

Evidence Brief: Work Experience

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Produced by the HEE Knowledge Management team Evidence Briefs offer a quick overview of the published reports, research, and evidence on a workforce-related topic.

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- [Complete Evidence Brief list – link for External staff](#)

Key publications – the big picture

Work Experience Quality Standard – Guidance

Source: HEE

Publication date: January 2023

The quality standard guidance document includes further information about the purpose of the standard, and instructions to assist healthcare organisations in understanding how they can demonstrate that they meet each of the criteria, and to assist in completing the application form.

Work Experience Quality Standard – Framework

Source: HEE

Publication date: June 2022

A new HEE Work Experience Quality Standard is now available for healthcare organisations to apply for. The quality standard award, which can be displayed, will give organisations and placement holders assurance that the work experience on offer reaches the highest possible standards.

The standard which aims to support a good level of standardisation and consistency of offer between organisations across the country will also allow an appropriate amount of flexibility to acknowledge that work experience placements are offered in a variety of different ways.

To be awarded the standard, organisations must demonstrate how the work experience placements they offer are planned, delivered and evaluated. Health Education England will then award a bronze, silver or gold quality standard award, free of charge, which will last for two years. The organisation can then display the quality standard digital logo and certificate in order to demonstrate that it meets the standard.

Please note, while this quality standard has been designed for the assurance of in-person work experience, it can be used to support and add value to existing quality assurance processes for other types of programmes and work placements.

Human capital at work: the value of experience

Source: McKinsey & Company

Publication date: 2nd June 2022

The most important resource in any economy or organization is its human capital—that is, the collective knowledge, attributes, skills, experience, and health of the workforce. While human capital development starts in early childhood and continues through formal education, the McKinsey Global Institute and McKinsey’s People & Organizational Performance Practice have focused new research on the next stage, which spans the full working life. [...] Our research focuses on how work experience builds on the foundation of formal education and enhances the value of human capital (see Sidebar, “How we model the link between role moves and the addition of skills to lifetime earnings”). We define work experience holistically as the accumulated knowledge that workers gain by being in the labor market. This can occur through doing the work itself, formal employer-provided learning and development programs, and job changes that better match someone’s existing skills or enable that person to add new skills.

Internships that work: a guide for employers

Source: CIPD

Publication date: March 2022

In a challenging labour market, many organisations are looking to internship programmes as a way to gain new and motivated members of staff, who bring new skills and perspectives to their business. In addition, internships provide young people with a meaningful experience that enhances their employability, at a time when the COVID-19 pandemic has exacerbated rising graduate unemployment. This guide offers employers best practice recommendations on how to get the most out of an internship programme, as well as contributing to the intern’s professional development. It also provides a practical checklist

for setting up and running a programme and a model internship agreement to formalise the intern–employer relationship.

Employability programmes and work placements in UK higher education – research report

Author(s): Atfield et al.

Source: Department for Education

Publication date: November 2021

Given the recent focus on the employability and earnings of university graduates in the UK, there is a need to explore the employability initiatives offered by higher education institutions (HEIs). Work placements and work experience offered through HEIs aim to improve students' job readiness, and ability to secure suitable jobs after graduation, but little is known about the work experience opportunities available, who can access them, and their impact on individuals, institutions and employers. To address this situation, the Department for Education has commissioned this review of available literature on work placements and work experience in higher education in the UK since 2010, to explore the value that they offer to individuals, HE institutions and employers, focusing on the following research questions:

1. What approaches do universities currently take to improve employability of their students/ graduate?
2. What types of work placement/ work experience opportunities are available to students in the UK?
3. What benefits/ costs are realised by students who undertake a placement/ work experience opportunity?
4. What benefits/ costs are realised by institutions who encourage a placement/ work experience opportunity?
5. What benefits/ costs are realised by employers that offer a placement/ work experience opportunity?

Interning in lockdown: lessons in adapting placements for the hybrid environment

Author(s): 27th September 2021

Source: Lancaster University

Publication date: 27th September 2021

There is [growing evidence](#) that the economic consequences of the Covid-19 pandemic are particularly negative for young people. At the onset of the coronavirus outbreak, [workers aged below 25 were more likely](#) than older workers to be employed in sectors that were effectively shut down as part of the UK lockdown and [they are more likely to have lost their jobs](#) since then. Recent graduates have been among the hardest hit by the pandemic, with [unemployment reaching a peak of 12.0%](#) in the third quarter of 2020, the period immediately after graduation. It is clear, therefore, that one of the key challenges as we recover from the pandemic will be supporting young people into the labour market and into better jobs.

Early Careers Survey 2021: Work experience during a crisis

Source: Prospects

Publication date: May 2021

How many students were able to find work experience during the pandemic? Did employers move most placements online? What proportion of opportunities were paid versus unpaid, and which did students find most useful? Prospects' Early Careers Survey seeks to provide answers to these questions and more...

Key findings

- Less than a fifth (17%) of students had undertaken work experience in the last 12 months.
- Lack of work experience was the main struggle for job-seeking university students.
- Around three quarters of students found work experience useful in developing their skills.

- Paid, longer-term and face-to-face experiences were most useful.
- Despite the pandemic, work experience was predominantly face-to-face.
- The majority of student work experience was unpaid.

The future of healthcare work experience – discovery report

Source: HEE

Publication date: March 2021

What began as a somewhat 'typical' discovery report, intended only to be shared internally; has evolved into a broader review of NHS healthcare work experience. It is hoped that it will be valuable to all stakeholders involved in or impacted by this work. It has been 16 years since the NHS jobs platform and service launched. NHS organisations and wider employers can locally administer their recruitment, on one nationally available site. In contrast, work experience continues to be coordinated, for the most part, via paper application forms, which are administratively burdensome and open to bias. The public see the NHS as a single organisation¹ but work experience provision is inconsistent. Covid-19 has led to the cancellation of work experience placements in healthcare across the country, but prior to the pandemic demand far outstripped supply. The predominant user group are school and college pupils, but eight other user groups (chapter 4) have been identified. This report has been produced with recommended actions to pursue ahead of work experience resuming. A two-page summary has also been produced. Crucially, increasing and improving provision could positively impact the NHS workforce pipeline, yet it is absent from the NHS Long Term Plan¹ and Interim People Plan² and there is no national strategy or body providing direction. While the NHS workforce is suffering shortages in key areas, undeveloped talent and interest is wasted through lack of opportunity. Equality, diversity and inclusion are core values for the NHS, but it remains an ongoing challenge to ensure that

equality and diversity are actively integrated and managed as a key aspect of organisational and workforce development³, this includes within the provision of work experience.

Coronavirus (Covid-19): Guide to providing virtual work experience placements

Source: CIPD

Publication date: March 2021

We are facing uncertain times, but especially for young people looking to the future. Since the start of the COVID-19 pandemic, unemployment for young people has increased by 13% (66,000 young people) according to the UK Government's youth unemployment statistics. Before the pandemic, youth unemployment was at an all-time low. Now, the number of young people uncertain of their next steps after leaving education is increasing, and an estimated 11.2% of young people aged 16–24 were NEET (not in education, employment or training after leaving school) in early 2021.

Lessons from Virtual Internships: Research Insights and Practical Toolkit

Source: Dublin City University and Deloitte

Publication date: 2021

In response to the rapid shift to virtual internships caused by the COVID-19 pandemic in 2020, DCU's Leadership and Talent Institute, with support from Deloitte, sought to learn from the experiences of organisations who pivoted their internship programmes to virtual formats. The research insights and practical toolkit resources in this report are based on the experiences of 22 organisations who participated in this study. We hope they will support more organisations to host effective virtual and hybrid internships in the future, and will increase the number of valuable internship opportunities available to students.

We found a number of benefits of virtual programmes which we expect to be maintained when organisations return to traditional formats or pivot to hybrid deliveries. These included

- increased access to programmes from diverse cohorts
- increased opportunity for collaboration across sites or countries
- increased access to senior leaders for participants
- development of skills which are in greater demand in virtual workplace.

We also identified a number of overarching challenges which were pervasive across organisations. We provide some insights in terms of how organisations can mitigate these challenges.

The challenges were:

- enabling relationships and building networks
- informal learning and sharing tacit knowledge
- sharing business etiquettes and organisational culture

Generation STEM Work Experience: evaluation report

Authors: Roy et al.

Source: Education Endowment Foundation

Publication Date: 2021, pp. 113

Abstract: Examines the effectiveness of a work experience placement initiative for Year 10 students to encourage interest in science, technology, engineering and mathematics (STEM) careers. Outlines the background to the establishment of the Generation STEM intervention, the way in which the programme worked and the evaluations objectives and methods. Presents the results of the impact evaluation looking at participant flow, attrition and outcomes, including STEM subject choice at A level and attitudes to STEM. Provides the findings of the implementation and process evaluation looking at how the programme worked, impact of programme alterations and running costs. Explores the perceived successes/challenges and outcomes of the Generation STEM

programme for young people. Presents conclusions, including that children in Generation STEM schools made no additional progress in mathematics and science compared with children in other schools.

Understanding the value of internships

Author(s): Dr Helen Hughes

Source: Leeds University Business School

Publication date: July 2020

This report is part of a wider project running until 2026 with multiple workstreams looking at different elements of this piece.

The objectives of this research are to:

- Uncover the ways in which students' goals, values, attitudes, and competencies develop during internships.
- Understand how students perceive their proficiency and development, and how their self-perceptions compare with the ratings given by their workplace colleagues.
- Explore differences in proficiency and development cross disciplines and student groups.
- Apply the research findings to improve the student experience and enable evidence-based employability provision.
- The work presented in this report summarises data from across three student cohorts (2016-2019), working within over 200 different organizations, from across three University of Leeds Faculties

Key findings:

Students' competencies develop at different rates

There are discrepancies in the ways that students and their colleagues rate their competency development during the internships

There are differences between student proficiency, and the rates at which competencies develop, depending on students' disciplines and demographic characteristics

Making apprenticeships future-fit

Source: CIPD

Publication date: July 2020

Our evidence on the current state of the apprenticeship system in England, and the reforms needed to ensure apprenticeships provide access to the labour market for young people

Experience works? Exploring the value of student work experience in the graduate labour market

Author(s): Valentine and Keating

Source: Prospects Luminate and the University of Edinburgh Careers Service

Publication date: March 2020

Key findings

- Students placed most value on directly relevant internships or work experience, which supports the notion of a 'hierarchy' of experiences.
- Graduates who took part in semi-structured interviews identified that there was value in all of their experiences, including part-time work, volunteering and extracurricular activities.
- Employers clearly valued a wide range of experiences and encouragingly, were keen to stress that a lack of directly relevant work experience would not put students at a disadvantage.
- Students reported that they gained a wide range of skills from their work experience including communication, working under pressure, time management, team working and problem solving. Graduates' perceptions of skills developed was more wide-ranging.

- Graduates identified the role their experiences played in supporting them to develop a graduate identity and to make the transition into the workplace, alongside being able to test out different work environments and clarify their personal values and career aspirations.
- Students identified a range of barriers to being able to undertake work experience including the experience being unpaid, the cost of time spent doing the work experience, travel distance and the costs involved, and living/working in another location.

The business case for employability programmes in the NHS

Source: HEE and Accenture

Publication date: 2018

Commissioned by HEE, Accenture has carried out some research to assess the [Return on Investment \(ROI\) to NHS Trusts for running employability programmes](#). The findings from the business case demonstrate that there could be an overall ROI of 2.5, meaning that for every £1 spent on delivering employability programmes, an NHS trust could recoup that £1 plus an additional £2.50 in financial and economic benefits. The findings from the business case, aggregated across the three participating Trusts, demonstrate that there could be an overall return on investment (ROI) of 2.5, indicating that for every £1 spent on employability programmes, Trusts could recoup that £1 alongside an additional £2.50 in financial and economic benefits. This document is an Executive Summary of a report produced by Accenture and commissioned by Health Education England. The report assesses whether delivering employability programmes has a ROI in addition to Corporate Social Responsibility (CSR) benefits, to NHS Trusts. Employability programmes are specific industry driven schemes that include an element of training and work experience, for people to develop essential skills, and possibly qualifications, that lead to increased opportunities of employment or apprenticeship in

entry-level roles. This report has been produced in collaboration with three Acute NHS Trusts, South Tees NHS Foundation Trust, Manchester University NHS Foundation Trust and North Bristol NHS Trust. All three Trusts have a long and established history of delivering employability programmes and all three have provided data and insights in relation to individuals which have been hired through this route. The business case has analysed this data and compared it to Trust specific averages for comparable staff groups to calculate the potential benefits. This report has found that there is a strong association between individuals hired via employability programmes and higher levels of staff retention, engagement and productivity, as well as lower levels of staff sickness and avoided temporary staff usage, relative to Trust average figures for comparable roles. Employability Programmes can help solve multiple problems in the NHS. They can help Trusts tackle growing staff shortages, improve productivity, improve diversity and inclusion and attract a fresh generation of talent into the NHS. They can also be used as strategic tools to assist in the recruitment, training and retention of external apprentices, de-risking the hiring process and therefore helping Trusts to extract maximum value from the Apprenticeship Levy.

Benefits of internships for interns and host organisations

Source: K4D (Knowledge, evidence and learning for development)

Publication date: June 2018

An evidence scan on the benefits of internship programmes in the information technology and business sectors.

Internships enable students to acquire skills, which cannot be learned in the classroom environment, while employers obtain access to low-cost labour and reduced recruitment costs (Galloway, Marks, & Chillias, 2014; Holyoak, 2013; Maertz, Stoeberl, & Marks, 2014). Interns develop interpersonal skills, team-working skills, professionalism and customer

management experience. Students also improve their communication, confidence and self-efficacy. Those with internship experience are more likely to find jobs and earn more (Saniter & Siedler, 2014). In the information technology (IT) sector internships provide valuable on-the-job training that helps students to develop entrepreneurial skills and prepares them for self-employment in this sector (Varghese et al., 2012). There is little evidence that internships can foster professional networks that facilitate knowledge transfer, although the potential for this is acknowledged.

Interns and outcomes: just how effective are internships as a bridge to stable employment?

Author(s): O'Higgins and Pinedo

Source: International Labour Office

Publication date: 2018

What does the existing evidence tell us? P. 5

Whilst there is quite an extensive literature of sorts either eulogising or condemning internship programmes, there is relatively little solid evidence on the impact of internships on subsequent labour market experiences of young people. Moreover, whilst there are a number of studies analysing the effects of internships which are undertaken during and/or as part of academic study as well as those which are part of ALMPs to promote youth employment, there is very little evidence at all of the impact of so-called open market internships undertaken outside the aegis of either educational or governmental programmes. For fairly obvious reasons these types of programme are precisely those which arguably are most on need of attention and perhaps, regulation.² A second issue is that, even amongst those studies which do examine the issue of the post-internship impact on labour market outcomes, very few studies indeed adopt an identification strategy which allows a plausible attribution of causality to the internship programme itself. There are some exceptions. In particular,

internships undertaken as part of ALMP programmes are increasingly subject to causal impact evaluation. In any event, a several studies are worth mentioning.³ Those explicitly considered here are summarised in table 1. A number of papers have examined the impact of college based internships. For example, surveys of employers in the United Kingdom provide evidence in favour the notion that work experience during higher education is helpful for securing employment upon graduation (UKCES, 2015). Similar results are reported by Blasko et al. (2002), who looked at British tertiary graduates in the mid-1990s. They find that work experience during university, in particular study-related work experience, positively affects employment outcomes and entry salaries. Häkkinen (2006) in Finland and Joensen (2009) in Denmark shows that students with work experience benefit from better subsequent employment prospects and higher wages, although the effect tends to disappear some years after graduation. Robert and Saar (2012) conduct a comparative research specifically devoted to analysing the effect of work experience on post-graduation occupational outcomes in six Central and Eastern European countries. Their analysis shows that study-related work experience reduces the duration of job search and improves employment prospects. At the same time, non-study-related work experience negatively affects these outcomes.

[Making work experience work: tips for employers](#)

Source: CIPD

Publication date: February 2014

Work experience is an important way for young people to gain insight into the working world. Time spent with an employer can broaden young people's knowledge of industries and sectors, helps inform and shape their career decisions, and offers a way in which to explore the workplace in a risk-free environment.

Our [Learning to Work](#) programme works closely with employers to highlight the value of work experience placements to not only

the young people who benefit from the contact with the workplace, but for employers and the wider workforce. Offering work experience opportunities to young people enables employers to access a wider range of talents, benefit from the unique skills and insights young people bring, and provide opportunities for existing staff to supervise and mentor a young person, helping to develop their management and other professional and personal skills.

[Not just making tea: reinventing work experience](#)

Authors: UK Commission for Employment and Skills, (UKCES)

Publication Date: 2014, pp. 22

Abstract: Highlights the benefits of work experience for both participants and their employers. Points to sources of information and support for getting involved in the provision of work experience. Includes case studies of both large, and small and medium-sized, businesses providing opportunities for youth work experience.

[Work experience placements that work](#)

Source: CIPD

Publication date: April 2012

Looks at the benefits of work experience for young people, employers as well as the wider economy and society. Reflecting on the importance of high-quality work experience for young people the guide aims to encourage more employers to deliver the kind of high-quality placements that many already offer.

[Work experience: impact and delivery – insights from the evidence](#)

Author(s): Mann

Source: Education and Employers, CIPD, UKCES

Publication date: 2012

This report published by the Education and Employers Taskforce presents findings from recent research, considered

by the charity's 2011 Working Group on Work Experience, on the value of work experience to young people within the contexts of: clarifying career aspirations, getting into university, academic attainment and employment. It also examines the quality of work experience and the opportunities and obstacles it affords both young people and employers.

Toolkits

[Work experience in the NHS – a toolkit for teachers and careers advisers](#)

Source: Health Education England
Publication date: January 2022

This toolkit has been produced to help teachers and careers advisers understand what is on offer within the health sector, how to start to find placements for their students and the rules and requirements healthcare providers are working under.

[Work experience – a toolkit for general practice](#)

Source: Health Education England
Publication date: January 2022

A step by-step process for hosting a successful work experience opportunities in GP settings. A step-by-step process for hosting successful work experience opportunities in GP settings.

[Work experience – a toolkit for dental practices](#)

Source: Health Education England
Publication date: January 2022

This toolkit will provide dental practices with ideas on what to offer across oral healthcare, including for aspiring dentists, therapists and hygienists.

[Work experience: a toolkit for secondary care providers](#)

Source: Health Education England
Publication date: January 2022

A toolkit for NHS trusts and secondary care healthcare organisations that wish to establish, grow or improve their work experience programme. It will provide you with ideas on what to offer throughout the organisation for aspiring clinical and non-clinical professionals.

[Online work-related learning – a toolkit](#)

Source: Health Education England
Publication date: January 2022

This toolkit is for NHS trusts and secondary care healthcare organisations that wish to establish or improve their online offer to aspiring clinical and non clinical staff in health and social care.

Case Studies

[The apprenticeships pathway boosting young people's recruitment](#)

Source: NHS Employers

Publication date: 25th November 2022

Coventry and Warwickshire Partnership NHS Trust has supported 240 young people through a pre-employment programme focusing on apprenticeships.

[Diversifying GOSH's apprenticeships programme](#)

Source: NHS Employers

Publication date: 10th October 2022

Read how Great Ormond Street Hospital (GOSH) diversified their apprenticeships programme and became an inclusive recruiter in the local area.

[Get Into Hospitals programme: The Prince's Trust](#)

Source: NHS Employers

Publication date: 16th September 2022

Read how East Lancashire Hospitals NHS Trust (ELHT) partnered with The Prince's Trust to run the Get Into Hospitals programme.

[How North Tees and Hartlepool NHS Foundation Trust created a new route into NHS careers](#)

Source: NHS Employers

Publication date: 10th May 2022

Read how North Tees and Hartlepool NHS Foundation Trust identified a gap in the workforce and a new pathway into NHS careers.

HEE Star

More resources and tools are available by searching for “**work experience**” in the [HEE Star](#)

Statistics

You can find relevant statistics on the [Health and Care Statistics Landscape](#) under “**Health and Care**” and use the “**Workforce**” filter

HEE National Data Programme

HEE staff can look at the [National Data Warehouse \(NDL\)](#) SharePoint site to find out more about datasets and Tableau products.

Published Peer Reviewed Research

Nurses and Allied Health Professionals (AHPs)

[The changing role of pre-admission work experience \(clinical visits\) in therapeutic radiography, diagnostic radiography and operating department practice: academic perspectives \(part 2\)](#)

Author(s): Ibbotson et al.

Source: Radiography 28(Supplement 1) pp. 84-92

Publication date: October 2022

Introduction: A clinical visit (work experience) provides an opportunity for prospective students, prior to registration, to visit a clinical department to observe health professionals in practice. The Covid-19 pandemic interrupted access to clinical visits; this article explores the value of clinical visits and the alternatives implemented as a response to Covid-19 restrictions from an academic perspective. Methods: This article reports the quantitative phase of a three-phase mixed methods study. A survey was distributed to Higher Education Institution (HEI) education leaders for onward distribution to academics supporting recruitment for diagnostic radiography, therapeutic radiography and operating department practice programmes. Qualtrics online survey software was used to administer the survey which was launched in October 2020. Descriptive statistics summarised the data. Results: Representing 37.7% (n = 18/49) of eligible universities, 34 responses from 18 HEIs across England and Wales were received. Seventy-eight percent of respondents strongly agreed that they are vital in confirming career choices. Prior to the Covid-19 pandemic, 64% of respondents' programmes had a clinical visit requirement, yet with improvements in simulation and online learning alternatives, 48% agreed that in the longer-term clinical visits will become obsolete. Conclusion: Requirements for clinical visits vary between professions and HEIs; academics welcome

an opportunity to standardise work experience. Regardless of prospective student background and selected profession/university, all should have equitable and easily available access to high quality resources to support career decision-making. Implications for practice: The enforced withdrawal of clinical visits may impact upon subsequent attrition associated with 'misinformed career choice'.

Alternatives to clinical visits, while less onerous for students, admissions staff and clinical colleagues alike, need to be carefully evaluated to ensure they offer prospective students a realistic understanding of the profession.

[The changing role of pre-admission work experience \(clinical visits\) in Therapeutic Radiography, diagnostic radiography and operating department practice: student perspectives \(Part 1\)](#)

Author(s): Ali et al.

Source: Radiography 28(Supplement 1) pp. S77-S83

Publication date: October 2022

Introduction: Clinical visits (work experience opportunities) are a recommended part of admissions processes for many diagnostic and therapeutic radiography courses but not for operating department practice (ODP) where observational visits are challenging for applicants to obtain. The Covid-19 pandemic interrupted access to visits for all prospective students; this study presents a review of the value of clinical visits and alternatives. Methods: This article reports the initial qualitative phase of a three-phase mixed methods study. Using a critical realist approach, focus groups explored first year student experiences of the 'ideal' pre-admission clinical visit and alternative resources. A structured review of Online Prospectus (OLP) entries was undertaken by two student researchers to ascertain the requirements for clinical visits for the three professions. Results: Four focus groups included 25 first year students interviewed prior to their first clinical placement (14 therapeutic radiography, 5 diagnostic radiography and 6 ODP

students). Three themes were constructed, namely: informing career choices, the clinical visit experience, and the value of clinical visits. Clinical visits affirmed rather than inspired career choices. The best timing for a visit was before admission interviews and optimal duration was a full day. Interacting with current students was the most valued aspect. Videos and simulations provided in-depth information about the professional role and allowed replay, but some participants found the videos uninspiring. OLP entries present a confusing picture for applicants who may be researching several Universities and professions. Conclusion: Clinical visits were deemed 'vital' to radiography student career choices, yet ODPs who could not access visits were comfortable with videos. Simulated visits are a safe option amidst the pandemic but must capture the dynamic and patient-centred nature of practice to accurately inform career choices.

[University student experiences of work-based placements during Covid-19 pandemic: an inter-disciplinary survey of allied health and social work students](#)

Author(s): Quigley et al.

Source: Higher Education, Skills and Work-based Learning

Publication date: June 2022

Purpose – Work-based placements are central to the university education of allied health and social work (AHSW) students. As a result of COVID-19, the clinical learning environment of students' work-based placements was dramatically altered resulting in numerous documented challenges. This inter-disciplinary study aimed to evaluate AHSW students' perceptions and experiences of completing a diverse range of workbased placements during COVID-19.

Design/methodology/approach – This study was a mixed-method inter-disciplinary study using an anonymous online survey consisting of multiple choice, Likert scale and free text questions. Mixed-methods design supported amalgamation of

insights from positivism and interpretivism perspectives and enabled research questions to be answered with both breadth and depth. 436 students were invited to participate who were enrolled in five AHSW educational university programmes: speech and language therapy, occupational therapy, physiotherapy, radiation therapy and social work. Data collected was analysed using both quantitative (descriptive and analytical statistics) and qualitative (thematic analysis) methods. Findings – 118 students participated (response rate: 27%) representing a range of AHSW disciplines who attended diverse placement settings. While there was extensive disruption in the learning environment leading to increased levels of stress and concern, a triad of individual and systemic supports helped to ensure positive work-based placement experiences and student success for the majority of AHSW students during COVID-19: (1) university preparation and communication; (2) placement site and supervisor support; and (3) students' resilience and capacity to adapt to a changed work-place environment. Originality/value – This inter-disciplinary study reports the work-based placement experiences from the professional education programmes of healthcare students during the COVID-19 pandemic, giving a unique view of their perspectives and learning during this unprecedented crisis.

[How do students offer value to organisations through work integrated learning? A qualitative study using Social Exchange Theory](#) Abstract only*

Item Type: Journal Article

Authors: Kemp, Caitlin;van Herwerden, Louise;Molloy, Elizabeth;Kleve, Sue;Brimblecombe, Julie;Reidlinger, Dianne and Palermo, Claire

Publication Date: 2021

Journal: Advances in Health Sciences Education 26(3), pp. 1075-1093

Learning through work is a common feature of preparing health professionals for practice. Current understandings of work-integrated learning or a 'work-based placement', focus on students being consumers of experiences rather than providing a reciprocal benefit to the organisation in which they are placed. More nuanced understanding of the ways that students can offer value to organisations may provide new opportunities and increased capacity for workplace learning. This study drew on Social Exchange Theory to explore the perceived value and benefits of work-integrated learning experiences to the organisations in which students are placed. The focus was on population health placements undertaken by dietetics students at a large Australian university. An interpretive approach was employed with interviews with placement educators and document analysis of student-generated products from their placement. Seventeen of 20 eligible placement educators were interviewed, with interview data coded using thematic framework analysis. These data were supported with document analysis of student scientific posters completed as part of assessment to develop themes which were interpreted with social exchange theory. Three themes were identified: (1) students add to the organisation's capacity, (2) benefits outweigh time cost of planning and supervising and (3) explicitly valuing students for their contributions may build trust and further potentiate bi-directional benefits. Results suggest that student placements can add value to organisations. This reciprocity of benefits should be communicated to all stakeholders involved in the university-community collaboration, including students. Social exchange theory sensitised researchers to nuanced findings that may support the translation of these study findings to other student work-integrated learning settings.

[The role of Allied Health Professions and Nursing Research Internships in developing a research culture: a mixed-methods](#)

exploration of stakeholder perspectives

Item Type: Journal Article

Authors: Nightingale, J.;Fowler-Davis, S.;Grafton, K.;Kelly, S.;Langham, C.;Lewis, R.;Bianco, B. and Harrop, D.

Publication Date: 2020

Journal: Health Research Policy & Systems 18(1), pp. 1-17

Abstract: Background: Developing research capability and capacity within the healthcare professions is a challenge throughout diverse international settings. Within England, the National Institute for Health Research aimed to address these challenges through the Integrated Clinical Academic (ICA) research careers escalator for nurses, midwives and allied health professionals. Poor academic progression has been identified in the advanced stages of the pathway, though progression from the earlier entry point (Internship) has not previously been investigated. A national evaluation of four completed Internship cohorts was undertaken to explore stakeholder perspectives and progression beyond the Internship programme. Methods: A mixed methods project used sequential qualitative and quantitative data collection phases commencing with two stakeholder focus groups (n = 10); the findings informed the development of an online survey distributed to previous cohorts of interns (n = 104), their managers (n = 12) and academic mentors (n = 36). Eight semi-structured interviews subsequently explored the challenges and opportunities afforded by the internships. Thematic analysis was used to review qualitative data from focus groups and interviews, with survey data analysed and displayed using descriptive statistics. Synthesis of data from each phase is displayed within the four level evaluation framework outlined within the New World Kirkpatrick® Training Evaluation Model. Results: Important regional differences exist yet the internships are highly valued by all stakeholders. Representation varied between different professions, with nursing and some service-based professions poorly

represented. All interns successfully completed the programme (n = 104), with evidence of positive impacts on interns, colleagues and patient care. Balancing research commitments with clinical activity was challenging; middle managers were seen as gatekeepers to programme success. Progression to the next stage of the ICA pathway is highly competitive and was achieved by only a quarter of interns; access to mentors outside of the funded programme is vital for a successful transition. Conclusions: The Internship programme succeeds in providing a range of important early experiences in research, though progression beyond the programme is challenging due, in part, to a widening gap between Internship and the next level of the ICA framework. Vital mentorship support to bridge this gap is threatened by a lack of time and funding; therefore, the pursuit of a clinical-academic career will continue to be elusive for many nurses and allied health professionals. A partnership approach to clinical academic support at institutional level is needed with several international models offering alternative strategies for consideration.

The benefits of pre-degree work experience analysed Abstract only*

Item Type: Journal Article

Publication Date: 2015

Journal: Nursing Standard (Royal College of Nursing (Great Britain) : 1987) 29(47), pp. 10

Abstract: An analysis is under way into the benefits of gaining healthcare work experience before starting nurse training.

Diversity, Inclusion and Participation

[Brief Report: The Benefits of an Employer-Based Work-Experience Program for Participants with ASD](#) Abstract only*

Item Type: Journal Article

Authors: Peijen, Roy and Bos, Manon Carola Maria

Publication Date: Feb ,2022

Journal: Journal of Autism & Developmental Disorders 52(2), pp. 890-896

An employer-based work-experience program run by a multinational organization temporarily employs people with an autism spectrum disorder (ASD) to prepare them for external employment. This study observes the impact of participation for people with ASD in establishing employment (with or without a competitive salary). A quasi-experimental design constructed a control group that can be considered similar to the group of participants in the employer-based program, except for supported-employment entitlement. Results indicate a 29% increase in post-five-year employment for participants than the control group, but no effect was found on employment with a competitive salary, only for the post-second year. Inclusivity enhances the careers of people with ASD, but their potential to establish employment with a competitive salary remains limited.

[What and who works: strategies for facilitating work experience opportunities for students enrolled in postsecondary education programs](#) Abstract only*

Item Type: Journal Article

Authors: SCHEEF Andrew, R.

Publication Date: 2019

Journal: Journal of Policy and Practice in Intellectual Disabilities 16(3), pp. 223-231. 2019

When compared to the general population, employment rates for individuals with intellectual and developmental disabilities (IDDs) are poor. This discrepancy is concerning, especially

when considering the multitude of benefits associated with employment. To improve employment outcomes for this population, many postsecondary education (PSE) programs provide career development services for students with IDD. As engagement in paid work experience is a predictor of improved postschool outcomes for individuals with disabilities, this is a common career development program component. A study was conducted to better understand strategies utilized by PSE programs to facilitate paid work experiences for their students. To identify these strategies, information from PSE program personnel was sought. The study involved two phases, including a nationwide survey and subsequent follow-up interviews. Strategies most frequently identified by respondents included: (1) soliciting employer feedback, (2) relationship building with employers, (3) aligning placements with student interests, (4) job customization, (5) providing training and support at the job site, (6) developing natural supports, and (7) aligning curricular activities with job site needs. The findings from this research will support practitioners who are tasked with supporting employment goals for young adults with IDD. By understanding effective strategies, more students may be able to engage in paid work experience to increase likelihood of employment.

Medical

[How do foundation year and internship experience shape doctors' career intentions and decisions? A meta-ethnography](#)

Item Type: Journal Article

Authors: Zhao, Yingxi;Mbuthia, Daniel;Blacklock, Claire;Gathara, David;Nicodemo, Catia;Molyneux, Sassy and English, Mike

Publication Date: 2023

Journal: Medical Teacher 45(1), pp. 97-110

Abstract: PURPOSE: Foundation years or internships are an important period for junior doctors to apply their knowledge and gain clinical competency. Experiences gained during the foundation years or internships are likely to inform newly qualified doctors' opinions about how they want to continue their career. We aimed to understand how medical doctors' internship experiences influence their career intention/decision., METHODS: We conducted qualitative evidence synthesis using meta-ethnography. We searched six electronic bibliographic databases for papers published between 2000-2020 and included papers exploring how foundation years or internship experiences shape doctors' career intention/decisions, including in relation to migration, public/private/dual practice preference, rural/urban preference, and specialty choice. We used the GRADE-CERQual framework to rate confidence in review findings., RESULTS: We examined 23 papers out of 6085 citations screened. We abstracted three high-level inter-related themes across 14 conceptual categories: (1) Deciding the personal best fit both clinically and in general (which option is 'more me'?) through hands-on and real-life experiences (2) Exploring, experiencing and witnessing workplace norms; and (3) Worrying about the future in terms of job market policies, future training and professional development opportunities. Confidence in findings varied but was rated high in 8 conceptual categories., CONCLUSIONS: Our meta-ethnographic review revealed a range of ways in which internship experience shapes medical doctors' career intentions/decisions allowing us to produce a broad conceptual model of this phenomenon. The results highlight the importance of ensuring sufficient, positive and inspiring clinical exposure, improving workplace environment, relationship and culture, refraining from undermining specific specialities and communicating contractual and job market policies early on to young doctors, in order to attract doctors to less popular specialities or work locations where they are most needed. We propose our

conceptual model should be further tested in new research across a range of contexts.

[Internship commencement during COVID-19: the impact of an extended induction model](#)

Item Type: Journal Article

Authors: Foley, Alexandra;Donaghy, Feargal;Sheridan, Gerard A.;Stanley, Ciaran;Byrne, Ann-Maria;Hill, Arnold D. K. and Mullett, Hannan

Publication Date: 2022

Journal: Irish Journal of Medical Science 191(1), pp. 13-19

Abstract: BACKGROUND: The COVID-19 pandemic necessitated an enforced 8-week induction period (18 May to 12 July 2020) for all new interns in Ireland. These unprecedented circumstances presented a unique opportunity to assess this induction period., AIM: To assess the impact of a prolonged induction period on the technical abilities of interns embarking on their clinical careers., METHOD: We distributed a 12-item questionnaire to new interns at our institution during the COVID-19 pandemic. Section 1 of the questionnaire was designed to assess the rate of self-reported improvement in the successful and independent execution of practical 'intern' tasks. Section 2 of the questionnaire captured the subjective experience of interns during this time in relation to the effectiveness of an 8-week induction period with senior intern support available. Statistical analysis of categorical predictor and ordinal outcome variables was performed using the two-sample Wilcoxon rank-sum (Mann-Whitney) test., RESULTS: Our results demonstrated a statistically significant improvement in the proficiency at first attempt phlebotomy in week 8 compared with week 1 ($p < 0.0001$). There was a significant improvement in placing first-attempt peripheral IV lines in week 8 compared with week 1 ($p < 0.001$). Regarding the need for senior assistance, we demonstrated a statistically significant reduction in week 8 compared with week 1 ($p = 0.046$). There

were 95.56% (n = 43) of interns that said they would recommend the induction period for future incoming interns.,
CONCLUSION: The COVID-19 pandemic has inadvertently identified a model of internship induction that benefits interns, their colleagues and their patients through the production of more technically capable interns. Copyright © 2021. Royal Academy of Medicine in Ireland.

[Factors affecting learning during internship A qualitative study of junior doctors](#)

Item Type: Journal Article

Authors: Isaacs, A. N. and Spencer, B. A.

Publication Date: 2022

Journal: Australian Journal of General Practice 51(1-2), pp. 83-89

Abstract: Background and objective Internship is a crucial period of learning for medical graduates. The aim of this study was to ascertain what interns learned during internship, who they learned from and the type of environments that influenced their learning. Methods This qualitative study was conducted within the constructivist paradigm of Vygotsky's sociocultural theory of learning. Results Interns mostly learned what they were expected to learn. They built on their existing knowledge with help from amore knowledgeable other and in an environment that was conducive to learning except when they needed to manage complex situations on their own with no previous experience or training. Learning was influenced by factors related to the workplace, supervisor or senior doctor and learner. Discussion The learning environment is inextricably related to the professional behaviour of clinical teachers and supervisors. A safe and supportive learning environment is necessary for optimal learning outcomes during internship
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[Reflecting on the importance of work experience for the next generation of doctors.](#) Abstract only*

Item Type: Journal Article

Authors: Sathiapal, Rahkul and Sivagnanaratnam, Aravinth

Publication Date: Dec 02 ,2021

Journal: British Journal of Hospital Medicine 82(12), pp. 1-2

A stroke consultant and pre-medical student discuss the benefits of work experience and their respective engagement in placement programmes.

[Shadowing medical students as work experience](#)

Item Type: Journal Article

Authors: Davies, Kristen;Mahmoud, Salma;Lawrence, Sally;Patel, Mariya and Wills, Charlotte

Publication Date: 2021

Journal: The Clinical Teacher 18(2), pp. 131-133

Acceptance into medical school in the United Kingdom (UK) remains a fiercely competitive process with the majority of students entering directly from school. As well as entrance examinations and interviews, candidates are required to have undertaken relevant work experience in order to gain insight into the medical profession. This experience is usually expected to be commented upon in a candidate's personal statement on the application form and is frequently discussed if a candidate is invited to interview.

[Student Perspectives on the Impact of an Undergraduate Work-Integrated Learning Program on Admission and Transition to Medical School](#) Full text available with NHS OpenAthens account*

Item Type: Journal Article

Authors: McDonald, Rachel;Bobrowski, Adam;Drost, Leah;Rowbottom, Leigha;Pretti, Judene;Soliman, Hany;Chan, Stephanie and Chow, Edward

Publication Date: 2019

Journal: Journal of Cancer Education : The Official Journal of the American Association for Cancer Education 34(4), pp. 768-774

Abstract: Work-integrated learning (WIL) is a form of education that integrates academic and workplace study. Such programs provide students the opportunity to concurrently develop cognitive and non-cognitive competencies. The purpose of this study is to explore which experiences and skills learned in a WIL placement are useful in applying to medical school and transitioning into the first year of a Doctor of Medicine program. All individuals who worked in the Rapid Response Radiotherapy Program (RRRP; WIL placement) since 2004 and had completed at least 1 year of medical school were invited to participate. Semi-formal interviews were conducted and transcribed. A thematic analysis was completed to identify recurring concepts, and quotes were selected to represent them. Of 39 eligible individuals, 14 agreed to participate (36%). Students identified the volume of work, achieving a work-life balance, and time management as challenges in first-year medical school. Five themes emerged regarding the impact of the RRRP on applying and transitioning to medical school: time management skills, mentorship opportunities, research experience, clinical experience, and career choice. WIL placements present a unique opportunity for undergraduate students interested in pursuing medicine to acquire skills and experiences that will help them succeed in applying and transitioning to medical school.

Widening interest, widening participation: factors influencing school students' aspirations to study medicine

Author(s): Martin et al.

Source: BMC Medical Education 117

Publication date: May 2018

Background: Under-representation of some socio-economic groups in medicine is rooted in under-representation of those

groups in applications to medical school. This study aimed to explore what may deter school-age children from applying to study medicine. Methods: Workshops were undertaken with school students aged 16–17 years ('Year 12', n = 122 across three workshops) and 13–14 years ('Year 9', n = 295 across three workshops). Workshops used a variety of methods to identify and discuss participants' perceptions of medicine, medical school and the application process. Year 12 workshops focused on applications and medical school, while Year 9 took a broader approach reflecting their relative distance from applying. Subsequent workshops were informed by the findings of earlier ones. Results: The main finding was that potential applicants had limited knowledge about medicine and medical school in several areas. Older students would benefit from accessible information about medical degrees and application processes, access to work experience opportunities and personal contact with medical students and junior doctors, particularly those from a similar background. Younger students demonstrated a lack of awareness of the breadth of medical careers and a limited understanding of what medicine encompasses. Many Year 9 students were attracted by elements of practice which they did not associate with medicine, such as 'talking to people with mental health problems'. An exercise addressing this elicited an increase in their interest in medicine. These issues were identified by participants as being more marked for those without knowledgeable support at home or school. It was apparent that school teachers may not be equipped to fill these knowledge gaps. Conclusion: Gaps in knowledge and support may reflect the importance of 'social capital' in facilitating access to medical school. Medical schools could act as hubs to introduce students to resources which are essential for widening participation. Outreach and support to schools may ensure that fundamental knowledge gaps are equitably addressed for all prospective applicants. More generally, a focus on medicine which under-

emphasises aspects of medical practice involving communication may deter some students and have longer term impact on recruitment to careers including general practice and psychiatry.

Work-Integrated Learning

Placement Architectures in Practice: An Exploration of Student Learning during Non-Traditional Work-Integrated Learning in Rural Communities

Item Type: Journal Article

Authors: Green, Elyce;Hyde, Sarah;Barry, Rebecca;Smith, Brent;Seaman, Claire Ellen and Lawrence, Jayne

Publication Date: 2022

Journal: International Journal of Environmental Research and Public Health 19(24)

Abstract: BACKGROUND: Work-integrated learning (WIL) in rural communities provides students with important learning opportunities while also providing a service to those communities. To optimise the potential benefits of work-integrated learning for health students and rural communities it is important to explore the practices and outcomes of these experiences., METHODS: This study used a qualitative research design underpinned by the theoretical framework of Theory of Practice Architectures to examine the way students learn during these placements. Purposive sampling was used to identify students for participation in the study. Seven students from the disciplines of paramedicine, physiotherapy, and speech pathology participated in semi-structured interviews. Data were analysed using inductive thematic analysis., RESULTS: The learning described by the students was examined, followed by a critical interrogation of the data to assess how these learnings and associated practices were made possible given the site-specific practice architectures.

The findings of the research are represented by three themes: learning affordances related to placement design, learning through relationships between people and professions, and learning through rural embeddedness., CONCLUSION: Being embedded in rural communities gave the students access to several arrangements that fostered learning, particularly through the sayings, relatings and doings that the students engaged with. This research demonstrates the transformative potential of rural WIL opportunities for learning and future rural practice.

The use of mobile technology to support work integrated learning in undergraduate nursing programs: An integrative review Abstract only*

Item Type: Journal Article

Authors: Wilson, D.;Aggar, C.;Massey, D. and Walker, F.

Publication Date: 2022

Journal: Nurse Education Today 116, pp. 105451

Abstract: OBJECTIVES: Investigate the use of mobile technology to support Work Integrated Learning in undergraduate nursing programs., DESIGN: Integrative review with narrative synthesis., DATA SOURCES: Electronic databases searched in February 2021 included CINAHL, ERIC, MEDLINE and APA PsychInfo., REVIEW METHODS: The methodological framework described by Whitemore and Knaf (2005) guided this integrative review. A total of five (5) studies published between 2017 and 2020 were analysed and synthesised., RESULTS: Data was categorised into two themes: 1) Accessibility of Learning Resources, and 2) Effective and Timely Communication. Convenient and easy access to Learning Resources at the point of care improved students' confidence and competence to perform clinical skills, thereby reducing student's anxiety and increasing satisfaction rates. The accessibility to educational and skills-based resources also promoted patient safety at the point of care. Effective and

Timely Communication improved engagement and collaboration between students, clinical facilitators and academics, enabling a more supportive environment that improved student autonomy and motivation for self-directed learning. The Effective and Timely Communication of student progression and assessment strategies was found to improve student engagement and motivation to be independent learners., CONCLUSION: This review contributes important knowledge because internationally there is a need to increase knowledge and understanding of how to best support Work Integrated Learning experiences of student nurses. Mobile technology has been recognised as an innovative tool in education, further research investigating its use to support Work Integrated Learning in undergraduate nursing programs is required. Copyright © 2022. Published by Elsevier Ltd.

[How do students offer value to organisations through work integrated learning? A qualitative study using Social Exchange Theory](#) Full text available with NHS OpenAthens account*

Item Type: Journal Article

Authors: Kemp, Caitlin;van Herwerden, Louise;Molloy, Elizabeth;Kleve, Sue;Brimblecombe, Julie;Reidlinger, Dianne and Palermo, Claire

Publication Date: 2021

Journal: Advances in Health Sciences Education : Theory and Practice 26(3), pp. 1075-1093

Abstract: Learning through work is a common feature of preparing health professionals for practice. Current understandings of work-integrated learning or a 'work-based placement', focus on students being consumers of experiences rather than providing a reciprocal benefit to the organisation in which they are placed. More nuanced understanding of the ways that students can offer value to organisations may provide new opportunities and increased capacity for workplace learning. This study drew on Social Exchange Theory to explore

the perceived value and benefits of work-integrated learning experiences to the organisations in which students are placed. The focus was on population health placements undertaken by dietetics students at a large Australian university. An interpretive approach was employed with interviews with placement educators and document analysis of student-generated products from their placement. Seventeen of 20 eligible placement educators were interviewed, with interview data coded using thematic framework analysis. These data were supported with document analysis of student scientific posters completed as part of assessment to develop themes which were interpreted with social exchange theory. Three themes were identified: (1) students add to the organisation's capacity, (2) benefits outweigh time cost of planning and supervising and (3) explicitly valuing students for their contributions may build trust and further potentiate bi-directional benefits. Results suggest that student placements can add value to organisations. This reciprocity of benefits should be communicated to all stakeholders involved in the university-community collaboration, including students. Social exchange theory sensitised researchers to nuanced findings that may support the translation of these study findings to other student work-integrated learning settings. Copyright © 2021. The Author(s), under exclusive licence to Springer Nature B.V. part of Springer Nature.

[Personal qualities needed by undergraduate nursing students for a successful work integrated learning \(WIL\) experience](#)

Item Type: Journal Article

Authors: Walker, Sandra B. and Rossi, Dolene M.

Publication Date: 2021

Journal: Nurse Education Today 102, pp. 104936

Abstract: BACKGROUND: International research has shown that during work integrated learning (WIL) undergraduate nursing students may experience stress, self-doubt, and coping

issues, however personal qualities these students bring to their WIL journey or those needed to succeed during WIL remain unknown., OBJECTIVE: To describe the views of students midway through their Bachelor of Nursing program regarding personal qualities they bring to and need for WIL success., DESIGN: This article reports on a descriptive study that used an electronic questionnaire to collect the data., SETTINGS AND PARTICIPANTS: Bachelor of nursing students (n = 421), who were studying fulltime or part time equivalent, at a regional university in Queensland Australia, were invited to complete the anonymous electronic questionnaire that was developed by the research team following an extensive review of literature. Inclusion criteria required participants to have completed at least one WIL experience and be midway through their three-year Bachelor of Nursing program., METHODS: Data were collected during January and February 2017. The electronic questionnaire consisted of demographic, forced choice questions, and open-ended questions. This paper presents the qualitative analysis of responses to two of the open-ended questions that focused on personal strengths and work integrated learning experiences. Data were analysed using the inductive content analysis approach., RESULTS: Six personal qualities were identified including: enthusiasm to succeed, commitment to learning, self-motivation, confidence, effective communication skills, and compassion., CONCLUSIONS: Pre-entry screening of applicants to bachelor level nursing programs and the delivery of learning opportunities that encourages both reflection and debriefing may assist in describing personal qualities needed to succeed in WIL. Copyright © 2021 Elsevier Ltd. All rights reserved.

[Investigating work-integrated learning and its relevance to skills development in degree apprenticeships](#) Full text available via

Emerald collection – contact KM team*

Source: Higher Education, skills and Work-based Learning

Publication date: October 2020

Purpose: Previous research suggests that higher education provision, the government's knowledge-based economic agenda and the attributes employers look for in graduates are not always aligned, leading to a skill shortage and the production of graduates who are not “work ready”. Degree apprenticeships (DAs) are well placed to address this gap because employers are involved in both the design and delivery of higher education and work with higher education institutions (HEIs) to develop the skills both parties believe graduates need through work-integrated learning (WIL). This paper will address how DAs can be utilised to that purpose.

Design/methodology/approach: This paper draws on data collected from students, ranging from their first to final years, enrolled in the Chartered Manager Degree Apprenticeship (CMDA) programme at a higher education provider in London, UK. The national context of the UK is crucial both because of how DAs have been introduced by the government; how the pedagogical implications defer from other national contexts and work based provision and also because there are clear contrasts in how the private and public sector in the UK are “using” degree apprentices. The authors adopted an exploratory research design using semi-structured interviews and focus groups. Findings: The authors argue that a reflective approach in assessed coursework, in conjunction with an explicit focus on the skill development of students, can enhance the experience of degree apprentices completing WIL modules. The authors highlight the potential of WIL modules in advancing the ability of degree apprentices to reflect on their practice while they are working and studying, a process which can have long-term benefits to their professional identity. The authors draw attention to the affordances given to apprentices to develop their professional identity drawing comparisons between the public and private sector in the UK. Originality/value: This paper adds to the work on DAs and WIL currently being undertaken in

the UK. By exploring the case study of a cohort of DAs engaging in productive reflection with regards to the skills they develop at the workplace and in the classroom, the authors point to a way in which module development can integrate such reflective elements.

[Work-related learning in the transition from higher education to work: The role of the development of self-efficacy and achievement goals](#) Full text available with NHS OpenAthens account*

Item Type: Journal Article

Authors: Grosemans, Ilke;Coertjens, Liesje and Kyndt, Eva

Publication Date: 2020

Journal: The British Journal of Educational Psychology 90(1), pp. 19-42

Abstract: BACKGROUND: Work-related learning is particularly important at the start of graduates' careers. Preparing students for work-related learning is a chief aim of higher education, demonstrating its relevance when investigating the transition to work., AIM: This study aimed to investigate the role of personal factors for work-related learning during the transition from higher education to work. This study took a longitudinal and person-centred approach by examining differences in work-related learning between different motivational profiles based on the conjoint development of self-efficacy and achievement goals., SAMPLE: Questionnaires were administered four times, starting in the beginning of students' final year of higher education until 4 months after graduation (N = 814)., METHODS: In order to assess the development of the personal factors, different multi-indicator latent growth curve models were estimated. Afterwards, a multidimensional latent class growth analysis was used to identify latent profiles of participants with similar growth trajectories. Differences in work-related learning were investigated by a multivariate analysis of variance., RESULTS AND CONCLUSIONS: The results

revealed an average increase in self-efficacy, learning-goal, and performance-approach orientation, indicating that the transition to work triggers change in these personal factors. Performance-avoidance orientation decreased on average. Four distinct motivational profiles were discerned: strongly efficacious and approach-oriented, moderate efficacious and approach-oriented, moderate efficacious and learning-oriented, and undecided profile. Furthermore, differences were found concerning work-related learning, in which the strongly efficacious and approach-oriented profile reported more participation in formal and informal learning activities using personal sources, while the undecided profile showed least participation in the latter. Copyright © 2018 The British Psychological Society.

[Delivering a work-integrated learning postgraduate course during COVID-19: Experiences, challenges and strategies](#)

Item Type: Journal Article

Authors: Prior, Sarah J.;Griffin, Phoebe;O'Brien, Lauri and Van Dam, Pieter,J.

Publication Date: 2020

Journal: Journal of Medical Education and Curricular Development 7, pp. 2382120520965253

Abstract: COVID-19 has had a significant impact on teaching and learning in postgraduate education. In particular, work integrated learning, in health care settings, has been disrupted in many ways negatively impacting student learning. Our Clinical Redesign courses are designed to deliver work-integrated learning in partnership with healthcare organisations to deliver workplace projects in real time, which has been complicated by COVID-19. This reflection examines the challenges that arose in the healthcare redesign teaching and learning space during the COVID-19 pandemic. We explore the experiences of our work-integrated learning students using Johns' reflection model.¹ Our students faced disruption to their

education, workplaces and personal lives, and the experiences of our teaching team whose teaching philosophies were challenged. In response to the ongoing challenges, we developed strategies for supporting our students including the development of virtual projects for students who no longer had access to their workplaces or project appropriate resources. Copyright © The Author(s) 2020.

Student insights: the added value of work-integrated learning

Author(s): Martin and Rees

Source: International Journal of Work-Integrated Learning 20(2) pp. 189-199

Publication date: 2019

Work-integrated learning (WIL) has attracted considerable attention as an instrument for enhancing professional practice and developing work-readiness in graduates. It is widely considered as a point of difference in developing graduate employability by enhancing skill outcomes through an authentic learning experience. This paper focuses on student insights of the added value of WIL and their development of personal and professional graduate attributes. Thematic content analysis was undertaken of students' reflections (n=271) of their perceived learning outcomes and overall experiences from their sport management and coaching WIL experiences at Massey University, New Zealand. The findings show that enjoyment, achievement and reinforcing career decisions added value to the student's experiences. Gratitude for the support and mentoring of workplace and academic supervisors was also evident. Development of personal attributes involving self-management, enterprise, and effective communication were important learning outcomes. Professional development of a community of practice and leadership responsibilities were also highlighted.

Interdisciplinary work integrated learning: A pilot evaluation instrument Abstract only*

Item Type: Journal Article

Authors: Ebbs, P.;Gonzalez, P. and Miller, T.

Publication Date: 2019

Journal: Journal of Paramedic Practice 11(8), pp. 348-358

Abstract: Background: Work integrated learning (WIL) activities-sometimes termed student placements, practice-based learning, cooperative education or workplace learning activities-are embedded into university course curricula to prepare students for future professional environments. Aim(s): This study evaluates an interdisciplinary and multiagency WIL activity undertaken by university students (n=14). Method(s): Pre- and post-activity survey instruments were used to gain perspectives on student expectations and experiences relating to the WIL activity. The survey instruments were based on five common themes of quality within WIL activities. Finding(s): The WIL activity facilitated professionally relevant learning, delivered diverse experiences, and enabled the development of professionally meaningful relationships. Discussion(s): A pilot evaluation instrument for similar undergraduate paramedic WIL programmes is presented for further consideration. Limitations of the study are also discussed. Copyright © 2019 MA Healthcare Ltd.

Value

Internship Program Receives Return on Investment From Nurse Professional Development Efforts Abstract only*

Item Type: Journal Article

Authors: Roush, Kelli and Opsahl, Angela

Publication Date: 2022

Journal: Journal for Nurses in Professional Development

Abstract: Our current economy necessitates attention to nursing professional development programs that positively impact the

fiscal budget. This project evaluated the cost-effectiveness of the patient care internship program designed to attract and retain nursing talent in a Midwest hospital system. Nurse leaders partnered with nursing faculty to recruit student nurses and prepare them to transition to the registered nurse role. The program had cost savings to the organization greater than \$200,000 over a 2-year period. Copyright © 2022 by Lippincott Williams & Wilkins, Inc.

Stakeholder perceptions of student employability: does the duration, type and location of work experience matter? Abstract only*

Author(s): Irwin et al.

Source: Higher Education 78 pp. 761-781

Publication date: 2019

Student employability is a key aspect of higher education, with multiple strategies utilised by Higher Education Institutions to support the employability of their graduates. However, little work has been done to examine, and compare, different types of work experience. To advise students appropriately, it is important to understand the factors that might influence the perceived value of work experience. The current Scottish study investigated three aspects of work experience within the context of the Social Sciences—type (internship or volunteer role), location (extra- or co-curricular) and duration (six months or two years)—and compared stakeholder (student, academic, employer) perception of work experience. The study utilised an experimental vignette design, presenting 175 participants (62 students, 57 employers, 56 academics) with CV excerpts that varied according to the variables of interest. Quantitative and qualitative items were also presented to explore perceptions of work experience. The results indicate that extracurricular experience was viewed more favourably by all stakeholders. The type of experience was an influence, with internships viewed more positively when the job role was a high-level

graduate role. The duration of experience did not produce a main effect. There were no significant differences in stakeholder perception of work experience. The qualitative data indicated that the relevancy of both experience and degree topic was important for employability, along with interpersonal and professional skills. These findings may support educators in providing students with advice regarding their activities outside the classroom, with an emphasis on extracurricular and internship experience, tied to student career aspirations, recommended.

The academic value of internships: benefits across disciplines and student backgrounds Abstract only*

Author(s): Binder et al.

Source: Contemporary Educational Psychology 41 pp. 73-82

Publication date: April 2015

While student benefits from internship experience have been frequently documented in research, the emphasis has been on internship effects on employment and career indicators. This work is concerned with effects on academic outcomes and focuses on the robustness of such effects across academic disciplines as well as for different achievement levels of students, student gender, and ethnicity. We present findings from a longitudinal sample ($n > 15,000$) that covers an extensive range of subjects and disciplines for large undergraduate cohorts. Main effects and interactions for student background characteristics were investigated showing stable academic benefits for advantaged and disadvantaged students. Further, using ordinal logistic multi-level modelling, we explored the impact on the probability of attaining a higher degree classification for different student scenarios, thus illustrating the practical significance of these internship effects. Effects are less likely to stem from maturation or self-selection. Findings are therefore discussed against a background of motivational approaches suitable to integrate both direct and indirect paths

from internship experience to academic outcomes to career indicators.

The value of work experience in outcomes for students: an investigation into the importance of work experience in the lives of female undergraduates and postgraduate job seekers

Abstract only*

Author(s): Shaw

Source: Journal of Vocational Education & Training 64(2) pp. 155-168

Publication date: 2012

This article presents findings from an investigation into the experiences of a single cohort of students, studying on a BA (Hons) degree in Britain. It examines the students' attainment on the degree and relates this to their profile on entry, examining their previous work experiences taken as part of a vocationally focused entry qualification, and compares their progress to other students entering the same course of study with non-vocational traditional academic qualifications. The investigation assesses whether, if at all, students' pre-entry experiences have an impact on their eventual qualification. The work then follows a sample of this cohort after they graduate and enter the world of full-time work or postgraduate study, relating these experiences both to their pre-university work experiences and qualifications, any part-time employment whilst at university and/or any work experience which they may have undertaken as part of their undergraduate studies. In essence, the investigation assesses whether work experience impacts on the final awards of students and/or upon their ability to find suitable careers as postgraduates. It uses both quantitative and qualitative methods to assess the impact of previous work experience and/or vocational training and experience on eventual outcomes for the students.

Pharmacists

Impact of Pre-Pharmacy Work Experience on Development of Professional Identity in Student Pharmacists.

Item Type: Journal Article

Authors: Bloom, Timothy J.;Smith, Jennifer D. and Rich, Wesley

Publication Date: Dec ,2017

Journal: American Journal of Pharmaceutical Education 81(10), pp. 6141

Objective. To determine the benefit of pharmacy work experience on the development of student pharmacists' professional identity. Methods. Students in all four professional years were surveyed using a validated Professional Self-identity Questionnaire (PSIQ). They were also asked about pharmacy experience prior to matriculation and their performance on Drug Information tests given midway through the P1 year and at the beginning of the P3 year. PSIQ responses and test results were compared based on pharmacy experience. Results. The PSIQ was completed by 293 student pharmacists, for a 67% response rate, with 76% of respondents reporting pharmacy experience prior to matriculation. Statistically higher scores on responses to 6 of the 9 PSIQ Likert-type items were observed from students in the first professional year for those with pharmacy experience; however, only one item in the second year showed differences with none in the third and fourth years. No impact of experience was observed on Top 100 or Top 300 grades. Conclusion. Pre-matriculation pharmacy experience may increase development of professional identity early in the student experience but may have little impact on academic readiness. Schools and colleges of pharmacy hoping to recruit students with an early sense of professional identity should consider adding such experience to their admissions requirements.

Virtual work experience

[Virtual internships during the Covid-19 pandemic: exploring IT students satisfaction](#) Full text available via Emerald collection – contact KM team*

Source: Education + Training

Publication date: January 2022

Purpose: This paper examined the evaluation of the virtual internship program for KAU IT students during the COVID-19 pandemic, 2020 summer. Design/methodology/approach: A mixed-method survey was utilized for the data collection. Out of 164 enrolled students in the 2020 summer training program, 147 students opted to participate. This gives a response rate of 89.6% of the total students' number who could participate. In addition to collecting quantitative data, qualitative data were collected. The sources for qualitative data were survey open questions, weekly reflective writing and video recordings.

Findings: The quantitative result showed that the students were satisfied with their virtual internship. These results were further qualitatively explored and discussed under five themes:

information and knowledge, work experience, live interaction, the comfort of achieving tasks and soft skills. The outcomes showed that the plan which offered students opportunities to be trained online with real companies accomplishing real work tasks was the best in fulfilling the requirements of the internship. Thus, it emphasized the importance of a strong alliance with the industry to provide useful virtual internship opportunities. Research limitations/implications: Though this study made a novel contribution to the timely literature on the COVID-19 pandemic, it is not without its limitations. The difference in the three sample sizes makes it difficult to get in-depth comparative analysis. For future research, it is highly recommended to study the impact of online training with real existing companies on a relatively larger sample number.

Practical implications: In order for a higher educational institute

to successfully adopt the proposed plans for the virtual internship, here are the reflections and lessons learned from our three plans. (1) Emphasize your efforts on extending your partnership with the private sector and computing industry. (2) The MCIT training focuses on developing technical skills; therefore, it is great to be offered to students in the computing field as extracurricular activities but not as the fulfillment of the internship program. (3) Blackboard training sessions, which cover nontechnical skills, are good to be offered prior to the internship. Social implications: For governmental human resource agencies, it is highly recommended to further develop and invest in manpower to develop online platforms. In normal situations, these platforms act as an extra training resource. In abnormal situations such as the COVID-19 pandemic, they act as useful source for online training. For students, this sudden unexpected transition from normal to online training should enrich them with the ability to be flexible and adaptive, tune them with opportunities for independent and innovative creative work, encourage them to take risks and provide them with opportunities to do things differently. As an outcome, students will enhance their self-efficacy and capabilities. Originality/value: Due to the COVID-19 pandemic, not only classes and internship programs have been done remotely but increasingly jobs have also gone in that direction. A virtual internship today might be good preparation for the virtual/remote work of tomorrow. For this reason, this study was conducted to add a novel contribution to the virtual internship literature.

[The Design and Preliminary Experience with a Virtual Diversity Visiting Student Acting Internship in Radiology for Underrepresented Minority Medical Students](#) Abstract only*

Item Type: Journal Article

Authors: Dodelzon, Katerina;Belfi, Lily;Schweitzer, Andrew D.;Lamparello, Nicole;Legasto, Alan C.;McGinty,

Geraldine;Spottswood, Stephanie;Min, Robert J. and Babagbemi, Kemi

Publication Date: 2022

Journal: Academic Radiology 29(4), pp. 598-608

Objective: Benefits of a diverse physician workforce are numerous and the impact of a lack of diversity has been highlighted with the COVID-19 pandemic. Despite the commitment of professional societies such as the American College of Radiology to diversity in Radiology, the field and its residency training programs remain the least diverse. With COVID-19 related suspension of in-person medical student rotations, our Department of Radiology redesigned and implemented a virtual radiology internship for underrepresented minority (URM) medical students. Methods: A four-week virtual radiology internship was designed to provide clinical exposure to radiology and to allow students to gain an understanding of what a career in radiology entails. Course design included videoconference patient care sessions, didactic lectures, online modules, mentoring, and extra-clinical curriculum. Feedback from students was collected using online surveys assessing pre- and postcourse attitudes and understanding of a career in radiology and the students' perceived aptitude for such a career, as well as course component evaluation. Results: Three participants were enrolled in the inaugural clerkship. All noted exceptional educational course content and ample opportunities to build connections with faculty and residents-with mentoring seen as the highlight of the course. All indicated a significant shift in perception of the field and in declaring interest in pursuing a career in radiology. Conclusion: Virtual radiology internship for URM students is a feasible paradigm to address potential impediments to diversification of the specialty by both engaging interested URM medical students in a career in radiology and arming them with the tools for a successful application to radiology residency.

[Adaptation of an In-Person Internship to a Virtual Format for Public Health Undergraduates](#). Abstract only*

Item Type: Journal Article

Authors: Kernan, William D. and Basch, Corey H.

Publication Date: 2022

Journal: JMIR Public Health and Surveillance 8(3), pp. e35252

The disruption of traditional, in-person learning due to the COVID-19 pandemic necessitated the rapid development and use of revised and novel learning opportunities using a variety of remote instructional methodologies. This viewpoint describes the process used by an undergraduate Public Health program to transition a traditional, in-person, semester-long, 480-hour internship to a virtual-only learning experience guided by the existing student learning outcomes. Working closely with public health professionals at existing internship agencies, alumni from the program, student interns, and program faculty developed a modified virtual internship composed of 6 components. The development of this modified virtual internship model was guided by previous research on the components of successful internships and the elements of high-impact learning practices.

[Work \[experience\] from home—Widening participation during COVID-19](#) Abstract only*

Item Type: Journal Article

Authors: Patel, Anneka;Whiting, Jack R. and Smyrk, Charlotte

Publication Date: 2022

Journal: Medical Education 56(5), pp. 580-581

The article provides information on the development on a Brighton and Sussex Medical School (BSMS) Virtual Work Experience (VWEX) in 2017. Topics discussed include the use by most schools in the United Kingdom of work experience during selection process in medical school applications, information on VWEX, and lessons learned from the VWEX.

Adaptation of an In-Person Internship to a Virtual Format for Public Health Undergraduates

Item Type: Journal Article

Authors: Kernan, William D. and Basch, Corey H.

Publication Date: 2022

Journal: JMIR Public Health and Surveillance 8(3), pp. e35252

Abstract: The disruption of traditional, in-person learning due to the COVID-19 pandemic necessitated the rapid development and use of revised and novel learning opportunities using a variety of remote instructional methodologies. This viewpoint describes the process used by an undergraduate Public Health program to transition a traditional, in-person, semester-long, 480-hour internship to a virtual-only learning experience guided by the existing student learning outcomes. Working closely with public health professionals at existing internship agencies, alumni from the program, student interns, and program faculty developed a modified virtual internship composed of 6 components. The development of this modified virtual internship model was guided by previous research on the components of successful internships and the elements of high-impact learning practices. Copyright ©William D Kernan, Corey H Basch. Originally published in JMIR Public Health and Surveillance (<https://publichealth.jmir.org>), 04.03.2022.

Nursing students' perceptions and experiences of e-internships during the COVID-19 pandemic: A phenomenological study

Item Type: Journal Article

Authors: Yi, Q. -F.; Yan, J.; Hui, H. and Yang, Y.

Publication Date: 2022

Journal: PLoS ONE 17(9), pp. e0273963

Abstract: Background Clinical internship is an indispensable stage for nursing students to graduate successfully and become qualified nurses. However, COVID-19, a novel coronavirus disease with strong human-to-human transmission, hit China in late 2019 and forced the Chinese government to suspend

classes and clinical internships. To cope with this situation, e-internship, which facilitate varied interactions without the need for direct contact, is used as an alternative strategy to help nursing students continue their internships. Objectives To describe the perceptions and experiences of undergraduate nursing students in e-internships during the COVID-19 pandemic. Methods A descriptive phenomenological design was adopted. Seventeen undergraduate nursing students in a major teaching hospital in Changsha, China, were recruited into the study. Data were collected through semi-structured, in-depth, face-to-face interviews. The interviews were transcribed verbatim and analyzed using Colaizzi's approach. Results Four themes were captured from the data analysis: perceived images of clinical nurses in e-internships, psychological experience, perceived benefits of e-internships, and perceived limitations of e-internships. Conclusions Our findings suggest that e-internship is a suitable method for training and cultivating undergraduate nursing students during a crisis. To enhance the efficiency of e-internships, guidelines and standards should be formulated, and effective measures should be taken to build better e-internship platforms. In the future, we suggest combine on-site internships with e-internships, thereby fully using their advantages, and improve the efficiency of internships as much as possible. Copyright ©

Internships before and during Covid-19: experiences and perceptions of undergraduate interns and supervisors

Author(s): Teng et al.

Source: Higher Education, Skills and Work Based Learning

Publication date: September 2021

Purpose: The COVID-19 pandemic has brought about a contingent shift to remote working and learning worldwide. However, little is known regarding the impact of this shift on internships. Moreover, much of the available literature studies on internships are focused largely on perceptions by students,

less so by supervisors. This paper describes the impact of COVID-19 on public health (PH) internships and examines interns' and supervisors' perspectives on their experiences in internships before and during the pandemic.

Design/methodology/approach: A cross-sectional study design was conducted on two cohorts of undergraduate students and their supervisors in Singapore. Participants were surveyed using questionnaires with both close-ended and open-ended questions about various aspects of the internship experience. Data were triangulated from these surveys and module evaluation reports, and analyzed quantitatively and qualitatively.

Findings: COVID-19 disrupted internships significantly, with a reduction in the number of placements offered and necessary changes to the internship scope. Overall, the internship experience has been positive. Supervisors and e-interns reported high levels of satisfaction and documented learning gains such as the development of technical skills and soft skills unique to remote work. **Originality/value:** The study findings fill current gaps in the literature on supervisor perceptions and internship experiences during COVID-19. Recommendations are proposed to optimize e-internships, a potentially authentic workplace in the post-COVID era.

[Exploring online internships amidst the Covid-19 pandemic in 2020-2021: results from a multi-site case study](#)

Author(s): Hora et al.

Source: WCERT Working Paper No. 2021-5

Publication date: June 2021

Internships and other forms of work-based learning are increasingly viewed as essential experiences for college students. Proponents point out that internships help students develop transferable skills, apply academic knowledge to authentic situations, develop professional networks, and facilitate students' socialization and entry into the professions. In recent years, online or virtual internships, which can vary

according to duration, structure, and activities, have grown in prominence. The COVID-19 pandemic brought considerable interest in these unique types of internships, as many in-person positions were cancelled or shifted online. Yet little empirical research exists on the prevalence, quality, and commitment to equity and access among online internships in the United States, particularly during the pandemic period of 2020 to early 2021. In this multi-site case study, we collected survey and interview data from college students during the pandemic. Our findings focus on three distinct cases: (1) two independent websites that provide online internship networking platforms (OINP) for students seeking online internships and employers seeking student interns (n=183 surveys, n=45 interviews), (2) 11 colleges and universities (n=9,964 surveys), and (3) a single employer-hosted online internship program at TreeHouse Foods Inc, a multi-national firm engaged in manufacturing and distributing private label food and beverage products. In analyzing and interpreting our data, we used the Internship Scorecard framework (Hora et al., 2020) from the Center for Research on College-Workforce Transitions. The framework provides a structured approach to studying internships, as well as insights from research on remote work and digital learning.

[Impact of the COVID-19 pandemic on UK medical school widening access schemes: disruption, support and a virtual student led initiative.](#)

Item Type: Journal Article

Authors: Bligh, Emily R.; Courtney, Ellie; Stirling, Rebecca; Rajanathanan, Asveny and Sheffield Neuroscience Society

Publication Date: Jun 15 ,2021

Journal: BMC Medical Education 21(1), pp. 344

Background: COVID-19 has disrupted medical education in the United Kingdom (UK). The pandemic may result in a long-term disproportionate negative impact to students applying to

Medical School from a low-socioeconomic background. In addition, the upsurge in Medical School applications increases the likelihood of stricter University entry criteria over the coming years. There is no current research to determine how widening participation of Medicine to students from low-socioeconomic backgrounds can be improved virtually. The aim of this study is to establish the impact of COVID-19 on students enrolled in UK widening access schemes and the role of virtual student led initiatives in widening participation. Methods: A voluntary online survey was distributed to UK Sixth Form students (N = 31) enrolled in a widening access scheme who attended Sheffield Neuroscience Society International Virtual Conference in February 2021. The event was free to attend. The five-domain survey consisted of questions determining demographics, career aspirations, impact of COVID-19, academic skillsets and an educational manipulation check. Results: There were 30 pre-conference and 26 post-conference responses. 76.7 % had work experience cancelled due to COVID-19. A total of 36.7 % of participants reported participating in virtual work experience. 'Observe GP' and 'Medic Mentor' were each specified as attended virtual opportunities in 20 % of answers. Post conference, students felt significantly more confident in applying to Medical School ($p = 0.008$) and more prepared to undertake a presentation ($p = 0.002$). Educational manipulation check scores increased significantly ($p = 0.003$). 100 % of students felt inspired to do further CV building activities. Conclusions: COVID-19 has negatively impacted pupils enrolled in UK Medical School widening access schemes. Virtual student led initiatives can instill confidence in delegates from low socioeconomic backgrounds, increase their career knowledge and inspire them to take part in further CV building exercises. Both Medical Schools and medical students play a key role in widening participation. This study recommends Medical Schools promote access to virtual events, urge private and state schools to declare offered opportunities and act mindfully

when determining student's academic potential in the context of their socioeconomic and/or educational background.

[Remote Internship: Practical Approaches to Sustaining Student Internships Amid Public Health Epidemics](#)

Item Type: Journal Article

Authors: LINKOV, FAINA; KHANIJAHANI, AHMAD; SWANSON-BIEARMAN, BRENDA and AKINCI, FEVZI

Publication Date: 2021

Journal: Journal of Health Administration Education 38(1), pp. 363-375

The COVID-19 pandemic had a significant impact on higher education systems around the world, affecting students of all levels and all ages. While online learning has taken place via several venues, helping student obtain experiential learning opportunities has been more problematic. In this article, we discuss several distance education solutions that we implemented to mitigate disruptions in the internship process at Duquesne University. Utilizing a student-centric approach, solutions focusing on diversified alternative experiential learning opportunities while satisfying internship requirements were implemented. These solutions focused on allowing students to gain experience and satisfy their internship requirements, while ensuring their health and safety. Types of internships included both primary and secondary data analysis, grant writing, program evaluation activities, and instructor-led research opportunities with mentoring delivered through various technologies, including Zoom and Microsoft Teams. Throughout this process, we emphasized collaboration among students, advisors, internship preceptors, and other key collaborators. As part of this process, we developed a Contingency Internship Matrix for Epidemics (CIME) model that can be easily adapted by other higher education institutions. Implementation challenges and best practices were identified and described. This new dimension to the traditional internship experience

provided new learning opportunities for our students and our programs.

Changing the Status Quo: Developing a Virtual Sub-Internship in the Era of COVID-19.

Item Type: Journal Article

Authors: Mikhail, David;Margolin, Ezra J.;Sfakianos, John;Clifton, Marisa;Sorenson, Mathew;Thavaseelan, Simone;Haleblian, George;Kavoussi, Louis;Badalato, Gina M. and Richstone, Lee

Publication Date: 2021

Journal: Journal of Surgical Education 78(5), pp. 1544-1555

Problem: Subinternships are integral to medical education as tools for teaching and assessing fourth-year medical students. Social distancing due to COVID-19 has precluded the ability to offer in-person subinternships – negatively impacting medical education and creating uncertainty surrounding the residency match. With no precedent for the development and implementation of virtual subinternships, the Society of Academic Urologists (SAU) developed an innovative and standardized curriculum for the Virtual Subinternship in Urology (vSIU). Methods: The vSIU committee's mandate was to create a standardized curriculum for teaching foundational urology and assessing student performance. Thirty-three members from 23 institutions were divided into working groups and given 3 weeks to develop 10 modules based on urologic subspecialties, Accreditation Council for Graduate Medical Education core competencies, technical skills training and student assessment. Working groups were encouraged to develop innovative learning approaches. The final curriculum was assembled into the “vSIU Guidebook.” Results: The vSIU Guidebook contains 212 pages – 64 pages core content and 2 appendices (patient cases and evaluations). It outlines a detailed 4-week curriculum with a sufficient volume of resources to offer a completely adaptable virtual course with the same rigor as a traditional

subinternship. Modules contain curated teaching resources including journal articles, lectures, surgical videos and simulated clinical scenarios. Innovative learning tools include reflective writing, mentorship guidelines, videoconference-based didactics, surgical simulcasting and virtual technical skills training. The guidebook was disseminated to program directors nationally. Next Steps: The vSIU is the first virtual subinternship in any specialty to be standardized and offered nationally, and it was implemented by at least 19 urology programs. This curriculum serves as a template for other specialties looking to develop virtual programs and feedback from educators and students will allow the curriculum to evolve. As the pandemic continues to challenge our paradigm, this rapid and innovative response exemplifies that the medical community will continue to meet the needs of an ever-changing educational landscape.

Virtual internships during the Covid-19 pandemic and beyond

Author(s): Eric Feldman

Source: New Horizons in Adult Education and Human Resource Development 33(2) pp. 46-51

Publication date: May 2021

Weeks into higher education's forced shift into a virtual mode around March 2020 due to the COVID-19 pandemic, popular and practitioner media started being flooded with predictions that the situation will permanently alter the learning landscape in colleges toward a more virtual mode. (Kim, [2020](#); Chronicle of Higher Education, [2020](#)). While much attention has been given to the shift of formal classes to delivery over Zoom and similar platforms, the field of Adult Education & Human Resource Development (AEHRD) should not ignore the concurrent shift of internships to a virtual mode. Many practitioners in the field work with internships, whether in a university career services role, the talent development team of an employer, or third-party roles such as placement services and reskilling programs.

When virtual becomes reality: short term impressions of a two-week virtual urology sub-internship program Abstract only*

Item Type: Journal Article

Authors: Whiles, Bristol B.;Kowalik, Casey G.;Mirza, Moben;Wyre, Hadley and Thurmon, Kerri L.

Publication Date: 2021

Journal: Canadian Journal of Urology 28(6), pp. 10907-10913

Introduction: The COVID-19 pandemic disrupted medical student education and posed a unique challenge for educators, especially for surgical clerkships. In response to COVID-19 rotation restrictions, we implemented a virtual urologic surgery sub-internship program and evaluated medical student impressions of the experience. Materials and methods: A two-week urology curriculum was created with content delivered by interactive videoconferencing. The curriculum included synchronous and individual learning with live patient clinical experiences in the outpatient clinic and operating room, lectures, departmental conferences, a suture lab, self-reflective writing exercises, and an oral presentation. Student impressions were assessed with an exit survey. Descriptive statistics were utilized to evaluate the 5-point Likert scale responses. Results: A total of 40 students applied, and 18 were selected for 1 of 5 two-week rotation blocks. All students successfully passed the rotation. Of the 18 students who participated, 16 (88.9%) completed the exit survey. The overall experience was rated as "strongly positive" by 14 of 16 (87.5%) students. The learning experience was rated as 4.75 (0.45) (average (SD)). The rotation positively impacted our virtual students' plan to apply to this residency program (mean 4.81 (0.54)). All students reported they would recommend this rotation to a fellow student, and feedback regarding the self-reflection activities was positive. Conclusions: We successfully implemented a two-week virtual urology sub-internship rotation with a wide variety of clinical and educational experiences. The rotation was well received by our medical students. This is a

unique experience in urology that can easily be implemented by other surgical sub-specialty programs in the future.

Remote work-integrated learning experiences: student perceptions

Author(s): Pretti et al.

Source: International Journal of Work-Integrated Learning 21(4) pp. 401-414

Publication date: 2020

The COVID-19 pandemic required a quick adaptation in the way work-integrated learning programs are offered. While not suitable for all types or disciplines of WIL, this disruption has led to many WIL experiences occurring remotely, that is, students working for organizations from home. Students' perceptions of their WIL experiences have previously been examined, but there is little literature investigating students' perceptions of remote WIL, and how host organizations can best support their learning in a remote working context. Organizational research conducted on remote employees over the past two decades has identified important considerations, such as flexibility, productivity, engagement, and commitment. In the present study, semi-structured interviews were conducted with 50 cooperative education students and a grounded theory approach was taken to analyze the transcripts. Findings reveal the importance students associate with socialization, productivity, and meaningful work in the remote context. Study limitations and directions for future research are also discussed.

Graduate employability skills through online internships and projects during the Covid-19 pandemic: an Australian example

Author(s): Gill

Source: The Journal of Teaching and Learning for Graduate Employability 11(1) pp. 146-158

Publication date: 2020

During the COVID-19 pandemic many students undertaking professional placements and internships had to leave their physical place of employment due to restrictions. Some students doing professional experiences lost their placement, while others entered work arrangements where they worked online remotely. This paper investigates the potential advantage from their experiences in terms of now being more capable in online work skills due to remote working, as the professional world potentially moves to a more flexible working arrangement that may include a remote working environment mixed with an office environment. It investigates, through a case study methodology analysing assessment content from student experiences, the type of new professional purpose that may evolve as a result of a changing workforce environment.

[Boosting Prospects: Remote Work Experience with Post 16 Students Transitioning to Psychology at University](#)

Author(s): Willard

Source: Psychology Teaching Review, 25 (1).

Publication date: 2019

This short report will outline a remote work experience scheme that has successfully been running for three years in the Psychology group within the Leeds School of Social Sciences. It is designed to aid transition to university for pre-tertiary students by introducing them to undergraduate literacy skills and making their expectations of university level study more realistic. Students act as remote research assistants by working on a brief provided by an academic within the psychology group. The brief summarises a research topic and asks for students to source relevant research and produce a reflective report of their thoughts on the area. The lead academic then provides a brief reference on the work received to the student and their school or college. The scheme is still growing and being refined year on year. This paper describes the scheme in

its current form and discusses its effectiveness and potential future directions.

Risk management

[Student internships and work placements: approaches to risk management in higher education](#)

Item Type: Journal Article

Authors: Odlin, Denis;Benson-Rea, Maureen and Sullivan-Taylor, Bridgette

Publication Date: 2022

Journal: Higher Education 83(6), pp. 1409-1429

Abstract: The increased use of student internships and other forms of work placements in higher education programmes brings recognised benefits to students but also changes the risks for higher education institutions (HEIs) globally. This paper responds to the under-addressed problem for HEI managers of understanding the varying levels of risk of harm to students and HEIs, and the HEIs' strategic responsibilities to understand how to mitigate the risk for both parties. We develop a typology of the main types of internship placements and theorise their associated levels of risk according to the HEI's levels of responsibility and operational control. The risk types are then plotted in a model of risk mitigation, mapped against the frequency of their occurrence and the severity of their impact, with a focus on HEIs and students. We conclude with practical and policy implications for HEIs and their managers. Our paper argues that HEIs must balance their risks and responsibilities with the costs and benefits of student internships and work placements, and contributes to understanding potential gaps between HEI strategic decision-making and operational practice at the programme level, along with solutions to address these. Copyright © The Author(s), under exclusive licence to Springer Nature B.V. 2021.

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