organisations. TSIS provided the interface to facilitate that knowledge and skills exchange and promote broader interaction with students and the wider university community.

A Spectrum of Employability Needs

Our data insights and analysis of student and intern engagement with the programme highlight the diverse employability support and development required by students. Internships are not a singular solution to student employability, but are an important part of the patchwork of support required to facilitate the development of skills, competencies and confidence required to gain employment in particular fields.

An emphasis on real world recruitment experience is important if the benefits of an employability-focused placement or internship scheme are to be felt beyond the relatively small number of people who ultimately take up an internship post. Feedback, guidance, and the signposting of direct links in to university careers services can help ensure students can access the tailored advice they may require to enhance how they understand and present their skills.

Alongside this, we have also sought to 'close the loop' back to universities, and to careers services in particular, to feed in information about how cohorts of students are performing and any trends or areas for support and development that emerge from our sector-wide and institutional insights. Establishing a balance between delivery of internships to a few students and supporting the development needs of the broader student population is of critical importance and deserves consideration in any future activity.

New Routes into Third Sector Employment

Over the last five years TSIS has demonstrated that internships in the third sector work and are a distinct and valued alternative to volunteering. We have also seen the growing recognition of the third sector as a career destination of choice, as more students come to understand the diversity of opportunities available within charities and voluntary groups and the richness of the experience of working in such contexts. TSIS has effectively helped open the door to a range of other programmes at national and institutional level that bring together students' skills with the needs of particular organisations and communities. The internship framework has helped extend the long history of student volunteering in a new direction, offering a new exploration of the career opportunities available in the sector.

The employer side of the equation is also important to note, with the internship framework providing a useful mechanism for enhancing confidence to take on new staff and in identifying specific skills gaps. The short term input of an intern has helped raise capacities in staff management as well as developed new skills and opened potential for new areas of project development. The paid, formal employment relationship is identified as critical in enabling this in this engagement.

The evidence from TSIS is that the majority of interns successfully go on to work in areas related to their internship, either using the skills they have developed or working within third sector organisations. Participants also noted that they gained a greater understanding of the sector and have established strong links with their host organisations, professionally and personally.

Sustainability, Scalability and Employer Support

Throughout the project we were mindful of the need to move the internships initiative on to a sustainable financial footing. However, from the outset of the programme we were aware of the likely ongoing need for an ‘intermediary’ between universities and third sector organisations to ensure the continuation of the programme at scale. Making meaningful connections between third sector organisations and universities can be time consuming and resource intensive: Operating across the sector and maximising the opportunities open to students and employers offered opportunities to benefit from the scale and diversity of opportunities.

Over the course of the programme, we had hoped to increase the uptake of part-funded and non-funded places. However, perhaps not surprisingly, the capacity of third sector organisations to offer paid placements was limited and the uptake of part and employer-funded opportunities was not sufficient to move to a self-financing model for TSIS. It is also significant to note that other schemes emerged that offered incentives for employer participation, including the payment of interns as well as, in some instances, a support fee for employers. If universities wish to harness the benefits of third sector collaboration and internship opportunities for their students, it is important that a joined up funding approach is found that links both the educational and student support element (such as that funded via Scottish Funding Council support) with that from statutory or other sources earmarked for enhancing delivery of the social and economic benefits that the internship programmes bring to communities across Scotland.

However, as we have highlighted, funding is only one part of the sustainability story. Employers have expressed particular concerns around the practicalities and resource implications of developing, recruiting for, and supporting internships. One of the overwhelming messages we have received from employers has been the importance of an ‘interface’ (in the form of the TSIS project) to enable them to take part in the internship scheme. The need for support with the recruitment and selection of interns and assistance with defining appropriate job descriptions have been repeatedly highlighted as critical elements of support that enable the participation of small organisations in such a programme. In moving towards a more sustainable model for delivering internships, it is important that this broader support continues to be recognised and provided.

TSIS Legacy and Learning

Each individual internship has offered its own unique story of impact and success, intern employability and skills development, and direct community benefits. The evidence of personal and organisational transformation that has resulted directly from the work of TSIS has been inspiring to witness and be part of. There is clear capacity and overwhelming enthusiasm from students to deliver real benefit to communities, to take their university learning from the classroom to organisations across Scotland. There is also growing confidence and appreciation within third sector organisations of the possibilities that strong engagement with universities can offer. Internships provide a direct and tangible entry point for that engagement, providing immediate benefits for all partners. The challenge to the sector is how best to sustain and grow that engagement further.

The TSIS programme leaves a strong legacy in terms of skilled and confident graduates now working in Scotland’s third sector, organisations open to collaboration with universities, and cross sector commitment to ethical, paid and fairly accessible internships. It also leaves practical guides to how to make high quality internships workable, with step-by-step practice guides and a blueprint for cross-sector, multi-institutional collaboration. Learning from the project is evident in a significant number of institution-specific and sector-wide programmes across Scotland and beyond, programmes inspired and influenced by what Third Sector Internships Scotland has achieved.

APPENDIX 1

APPENDIX 1: INTERNSHIPS DELIVERED

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Aberdeen Council of Voluntary Organisations	Research / Development Intern	Aberdeen	Part-time	0%
Aberdeen Council of Voluntary Organisations	Events Organiser Intern	Aberdeen	Part-time	50%
Aberdeen Foyer	Quality Assurance Intern	Aberdeen	Part-time	0%
Aberdeenshire Voluntary Action	Business Development Intern	Inverurie/Banchory	Full-time	0%
Access to Industry Ltd	Communications Officer	Edinburgh	Mixed	0%
African and Caribbean Women's Association	Health Education Intern	Glasgow	Part-time	0%
Age Scotland	Video Journalist Intern	Edinburgh/Glasgow	Mixed	0%
AIMS Advocacy	Project Evaluation Intern	Stevenston	Part-time	0%
AIMS Advocacy	Advocacy Arts Intern	Stevenston	Part-time	50%
AIMS Advocacy	Advocacy Arts Intern	Stevenston	Part-time	75%
AIMS Advocacy	Research Intern	Stevenston	Part-time	100%
Allan Park South Church of Scotland	Youth Development Intern	Stirling	Part-time	0%
Alzheimer Scotland	Events Project Officer	Edinburgh	Part-time	0%
Apex Scotland	Research Intern	Edinburgh	Part-time	0%
Archaeology Scotland	Events Fundraising Intern	Musselburgh	Part-time	0%
Argyll and Bute Social Enterprise Network	Research Intern	Oban	Part-time	0%
Arthritis Care Scotland	Communications Intern	Glasgow	Part-time	0%
ASH Scotland	Marketing and Communications Intern	Edinburgh	Part-time	0%
Association of Chief Officers of Scottish Voluntary Organisations	IT/Social Media Intern	Edinburgh	Mixed	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Association of Chief Officers of Scottish Voluntary Organisations	Office Systems Improvement Intern	Edinburgh	Full-time	50%
Atholl Country Life Museum	Film Production Intern	Pitlochry	Mixed	0%
Auchindrain Trust, The	Website Development Intern	Auchindrain, Argyll	Part-time	0%
Autism Ventures Scotland	Business Development Intern	Edinburgh	Part-time	0%
Ayr United Football Academy Ltd	Film and Video Production Intern	Ayr	Part-time	0%
Badenoch and Strathspey Community Transport Company	Research and Marketing Intern	Aviemore, Highlands	Full-time	0%
Befriending Networks Ltd	Information Intern	Edinburgh	Part-time	0%
Befriending Networks Ltd	Social Media Research Intern	Edinburgh	Mixed	50%
Befriending Networks Ltd	Research and Publications Intern	Edinburgh	Part-time	75%
Befriending Networks Ltd	Publications Intern	Edinburgh	Part-time	100%
Befriending Networks Ltd	Campaign and Marketing Intern	Edinburgh	Full-time	100%
Berwickshire Association for Voluntary Service	Marketing Intern	Berwickshire	Part-time	0%
Bhopal Medical Appeal - Scottish Friends of Bhopal Project	Project Development Intern	Edinburgh	Part-time	0%
Bikeworks Fife	Research Intern	Glenrothes, Fife	Mixed	0%
Birchwood Highland	Film & Video Production Intern	Inverness	Full-time	0%
Birthlink	Marketing and Communications Assistant	Edinburgh	Part-time	0%
Black and Ethnic Minority Infrastructure Scotland	Human Rights Education Project Intern	Glasgow	Part-time	0%
Blairtummock Housing Association	Research and Evaluation Intern	Glasgow	Part-time	0%
Blue Triangle (Glasgow) Housing Association Ltd	Database Development Intern	Glasgow	Part-time	0%
Blue Triangle (Glasgow) Housing Association Ltd	Online Resource Development Intern	Glasgow	Part-time	50%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Boghall Drop In Centre, The	Social Impact Research Intern	Boghall, West Lothian	Full-time	0%
Boghall Drop In Centre, The	Research Intern	Boghall, West Lothian	Mixed	50%
Boys' Brigade in Scotland, The	Resource Coordinator Intern	Larbert, Falkirk	Part-time	0%
Boys' Brigade in Scotland, The	Fundraising Assistant	Larbert, Falkirk	Part-time	75%
Boys' Brigade in Scotland, The (Highland Battalion)	Communications Development Intern	Inverness, Highlands	Part-time	50%
Braveheart	Fundraising Assistant	Falkirk	Mixed	0%
Breakthrough Breast Cancer	Communications Intern	Edinburgh	Mixed	0%
Breastfeeding Network, The	Website Developer Intern	Paisley	Part-time	0%
Breastfeeding Network, The	Database Development Intern	Paisley	Mixed	50%
Bridge Community Centre	Research and Marketing Intern	Isle of Lewis	Full-time	0%
British Heart Foundation	Policy and Public Affairs Intern	Edinburgh	Part-time	0%
British Heart Foundation	Policy and Public Affairs Intern	Edinburgh	Part-time	0%
Bute Forest Ltd	Market Research Intern	Rothsay	Mixed	0%
CADISPA	Field Worker/Researcher	Paisley	Part-time	0%
CADISPA	Field Worker/Researcher	Paisley	Part-time	50%
Capability Scotland	Research and Policy Intern	Edinburgh	Mixed	0%
Care and Learning Alliance	Training & Development Intern	Dingwall, Inverness	Part-time	0%
Carers Trust Scotland	Social Media Coordinator	Maybole, Ayrshire	Mixed	0%
Carrick Centre, The	Marketing Intern	Maybole, Ayrshire	Part-time	0%
Cassiltoun Housing Association	Website Development Intern	Glasgow	Full-time	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Castle Enterprises Ltd	Events and Marketing Intern	Glenrothes, Fife	Full-time	0%
Castlehill Housing Association	Market Research Intern	Aberdeen	Full-time	0%
Ceartas	Evaluation Intern	Kirkintilloch	Full-time	50%
Children 1st	Digital Communications Intern	Edinburgh	Part-time	0%
Children's Parliament, The	Research and Development Intern	Edinburgh	Full-time	0%
Children's Parliament, The	National Event Coordinator	Edinburgh	Mixed	50%
Circle Scotland	Communications Intern	Edinburgh	Full-time	0%
Citizens Advice Bureau (Edinburgh)	Intranet Design Coordinator	Edinburgh	Mixed	0%
Citizens Advice Bureau (Glasgow Central)	Service Delivery Analyst Intern	Glasgow	Part-time	0%
Citizens Advice Bureau (Maryhill and Possilpark)	Evaluation and Monitoring Intern	Glasgow	Mixed	0%
Citizens Advice Bureau (Ross and Cromarty)	New Media Development Intern	Dingwall, Inverness	Full-time	0%
Citizens Advice Scotland	Information Assistant Intern	Edinburgh	Mixed	0%
Citizens Advice Scotland	Information Assistant Intern	Edinburgh	Mixed	50%
Clyde River Foundation, The	Collection Management Intern	Glasgow	Full-time	0%
Coalfields Regeneration Trust	Website Development Intern	Alloa	Part-time	0%
Coigach Community Development Company	Community Research Intern	Ullapool	Mixed	0%
Coille Alba	Website Development Intern	Inverness	Mixed	0%
Colintraive and Glendaruel Development Trust	Tourism Development Intern	Colintraive, Cowal Peninsula	Full-time	0%
Colonsay Community Development Company	Tourism Research Intern	Colonsay	Full-time	0%
COMAS	Business Development Intern	Edinburgh	Mixed	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Community Energy Scotland	Social Impact Research Intern	Dingwall, Highlands	Full-time	0%
Community InfoSource CIC	Research Intern	Glasgow	Mixed	0%
Community Renewal	Creative Film/DVD Producer	Glasgow	Part-time	0%
Community Renewal	Creative Film/DVD Producer	Glasgow	Part-time	100%
Community Transport Glasgow	Marketing Development Intern	Glasgow	Part-time	0%
Community Woodlands Association	Research Intern	Home-based	Part-time	0%
Conforti Institute	Marketing Intern	Coatbridge, North Lanarkshire	Part-time	0%
Conservation Volunteers, The	Evaluation Development Intern	Stirling	Mixed	0%
Construction Licensing Executive	Marketing Campaign Intern	Motherwell, North Lanarkshire	Part-time	0%
Cosgrove Care Ltd	Marketing Intern	Glasgow	Part-time	0%
Cothrom Re-store	Development Officer Intern	Ormicalte, South Uist	Full-time	0%
Create Aberdeen	Fundraising Intern	Aberdeen	Part-time	0%
CrossReach (Simpson House)	CrossReach Marketing and Website Development Intern	Edinburgh	Part-time	0%
CrossReach (Simpson House)	Marketing and Website Development Intern	Edinburgh	Part-time	50%
CrossReach	Data Management System Design Intern	Edinburgh	Part-time	100%
CrossReach	Fundraising and Marketing Intern	Edinburgh	Part-time	100%
CrossReach	Research Intern	Edinburgh	Part-time	100%
CrossReach	Communications Intern	Edinburgh	Full-time	0%
Crossroads Youth and Community Association	Communications Intern	Glasgow	Part-time	0%
Cruse Bereavement Care Scotland	Social Media Development Intern	Perth	Part-time	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Cumbernauld Action Care for the Elderly	Website Designer Intern	Cumbernauld, North Lanarkshire	Part-time	0%
CVS Falkirk and District	Research Intern	Falkirk	Full-time	0%
CVS Inverclyde	IT Business Analyst	Greenock, Inverclyde	Part-time	0%
Day1 Limited	Marketing Research Intern	Inverness	Mixed	0%
Deaf Links	Marketing Development Intern	Dundee	Part-time	0%
Disabled Persons Housing Service (Fife)	IT Intern	Kirkcaldy, Fife	Part-time	0%
Discovery Credit Union Ltd	Development and Marketing Intern	Dundee	Full-time	0%
Discovery Credit Union Ltd	Development and Marketing Intern	Dundee	Full-time	100%
Down to Earth Solutions CIC	Research Assistant Intern	Forres, Moray	Mixed	0%
Drake Music Scotland	Marketing Intern	Edinburgh	Part-time	0%
Drake Music Scotland	Marketing Intern	Edinburgh	Part-time	50%
Dumfries and Galloway Social Enterprise Network	Research Intern	Creetown, Dumfries	Part-time	0%
Dundee Rep Theatre	Creative Production Intern	Dundee	Part-time	0%
Dunfermline Advocacy Initiative	Fundraising Event Intern	Dunfermline	Part-time	0%
Earthtime	Marketing Intern	Elgin, Moray	Part-time	0%
East Dunbartonshire Voluntary Action	Social Media Development Intern	Kirkintilloch, East Dunbartonshire	Part-time	0%
East Kilbride and District Shopmobility	Marketing and Communication Intern	East Kilbride	Part-time	0%
Eastriggs and Gretna Heritage	Marketing Intern	Annan	Part-time	0%
ECAS	Activities Development Researcher	Edinburgh	Full-time	0%
Ecologia Youth Trust	Marketing and Fundraising Intern	Forres, Moray	Mixed	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Ecology Centre Enterprise	Marketing Intern	Kinghorn, Fife	Part-time	0%
Ecology Centre, The	Marketing Intern	Kinghorn, Fife	Full-time	0%
Eczema Outreach (Scotland)	Outreach and Promotion Intern	Linlithgow	Part-time	0%
Eczema Outreach (Scotland)	Systems Improvement Intern	Linlithgow	Part-time	50%
Edinburgh Cyrenians	Project Development Intern	Edinburgh	Mixed	0%
Edinburgh Development Group	Development Intern	Edinburgh	Part-time	0%
Edinburgh Food Project	Web Development Intern	Edinburgh	Part-time	0%
Edinburgh Voluntary Organisations' Council	Researcher (Community Transport)	Edinburgh	Mixed	0%
Edinburgh Voluntary Organisations' Council	Research Intern	Edinburgh	Part-time	50%
Eighteen and Under	Diverse Lives Research Intern	Dundee	Part-time	0%
Elgin Youth Development Group	Business Development Intern	Elgin, Moray	Full-time	0%
Enterprise Childcare	Marketing Development Intern	Greenock, Inverclyde	Part-time	0%
Enterprise Childcare	Marketing Intern	Greenock	Part-time	50%
Enterprise Childcare	Marketing and Social Media Intern	Greenock	Full-time	50%
Equal Futures	Marketing Development Intern	Edinburgh	Part-time	0%
Eyemouth Harbour Trust	Legal Research Intern	Eyemouth, Scottish Borders	Part-time	0%
Falkirk and District Association for Mental Health	Social Media Developer Intern	Falkirk	Mixed	0%
Falkland Stewardship Trust	Evaluation Intern	Falkland, Fife	Full-time	0%
Families Need Fathers Scotland	Training Resources Development Intern	Edinburgh	Part-time	0%
Family and Community Development West Lothian	Marketing Intern	West Lothian	Part-time	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Fife Coast and Countryside Trust	Design Intern	Falkland, Fife	Full-time	0%
Food Train	Marketing Officer Intern	Dumfries	Part-time	0%
Forres Area Community Trust	Tourism Market Research and Development Intern	Forres, Moray	Full-time	0%
Fresh Focus Marketing	Marketing and Social Media Intern	Uphall, West Lothian	Part-time	0%
Fresh Start	Corporate Engagement Intern	Edinburgh	Full-time	0%
Friends of the Earth Scotland	Campaigns Intern	Edinburgh	Part-time	0%
Furniture Plus	Marketing/Events Assistant Intern	Inverkeithing, Fife	Mixed	0%
Gigha Trading Ltd	Marketing Research Intern	Isle of Gigha	Mixed	0%
Glasgow Bike Station	Communication Strategy Intern	Glasgow	Part-time	0%
Glasgow Wood Recycling Project	Marketing Assistant Intern	Glasgow	Full-time	0%
Gorgie City Farm	Festival Management Intern	Edinburgh	Mixed	0%
Govan and Craigton Integration Network	Communications and Outreach Intern	Glasgow	Part-time	0%
Grassmarket Community Project	Communications Intern	Edinburgh	Part-time	0%
Green Banana	Editor	Dalkeith, Midlothian	Mixed	0%
Gunsgreen House Trust	Research and Evaluation Intern	Eyemouth, Scottish Borders	Part-time	0%
Hanover (Scotland) Housing Association Ltd	Marketing Intern	Edinburgh	Part-time	0%
Hawick Congregational Community Church	Research and Evaluation Intern	Hawick, Borders	Part-time	0%
Hearts and Minds	Evaluation Intern	Edinburgh	Mixed	0%
Helmsdale Heritage and Arts Society	Marketing (Research and Strategy) Intern	Helmsdale	Part-time	0%
Helmsdale Heritage and Arts Society	Marketing (Research and Strategy) Intern	Helmsdale	Part-time	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Helmsdale Heritage and Arts Society	Curatorial Intern	Helmsdale	Full-time	50%
Highland Hospice	Development Assistant Intern	Inverness, Highlands	Full-time	0%
Highland Hospice	Fundraising Event and Marketing Intern	Inverness, Highlands	Full-time	50%
Home Start Perth	Marketing Development Intern	Perth	Part-time	0%
Homelands Trust Fife	Business Development Intern	Lundin Links, Fife	Full-time	0%
Home-Start Clackmannanshire	Marketing Intern	Alloa	Full-time	0%
Inclusion Scotland	Research Intern	Glasgow or Edinburgh	Part-time	0%
Indepen-dance	Research and Marketing Intern	Glasgow	Part-time	0%
Indepen-dance	Fundraising Event Intern	Glasgow	Part-time	50%
Instant Neighbour	Research and Evaluation Intern	Aberdeen	Full-time	0%
Instant Neighbour	Social Research Intern	Aberdeen	Mixed	50%
Instinctively Wild	Researcher	Peebles	Part-time	0%
Instinctively Wild	Researcher	Peebles	Part-time	50%
International Voluntary Service (GB)	Marketing and Communications Intern	Edinburgh	Full-time	0%
Ionad Chaluim Chille Ìle	Cultural Heritage Programme Development Intern	Bowmore, Isle of Islay	Full-time	0%
Ionad Chaluim Chille Ìle	Marketing Intern (Gaelic Medium)	Bowmore, Isle of Islay	Full-time	50%
Jeely Piece Club	Social Media Designer Intern	Glasgow	Part-time	0%
Jubilee Scotland	Communications Development Intern	Edinburgh	Part-time	0%
Karibu Scotland	Fundraising Intern	Glasgow	Part-time	0%
Kinlochbervie Community Company	Community Research Intern	Kinlochbervie, Sutherland	Full-time	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Leprosy Mission Scotland, The	Digital and Social Media Intern	Stirling	Part-time	0%
Leprosy Mission Scotland, The	Press and PR Intern	Stirling	Part-time	50%
Leprosy Mission Scotland, The	Education Development Intern	Stirling	Mixed	75%
LifeCare (Edinburgh) Ltd	Project Development Intern	Edinburgh	Mixed	0%
Linda Norgrove Foundation	Development Officer Intern	Uig, Isle of Lewis	Mixed	0%
Linda Norgrove Foundation	Development Officer Intern	Uig, Isle of Lewis	Mixed	100%
Linked Work and Training Trust	Marketing Assistant Intern	Grangemouth, Falkirk	Part-time	0%
Linthouse Housing Association	Market Development Intern	Glasgow	Part-time	0%
Living Solutions	Media and Marketing Development Intern	Cowdenbeath, Fife	Mixed	0%
Loch Arthur Camphill Community	Database and Systems Development Intern	Dumfries	Full-time	0%
Loch Lomond and the Trossachs National Park Community Partnership	Communications and Marketing Intern	Balloch	Part-time	0%
Mediaco-op	Market Researcher and Analyst	Glasgow	Mixed	0%
Mediaco-op	Digital Intern	Glasgow	Part-time	50%
Melting Pot, The	Researcher	Edinburgh	Part-time	0%
Merry Go Round Glasgow	Business Development Intern	Glasgow	Part-time	0%
Midlothian Young People's Advice service	Fundraising Intern	Dalkeith, Midlothian	Part-time	0%
Momentum Scotland	Research Intern	Glasgow	Full-time	50%
Network of International Development Organisations in Scotland	Advocacy Project Intern	Edinburgh	Part-time	0%
Network of International Development Organisations in Scotland	Market Research Intern	Edinburgh	Part-time	50%
New Caledonian Woodlands	Planet Pledge Assistant/ Researcher	Crieff, Perthshire	Part-time	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Nordoff-Robbins Music Therapy in Scotland	Marketing Intern	Broxburn, Glasgow	Part-time	0%
Nordoff-Robbins Music Therapy in Scotland	Social Media Intern	West Lothian or Glasgow	Part-time	50%
Nordoff-Robbins Music Therapy in Scotland	Film Making Intern	Broxburn, Glasgow	Mixed	100%
North East Arts Touring	Marketing Intern	Banchory	Part-time	0%
Nourish Scotland	Database Development Intern	Edinburgh	Part-time	40%
Nourish Scotland	Database Development Intern	Edinburgh	Part-time	50%
Nourish Scotland	Events Intern	Edinburgh	Part-time	75%
One World Shop	Marketing and Promotions Intern	Edinburgh	Mixed	0%
OneKind	Fundraising and Appeals Intern	Edinburgh	Full-time	0%
Opportunity Enhancement Trust	Website Development Intern	Elgin	Full-time	0%
Out of the Darkness Theatre Company	Research and Development Intern	Elgin	Full-time	0%
Outward Bound Trust	Partnerships/Donors Research Intern	Glasgow	Part-time	0%
Outward Bound Trust	Research and Evaluation Intern	Glasgow	Part-time	50%
Paisley South Housing Association	Feasibility Study Intern (Building Surveying)	Paisley	Part-time	0%
Paths for All	Multimedia Impact and Development Intern	Inverness	Part-time	0%
People First (Scotland)	Website and Video Production Intern	Edinburgh	Mixed	0%
People Know How	Organisational Development Intern	Edinburgh	Part-time	0%
People Know How	Business Planning Intern	Edinburgh	Part-time	50%
Perth and Kinross Countryside Trust	Horticultural Intern	Edinburgh	Full-time	0%
Perth Autism Support	Fundraising and Evaluation Intern	Perth	Full-time	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Play Alloa	Research Assistant Intern	Alloa, Clackmannanshire	Part-time	0%
Poppyscotland	Development Intern	Glasgow	Part-time	0%
Project Scotland	Business Development Intern	Edinburgh	Part-time	0%
Project Scotland	Campaign Intern	Edinburgh	Part-time	50%
Prostate Scotland	Awareness and Fundraising Intern	Edinburgh	Part-time	0%
Prostate Scotland	Awareness and Fundraising Intern	Edinburgh	Part-time	50%
Prostate Scotland	Awareness and Fundraising Intern	Edinburgh	Part-time	75%
Rape and Abuse Support	Research and Development Intern	Aberdeen	Full-time	0%
Rape and Sexual Abuse Service Highland	Communications Development Intern	Inverness	Part-time	0%
Raploch Community Partnership	Membership Development Intern	Stirling	Part-time	0%
Rathbone	Research Intern	Glasgow	Full-time	0%
Refugee Survival Trust	Fundraising and Communications Intern	Edinburgh	Part-time	0%
Relationships Scotland	Research Intern	Hamilton, South Lanarkshire	Part-time	0%
Relationships Scotland	Research Intern	Hamilton, South Lanarkshire	Mixed	0%
Revive MS Support	Fundraising Intern	Glasgow	Part-time	0%
Revive MS Support	Events Planning Intern	Glasgow	Mixed	50%
River Forth Fisheries Trust, The	Education Resource Development Intern	Edinburgh	Part-time	0%
Roshni	Research Intern	Glasgow	Full-time	0%
Royal Voluntary Service	Market Research Intern	Lesmahagow	Part-time	0%
Saltire Society	Research and Policy Development Intern	Edinburgh	Part-time	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Saltire Society	Development and Events Evaluation Intern	Edinburgh	Full-time	50%
Sanday Development Trust	Research Intern	Sanday, Orkney	Full-time	0%
Scottish Association for Mental Health	Community Fundraising Intern	Glasgow	Part-time	0%
Scottish Autism	Fundraising Campaign Intern	Alloa	Part-time	0%
Scottish Borders Community Development Company	Marketing and PR Research Intern	Galashiels	Full-time	0%
Scottish Canoe Association	Communications Intern	Edinburgh	Mixed	0%
Scottish Catholic International Aid Fund	School Resources Development Intern	Glasgow	Part-time	0%
Scottish Childminding Association	Research Intern	Stirling	Part-time	0%
Scottish Churches Housing Action	Evaluation Intern	Edinburgh	Part-time	0%
Scottish Council for Voluntary Organisations	Policy and Research Intern	Edinburgh	Part-time	0%
Scottish Council for Voluntary Organisations	Policy and Research Intern	Edinburgh	Part-time	50%
Scottish European Educational Trust	Events Intern	Edinburgh	Part-time	0%
Scottish Fair Trade Forum	Social Media and Marketing Intern	Edinburgh	Part-time	0%
Scottish Huntington's Association	Communications Intern	Paisley	Part-time	0%
Scottish Independent Advocacy Alliance	Research Intern	Edinburgh	Part-time	0%
Scottish Independent Advocacy Alliance	Research Intern	Edinburgh	Part-time	50%
Scottish Independent Advocacy Alliance	Research Intern	Edinburgh	Part-time	75%
Scottish Independent Advocacy Alliance	Research Intern	Edinburgh	Part-time	75%
Scottish Independent Advocacy Alliance	Research Intern	Edinburgh	Full-time	100%
Scottish Independent Advocacy Alliance	Research Intern	Edinburgh	Full-time	100%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Scottish Independent Advocacy Alliance	Communications and Marketing Intern	Edinburgh	Part-time	100%
Scottish Independent Advocacy Alliance	Research Intern	Edinburgh	Part-time	100%
Scottish Independent Advocacy Alliance	Evaluation Intern	Edinburgh	Full-time	100%
Scottish Independent Advocacy Alliance	Evaluation Intern	Edinburgh	Full-time	100%
Scottish Mediation Network	NHS Mediation Pilot Intern	Edinburgh	Mixed	0%
Scottish Mediation Network	Mediation Researcher	Edinburgh	Mixed	50%
Scottish Mediation Network	Research Intern	Edinburgh	Mixed	75%
Scottish Mentoring Network	Media and Communications Intern	Glasgow	Part-time	0%
Scottish Police Credit Union	Data Analyst Intern	Glasgow	Part-time	0%
Scottish Union of Supported Employment / Royal National Institute of Blind People	Membership Development Intern	Edinburgh/ Falkirk / Glasgow	Part-time	0%
Scottish Waterways Trust	Research Intern (Canal Artefacts)	Falkirk	Part-time	0%
Scottish Wildlife Trust	Socio-Economic Monitoring Intern	Inverness	Full-time	0%
Scottish Women's Aid	Marketing Intern	Edinburgh	Part-time	0%
Screen Education Edinburgh	Post-Production Co-ordinator Intern	Edinburgh	Part-time	0%
Senscot	Communications Strategy Development Intern	Edinburgh	Part-time	0%
Shelter Scotland	Digital Intern	Edinburgh	Part-time	0%
Shelter Scotland	Legal Aid Research Intern	Edinburgh	Part-time	50%
Show Racism the Red Card (Scotland)	Creative Arts and Event Intern	Glasgow	Part-time	0%
Show Racism the Red Card (Scotland)	Creative Arts and Event Intern	Glasgow	Part-time	50%
Signpost	Fundraising Assistant Intern	Livingston, West Lothian	Part-time	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
SKS Scotland CIC	Online Collaboration Designer Intern	Glasgow	Mixed	0%
Sleep Scotland	Research and Evaluation Intern	Edinburgh	Part-time	0%
Sleep Scotland	Research and Evaluation Intern	Edinburgh	Part-time	50%
Social Enterprise Academy	Communications Intern	Edinburgh	Mixed	0%
Social Enterprise Scotland	Policy and Communications Intern	Edinburgh	Part-time	0%
Social Enterprise Scotland	Policy and Communications Intern	Edinburgh	Part-time	0%
Society of Antiquaries of Scotland	Fellowship Development Intern	Edinburgh	Full-time	0%
South Ayrshire Care and Repair	Business Development Intern	Ayr	Part-time	0%
South East Scotland Scouts	Communications Analyst Intern	Edinburgh	Mixed	0%
South East Scotland Scouts	Communities Researcher Intern	Edinburgh	Mixed	50%
South Islay Development	Older Persons Services Development Intern	Isle of Islay	Full-time	0%
Sovereign Credit Union	Marketing Officer Intern	Cumnock	Part-time	0%
St Columbas Hospice	Fundraising Event Intern	Edinburgh	Mixed	0%
St Vincent's Hospice	Marketing Development Intern	Howwood, Renfrewshire	Full-time	0%
STAND International Ltd	Database Development Intern	Edinburgh	Part-time	0%
Start-Up Stirling	Project Development Intern	Stirling	Part-time	0%
Start-Up Stirling	Publicity and Marketing Intern	Stirling	Part-time	50%
Stepping Stones for Families	Social Media Development Intern	Paisley	Part-time	0%
Stirling Credit Union	Communications and Marketing Intern	Stirling	Part-time	0%
Stirlingshire Voluntary Enterprise	Research Intern	Stirling	Part-time	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Stirlingshire Voluntary Enterprise	Feasibility Study Research Intern	Stirling	Part-time	50%
Stramash Social Enterprise	Film and Video Production Intern	Oban, Argyll	Full-time	0%
Strange Town Theatre Company	Theatre Production Intern	Edinburgh	Mixed	0%
Stroke Association	Project Development Intern	Edinburgh	Part-time	0%
Stroke Association	Project Development Intern	Edinburgh	Part-time	50%
Talking Mats Ltd	Sales and Marketing Intern	Stirling	Part-time	0%
Thistle Foundation	Assistive Technology Research Intern	Edinburgh	Part-time	0%
Thistle Foundation	Archive and Display Intern	Edinburgh	Part-time	50%
Thistle Foundation	On-Line Resource Development Intern	Edinburgh	Part-time	75%
Thistle Foundation	Monitoring and Evaluation Research Intern	Edinburgh	Part-time	100%
Tomintoul and Glenlivet Development Trust	Tourism Marketing Intern	Tomintoul	Part-time	0%
Town Break Stirling	Database Development Intern	Stirling	Mixed	0%
Transform Scotland Ltd	Research Assistant	Edinburgh	Part-time	0%
Transport for Tongue Ltd	Rural Transport Research Intern	Tongue, Sutherland	Part-time	0%
Trellis (Scottish Therapeutic Gardening Network)	Graphic Design Intern	Perth	Full-time	0%
Urban Roots	Campaigns Intern	Glasgow	Mixed	0%
UWS Student Association	Volunteer Development Intern	Paisley	Part-time	0%
Venture Scotland	Marketing Intern	Edinburgh/Glasgow	Part-time	0%
Venture Trust	Film Production Intern	Edinburgh	Full-time	0%
Venture Trust	Communications and Systems Intern	Edinburgh	Mixed	50%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Victim Support Scotland	Business Development Intern	Glasgow	Full-time	0%
Victim Support Scotland	Social Media Intern	Glasgow	Full-time	100%
Voluntary Action Scotland	Marketing and Development Intern	Glasgow	Part-time	0%
Voluntary Action South Ayrshire	Social Media/Communications Intern	Ayr, Ayrshire	Full-time	0%
Voluntary Action South Lanarkshire	Social Enterprise Research Intern	Hamilton	Part-time	0%
Voluntary Action South Lanarkshire	Research Intern (Book Keeping Service)	Hamilton	Part-time	50%
Voluntary Health Scotland	Digital Media Development Intern	Edinburgh	Part-time	0%
Volunteer Centre Dundee	Online Learning Development Intern	Dundee	Mixed	0%
Volunteer Centre Edinburgh	Development Officer	Edinburgh	Part-time	0%
Volunteer Centre Glasgow	Marketing/Social Media Intern	Glasgow	Part-time	0%
Volunteer Centre Midlothian	Research Assistant Intern	Dalkeith, Midlothian	Part-time	0%
Volunteer Centre Western Isles	Research Intern	Stornoway	Full-time	0%
Volunteer Development Scotland	Research Assistant Intern	Stirling	Full-time	0%
Volunteer Development Scotland	Project Design and Development Intern	Stirling	Part-time	50%
Volunteer Glasgow	Social Media Intern	Glasgow	Full-time	0%
Waverley Care	Research Intern	Edinburgh	Part-time	0%
West Lothian Social Enterprise Network	Marketing and Communication Intern	Fauldhouse, West Lothian	Part-time	0%
West of Scotland Regional Equality Council	Enterprise Marketing	Glasgow	Part-time	0%
Western Isles Citizens Advice Service	Research Intern	Stornoway	Full-time	0%
WHALE Arts	Outreach Market Research Intern	Edinburgh	Part-time	0%

Host organisation	Internship role	Location	Attendance pattern	Host funding contribution
Whithorn Trust, The	Heritage Route Research Intern	Whithorn	Part-time	0%
With Kids	Social Media Communications Intern	Glasgow	Part-time	0%
Workers' Educational Association Scotland	Social History Archive Intern	Edinburgh	Mixed	0%
Workers' Educational Association Scotland	Social Media Development Intern	Edinburgh/Glasgow	Part-time	50%
Workingrite	Fundraising Intern	Edinburgh	Full-time	0%
Xchange Scotland	Communications Intern	Glasgow	Mixed	0%
Young Enterprise Scotland	Development Intern	Glasgow	Mixed	0%
Youth Football Scotland	Video Production Intern	Edinburgh	Part-time	0%
Youth Theatre Arts Scotland	Website Content Development Intern	Edinburgh	Part-time	0%
Zero Tolerance	Media Research and Monitoring Intern	Edinburgh	Part-time	0%

APPENDIX 2

APPENDIX 2: DISSEMINATION ACTIVITY

Dissemination work took place throughout the project. Workshop and conference presentations took place regularly to keep the Scottish and UK sector informed of developments. We also published reports on project findings and contributed to academic publications as appropriate.

In addition, presentations were made to a range of third sector intermediary organisations including: Voluntary Action Scotland Networks, Social Enterprise Networks, Third Sector Interfaces, Scottish Enterprise, and the Voluntary Sector Intermediaries Network, in addition to bespoke visits and support for individual organisations.

Workshops and Conference Presentations

F. Boyle, '*Third Sector Internships Scotland (TSIS): Reflections on Value, Impact and Best Practice.*' Presentation at the CRA Conference, "Policies, practice(s), partnerships". Sheffield, December 2015.

M. Caddell & F. Boyle, '*Making internships work: A practical workshop to getting started...and getting it right.*' Workshop session at the QAA Enhancement Theme Conference. Edinburgh, June 2015.

A. Pegg, '*Workplaces and Policy Spaces: Insights from Third Sector Internships Scotland.*' Global Internships Conference, Dublin, June 2015.

M. Caddell, '*Making Internships Meaningful: The Challenge of Encouraging Reflection and Skills Articulation.*' SRHE Annual Conference. Newport, December 2014.

F. Boyle, '*Encouraging Reflection on Work and Learning: Insights from Third Sector Internships Scotland*', Workshop session at the CRA Conference. University of Aston, November 2014.

F. Boyle & J. Murphy, '*Encouraging Reflection on Work and Learning: Insights from Third Sector Internships*', Workshop session at the ASET Conference. Newcastle, September 2014.

M. Caddell & M. Wallace, '*Making Third Sector Internships Work.*' Expert panel. SRHE Conference 'Supporting University-Work Transitions? Exploring the Impact of Work Placements and Internships'. Edinburgh, October 2014.

M. Caddell & F. Boyle, '*Insights from Practice: Third Sector Internships Scotland.*' Presented to SRHE day conference 'Why do internships and placements matter? Sharing of Current Research'. London, May 2014.

M. Caddell, '*Supporting Reflection and Skills Articulation: Insights from Third Sector Internships Scotland.*' Presented to OU in Scotland Learning and Teaching Conference, May 2014.

R. McIlwhan & M. Caddell, '*Internships – volunteer, worker, employee or something else?*' Socio-Legal Studies Association Conference. Aberdeen, April 2014.

M. Caddell, '*Youth Employment: The Benefits of Paid Internship Programmes.*' Workshop presentation. The Gathering. Glasgow, February 2014.

M. Caddell, S. Smith & C. Smith, '*Can pay, should pay? Exploring paid and unpaid work opportunities from employer and student perspectives*'. Paper presented to QAA Enhancement Themes Conference, June 2013.

M. Caddell, '*Making Internships Work for Universities, Employers and (Mature) Students*'. Presented to HEA Employability Workshop Developing internships and work based learning opportunities for mature students: creating opportunities and raising aspirations. Milton Keynes, 31st October 2012.

M. Caddell, R. Mcilwhan, J. Parry & C. Reilly, '*The Employability Challenge: Volunteering and Internships in the Third Sector*'. Paper and panel session presented to National Council for Voluntary Organisations Researching the Voluntary Sector' conference. Birmingham, Sept 2012.

M. Caddell & F. Boyle, '*HE student work placement in Scotland: developing professional learners and employable graduates*'. Scottish Higher Education Employability Forum workshop. Dundee, May 2012.

M. Caddell, '*University – Third Sector Collaborations that Make a Difference: Enhancing Student Employability, Supporting Voluntary Sector Development*'. Paper presented to University Association of Lifelong Learning Conference. University of Cambridge, UALL, March 2012.

M. Caddell, '*Internships that make a difference*'. Workshop held at The Gathering. Glasgow, March 2012.

M. Caddell, F. Boyle & S. Smith, '*From Skills Development to Skills Use and Articulation: Insights from the Interface Between University and Work*'. Workshop session at QAA Enhancement Theme Conference. Edinburgh, March 2012.

F. Boyle, '*Recognising Achievement Beyond the Curriculum: Third Sector Internships Scotland*'. Presentation at the CRA conference, "How much PDP will I get for my money...and does it matter?" University of Aston, November 2011.

M. Caddell & R. Macilwhan, '*Making Internships Work for Scotland's Third Sector: Legal, Ethical and Practical Challenges*'. Presentation to Scottish Higher Education Employability Conference. Edinburgh, June 2011.

M. Caddell & R. Macilwhan, '*Internships in the third sector: Encouraging new forms of engagement or papering over the funding gaps?*' Paper presented to Voluntary Sector Studies Network Day Conference, May 2011.

M. Caddell and S. Smith, '*Making Work Placements Work for Scotland's Students and Employers*', QAA Enhancement Themes conference, March 2011.

M. Caddell, F. Boyle & C. Carson, '*Promoting Employer Engagement in the Third Sector: Innovation, Insight and Inspiration*'. Workshop presented to QAA Scotland 'Employer engagement through Work Based Learning' Conference. Dundee, May 2010.

M. Caddell, F. Boyle and P. Meyer, '*Innovation in Work Experience : Learning from a Voluntary Sector / HE Partnership Project*'. Workshop presented at QAA Enhancement Themes conference 'Graduates for the 21st Century: Integrating the Enhancement Themes'. Edinburgh, March 2010.

Publications

(forthcoming) A. Pegg & M. Caddell, '*Workplaces and Policy Spaces: Insights from Third Sector Internships Scotland*'. Higher Education, Skills and Work-Based Learning. Forthcoming.

F. Boyle, '*Third Sector Internships Scotland: Best Practice Guide*'. TSIS: Edinburgh, 2015.

F. Boyle, '*A Whistle-Stop Tour of Reflection: Third Sector Internships Scotland*'. On Reflection Journal. Issue 28. Centre for Recording Achievement, 2015.

S. Smith, C. Smith and M. Caddell (2015), '*Can pay, should pay? Exploring employer and student perceptions of paid and unpaid placements*'. Active Learning in Higher Education. July 2015; vol. 16, 2: pp. 149-164

M. Caddell, A. Pegg & H. Jones (2014), '*Third Sector Internships Scotland Data Overview 2010-14*'. TSIS: Edinburgh.

M. Caddell & H. Jones (2013), '*Third Sector Internships Scotland: Data Overview 2010-2013*'. TSIS: Edinburgh.
www.3rdsectorintern.com/assets/uploads/employers/TSIS%20Data%20Overview%202010-13.pdf

C. Reilly & M. Caddell (2013), '*Why Internships? Understanding Student Motivations and Experience*'. TSIS Working Paper. TSIS: Edinburgh. www.3rdsectorintern.com/assets/uploads/employers/tsis_workingpaper_feb18.pdf

M. Caddell (2012), '*Making Internships Work for Scotland's Students and Third Sector Organisations*'. Mid-Point Review of Third Sector Internships Scotland. [www.3rdsectorintern.com/assets/uploads/employers/TSIS%20Mid%20Point%20Review%20June%202012%20\(web\).pdf](http://www.3rdsectorintern.com/assets/uploads/employers/TSIS%20Mid%20Point%20Review%20June%202012%20(web).pdf)

M. Caddell (2011), '*Third Sector Internships Scotland: Annual Report 2010-11*'.

Blogs, Press Articles and Videos

M. Caddell, 'Interns are the Future for the Third Sector'. The Scotsman, 11 September 2015.
www.scotsman.com/news/interns-are-the-future-for-the-third-sector-1-3883460

Making Internships Work. Blog post for National Council on Universities and Business, September 2014.
www.ncub.co.uk/blog/tsis-blog.html

M. Caddell. 'Paid internships can deliver gains for youngsters'. The Scotsman, 20 December 2013.
www.scotsman.com/news/paid-internships-can-deliver-gains-for-youngsters-1-3240086

Third Sector Internships Scotland: Work Experience that Makes a Difference.
Video. www.m.youtube.com/watch?v=ILrBkuQFRbI
