

Increasing opportunities for high quality higher education work experience

Report to HEFCE by Oakleigh Consulting Ltd and CRAC

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Contents

Executive Summary	i – xii
Glossary	xii
1. Introduction.....	1
1.1. Terms of reference	1
1.2. Context.....	1
1.3. This report	5
2. Definition and extent of work experience in HE.....	6
2.1. Defining ‘high quality’ work experience	6
2.2. The extent of structured work experience	8
2.3. Employer supply and student/graduate demand.....	12
2.4. The HE work experience landscape: support and access.....	14
3. Main barriers and enabling support.....	22
3.1. Barriers.....	22
3.2. Enabling support.....	26
3.3. Types of employer	29
3.4. Institution type and discipline	33
3.5. Participation of students and graduates.....	34
3.6. Impact of HEFCE and government schemes	36
3.7. International approaches	38
4. Evaluation of the undergraduate scheme.....	43
4.1. Delivery models	43
4.2. Nature and characteristics of undergraduates supported.....	47
4.3. Undergraduate participation.....	51
4.4. Employer recruitment processes.....	53
4.5. Supply and demand within the undergraduate scheme.....	56
4.6. Importance of the financial support	60
4.7. Other support provided	63
4.8. Sustainability	65

4.9.	Early impact.....	66
5.	Evaluation of the graduate internship scheme	69
5.1.	Delivery models	69
5.2.	Employer participation	72
5.3.	Graduate participation	77
5.4.	Nature and characteristics of graduates supported	81
5.5.	Internships undertaken	84
5.6.	Outcomes	88
5.7.	Sustainability	95
5.8.	Early impact.....	95
6.	Conclusions and recommendations	97
6.1.	Need for accurate data	97
6.2.	Addressing issues related to sandwich placements	97
6.3.	Actions to increase undergraduate/graduate participation	98
6.4.	Actions for widening student participation in work experience.....	99
6.5.	Addressing barriers employers face.....	100
6.6.	Actions to decrease risks to employers.....	101
6.7.	Focus for interventions	102
6.8.	Means of funding	103
Appendix A.	Stakeholders involvement in the study.....	A1
Appendix B.	Undergraduate scheme models.....	A8
Appendix C.	Graduate scheme models.....	A20

Executive Summary

Introduction

1. The Higher Education Funding Council for England (HEFCE) has commissioned a research project to evaluate opportunities for higher education (HE) students to undertake high quality work experience and to recommend how these can be increased. The research is to investigate how HE and its partners can increase the uptake of high quality work experience by students and graduates, including broadening the range of employers that offer placement opportunities.
2. This report is concerned with the recent HEFCE funded Undergraduate Internships in the Professions (UGIP) and Graduate Internships (GI) schemes, but also draws on findings from an evaluation of the Graduate Talent Pool (GTP)¹.
3. The focus of this report is 'high quality' work experience undertaken during university years and shortly after graduation. The concept of 'high quality' is taken to mean a work placement or experience that is planned and supported – 'structured' – and where there is a deliberate employment or employability benefit for the participant.

The extent of structured work experience

4. An earlier attempt to quantify the extent of undergraduate work experience in 2001 was unable to develop a full picture, concluding that there needed to be a national audit of activity. The situation has not really changed in the 10 intervening years.
5. Without a systematic mechanism to audit the extent of work experience types other than sandwich placements, the available survey data provide a rough estimate of the total extent of work experience amongst students of perhaps 200,000 placements per year, although much of this may not be structured or of 'high quality'. Within that total are 25-30,000 sandwich placements and perhaps a similar number of integral 'block' placements.
6. Quantitative surveys of graduates once they have left university are rare and questions within HESA 'destinations' surveys are insufficient to determine the extent of structured internship activity. The greater consolidation of internship vacancy information does mean that a direct count of opportunities is more feasible than for undergraduate placements. A total extent of around 35,000 graduate internship opportunities in 2010 is estimated, and a reduced total of around 15-20,000 is estimated for 2011 (based on reduced vacancies listed on the GTP and conclusion of the HEFCE-funded schemes). An impact of this may be that the proportion of unpaid vacancies will be higher in 2011.
7. The table below summarises broad estimates for the extent and level of undersupply of placement and internship opportunities in relation to the demand

¹ CRAC 2011. Evaluation of the Graduate Talent Pool: Experiences of graduates. BIS

from students or graduates (not in relation to perceived demand from employers or the economy more broadly), inferred from the available data Sandwich placements and other ‘integrated’ or ‘block’ placements on courses with integrated periods of work experience are shown separately from the remainder of structured and unstructured (‘other’) undergraduate placements and excluding Erasmus placements). It seems likely that the extent of structured placement activity is much less than the extent of unstructured activity. The current position in relation to graduate internships could also be considered as temporary ‘overdemand’ from graduates due to the current economic situation and its depression of the graduate jobs market.

Table A – Summary of estimated extent and supply in relation to student/graduate demand

Type	Extent	Undersupply in relation to student demand?
Sandwich UG placement	c.30,000	No (but varies by subject and institution)
Other integrated UG placements	c.30,000	Unknown
Other UG placements	c.140,000 (all types)	Yes
Graduate internships	c.35,000	Strong undersupply

8. From an analysis of the HE work experience landscape the following observations emerge:

- Any significant focus on widening participation, and potential consequent social mobility impact, appears to be restricted to ‘supported’ models, epitomised by the HEFCE UGIP scheme.
- Fully commercial schemes naturally focus on the needs of the paying customer, generally the employer. These favour recruitment of high calibre undergraduates or graduates as prospective employees, and are very unlikely to result in any widening of undergraduate or graduate participation.
- The availability of service or support to an employer, such as brokerage, which may be necessary for it to offer placements, often requires either a charge for the employer or external funding in the form of a ‘supported’ scheme.
- Unpaid internships form a significant element of the picture, enabling increased participation but clearly not delivering any widening participation in terms of undergraduates/graduates.

Main barriers to employer involvement

9. Stakeholder organisations (Appendix A) identified barriers they believed acted to restrict the number of employers offering work experience opportunities:

- Perception by employers that providing work experience placements will be costly. These perceived ‘costs’ are viewed in relation to the likely benefits to be achieved through a placement.
- ‘Conceptual blindness’ that the potential benefits could outweigh the actual (or perceived) costs and effort. This may reflect an inability to assess the costs and benefits in order to make a positive decision to invest in a placement.

- Lack of consistency and simplicity in the manner in which employers are approached by HEIs or other third parties as brokers which adds to a ‘fear’ of bureaucracy.
 - The underlying economic situation was thought to be critical.
10. For employers in the graduate internship scheme the main barriers were:
 - 65% saw cost as the most significant hurdle;
 - Next most important was a lack of capacity to plan and set up the placement; and
 - Third most important was the effort to supervise the student or intern.
 11. For employers in the undergraduate scheme significant barriers were:
 - Timing (students only available during holiday periods);
 - Duration (placements too short to have significant benefit); and
 - Level of support required being too much of a burden.
 12. Around a quarter of the employers in the graduate scheme simply cited the current economic situation as an issue.
 13. Deeper analysis of these perceptions revealed a few differences between those employers who had previously offered work experience and those doing so now for the first time. The ‘experienced’ employers in the HEFCE graduate scheme still saw cost as the most important issue (but somewhat less so than ‘first-timers’), but more were concerned about the level of effort required for recruitment and supervision of the graduate/s, and about their lack of technical knowledge. If these indicate more reasoned views on the basis of greater experience, it suggests that some barriers may not be removed with genuine experience. It could be that employers therefore need more support in judging which roles are most appropriate for interns.
 14. For employers that offered undergraduate work experience placements this issue did not appear to arise. Those that had previously offered work experience were less concerned about students’ skills and knowledge perhaps suggesting a low level of expectation initially that had been proven incorrect by experience.

Helping employers to offer placements/internships

15. The majority of employers surveyed (86%) in the graduate schemes reported the availability of a wage subsidy or other financial support as a key factor that had persuaded them to take part (89% of first-time providers). For employers in the undergraduate schemes this percentage was lower (58%, but 70% of first-time providers) but was still the most frequently cited factor.
16. Collectively the results appear to show small but consistent differences in the support that employers believe they need (prior to engagement) and the support they realise to be necessary with some experience. In general they seem to recognise, with experience, more need for support in promotion, recruitment and supervision of the student/intern, and pre-training in workplace skills.

17. Within the HEIs, it was clear that distinct employability strategies are becoming increasingly prominent and beginning to impact on the practice of both careers/employability units and academic departments. While this was welcomed by those working in careers, placements and employability, they felt that the more substantial benefit might be a greater emphasis within academic departments on these issues.

Impact of HEFCE and government schemes

18. The main impacts on undergraduates and graduates can be summarised as:
- Increased the number of graduate placements available by around 8,500 and provided opportunities for over 850 undergraduates. Promotion of the GTP made available around a further 8,000 placements.
 - Increased and to a lesser extent 'widened' participation by graduates and undergraduates.
 - The majority of participants in both schemes had not applied for or had been unsuccessful in obtaining work experience previously.
 - Involvement in a placement increased undergraduates'/graduates' confidence in their employability; and their perceived development of the skills that employers require.
 - The graduate scheme seems to have had a positive impact on employment outcomes – a higher proportion of those that undertook a placement were in paid full-time employment when subsequently surveyed than those that applied but did not obtain a placement.
 - Students and graduates involved in the scheme received job-related and learning support from employers – so government funding contributed to positive outcomes for undergraduate/graduate participants and not just funding for employers to take on more staff cheaply.
19. The main impacts for employers can be summarised as:
- The schemes drew in employers that had not previously offered internships or work experience placements at HE level.
 - The graduate scheme was successful in involving employers in the target sectors and Small and Medium sized enterprises (SMEs).
 - The schemes had a positive impact on employers' attitudes. Employers were more likely to offer placements as a result of their experiences in these schemes.
 - Employers agreed that the HEFCE financial support allowed them to provide a higher level of support to students/interns than would have otherwise have been the case.
20. The main impacts for HEIs can be summarised as:
- Helped HEIs generally to obtain a better idea of the skills employers are looking for in undergraduates and graduates.

- Extended or strengthened links between employers and HEIs and helped to 'sell' other activities and types of employer engagement.
- Enabled 'test mechanisms' for different approaches, although HEIs tended to fit approaches to the amount of funding available.
- Helped bring together different 'factions' within the HEI – academics, placement units, students and employers.
- Raised awareness amongst academics of the access agenda and the importance of work experience, particularly for students not otherwise engaged.

21. Impacts more broadly can be summarised as:

- There was no evidence to suggest that the HEFCE funded schemes 'replaced' or substituted internship or placement opportunities already available.
- Involvement in the HEFCE schemes raised expectations about the long-term availability of the scheme. This does raise issues about continuity.

International approaches

22. The main report provides an overview of approaches taken to providing graduate internships and work experience placements for undergraduates in a selection of countries:

- In the USA, there are proposals from a think tank to offer paid internships in federal and not-for-profit organisations to provide opportunities to a broader social group of undergraduates. Changes to the tax system are proposed to fund these.
- In Australia, Universities Australia put forward a proposal for a national internship scheme, federally coordinated and funded, to contribute to undergraduates' future employability and address long-term skills shortages.
- In Canada, a Summer Jobs programme (for full-time students aged 15-30) is designed to provide work experience and provide community services. Participants are provided with financial support; oversubscription means placements are allocated randomly with no widening participation aspect.
- Finland's polytechnics include compulsory placements as part of the degree programme with employers contributing a third of the costs.
- Northern Ireland launched the Graduate Acceleration Programme, a 26 week work experience placement with a postgraduate certificate. Participants continue to receive current benefits and an additional small weekly contribution.
- In Wales, the GoWales programme funded by European Convergence funds and the Welsh Assembly Government offers 10 week work experience placements to (mainly) graduates. Employers are subsidised although they pay the bulk of the salary.
- Scotland recently launched TalentScotland placing recent graduates in SMEs, with a training element. Placements are between 3 and 12 months with the

employer paying the salary and recruitment and support provided for employers.

Evaluation of the HEFCE-funded undergraduate scheme

23. HEIs adopted a variety of delivery models, some drawing on established procedures. The main features and variations are described below.
24. **Financial support** – Many HEIs paid bursaries to the students directly. Some used the funding to subsidise employers, who were required to reimburse the student. Almost all models sought additional funding from employers. Where the financial contribution was optional, most employers declined. Students mainly received £750+. In a few cases the student received the full £1000, usually where the HEIs already had systems in place for running internships or work experience placements.
25. **Duration** – The placements lasted from 1-2 weeks up to 12 weeks, with most lasting 4-8 weeks (before any extensions offered by employers).
26. **Opportunity identification and recruitment** – Either largely student-driven (students found placements and could offer funding to the employer as an ‘inducement’); or HEI-driven (HEIs worked with existing and new employer contacts to identify placement opportunities and match with suitable applicants).
27. **‘Lean’ and ‘intensive’ approaches** – ‘Hands on’ approach (elements of: preparation of students; assessment and accreditation; ‘recruitment agency’ type for employers) or ‘hands-off’ approaches (student more proactive in identifying opportunities and making the most of the experience post-placement).
28. Although analysis does not show that a more intensive approach by the HEI affected students’ perception of the impact of the placement on their employability, there may be some impact on their confidence levels in making job applications. This could infer that it is the opportunity for reflection and learning post-placement that is particularly valuable.
29. Appendix B in the main report summarises the approaches taken by each HEI.

Nature and characteristics of undergraduates supported

30. The undergraduate scheme was designed to address social mobility. Due to a number of factors, particularly the timescale and timing of the scheme, in some cases the internships were opened up to a broader group. Thus a pragmatic desire to fill the funding allocations may have over-ridden better targeting. The survey of student participants revealed that:
 - Almost all participants had some prior experience of a work environment of some type, although only 33% had been on work experience placements prior to taking part in the HEFCE-funded scheme. Therefore the HEFCE scheme does seem to have been successful in providing work experience placements for those that would not otherwise have had this opportunity.
 - There was a higher participation by BME students in the scheme compared with their representation in the national cohort (and the cohort in the participating HEIs which is more or less in line with national figures). Although a

higher percentage of respondents from a White ethnic background had undertaken other work experience placements the success rate for obtaining a placement under the HEFCE scheme for White ethnic background respondents and those from other ethnic backgrounds was roughly the same (85% and 82% respectively).

Undergraduate motivation

31. The main aims in applying for a placement were to: gain some working experience to improve general employability; increase chances of getting a job in a particular industrial/employment sector; and gain specific skills for work in a particular sector.
32. The main factors that influenced student decisions to accept a placement were: skill development opportunities offered; opportunity to work in a particular sector; and relevance to their course.
33. In the survey of students, only 24% stated that they applied for the placement 'just to earn some money'. But in interviews with students that took part in the scheme the availability of financial support did seem to play a fairly central role in their ability to undertake the placement.

Employer motivation

34. Over half of those responding to the survey identified two key factors that persuaded them to offer work experience placements:
 - Availability of a wage subsidy or financial support.
 - Support from the university to identify suitable candidates.
35. This suggests that without the support of the scheme, most of these employers would not pay or commit resources to engaging undergraduates on placements. Participation in the scheme was also seen as an opportunity to build and develop engagement with the university (by 46%).
36. The availability of the financial support can be seen as having 'oiled the wheels' of the process, opening doors to employers and enabling some new employers to take part. Overall, 25% of the employers responding to the survey stated they would not offer any placements in future if financial support was not available, and 36% that they would reduce the number of placements offered.

Evaluation of the HEFCE-funded Graduate Internship scheme

37. **Delivery models** – HEIs adopted a variety of models. Many drew upon previously adopted procedures, particularly under HEFCE's ECIF funding. Appendix C provides an overview of the models.
38. **Using the funding** – Most HEIs used around three quarters of the £1600 (per place) funding to offset the cost of remunerating the intern. In most cases employers were required to provide at least some funding. One or two HEIs used the funding rather differently to engage employers successfully offering either a lower level of subsidy or none at all. The generally modest amounts (£3-400) used for HEIs own 'administrative' costs suggests it is likely that this sort of

model would be sustainable beyond the duration of the scheme. In most cases administration of the scheme was run by the HEI's careers and/or employment service. In a few cases new short-term posts were funded to undertake the work.

39. **Duration** – The shortest internships were 4 weeks, with the rationale either to test the efficacy of shorter placements for both employers and interns, or to offer flexibility to employers. The longest placement was 8 months, combining four days work experience with one day of study each week, towards a Postgraduate certificate. Certain HEIs used the funding as (effectively) a one-off incentive to hire a graduate on an extendable contract, specifying a minimum length. The majority of the internships offered, however, were between 8 and 12 weeks.
40. **Employment of the intern** – The majority used the simplest model which was to pass the funding to the employer, which employed and paid the intern through staff salary procedures. A smaller number of HEIs paid the intern directly and agreed contractually with the employer that it would top-up the intern's remuneration to the agreed level. A small minority selected a model where the university employed the intern and effectively seconded them to the employer on the basis of a contractual agreement. This proved to be very attractive to some small employers which did not wish to undertake the necessary administration of employing and paying an intern.
41. **Supporting the intern** – The majority offered largely 'passive' support in the form of a mentor or support contact within the HEI. A few delivered a 'bootcamp' or other short but intensive package of pre-employment training to successful applicants. Almost all offered an exit interview or debrief. More innovative support or learning models included: incorporation of the internship within a postgraduate business study module; and provision of distinct 'entrepreneurial' learning support.

Nature and characteristics of graduates supported

42. Applicants to the scheme were a high-achieving group. Of the two-thirds who had recently gained first degrees, 78% had obtained a 1st or 2.1 class, well above the proportion in graduates nationally. Nearly 30% had postgraduate degrees, mostly at the masters level. Evidence from the survey suggests that proportionally higher *attempted* participation by ethnic minority graduates is *not* resulting in higher achievement of internships. There is a need for further investigation into why this is the case.
43. 69% of respondents reported that they had not been making applications for internships through other available channels. This would seem to suggest that the HEFCE schemes were reaching graduates who might not have obtained an internship otherwise.

Graduate motivations

44. The factors that attracted respondents to apply for an internship were the suitability of the vacancies in relation to their career plans and the offer of learning/development support. For a third, the fact that they had been unable to find long-term work since graduation was a factor.

45. The most popular aims were chiefly related to gain of relevant experience to enter a particular career sector, and improving either generic employability or more specific sector-related skills. Nearly half were motivated by the prospect that there was a chance they could work long-term for the internship employer.
46. On the motivating factors that influenced their decision to accept a particular placement offered, almost 80% felt the chance to develop employability skills was crucial. Around half wanted the chance to work in a particular sector.

Employer motivations

47. For employers the main motivations were to:
 - Provide additional project capacity (slightly more important for small firms);
 - Test potential long-term graduate employee/s (this was somewhat higher for private sector companies, and much lower amongst third sector employers); and
 - Provide additional general staff capacity (40%) for rather more than providing an injection of technical expertise (29%).
48. The availability of a wage subsidy was a main factor for 86% of employers (and slightly more of those offering an internship for the first time).

Early outcomes

49. Of those that had completed their internships, 28% had now secured long-term employment with the internship employer and 18% had secured other long-term jobs. Only 14% were in temporary employment and 15% were unemployed. As a notional control group, of the 'unsuccessful' applicants, around 25% reported that they were now in long-term employment, 25% that they were in temporary employment and 27% were unemployed. There does seem to be some empirical evidence for a positive employment outcome as a result of undertaking the internship for graduates.
50. Overall 71% of employers reported that they were now more likely to offer an internship to a recent graduate as a result of their experience. 70% of the employers reported that they believed the HEFCE scheme had enabled their company to increase the number of graduate internships that they were able to offer, and 59% believed that it allowed them to offer better support to the intern/s. Almost half of the employers believed that they would offer a graduate internship in the next 12 months, which was a much greater proportion than the 14% who had been offering internships prior to the scheme.
51. Overall for employers participation in the scheme was beneficial. Analysis of comments made in the survey suggest that it enabled them to: reduce risk related to recruiting new staff; complete specific projects; cope with workload in busy periods; and develop closer links with HEIs.

Conclusions and recommendations

52. There is a ***lack of widespread or reliable data*** with which to estimate the extent of different types of work experience, which also hinders consideration of its

impact. An additional, specifically worded question within the 'Destinations of Leavers from Higher Education' survey could contribute substantially. This would require action by HESA and HEFCE initially.

53. The decline in extent of **sandwich placements** appears to be less than feared overall, although varying by subject and institution, and part of which may result from a decline in take-up by students. It seems that students wish to minimise their length of fee-paying study and levels of debt on graduation and/or are not convinced of the long-term benefits. Possible approaches to address this could include: reduction of tuition fees during the placement, an increase in internship and work placement opportunities provided by HEIs, for example as part of their access agreements, with monitoring of effects, and consolidated effort to promote the statistically proven benefits of such work experience on long-term employment outcomes.
54. During 2010 Government and HEFCE-funded programmes in England contributed to the provision of around 16,000 graduate internship opportunities and 850 UG work experience placements. The decrease in internship vacancies supported by these sources has resulted in a decrease in the opportunities available overall. Policy approaches to optimise supply and demand could be based around:
 - Increasing the opportunities for graduates to participate through overt interventions that provide some form of financial incentive or other support to encourage new employers (such as the HEFCE-subsidised programme).
 - Expanding structured graduate internship activity in specific sectors by support for employers to develop new opportunities (continuation of central resource such as the GTP, or similar brokerage, with renewed promotion to employers). This would require action from the Department for Business Innovation and Skills (BIS) to implement.
 - Ensuring a fair regulatory environment for graduate internships so that there is clarity around the expectations of all parties involved, the responsibilities of employers and the status of employees.
 - Expanding structured undergraduate work experience placement activity by further financial support or other logistical support (possibly through shared services, for example) to enable employers to develop new opportunities.
 - Increasing levels of 'structure' in the majority of current work experience placements which are either unstructured or less structured than those integral to courses (such as part-time employment during vacation periods) or within discrete schemes. Promotion of existing frameworks such as the European Framework for Work Experience or that of the National Council for Work Experience, and embedding them into HE programmes of study to support wider vacation working, could support this strategy. Action would be required by the Higher Education Academy (HEA), GuildHE and Universities UK (UUK), or development could be achieved by the HEIs themselves wishing to maximise the effect of their employability initiatives, in which case the role for the representative bodies could become purely advisory and monitoring.

55. Schemes such as those funded by HEFCE have helped to begin a 'culture change' so that employers look beyond a narrow range of students or graduates. Employers might need encouragement to offer placement or internship schemes which target these types of students. Whether encouragement of employers to participate, in response to the current Social Mobility Strategy, is sufficient remains to be seen; additional (external) funding or support seems to be required to widen participation. HEIs might consider this within the range of activities in relation to their annual access agreements. Further research is recommended in order to investigate the apparent lower success rate of participants of ethnic minority background, and reasons behind this.
56. Work carried out in this study suggests that the following could help to address barriers for employers:
- Use of seed funding to 'open doors' to employers to incentivise participation. This does not have to cover the full costs of the intern or the placement student's full wages.
 - Providing information for employers (particularly SMEs) on the benefits of offering internships or work experience placements, communicated from sources they already access. This would require input from Sector Skills Councils (SSCs) and possibly the UK Commission for Employment and Skills (UKCES), with a possible role for the Confederation of British Industry (CBI) and the Federation of Small Businesses (FSB) to provide guidance or signpost employers to sources of information.
 - Guidance for employers (particularly SMEs) on legislative and administrative aspects of offering placements/internships, particularly remuneration, available from sources that they already access. BIS is producing guidance (mainly on remuneration).
57. The current economic downturn has led to a decreased willingness on the part of many employers to take on 'non-core' risks. Creativity in models which support employers by reducing their risk could be advantageous. More creative models of employment could open up some small employers. UUK, GuildHE and HEA could take a role in publicising novel good practice.
58. The models used by HEIs in the HEFCE schemes show that a 'one size fits all' approach would not be feasible, and that HEIs should be able to adapt how they operate to fit local circumstances.
59. There appears to be evidence, clearest for sandwich placements, that a benefit of structured work experience is improved employment outcomes after graduation. The priority for activity/interventions by the HE sector should therefore be to support work experience placements for students *during* their period of HE study so that they develop the employability skills employers require and begin to build a body of work experience in advance of entering the employment market proper. It is likely that a more 'student-driven' HE funding system from 2012-13 and strategic attention to enhancing employability will result in HEIs' maintaining their focus on support for their students. For graduate internships, which is a more mature market, the focus in a period of limited

availability of financial support could be around ensuring a fair regulatory framework.

60. Some HEIs involved in the HEFCE schemes made use of finance from commercial activities to fund additional places within the scheme. This is one option for providing funding for work experience, although this is unlikely to be feasible on a large scale. A possible approach is to devise a funding formula that 'rewards' those HEIs that demonstrate activities undertaken to boost and widen take-up and availability of work experience placements, perhaps building on existing eligible activity such as that supported by the Higher Education Innovation Fund (HEIF) and through access agreements in relation to students in low participation groups. The report 'Unleashing Aspiration: the Final Report of the Panel on Fair Access to the Professions' makes a number of recommendations for removing financial constraints which should be further considered in the light of the findings from this study.

Glossary

ACCA	Association of Chartered Certified Accountants
AGR	Association of Graduate Recruiters
BIS	(Department for) Business, Innovation and Skills
CAS	Career Advice Services
CBI	Confederation of British Industry
CHERI	Centre for Higher Education Research and Information
CIPD	Chartered Institute of Personnel and Development
DLHE	Destinations of Leavers of Higher Education
ECIF	Economic Challenge Investment Fund
EFWE	European Framework for Work Experience
EU	European Union
FSB	Federation of Small Businesses
GAPNI	Graduate Acceleration Programme Northern Ireland
GI	Graduate Internships
GTP	Graduate Talent Pool
HE	Higher Education
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales
HEI	Higher Education Institution
HEIF	Higher Education Innovation Fund
HESA	Higher Education Statistics Agency
HR	Human Resources
IT	Information Technology
KTP	Knowledge Transfer Partnership
NCWE	National Council for Work Experience
NINJ	New Industry New Jobs
NMW	National Minimum Wage
NS-SEC	National Statistics Socio-Economic Classifications
NUS	National Union of Students
OFFA	Office for Fair Access
RDA	Regional Development Agency
SIES	Student Income and Expenditure Survey
SME	Small and medium enterprise
SSC	Sector Skills Council
STEM	Science, technology, engineering and mathematics
TUC	Trades Union Congress
UG	Undergraduate
UGIP	Undergraduate Internships in the Professions
UKCES	UK Commission for Employment and Skills
UUK	Universities UK
WAG	Welsh Assembly Government
WEP	Work experience placement
WIL	Work integrated learning
YINI	Year in Industry

1. Introduction

1.1. Terms of reference

The Higher Education Funding Council for England (HEFCE) has commissioned a research project to evaluate opportunities for higher education (HE) students to undertake high quality work experience and to recommend how these can be increased. The research focuses in part on two internship schemes that HEFCE funded in 2010 (i.e. Undergraduate Internships in the Professions (UGIP), and Graduate Internships (GI)) but also examines alternative approaches.

In order to identify how HEFCE might improve opportunities for work experience, a clearer understanding is needed of the key factors which affect supply and demand of placements (including, but not limited to, these two HEFCE-funded schemes) and whether these differ by type of institution, employer or student group (in particular different sectors, disciplines, student characteristics or size or sector of employers). As part of this it may be valuable to explore alternative models which could support more widespread access to high quality work experience for all learners. Institutions involved in HEFCE's internship schemes have sought to address some barriers to the uptake of placements using the funding HEFCE provided in 2010.

HEFCE also wished to explore its potential future role in improving placement opportunities. Therefore it wished to review the role its funding has played and ascertain if internship activity is a sufficient priority amongst other areas it may be asked to support. The research is not intended to be an investigation of the delivery of individual project outcomes at institutions involved in the HEFCE funded schemes.

1.2. Context

Although work experience placements have been a feature of HE for many years, they are particularly pertinent with the current backdrop of an increasing number of students, constraints in the graduate employment market due to the economic climate, and heightened concerns over student indebtedness (partly in response to the Browne report² and new fee structures from 2012).

As a response to the recession the previous government and HEFCE funded a series of initiatives to help recent graduates find employment through internship opportunities. HEFCE also funded the UGIP programme in response to the Panel on Fair Access to the Professions³ report. The internships were delivered through four schemes:

- Economic Challenge Investment Fund (ECIF) – 3000 internships delivered as part of projects at 79 lead higher education institutions (HEIs) to support vulnerable businesses and individuals during the recession;

² Securing a Sustainable Future for Higher Education: Independent Review of Higher Education Funding and Student Finance (October 2010)

³ Milburn 2009. Unleashing Aspiration. Final Report of the Panel on Fair Access to the Professions

- Graduate Talent Pool (GTP) – a Department for Business, Innovation & Skills (BIS)-funded national scheme enabling employers to offer work placements to graduates who search for vacancies on its website;
- Graduate Internships – 8,500 internships delivered through 57 lead HEIs with small and medium enterprises (SMEs) and in priority economic sectors;
- Undergraduate Internships in the Professions – 852 undergraduate placements delivered through 30 HEIs with professional organisations.

This report is concerned with the final two schemes, but does draw on findings from an evaluation of the GTP⁴ (conducted by CRAC).

Since then, there has been an emphasis by the current Coalition Government on increasing the employability of graduates and for HEIs to provide information to allow differentiation on the basis of the employability support they provide, partly to inform student choice. The current Minister of State for Universities and Science, David Willetts MP, has explicitly asked HEIs to provide public statements on what they do to promote employability, to encourage them to improve the job-readiness of their students and to do better at getting their students into internships, work experience and work⁵. In Oakleigh's recent study for HEFCE on the information needs of prospective students⁶, the employment outcomes associated with a particular course or institution were seen to be highly important to prospective students.

There seems almost universal acceptance of the value of work placements and internships. The 'Dearing Report'⁷ in 1997 recommended that all HE students should have some form of work experience before they graduate. This was, broadly, in response to employer reports that many graduates left HE with little understanding of the world of work. The 2003 Lambert Review⁸ observed: "*work experience was universally regarded as an important way of developing employability skills and business awareness*". From the graduate's point of view, employability was also at the heart of the previous Government's Higher Level Skills Strategy⁹, which stated that an individual's employability provided the best possible foundation for their future prosperity in a changing economy.

Business and industry also attest to the value of work experience, and its central role in helping to provide this. For example the Confederation of British Industry (CBI) Higher Education Taskforce report¹⁰ states that "*to ensure all graduates have employability skills, all businesses should provide work experience, internship and*

⁴ CRAC 2011. Evaluation of the Graduate Talent Pool: Experiences of graduates. BIS

⁵ Speech by David Willetts MP to Oxford Brookes University, 2010

⁶ See http://www.hefce.ac.uk/pubs/rereports/2010/rd12_10/rd12_10b.pdf

⁷ Higher Education in the Learning Society: National Committee of Enquiry into Higher Education ("The Dearing Report"), 1997

⁸ Lambert Review of Business-University Collaboration. HM Treasury, 2003

⁹ Higher Education at Work – High Skills: High Value. DIUS, 2008

¹⁰ *Stronger Together: Businesses and Universities in Turbulent Times*. CBI. 2009

live project opportunities for school and university students” and that “Business needs to: develop relationships with universities and do a better job of explaining their future skills needs”.

Altogether, there appears to be widespread conviction that ‘high quality’ work experience placements (WEPs) are valuable to multiple parties, and to the student/graduate in particular in terms of skill development, enhanced employability and more informed career decision-making. This underpins HEFCE’s desire to increase the number of such opportunities available to HE students and graduates, and for participation by a wider range of students.

It should be noted that other aspects of recent and current Government policy also emphasise the benefit of work experience for other types of participant and seek greater opportunities from employers. Short duration work placements for school and/or college students (typically Year 10 in England, but also post-16) are encouraged in 14-19 education policy and greater employer engagement is actively sought, such as through development of the new University Technical Colleges. In parallel, through the Work Programme, there is encouragement for employers to offer placements to unemployed adults, as a means for them to return to the active workforce. Increasing the proportion of employers nationally that offer placements seems to be critical if these parallel programmes are not to result in significant substitution of opportunities.

1.2.1. Work placements and social mobility

The previous government’s response¹¹ to Alan Milburn’s ‘Fair Access to the Professions’ panel enquiry in 2010 included several specific recommendations in relation to internships and work experience, reflecting the panel’s belief that work experience and tasters in a professional setting could help a wider variety of young people to aspire to professional careers, and that internships could be key to securing a professional job. Those recommendations sought establishment of a fair and transparent system of recruitment of students by employers into internships, if necessary backed by legislation. In addition it recommended development of a best-practice code for high quality placements, for professional associations to make known to employers and encourage them to adopt it for all relevant internship and WEPs (including sandwich courses). The Milburn report had highlighted: *“employers said they found it increasingly hard to fill graduate vacancies because students fail to match academic achievement with leadership, teamworking and communication skills”*. It believed *“young people develop these skills through... extra-curricular activities... but evidence suggests there are fewer opportunities for those from less-privileged backgrounds to benefit from such opportunities”*.

The current Government has just released its Social Mobility Strategy¹² in which it asks business to offer internships openly and transparently and provide financial support to ensure fair access. It states that it will ensure effective enforcement of the national minimum wage and hints that enforcement may be targeted in sectors where

¹¹ *Unleashing aspiration: Government response to Fair Access to the Professions*, BIS, 2010

¹² *Opening Doors, Breaking Barriers: A Strategy for Social Mobility*, HM Government, 2011

internships are commonplace. Revision of the Civil Service internships schemes is announced, along with reform of internships within Westminster itself.

Meanwhile the Bridge Group, a newly launched independent policy association promoting social mobility through HE, is also targeting improved access to internships as a means to widening entry to the professions. Its basis is that the UK has amongst the lowest levels of social mobility amongst developed nations and that educational progression is a powerful driver for social mobility. It sees HEIs as 'gatekeepers to social mobility', potentially providing access to a higher quality of work and life, higher pay and better health. It notes that professions with the most competitive entry tend to be those where social disparity is most acute.

Work experience is only one part of a range of HE extra-curricular activities, but new research into student diversity, extra-curricular activities and graduate outcomes has implications for its take-up¹³. In that work, Stuart et al. highlight the different proportions of time spent on a range of non-curricular activities during term-time by students of different backgrounds. In particular, ethnic minority students with certain cultural backgrounds spent substantial proportions of their time in prayer and caring activities, which reduced their opportunity to take part in many of the extra-curricular activities which traditionally employers have welcomed as a contribution to greater employability.

A contrast was drawn between the perceived traditional 'gold standard' of HE – perceived by many employers and professions – and the actual experience of HE by many current 'first generation' HE students from less favourable socio-economic backgrounds. In the traditional model, students leave home to attend university, live on campus and take part in numerous intellectual and social extra-curricular activities, experiences of which are highly rated by many employers. Life during university can be very different for a first-generation HE student attending a local university while living at home with continuing family and caring responsibilities, and quite possibly having to undertake more subsistence work part-time to finance their studies. By implication, this also implies a reduced opportunity to undertake 'high quality' work experience during HE, due to the existing demands on their time as well as a potentially greater need to continue subsistence working.

It was noted in the GTP evaluation that competition was strong for internship vacancies and that some employers were selecting graduates with prior work experience, as well as with stronger HE attainment. Compared with graduate cohort proportions, graduates with an ethnic minority background were over-represented in terms of those seeking to participate in the GTP, but markedly less successful than white graduates in actually obtaining internships.

On this basis, there appears to be a strong case for not only increasing the participation of students and graduates in high quality WEPs and internships, but also widening its footprint amongst HE students.

¹³ Stuart, M. et al. 2009. Student diversity, extra-curricular activities and perceptions of graduate outcomes. Higher Education Academy

1.2.2. Unpaid internships

Since the HEFCE-funded schemes were launched the issue of payment for internships has had a high public profile. The Trades Union Congress (TUC) set up the 'Rights for Interns' website¹⁴ that provides information on interns' rights under employment legislation and provides a means for interns to complete a survey on their placement experience. The Chartered Institute of Personnel and Development (CIPD) has also addressed this issue, suggesting a lower 'training rate' for the national minimum wage (NMW), while professional organisations such as the Royal Institute of British Architects have taken a stand against firms paying low or no salaries to interns. The recent government publication 'Opening Doors, Breaking Barriers: A Strategy for Social Mobility' states that the government is updating guidance on payment of work experience including internships. While recognising the importance of this debate, analysis of the rights or wrongs of payment for interns does not form part of this study, although the impact and importance of the availability of financial support on the ability to undertake or offer internships or placements is examined.

1.3. This report

Much of the remainder of this report addresses barriers and enablers in expanding opportunities for and take-up of WEPs (Section 3) and analysis of available types and the extent and volume of opportunities (Section 2).

Sections 4 and 5 evaluate the HEFCE-funded graduate and undergraduate (UG) schemes, although largely from a formative point of view (i.e. lessons to be learnt) rather than evaluating the particular degree of 'success' of individual HEI approaches.

In Section 6 we draw together conclusions and make recommendations on potential strategies to increase opportunities for higher education (HE) students to undertake high quality work experience.

¹⁴ <http://www.rightsforinterns.org.uk>

2. Definition and extent of work experience in HE

2.1. Defining 'high quality' work experience

The focus of this report is 'high quality' work experience undertaken by those progressing through HE, chiefly at first degree level, particularly:

- During university years (sandwich, vacation and other placements); and
- Immediately or shortly after graduation (i.e. internships for recent graduates).

Work experience for postgraduates (doctoral graduates and researchers), and that undertaken by school and college students during their 14-19 education stage, is largely outside the scope of this study.

The concept of 'high quality' we take to mean a work placement or experience that is planned and supported – what we and others would term 'structured' – and where there is a deliberate employment or employability benefit for the participant.

Students and graduates participating in the interviews as part of this study described a 'high quality' placement from their point of view as being based around:

- Trust (being given responsibility);
- Flexibility;
- Managed expectations on both sides;
- Offering an opportunity to learn;
- Engaged employer;
- Tailored to interns interests and skills; and
- Reputable or well-known organisation.

The concept becomes clearer by unpacking the range of types of work experience that exist, although the landscape is complicated by a lack of formal definitions and some inconsistency in the use of terminology. The following high-level classification (which is somewhat pragmatic) of experiences of work would probably be accepted by most. It differentiates between the main types largely on the basis of the primary purpose (although there are benefits to other parties in all types, which are often substantial). This builds upon the work of Brenda Little et al.¹⁵ and the working descriptions used by the National Council for Work Experience (NCWE)¹⁶.

- A **work experience placement** is a specific, organised period of work by a student for an employer, paid or unpaid, the chief purpose of which is educational, i.e. for the participant to gain knowledge, skills and experience. The employer also gains from the activity (work) undertaken by the participant,

¹⁵ Little et al. (2001) Nature and extent of undergraduates' work experience, CHERI

¹⁶ <http://www.work-experience.org>

obviously. The activity may be integral (such as a sandwich placement), related or unrelated to the student's HE course. Some placements that are integral to courses are compulsory and some may be assessed.

- An **internship** was considered, originally, as a sponsored trial by an employer of a potential employee (usually a student or graduate); this definition emanates from the USA where this remains the primary and favoured recruitment mechanism used by major employers to select and recruit graduates. In the UK the term is often, but by no means exclusively, used for placements undertaken by graduates as opposed to students, although it is also (perhaps mis-)applied to a wide variety of other experiences too. Based on the original definition, internships are (arguably) primarily for the *employer's* benefit (i.e. a trial of a prospective employee) although the participant gains greatly if they are accepted for long-term employment and/or from the ability to cite relevant experience in future job applications. In reality the range of activity now called internships is considerably wider than this. The 'sponsoring' aspect seems also to be in doubt, as a significant proportion of 'internships' are unpaid and this is a topic of current political campaign in relation to its effect on narrowing the socio-economic backgrounds of prospective employees.
- Some students or graduates undertake a distinct **project** hosted by and/or for an employer, which in some cases is effectively a form of consultancy. This could be considered by the participant as work experience in a structured form. Where it is consultancy the primary beneficiary is clearly the employer, but the purpose is knowledge transfer rather than employment-related. A good example is the Knowledge Transfer Partnership (KTP), which is underpinned by a programme of training for the graduate. Equally, some HE courses involve an integral, assessed project hosted by an employer, where the primary beneficiary is the student, but for the purpose of attaining their degree rather than primarily employment-related.
- **Subsistence work** (or 'ad hoc' work) is other employment undertaken by a student either part-time during study periods and/or during vacations. It is often, but not always, 'lower quality' work with the simple purpose of providing income to the student, and often is not related to educational study. Student 'job shops' are one means by which students are assisted in obtaining such employment.
- **Volunteering** is unpaid activity, generally unconnected to the educational programme, where the primary purpose is an external (often charitable) cause, not the participant (although they may gain valuable skills and experience as a result). In most cases this benefit distinguishes volunteering from unpaid work (such as an unpaid placement or internship), although the distinction may be hard where the 'employer' of the student/intern is a charity. Notably there has been a recent proliferation of commercial enterprises which organise and offer volunteering opportunities abroad, specifically for students on gap years, in which the students pay to participate.

We consider the scope of this study primarily to be the first two categories of experience – structured (undergraduate) *work experience placements* and (graduate) *internships*. The scope does not include Erasmus placements.

While there may be great benefits to both employer and graduate/student in project-related work experience, we are not regarding this as a form of structured work experience for the purposes of this study. Neither are volunteering or subsistence work within our scope, although the boundary between a structured work placement unrelated to an HE course and subsistence work may be indistinct, and this has profound implications when trying to assess the extent of structured work experience.

2.2. The extent of structured work experience

2.2.1. Previous estimates

Brenda Little and co-workers provided one of the few published attempts to quantify the extent of UG work experience in a report for the Centre for Higher Education Research and Information (CHERI) in 2001¹⁷, but were unable to develop a full picture. They reported Higher Education Statistics Agency (HESA) statistics for degree programmes with ‘block’ placements (i.e. vocational courses such as medicine, veterinary science and teaching) and sandwich courses. For 1998/99 they reported a total of 120,000 students, equivalent to 12% of all first degree students or 17% of full-time students, on sandwich programmes (and a further c.60,000 on courses with integrated block placements). They also noted that the extent of ‘sandwich’ placements varied widely between different institutions (from almost none to perhaps half of students) and as widely also by subject.

In their survey of 10 selected universities, overall some 15% of students undertook ‘organised’ work experience, mostly in the form of either sandwich or other ‘practice’ placements within study programmes. However, critically, they acknowledged that this failed to capture students who were undertaking other types of work experience (i.e. external to their study programmes), and that there were no widespread or reliable data sources with which to estimate this. Their conclusion was that there needed to be a national audit of activity within clearly defined categories of work experience and employability opportunities.

That situation has not really changed in the 10 intervening years, despite greatly increased recognition of the need to develop graduate employability and the value that work experience plays in doing so. On the other hand, several new surveys have introduced additional, albeit partial, insights into levels of various experiences of work.

2.2.2. New estimates

Data on current sandwich placements is readily available from HESA. In 2008/09 there were around 115,000 students on sandwich courses for first and other UG degrees, which was about 6.2% of all (or 9% of full-time) UGs. They are strongly clustered, with significant percentages in Architecture, Building & Planning, Computer Science and Engineering & Technology (between them a third of all sandwich

¹⁷ Little et al., 2001

students) and in Business & Administrative Studies (around another third) but rather low percentages in other subjects, especially those outside science, technology, engineering and mathematics (STEM)-related disciplines.

Despite headlines to suggest that sandwich courses are in significant decline, the total number of students enrolled on them has decreased by less than 10% over the past decade, although that represents a significant decline as a proportion of all first degree UGs (from c.13% to c.6%). Significantly, however, what also appears to have changed is the proportion of sandwich students that actually take up placements during their course. Little & Harvey¹⁸ mapped a decline from 95% in 1998/99 to 88% in 2004/05, based on actual numbers 'on placement' (which fell from c.30,000 to c.21,000 in that period). Current estimates are that this proportion may now have fallen to around two thirds¹⁹. The recent decline (in take-up) is thought to relate to students' unwillingness to undertake placements, for a variety of environmental reasons, although there is some sign that in the past year the decline may have ceased. There is also very considerable variation within individual subjects and also institutions, which may be hidden within the overall trends.

The views of HEIs interviewed as part of our study into the HEFCE-funded schemes tend to support this, anecdotally suggesting that students wish to minimise levels of debt on graduation, and are not always convinced at an early enough point in their decision-making on the long-term value of this experience. A few HEIs suggested that employers may also be pulling back (largely due to economic reasons) although this was not the case for all HEIs interviewed.

Assuming c.115,000 current sandwich placement students in total, around two thirds of whom will take up placements, we can estimate that perhaps 25,000-30,000 sandwich placements are undertaken each year (assuming the majority are 'thick' sandwich courses with a single placement).

A separate estimate of quantity can be estimated using data in HESA's 'Destinations of Leavers from Higher Education' (DLHE) survey. Approximately 16,000 of those surveyed who graduated in 2008 had undertaken a sandwich placement. Extrapolating this as a proportion of the entire first degree graduating cohort would derive a figure of 24,000 sandwich placements undertaken that year (although in practice those placements will have taken place 1-2 years before). This is reassuringly close to the 25-30k estimate above. Interestingly, the DLHE survey also records that, separately, about 8000 students undertook overseas placements (mainly through the Erasmus scheme), many on language-related courses.

As reported by Little et al. in 2001, no UK data sources are available which directly measure the extent of other types of UG placements (other than sandwich placements), but several recent surveys offer some insight into activities reported by the students and graduates themselves.

¹⁸ Little, B. & Harvey, L., 2006. Learning from work placements and beyond

¹⁹ John Wilson, ASET, pers. comm.

CRAC's recent investigation of the career thinking of STEM students and graduates²⁰ included questions about 'degree-related work experience'. Overall, about half of final year STEM UGs reported that they had undertaken such work experience, with some variation by degree subject. With roughly 160,000 students in STEM subjects graduating annually, this would be at least 80,000 'work experiences' (which would include c.15,000 sandwich placements).

Key data is starting to emerge from Stage 3 of the 'Futuretrack' longitudinal research project tracking 2006 HE entrants. Of those on three-year courses, around 20% reported that they have undertaken work placements 'integral to their course'. Of those on four-year courses, a slightly higher figure was obtained, as well as just over 20% with year-long placements (presumably largely sandwich course students). Very marked differences by subject inflate the overall figures, reflecting high 'block' placement activity in nursing and education in particular (both of which are dominated by female students), which means caution is needed in analysis²¹. The 'block' placements are, of course, very closely oriented to the vocational subject. In terms of more generic experiences of work, overall (across all subjects) 77% reported that they had undertaken paid work, 32% during vacations only and 45% both vacation and in term-time. This 'generic' figure is clearly a measure of both subsistence work and more structured work placements undertaken.

The biannual Student Income & Expenditure Survey (SIES) provides separate data on student employment, which broadly corroborates the Futuretrack Stage 3 findings, i.e. around half of students undertake paid work during term-time and as many as 80% at some time of the year²². Again this includes all forms of paid work, with much of the term-time work at least being part-time, subsistence-type employment.

Without a systematic mechanism to audit the extent of work experience types other than sandwich placements, the available survey data provide a rough estimate of the total extent of work experience amongst students of perhaps 200,000 placements per year, including 25-30,000 sandwich placements and perhaps a similar number of integral 'block' placements. However, this is thought to be an over-estimate, for two reasons:

- Some students may report their subsistence work as 'degree-related', not least because it is during the years they are undertaking their degree, rather than having a distinct link to their course or field of study.
- This total seems to exceed by far any 'bottom up' estimates from knowledge of the number of vacancies in aggregated placement schemes for students, discrete employer programmes or other sources, although it is likely that the majority of placements are not undertaken through such schemes.

²⁰ STEM graduate in non-STEM jobs. CRAC, for BIS, 2011

²¹ Atfield, G., Behle, H. and Purcell, K. (in progress). Student work experience, 'employability' and the real world. Futuretrack Working Paper no. 8

²² Student Income & Expenditure Survey 2007/08, DIUS 2008

This second point begs the question of the extent of work placements undertaken by students that are neither advertised, organised or 'badged' within particular schemes (although such schemes are the most visible to the researcher). Such placements may be with employers which may well have had close and long relationships with an HEI, typically through a teaching department rather than the careers service. 'Taking a student' may be a regular, annual activity for such employers, requiring little promotion or other bespoke activity, as the process is embedded for both. These relationships are prized and jealously guarded by the department and information about them tends not to be aggregated anywhere, and hence is potentially not measurable without an audit.

The second major form of 'unmeasured' placement is likely to be vacation work which students obtain directly with employers independent of the HEI, either through direct application or contacts via family and friends. In some cases these may well be degree-related, particularly where the student is somewhat career-motivated, although the amount to which they are 'structured' may be limited. There is presumably a continuum between these and vacation work which is purely for subsistence. Again, these are not aggregated and effectively not measurable.

Assessment of the national extent of these two forms of placements (which may well be the majority) is almost impossible other than through surveys of the experiences of students (some of which currently are rather imprecise for our purposes). As suggested by Little et al. in 2001, some kind of formalised audit would be necessary to obtain a full and accurate assessment.

2.2.3. Graduate internships

The challenges in estimating the extent of graduate internship activity are somewhat different. Quantitative surveys of graduates once they have left university are rare and questions within HESA 'destinations' (DLHE) surveys are insufficient to determine structured internship activity. On the other hand, the greater consolidation of vacancy information means direct counting of opportunities is more feasible.

Prior to the BIS- and HEFCE-funded programmes in England in 2009-10, the majority of graduate internships were offered either by substantial graduate recruiters (such as the member companies of the Association of Graduate Recruiters (AGR)) or by employers in certain sectors with a tradition of internships as an entry mechanism (often smaller employers, and in some sectors dominated by unpaid positions), such as fashion or the media.

During 2010 the Graduate Talent Pool listed some 8000 graduate internship vacancies, and around 8000 were offered through the HEFCE graduate scheme. If we estimate that perhaps a quarter to a third of 'traditional' vacancies were advertised through the Graduate Talent Pool, a total extent of perhaps 35,000 graduate internship vacancies during 2010 is estimated.

A recent search of vacancies (spring 2011) reveals that the position has changed significantly since then. The GTP website currently lists fewer than 2000 vacancies in total, and most activity through the HEFCE graduate schemes has concluded. If it is assumed that internship opportunities with the major recruiters and in the more 'traditional' internship sectors are more likely to continue, the extent of opportunities this year is more likely to be around 15-20,000, i.e. roughly half of that in 2010.

A subsidiary impact of this change will be that the proportion of unpaid vacancies will almost certainly be higher this year, partly due to the greater proportion of 'traditional' unpaid internships within that reduced total. Equally, some employers that offered a position using a subsidy may re-offer the position this year unpaid in the absence of the subsidy. Current vacancy figures on the GTP do show a higher proportion of unpaid vacancies (approaching half) than in 2010.

2.3. Employer supply and student/graduate demand

2.3.1. Employer views and demand

Another possible 'angle' on the extent of work experience might be obtained from employers, although this is likely to inform total estimates of work experience rather than either structured forms or particularly that relating to STEM subjects. It is believed that most member companies of the AGR offer work experience and/or internship schemes. Although this is a small subset of businesses (c.800), they tend to be larger enterprises which are substantial employers of graduates, collectively recruiting perhaps 30-40,000 graduates annually (across all sectors, but the majority not in STEM sectors). Assuming that the number of placements they offer is smaller than the extent of their graduate programmes, they could be offering perhaps 10,000 placements per year in total.

Within a recent CBI survey of its member organisations²³ (which are also likely to be mostly larger companies), 66% had links with universities, of which nearly half (i.e. 47% of that 66%) provided sandwich or other work placements to university students. The proportion in the case of larger companies was higher still, and was still half for SME members (although SMEs which are members of the CBI are the exception not the majority). Although CBI members employ some 8% of the UK workforce, the severe under-representation of small enterprises within its survey means it is not realistic to derive national estimates from the survey data (and many of the large companies are likely also to be in the AGR).

A recent study specifically of SMEs²⁴ (which surveyed 502 companies in the East Midlands) reported that 9% of them had recruited a total of 146 placement students or interns from higher education that year, two thirds of which were UGs (many on sandwich courses) and one quarter graduates. Although this again cannot be used for extrapolation to a total extent, knowledge that most 'placements or internships' in SMEs are undertaken by UGs (as opposed to graduates) is a useful insight. The report also noted great volatility in this activity, as many SMEs were not expecting to offer a placement the following year, due to fluctuating needs for labour.

'Bottom-up' estimates based on known employer schemes also do not generate a total approaching the extent that is reported by students. Only the very largest graduate recruiters offer placement schemes of more than 100 UG placements, and for most large firms the scale is more likely in the tens not hundreds. However, it is notable that several such companies suggest much UG placement activity takes

²³ CBI/EDI Education and Skills Survey, 2010

²⁴ Generation Crunch: the demand for graduates in SMEs. CfE, 2010

place locally, not within company-wide schemes and may not be recorded centrally at all.

2.3.2. Extent of graduate demand for internships

CRAC's evaluation of the early period of the GTP indicated that those graduate internship opportunities were oversubscribed. Of those who registered, 40% did not actually apply as they could not find positions they wanted (either by sector or location). Of the 60% who did apply, about a third obtained a position, resulting in an overall success rate of 1 in 5 of registrants (i.e. around 20% of those that registered obtained a position). Survey and interview data showed that many applicants made large numbers of applications. The strong competition resulted in employers selecting candidates on the basis of degree grade achieved, HEI 'quality' and even prior work experience, which negated prospects of the scheme catering for relatively 'weaker' graduates or supporting social mobility.

Anecdotal information from certain major employers also indicates that entry to their internship schemes tends to be very competitive. Taken together, these give an overall picture that demand outstrips supply, but with marked variations by sector. This is at least partly reflected in the pattern of paid and unpaid internships. The high percentage of unpaid vacancies in fashion, media, advertising/public relations (and parliament) reflects strong demand from graduates to enter those sectors, while almost all vacancies in engineering and information technology (IT) are paid (these are in less demand). This variation of course impacts on the socio-economic backgrounds of those entering these sectors or professions via internships, as has been noted by Alan Milburn²⁵ and others.

2.3.3. Summary of supply and demand

Putting this together, the table below indicates our rather speculative estimates of the extent of activity and the degree of undersupply of opportunities (by employers) in relation to the demand from students or graduates (not the demand for labour from employers):

Table 1 – Summary of extent and undersupply of opportunities in relation to demand from students/graduates

Type	Extent	Undersupply in relation to student demand?
Sandwich UG placement	c.30,000	No (but varies by subject and institution)
Other integrated UG placements	c.30,000	Unknown
Other UG placements	c.140,000 (all types)	Yes
Graduate internships	c.35,000	Strong undersupply

The extent of 'structured' placements is uncertain but comprises part of the large 'other UG' total extent above, which is separated from sandwich placements and those forming integral elements of courses containing periods of professional

²⁵ Unleashing aspiration: Final report on the Panel for Fair Access to the Professions, 2009

practice ('block' placements). It seems likely that the extent of structured placement activity is much less than the extent that is unstructured. This immediately offers alternative policy approaches; should the focus be on expanding structured placement activity by supporting employers to develop new opportunities, or might an effective strategy be to increase the level of 'structure' of the majority of current placements which are not or less structured, or both? Either or both might well be effective in increasing the participation by students in high-quality, structured placements.

For graduate positions the position seems simpler, and it is probably a more straightforward issue of increasing the opportunities for graduates to participate. The strong overdemand (undersupply) has a direct bearing on those that will be able to participate, and without expansion of the market it might well be necessary for more overt interventions to widen participation by student type. It should also be noted that the current situation is exacerbated by weakness in the graduate employment market, which is temporarily adding to demand from graduates.

2.4. The HE work experience landscape: support and access

We have conducted desk research and conversations with various work experience providers and others with expert views on placements and the employability of students and graduates, to deepen understanding of the 'landscape' of high quality or structured work experience. In order to address the issue of increasing opportunities, and optimising benefits to participants, we have particularly focused on:

- Main features/benefits of different work experience models and schemes;
- How work experience schemes are promoted/accessed;
- Differing funding models;
- Differing levels and modes of support; and
- Types of participant and implications for widening participation and/or social mobility.

2.4.1. Different models and schemes: features and benefits

An informal descriptive typology has been used to classify at a more granular level the main models and schemes through which structured WEP and internship are made available and accessed.

'Individual' placements almost certainly comprise the majority of UG placements, as suggested in section 2.2, and include many sandwich course placements. These are placements of one or more students with employers, mostly arranged through teaching departments or by Placement Officers in HEIs who may not necessarily be based in careers or employability units or services. The relationships with the employers may well be long-established, but tend not to be shared outside the teaching department and/or placement officer and are not aggregated. In this category we also include some of the very large numbers of vacation placements which individual students arrange with individual employers. Although many of these would be classified only as subsistence work during vacations, rather than structured placements, some undoubtedly have structure and support and need to be included. Due to this continuum between types, and the individual nature of the arrangements,

there is a complete lack of aggregated information about these placements and their extent can only be estimated broadly.

Although these are arguably a subset of individual placements, there are a range of **'Company' schemes** where larger graduate employers offer multiple internship and/or placement vacancies. Companies like Microsoft or Ernst & Young offer several hundred placements per year, although the number offering vacancies at this scale is very limited. Most graduate recruiters offer placements and internships, but at a scale of tens per year rather than hundreds. These schemes may be distinctive in offering a strong structure and in some cases are promoted quite widely to graduates nationally, although with resultant competitive entry. They also have the opportunity to be targeted with a social mobility or other focus; to date most such targeting has been on the basis of ethnicity, within the legal and banking sectors and also in the Civil Service. The latter has launched a new placement scheme in 2011 which specifically targets students with certain socio-economic backgrounds.

'Supported' schemes generally utilise some external funding and are considered to be those where a third party aggregates opportunities from different employers, promotes them to a range of students or graduates and there is some support for learning or development for the participant. In addition, shortlisting or other recruitment support is usually provided to the employers. These schemes are usually reliant on an element of third party funding, typically from the public sector (such as a Regional Development Agency, or central Government) although increasingly this is being replaced by additional employer contributions as a charge for the service provided. TalentScotland is one example of this structure for graduate internships and the long-established Step Programme for UGs, which was initially supported partly by Government but is increasingly funded by employer charges. The Year in Industry (YINI) is another model, largely but not exclusively for students on gap years prior to entry to university. The HEFCE-funded schemes evaluated in this study are a distinct subset of this model.

Purely 'commercial' models include many major recruitment agencies (Monster, Reed etc.) which include internships or placements within their vacancy listings or job boards. These are entirely funded by employers who pay to list their vacancies. Increasingly there are also niche agencies which specialise in internships/placements and charge higher rates to employers to list vacancies but also undertake brokerage (i.e. recruitment support). A number of recent start-ups by young graduates and others have expanded this aspect of the recruitment market. WEXO, Inspiring Interns and RatemyPlacement are examples of the many small companies offering such services on a commercial basis. Some specialise entirely in placements or, more usually, internships, while others trade more widely in graduate recruitment.

The **Graduate Talent Pool** (GTP) is considered separately as it is a national listing ('job board') specifically for graduate internships, funded by Government, across all sectors. There is no brokerage facility but the Government funding enables employers to list vacancies free of charge, and in its early stages also enables wide promotion to graduates nationally. It is by a considerable margin the largest aggregation of internship vacancies.

'Sector' schemes are aggregations of placement or (mostly) internship opportunities within a particular industrial sector, developed by a body such as a Sector Skills

Council (SSC). These tend to benefit from greater visibility to graduates who are interested in the sector, and some include an element of intervention in terms of brokerage or shortlisting. As an example, e-skills runs a large scheme within the IT sector, and several bodies in the creative sectors are active in supporting and promoting internships, as many of their employers tend to be very small enterprises. These bodies often also produce good practice guidance for employers.

Certain **universities and other bodies** actively aggregate and promote opportunities in order either to support particular groups of students or graduates, and/or employers, in their own region for example. These have typically been funded by Regional Development Agencies (RDAs), working closely with partner HEIs which may or may not be running their own internship schemes. There are numerous examples, including Graduates SouthWest, Graduate Advantage (West Midlands) and Graduate Futures (founded by University of Hertfordshire, which has a particularly rich website of information and career-related learning material). Some of these schemes offer substantial brokerage to employers and support to participants, while others are purely promotional. A number were involved in partnership work to support the HEFCE-funded graduate internship schemes run by HEIs.

Table 2 attempts to show how different features and benefits of interest are integral to the range of models and scheme types, although in very simplified form as there are considerable variations within the different types shown. In the table a single tick represents some existence of the feature or existence in some examples of the model type; two ticks represent significant presence of this feature/benefit.

Table 2 - Simplified summary of key benefits/features of different schemes/models

	Wide promotion to graduates	Paid brokerage service	'Free' brokerage service	Subsidy for employer	Student support	Industry sector focus	Social mobility focus
'Individual' placements					✓		
Company schemes	✓				✓		✓
HEFCE UGIP	✓		✓	✓ ✓	✓	✓	✓ ✓
HEFCE Graduate Internships	✓		✓	✓ ✓	✓	✓ ✓	
'Supported' schemes	✓		✓		✓		✓
HEI/regional schemes			✓		✓		
GTP	✓ ✓						
Commercial (job board)	✓						
Commercial (agency)	✓	✓					
Sector schemes	✓		✓			✓ ✓	

2.4.2. Access to opportunities

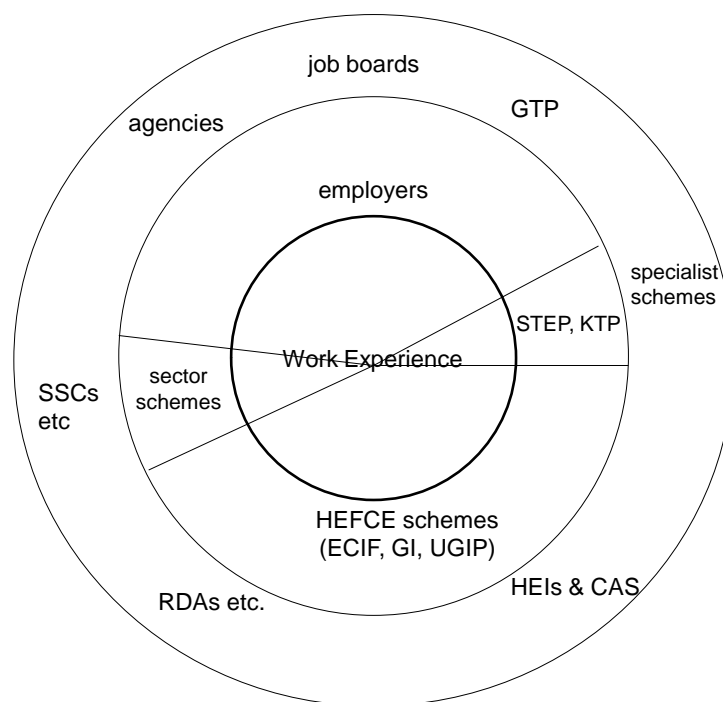
Figure 1 below attempts to represent how graduates and HE students access work placement and internship vacancies, which can be directly with the employers, through aggregation services, or within distinct schemes such as the HEFCE-funded examples under study here.

Ultimately, all the vacancies are offered by employers, although the total pool of vacancies may be expanded through schemes such as HEFCE's, or other agencies which aggregate or support vacancies. For example, the promotional effort behind the GTP encouraged employers to offer new internships, and e-skills actively supports IT sector employers to develop internship opportunities so that a significant proportion of IT students or graduates will have had access to a vacancy at some stage in their study.

The employers' vacancies are offered direct in many cases, particularly where the employers are large. In addition, most employers also promote their scheme vacancies through job boards or other commercial aggregation services, and the vacancies may also be promoted and/or brokered by a series of other third parties.

The essence of the diagram is that it illustrates that without the employers there are no opportunities to promote, and that there is a great deal of duplication and parallel promotion of many of the vacancies, which can lead to overestimation of the actual number of discrete vacancies.

Figure 1 – Promotion and visibility of schemes to graduates/HE students



2.4.3. Funding, support and participation

The three charts that follow (Figures 2 - 4) attempt to demonstrate variation of different aspects of the models and schemes of placements and internships, focusing on funding type, the level of support provided to participants, and targeting or impact in terms of potential social mobility through widened student/graduate participation.

These charts are intended only to be broadly illustrative of trends rather than representational; however, some indication of the scale of each model or scheme is provided using differential size of lettering in the chart (i.e. large typeface indicates a larger extent).

An additional model entitled 'self-pay' has been included to represent the very small but rather significant existence of internships which are 'bought' by participants, i.e. where graduates pay an agency to be paired with an employer for an internship, and/or subsidise the employer's costs. This model has emerged largely from 'international' internships where the student obtains a placement in a company in a different country, often in its capital city, such as in a bank or other company office. In this model the fee is likely also to include arrangement of accommodation and other logistical support for the intern.

Figure 2 tries to illustrate the degree to which different scheme models rely on employer and external funding (the latter assumed to be public sector). Hence, unpaid individual internships involve little cost to employer and no external funding, and the HEFCE-funded schemes use Government funding to subsidise the cost to employers, in comparison with other paid internships. Certain schemes which involve brokerage or recruitment support for the employer, and distinct support for the participant, such as the YINI or Step placement programmes, are higher cost for employers as they pay for these services in addition to remunerating the intern or student on the placement. A degree of public sector funding has supported some of these schemes until recently, but economic circumstances are driving them towards entire dependence on employer funding. How potential benefits vary with these schemes, and the implications of such covariation, are considered next.

Figure 2 – Sources of funding for different placement/internship schemes

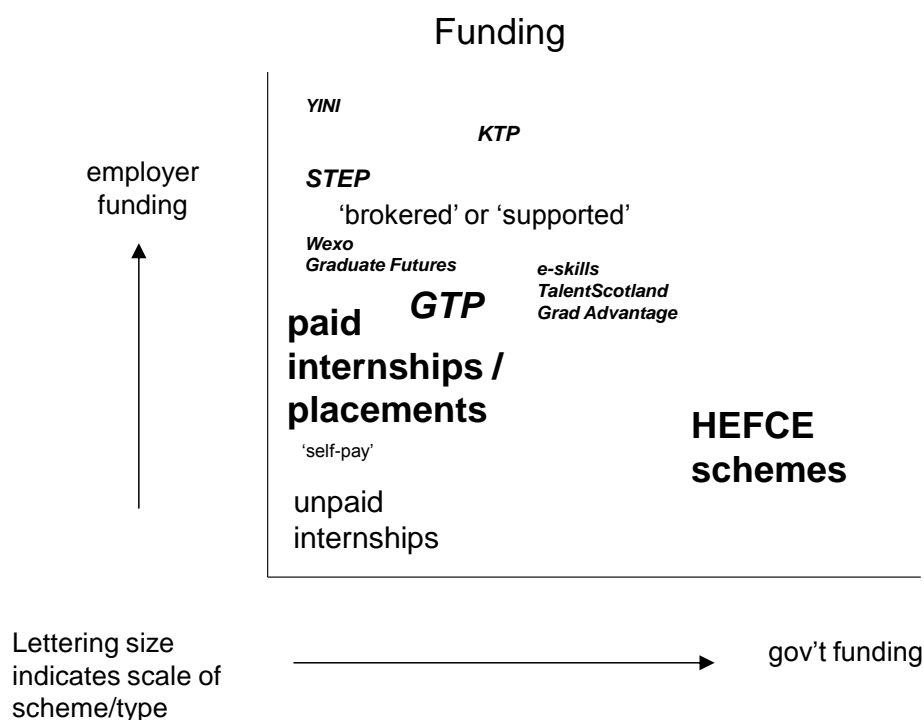
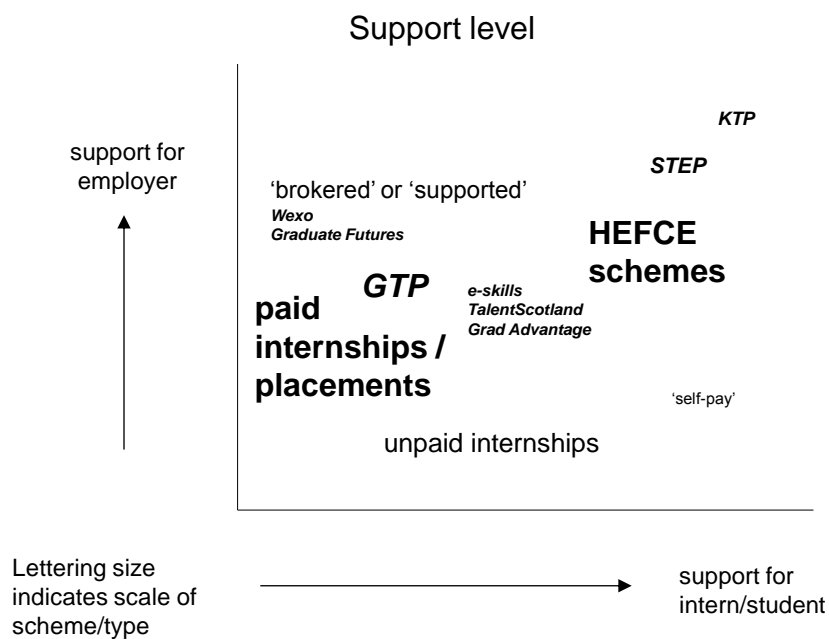


Figure 3 gives some indication of the level of support available to the employer and the participant within some of the models/schemes identified. Predictably, 'individual' placements have the least support for either, generally existing without any third party support. Support for the employer mostly takes the form of brokerage of vacancies and related support for promotion and recruitment, which may be paid for by the employer. Support for the intern or student can take the form of some workplace pre-training, external mentoring or other third party learning and development support. A variety of mechanisms to provide this support were utilised by different HEIs within the HEFCE-funded graduate internships.

Figure 3 – Level of support provided in different models/schemes



Finally, Figure 4 considers the potential social mobility benefit that may be achieved within each broad placement/internship model or scheme. This is assessed on the basis of either:

- Known efforts to provide opportunities for particular target groups; or
- Differential participation or access due to inherent competition, funding or other issues that impact on those who are able to participate.

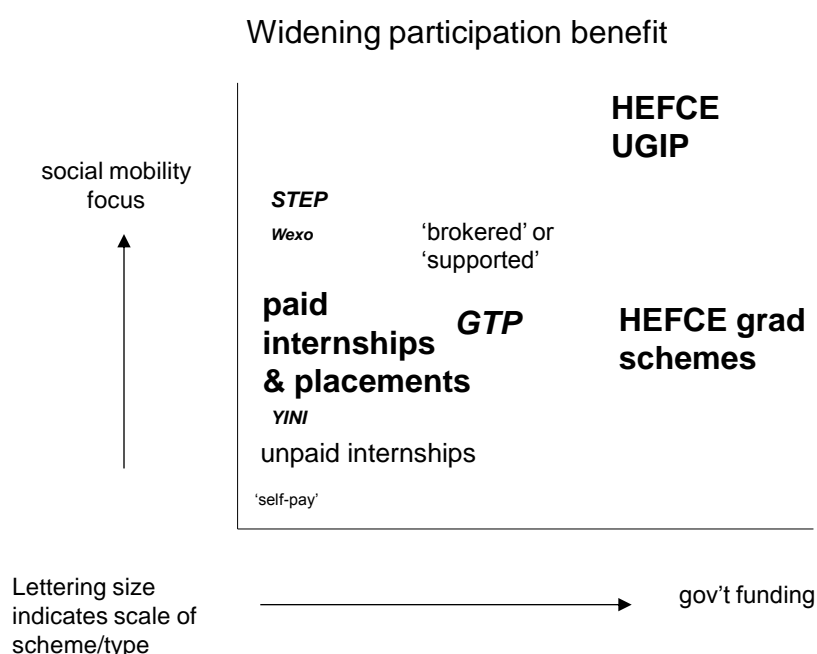
Thus, the chart demonstrates a greater potential social mobility benefit of certain schemes, such as the Step programme which has consistently paid attention to maintaining a 'wide' participation, including those from less favourable socio-economic backgrounds, and the HEFCE UG scheme which largely restricted access to students of certain backgrounds.

On the other hand, unpaid individual internships are almost certainly only available to those with strong financial backgrounds (even more so for 'self-pay' placements). Other individual placements tend to favour those students or graduates with greater social capital and family contacts. Wholly commercial schemes such as the GTP where competition for vacancies is strong may well result in employers being able to

select 'strong' candidates, such as those with high academic attainment and/or prior work experience.

When this range is set against the funding needs inherent in each, it becomes evident that some additional, usually external, funding is required for the models that deliver the greatest potential benefit in terms of increasing social mobility. Such additional funding can be used to target and support particular individuals in need of help to gain the placement in the first place, perhaps overcoming restricted social capital. Alternatively, subsidy to an employer can be used to 'incentivise' employers to adjust their natural commercial or competitive processes, which would otherwise tend to favour only a narrow range of students or graduates, who are likely to be those with least need for support.

Figure 4 – Variation of focus on widening participation and potential social mobility impact, with external funding, for different schemes models



In summary, the following observations emerge from this very illustrative analysis:

- Any significant focus on widening participation, and potential consequent social mobility impact, appears to be restricted to 'supported' models, and is highest in the HEFCE UGIP scheme.
- Fully commercial (i.e. entirely market-based) schemes naturally focus on the needs of the paying customer, generally the employer. These will favour recruitment of high calibre students or graduates as prospective employees, and are very unlikely to result in any widening of student or graduate participation.
- The availability of service or support to an employer, such as brokerage, which may be necessary for it to offer placements, often requires either a charge for the employer or external funding in the form of a 'supported' scheme.

- Unpaid internships should not be dismissed as they form a significant element of the picture, enabling increased participation but clearly not delivering any widening participation in terms of students/graduates.

In the next section we look at barriers employers face when considering offering placements or internships. The analysis largely draws on the surveys and consultation work for this study.

3. Main barriers and enabling support

3.1. Barriers

3.1.1. Views of stakeholders and others

Stakeholder organisations with an interest in the study (see Appendix A, Table A3) identified a number of barriers which they believed acted to restrict the number of employers that engage in offering work experience opportunities to HE students and recent graduates:

- A widespread perception by employers that providing WEPs will be costly, requiring more time and resources to support the student or intern than they can afford. The perceived effort required involves identifying work or a project to be undertaken, obtaining agreement of a potential supervisor, promotion of the placement, selection and employment, induction and other training, and then the consistent attention of the supervisor and/or others to support the student/intern. Within certain industries there are additional constraints in terms of particular training involved around issues like health and safety. In reality, these perceived 'costs' (real or imagined) are viewed in relation to the likely benefits to be achieved through a placement.
- Related to this first barrier, several stakeholders spoke of 'conceptual blindness', in other words a lack of understanding that the potential benefits available through a student or graduate placement could outweigh the actual (or, more important, perceived) costs and effort. This presumably reflects an inability to assess the costs and benefits in order to make a positive decision to invest in a placement.
- Underpinning the second barrier is presumably a lack of understanding of the actual or potential benefits of a placement, although there is quite significant case study evidence available. It is believed that project-based placements can help address this as the potential outcomes may be more specific.
- There appears to be a need for consistency and simplicity for employers, which is not always the manner in which they are approached by HEIs or other third party brokers offering new or multiple placement schemes with differing opportunities and requirements. That complexity adds to a 'fear' of bureaucracy, particular where HEIs (for example) make demands on the participating employers for reporting or other purposes. Particularly small employers appear to value a 'one stop shop' approach (potentially including brokerage) but also consistency of offer. One of the reasons behind the growth of the Step scheme is believed to be its consistency and longevity. Several stakeholders believed that once an employer had offered a placement, the chances of repeat opportunities were very high, assuming that the circumstances did not alter.
- The underlying economic situation was thought to be critical, as many employers were not thought to be considering expansion or methods to achieve additional work, but were rather focused on downsizing. Even if the temporary capacity of an intern might be welcome, at a time when long-term staff are

being made redundant employers might well feel it simply insensitive to be seen to be investing in students or graduates.

- The current emphasis on developing work experience for a whole variety of beneficiary types (and policy agendas) may lead to an element of ‘fatigue’ in terms of response, and potentially fear in what positive response may lead to. Undoubtedly it is the case that an employer responding positively to a request to engage will be targeted by others.
- Research underlying development of guidelines for employers in the creative industries sector²⁶ identified that many small employers would be prepared to invest in a placement in simple form, but many would not make the additional effort required to conform to the best practice requested (or demanded) by the sector body. This potentially relates to a lack of belief in the additional value of a ‘high quality’ or structured placement over more basic work experience.

Other practical barriers noted included difficulties in terms of timing, i.e. employers may need the placement to run at a time of its choosing rather than to suit the needs of the HEI or academic year; and some frustration with HEIs’ apparent lack of understanding of employers’ requirements. There was also some indication that because engagement with employers in relation to work experience tends to be local, rather than central, in the case of larger employers (i.e. with local offices or branches), there was sometimes a disconnect between branch and head office in relation to policy or procedures; behind such a lack of clarity a local branch could easily hide and remain uncommitted.

3.1.2. Views of HEIs

HEIs and the participating employers in both the graduate and UG HEFCE schemes were asked about the barriers to offering placements or internships generally. The HEI respondents’ perceptions were that the main barriers were (in order) that the employers:

- Could not afford the investment;
- Had insufficient time/resources to recruit interns;
- Would need to put too much effort into supervising interns;
- Would think graduates were insufficiently skilled; and
- Would be unclear about business benefits.

In addition, the Liverpool John Moores University Graduate Brokerage Unit reported that employers gave the following issues for not offering placements:

- Lack of time to train students;
- Concerns about the level/ability of student (can they ‘hit the ground running?’);

²⁶ Guidelines for employers offering work placement schemes in the creative industries. Skillset/Creative & Cultural Skills

- Internships are too short (by the time they had trained the student, and they had got to know the business, the internship would be ending);
- Small businesses do not have the facilities to host a student; and
- Employers do not understand what is expected of them (which can be related to the language universities use – what is a semester, what is a module etc?).

3.1.3. *Employers' views on barriers*

Of course, the more critical opinions are those held by the employers themselves, although it must be remembered that the employers surveyed had presumably overcome those barriers and participated in the internship schemes, so they do not represent all employers. However, asked directly what the most significant barriers were to their organisation in relation to offering graduate internships, 65% saw cost as the most significant hurdle, followed by a lack of capacity to plan and set up the placement, and then the effort to supervise the student or intern.

For employers that participated in the UG scheme there were significant barriers identified around timing (students only available during holiday periods), duration (placements too short to have significant benefit) and the level of support required being too much of a burden. In this respect the HEIs' perceptions in the previous subsection appear to have been reasonably well-founded (and show awareness of employer needs).

The employers' responses in terms of the five most important barriers are shown in Tables 3 and 4. Beyond the cost issue and the two organisational barriers cited above, it seems that fear of inadequate skills or experience amongst the graduates was significant for less than a quarter of the employers. Uncertainty about the business benefit was only an issue for fewer than 10% of the employers, although of course these employers had made a positive judgement to participate. Employers of UGs were perhaps understandably more concerned about the skills and knowledge of students, but similarly less concerned about the business benefits.

Around a quarter of the employers in the graduate scheme simply cited the current economic situation as an issue. Open-ended comments made by many suggested that during the economic downturn, they just had less or no need to take on interns and many were struggling to retain their current staff or imposing redundancies, so they felt offering new internships could be insensitive to their own staff. The economic downturn appears to have had the effect of decreasing the willingness to take risks, and a "new" internship is seen as an additional complication and possible risk to (particularly a small) business that can easily be avoided.

Table 3 – Most significant barriers to offering internships (employer responses within the Graduate Internships scheme)

What are the most significant barriers to your organisation offering (more) graduate internships? (Please tick up to 5 which are most important)		
Answer Options	Response Percent	Response Count
Cost – offering internships is expensive	66%	278
Organisational issues – lack of supervisory capacity	31%	131
Lack of capacity/time to plan and set up internship	37%	157
Lack of resource/time to promote and recruit for it	18%	74
Recent graduates have insufficient technical knowledge	21%	88
Recent graduates have insufficient commercial skills	24%	101
Level of supervision/management support required is too much	27%	115
Expectation of intern unreliability (e.g. may drop out)	17%	70
We have offered them before and had poor experience	6%	26
Underlying current economic situation	25%	105
We know there is no/little business benefit to our organisation	1%	6
Unable/hard to quantify whether there is a benefit to organisation	8%	32
Other	12%	51
Answered question		423

Table 4 – Most significant barriers to offering internships (employer responses within the Undergraduate schemes)

What are the main barriers to your organisation offering undergraduate work experience placements? (Please tick all that apply)		
Answer Options	Response Percent	Response Count
Timing – they are only available during holiday periods	45.0%	36
Duration – the placements are too short to have a significant benefit to us	42.5%	34
Lack of flexibility (i.e. if students only available full-time at certain periods of the year)	31.3%	25
Students have insufficient technical knowledge to make a significant input to the organisation	31.3%	25
Students have insufficient commercial skills to make a significant input to the organisation	26.3%	21
Level of achievement in certain areas (e.g. maths ability)	3.8%	3
Level of support the student requires is too much of a burden	42.5%	34
Requirement to commit and plan in advance	22.5%	18
Expectation of student unreliability (e.g. not completing the placement)	16.3%	13
We know there is no/little business benefit to our organisation	2.5%	2
Unable/hard to quantify whether there is a benefit to organisation	13.8%	11
Bureaucracy involved in offering a placement (e.g. health & safety implications, insurance requirements)	26.3%	21
Lack of information about who to contact at universities	12.5%	10
Other (please specify)		19
Answered question		80

Deeper analysis of these perceptions revealed a few differences between those employers who had previously offered internships to graduates, and those doing so now for the first time. The ‘experienced’ employers still saw cost as the most important issue (but somewhat less so than ‘first-timers’), but more were concerned about the level of effort required for recruitment and supervision of the graduate/s, and about their lack of technical knowledge. If these indicate more reasoned views

on the basis of greater experience, these are somewhat worrying findings about the barriers for employers (albeit based on modest differences within the sample), in that the barriers may not be removed but increase with genuine experience.

For the employers that offered UG WEPs this issue did not appear to arise. Those that had previously offered work experience were less concerned about students' skills and knowledge perhaps suggesting a low level of expectation initially that had been proven incorrect by experience. These employers though were more likely to identify the bureaucracy involved in offering a placement as a bigger barrier. This may reflect the models offered under the HEFCE scheme, which would be the only experience of offering placements for the 'first-timers'.

We also carried out a limited survey of employers that had not offered WEPs to students or graduates, and had not engaged at all in the HEFCE scheme efforts. Unfortunately the response rate was very low, and further investigation would be valuable from a larger number of employers which remain unengaged in WEPs.

Even so, their responses reflect the findings from our surveys with employers involved in the HEFCE schemes in relation to the main barriers being cost and the level of support required. A comment from one respondent on why they ceased to offer placements illustrates how a 'bad' experience can impact on an employers' inclination to offer work experience opportunities:

Of the handful of undergraduates or graduates we have taken on as placements/interns, in several cases they delivered little benefit and required too much supervision/support.

Having considered some of the barriers that may exist which may prevent employers offering (more) internships, we now turn to the support that they might value in doing so.

3.2. Enabling support

3.2.1. Helping employers to offer placements/internships

The overwhelming majority of employers surveyed (86%) who had participated in the graduate schemes reported that the availability of a wage subsidy or other financial support was a key factor that had persuaded them to take part (and 89% of first-time providers). For employers in the UG schemes this percentage was lower (58%, but 70% of first-time providers) but it was still the most frequently cited factor. The availability of a wage subsidy was the most important factor that would persuade employers that had not offered a placement to do so. The precise nature of the subsidy or incentive did not seem to matter too much, as around half the employers involved in the graduate scheme believed that a tax break as a 'reward' would be valuable (although fewer, 28%, of those in the UG schemes).

Given the predominance of those who felt financial support would be most important, and that much of the cost would be remuneration of the student/intern, it is interesting to note that the issue of remuneration did not feature very prominently in the graduates' motivations. Only a small proportion identified the level of remuneration or the 'need to earn money' as a motivating factor in applying for an internship. On the other hand most of the HEIs were clear in their commitment to belief that interns

should be paid at least at the level of the NMW, and many made this an explicit requirement of participation by employers.

Several employers interviewed felt that financial support for the students (i.e. the subsidy from the HEI) was a 'selling point' for their involvement, as they felt 'ethically' that students should be paid, even though they could not afford to offer this support themselves. This was particularly the case for small and third sector employers.

When asked about the most useful support that might be provided which was other than financial, employers' responses were somewhat different from the HEIs' expectations (reported in the next sub-section). The graduate scheme employers surveyed thought the most important support was in promoting the vacancy widely to relevant graduates and assistance with recruitment, as they had indicated in their reasons to participate (Table 20, section 5.2.3). Fewer than 1 in 5 cited a need for help in identifying suitable projects or work for the placement, and very few wanted assistance in making the business case (Table 5).

Employers involved in the UG scheme also thought the most useful (non-financial) support would be in relation to identifying potential student applicants (72%) and recruitment (57%), see Table 6. However, far more of these employers would also find help in identifying projects of mutual benefit useful, along with pre-training of students in general workplace skills and behaviour (58% in both cases). This reflects their views on the barriers to taking on UGs.

Of the employers involved in the graduate scheme, over a third thought pre-training in workplace skills and behaviour would be valuable, which presumably reflects some fear that recent graduates will not readily 'fit in'. However they had not ranked this as an important factor in deciding whether to take part in the HEFCE scheme (Table 20, section 5.2.3). This could indicate either that the HEI approaching them had not indicated that this support was available, or that it was only with the experience of participation that they realised that this would be important in future. In parallel with the observation on barriers, more of those employers who had already been offering internships prior to the HEFCE schemes tended to seek support in promotion and recruitment, and pre-training of graduates, than of those offering internships for the first time. Contact with employers that had not offered a placement also indicated advertising/promotional support of vacancies as a key support requirement, perhaps suggesting that they do not know how to go about doing so.

For employers involved in the UG scheme, those that had previously offered WEPs were more likely to seek support in helping to identify projects of mutual benefit, pre-training of students in general workplace skills and behaviour, and assistance in making the business case for placements to management. On the other hand they were less likely to require support in recruitment or best practice guidance on how to manage placements. This suggests that they now want to get the most out of the placement and are learning from their experience on how to recruit and manage.

Table 5 – Employers’ views of most useful support (Graduate scheme participants)

Apart from direct financial support, what other types of support would be of most use to your organisation when offering internships to recent graduates? (Please pick your top 3 from the list below)		
Answer Options	Response Percent	Response Count
Advertising/promotional support (promoting the vacancy more widely to relevant graduates)	55%	239
Recruitment/selection support (e.g. application sorting or shortlisting)	42%	180
Help in identifying projects appropriate for an intern	18%	79
Assistance in making the business case for an internship to organisation management	7%	32
Best practice guidance on how to manage internships	24%	104
Pre-training of graduates in general workplace skills and behavior	37%	160
Provision of learning support or mentoring by university	16%	71
Tax breaks to offset cost of offering internships	51%	221
Other	3%	14
Answered question		434

Table 6 –Employers’ views of most useful support (Undergraduate scheme participants)

Apart from direct financial support, what other types of support would be of most use to your organisation when offering work experience placements to undergraduate students? Please pick your top 5 from the list below.		
Answer Options	Response Percent	Response Count
Students being covered by the university’s employer liability insurance	38.9%	42
Tax breaks to offset cost of taking on undergraduate students	27.8%	30
Recruitment support (e.g. advertising vacancies, initial application sorting)	57.4%	62
Pre-training of students in general workplace skills and behaviour	58.3%	63
Help in identifying projects that will be of mutual benefit (to the student & you)	58.3%	63
Assistance in making business case for placements to management	17.6%	19
Best practice guidance on how to manage work experience placements	46.3%	50
Information on students looking for work placement opportunities	72.2%	78
Other (please specify)		4
Answered question		108

Collectively these results appear to show some small but consistent differences in the support that employers believe they need (prior to engagement) and the support they realise to be necessary with some experience. In general they seem to recognise, with experience, more need for support in promotion, recruitment and supervision of the student/intern, and pre-training in workplace skills than they may previously have expected. On the other hand the offer of help with making a business case or identifying suitable projects is not as widely sought and, perhaps predictably, this does not increase with experience. The combination of the main findings and these subtle trends may reflect the genuine nature of these issues for employers.

3.2.2. HEI views on support required

The HEIs had also been asked about their perceptions of the support that employers need to offer internships, based on their experience in the schemes. Financial issues aside, they thought the main needs would be:

- Support to recruit graduates/students to the internships/placements;
- Help to identify placement/internship projects that would be of mutual benefit (to the graduate or student and the employer).

The HEIs believed the existence of good practice guidance or the offer of assistance in making the business case for a placement or internship to company management would both be of low priority to the employers, for both schemes.

Within the HEIs, it was clear from interview conversations that distinct employability strategies were becoming increasingly prominent and beginning to impact on the practice of both careers/employability units and academic departments. While this was welcomed by those working in careers, placements and employability, they felt that the more substantial benefit might be a greater emphasis within academic departments on these issues. It should be noted that the interviews took place with staff administering or leading the HEFCE schemes, who were all working in careers, employability or business development functions, not academic departments.

Although many believed that they were offering the right sorts of opportunities, several felt their efforts were somewhat undermined by a minority in some teaching departments who either overlooked these opportunities or did not offer support for students to optimise their work experiences. Several interviewees believed that a positive outcome of the greater strategic focus on employability was that academic departments and careers/employment services might work more closely together.

It was also noticeable during interviews how many of the careers and employment or employability units were now in the process of setting up and/or implementing what were effectively recruitment agency services. They had largely done so while delivering the HEFCE-funded schemes or similar externally funded activity, and now sought to continue their activity under wholly commercial funding, i.e. hoping that employers would pay for their services or support in recruiting graduates.

There may be a case for providing HEIs with guidance (or a source for providing this advice if needed) on some of the practical aspects of WEPs. For example, mention was made of the potential value of knowing best practice in relation to the insurance of students while on placement.

3.3. Types of employer

Some attention was given to the overall extent of employer participation in HE student WEPs and internships in section 2.3. There is considerable evidence from employer organisations that most of the large employers that consistently recruit graduates now offer either UG work experience opportunities or graduate internships or both. These are undertaken principally with a view to identifying high quality graduate recruits for their business, and possibly also with an additional eye to their corporate social responsibility agenda. Most of the large graduate recruiters have well-established schemes which are well promoted amongst HE students within the employers' targeted institutions at least.

The level of provision amongst smaller enterprises (i.e. SMEs), which make up the majority of the labour force, is less measurable and less well understood, as is the extent to which they employ graduates. A survey specifically of SMEs in the East

Midlands indicated that around 9% had taken HE students or interns on placements the previous year²⁷.

Around 70% of the employers surveyed that had participated in the HEFCE-funded UG schemes were SMEs, and over 90% of those surveyed in the graduate schemes (which largely targeted SMEs). In the latter, both survey data and scheme management reports suggest that over 80% of employers were in the small category (i.e. less than 50 employees).

By industrial sector, there are marked differences in the extent and manner in which employers participate in offering HE work experience and internships. Some sectors and professions have a more established 'culture' of internships, in particular, as a mechanism for entering a career in that sector, such as fashion, advertising/PR, the media and creative industries, and notably politics. As many as 42% of graduates surveyed recently in the creative industries had undertaken an unpaid placement or internship at an early stage in their career²⁸. These are the sectors where unpaid internships are commonplace, partly reflecting high demand to enter the sectors, and it is these internships which tend to be in the public eye.

On the other hand, the engineering, construction and, especially of late, IT sectors offer very significant numbers of internships that are almost always paid, which reflects that these are less attractive sectors for graduates, as well as the value of placements and internships within a labour force requiring flexibility.

Many employers in the more 'traditional' professions of accountancy (and, to an extent, banking) and law, and the Civil Service, also have established placement schemes, and in some cases career pathways requiring periods of internship. It is these sectors that have experimented with placement schemes specifically targeting certain graduates or entrants, in order to increase diversity of entry.

Other industrial sectors and the public sector generally seem to have engaged less in HE work experience opportunities. A current study for the Science Council is also revealing that relatively few opportunities exist in some specialist STEM sectors, and most of those that do are not in specialist occupational roles²⁹.

A particular note should be made of the third sector, where unpaid placements may form something of a continuum with student volunteering activity. Quite large numbers of unpaid placements in charities are offered through the GTP. In its evaluation it was noted that these were often projects which were additional to and sometimes quite detached from the work undertaken by salaried staff. In addition, several charities reported having 'permanent' internship positions; these were long-term posts which were filled by a planned succession of interns, thereby supplementing the long-term staffing of the organisation. Although some criticise their use of unpaid interns, evidence from graduates participating was that they

²⁷ Generation Crunch: the demand for graduates in SMEs. CfE 2010

²⁸ Creative Graduates, Creative Futures. Ball, L. et al. (2010). IES & the Creative Graduates Creative Futures HE Partnership

²⁹ Work experience for STEM students and graduates (in progress). CRAC, for the Science Council

appreciated the experience and that the internships were often particularly well-supported in terms of personal development.

The HEFCE-funded schemes were both somewhat 'targeted' in terms of industrial sectors. The UG schemes sought to develop placements within the 'professions' (admittedly allowing a rather wide interpretation of that term), while the graduate schemes targeted seven specific sectors highlighted in government policy as well as SMEs more generally. Despite that targeting, analysis of participant survey data and management reports shows that there were distinct clusters of internships (placements) in certain sectors, and far fewer in other sectors. As seen in Table 11 (section 5.2.1), many more employers took part from the 'digital industries' and 'professional and financial services' sectors than the other target sectors. These, admittedly, were both the largest and most established (or at least recognised) of the target sectors, and also those with a general culture of placements. HEIs also reported struggling to identify or engage many employers in some other sectors. When this was analysed by a more conventional industrial breakdown (Table 12) the sectors with most employers were advertising/marketing/PR, IT, media/publishing, creative/cultural and education/training (the latter almost certainly inflated by vacancies within the HEIs themselves). Despite the intended targeting, these are very much the sectors identified above with the strongest cultures of offering HE work placements.

Comparison of GTP vacancies posted by employers during autumn 2009 and spring 2011 shows variation in the pattern of internship opportunities by sector. In 2009, when there was strong promotion of the GTP to employers, the largest concentrations of vacancies were in charity/voluntary, education/training, IT, finance/consultancy and public sectors. Recent analysis (admittedly only available as postings by employers rather than actual vacancies) suggests that the top sectors are now advertising/marketing/public relations and IT, with far fewer vacancies in some of those former sectors. In addition this reveals that in 2009 some employers were posting multiple vacancies. Table 7 demonstrates these apparent variances with time, and the greater consistency of offers within some of the sectors with a culture of placements. What this may reveal is that promotional effort from Government and offer of a free national platform on which to promote vacancies can adjust the extent and shape of the range of opportunities in certain sectors, such as the public sector and in manufacturing. Of course it may be that the public sector figures are distorted by the sharp decline in its funding over this time.

Table 7 – Internship vacancy postings in the Graduate Talent Pool, during late 2009 and spring 2011, by its sector categories

	No. of vacancies (Q4 2009)	% of vacancies (Q4 2009)	No. of postings (Q4 09)	% of postings (Q4 09)	No. of postings (2011)
Advertising, marketing & PR	254	4	115	6	376
Arts, design, crafts	95	1	67	4	96
Charity & voluntary	1585	23	123	7	107
Construction & property management	109	1	81	4	44
Education, teaching & learning	981	14	221	12	68
Engineering	139	2	82	4	69
Finance and management consultancy	761	11	100	5	128
General management	76	1	49	3	113
Healthcare	58	1	39	2	37
Hospitality & events management	42	1	15	1	68
Human resources & employment	92	1	32	2	81
Insurance, pensions & actuarial	13	<1	8	<1	31
IT (inc. economic & statistical services)	800	12	292	16	288
Legal services	18	<1	9	<1	39
Leisure, sport, tourism	208	3	39	2	58
Logistics & transport	41	1	41	2	38
Manufacturing & processing	190	3	103	5	45
Natural resources & environment	20	<1	16	1	45
Public sector	625	9	97	5	36
Publishing, media & performance	263	4	141	8	145
Sales, retail & buying	433	6	103	5	170
Scientific services	39	1	26	1	49
Total vacancies	6840	100			
Total postings			1819	100	743

Note: 2011 postings column sums to greater than the total number of postings, presumably due to multiple classification of vacancies, which did not occur in 2009

In summary, there is considerable variation by both size and sector in terms of the extent to which employers offer placements or internships, and the overall impact is also dependent on the respective numbers of different types of employers within the total labour market. However, what seems clear is:

- There are some sectors in which there is an established ‘culture’ of offering placements, some of which almost always pay interns and some of which largely do not. There seems to be a logical reason why that range of sectors could not be extended, as there are few characteristics unique to employers in those sectors.
- A high proportion of the larger employers which routinely recruit graduates already offer placement or internship schemes, whereas the proportion is

almost certainly much lower among SMEs. In order to increase the overall opportunities, it is the SME market that requires support and encouragement, but particularly within sectors without a culture of internships as an entry route.

3.4. Institution type and discipline

Within section 2.1.1, the investigation of Little et al. in 2001 was cited as a concerted attempt to assess provision of work experience opportunities in HE. Their work included a restricted institutional survey which indicated both great variations in the extent of provision of opportunities between different universities and also between different courses. Generalising from their limited data, the trend they observed was that WEPs were more widespread in 'post-92' universities than in Russell Group (or, perhaps now, 'high tariff') institutions, and in addition more embedded and common within what might be considered vocationally-oriented courses than others. The two trends also combined in many instances, resulting in high proportions of students undertaking placements where there were large cohorts of certain applied or vocational courses.

From stakeholder views and our own research, the picture since that time has developed somewhat although the overall trend almost certainly persists. As a proportion of the student body, the extent of students on sandwich courses (many in post-92 universities) has declined, but much of the growth in HE student numbers has been outside the Russell Group institutions and this may well have more than compensated for that decline in terms of overall levels of placement activity. Certainly many of the 'new' universities have a previous heritage of close cooperation with industry dating from when they were polytechnics or technical colleges, which some continue to feature in their learning and support strategies. Although analysis has not been undertaken to verify this, there is anecdotal evidence that the majority of Placement Officers (where this is a professional post rather than a partial responsibility for a member of academic teaching staff) are employed in post-92 institutions, which may be an indication of how the HEIs support the activity.

What is changing, however, is the growing emphasis in all institutions on strategies to support employability, evidenced by the new employability statements, (available on Unistats along with other information to support student decision-making). The statements do not conform to a set template, so the level of detail provided on internship and placement opportunities varies considerably, although all HEIs do make some mention of these (including those that did not take part in any of the HEFCE-funded schemes). Some, such as Liverpool John Moores and Hertfordshire, provide extensive detail of their approaches to offering placements or internships (including case studies in the case of Hertfordshire) while others make only passing reference. The employability statements were routinely quoted in interviews with HEIs which participated in the HEFCE schemes, although it was clear from those that attitudes and structures to support employability development and placement activity were the most deeply embedded in some of the post-92 institutions, and they considered that these were key to their identification by students as a 'destination' HEI.

A trend which we also now observe is the impact of an increasing number of four-year courses leading to 'integrated masters' degrees, particularly within higher tariff

institutions. Many of these incorporate work placements, rather similar to the pattern of sandwich courses; this can be seen in a much higher proportion of students on four-year courses that have undertaken a long 'integral' work placement than of those on three-year programmes³⁰. It should also be noted that within the GTP evaluation, there were graduate participants from all the main HEIs of all types and there did not seem to be a relationship between success in obtaining an internship and institutional type (although of course these were graduates rather than students).

Some differences in the approach to providing or supporting placements between individual HEIs and types of institution are evident in the detail of sections 4 and 5.

In terms of subject discipline, there do appear to be some trends in the take-up of work experience, beyond a high-level understanding that it is most embedded in vocationally or occupationally focused degree subjects. HESA data on sandwich course students shows that they are clustered quite strongly, just over half in STEM subjects. Around a third are within built environment, IT and engineering/technology subjects, another third are in business and administrative group subjects, and the remaining third are split across the entire remaining range of subjects (including the more 'academic' STEM disciplines).

Other differences in the proportion of final-year students who report having undertaken degree-related or structured work experience by degree subject have been observed, as noted in section 2.2.2. CRAC's investigation of STEM students and graduates revealed higher proportions claiming degree-related work experience within occupationally focused subjects such as IT and engineering/technology, and much lower proportions in physics, mathematics and geography³¹. Recent Futuretrack data seems to support this, suggesting that students in computing-related subjects, engineering, built environment, business courses and some creative and social science courses had the highest participation in formalised work experience. It was noted that this was especially the case where there were four-year courses, even when the effect of block placements had been removed.

In both the GTP evaluation and the survey of graduates participating in the HEFCE schemes, analysis was limited to very broad subject groupings (STEM subjects, business- and social-related subjects, arts/humanities/creative subjects). At this level, there was evidence for lower participation in both these schemes by STEM students (relative to overall cohort proportions) and higher participation amongst the other two broad groups. Of course this may not reflect the overall pattern of participation in work experience opportunities, as these both purely involve graduate internships.

3.5. Participation of students and graduates

In the previous section there was some evidence for differential participation of students and graduates in different disciplines (or groups of subjects) in work experience opportunities. This consideration needs also to be extended to other characteristics of students and graduates, to understand the nature of the range of

³⁰ Atfield, G., Behle, H. and Purcell, K. (in progress). Student work experience, 'employability' and the real world. Futuretrack Working Paper no. 8

³¹ STEM graduates in non-STEM jobs. CRAC, for BIS (2011)

students and graduates that apply. In turn this may have implications for differential support being offered to different groups of students in order to maximise and/or widen participation.

Participation of students in the HEFCE-funded UG schemes is addressed in section 4.2, which is pertinent as the schemes aimed to support students from less advantaged socio-economic backgrounds (often regarded as a 'widening participation' cohort). The scheme was at least partly successful in having higher participation (than national cohort figures and the cohort at the participating HEIs) of ethnic minority students and of students of parents with non-professional occupations. By gender the proportions were close to the overall cohort. Detailed consideration of the extent to which the scheme succeeded in supporting those without prior work experience indicates that more female and white students, and those with professional parental occupation backgrounds, tended to have had prior work experience. There were also tentative signs that ethnic minority students were less successful in securing placements, although the numbers were very modest.

Stronger data is available for graduates participating in internship schemes, drawing together data from graduates in the HEFCE schemes (detailed in section 5) and the GTP evaluation survey. Several consistent findings seem to emerge across the two studies:

- Reasonably even participation by gender, although females were apparently more successful in securing internships within the HEFCE scheme (a difference not observed in the GTP).
- In terms of academic attainment, graduate participants were 'stronger' than average, i.e. a greater proportion had 1st class or 2.1 degrees than amongst their national cohort, which suggests that neither scheme is particularly catering for 'weaker' graduates perhaps in need of more support in finding employment. The heavy competition for vacancies in the GTP led employers to select applicants partly on degree attainment, so those securing internships were higher achievers still, although this was less pronounced (but visible) in the HEFCE graduate schemes.
- A markedly higher proportion of participants in both schemes was of ethnic minority background (and a correspondingly lower proportion was of white ethnicity) compared with the overall recent graduate national cohort, which is an encouraging suggestion that the schemes are popular with ethnic minority graduates. However, for both schemes there was also evidence that white graduates were significantly more successful in securing the internships that were available. Graduates of black and Asian origin appeared to be the least successful in the HEFCE schemes, which could also be related to the lower 'success' of males, as a large proportion of the Asian students were male. However, Asian graduates also seemed to be the least successful in the GTP (there were rather few black graduates in that sample). This appears to be an area worthy of more detailed and thorough investigation, both to verify this apparent finding and investigate the underlying reasons.

Using a very broad analysis by parental occupation, the proportion of participants in the HEFCE graduate scheme from 'professional' home backgrounds was roughly similar to that of students nationally.

Summarising these data, it seems that the two graduate internship programmes (the GTP and the HEFCE schemes) were catering for relatively 'average' graduates but if anything with rather 'good' degrees, which does not immediately suggest that they are the graduates in most need of support in finding employment.

The substantially higher participation (but lower success) of graduates of ethnic minority background is also noteworthy, and after more investigation it may be that these graduates need further encouragement or tailored support in order to convert their participation into more successful outcomes.

More broadly, Alan Milburn's 'Unleashing aspiration' report addressing social mobility dedicates a chapter to internships as "opportunities to get onto the professional ladder". It suggests that opportunities to undertake internships are not fairly distributed and result in professions accessing a limited pool of talent:

You are less likely to be able to do an internship if:

- *You lack the means to work for free;*
- *You lack the means to travel or live near to the internship;*
- *You come from a background in which a professional internship is never considered or discussed.*

In relation to these factors, the GTP had no impact in terms of unpaid opportunities, but the HEFCE schemes clearly did support participation of graduates who may have lacked the means to work for free. There was evidence in the GTP that most vacancies were in London and the South East, which was a restriction for graduates living elsewhere in the country, particularly for low paid or unpaid positions, while there was widespread distribution of vacancies regionally in the HEFCE schemes. On the basis of parental occupation data, the HEFCE schemes were broadly neutral on the third issue.

Of related interest, at least for STEM students, there appears to be a positive correlation between the propensity to undertake degree-related work experience and the extent to which a student is thinking about their career, which results in a greater proportion of those undertaking such placements subsequently choosing to pursue degree-related careers. For the STEM sectors this is significant in trying to reduce the outflow of STEM-qualified graduates to other sectors, when such STEM skills are in short supply. Although the correlation may initially seem obvious, it does suggest both that encouraging more students to undertake degree-related work experience may result in more informed career decisions, and also that encouraging more students to engage in career-related thinking may increase their enthusiasm to take up work experience opportunities. Reversing the logic, it could also indicate that degree-related work experience is of lower interest to those who are not thinking about their careers at all during their HE.

3.6. Impact of HEFCE and government schemes

3.6.1. Impact on students

- The schemes increased the number of graduate placements available by around 8,500 and provided opportunities for over 850 UGs to take part in WEPs.

- The schemes increased rather than ‘widened’ participation by graduates and students (particularly in the graduate scheme, where the main beneficiaries seem to be ‘strong’ candidates with good degrees). However, a greater proportion of participants do seem to have come from a ‘non-professional’ parental occupational background and from ethnic groups other than White British than in the cohort of the whole student body (at the participating HEIs and nationally).
- The majority of participants in both schemes had not applied for or had been unsuccessful in obtaining work experience previously.
- The most successful placements seem to be those that contributed to fulfilling a business need for employers (particularly SMEs). The outcomes for students and graduates were often better when this was the case (e.g. leading to a job offer).
- Involvement in a placement increased students’ and graduates’ confidence in their employability; and their perceived development of the skills that employers require.
- The graduate scheme seems to have had a positive impact on the employment outcomes for participants – a higher proportion of those that accepted a placement are in paid full-time employment than those that applied but did not take part in the scheme. Graduate participants that have not yet found employment are still positive about their experience on the scheme.
- Students and graduates involved in the scheme received job-related and learning support from employers – suggesting that they were not regarded just as a source of ‘cheap labour’.

3.6.2. *Impact on employers*

- The UG and graduate schemes drew in employers that had not previously offered internships or WEPs at HE level. (In the case of the graduate scheme around 75% of employers responding to the survey had not taken on an intern previously).
- The graduate scheme was successful in involving employers in the target sector and SMEs.
- The schemes had a positive impact on employers’ attitudes to taking on graduate interns or UGs on WEPs. Employers were more likely to offer placements as a result of their experiences in these schemes.
- Students and graduates involved in the scheme received job-related and learning support from employers – suggesting that they were not regarded just as a source of ‘cheap labour’ – government funding contributed to positive outcomes for student/graduate participants not just funding employers to take on more staff cheaply.

3.6.3. *Impact on HEIs*

- The schemes helped HEIs generally to obtain a better idea of the skills employers are looking for in students and graduates.
- The schemes helped to extend or strengthen links between employers and HEIs and helped to 'sell' other activities and types of employer engagement such as KTP and consultancy (with a benefit to all parties involved – employers, students and HEIs).
- The schemes worked as 'test mechanisms' for different approaches to offering WEP by HEIs – although the participating HEIs generally tended to fit their approaches to the amount of funding available rather than take creative approaches to trialling different models – the assumption was that employer-student finance was the main issue to be addressed.
- The schemes brought together different 'factions' within the HEI – academics, placement units, students and employers who worked together to achieve required outcomes.
- The schemes raised awareness among academics of the access agenda and importance of work experience. They raised awareness of need for work experience amongst students not otherwise engaged.

3.6.4. *Impact more broadly*

- The UG scheme was welcomed as innovative and addressed a genuine issue of widening participation in the current economic situation.
- There is no evidence or body of opinion to suggest that the HEFCE-funded schemes 'replaced' or substituted internship or placement opportunities already available (with the exception of Step, which did take this view). Employers involved in the scheme confirmed that the funding enabled them to increase the number of internships and placements they could offer.
- Involvement in the HEFCE schemes (particularly UGs and employers) created expectations about the long-term availability of the scheme. HEIs reported already receiving enquiries about availability in the coming year. This does raise issues about continuity. One possible (negative) impact may be that employers offer placements or internships in the coming year without a financial subsidy – which may lead to further unpaid opportunities (possibly unfilled).

3.7. International approaches

In this section we look at some approaches taken or proposed internationally in the provision of WEPs and internships.

3.7.1. *USA – proposals for government internships*

In the USA the majority of HE students undertake internships (around 85% according to a survey by Vault, a career advisory consultancy, carried out in 2006; the national Association of Colleges and Employers found 62% of graduates had undertaken internships according to their survey). While internships are viewed as a crucial part of the college experience there is concern that financial constraints prevent those

from less advantaged backgrounds taking up these opportunities which are frequently unpaid. This is exacerbated by the oversubscription of internships with a trend for individuals to pay private companies to find internships (which can cost over \$8,000).

The Institute for Higher Education Policy notes in its report *Educational Policies for Integrating College Competencies and Workforce Needs* (2009) that internships vary in the extent to which they develop workforce skills, often simply providing a 'glimpse of the corporate environment'. Further, the nature of internships can exacerbate socio-economic division with those from less financially well off backgrounds being less able to take advantage of opportunities.

A report³² by Demos and the Economic Policy Institute³³ proposed the introduction of paid internships in government and not-for-profit organisations funded by federal government and financed by reform of the tax system. For-profit organisations are legally required to pay interns (although unpaid internships are common and enforcement of payment is not rigorous) but those in government or not-for-profit organisations are not required to pay interns.

The report proposed to implement the programme (which they badged the Student Opportunity Program) through the existing Federal Work Study Program³⁴ and by:

- Providing competitive grants to universities and colleges to establish their own campus-level paid internship programmes for low-income students; and
- Providing grants to low income students who secure internships in federal government agencies or congress.

A complementary policy put forward in the report was for the federal Department of Education to set up and manage a comprehensive centralised database of internship opportunities (which private organisations already do for a fee).

3.7.2. Australia – a national internship scheme

In Australia around 85% of students have paid jobs during their study but this is not necessarily linked to their area of study or future career plans. The role of the employment is to cover or supplement subsistence costs. Universities Australia proposed the establishment of a National Internship Scheme³⁵, federally coordinated and funded, in its position paper published in 2008. The proposal was made in the context of addressing a long-term shortage of skills vital to Australian economic

³² *Paving the Way through Paid Internships: a proposal to expand educational economic opportunities for low income college students*, 2010

³³ Demos describes itself as a 'non-partisan' public policy research and advocacy organisation based in New York, and EPI is a non-profit Washington DC think tank.

³⁴ The Federal Work Study Program provides funds earned through part-time employment to assist students financing post-secondary education. Hourly wages must be not less than the federal minimum wage, and community service work and work related to programme of study is encouraged. It is available to those determined to be in financial need. Further details at <http://www2.ed.gov/programs/fws/index.html>

³⁵ <http://www.universitiesaustralia.edu.au/resources/87/National%20Internship%20Scheme%20pp.pdf>

growth and competitiveness, and as a way of contributing to individual UGs' future employability and productivity.

The internships under this scheme were aimed at UGs and were seen as a way of enabling structured work-based learning, providing students with paid employment that could be credited towards their degree studies.

The scheme was also proposed as a way of addressing a perceived lack of integration between programmes of study and programmes to enhance work-readiness. Universities Australia saw this as a partnership between universities, government and industry and had the support of business organisations and HEIs as a way of making 'work-integrated learning' a core activity. The scheme would be funded with government and employer money – either through a government subsidy for student salaries or corporate tax relief.

To date the scheme has not come to fruition although there continues to be a push from various sectors. The Australia Industry Group in 2010 urged the government to launch the scheme as a means of addressing graduate work-readiness schemes. Delays seem to be due to budget constraints as the original proposal was in response to government prompting.

The University of Victoria is currently leading a separate but related development which draws on Universities Australia's proposed scheme and the UK's GTP. This is the development of a 'National Work Integrated Learning (WIL) Portal' which has the involvement of 34 universities, and will be an interface between organisations and tertiary institutions (not students). It will provide details of WIL (paid and unpaid) with institutions matching opportunities to students using existing business processes. The portal development was due to take place during 2010 with a final report in June 2011.

3.7.3. *Canada – federal sponsored youth opportunities*

An approach taken by the Canadian government is less focussed on higher education, with a broader remit of supporting young people generally. Its Summer Jobs Program cover students aged between 15 and 30 years of age, and is designed to focus on local priorities and communities. Its stated aims are to provide work experience for students and to support organisations (not-for profit, public sector employers and small businesses) that provide community services.

Organisations create opportunities which are judged for eligibility against criteria that include provision of supervision and mentoring, career-related experience and payment of a salary. The opportunity is publicised by employment officers and placed on Service Canada's 'virtual job bank'. Organisations providing opportunities are given funding for the WEPs.

Canada also runs the Federal Student Work Experience Program which provides full-time students with work experience relevant to their field of study in federal organisations. Again the programme covers opportunities beyond HE from secondary schools upwards. Participants are provided with a set level of financial support based on an hourly rate related to educational level and experience. Participants complete an online application form, which is matched against available opportunities held in a national inventory. The service is heavily over subscribed (approximately 10,000

opportunities and 55,000 applicants per year) so students that match the job criteria are selected randomly. There is no widening participation aspect to the programme.

3.7.4. Finland – professional universities and ‘on-the-job’ learning

According to the Ministry of Education and Culture³⁶, HE in Finland since the mid-1990s is based around two complementary sectors – universities and polytechnics (sometimes referred to as ‘professional universities’). The polytechnics were introduced, initially on a temporary basis, to address the relatively low percentage of those eligible entering HE (about 30%), and to launch a professionally oriented HE sector.

The mission of universities is to conduct scientific research and provide instruction and postgraduate education based on it. Polytechnics train professionals in response to labour market needs and conduct applied research which supports and promotes regional development in particular.

Polytechnic degree studies give a HE qualification and practical professional skills. As well as academic study, all degree studies (which last around 3.5 to 4 years full-time) include practical on-the-job learning (the HEI pays two-thirds of the cost of the placement and the hosting employer the remaining one-third). Polytechnic education is provided in the following fields:

- Humanities and Education
- Culture
- Social sciences, business and administration
- Natural resources and the environment
- Technology, communication and transport
- Natural sciences
- Social services, health and sport
- Tourism, catering and domestic services

3.7.5. Other UK national approaches

Although not strictly international it is worth making reference to the approaches taken in the other UK nations of Northern Ireland, Wales and Scotland

3.7.5.1 Northern Ireland – job placements to address economic downturn

Northern Ireland is running the Graduate Acceleration Programme (GAPNI), a 26-week job placement scheme that includes study for a postgraduate certificate. It is jointly run by Business in the Community, Department of Employment and Learning, and Queens University Belfast and University of Ulster.

As part of the scheme the employer is provided with a wage subsidy for the duration of the placement, while the student continues to receive their current benefits plus an

³⁶ <http://www.minedu.fi/?lang=en>

additional £15.38pw training allowance and further support to cover travel-to-work expenses where required.

The programme is part of priority measures to deal with the economic downturn.

3.7.5.2 Wales – work experience to address economic competitiveness

The GoWales programme receives European Convergence funding and from the Welsh Assembly Government (WAG) through the Higher Education Funding Council for Wales (HEFCW) core grant. It is central to WAG and HEFCW's priorities and is mentioned in its Higher Education and Youth Entrepreneurship strategies.

The programme offers work experience for graduates and UGs (placements of around 10 weeks and 'work tasters' of short periods from a day upwards). There is also a strand dealing with graduate training and development, and employers in Wales are offered free advertising of graduate opportunities via the GoWales website. The programme offers free training programmes to recent graduates to equip them with skills to gain graduate employment – a combination of work experience and a Level 3 qualification from the Institute of Leadership and Management.

The programme mainly caters for graduates as the funding from the European Convergence fund requires work to a strategic framework based around employment and achieving a sustainable and competitive economy. Employers are part subsidised for the 10-week WEPs although they pay the bulk of the costs of the interns' £250pw salary. The programme is run via HEIs career services.

This is a national approach, but is easier to do at this level in Wales with a relatively small number of HEIs and volume of employers and students/graduates.

3.7.5.3 Scotland – graduate work experience for SMEs

Talent Scotland is jointly funded by Scottish Agencies and HEIs. The focus is on SMEs in Scotland, placing recent graduates to undertake specific projects combined with a training element delivered by the HEIs and paid for by Skills Development Scotland and Scottish Enterprise.

Placements last between 3 and 12 months with employers paying the salary (£14k per annum pro rata) with recruitment and support to employers from Talent Scotland. Opportunities are publicised by HEI careers services and graduates are invited to apply based on job role match. This is not based on widening participation criteria (although the availability of financial support for graduates may partly address this).

The programme is still in its early stages, and is ramping up the number of opportunities and applicants. There is still at this stage a need to overcome any cost/benefit concerns amongst employers, with employers that have not previously offered work experience opportunities as the target market. Like the Welsh programme, this scheme is operating in a relatively small market with well linked HEIs.

In Section 4 we look in detail at the HEFCE UG internships in the professions scheme.

4. Evaluation of the undergraduate scheme

Thirty HEIs took part in the UG scheme, with 852 placements taken up. The placements largely ran over the summer vacation in 2010. HEIs were offered up to £1000 funding per internship.

This evaluation of the undergraduate scheme draws on findings from:

- Survey of UGs that applied for and accepted placements, supported by in-depth interviews with 9 of them. 196 students responded to the survey. (See Appendix A for descriptions of the interviewees.)
- Survey of employers that offered placements, supported by interviews with 8 employers; 118 employers responded to the survey. (See Appendix A for descriptions of the interviewees.)
- Survey and interviews with HEIs that took part in the HEFCE scheme; 26 HEIs completed the survey and interviews were carried out with 11 HEIs. (See Appendix A for a list of interviewed HEIs.)
- Funding applications and management reports from the HEIs involved.

In the remainder of this section of the report we examine:

- The delivery models adopted;
- The nature and characteristics of UGs supported;
- Recruitment processes;
- Demand and supply;
- The importance of the financial support;
- Support provided;
- Sustainability; and
- The early impact of the scheme.

4.1. Delivery models

The participating HEIs adopted a variety of models for the internships, some drawing on established procedures (including those set up through their participation in the HEFCE-funded Graduate Internships and ECIF schemes) and others with less developed procedures and experience, starting more 'from scratch'.

Overall, HEIs tended to use most of the available funding to subsidise the employer (to cover payments to students) or to provide bursaries direct to interns, rather than testing other approaches. In many cases the models adopted were developed to fit within the available funding of £1000 per internship (in many cases to provide the student participant with reimbursement of around the NMW).

The main features and variations in the approaches are outlined below.

4.1.1. Financial support

Many HEIs paid bursaries to the students directly. A number of reasons were given for this approach:

- Being able to use existing payment mechanisms to students removed complications and simplified the relationship between HEI, student and employer (which might not need actually to employ the student)
- Protecting the students' financial interests (e.g. they did not have to face emergency tax as a result of being placed on the employers' payroll).
- It was easier for the HEI to suspend payment to the student if they failed to complete the placement, than it would have been for employers.
- Payment could be staged and linked to required outputs from students. For example, a first payment following completion of a preparation workshop, and a final payment on submission of a post placement report.
- Working for a 'training allowance' was felt to be more attractive to students than working for the NMW.

Some approaches used the funding to subsidise employers, who were required to reimburse the student on placement. For example De Montfort acted as the 'central financier' for its consortium and paid £900 to the employer as a subsidy. The University of the West of England paid a £850 subsidy to the employer to cover the bulk of the payment (of £220pw) to the intern (the employers contributed £50pw).

Liverpool John Moores and Salford paid a subsidy to employers to cover costs not related to students' financial support. £200 and £100 respectively was offered to host employers for out-of-pocket expenses (such as attendance at a HEI-organised pre-placement training day).

In almost all models the intention was to seek an additional funding contribution from employers (either on a mandatory or optional basis). Where the financial contribution was optional, most employers declined to contribute. In one case where the contribution was mandatory, the HEI (Newcastle College) put forward a well-developed value-for-money case (gaining a skilled employee for a nominal weekly outlay). The college did not find that this discouraged participation. However, it should be noted that this HEI worked with existing employer contacts which were already aware of the benefits and the strength of the HEI's students.

In most cases students received £750+ (i.e. around 75–80% of the allocated £1,000 went to support the intern financially) either directly as a bursary or training allowance, or as a salary from employers who had received a subsidy from the HEI. The Royal Veterinary College was an exception to this approach. Rather than assigning a specific amount the funding was used to cover only the actual travel and accommodation expenses of urban area-based students undertaking farm and rural veterinary experience.

In a few cases the intern received the full £1000 either directly or via the employer. Where this was the case it was by HEIs that already had systems in place for running internships or WEPs. For example, Reading paid £950 to the interns and used the (modest) remaining funding to pay for a trainer to prepare students to make a 'good

impact' on potential employers. Sunderland paid the whole £1000 direct to the interns as it stated that it wanted to maximise the benefit to students. It drew upon existing internal central services infrastructure to run the scheme (using teams involved in other WEP programmes) and used existing payment channels to students.

In only a minority of cases was more than 30% of the funding (and in many cases less) used to cover administrative costs. It was not necessarily the case that these HEIs needed to build processes from 'scratch'. The funding seems to have been used to:

- Test approaches;
- Embed systems that could sustainably be used in the longer term; and
- Provide a high-level of support to the intern and employer.

Hertfordshire, for example, offered four-week internships for which the student received £500 as a 'training allowance'. The balance was retained by the HEI for administrative and coordination costs, specifically:

- Promotion and awareness-raising amongst partners/employers;
- Student-facing promotion and awareness;
- Internship opportunity screening;
- Induction;
- Individual student advice, coaching and guidance;
- Employer support during internship; and
- Post-internship de-briefing and reporting.

Liverpool John Moores based its placement model on its existing 'World of Work' employability training package. This included:

- Initial day of pre-application training and preparation for qualifying students;
- Half day pre-placement preparation training session;
- Half day training with intern and employer to cover objective setting and expectations;
- Weekly monitoring of placements; and
- Completion of an evaluation form by employers and interns.

4.1.2. Duration

The placements lasted from 1-2 weeks up to 12 weeks, with most lasting 4-8 weeks (before any extensions offered by employers). Therefore in almost all cases interns had at least a month with their employer. There were a few individual cases of flexibility with some taking the option to work part-time to extend beyond the vacation, with the agreement of all parties (this was to fit individuals' circumstances rather than to match the NMW to the funding over a reasonable period).

A rationale for shorter placements was that the duration was best suited to the target groups of students who were likely to also need to undertake higher paying employment over the summer break, or who may need to fit the placement around responsibilities such as childcare. In the case of Liverpool Hope, an additional reason provided was that the 10-day placement was thought to be sufficient to equip participants (who were at the end of their 1st year) with the confidence and skills to independently pursue WEPs in the future. The duration was therefore suited to the needs of students rather than host employers.

Where placements were of a longer duration, the rationale was that they would be long enough to provide a quality internship experience for employers and students.

4.1.3. Opportunity identification and recruitment

The processes of recruitment are looked at in more detail in Sections 4.3 and 4.4 below, but the two main differences were between those that were:

- Student-driven (students found placements and could offer funding to the employer as an 'inducement'); and
- HEI-driven (HEIs worked with existing and new employer contacts to identify placement opportunities and match them with suitable applicants).

4.1.4. 'Lean' and 'intensive' approaches

Variations in approaches can also be described by whether HEIs had a 'hands on' (intensive) or more 'hands off' (lean) approach. 'Hands on' approaches included elements of:

- Preparation of students at the application stage onwards through provision and interview preparation, pre-placement workshops in workplace skills and behaviours, through to post-placement reflection on what had been learnt, and how this experience could be used to improve employability and employment prospects.
- Assessment and accreditation – in most cases placements were not formally assessed or used to build up credits. There were a few exceptions to this. Liverpool Hope limited the scheme to students on its new BA Accounting programme and the internships were meant to offer experience that counted towards professional accreditation via ACCA (Association of Chartered Certified Accountants). All interns involved in the HEFCE UG scheme at Reading signed up to its 'Red Award'³⁷ which accredits students undertaking extra-curricular activity.
- Recruitment agency type services for employers: working with firms to develop job descriptions or identify projects of mutual benefit, filtering applications and shortlisting candidates, being involved in the interview process; managing payments to students; and post-placement follow-up.

³⁷ Reading Experience and Development Award, see <http://www.reading.ac.uk/internal/readingexperienceanddevelopmentaward/about/reda-about.aspx>

The more 'hands-off' approaches required the student to be more proactive in identifying opportunities for work experience and making the most of the experience post-placement. The funding was used largely to reimburse students to enable them to have the financial wherewithal to undertake the placements rather than carry out 'subsistence work' to fund their studies.

Analysis of the student surveys does not seem to reveal that a more intensive approach by the HEI affected students' perceptions of the impact of the placement on their employability. If responses from students are categorised by whether the placements had a high level of HEI intervention or not, then replies to the statement "my experience on the placement has made me more employable" show no difference (both with an average rating of 4.4 where 1 = strongly disagree and 5 = strongly agree). There may be some differences between impact on levels of confidence, with 59% of those placed under a model with higher HEI intervention stating that they would feel more confident in making job applications compared with 51% placed under models of lower HEI intervention. This could also reflect that it is the opportunity for reflection and learning post-placement that is particularly valuable, almost irrespective of the detailed structure of the placement.

Appendix B summarises the approaches taken by each HEI drawn from their applications for funding and final reports submitted by the HEIs, and interviews conducted with 11 HEIs conducted by Oakleigh and CRAC. The table indicates whether the HEI was successful in filling all the places for which funding was allocated.³⁸ The approaches taken by Lancaster and Warwick are examples of the more remote, student-driven model. Hertfordshire and Reading's models are examples of a more structured, intensive approach. Newcastle College provides an example of a model that successfully obtained employer financial subsidy.

4.2. Nature and characteristics of undergraduates supported

The undergraduate scheme was designed to address social mobility. HEFCE's guidance to HEIs suggested that student beneficiaries should be UGs who would not usually be able to access such internship opportunities (such as those in receipt of a grant or bursary or who consider themselves to be disabled). The internships were to be open to home and European Union (EU) UGs only. HEFCE were not prescriptive in who could benefit and participating HEIs were required to identify the most suitable UGs to benefit from the scheme.

The HEIs responses to the survey identified the following main groups as being supported by the scheme:

- Students that would not normally be provided with or supported on placements as part of their programme;
- Students largely dependent on paid work to finance their time at university/college.;
- Disabled students; and

³⁸ Please note this table is very detailed and may need to be printed in A3 format to be clearly read.

- Students with ethnic minority backgrounds with socio-economic disadvantage.

However, due to a number of factors, particularly the timescale and timing of the scheme, in some cases the internships were opened up to a broader group in order to fill the places. The relatively short notice meant that there was imperfect targeting of the student cohort and some had already secured vacation work. Thus a pragmatic desire to fill the funding allocations may have over-ridden better targeting. In some cases the scheme was promoted to all students, while others attempted to ensure that 'disadvantaged groups' received targeted information about the scheme.

The (un)availability and accuracy of student records was suggested by some HEI participants as hampering the identification of the target groups, and in some cases – where promotion was wider and certain types of students were invited to apply if eligible – some individual students were reluctant to disclose this type of information – i.e. to identify themselves as 'disadvantaged'.

Just over half of the HEIs stated that they thought the students that applied for placements in the HEFCE scheme were different to those that normally engage in WEPs, while just under half did not think that they were different (and two HEIs did not know).

4.2.1. Prior experience of work

Just over a third (35%) of respondents to the UG survey claimed to have had a long-term job before entering HE. The mean age of all respondents was 22.5 years, while the mean age of those with a prior long-term job was 23.8 years (those that did not have a long-term job had a mean age of 21.7 years). They were therefore somewhat older, but many seem too young to have had a genuinely 'long-term' job.

This suggests that there was a variable interpretation of what a long-term job meant. However, in interviews with students that took part in the scheme a number stated that they had been in paid employment since they were 16 years old (or younger) and so regarded this as long term (particularly when they continued to do work to subsidise their studies).

Just over half (52%) of respondents undertook part-time paid work during term-time and 44% during holidays. Only 16% stated that they did no paid or voluntary work. Therefore almost all participants had some prior experience of a work environment of some type.

In terms of trying to obtain structured WEPs while studying, around 33% had been on WEPs prior to taking part in the HEFCE-funded scheme. Of those that had not, 27% had tried to get on a placement but failed and 41% had not previously tried to get on a WEP. The HEFCE scheme does therefore seem to have been partially successful in providing WEPs for those that would not otherwise have had this opportunity.

The findings from the UG survey seem to suggest that respondents that have had a 'long-term job' are more likely to look for WEPs while studying (65% compared with 56% of those that had not had a prior long-term job). Those who had done a prior long-term job were also more likely to be successful in obtaining placements than those without (38% compared with 30%). Although these findings are based on small numbers of respondents, they do suggest that those without general work experience

require more support to initiate and encourage searching for WEPs, as well as support to 'sell themselves' and make the most of the skills they have developed.

An effective use of funding and resources would seem to be to target support at those students with no prior work experience, rather than concentrating solely on background characteristics. The support may be best provided at an early stage in the HE career, so that students have the opportunity to develop the skills and attitudes employers are looking for.

4.2.2. Parental occupation

Three quarters of respondents to the UG survey provided their parent's occupation, which were coded broadly into 'professional' and 'non-professional' occupations. Around 45% of those that provided this information came from a 'non-professional' occupational background (33% of all the respondents to the survey). For comparison, HESA data on Under-represented Groups in Higher Education indicates that 30.7% of young full-time UG entrants are from National Statistics Socio-Economic Classifications (NS-SEC) 4 to 7³⁹.

Similarly, 43% of those offered a placement came from a 'non-professional' occupational parental background, indicating that there was no significant difference between the proportion of the two groups who were offered a placement under the scheme (with 87% of applicants from a professional background and 85% of those from a non-professional occupational background offered a placement).

However, there were small differences between these two groups in terms of whether they had tried to find or had undertaken other WEPs while at university/college. For example, 43% of those from a 'non-professional' occupational background had not tried to find WEPs, compared with 37% of those from a 'professional' occupational background.

Although the coding of parental occupation is not an exact correlation with the NS-SEC classifications used by HESA, the survey findings do suggest that a significant proportion of participants within the scheme (perhaps 45%) were from 'socio-economic disadvantaged' backgrounds, i.e. a target group for the scheme.

4.2.3. Ethnicity

Around 70% of the respondents to the UG survey were of White ethnic origin (around 60% White British, 2% White Irish and 8% other White background). Within the remaining 30%, around 9% were of Black ethnic background, 16% of Asian ethnic background and around 4% of Mixed ethnic background. For comparison, according to HESA 2009/10 data, the ethnicity of 98% of full-time UGs is known, of whom 79% are of a White ethnic background and 21% from other ethnic backgrounds. Analysis

³⁹ NS-SEC classifications used are:

- 1 Higher managerial and professional occupations
- 2 Lower managerial and professional occupations
- 3 Intermediate occupations
- 4 Small employers and own account workers
- 5 Lower supervisory and technical occupations
- 6 Semi-routine occupations
- 7 Routine occupations

of HESA student ethnicity data⁴⁰ for the participating HEIs shows that the breakdown of students where ethnicity is known is approximate to that of the national cohort (83% White, 4% Black, 10% Asian, 3% 'Other') This suggests that students from ethnic minority backgrounds were over-represented in the HEFCE scheme as had been sought. (Note, 80% of respondents who provided their parents' occupations as 'professional' occupational were from a White ethnic background; compared to 60% of the group that had a 'non-professional' occupational background.)

Significantly, a higher percentage of respondents from a White ethnic background had undertaken other WEPs than those with other ethnic backgrounds (37.5% and 21% respectively). There was also a noticeable difference between the percentage of those in the White ethnic group that had tried but been unsuccessful in obtaining WEPs and those from other ethnic backgrounds (23% and 35% respectively). Although the numbers are small, the Asian ethnic group was the least successful with 48% reporting that they had tried but been unsuccessful in obtaining placements previously.

However, the success rate for obtaining a placement under the HEFCE scheme for White ethnic background respondents and those from other ethnic backgrounds was roughly the same (85% and 82% respectively). Although the numbers are small there was some variation amongst Black and Asian ethnic groups with 88% of respondents from a Black ethnic background being offered a placement compared with 77% from an Asian ethnic background.

On the basis of this analysis, with a small sample, the finding that the HEFCE UG internship schemes did not replicate these differential outcomes between students with certain ethnic backgrounds could suggest that structured approaches to WEPs can help address these differences.

4.2.4. Gender

59% of the respondents to the UG student survey were female and 41% male. This roughly corresponds to the gender breakdown of full-time UG students as recorded in HESA data (55% female and 45% male). More females stated that they had been on other WEPs while at university/college (37% compared with 25% of males).

However a similar percentage of male and females can be said to have tried to get work experience if the figures for those that stated they had tried and been unsuccessful are added to those that tried and were successful (approximately 60% of male and female respondents). Female respondents were therefore more successful in obtaining placements (33% of male respondent stated that they had tried but been unsuccessful in obtaining WEPs compared with 22% of female respondents). Around 40% of male and female respondents had not tried to find WEPs.

⁴⁰ 2007/08 data

4.3. Undergraduate participation

4.3.1. Undergraduate recruitment

HEIs' recruitment processes were mainly a combination of targeted and broad publication of opportunities. Students meeting socio-economic or disability criteria were usually identified through use of Registry or Student Services data (e.g. those in receipt of bursaries, disabled student allowance, or involved in widening participation activities).

Academic staff were also involved in identifying students that could gain the most benefit from the opportunities. These students were then provided with targeted information on the WEP opportunities available under the HEFCE scheme, and encouraged or supported to apply.

In the case of specialist HEIs and Further Education Colleges, where links with the employers involved were particularly well developed, the requirements of employers offering the placement were also included in the student recruitment process – i.e. the students that could offer the most benefit to employers were matched to those opportunities. For example, Liverpool, invited students to apply for a number of internships (in NHS Trusts) and a panel from the Centre for Lifelong Learning decided who were offered places.

Some models incorporated a competitive element to the allocation of placements – requiring candidates to make presentations to an employer and academic panel. A number of HEIs saw the placement recruitment process as a means for students to obtain interview and real life job application experience. This meant that even those that were unsuccessful in obtaining a placement gained some valuable experience from their involvement – in some cases also making them aware of the support available from the Careers Service.

As well as the targeted approaches (to ensure particular groups were well informed of the opportunities) many HEIs publicised the opportunities more widely to UGs. The broader publication of opportunities included emails to students signed up to the Career Services; information on online HEI job sites; student services websites, and HEI Facebook pages and blogs.

The time available for filling placements was a factor in this wider publicising of opportunities, as there was a limited period in which to fill placements prior to the summer break. However, in some cases this was seen as a 'fairness' issue so that all those interested in taking up a placement were given an opportunity to apply. In one case the HEI left it up to the individual student to make their own 'fair access' case.

The HEIs did not (and were not required) to keep record of whether the successful applicants had applied speculatively or were part of the targeted groups.

4.3.2. Undergraduate motivation to participate

The main aims of the students that responded to the survey in applying for a placement were to:

- Gain some working experience to improve general employability;

- Increase chances of getting a job in a particular industrial/employment sector; and
- Gain specific skills for work in a particular sector.

This suggests that they saw the placements as a means of improving their employment prospects generally, but were already seeing the placements as a means of increasing their chances of working in a particular sector and developing the skills required for that industry. Thus at least some students did seem to have a post-graduation career focus at this stage.

Table 8 illustrates the main factors that influenced students' decisions to accept a placement.

Table 8 - Key decision factors in accepting placement

What were the 3 main factors that influenced your decision to accept the placement?		
Answer Options	Response Percent	Response Count
Level of pay (remuneration)	17.8%	29
Geographical location of the placement	30.1%	49
Duration of the placement	20.9%	34
Skill development opportunities offered	65.6%	107
Opportunities to develop entrepreneurial skills	15.3%	25
Chance to work with a particular company	27.6%	45
Opportunity to work in a particular sector	58.3%	95
Flexibility of the placement (e.g. could work part-time)	14.7%	24
Accreditation offered	3.7%	6
Relevance to your course	50.9%	83
Other (please specify)		7
<i>Answered question</i>		163

The main factors that influenced student decisions to accept a placement were therefore:

- Skill development opportunities offered;
- Opportunity to work in a particular sector; and
- Relevance to their course.

Again, these relate to the opportunities to develop skills and knowledge and maximise their academic achievement, rather than specifics of the placements such as level of pay, duration or flexibility of the placement – and confirm also that 'just earning money' was not a main driver. The interviews with participants reinforce these survey findings. Students interviewed were looking to:

- Gain particular experience (such as using specialist software);
- Get a realistic view of what working in a particular sector entails and testing their interest in working in this sector in the future;
- Improve job prospects by being able to show a history of relevant work experience and proactive approach in having done this work while studying; and

- Develop their confidence and professional attitude, and familiarise themselves with the ways of working – a number of interviewees mentioned ‘learning the language’ used within the sector they were interested in.

4.3.3. Motivation to participate by different types of student

For those that had previously undertaken WEPs their main aims were to increase their chances of getting a job in a particular industry/employment sector. This suggests that they may have felt more confident about their general employability. ‘Just to earn some money’ was less of a factor with this group than those with no prior WEPs, which may suggest that the longer-term benefits are more apparent to this group (although a larger proportion of this group came from more advantaged socio-economic backgrounds and so may have less need of the financial support).

There was very little difference in the main aims of male and female respondents in applying for a placement, although ‘to gain some working experience to improve my general employability’ was identified as a main aim by the greater percentage of male respondents, while most female respondents identified ‘to increase my chances of getting a job in a particular sector’. Interestingly, a noticeably higher percentage of male respondents identified ‘to increase my entrepreneurial skills’ as a main aim (32%) compared with female respondents (21%).

There were some differences across ethnic groups, although the three main aims in applying were the same. While 85% of respondents from a White ethnic background identified ‘to gain some working experience to improve my general employability’ 93% of the respondents from other ethnic backgrounds identified this as a main aim. Interestingly, respondents from White ethnic backgrounds were less likely to identify ‘to increase my entrepreneurial skills’ as one of their main aims (23% compared with 31% of respondents from other ethnic minorities).

Those from a non-professional parental occupational background identified ‘to gain working experience to improve my general employability’ as the main aim (81%), while those from a professional occupational parental background mainly saw it as a way of increasing their chances of getting a job in a particular sector (94%). This difference is reflected in replies to the question of the main factors in accepting a placement. More of those from a non-professional occupational parental background identified ‘skills development opportunities offered’ while those from a professional occupational parental background mainly identified the opportunity to work in a particular sector. This could be interpreted to suggest that those from a professional occupational parental background are more confident in their ability to find employment and see WEPs as a way of gaining sector-specific experience.

4.4. Employer recruitment processes

4.4.1. Employer recruitment

As mentioned in Section 4.1 above, on delivery models, employer recruitment to the HEFCE scheme was mostly HEI-driven (the majority took this approach) and to a lesser extent student-driven.

Where the recruitment was HEI-driven, the institutions were largely working with both existing and new employer contacts. No HEI stated that they worked solely with new

contacts and only three of the 26 HEIs that replied to the survey stated they worked only with existing employer contacts.

The HEIs that drove employer recruitment drew on employer contacts within Career Services, worked with faculty Placement Officers, and drew on academic staff employer contacts and alumni networks to identify employers to approach. A selection of HEIs worked with external intermediary agencies including business networks, professional bodies, and regional or local development organisations.

The Aston University consortium also comprised Graduate Advantage which coordinated delivery. Placement opportunities were identified through existing professional contacts plus three main partners (a third sector organisation, a business mentoring and networking organisation, and a business and professional services cluster). Liverpool Hope University made use of the GTP to source internship opportunities (in the financial sector), funding a GTP contractor to source internships. Reading University put emphasis on schools within the HEI to find employers and work directly with them to arrange internships.

The rationale for taking an HEI-driven approach included:

- Where a structured approach was proposed (such as the Reading delivery model) to ensure certain under-represented groups of students were placed in relevant industries – e.g. women in engineering);
- Where HEIs had a strong regional role and wanted to engage local employers to keep graduates in the region in the longer term (thereby contributing to local economic activity).

A limited number of HEIs took a student-driven approach to recruiting employers. Lancaster found this the most successful approach for its circumstances (students attend the university from a dispersed area, and there are limited work opportunities in the area). Students were supported to find and approach employers near their home base, with the financial support as an ‘incentive’ to employers to take them on. This ‘self help’ approach also formed part of Salford and Warwick’s offers. While this approach may have had less impact on HEI employer engagement, it was suited to student circumstances.

There were some incidents where students had already found (unpaid) placement opportunities, who then applied to or negotiated a place on the scheme retrospectively (so that they could take advantage of the financial support) but these seem to be exceptions.

When questioned on how the balance of time had been spent on administering the scheme, overall, identifying and securing placements with employers took up the most time (averaging 26% of time spent on this activity) closely followed by 24% of time spent on ‘identifying students and securing participation’. Most reported that identifying and securing placements took up around 30% of the time spent, with a range from 70% to 0% (the latter Lancaster with its student-driven approach).

4.4.2. Employer motivation

Over half of those employers responding to the survey identified two key factors that persuaded them to offer WEPs through the HEFCE scheme (Table 9):

- Availability of a wage subsidy or financial support;
- Support from the university to identify suitable candidates.

Table 9 - Key factors in offering work experience placements

What were the key factors that persuaded you to offer work placement opportunities on this occasion (that is as part of the HEFCE funded scheme)? Please choose the 3 main factors		
Answer Options	Response Percent	Response Count
Availability of a wage subsidy or financial support	58.2%	64
Support from university to identify suitable candidates	56.4%	62
Support from university for administrative aspects of employing undergraduate	20.9%	23
Proven or easily identifiable work/capacity (e.g. on a specific project) for the placement	46.4%	51
To build and develop engagement with the university more generally	45.5%	50
To fulfil corporate social responsibility role	22.7%	25
To support future recruitment (e.g. to give an individual a work trial)	34.5%	38
Other (please specify)		4
Answered question		110

Put bluntly, this suggests that without the support of the scheme, most of these employers would not pay or commit resources to engaging UGs on placements.

A comment from one of the respondents from the employer survey summarises it well:

The absolutely key thing to understand is that the funding by the university is crucial. If we are not footing the bill ourselves, then we are able to be more accommodating in taking on potentially risky placement staff. But if we are paying for them ourselves, then we are highly unlikely to take any on, because the commercial risk is too high, given the unavoidable limitations on the employment of the placement candidates.

Participation in the scheme was also seen as an opportunity to build and develop engagement with the university (by 46%). A similar proportion indicated that a key issue was 'proven or easily identifiable work/capacity for the placement'.

Responses to an open question on what employers were hoping to achieve by offering the work placement show that some of the key motivations were:

- Additional resources to complete projects – that were live or had been 'put on the back burner' due to lack of time or capacity;
- Assess skills for potential recruitment of the student;
- An injection of enthusiasm and fresh ideas.

The availability of the wage subsidy or financial support was the most important factor for small firms that responded to the survey, followed by support from the university to identify suitable candidates. This latter factor was identified by all sizes of firms as one of the most important factors (and was the most important for large firms). For medium-sized firms proven or easily identifiable work/capacity for the

placement was identified as a key factor in persuading them to offer a placement by the largest proportion of respondents.

The availability of a wage subsidy or financial support was a major factor in persuading firms to participate in the scheme when this was the first time they had offered placements to UGs, followed by proven or easily identifiable work/capacity for the placement. Employers in the third or not-for-profit sector identified available work/capacity for the placement as the key factor in taking part in the scheme, followed by the availability of a wage subsidy or financial support. For the private sector firms the financial support and support to identify suitable candidates were the most important factors (as they were for the public sector firms).

Lincoln School of Architecture faced particular problems due to the economic downturn and its impact on the construction industry in placing UGs. They were unable to fill any of the allocated placements as architectural practices were making staff redundant or reducing the working week of staff – and so it was seen as insensitive to take on additional resource. That this was the case even with the offer of financial support suggests that availability of a financial subsidy is an important but not definitive factor for employers.

4.5. Supply and demand within the undergraduate scheme

Half the HEIs were successful in filling their vacancies, with a total of 852 of the 1011 placements filled (Table 10). There seemed to be no identifiable pattern of the types of HEIs or approaches to indicate if this had an effect on why the places were or were not filled. Where places were filled most HEIs reported oversubscribed demand from students and employers and in four cases HEIs self-financed additional placements. There was only one case where supply of placements exceeded demand (i.e. low demand from students meant available internship opportunities were unfilled).

The HEIs reported that the timing and timescale of the scheme caused difficulties. The timing of the scheme caused problems as in a number of cases the UGs had left the campus for the summer holidays (and made limited use of university emails during that time) or that employers were themselves about to enter the holiday season and so had reduced capacity. A number of HEIs have suggested that a December or January start point for organising the placements would have been most advantageous.

Table 10 – Filled allocation of places

Institution	Filled places	Length of internship	Mission group	Region
Liverpool Hope	N	1-2 weeks		NW
Liverpool	N	1-2 weeks	Russell Group	NW
St Helens College	N	3-4 weeks		NW
Royal Veterinary College	N	4 weeks		London
Durham	N	4 weeks	1994 Group	NE
Southampton	N	4 weeks	Russell Group	SE
Sheffield Hallam	N	4 weeks	University Alliance	Y&H
Aston University	N	5 weeks		WM
University of West of England	N	5-12 weeks	University Alliance	SW
Teesside	N	6 weeks	Million+	NE
Cumbria	N	6 weeks		NW
University of Lincoln	N	8 weeks	University Alliance	EM
Newcastle College	N	8 weeks		NE
Bristol	N	8 weeks	Russell Group	SW
De Montfort	N	8-12 weeks	University Alliance	EM
Manchester Metropolitan	Y	10 weeks	University Alliance	NW
Lancaster	Y	2-4 weeks	1994 Group	NW
Reading	Y	2-4 weeks	1994 Group	SE
Warwick	Y	1-4 weeks	Russell Group	WM
Hertfordshire	Y	4 weeks	University Alliance	East
Central School of Speech & Drama	Y	4 weeks		London
Sunderland	Y	4 weeks	million+	NE
Liverpool John Moores	Y	4 weeks	University Alliance	NW
Bradford	Y	4 weeks	University Alliance	Y&H
Salford	Y	4-8 weeks	University Alliance	NW
Canterbury Christchurch	Y	4-8 weeks		SE
Brunel University	Y	8 weeks		London
Coventry	Y	8 weeks	million+	WM
Hull	Y	8 weeks		Y&H
Leeds College of Art	Y	8-12 weeks		Y&H

Where the HEIs worked with both new and existing contacts, the approximate percentage of new contacts varied from 10% (where the HEI had an established network of contacts which offered work experience for its students) to 90% (where a student-driven model was employed). About half of HEI respondents worked with over 50% new employer contacts.

Around 40% of the employers in the survey (and in the analysis undertaken by HEFCE) had not offered WEPs before involvement in this scheme. This suggests that, in principle, employers could be persuaded to offer placements if the circumstances are favourable.

There was great reported variation by HEIs in the percentage of employers approached that agreed to offer internships, varying from 100% to just 2%. However, over half the HEIs obtained agreement from over 50% of those they approached. Table 11 illustrates the industry sectors in which employers that responded to the survey stated they operated, and also the sectors in which UG survey respondents stated they carried out their placements. Some differences between the two results could be due to multiple placements with a particular employer.

Table 11 – Industry sectors participating in the HEFCE scheme

Industry sector	Number of employers	Employers %	UG number	UG %
Accountancy and business services	4	3.5%	10	6.8%
Advertising, marketing and public relations	4	3.5%	17	11.6%
Armed forces, defence and emergency services	1	0.9%	0	0.0%
Banking – investment	1	0.9%	1	0.7%
Banking – retail	0	0.0%	1	0.7%
Building and construction	1	0.9%	3	2.1%
Catering and hospitality	0	0.0%	0	0.0%
Charity and development work	6	5.2%	9	6.2%
Chemical/pharmaceutical/biotech	1	0.9%	1	0.7%
Creative arts and cultural	18	15.7%	16	11.0%
Education and training	5	4.3%	7	4.8%
Energy and utilities	1	0.9%	0	0.0%
Engineering	1	0.9%	1	0.7%
Environment and agriculture	0	0.0%	1	0.7%
Fashion and design	2	1.7%	5	3.4%
Government and public administration	7	6.1%	3	2.1%
Health	16	13.9%	15	10.3%
Human resources and recruitment	0	0.0%	3	2.1%
Insurance	0	0.0%	0	0.0%
IT and communications	5	4.3%	5	3.4%
Legal services	8	7.0%	9	6.2%
Manufacturing	4	3.5%	2	1.4%
Media	3	2.6%	17	11.6%
Property	4	3.5%	2	1.4%
Publishing	4	3.5%	0	0.0%
Retail	5	4.3%	0	0.0%
Science	4	3.5%	3	2.1%
Social care	3	2.6%	2	1.4%
Sport and leisure	1	0.9%	0	0.0%
Tourism	1	0.9%	1	0.7%
Transport and logistics	1	0.9%	1	0.7%
Other	4	3.5%	11	7.5%

The sectors containing most opportunities were largely:

- Creative and cultural;
- Media;
- Advertising, marketing and public relations;

- Health.

The first three of these are sectors which have a culture of offering (mainly unpaid) internships, and would fall within a rather broad definition of 'professions'.

The HEIs reported that sectors that proved more difficult to engage included:

- Law/legal;
- Banking and finance (including accountancy);
- Engineering.

These are all sectors which traditionally offer extensive paid internships. Some HEIs suggested that the failure to engage might be because such employers already had placement programme cycles in place and had recruited students prior to the summer. They also tend to target a particular group of students – high achieving students from Russell Group universities (i.e. which might be different from the target of this scheme). Other 'hard to engage' sectors identified by the HEIs included:

- Museums and galleries;
- Public sector/political organisations;
- Bioscience/biomedical organisations;
- Small employers in the media industry (as they are looking for graduates).

By type, almost half (49%) of the employer survey respondents were small firms, 18% of medium size and 33% large firms (therefore around two thirds were SMEs). Over 40% came from the private sector, and 30% were from the third sector. This correlates well with HEFCE's own data suggesting that most employers involved were small.

Table 12 is adapted from HEFCE's analysis of the scheme (which uses a different categorisation of sectors from our surveys) and shows that law/legal and professional & financial services were two of the main sectors that offered placements.

Employers that responded to the survey were of the opinion that the HEFCE scheme enabled their company to increase the number of UG placements offered, with an average rating of 3.79 (where 1 = strongly disagree and 5 = strongly agree). Employers were fairly positive that they would offer an UG work experience in the next 12 months, but were less certain on whether they would be increasing or reducing the number of opportunities offered – probably reflecting uncertainties about the economic situation.

Table 12 – Numbers of internships in industry sectors

Sector/Theme	Internships Number	% in Sector
Accountancy	34	4.0%
Architecture	8	0.9%
Arts / Art & Design / Museums	70	8.2%
Automotive	1	0.1%
Business Development and Management	24	2.8%
Careers Advice	3	0.4%
Caring Professions	7	0.8%
Catering	3	0.4%
Charity	16	1.9%
Construction and Built Environment	20	2.3%
Creative arts/industries	61	7.2%
Drama and Production	40	4.7%
Graphic Design and Digital Media	66	7.7%
Engineering	16	1.9%
Environment	6	0.7%
Event/Hospitality Management	8	0.9%
Housing Management	1	0.1%
Human Resources	17	2.0%
Information Services and Technology	9	1.1%
Journalism	33	3.9%
Law/Legal	79	9.3%
Marketing/PR	69	8.1%
Medical-related	22	2.6%
Media/Publishing	17	2.0%
Pharmacy	16	1.9%
Professional and Financial Services	59	6.9%
Psychology	16	1.9%
Real Estate/Planning	7	0.8%
Research	6	0.7%
Retail Management	5	0.6%
Science	26	3.1%
Health Sciences	27	3.2%
Sports Science	36	4.2%
Teaching/Training	11	1.3%
Veterinary	12	1.4%
Total	852	100%

4.6. Importance of the financial support

The majority of delivery models did not require a financial input from employers. Where financial support was requested (i.e. it was optional on the part of the employers) most employers were not forthcoming, but some employers paid travel and subsistence or accommodation costs. However, the requirement for financial input from employers does not always seem to have been a major factor in whether placements were offered or not.

The HEIs broadly saw the funding as:

- A means to support students that otherwise could not afford to participate;
- Helping to strengthen and broaden employer engagement (by offering an incentive to participate); and

- Extending placement opportunities to courses that do not offer work experience as part of the programme.

In most cases the majority of funding was used to support the student financially while on placement, but it also enabled or supported:

- Coordinating of resources across the HEI to identify and recruit students and employers;
- Pre-placement training of students in workplace skills;
- Closer monitoring and evaluation of placements; and
- Embedding or raising awareness of work experience across the HEI.

4.6.1. Importance of the financial support to students

In the survey of students, only 24% of respondents stated that they applied for the placement 'just to earn some money'. Far more aimed to gain work experience to improve general employability (88%) and to increase their chances of getting a job in a particular industry sector (85%). When asked what the main factors were in persuading them to accept a placement offered, only 18% identified the 'level of pay'.

The interviews with students that took part in the scheme bore out these findings. In almost all cases they acknowledged that the financial support they received was useful and helpful in enabling them to carry out the placement, but it was not viewed as being critical. They were more concerned with finding a placement that was suited to their interests and would provide evidence of work experience to employers.

However, when their individual circumstances are considered, the availability of financial support did seem to play a fairly central role. For example, one interviewee noted that the financial support was about the same as they would have received if they had done 'casual work' instead and that the funding covered travelling expenses and other placement-related costs. In another case the financial support meant that they were able to carry out the placement without also having to do part-time 'subsistence' work.

Both mature students interviewed noted that they would have been able to do the placement without financial support, but this was because their spouses worked. Even so the decision was based on detailed discussion and planning on whether they could afford to take up the opportunity.

In a couple of cases the interviewees regarded the financial support as a critical factor in their ability to undertake the placement. Without this one interviewee would have looked for subsistence work that paid wages. Another noted that the funding covered the costs as their placement was approximately 100 miles from both their non-term-time home and their campus base. One interviewee felt that prospective future employers would take paid work experience more seriously than unpaid.

Some variations did exist between different groups of students. In the survey those that had undertaken prior WEPs were the least likely to identify 'just earning money' as one of their main aims in applying for a placement (20%), while those who had not tried to find a placement previously were the most likely to identify this aim (26%). This may suggest that those students that have prior work experience are more

aware of the longer-term benefits in terms of skill development and increased employability than those without this experience.

‘Just to earn some money’ was identified as a main aim by a higher percentage of respondents from a White ethnic background (26%) compared to those with other ethnic backgrounds (20%), while a larger percentage of this latter group put emphasis on gaining skills and increasing chances of gaining employment in a particular sector. The level of pay was similarly identified by a larger percentage of respondents from a white ethnic background as a factor influencing their decision to accept a placement (19% compared with 13%).

As in the case of the analysis of differences between ethnic groups, analysis of UG survey respondents by parental occupation is restricted by the small numbers. However, some differences do emerge. A higher percentage of respondents with parents with a ‘non-professional’ occupation stated that ‘just to earn some money’ was one of their main reasons in applying for a placement (19% with non-professional occupation backgrounds, compared with 12.5% from a professional occupation background). A much higher percentage of respondents (27%) from a non-professional occupational background chose the ‘level of pay’ as a main factor in accepting a placement, compared with 3% (one respondent) of those from a professional parental occupation background. This suggests that the availability of financial support is more important to those from ‘non-traditional’ backgrounds and so is an important enabler for this group, who perhaps cannot rely on parental financial support.

4.6.2. Importance of the financial support to employers

The availability of the financial support can be seen as having ‘oiled’ the wheels of the process, opening doors to employers and enabling some new employers to take part.

All HEIs interviewed stressed the importance of the available funds – either as a ‘training allowance’ for students or to ‘open doors’ to employers. Some interviewees noted that the amount available was not the important factor, more that there was some funding available to pique employers’ interest initially. The funding also opened doors by addressing a perceived mindset amongst some employers that they should not be expected to pay interns as they were providing support ‘in kind’ and contributing to learning.

For employers the availability of the financial support was a key factor in whether they offered the work placement opportunities. 58% of those that responded to the employer survey stated that the availability of a wage subsidy or financial support was a key factor in persuading them to offer work placement opportunities as part of the HEFCE scheme. The availability of a wage subsidy or financial support was particularly important for small firms (71% identified this as a key factor).

Table 13 – Impact of financial support on the likelihood of offering placements

	Small firms	Medium firms	Large firms
Not offer any placements	31.5%	15%	19.4%
Reduce the number of placements offered	40.7%	35%	29%
Continue to offer the same number of placements	27.8%	50%	51.6%

Overall, 25% of the employers responding to the survey stated they would not offer any placements in future if financial support was not available, and 36% that they would reduce the number of placements offered. However, around 39% stated they would continue to offer the same number of placements. A higher proportion of small firms would either not offer or reduce the number of placements available than of larger firms, if no financial support was available.

Organisations in the third sector in particular identified the availability of a wage subsidy or financial support as a key factor in persuading them to offer work placement opportunities (65% of third sector respondents compared with 54% of public sector respondents and 56% of private sector respondents). Third sector organisations were also the most likely not to offer any placements or reduce the number offered if no financial support was available. In the public sector, comments from the survey and interviews noted the importance of a financial subsidy in the current context of redundancies and budget cuts. Interestingly, the private sector firms would be the most likely to continue to offer the same number of placements.

For half of the third sector respondents, involvement in the HEFCE UG scheme was the first time they had offered WEPs to UGs, which suggests that the availability of financial support was a significant driver in ensuring their involvement.

The employers interviewed noted that the availability of a financial subsidy helped to make the case internally to take a student on placement. It helped address objections related to resource capacity to manage the students, and so reduced any perceived risk to the organisation.

An interviewee from a small private sector publishing company noted that they did not have any difficulties in recruiting people looking for work experience, but that the students were more likely to be motivated if remunerated (something the company could not afford to do themselves). An interviewee from a media organisation noted that the financial support was important for the student as (like the publishing company) they had no difficulties in recruiting for unpaid work experience.

4.7. Other support provided

4.7.1. *Support provided to students*

There was variation in the support offered to students by HEIs under the different delivery models adopted. Some support comprised making existing career service support available, others drew on support developed under the Graduate Internship scheme, while others developed support specific to this scheme. Support provided covered all or some of the following aspects:

- Application – such as CV preparation and interview techniques, and follow-up for those that were unsuccessful. In the student-driven models this included ‘self help’ to find and obtain placements.
- Pre-placement – in workplace behaviours and skills, and how to get the most out of the placement (in some cases involving employers).
- Placement – by providing a contact at the HEI. In some cases this was ‘pro-active’ support in that the HEI monitored the placement, and in others it was

'reactive' by providing a contact at the HEI for students in case any issues arose during the placement.

- Post-placement – reflection and evaluation on how the placement went, how best to capture skills and experience to enhance employability.

In some cases the support comprised dedicated workshops or sessions with students (and employers), attendance at which might be a pre-condition for payment of the financial support.

Overall, students on the placement rated the support they received from their HEI during the placement fairly highly with an average rating of 3.09 (where 1 = poor and 4 = excellent).

On average HEIs estimated that they spent around 17% of their time administering the HEFCE scheme on support for interns, with the lowest estimating 5% and the highest estimate at 40%. This compares with an average of around 10% of time supporting employers involved in the scheme (ranging from 0% to 20%).

Support provided by employers to the students on placement was largely in terms of time and expertise rather than financial support as Table 14 indicates.

Table 14 - Support provided to students on placement by employers

What type of support did you offer the student(s) on these placements at your organisation? Please tick all that apply.		
Answer Options	Response Percent	Response Count
Non-financial support (e.g. providing a mentor from within the company)	63.0%	68
Job-related training	80.6%	87
Learning support	52.8%	57
Direct financial support to supplement their salary	8.3%	9
Direct financial support to cover travel and subsistence	13.9%	15
Other (please specify)		4
Answered question		108

Over 80% provided job-related training and 63% stated that they provided support such as a mentor. Around 18% of the UG respondents to the survey stated that they did *not* receive any training from their employer. A number did comment, however, that though they received no direct training they did learn 'on the job' and learnt from more experienced colleagues.

The UGs that completed placements valued the support provided by their employer with an average rating of 3.39 (1 = poor and 4 = excellent). The employers involved in the scheme that responded to the survey were fairly positive in agreeing that the HEFCE scheme had allowed them to offer more support to students on placement. Through the comments from survey respondents (employers and UGs) it seems clear that the majority of employers involved in the scheme were concerned to offer students a valuable work experience with mutual benefit.

Comments from the survey also suggest that some employers continued to support the students after the original placement was completed – either through an

extension to the placement or continued contact once they were back at study. One student noted that:

The employer took a great interest in my development and after my placement – we have stayed in contact.

4.7.2. Support provided to employers

Most HEIs focussed support on their students, but did provide some support to employers taking part, largely in terms of help in advertising vacancies and in recruiting students (a recruitment agency type service – drawing up job descriptions, filtering applications and short listing candidates).

The support from the HEI to identify suitable candidates was one of the key factors in persuading employers to take part in the scheme (although financial support was the most widely identified factor). Employers also appreciated support provided to students in pre-training on general workplace skills and behaviour (this was identified as one of the main types of support that would be of most use when offering WEPs to UGs).

4.8. Sustainability

The scheme has had a positive impact in that it increased the likelihood of employers offering work experience to UGs. Of those employers that took part in the survey around 53% stated that they were more likely to consider offering work experience to UGs as a result of their experience in this scheme. Only two employers stated they were less likely to do so. While around 55% of the employers stated that they already offer WEPs to UGs, 66% agreed or strongly agreed with the statement “We will employ an UG on work experience in the next 12 months” which suggests that the scheme has helped to increase the number of possible internships available in the future.

In particular, small firms are more likely to consider offering work experience as a result of the scheme, as are those firms offering WEPs for the first time. However, a lack of financial support is more likely to mean that such firms reduce or do not offer placements.

One of the recurring comments from HEIs and employers was the need for continuity. Some saw the one-off availability of financial support as possibly hindering sustainability.

HEIs were split over whether they would continue to offer WEPs to similar UGs on a similar scale without direct funding from HEFCE. Just over half stated that they might continue, around a third that they would not but five HEIs stated that they would continue to so (although not all stated how they would do this).

Some HEIs involved in the HEFCE scheme were looking for alternative means of funding to run a form of funded placements in coming years. They thought this might take the form of:

- Requiring employers to bear the whole cost;
- Funding placements from the HEIs commercial earnings; or

- Working through alumni networks to generate funding.

A number of HEIs saw the provision of high quality (paid) internships as a selling point for their institutions to students – a ‘differentiator’ in an increasingly competitive market. There could be a case, therefore, in their view, for funding for work experience to be built into the HEI funding formula in the future.

4.9. Early impact

4.9.1. *Impact of the scheme on placement opportunities*

For the HEIs involved the main impact of the scheme can be summarised as:

- Understanding of the need to sell the benefits of UG WEPs to employers, (particularly if they will have to bear full cost in the future).
- An opportunity to test models (e.g. timing of offer, length of placement, level of student involvement in identifying placements). The scheme acted as a pilot to test and trial approaches.
- Raising awareness of internships and placements amongst students – so that they are actively asking about opportunities. In some cases this manifested itself as bringing more students to make use of the Careers Service, thereby preparing them at an earlier stage to consider employment after graduation.
- Raising awareness of the ‘widening participation’ agenda across the HEI and within individual departments, especially in relation to work experience, and what is required to involve students not already informed about how to get an internship/placement.
- Raising awareness amongst academic staff of the need to enhance students’ employability.
- Raising enthusiasm levels amongst HEI staff to be involved in offering WEPs.
- Developing new employer contacts.

4.9.2. *Impact of the scheme on student participants*

For the students involved, the survey suggests that the scheme has had an overwhelmingly positive impact, with the vast majority believing that their experience on the placement had made them more employable. Specifically the experience enabled them to develop some of the skills that employers value, particularly in time management, communicating and team working.

Pragmatically, a third of the student respondents were offered an extension to their placement, suggesting that the employers saw value in the placement. In some cases the placement led to the offer of a job post-graduation. Involvement in the scheme seems to have improved students’ confidence levels, raised interest in a particular career sector, and confirmed the value of WEPs by making them seek further structured work experience.

Table 15 – Main impact for students

What has been the main impact of the internship placement for you? Please tick all that apply.		
Answer Options	Response Percent	Response Count
The employer offered me further paid work experience	19.4%	26
The employer offered me a job when I have graduated	7.5%	10
It made me think I would like to work for this employer long-term	31.3%	42
I will feel more confident in making job applications	70.1%	94
It has confirmed my interest in working in this career sector	64.2%	86
It has put me off working in this career sector	5.2%	7
I will seek other opportunities for structured work experience	54.5%	73
My time would have been spent better earning more money to support my studies	3.0%	4
It has made me more confident that I will successfully complete my programme of study	50.7%	68
The internship placement has had no impact	0.0%	0
Other impact	5.2%	7
Other (please specify)		12
Answered question		134

The following comment from one of the participants captures the positive comments made.

I have gained a "foot in the door" through this placement opportunity, where I was able to utilize and develop my skills in a field I had previously no experience in. The placement increased my confidence through successful client work, allowed me to build my professional network and gave me current work experiences to add to my CV, making me more employable for an assistant psychologist role or a related post. In fact, after the placement finished and I continued working with my employer on a voluntary basis, within two months I was offered and accepted paid part-time work.

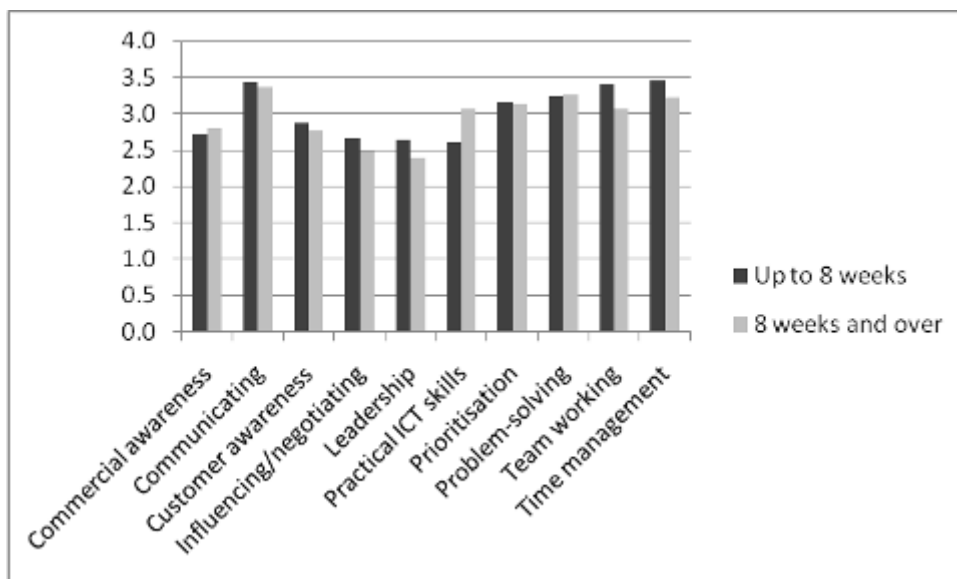
Participation in the scheme also had positive impacts on the undergraduates perceptions of their skills development in particular areas as table 16 indicates.

Table 16 – Undergraduates perceptions of skills developed

Do you feel that you have developed any of the following skills during your work experience placement? (Where 1 = "Not at all" and 4 = "A great deal")	
Answer Options	Rating Average
Commercial awareness	2.73
Communicating	3.39
Customer awareness	2.81
Influencing/negotiating	2.59
Leadership	2.54
Practical ICT skills	2.74
Prioritisation	3.14
Problem-solving	3.23
Team working	3.27
Time management	3.36

A longer placement does not seem to lead to perception of greater skills development as the following figure indicates:

Figure 5 – Undergraduates’ perceptions of skills development analysed by placement duration



4.9.3. Impact of the scheme on the overall placements ‘landscape’

Through interviews with the HEIs involved in the scheme and other sector stakeholders (see Appendix A for those interviewed) we sought to obtain views on whether this scheme was felt to have had a destabilising effect on other WEPs or substituted for other opportunities (perhaps where the employer would have paid). With one exception this was not seen to be the case. Most felt that the scheme had increased the number of placements but had not had any detrimental effect on the supply of opportunities (although there had been some fear that substitution could occur). The majority of participating employers that responded to the survey agreed that the HEFCE scheme had enabled them to increase the number of UG placements offered.

The exception to this view came from Step, a major part of whose business is developing and offering UG vacation placements via HEIs, now largely funded by the employers. In its view the HEFCE UG scheme did distort the market, as many of the HEIs that had been supporting the Step initiative dropped out of it to focus on their own HEFCE-funded schemes, through which employers would be subsidised. Step estimated that it offered several hundred fewer UG Step placements as a result (although we have no verification of this).

Some HEIs commented that having the UG and graduate HEFCE schemes running at the same time did cause some difficulties in marketing to employers. In some cases employers opted to take on a graduate as they felt they would be better remunerated for this, but there was no evidence that this was a widespread occurrence.

In the next section we look in detail at the graduate internship scheme.

5. Evaluation of the graduate internship scheme

Graduate Internships schemes were run by 55 HEIs under HEFCE funding during 2010, although not all placements were completed by early 2011 when our surveys took place. Management data suggests that around 8500 internship placements were taken up, across the target industrial sectors and in SMEs. The funding available to HEIs was £1600 per internship.

In similar fashion to the UG schemes reported in section 4, this evaluation draws on findings from:

- Participating graduates (903 online survey responses supplemented by 10 interviews – see Appendix A for interviewees description);
- Employers offering internships (477 survey responses and 10 interviews – see Appendix A for interviewees description);
- Participating HEIs (53 of the 55 institutions responded to the survey, with 10 in-depth interviews – see Appendix A for interviewees);
- Funding applications and management information collated from reporting by the HEIs administering schemes.

The structure of this section largely mirrors that of the preceding section on the UG schemes.

5.1. Delivery models

As for the UG schemes, participating HEIs adopted a variety of models for the development and delivery of Graduate Internships. Appendix C provides an overview of the models. Many drew upon procedures that they had previously established to offer internships, particularly those (the majority) who had done so under HEFCE's ECIF funding. In a number of cases the funding for the Graduate Internship scheme was simply used to extend and expand the ECIF offer. Around a quarter already had a bespoke scheme of some kind within their HEI, other than an ECIF activity, on which they could directly or indirectly build. A similar proportion was running the HEFCE Undergraduate Internships scheme in addition.

The most important motivations for the HEIs were to improve employment opportunities for and the employability skills of their graduates, generally, while a quarter felt the scheme directly addressed the need they had to help their recent graduates. Interestingly, based on the survey results at least, by no means all (around two thirds) had been promoting existing regional or national internship schemes to their graduates. Increasing employer engagement was ranked as the highest motivation for six universities (of different types), but was ranked important by all.

Almost all the participating HEIs used the bulk of the funding to subsidise directly the cost for the employers of offering paid internships to graduates. This presumably reflected their perception that the key issue for employers considering offering internships was the cost. However, there were a small number who used the funding in different ways, genuine detail of which tended only to emerge in our interviews, which were highly instructive. Different HEIs allocated varying proportions of the

funding to subsidise the interns' wages, provide support to the intern and the employer, and to cover their own administrative or other costs.

5.1.1. Using the funding

Most participating HEIs tended to use around three quarters of the £1600 (per place) funding to offset the cost of remunerating the intern. A separate section below indicates the manner in which the intern was paid, from which there are some interesting observations. The extent to which this covered employers' costs in remunerating the intern varied, depending on the length of the placement and the level of pay, but in most cases employers were required to provide at least some funding. One or two HEIs used the funding rather differently, and interestingly managed to engage employers quite successfully offering either a lower level of subsidy or none at all.

As most HEIs did use most of the funds to pay the intern, this generally left only modest amounts (£3-400) to contribute to their own 'administrative' costs of the scheme and also to fund any support provided to the intern. It seems likely that this sort of model would be sustainable beyond the duration of the scheme, or in the absence of similar levels of other external funding.

In most cases administration of the scheme was run by the HEI's careers and/or employment service, although in a few cases it was a separate HEI business development function or unit. As such the human resources to administer the scheme, including recruiting employers, promoting vacancies to graduates, and shortlisting of applicants, were supplied by the staff of those services, the costs of which were not fully covered by the income retained. In a few cases new short-term posts were funded to undertake the work, but this was the minority. In this respect the activity was in many cases only possible by its superposition onto existing activities.

5.1.2. Internship durations

Most models either fully fund the full-time salary of an intern for a rather short placement (6 weeks) or part-fund a longer (c.3 month) placement, if the salary was at or about NMW level. An alternative adopted by some was for the graduate only to work part-time, perhaps 20 hours per week.

Perhaps as a result, the shortest internships offered were of just 4 weeks duration. In one case a stated aim was to test the efficacy of shorter placements for both employers and interns, while others thought the short duration would offer flexibility to employers, who could extend the engagement of the intern at full cost if they wished.

The longest placement offered was 8 months, which combined four days work experience with one day of study each week, towards a Postgraduate certificate. However, certain HEIs used the funding in a more 'liberal' sense, offering the employer £1200 as (effectively) a one-off incentive to hire a graduate on an extendable contract, specifying a minimum length. Such arrangements were reported as structured internships (although strictly that was not the case), but higher than average proportions of those graduates obtained long-term employment with the employers as a result which was a very positive outcome.

The majority of the internships offered, however, were between 8 and 12 weeks duration, and full-time or nearly so. Since most HEIs stipulated that the NMW had to be paid, this required a significant contribution by the employer. An extension of the employment contract, beyond the original internship duration, was reported by around half of the graduates.

5.1.3. *Employment of the intern*

Several different financial transaction models were adopted or offered by HEIs. The majority used the simplest model which was to pass the funding to the employer, which employed and paid the intern through staff salary procedures. Extending the duration or changing the number of hours worked or the rate of pay was then simply in the hands of the employer. A smaller number of HEIs paid the intern directly and agreed contractually with the employer that it would top-up the intern's remuneration to the agreed level. Again, any extension or variation was straightforward and in the hands of the employer.

However, a small minority selected a quite different model where the university itself employed the intern and effectively seconded them to the employer on the basis of a contractual agreement. This proved to be very attractive to some small employers which did not wish to undertake the necessary administration of employing and paying an intern. On the other hand, significant complications ensued where the employer had then to be charged for its share of the salary, and more so still where an extension was agreed beyond the internship period. Nonetheless, the potential attractiveness of the model for small companies is noteworthy, and perhaps worth revisiting in certain future circumstances.

5.1.4. *Supporting the intern*

HEIs offered a variety of learning and other support to the interns, and in some cases a limited amount of support to the employer too. The majority offered what might be termed largely 'passive' support for the intern in the form of a mentor or support contact within the HEI, rather than delivering face-to-face training or support. A few HEIs delivered a 'bootcamp' or other short but intensive package of pre-employment training to successful applicants, before they joined the employers. Almost all offered an exit interview or debrief to assess the experience of the placement, which also gave some opportunity to reflect on the learning gained.

Other somewhat more innovative support or learning models included:

- Incorporation of the internship within a postgraduate business study module; at Worcester the funding was used to pay the fees for the module, which the intern attended 1 day per week, interspersed with 4 days per week of paid work for the employer. Although the employers were not subsidised, no difficulties were found in developing enough placements. It was clear that the funding was used partly as a mechanism to expand participation in the HEI's postgraduate course, which it hoped would continue beyond the period of the internship, with fees paid by the individual. Interestingly it also considered that the HEI might provide future funding for the programme, effectively as a 'loss-leader' to increase participation on that course (i.e. integration of an unsubsidised internship within the course).
- The provision by one HEI of distinct 'entrepreneurial' learning support.

5.1.5. Consequence of model variants on national promotion

The variety of models used was instructive in evaluating the impact of allocating funds in different ways, but a 'downside' to the variety of approaches, as perceived by the Federation of Small Businesses (FSB), was that as a result they could not be sold and promoted as a single scheme by the FSB to its member companies. The federation noted that employers tended to prefer simplicity in an approach, and the variation in offers meant that there was a lack of a unified and coordinated message across the HEIs which may have restricted its effectiveness. On the other hand some flexibility in approach almost certainly aided the participation of some employers.

5.2. Employer participation

5.2.1. Target sectors and engagement

Participating HEIs in the graduate scheme were asked to target employers in particular 'new industry new jobs' (NINJ) industry sectors (those outlined in the previous Government's publication 'Building Britain's Future: New Industry, New Jobs') to develop internships, and also SMEs. The seven sectors were thought all to be areas of significance for the UK's future economic prosperity, most being what would be termed high-technology and/or knowledge-intensive business sectors.

In their responses to our survey, the HEIs indicated that:

- All had targeted SMEs and also employers in the 'digital industries' sector;
- Two thirds had tried to recruit employers in the other target sectors;
- There was varied success in obtaining vacancies from employers – almost all HEIs obtained opportunities within SMEs, 'digital industries' and 'professional and financial services'; and
- The least targeted sector, where HEIs found it hardest to identify employers and/or obtain vacancies, was the 'industrial opportunities presented by the ageing society' category. This could well be linked to it being the least 'established' sector, and therefore unfamiliar.

The employers' responses were crucial in ascertaining the actual nature of the businesses that participated in the schemes. In fact over 91% would be classified as SMEs; 81% had fewer than 50 employees, 11% had 50-250 employees, and less than 9% over 250 employees.

Overall, 75% were in the private sector, 16% were charities or social enterprises, and 8% in the public sector. However, 40% of the large employers were public sector organisations.

In relation to the target sectors, 53% of the employers responding to the survey considered that they worked within one or more of the seven NINJ sectors (Table 17). This shows that many more employers classified themselves as in 'digital industries' and 'professional and financial services' than the other target sectors, although some employers selected more than one sector. The HEIs' reporting of places obtained broadly follows the same pattern, with over half in these two sectors. The difference with employer reporting may reflect both that some employers will

have offered multiple places and/or different classification by the HEIs of the employers' sectors.

Table 17 – Distribution of employers within the target sectors, based on employer survey responses, with number of placements reported by HEIs for comparison

Target sector	% of employers	Number of employers	% of places
Low-carbon products and services	11	52	7
Digital industry	25	119	27
Life sciences and pharmaceuticals	3	15	3
Advanced manufacturing	5	24	6
Engineering construction	7	31	4
Professional and financial services	16	73	28
Industrial opportunities presented by the ageing society	<2	8	1
Other sectors	47	220	23
Total		542	

Note: percentages of employers sum to over 100% as some employers identified with several sectors

However, a more conventional industrial sector breakdown is instructive, which shows the largest percentages of employers to have been in advertising and PR, media, the IT sector, manufacturing, education and the creative/cultural sectors. This is very much the pattern of sectors that traditionally offer internships, so the attempted targeting towards certain specific knowledge-intensive sectors, such as advanced manufacturing or pharmaceuticals, appears not to have been particularly effective, or at least was less effective than targeting SMEs more generally.

Notably, more of those classifying themselves as 'digital industries' were in the media sector than in the IT sector, and those in 'professional and financial services' came from a wide spectrum of sectors including human resourcing and advertising. It may be that businesses were unfamiliar with the NINJ sector groupings, particularly the 'ageing society' category, compared with more traditional breakdowns. Many of the NINJ sectors may therefore have been interpreted rather liberally, including the 'engineering construction' sector which was selected by most construction firms, rather than the very specific sub-sector within construction that was originally identified and intended by the policymakers.

Geographically, the employers were distributed widely across England. The high proportion of 32% in London and the South-East reflects the large number of HEIs in those regions (17). The only region without significant employer participation was Yorkshire & Humber, almost certainly because the only HEI scheme in this region was the University of Leeds and most employers did appear to want local interactions. In a separate question, 65% of employers responding stated that they particularly wanted relationships with local HEIs, while 32% did not mind the location.

Table 18 – Industry sectors of the participating employers

Industry Sector	No. of employers	%
Accountancy, finance & business services	23	5%
Advertising, marketing & public relations	45	9%
Building & construction	26	6%
Charity & development work	16	3%
Chemical/pharma/biotech	5	1%
Creative arts and cultural	31	7%
Education and training	31	7%
Engineering & energy	24	5%
Environment and agriculture	17	4%
Fashion and design	21	4%
Government and public administration	7	1%
Health and social care	14	3%
Hospitality, events and catering	3	<1%
Human resources & recruitment	18	4%
IT and communications	43	9%
Legal services	7	1%
Leisure, sport, tourism	18	4%
Logistics & transport	6	1%
Manufacturing	33	7%
Media and publishing	44	9%
Property	13	3%
Retail	20	4%
Science	6	1%
Other	1	<1%
<i>Total</i>	<i>472</i>	<i>100%</i>

5.2.2. HEI-employer engagement

Although in almost every case the participating HEI identified the employers to target for internship and vacancies, just under half also allowed graduates to find their own employers for the internship (which usually represented a minority of the places in each scheme). However, in a few cases in most schemes, some graduates who had already secured internships were able subsequently to offer them the subsidy.

It was clear that the graduate schemes provided an opportunity for the HEIs to engage with new employers:

- One worked exclusively with new employer contacts.
- The mean across all schemes was for 60% of employers engaged to be new to the HEI. The range for individual HEIs was for 20% to 90% of participating employers to be 'new' to them. Overall this would be a substantial increase in employer engagement, largely rooted in the SME sector. HEIs reporting higher percentage participation of 'existing' employer contacts had leveraged their own and/or regional enterprise networks, and in some cases suppliers to the university.
- Overall around half of the employers approached by the HEIs did offer internship vacancies (but there were wide variations in this 'success' rate amongst individual HEIs, ranging from 1% to 100% of the employers approached).

HEIs surveyed were also asked whether there were any particular types of employers that declined to take part in the scheme. In summary:

- Many larger companies were already offering internships and could not easily add more vacancies specifically for the HEFCE-funded scheme (i.e. this was partly a scheduling issue – had they known about the scheme much earlier this might have been more feasible).
- Smaller companies which were resistant tended to refer to costs and the lack of staff capacity/resources to take on and manage an intern.
- Some HEIs had difficulty in finding suitable graduates to fill the vacancies that employers offered (one HEI felt that employers had somewhat unrealistic expectations about the desired level of prior work experience of graduates).

5.2.3. Employer motivations

For employers, the main motivations identified by respondents for offering internships through the HEFCE scheme were to:

- Provide additional project capacity (slightly more important for small firms);
- Test potential long-term graduate employee/s (this was somewhat higher for private sector companies, and much lower amongst third sector employers); and
- Provide additional general staff capacity (40%) rather more than providing an injection of technical expertise (29%).

HEI engagement was only cited by a minority of employers (21%) as a motivation for taking part. A small percentage stated that they used the scheme to (part) fund an internship that they would have offered anyway, which will have included those who had offered a position to a graduate who subsequently applied for the scheme funding. Of the 4% of employers that had a 'permanent' internship position, i.e. a position filled by a succession of interns, most were private sector employers (and not charities, as had been expected).

Beyond the main motivations for offering a graduate internship, the factors that persuaded the employers to take part in the particular scheme that they were offered were probed in more detail (Table 19). The availability of a wage subsidy was a main factor for 86% of employers (and slightly more of those offering an internship for the first time). The sectors in which the highest proportions did not rank the wage subsidy as most important were engineering and manufacturing, where up to half of the employers ranked another factor of higher importance. These are notably sectors where the culture is almost always to pay interns.

Table 19 – Employers’ main motives in offering internships in the HEFCE scheme

What were your main motives in offering this graduate internship (i.e. within the HEFCE scheme)? (Please tick up to 3 of your most important motives) N=445		
Answer Options	Response Percent	Response Count
Provide additional capacity to undertake a specific project	59%	265
Provide additional capacity to cope with general staff workload	40%	178
Injection of specific technical expertise to help organisation	29%	128
Opportunity to 'test' a potential long-term graduate employee	51%	228
Opportunity for existing staff member to undertake supervisory activity (i.e. staff development)	9%	39
Will enable better link/engagement with university	21%	93
We have an established 'permanent internship' position – i.e. offered to a series of graduates in turn	4%	19
We used this scheme to (part) fund an internship that we would have offered anyway	9%	39
Other	6%	26

In terms of the other features offered through the scheme, support to identify suitable candidates was rated by nearly half as being important, and support in actually employing the graduate by a fifth. The offer of support during the internship, or pre-internship training, was not highly rated overall, and may have varied according to the features of each individual scheme.

Several of the other factors which were considered by more to be important were generic reasons to offer a graduate internship, rather than being related to particular features of the HEFCE scheme. This probably reflects the fact most employers had not considered or offered internships before.

Table 20 – Factors that persuaded employers to take part in the HEFCE-funded scheme

What were the key factors that persuaded you to offer internship/s on this occasion (that is, as part of this HEFCE-funded scheme)? (Please choose the 3 main factors)		
Answer Options	Response Percent	Response Count
Availability of a wage subsidy or financial support	86%	368
Support from university to identify suitable candidates	46%	195
Support from university for administrative aspects of employing intern	21%	89
Support from university to monitor and support their progress during internship	7%	29
University offer of pre-internship preparation training to graduate	3%	12
Proven or easily identifiable work/capacity (e.g. on a specific project) for the intern	30%	129
To build and develop engagement with the university more generally	23%	100
To fulfil corporate social responsibility role	14%	59
To support future recruitment (e.g. to give an individual a work trial)	42%	178
Other	3%	15
Answered question		427

Given that one of the underlying aims of the internship scheme was to help businesses, a critical issue during evaluation is whether the employers were offering

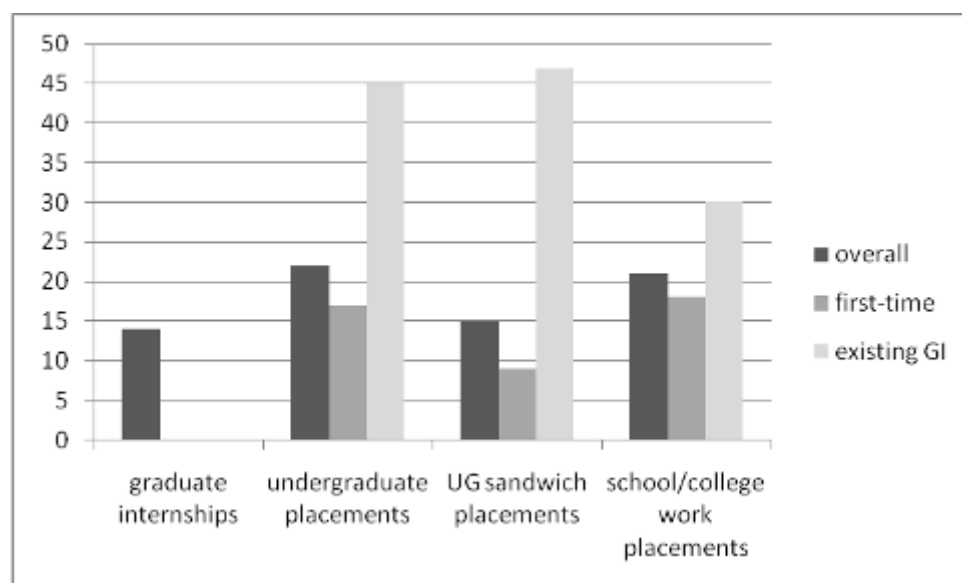
internships for the first time or whether they did so routinely. This also directly relates to the aim of increasing the number of opportunities for recent graduates; i.e. were these new opportunities that were being generated, enhancing opportunities that existed, or substituting for existing opportunities?

Over three quarters (76%) of the employer respondents were offering graduate internships for the first time. This varied from 78% of small enterprises to 61% of large employers, and varied little with the nature of the employer (private, public or third sector).

Only 14% overall were already offering graduate internships when approached to participate in the scheme, although this was 26% of large employers (Figure 5). Around 20% of SME employers offered WEPs to UGs and to school pupils; this was the case for over 40% of the large employers. There was also some correlation between these, as around half of those that offered UG placements also offered school-level WEPs.

Analysis showed that the employers who were offering internships for the first time were only slightly less likely to be offering other kinds of work experience than other employers. This appears to suggest that graduate internships are relatively less developed (embedded) as an activity than other types of placement.

Figure 6 – Employers offering different types of work experience placement, and whether they offered internships for the first-time



5.3. Graduate participation

The findings in this section are based on our survey of graduates who participated in the HEFCE-funded graduate internship scheme, although not all secured and undertook internships. Invitations to respond to the survey were issued by the HEIs, in some cases only to graduates who had undertaken internships but in many cases also to other graduates who had applied for vacancies. It is therefore important to note that the respondents to the survey (>900 in number) are probably not quantitatively representative of all those who applied for vacancies across the range of opportunities offered by participating HEIs, and certainly not of the entire cohort of

recent graduates of these HEIs. However, the sample is believed to be much more representative of those who undertook the internships.

5.3.1. Targeting and attraction

HEIs adopted differing strategies in terms of the graduates they targeted for participation in the internship schemes. Some limited the internships to their own alumni, while others opened them to both their alumni and other graduates living locally, and a few opened up the internships to any recent graduate nationally. The participation of a few graduates from universities in Wales and Scotland is evidence of the latter more 'open' strategies. Approaching 85% of participants in our survey sample were 2009 or 2010 graduates; a further 9% graduated in 2008 and the remainder were more widely spread (including a few, apparently, still studying for their degrees). A minority of the graduates in the survey (5%) were domiciled outside the UK, so some HEIs had opened their schemes to international students.

In parallel with the work to engage employers, it was mostly through their careers services (or related employability or placement units) that HEIs promoted the schemes to their recent alumni and other graduates. However, it was clear from interviews that wider measures were needed to ensure sufficient participation, so wider networks and promotional opportunities were also used where available. There was quite consistent feedback that finding sufficient graduates was more difficult, and time-consuming, than they had expected it to be.

In terms of demand from graduates (and how it related to filling vacancies), HEIs gave very varying responses. Although some reported that they were oversubscribed overall, it was more often the case that the degree of interest from graduates was highly dependent on the particular vacancies offered. This related both to the employment sector and to an extent the location. As one West Midlands-based HEI put it: "*You couldn't fill an engineering vacancy in the Black Country for love nor money*".

Meanwhile, others commented that vacancies in the media or relating to sustainability could be heavily oversubscribed. Overall, therefore, it seems that there was a degree of oversupply, but in order for the majority of places to be filled, considerable effort was needed by the HEIs. There were also some comments on the 'quality' of some graduate applicants being insufficient for the needs of some employers, so that it was not a simple case of numerical supply of applicants versus number of vacancies available.

This position seems to contrast somewhat with the internships available through the GTP, for which there appeared to be strong competition for most vacancies (based on graduates' experiences in 2010).

5.3.2. Graduate motivations

The employment situation of the graduates involved was probed partly to understand why they were participating and partly to provide an element of 'baseline' data against which we might assess progress in terms of employment status as a result of participation.

As shown in Table 21, just under a third had been unemployed since graduation while just over a further third had been in periods of temporary work. All but a small percentage had applied for long-term employment. A few (4%) had been made redundant, while 6% applied from a position of long-term, career-related employment (presumably seeking either a change in direction or progression). Many of those selecting the 'other' category were in part-time or temporary employment, one way or another.

Perhaps surprisingly, only 22% claimed that they had applied for long-term employment by this time and not been successful in those applications. This may reflect that the strategy for many at this stage was to secure employment with a rather shorter-term horizon. It could also reflect some degree of career uncertainty, although there is no distinct evidence for this.

Table 21 – Graduates' situation prior to applying for internship

What was your situation when you applied for this internship? (Please tick all that apply)		
Answer Options	Response Percent	Response Count
Unemployed since graduation	30%	248
Periods of temporary work since graduation	35%	286
Working in long-term, career-related employment	6%	51
Worked since graduation but made redundant	4%	30
Applied for long-term employment but unsuccessful	22%	177
Applied for employment but only offered unsuitable work	7%	56
Not applied for long-term employment	4%	36
Other (please specify)	21%	172
Answered question		815

Based on our survey of participating graduates, Table 22 lists what had attracted respondents to apply for an internship within a HEFCE-funded scheme (although notably 21% of them appeared not to be aware that this was a particular scheme). The suitability of the vacancies in relation to their career plans and the offer of learning/development support were important. For a third the fact that they had been unable to find long-term work since graduation was a factor, although this ought to have motivated them to make other applications too. A quarter thought that recommendation by their HEI was significant, and some felt that their chances were higher because of the nature of the scheme.

Table 22 – Motivation for applying to the scheme

What attracted you to apply for an internship within this particular scheme? (Tick all that apply)		
Answer Options	Response Percent	Response Count
I wasn't aware of a particular scheme, I just applied for internships	21%	172
I had been unsuccessful in applying for other internships	6%	47
I had been unable to obtain long-term work since graduation	33%	267
My university recommended I should try it	26%	209
The vacancies in this scheme suited my career plans	47%	381
I thought my chances were higher in this scheme	28%	230
The remuneration was likely to be better in this scheme	9%	70
This scheme offered me better learning/development support	32%	263
Other (please specify)	13%	103
Answered question		811

The most popular aims of graduates from an internship available through the scheme were chiefly related to gain of relevant experience to enter a particular career sector, and improving either generic employability or more specific sector-related skills (Table 23). Only 21% saw it primarily as just a way of earning money. Nearly half were motivated by the prospect that there was a chance they could work long-term for the internship employer, which is perhaps surprising given the targeting of the scheme to SMEs and a rather specific range of industry sectors.

Table 23 – Main aims of an internship

What were your main aims in applying for an internship through this particular scheme? Please select the most important (up to 3 reasons)		
Answer Options	Response Percent	Response Count
To increase my chances of working long-term with the employer offering the internship	47%	374
To gain specific skills to work in a particular sector	56%	441
To be able to show relevant experience on my CV in order to enter a particular sector	65%	513
To gain some working experience to improve my general employability	59%	472
To earn some money – I just needed a job	21%	166
To test whether I am interested in a career in a particular sector	14%	107
I needed employment prior to starting a postgraduate course	2%	17
Other (please specify)	2%	16
Answered question		794

When graduates were asked about motivating factors that influenced their decision to accept a particular placement offered, almost 80% felt the chance to develop employability skills was crucial. Around half wanted the chance to work in a particular sector, which was more than those who chose on the basis of its geographical location (although that was important for a third), and in turn than the specific level of pay or internship duration (Table 24).

Table 24 – Motivations for the decision to accept an internship offered (for graduates who had been offered an internship)

What were the 3 main factors that influenced your decision to accept this particular internship? (Please tick up to three factors)		
Answer Options	Response Percent	Response Count
Level of pay (remuneration)	22%	108
Geographical location of the internship	35%	169
Duration of the internship	11%	55
A chance to develop employability skills	79%	384
A chance to develop other specific skills	39%	191
Opportunity to work with this particular company	26%	126
Opportunity to work in a particular sector	51%	250
Flexibility of the position (e.g. could work part-time)	12%	58
Other (please specify)	5%	24
Answered question		489

5.4. Nature and characteristics of graduates supported

Unlike the HEFCE UGIP schemes, the graduate-focused schemes did not have an overt ‘widening participation’ focus in relation to participating graduates. Nonetheless, given the focus of this research on ways to increase participation in structured work experience, it is useful to understand the range and type of graduates that participated and the degree to which these schemes have enabled graduates to participate who may not have done so without this opportunity and support.

The HEIs’ views on the types of graduates they were supporting can be summarised as follows:

- Just over half felt that graduates in this scheme were *not* different from those applying for other internships (and most of the remainder did not know).
- Around half thought that some graduates in the scheme had prior work experience (a few thought that most of them had), but nearly a third of HEIs thought that the graduates tended *not* to have prior work experience.
- Only one HEI responded that graduates applying for the HEFCE scheme were different to those applying for other internships.
- Comments from the HEIs suggested that those with prior work experience tended to be more successful in securing placements.

These views suggest that, at best, some schemes were supporting graduates who did not have good access to other opportunities or, at worst, that the HEI respondents did not know much about the participating graduates.

A clearer picture emerges from the responses of the participating graduates, although the lack of a representative ‘control group’ has been noted above. In terms of their degree types and classes, applicants to the scheme were a high-achieving group. Of the two-thirds who had recently gained first degrees, 78% had obtained a 1st class or 2.1 class, which is well above the proportion in graduates nationally. Nearly 30% had postgraduate degrees, but almost entirely at masters level.

Table 25 – Level and class of degree of graduate scheme applicants

What level and class of degree did you obtain?		
Answer Options	Response Percent	Response Count
Bachelor's: 1st or 2.1 obtained	52%	467
Bachelor's: other degree class	15%	135
Masters	28%	251
PhD or equivalent	<1%	7
Other (please specify)	4%	36
Answered question		896

By gender, just over half (51%) were female, while in terms of ethnicity 72% were white (including 62% White British), 6% Black, almost 15% Asian, 3% Chinese and 4% of mixed race. For comparison, the proportion of ethnic minority students (combined) in recent UK full-time first degree cohorts has been about 21%.

Within our sample, the gender split of Asian students in particular was distinct, with almost three times more males than females of this ethnic origin. Also, interestingly, Asian males made up a much higher proportion of those with a Masters degree than overall.

The sample was not large enough to conduct a meaningful analysis at degree subject level, but respondents' degree subjects were coded to three very broad groups. This revealed that about 28% had studied a STEM subject, 43% a business or social-related subject, and 29% a subject in the arts/humanities/creative subjects.

Although we acknowledge that the 'representativeness' of the sample is unclear, due to the differing promotion of the survey to graduates by different HEIs, these broad demographic parameters of participants are compared with those of participants in the GTP evaluation in 2010 (Table 26), which perhaps represents better those who seeking internships generally (albeit a year earlier).

On this basis there is a strong similarity in the 'shape' of the two samples, other than the higher proportion of Masters students in the HEFCE schemes. Despite the rider above in terms of whether the sample is truly representative, it appears that within the HEFCE schemes:

- Participants have achieved rather higher degree classes than average for their cohort (78% vs. 63% amongst all full-time UK first degrees).
- There is proportionally higher participation by ethnic minority (c.30% vs. c.21% overall) and especially Asian students (15% vs. c.10% overall).
- There is relatively lower participation of STEM students and correspondingly higher of students of other broad subject groups.

The higher participation of ethnic minority students and 'non-STEM' students appears to be common to both the HEFCE internship schemes and the GTP (compared with overall cohort student demographics). Within the GTP evaluation it was considered that the relative under-participation of STEM students could reflect a more healthy employment market for STEM graduates than others.

Table 26 – Key characteristics of participants (respondents), compared with Graduate Talent Pool participants

	HEFCE scheme respondents %	GTP participants %	FT UG cohort 2009
First degree	67%	77%	n/a
% of first degrees with 1 st or 2.1 class	78%	66%	57%
Masters or other higher degree	29%	20%	n/a
Female	51%	50%	54%
White	72%	69%	80%
Black	6%	7%	5%
Asian	15%	15%	10%
STEM subject	28%	30%	43%
Business/social subject	43%	42%	31%
Arts/humanities/creative subject	29%	28%	22%
<i>Number in sample (N)</i>	903	579	

5.4.1. Prior experiences of work

Over half of the participating graduates surveyed undertook term-time subsistence work during their degree on a part-time basis (57%). Almost half did similar work in vacations. The proportion reporting structured or degree-related work experience was just under 20%, and 8% had undertaken a sandwich year placement. Only 15% claimed that they had either not tried or had tried and failed to obtain work experience.

Although the extent of well-structured work experience is not accurately recorded, as indicated in section 2, these figures suggest that many of the graduates participating in the schemes may have had less work experience than the ‘average’ graduate in their cohort. Certainly, compared with the reporting of structured work experience by final-year students⁴¹, the 20% proportion within this sample appears relatively low.

Although almost one in five graduates had worked in a long-term job (i.e. which they had thought might be permanent) prior to undertaking their degree, their responses regarding experiences of work during HE were rather similar to those of the other graduates. Preliminary analysis of information about those earlier jobs showed them, as expected, largely to be ‘lower quality’ or non-graduate type employment.

5.4.2. Were they applying for other internships?

Perhaps surprisingly, 69% of respondents reported that they had not been making applications for internships through other available channels. Of the 30% who had, around two thirds had applied through national or commercial schemes or job boards such as the GTP, Gumtree, or RatemyPlacement, and the remaining third (about 10% overall) had applied via other schemes offered by their university. Immediately this would seem to suggest that the HEFCE schemes were reaching graduates who might not have obtained an internship otherwise. In addition, if anything, fewer of

⁴¹ STEM graduates in non-STEM jobs. CRAC, for BIS, 2011

those who had been making 'other' applications were successful within their HEFCE scheme than those who had not made other applications.

5.4.3. Characteristics of successful graduate applicants

Two thirds (67%) of respondents to our graduate survey were successful in securing an internship offer from an employer, of which over 95% took up the opportunity. The few who declined such an offer had in almost all cases obtained alternative employment offers. While the nature of the sample precludes full analysis of the characteristics of 'unsuccessful' applicants, the following differences were observed between 'successful' and 'unsuccessful' scheme participants:

- Markedly more females (78% of female applicants) were successful than males (59%).
- White British graduates were the most successful; Asian and Black graduates were less successful (although this may in part be due to their different make-up by gender).
- Masters graduates were less successful (but note a high proportion of Asian students within this group).
- There is no difference by broad subject grouping.
- There is no difference by very broad parental occupation background (these were simply coded as 'professional' or not).

A slightly greater success rate for those with high degree classes was thought at least partly related to higher-performing females.

There are some parallels here with findings within the GTP evaluation, where more of those with high degree attainment obtained internships, thought partly due to strong competition, and there was some evidence for proportionally higher participation of Asian graduates but lower success in doing so. On the other hand, in that study females were not observed to be more successful in obtaining internships than males.

5.5. Internships undertaken

Although the employer and HEI surveys provided data on the organisations and business sectors in which the internships took place, data from the graduates themselves add another element to this. This broadly confirms the overall distribution across the sectors (by number of employers, in Table 12), but with more distinct clustering. Almost 60% of the interns who responded said they had worked in advertising/marketing/public relations, creative arts and cultural, education and training, fashion and design, or media and publishing; in the employers' survey these sectors accounted for only 36% of the employers.

Although the employer data is probably the more reliable in terms of sector identification, some difference is almost certainly real and could reflect the existence of multiple internship positions in companies in some sectors, several of which are perhaps 'traditionally' where internships have been more well-established. On the

other hand, it does suggest that the majority of the interns did not work in the target NINJ sectors, albeit most were working in SMEs.

What was also striking was the variation by graduate type in the different sectors. Almost all the interns in the 'fashion' and 'creative' sectors were female, while almost all those in IT were male (and to a lesser extent in engineering too), strongly conforming with certain gender/sector stereotypes.

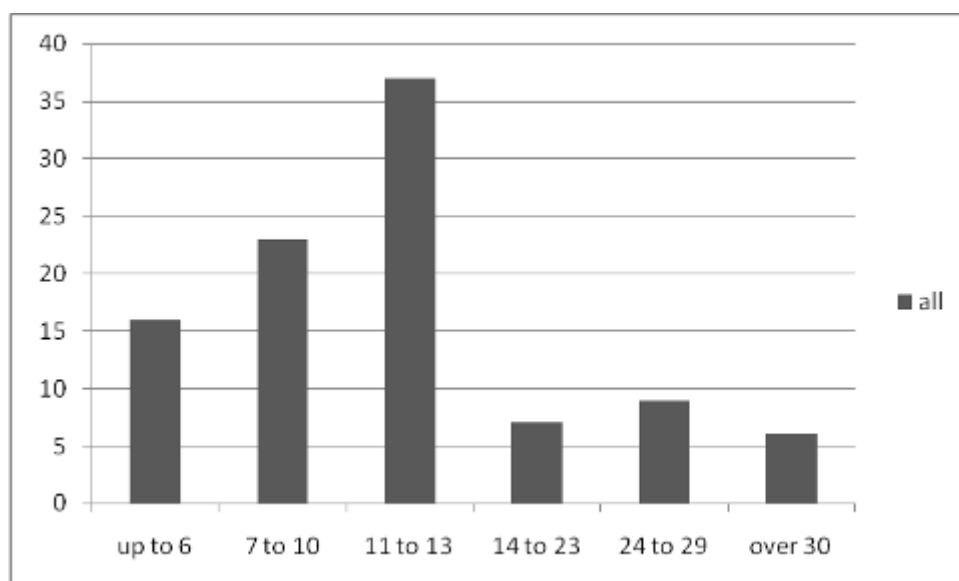
5.5.1. Rate of remuneration

Although the issues of remuneration and duration were introduced in section 5.1.2, using data from the HEIs, the graduates' views present a slightly more detailed insight. A third reported that they were paid less than £200 per week, 37% in the range £200-250 per week, 18% at £250-300 per week and 8% over £300. It should be noted that some interns worked part-time, so this may account for some of the variation in apparent rates of pay. About 5% claimed not to have been paid at all (15 interns in the survey) or expenses only (a similar number).

5.5.2. Duration of internships

The mean length of internships secured, as reported by the graduates, was just under 13 weeks (c.3 months), with the mode (around a third) at this 12-13 week length. The range of 'original' lengths is represented in Figure 7.

Figure 7 - Percentage of internships secured by length in weeks, as reported by graduates (N=471)



One in six internships reported was of 6 weeks duration or shorter, with the shortest being 4 weeks. However, for the remainder, the employer will have had to contribute to remuneration as the subsidy from the HEI would not have been sufficient to pay at NMW level for longer than around 6 weeks unless the position was part-time, and few graduates indicated that this was the case. A small but significant proportion (about 5%) were of a whole year's duration.

Just over half of those who had completed their internships at the time of survey had obtained at least some extension to its original length, which in some cases was quite substantial. This is considered further in a subsequent section on reported

outcomes. There was also some correlation between internships with higher rates of pay and whether an extension was offered.

5.5.3. Training and support provided

The vast majority of interns surveyed (82%) received some training during their placement with the employer, either in the form of role-specific training (28%), more general workplace training (17%) or in many cases both of these (35%). The development and learning support provided by the employers was very highly regarded, with almost 50% rating that received from their line manager or supervisor as excellent and less than 10% as poor. Most interns appeared to have been supported by another person in the organisation too, such as a mentor, which was nearly as highly rated. The nature and quality of training and support seemed to fairly consistent irrespective of sector or rate of pay.

Just under 60% reported that they received some kind of support from their HEI too, which was rated somewhat more variably (but still only 1 in 8 considered it poor).

5.5.4. Skill development

Investigation of the perceived development of work-related skills by participants during the internship used the European Framework for Work Experience (EFWE) framework of skills⁴² (developed through research with European employers into the skills they sought in graduates), which was also used in the GTP evaluation.

Development was reported to be highest in time management, communications, problem-solving, teamworking and prioritisation (for all of which over 35% reported that their skills had increased 'a great deal'). Significant increases were reported for all the range of skills by over half of the graduates (Figure 7).

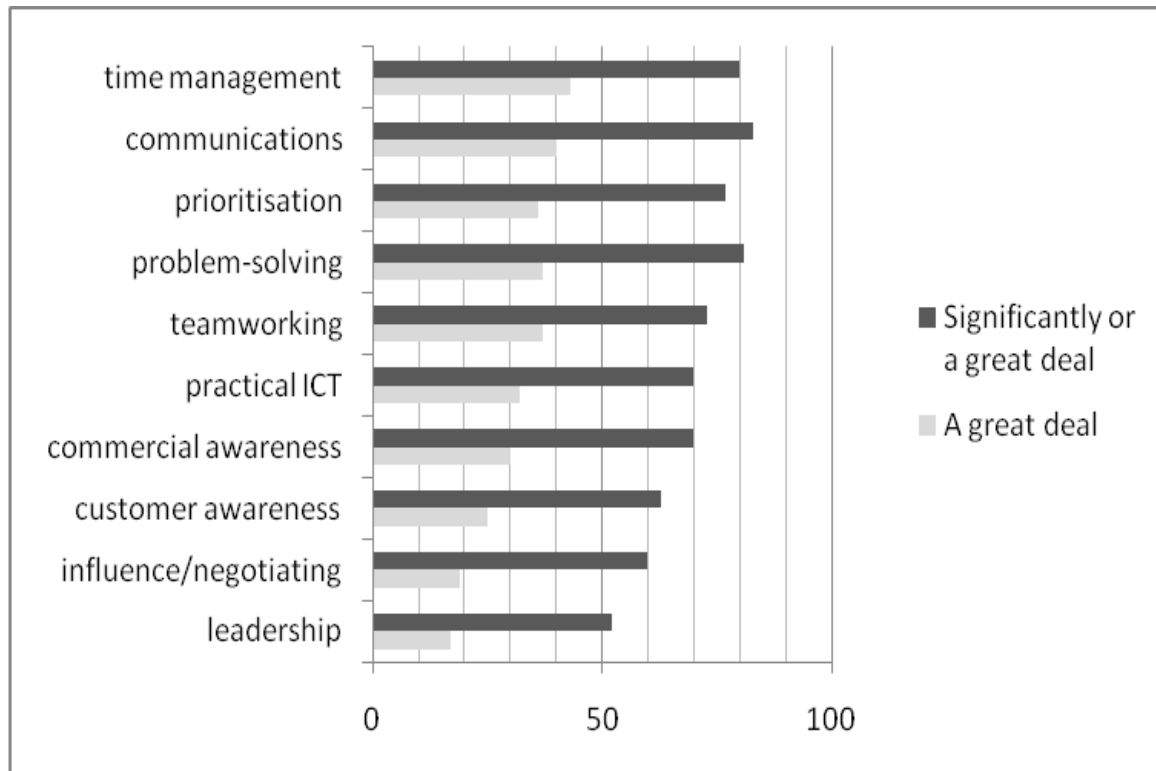
These findings closely parallel those within the GTP evaluation, where a very similar distribution of perceived development was obtained. The relatively lower level of development of influencing/negotiating and leadership skills (in both) could reflect that these may be skills which a graduate would have less chance to develop within a relatively short internship. Consistently, female graduates reported their perceived skill development to be greater than male graduates.

There is also resonance with the findings of Hall et al. from placements undertaken by Aston Business School students over a five year period⁴³. They found that the key learning during placements was mainly about the development and confidence of the individuals and their ability to organise themselves and communicate effectively within the dynamic team-based workplace environment. Leadership, influencing and negotiating were not as highly developed.

⁴² European Framework for Work Experience <http://www.efwe.org/>

⁴³ Hall, A, Higson, H. and Bullivant, N. (2009). The role of the undergraduate work placement in developing employment competencies. Summarised in Higher Education Careers Services Unit (HECSU) 'Graduate Market Trends'

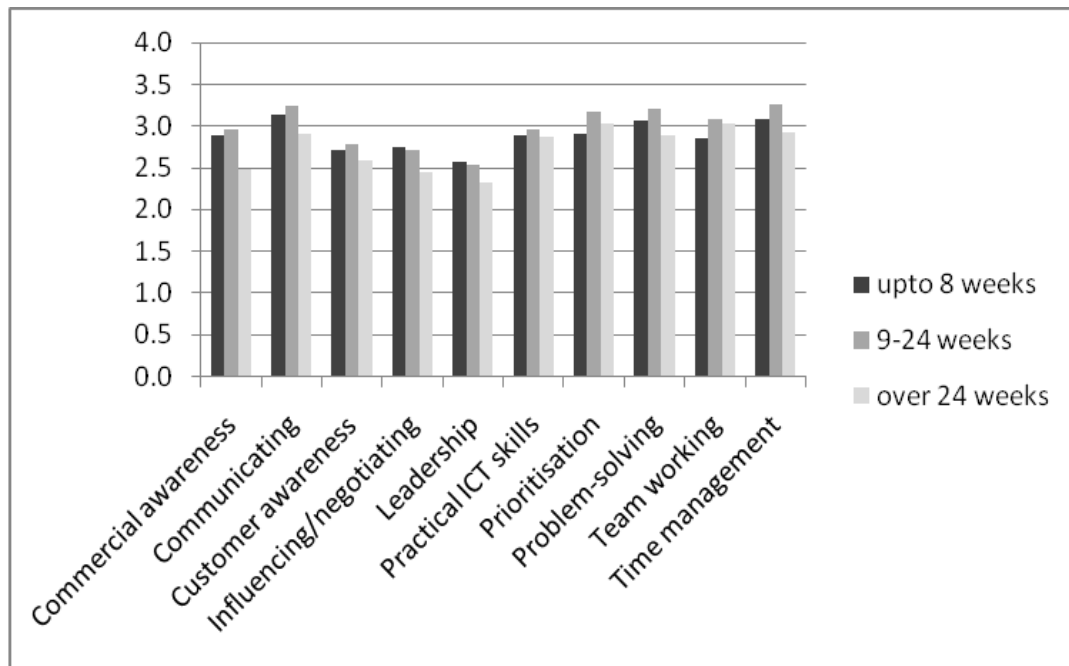
Figure 8 – Percentage of interns who believed they had developed work-related skills ‘a great deal’ and ‘significantly or a great deal’ (N=480)



Over 82% of the interns surveyed felt more confident about their future employability as a result of the internship experience. In contrast to their perceived skill development, if anything this was slightly higher for males than females. Those who had obtained extensions to their original internship tended to report slightly greater confidence than those who had not.

A longer placement does seem to have had greater impact on the graduates' perceptions of the skills they developed on the internship. In almost all cases those graduates on an internship of around 9-24 weeks do have a slightly higher average rating than those on shorter internships (where 1 = no impact and 4 = a great deal of impact on skills development). In the diagram those on internships of over 24 weeks were in almost all cases still undertaking the internship and so are reflecting on an incomplete experience.

Figure 9 – Graduates’ perception of skills development analysed by length of internship



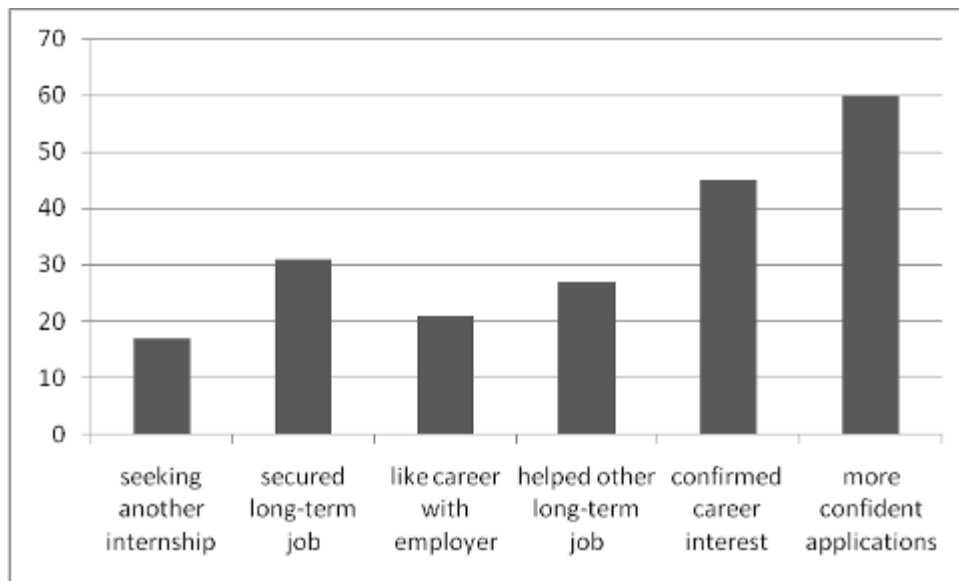
5.6. Outcomes

5.6.1. Outcomes reported by graduates

Graduates who had undertaken internships were asked to report on the main impacts of their internship. As reported earlier, about half of the interns had their internship extended by their employer, and many of these were still with the employer when surveyed. In Figure 10 the proportions of those who had completed their internship (original or extended) with certain outcomes are shown.

About 31% had been offered a long-term or permanent job by the employer and a further 20% reported that it had helped them obtain other long-term employment. When analysed by degree class as well, the percentage obtaining a long-term job with the employer was higher still for those with 1st or 2.1 degrees (36%), but 26% of those with lower grades, despite the fact that slightly more males proportionally received such offers than females.

Figure 10 – Reported outcomes for graduates who had completed their internships (N=376)

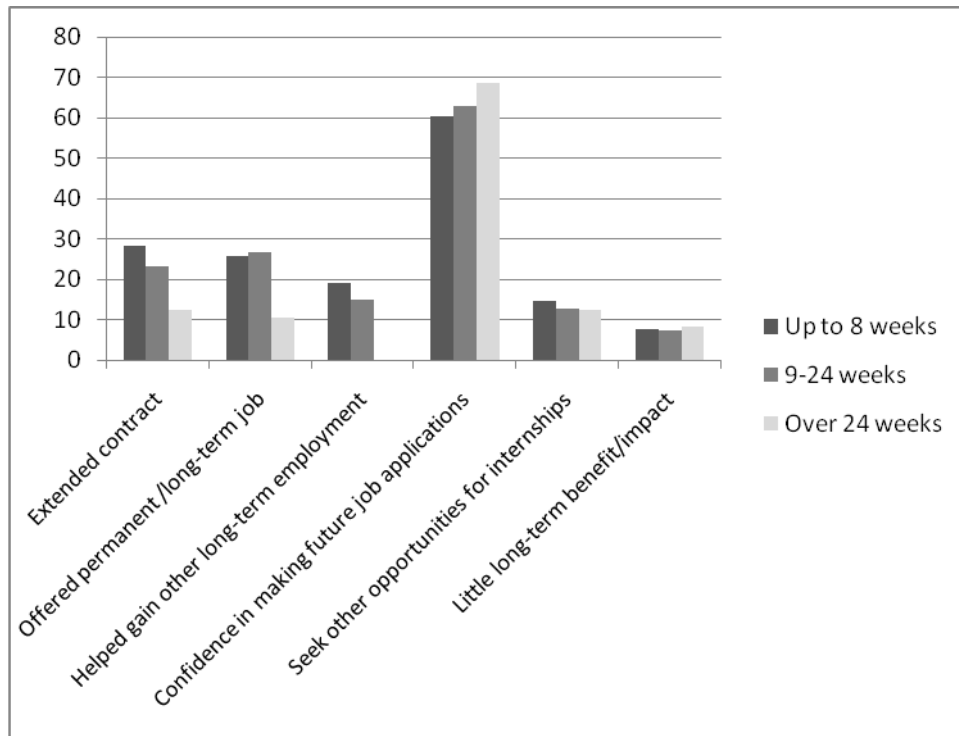


For nearly half of the interns the placement experience confirmed that this was a career sector within which they would be interested to work, while only about 5% were put off a career in that sector or 7% with that employer. In relation to their future job applications, 60% of those who had completed internships now felt more confident, although this was lower than the 78% of those still undertaking the internship when surveyed. Presumably this reflects a greater feeling of well-being and confidence while actually employed.

Although perhaps 14% felt that they had been used as a ‘cheap pair of hands’, only around 7% considered that they had obtained little long-term benefit or impact and fewer than 3% wished that they had not undertaken the internship. On the other hand about 1 in 6 (17%) were actively seeking to obtain another internship. These proportions collectively reflect very positive perceptions held by the graduates about the value of their experiences during the internships.

Analysis of the reported outcomes by graduates based on the length of the internship does not reveal major differences (figure 11). Those on shorter internships initially were more likely to have those placements extended by the employers. Although those on internships over 24 weeks do not seem to have fared as well as those on shorter internships in terms of gaining employment, in reality many of these interns were still undertaking the internship.

Figure 11 – Variations in outcome by length of internship



In a separate question for employers, 90% of the participating employers responding indicated that they would provide a personalised reference for the intern on request, and only 5% that they would not (and 5% did not know). This allays some fears that a positive internship experience cannot be verified by the employer due to restricted HR (Human Resources) practices in relation to provision of references. Interestingly the proportion of companies that were unwilling to provide a personalised reference was higher amongst the larger organisations, perhaps reflecting more formal (and cautious) reference provision in those firms. For the small enterprises that dominated these schemes, graduates should not have encountered problems in obtaining employer verification of their experiences through a personalised reference.

5.6.2. Empirical measures – employment outcomes

Somewhat more empirical evidence for the impact of the internships can be derived from comparing the position of graduates who obtained internships with those who had applied but had been unsuccessful, subject to the previous reservations about the nature of the latter sample (and potentially some differences in characteristics of the two groups).

Of those that had completed their internships, 28% had now secured long-term employment with the internship employer and 18% had secured other long-term jobs. Only 14% were in temporary employment and 15% were unemployed, with about 5% doing voluntary work and about 8% undertaking further study whilst or instead of working.

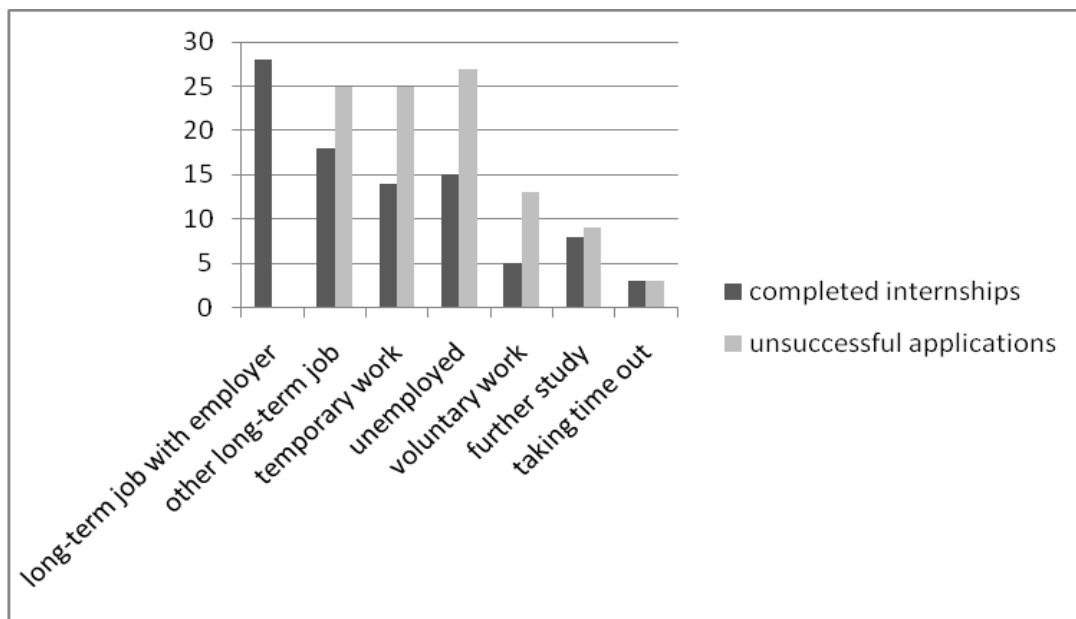
As noted in the previous section, a higher proportion of the males than females appeared to have secured long-term jobs with the employer, and somewhat higher

proportions of those with 1st and 2.1 degree classes had secured long-term jobs with either the employer or another employer than those with lower grades.

A significant number of the ethnic minority graduates were still undertaking their internships, with or without extensions, which prevents any analysis by ethnicity of those who had completed internships. Overall, however, including those still on internships, there was tentative evidence that more of the ethnic minority students were unemployed than of white graduates (and conversely that a higher proportion of white graduates had obtained long-term employment).

As a notional control group, of the ‘unsuccessful’ applicants, around 25% reported that they were now in long-term employment, 25% that they were in temporary employment and 27% were unemployed, with the remainder in voluntary work (13%) or undertaking further study (9%). Within these, many more of the males were unemployed than females, and more ethnic minority graduates appeared to be unemployed than white graduates. Figure 12 presents the outcomes for the two groups.

Figure 12 – Percentages of participants with different employment circumstances: graduates

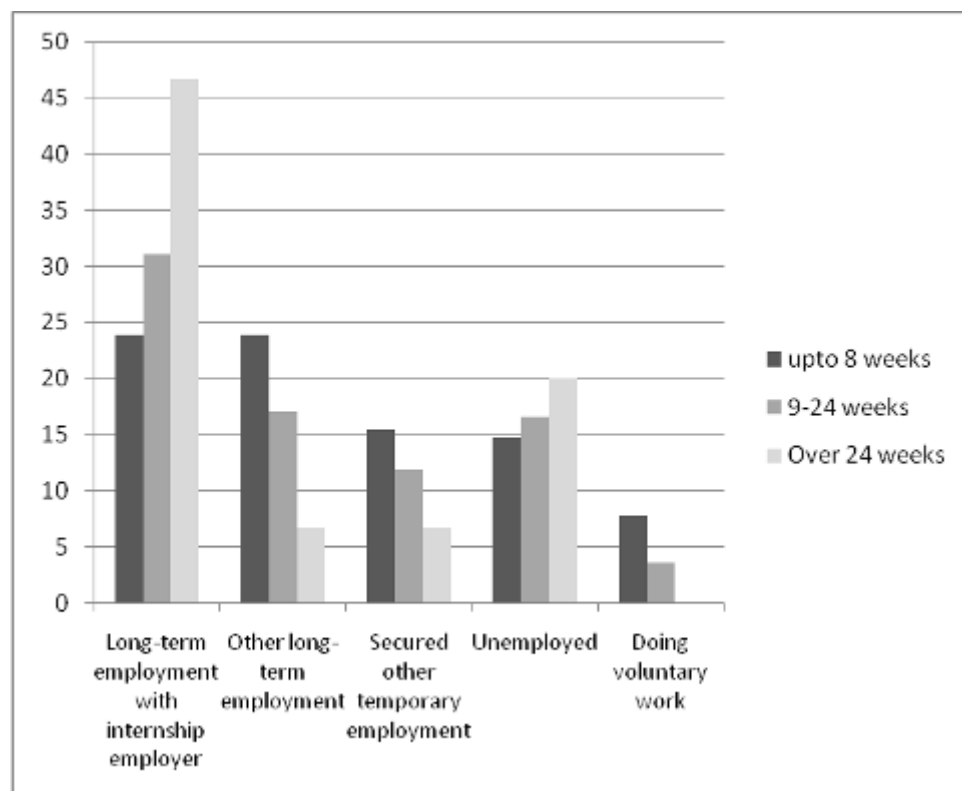


Although the sample sizes are modest, and given that many graduates had not completed their internships when surveyed, there does seem to be some empirical evidence for a positive employment outcome as a result of undertaking the internship for graduates. The survey results indicate that a smaller percentage of those who had completed an internship were then unemployed or in temporary employment, than of those that had applied but been unsuccessful in obtaining a placement.

In addition, a higher percentage of those that completed the internship were in long-term employment (either with the placement employer or another) when surveyed than those that had applied but were unsuccessful.

The length of the internship does seem to have some impact on the likelihood of the intern obtaining employment with the employer as the figure 13 indicates – a greater percentage of those on longer internships (who had completed their internship) were taken on by the internship employer. (It should be noted that the number of graduates on internships over 24 weeks that had completed their placement was small).

Figure 13 – Variation in employment outcomes by duration of placement



Overall, when combined with the reported positive attitudes and perceptions of the graduates, this seems to provide good evidence for very positive outcomes of the internships undertaken.

5.6.3. Outcomes for employers and HEIs

Comments from the participating HEIs were in general very positive in that they believed the schemes had enabled SMEs to try out employment of a recent graduate at relatively low risk, and in many cases this had led to longer-term employment.

In open-ended comments made within the survey, it was clear that the HEIs believed that they too had benefited considerably in terms of one or more of:

- Being able to expand provision of internships generally to their graduates;
- Being able to widen the range of graduates to whom they could offer internships;
- Being able to have their 'own' badged internship scheme;
- Obtaining contacts with employers which they could use in future;
- Broadening the range of types of employers with which they had contacts;

- Testing a financial model where employers were asked for financial contributions (i.e. a new form of employer engagement);
- Demonstrating the value of internships with their local employers, and outcomes for their graduates;
- Proving the value of new employability-related training offered to interns;
- Creating a practical objective and/or priority for the careers service, in response to the institution's employability.;
- Putting in place a staff member or structure which enhanced their ability to develop and maintain placements (several new 'Placement Officers' appointed); and
- Generating successful case study material to demonstrate the value of their internships.

In summary, the HEIs identified the impact of the funding as developing and increasing their engagement with employers, while at the same time expanding the scope of their current internship offer and their ability to enable graduates to gain employment and/or employability skills through paid internships. Involvement in the scheme had helped them to evolve their work experience models, and to apply what they had learnt more widely. It had motivated some to adopt new structures, such as a specific Placement Officer or even graduate recruitment agency team, and to begin to look for alternative sources of funding in order to continue the offer. However, despite this positive position, only 10 of the 53 HEI respondents believed they could offer a similar programme without similar HEFCE funding in future, and half of them stated that they definitely could not. The majority also felt that it was unlikely that many of the employers would continue to offer the internships on a paid basis without some kind of subsidy. Further treatment of this issue follows in the section on 'sustainability'.

Employers were asked several questions relating to their experience of the scheme. Overall 71% reported that they were now more likely to offer an internship to a recent graduate as a result of their experience, while 5% said that they were less likely to do so, with 24% unchanged. This presumably reflects that the majority were satisfied with the overall outcome of their participation. Within their open-ended comments to survey questions, the following opinions were expressed:

- Most interns were of high quality and enthusiastic.
- Interns brought new energy, new opinions and fresh insights.
- In many cases the value of the interns exceeded expectations.
- The 'subsidised' model enabled them to deploy an intern to undertake higher-risk work, with uncertain financial viability, that they would not have tried otherwise.
- Several felt that the support provided by the HEI (in selection and recruitment mainly) had been of high quality.

- A small but significant minority had poor experiences with their interns, although most put this down to a problematic individual rather than the internship concept or delivery model.
- A few felt that they would take interns again but in more limited functions (i.e. they had overestimated their capacity).
- A few (only) felt that the process to initiate the internship was unnecessarily bureaucratic, and might try to offer an internship a different way in future.

It is not possible to provide quantifiable evidence on how employers benefitted from participation in the scheme. In general employers looked at the benefits of participation to their business in granular terms rather than strategically or in terms of effect on economic growth. Analysis of the comments made by employers suggest that the overall impact was beneficial (within the c.300 such comments, positive statements outnumbered negative experiences at least tenfold) and enabled employers to:

- Recruit new permanent members of staff, and reduce the risk of appointment. Participation brought new employees into the organisation with required skills at a low initial cost.
- Have input into their business from highly motivated, high quality interns often with specialist knowledge and skills.
- Cope with workloads (particularly SMEs).
- Complete specific projects that were important to the organisation, but that could not be completed in addition to day-to-day tasks by current staff.

Participation in the graduate internship scheme seems to have enabled employers to develop their operations in a way that may not have been possible without the input of the interns.

Overall, 70% of the employers reported that they believed the HEFCE scheme had enabled their company to increase the number of graduate internships that they were able to offer, and 59% believed that it allowed them to offer better support to the intern/s. A further measure of their satisfaction in the experience can be obtained from their thoughts regarding the future, although this is treated in more detail in section 5.7.1.

Almost half of the employers believed that they would offer a graduate internship in the next 12 months, which was a much greater proportion than the 14% who had been offering internships prior to the scheme. Around 16% believed that they would increase the number of internships that they offered in the next 12 months, although rather more (just over 30%) would reduce the number. About 17% believed that taking more graduate interns would reduce their scope to offer UG work placements, but 30% reported that it would not do so; this indicates that the scheme has stimulated the overall number of placements being offered.

Taken together, results from the three surveys and supporting interviews seem to present a strong indication that the internship schemes have had a positive impact on all three types of participant – graduates, employers and HEIs.

5.7. Sustainability

In considering the potential sustainability of graduate internship schemes run by the HEIs, we draw upon direct responses about the future attitudes and plans of the participating HEIs and employers.

5.7.1. Expectations of future activity

Although all the HEIs that developed schemes were positively minded about their experience, only 10 of the 53 HEI respondents believed that they would offer similar internship opportunities on a similar scale to graduates in the absence of similar, direct funding from HEFCE in future. Half indicated that they would not do so, while the remaining 18 were unsure. When the question was extended to their understanding of whether employers would offer the internships in the absence of a similar level of financial support, they were slightly less sure, with only 7 believing this would be the case, 21 that it would not and half unsure.

In open-ended responses, almost all the HEIs expressed hope that they would be able to offer an internships scheme to their graduates in the future, and many that they would work with the employers that they had engaged during their HEFCE-funded scheme in doing so. Many expressed a belief that the schemes had demonstrated that there was interest from employers to take on graduates as interns, and that there were positive outcomes for their graduates. As a result they wished to continue or expand their activity of this kind, and use lessons learnt during the schemes as they progressed. Having now made structural changes or appointments to deliver the scheme, several HEIs stated that they were 'definite' about continuation next year, one way or another, but the majority expressed an 'if' in relation to the availability of external funding from somewhere, confirming their reservation about future activity without direct funding.

The employers' views within the survey reflected these HEI perceptions. In the absence of financial support from the university, almost half (48%) of the employers would not offer internships in the same way, while 26% would reduce the number and only 10% would offer the same number. Somewhat more of those who had offered an internship for the first time would not offer an internship in future without the subsidy, whereas (unsurprisingly) the proportion who would continue to offer internships was higher amongst those who had previous history of provision prior to the HEFCE scheme.

5.8. Early impact

From our surveys and interviews, the following overall findings emerge:

- The schemes mostly drew in employers that had not offered graduate internships previously (over 75% of employer participants), and thereby expanded the total opportunities available to recent graduates.
- Most of the HEI schemes were reasonably successful in reaching at least some employers within the target 'New Industry New Jobs' sectors, to varying extents. There was particular success within the 'digital industries' and 'professional and financial services' sectors (within both of which there is some culture of internship provision), and a successful focus on involving

SMEs in these and other sectors (91% of employers were small or medium in size).

- Over 8,500 new graduate internships were undertaken. Many of the graduates who participated were academically 'strong' (a high proportion had 2.1 or better degree classes) but the majority had not applied for other internships, which suggests that the schemes were increasing – rather than necessarily 'widening' – participation in relation to graduates. Around 20% had previously undertaken structured work experience, which is probably close to average for the graduate cohort.
- Female and white British graduates appeared to be the most successful groups in terms of securing internships. Participation in the schemes was disproportionately high by graduates with ethnic minority backgrounds, but many of those were not successful in obtaining internships. Degree subject or parental occupational background did not appear to have much influence on whether graduates obtained internships within the schemes.
- Demand for the internships tended to outstrip supply, although with significant variations by sector and location. Perhaps as a result, reflecting the availability of 'good' graduates, most employers reported very positive outcomes, believing that they had benefited from the employment of the intern in terms of their business.
- A good proportion of the participating graduates gained long-term employment with the internship employer and more still quickly with other employers. The employment outcomes of interns appeared to be better than those who had applied for internships but been unsuccessful.
- Graduates undertaking internships through the scheme perceived that they had increased confidence in their potential employability and in making job applications, and significant development of a range of employability-related skills.
- A better understanding of the barriers for employers in taking on interns at this level, and the support from which they would most benefit, was obtained. Broadly the main barriers are cost, effective promotion of vacancies and the resource needed to support recruitment, employment and supervision, particularly for SMEs. The most effective support that HEIs can provide, other than direct financial subsidy, is in the area of selection and recruitment, and for very small employers also potentially the use of alternative employment models (to remove the burden of employment from the SME)..
- A theme that emerged throughout was the impact of the prevailing economic climate, which could mean that an employer simply had no need to take on interns at the current time, irrespective of any other more 'physical' or procedural barriers or supports available.

6. Conclusions and recommendations

6.1. Need for accurate data

Despite the almost universal acceptance of the value of work placements and internships and the growing emphasis on employability and employment outcomes, there is a lack of widespread or reliable data with which to estimate the extent of different types of work experience. Assessment of the proportion and type of students undertaking work experience or of the type and proportion of employers offering such opportunities is also very restricted for this reason. As a result, it is also difficult to assess the relative value of different types of work experience, which may limit the investment in 'high quality' opportunities. The inconsistent use of terminology also feeds confusion.

Greater understanding on how to strategically address and extend opportunities could be achieved with more complete and specific data. However, benefits would have to be weighed against the cost (for defining, capturing, maintaining and reporting the data), as well as any potential data protection issues.

An action which would contribute significantly to both understanding the extent of different types of work experience but also, potentially, their impact, would be an additional question in the Destinations of Leavers from Higher Education survey. Carefully worded, in order to optimise the accuracy of reporting by the graduates surveyed, this could provide systematic additional data. This would require action by HESA and HEFCE initially.

6.2. Addressing issues related to sandwich placements

The decline in extent appears to be less than feared but seems to be in the take-up of sandwich placements by students rather than in the number of courses offered that include placements, although the two will in due course reinforce each other. That overall trend also masks considerable variations between different subjects and institutions.

It seems that students wish to minimise their length of fee-paying study and levels of debt on graduation and/or some are not convinced of the long-term benefits at the point at which the decision to take up the placement occurs.

Possible approaches to address this include:

- Reduction of tuition fees (i.e. fee discounting) during the placement year or period to minimise the overall cost of a sandwich degree, and so incentivise opportunities.
- Use of OFFA (Office for Fair Access) Access Agreements which include measures to enable access to placement opportunities (with monitoring of effects) for students from low participation backgrounds.
- Consolidated effort to promote the benefits of work experience on long-term employment outcomes (which are supported by destinations data). This would need to include pre-HE careers advice; as well as advice from HEIs during programmes of study (ideally involving both Careers Service and Placement

staff in academic departments). The message needs to come from sources seen as relevant to the student.

Implementation of these actions would require contributions from HEFCE, OFFA and HEIs.

6.3. Actions to increase undergraduate/graduate participation

During 2010 Government and HEFCE-funded programmes in England contributed to the provision of around 16,000 graduate internship opportunities (c.8,000 through the GTP and 8,500 through the HEFCE Graduate Internship scheme). A substantial proportion of these vacancies were new, with three quarters of employers in the HEFCE scheme offering an internship for the first time. A review in spring 2011 suggests that the GTP now has fewer than 2,000 vacancies and the HEFCE schemes have concluded. Consequently the total extent of internship opportunities available could be as low as roughly half that in 2010 (estimated at 15-20,000 in 2011). This is likely also to have the impact that the proportion of unpaid vacancies offered will rise.

Graduate internship opportunities are generally over-subscribed. When this is the case and there is strong competition, employers tend to select on degree class achieved, perceptions of HEI 'quality' and also prior work experience. Although demand outstrips supply there is marked variation by sector with those industries with highest demand being able to offer unpaid internships (e.g. typically in the media, fashion, and advertising/PR sectors).

Assessment of supply and demand for UG placements is much less easy, due to the lack of aggregated information.

For graduate internships policy approaches to optimise supply and demand could be based around the following.

Increasing the opportunities for graduates to participate through overt interventions that provide some form of financial incentive or support to encourage new employers (such as the HEFCE-subsidised programme).

Expanding structured internship activity in specific sectors by support for employers to develop new opportunities (continuation of central resource such as the GTP, or similar brokerage, with renewed promotion to employers).

Both these approaches would require actions from BIS to implement.

Structured undergraduate work experience placements could be expanded by further financial support or other logistical support to enable employers to develop new opportunities. In the current economic situation logistical support may be more feasible, possibly through shared services options for promotion, recruitment and employment support. Such collaboration could require coordination by Universities UK and Guild HE, or HEFCE, or be developed through local/regional university groups.

Increasing levels of 'structure' (or at least optimising the skill- and career-related benefits) of the majority of current undergraduate WEPs which are either unstructured or less structured than those integral to courses or within discrete schemes (i.e. raising the 'quality' of existing wider work experience). Promotion of

existing frameworks such as EFWE or that of the NCWE, and embedding them into HE programmes of study to support wider vacation working could support this strategy. This could require action by HEA (working on structure), UUK and GuildHE, or could be achieved by the HEIs themselves as part of their effort to maximise their employability support, in which case the role for the representative bodies or others could become that of advice and monitoring. The work should build on examples of existing HEI approaches (some of which have been described in this report) and focus on increasing take-up as well as optimising impact. The European Youth Forum⁴⁴ is also currently calling for improved skill development benefits for students from existing internships and work placements integrated within HE courses.

Similarly, the new fees and funding system for HE in England, based on student choice may create a sufficient imperative for HEIs to promote WEP and internships without substantial intervention as a means of differentiating their provision in terms of employability and the student experience. In which case, HEFCE, UUK and GuildHE would undertake a monitoring role as described above.

6.4. Actions for widening student participation in work experience

Additional (external) funding seems to be required in order to deliver the greatest potential benefit in terms of increasing social mobility – either to target and support individuals to gain a placement/internship (overcoming restricted social capital) or to subsidise employers as an incentive to adjust their natural commercial or competitive processes. Schemes such as those funded by HEFCE have helped to begin a ‘culture change’ so that employers look beyond a narrow range of students or graduates or could be persuaded to consider bringing an employee with HE-level experience into the organisation for the first time to expand the market. In order to continue to address widening participation in relation to work experience, HEIs might consider selective funding support through their annual access agreements, as well as monitoring to assess its effect.

From the HEFCE graduate schemes and the GTP there is evidence that graduates with ethnic minority backgrounds are over-represented in terms of participation in these internship schemes but are less successful in securing internships than white graduates. The research team recommends that further research is commissioned to investigate this and consider its causes. Previous research on ethnicity and higher education has involved the Equality Challenge Unit. As this is a potentially UK wide issue commissioning could come from BIS, via HEFCE, HEFCW and the Scottish Funding Council. There may be scope for involvement from HEA, UUK and GuildHE.

There is also evidence that first-generation HE students, typically from unfavoured socio-economic backgrounds, may require greater support and encouragement to apply for UG placements, without which their lower success in obtaining subsequent internships could be reinforced. This suggests that employers might need encouragement to offer placement or internship schemes which target these types of student, as being launched by the Civil Service in 2011. Although a few such targeted schemes have been launched by employers in, for example, the legal sector, to increase diversity in that profession, few have persisted; this requires

⁴⁴ <http://www.universityworldnews.com/article.php?story=20110527205450364>

investigation. It is notable that in the USA, where internships are a more established route to graduate employment, there are more targeted schemes on grounds of gender, ethnicity or other socio-economic characteristics. Such development may require more than the political 'encouragement' of business seen in the current Social Mobility Strategy, either through limited funding or provision of other incentives or support for employers

A wider variety of placement types could make obtaining a 'first' placement easier for first-generation or other disadvantaged students, i.e. offer of shorter placements with lower barriers to entry for students. There is evidence that once a placement is undertaken, there is a much higher chance of subsequent drive and enthusiasm to make the effort to obtain further placements.

6.5. Addressing barriers employers face

The main barriers that employers say they face in offering graduate internships relate to:

- Cost;
- Lack of capacity (to plan and set-up placements); and
- Effort required to supervise interns.

In reality these all also relate to perceptions of the value of an internship, as the expected costs will be considered in relation to the perceived benefits. Hence although these are distinct barriers, if there is a persuasive argument that there are significant, needed benefits, in many cases the barriers are not absolute and will be overcome. Despite this, and perhaps surprisingly, few employers in our sample reported that the inability to make a business case (i.e. to estimate or compare costs and benefits) was itself a barrier.

For employers considering offering UG work placements the barriers, other than cost, are:

- Timing (adherence to the academic schedule may not suit the business need);
- Duration (many placements are believed to be too short for genuine business benefit); and
- Level of support required by the student for productivity.

The work carried out in this study suggests that the the use of seed funding to 'open doors' to employers incentivises participation. The models used in the HEFCE schemes show that financial support available to employers does not have to cover the full costs of the intern or the placement student's full wages, but it does help in making the business case to management to offer a placement/internship. It appears that a financial incentive can rebalance a negatively inclined mindset that the employer is offering training and support and therefore does not also need to offer financial remuneration too.

Apart from providing financial incentives, the following could help address barriers for employers:

- Providing information for employers (particularly SMEs) on the benefits of offering internships or work placements, articulated in a way that is relevant to them and communicated from sources that they already access. The relatively low level of concern over the business benefits of those employers involved in the HEFCE schemes suggests that the case can be convincingly made, but consistent and simple offers to support engagement are needed, rather than complex and changing, let alone competing, alternative options. There is some inherent tension here, however, as a range of options to suit different business situations is almost certainly beneficial. If Business Link is the main source of information about employment or commercial processes for small businesses, then this might be the best starting point for information about offering work experience opportunities. Reliance on organisations which offer membership to employers will immediately restrict engagement to a minority of small enterprises, although this would offer a starting point.
- In parallel fashion, guidance for employers (particularly SMEs) on legislative and administrative aspects of offering placements/internships, particularly remuneration, needs to be articulated in a way that is relevant to them and available from sources that they already access. This is probably particularly crucial in the light of public concern about unpaid internships, and misunderstanding of employment legislation in this area. Best practice guidance also needs to be tailored to the modest circumstances of small employers; well-intentioned complexity may simply be beyond the means of small enterprises. Simplified (and widely promoted) aggregations of vacancy information could be made accessible widely to UGs/graduates looking for opportunities, such as a national service like the GTP website. If employers are going to the trouble of investing in a new placement, they do want to be able to recruit suitable candidates. This could be supported by agency services to sift and select (short-list) applicants available to the employer if desired.

These actions would require input from SSCs and possibly UKCES, but ultimately could depend on direction or encouragement from Government (BIS), which is currently producing guidance on the issue of remuneration by employers. There may also be a role for the CBI and FSB to provide guidance or signpost employers to available information from other sources.

6.6. Actions to decrease risks to employers

The current economic downturn has led to a decreased willingness on the part of many employers to take on 'non-core' risks, that are seen as unrelated to mission. Equally, for some struggling to retain staff or avoid redundancies, there is a 'PR' related risk in being seen to be offering placements or internships (whether paid or unpaid). Some creativity in models which support employers by reducing their risk could be advantageous, particularly in the current climate.

- More creative models of employment (for example, HEIs employing interns and seconding them to firms) could open up some small employers which are reluctant physically to employ a student or graduate on placement, at least when trying it out for the first time.

- Where SMEs are reluctant to invest fully in a placement and need a low risk, low entry model, a part-time or temping model could be developed so that students or graduates are available to go into SMEs on demand.

Deep engagement of third sector employers and SMEs may require some form of financial support from HEIs or others, although this does not have to be on the scale of the recent HEFCE-funded 'subsidised' programmes. It seems likely that a good proportion of opportunities could have been delivered if a lower level of funding could be provided, at least to cover the 'administrative' aspects (around 30% of the funding allocation per internship/placement in the HEFCE schemes). This could be used to:

- Provide a small contribution to employers to help address any 'ethical' barriers – i.e. if they do not want to feel they are using UGs/graduates as 'cheap labour';
- Fund HEI work with SMEs and third sector organisations to identify placement projects that will deliver mutual benefit; and
- Provide recruitment support (further developing the move by many HEI career services to provide 'recruitment agency' style services to employers).

A number of HEI career services have developed recruitment agency style services to employers, at least partly funded within the HEFCE schemes. These could be continued under wholly commercial funding (i.e. paid by the employers that require them). Potentially these could develop to incorporate a role in fulfilling employers' long and short-term recruitment needs, while also addressing the requirements of graduates.

Organisations such as UUK, GuildHE and HEA could take a role in publicising examples of novel good practice. Any guidance should take note of the findings from this report that the models used by HEIs in the HEFCE schemes show that a 'one size fits all' approach would not be feasible, and that HEIs should be able to adapt how they operate to fit local circumstances (such as their particular student cohort, local employment opportunities and regional economy). However, this will mean that it is more difficult to promote opportunities at a national level (as FSB noted in relation to the Graduate Internships scheme). Different models of placement (flexibility in duration, full or part-time work, or 'day release') could also increase the attractiveness of placements for both a diverse range of employers and also students.

6.7. Focus for interventions

If, as indicated for sandwich placements, a benefit of structured work experience is improved employment outcomes at graduation, this suggests that priority for interventions should be to support WEPs for students during their period of study rather than once they are graduates. This would enable students to develop the employability skills employers require at an early stage and build up a body of work experience prior to graduation, making them more attractive as potential employees. This approach would help to provide alternative work experience to sandwich placements. There is a more mature market for graduate internships, with more commercial models available, better aggregation of opportunities and also more data available on volume and scope. The main focus for intervention here may be to

ensure a fair regulatory framework that clarifies the responsibilities of employers and status of interns.

As work experience placements carried out while the student is still at the HEI is a less mature market, (with little data on volumes and outcomes, or aggregation of opportunities). focussing at this earlier stage should:

- Help to embed the act of seeking career or study related work experience into student's way of thinking – and reinforce the likelihood that they will build up a body of work experience with the concomitant benefits it delivers in terms of confidence building, developing workplace skills and behaviours, and linking theory with practice. This could lead to increased likelihood for seeking an internship if relevant once a graduate.
- Provide students with the know-how to engage with potential employers and undertake high quality work experience. This can be supported through the development and provision of 'self help' guidance for students to help them negotiate the structure of high quality placements with employers (an approach taken by one of the HEIs in the HEFCE schemes).
- Broaden employer exposure to a larger pool of students from a wider range of courses/programmes and institutions.
- Make use of existing infrastructure in place for sandwich courses (such as placement officers).

Just as for employers, messages to students on the value of work experience should come from sources with which they are already engaged – teaching staff in particular not just career services (which many do not engage with until they are approaching graduation). This would also act as a way of raising awareness and embedding WEPs into academic programmes if academics are key communicators and enablers for this. There may also be a role for the National Union of Students (NUS) and local student unions to communicate messages.

If one of the benefits of structured work experience is improved employment outcomes at graduation, this needs to be reflected in the information collected in the DLHE survey. Currently the main DLHE survey (six months after graduation) does not obtain sufficient information to determine the nature of work experience during HE. As their support or programmes for employability and employment become more of a differentiator or 'unique selling point' for HEIs, encouraging, supporting and enabling work placements will become a higher priority, but the DLHE survey needs to be fine-tuned so as to collect sufficient information to determine its impact. If the survey continues to be conducted six months after graduation, an option to indicate that the graduate is currently undertaking an internship seems an obvious addition.

6.8. Means of funding

Some HEIs involved in the HEFCE schemes made use of finance from commercial activities to fund additional places within the scheme. This is one option for providing funding for work experience, although this may be unfeasible on a large scale.

A possible approach is to devise a funding formula that 'rewards' those HEIs that can demonstrate activities undertaken to boost take-up and availability of WEPs, with the

aim that all programmes of study include periods of work experience, as in Finland. This might include greater use of OFFA (Office for Fair Access) Access Agreements to include measures to enable access to placement opportunities for students in low participation groups (with monitoring of effects).

The facilities in the existing Higher Education Innovation Fund (HEIF) which is designed to support and develop a broad range of knowledge exchange activities between HEIs and the wider world that result in economic and social benefit could also be promoted as an existing means of enabling opportunities for work experience placements. Currently internships are an eligible HEIF activity, but they do not drive the formulaic allocation – HEIs are not ‘rewarded’ for internships but may spend HEIF money on them.

This can be extended towards embedding WEP frameworks or self-help guides into regular study programmes, for those undertaking vacation and individual placements, so that they can recognise their skill development and experiences and articulate them far better in future job applications.

The report *Unleashing Aspiration: the Final Report of the Panel on Fair Access to the Professions* makes a number of recommendations for removing financial constraints which should be further considered in the light of the findings from this study:

- Allowing students to draw down existing Student Loan entitlement in four rather than the three parts, enabling students to cover the additional costs of undertaking a short summer internship;
- Exploring ways of providing means tested micro-loans to cover the cost of living and commuting for a short internship period;
- Giving companies offering internships the option to pay a small part of their tax contribution directly to the Student Loans Company to cover the cost of the internship loans and associated administrative costs; and
- Developing with banks and other lending institutions internship support loans along similar lines to Professional and Career Development Loans.

Appendix A. Stakeholders involvement in the study

Table A1 – Undergraduate scheme HEI involvement in the study

Lead Institution	Survey	Interview
Aston University	✓	
Brunel University	✓	
Canterbury Christ Church University	✓	
Central School of Speech and Drama	✓	✓
Coventry University	✓	
De Montfort University	✓	✓
Durham University	✓	
Lancaster University	✓	✓
Leeds College of Art	✓	
Liverpool Hope University	✓	
Liverpool John Moores University	✓	
Manchester Metropolitan University	✓	✓
Newcastle College	✓	✓
Royal Veterinary College		
Sheffield Hallam University	✓	
St Helen's College		✓
Teesside University	✓	
University of Bradford	✓	
University of Bristol	✓	
University of Cumbria	✓	✓
University of Hertfordshire	✓	✓
University of Hull	✓	
University of Lincoln		
University of Liverpool		
University of Reading	✓	✓
University of Salford	✓	
University of Southampton	✓	
University of Sunderland	✓	✓
University of the West of England	✓	
University of Warwick	✓	✓

Table A2 – Graduate scheme HEI involvement in the study

Lead institutions in Graduate Scheme	Survey response	Interview
Anglia Ruskin University	✓	
Arts University College at Bournemouth	✓	
Aston University	✓	
Bath Spa	✓	
Brunel University	✓	
Buckinghamshire New University	✓	
Canterbury Christ Church University	✓	
City University		
De Montfort University	✓	
Keele University	✓	
Kingston University	✓	✓
Lancaster University	✓	
London School of Economics	✓	
Manchester Metropolitan University	✓	
Newcastle University	✓	
Norwich University College of the Arts	✓	
Oxford Brookes University	✓	
Ravensbourne College of Design and Communication	✓	✓
Royal Agricultural College	✓	
Southampton Solent University	✓	
Teesside University	✓	✓
Thames Valley University (University of West London)	✓	
University College Falmouth	✓	
University College London	✓	
University for the Creative Arts	✓	
University of Bedfordshire	✓	
University of Bournemouth	✓	
University of Brighton	✓	
University of Bristol	✓	
University of Central Lancashire		
University of Chester		
University of Coventry	✓	
University of Cumbria	✓	
University of Durham	✓	
University of East Anglia	✓	
University of East London		

Lead institutions in Graduate Scheme	Survey response	Interview
University of Essex	✓	
University of Exeter	✓	✓
University of Hertfordshire	✓	
University of Kent	✓	
University of Leeds		
University of Northampton	✓	✓
University of Northumbria	✓	
University of Plymouth	✓	
University of Portsmouth	✓	✓
University of Reading	✓	
University of Salford	✓	✓
University of Sunderland	✓	
University of Sussex	✓	
University of the Arts, London	✓	✓
University of the West of England	✓	
University of Warwick	✓	
University of Westminster	✓	
University of Worcester	✓	✓
Writtle College	✓	

Table A3 – Sector stakeholders involved in the study

Interviewee	Organisation
John Wilson, UCLan	ASET Executive Committee
Carl Gilleard	Association of Graduate Recruiters (AGR)
Barbara Page	Placenet
Margaret Dane	AGCAS, Association of Graduate Careers Advisory Services
John Carmody	BIS, Office for Graduate Opportunities
Jennifer Hutton	Cabinet Office, Head of Civil Service Fast Stream
Peter Forbes	CIHE (Council for Industry and Higher Education)
Juliet Russell-Roberts	Skillset
Mark Ratcliffe	e-skills
Caroline Sudworth	Cogent
Chris Ward	Year in Industry (YINI)
Derek Longhurst	FDF
Matt Jaffa	Federation of Small Business
Jackie Cresswell-Griffiths	GO Wales
Ros Claase	TalentScotland Graduate Placement Programme
Mike Hill	NCWE / Graduate Prospects / HECSU
Liz Williams	NUS
Phil Donnelly	Step
Paul Sellers	TUC
Dan Davies and Nicola Turner	West Midlands Graduate Advantage
Adrian Anderson	University Vocational Awards Council (UVAC)
Simon Reichwald	Graduate Success / Bright Futures Societies
Robin Kennedy	WEXO
Jack Denton	All About Graduates
Steve Moore	SPEED
Elizabeth Brock	RatemyPlacement
Chris Sheridan	Royal Town Planning Institute (RTPI)
Catherine Joce	Royal Society of Chemistry / HE STEM Programme
Philip Frame	Middlesex University Business School
Judith Watson	University of Brighton / HE STEM Programme

Obtaining involvement of undergraduates/graduates and employers

Oakleigh/CRAC developed online surveys for the following groups involved in the HEFCE schemes:

- HEIs involved in the UG scheme;
- Employers offering placements as part of the UG scheme;
- Students applying for a placement as part of the UG scheme;
- HEIs involved in the graduate scheme;
- Employers offering internships as part of the graduate scheme; and
- Graduates applying for internships as part of the graduate scheme.

HEFCE initially contacted all HEIs to encourage their participation in the study, and Oakleigh/CRAC contacted the HEIs requesting that they circulate emails to employers and undergraduates/graduates with links to the online survey (and publicise the links to the surveys on relevant websites if appropriate). To encourage participation in the graduate survey a small incentive was offered to all those that completed the questionnaire and agreed to be considered for an interview.

Each survey allowed respondents to express their interest in taking part in a short telephone interview. From these we identified a cross section of HEIs, employers, students and graduates to participate in the interviews. Details of the HEIs that took part are provided in Tables A1 and A2 above.

Table A4 – Undergraduate scheme student INTERVIEWS – Participant characteristics

Interviewee	Description
Interviewee 1	Female, age 26, Black British, studying Business with Economics based in South West. Placement with a legal firm. Non-professional parental occupational background.
Interviewee 2	Male, mature student, White British, studying Accountancy, based in Yorkshire & Humber. Non-professional parental occupational background. No previous work experience placement while at HE.
Interviewee 3	Female, White British, studying Law, based in North East. Non-professional parental occupational background.
Interviewee 4	Female, White British, studying Geography, placement in Charity & Development sector, non-professional parental occupational background. No previous work experience placement.
Interviewee 5	Female, White British, mature student, studying Psychology. Not carried out WEP previously while at HE. Based in South-East.
Interviewee 6	Male, Asian or Asian British (Pakistani student), studying Computer Science. Placement in the accountancy sector. Non-professional parental occupational background. No previous WEP.
Interviewee 7	Male, White British, mature student, studying Real Estate. Professional parental occupational background. Based in South East, placement in real estate sector.
Interviewee 8	Male, Asian or Asian British (Indian), mature student, studying

Interviewee	Description
	Psychology. Non-professional parental occupational background. No previous work experience placement while at HE. Based in South East, placement in Charity & Development sector.
Interviewee 9	Male, White British student, studying Maths with Actuarial Science. Non-professional parental occupational background. Some previous work experience placements. Based in North West, placement in Health sector.

Table A5 – Undergraduate scheme EMPLOYER INTERVIEWS – Participant characteristics

Employer	Description
Employer 1	Private company operating in the Accountancy and Business Services sector, employs up to 50 employees. Based in the North East of England, worked with Sunderland University on the internship scheme.
Employer 2	Third Sector organisation, employing up to 50 people. Based in Liverpool (North West England region), worked with Liverpool John Moores University on the scheme. A new organisation, it had not taken on UG placements before this scheme.
Employer 3	Private company in the retail sector, employs over 250 employees, based in the North East of England. This store had not taken on any UG interns prior to this scheme, although its HQ has a paid graduate internship scheme. Worked with Durham University on this scheme.
Employer 4	Private company, in Media sector, employing between 51 and 250 employees. Worked with University of Sunderland on the scheme. Based in North East region. Takes on undergraduates on (unpaid) work experience placements.
Employer 5	Public sector organisation, over 250 employees, worked with University of the West of England (UWE). First time offered WEP to undergraduates in this department.
Employer 6	School in Birmingham. A training school for ITT, it places around 70-80 students per year from local HEIs. Worked with Aston on this scheme.
Employer 7	Private sector company in publishing with 4 employees. Worked with Southampton University. Has offered WEP (unpaid) to UG and graduates.
Employer 8	Large private sector company (600 employees) in Engineering sector. Worked with Liverpool John Moores University on the internship scheme. Has offered UG WEP previously (including sandwich placements).

Table A6 – Graduate scheme student INTERVIEWS – Participant characteristics

Interviewee	Description
Interviewee 1	Female, graduated in Drama in 2007 with “Bachelor's: other degree class”. Has had one temporary job since graduating, currently volunteers.
Interviewee 2	Male, graduated with “Bachelor's: 1st or 2.1” in creative writing in 2008. Mature student, periods of temporary work since graduation.
Interviewee 3	Female, graduated with “Bachelor's: 1st or 2.1” in Graphic Design in 2010.
Interviewee 4	Male, graduated in 2007 in Sports Science with “Bachelor's: other degree class”. Still undertaking internship.
Interviewee 5	Female, graduated in 2010 with “Bachelor's: other degree class” in Social Psychology & Sociology. Had carried out part-time subsistence work during degree as well as degree related volunteering work. Applied for the Graduate Internship (GI) scheme but did not get a placement.
Interviewee 6	Male, graduated in 2009 with “Bachelor's: 1st or 2.1” in Management (BSc). Undertook GI placement, now employed by the internship employer.
Interviewee 7	Female, graduated in 2010 with “Bachelor's: 1st or 2.1” in Equine Breeding and Stud Management. Currently undertaking a PhD.
Interviewee 8	Female, completed an MSc in Business and Management in 2010. Still

Interviewee	Description
	undertaking internship.
Interviewee 9	Male, graduated in 2009 with "Bachelor's: other degree class" in Animation Arts. No degree related work experience. Now has a full-time job as a result of the experience.
Interviewee 10	Female, graduated in 2010 with "Bachelor's: other degree class" in Media Culture and Production. Had done short work experience while on degree.
Interviewee 11	Female, graduated in 2009 with "Bachelor's: 1st or 2.1" in Broadcasting. Had done two weeks WEP in summer holiday between 1st and 2nd year. Looked for and found this placement. Currently doing temporary work in administrative role in broadcasting industry.

Table A7 – Graduate scheme EMPLOYER INTERVIEWS – Participant characteristics

Employer	Description
Employer 1	Private company in the transport and logistics sector, with over 250 employees. Worked with Writtle College. First time an intern has been taken on in a technical division.
Employer 2	Education and careers charity that employs between 50 and 250 employers nationally. Worked with Plymouth University
Employer 3	Private company operating in the building and construction sector (architectural practice) with up to 50 employees. Worked with Plymouth University. Not taken on an intern in the same way in the past
Employer 4	Third sector organisation in Creative Arts & Cultural sector. Employs up to 50 employees, worked with NUCA.
Employer 5	Private firm in IT sector employing up to 50. Worked with Lincoln University.
Employer 6	Third sector organisation, employing over 250 employees. Based in South West England. Worked with Exeter University. Had not offered internships in the past.
Employer 7	Private sector company, in the Environment and Agriculture sector employing up to 50 employers in the West Midlands. Worked with Keele University on the scheme – had not had any engagement with them previously. Had not thought about the possibility of taking on an intern in the past.
Employer 8	Third sector organisation, in the sports and leisure sector with between 50 and 250 employees. Worked with Brunel University on the internship – very good relationship with university – takes on students as volunteers and offers work experience placements of varying lengths to undergraduates (unpaid).
Employer 9	Third sector (not-for-profit) organisation, up to 50 employers. Worked with Essex University. Did not take on an intern.
Employer 10	Private manufacturing firm, employing 50-250, based in East Midlands – worked with Derby University. First time they had taken on anyone at graduate internship level, although they do take on overseas graduates as part of the Erasmus scheme.
Employer 11	Private sector media organisation, up to 50 employers. Worked with Ravensbourne College but approached by graduate directly for work experience.

Appendix B. Undergraduate scheme models

Institution	Delivery	Identifying placement opportunities	Identifying intern applicants	Length	£ pw	Payment model	IAG	Filled allocation?	Number of places
Aston University (consortium with other West Midlands HEIs and Graduate Advantage)	<p>Coordinated by Graduate Advantage (GA). GA delivered the internships with the input of the collaborating HEIs. GA generated student facing marketing materials and publicity to employers. Replies can be managed by the HEI who may have other schemes that the employers are suitable for, or by GA. It is expected that HEIs will provide 30% of the professional services opportunities and GA will source the rest.</p> <p>GA: - managed the applications to screen for eligibility - managed communications related to short-listing, interviews and placement support. - Collected evidence and completed reports.</p> <p>All placements will be in the region</p>	<p>Worked with HEIs existing professional contacts, plus 3 main partners: - Pure Potential (a third sector organisation) - Birmingham Forward and Birmingham Future (mentoring & networking organisation) - Advantage West Midlands Business and Professional Services Cluster</p>	<p>The scheme was marketed in two ways: 1. Centralised marketing coordinated by GA HEI partners. 2. Through GA's existing candidates from the 'candidate pools'.</p> <p>HEIs distributed marketing materials via student networks including emailing students, advertising in the careers services, using online portals and student blogs.</p>	5 weeks	£200	<p>£200pw to intern £150 from HEFCE funding, at least £50 from employer If placement extended - employer covers full cost</p> <p>75% to intern 25% coordinator salary</p>	<p>GA will: - manage student welfare - conduct an exit interview with each student - provide advice on application and interview techniques - lead half day induction programme</p> <p>Employers will: provide a work place mentor for student</p>	N	51
Brunel University	<p>The funding supported the employment of an Internship Co-ordinator, who will: - secure appropriate internships - organise preparatory workshops for UG - recruit students who have been on placement to mentor the undergraduate interns - utilise the Placement and Careers Centre's social networking tools - provide support for the students on internships - advise employers on effective internships</p> <p>Filled the programme through a mixture of Brunel sourced and advertised opportunities and opportunities that the students found themselves.</p> <p>Student demand exceeded the subsidy available. Gained additional HEI funds to enable 48 students in total to undertake work experience which would otherwise have been unpaid.</p>	<p>Particular focus given to supporting eligible undergraduates obtain internships in the creative industries.</p> <p>Worked with key intermediary agencies: - West London Business, - Park Royal Partnership - CMI West London Region - Middlesex Law Society</p>	<p>Internships Project Manager will identify appropriate internship opportunities and match these to the undergraduates</p>	8 weeks	£100	<p>80% (£800) directly to the students £100 a week from HEFCE funding</p> <p>80% to intern 20% to fund coordinator</p>	<p>Focused support prior to and during the internship.</p> <p>Interns encouraged to take advantage of the full range of services offered by the Placement and Careers centre.</p> <p>Employers will: - provide company mentor</p>	Y	30
Canterbury Christchurch	<p>Academic department/tutor works with the central support department, CEBD (Centre for Enterprise and Business Development).</p> <p>Drew on existing contacts from other placement programmes (current and previous)</p>	See delivery	<p>Project Officer targeted undergraduates from specific programmes and contacted relevant academics: - academics supplied lists of potential students - information circulated to all undergraduates via the university website, the Employability & Careers department web pages and the university Facebook page</p>	4-8 weeks	£80	<p>£80 per week from HEFCE funding</p> <p>No additional funding from employers (some provided transport)</p> <p>Approx 65% to intern Remainder to cover institutional costs</p>	<p>Provided by the CEBD</p> <p>Support and IAG from the central Student Support and Guidance Services</p> <p>From employers: - supervision - task allocation - liaison and coordination with the CEBD and the tutors</p>	Y	30

Institution	Delivery	Identifying placement opportunities	Identifying intern applicants	Length	£ pw	Payment model	IAG	Filled allocation?	Number of places
Central School of Speech and Drama	<p>The HEI remunerated the student direct, by way of a bursary, streamlining processes for partners (thus the employer role was shared by the HEI and the partner organisation). Funding to cover: provision of fair application, selection and comprehensive feedback processes; experienced matching of interns to quality experiences with illustrious partners; support from pre to post internship; the administration of the bursary payments and supporting partner organisations.</p> <p>Funding will also enable extended support across the entire undergraduate programme, to include a Continuing Professional Development (CPD) programme for all students that address entrepreneurship and self employability, as well as key skills for employment. London-centric partnership, to ensure that students are not incurring any unseen costs</p>	Drew on long-established placement systems, protocols, staff and partners and combined them with innovative models that have emerged from the Centre for Excellence in Teaching and Learning (CETL) funding. The HEI's involvement in the LTC Cultural Camden Collaborative partnership facilitated 23% of the internships.	Graduates meeting the criterion for "financial need" were interviewed	4 weeks	£200	<p>£800 bursary to intern from funding. Bursary protected students' financial interests as HEI controls the timeframes within which they received funds and ensures that they do not suffer emergency tax. 10% of students received "top-up" funds from the partner-employers and others received travel assistance. 80% to intern, remainder to pay for placement coordinator</p>	<p>Interns retained access to all existing student support services.</p> <ul style="list-style-type: none"> - "how to apply for funding" session - unsuccessful students can ask for feedback - mandatory preliminary and reflective sessions for successful candidates - mandatory participation in feedback mechanisms <p>From employer:</p> <ul style="list-style-type: none"> - with HEI develop a learning agreement - time with the employer will be overseen by a member of staff with appropriate skills 	Y	30
Coventry	<p>Flexible approach to both employers and students, with each prospective placement negotiated individually.</p> <p>Careers Advisers will source opportunities and match students to companies.</p>	Careers Advisers will work with faculty staff to deliver internships with established employer contacts and to source new opportunities.	<p>Marketed directly to all Year 2 students on the relevant courses.</p> <p>Information will be available online through module webs and student portals. All Year 2 tutors will be given the information they need to promote to their groups</p> <p>Students with high levels of motivation, ability and aptitude demonstrated through the first 18 months of study will be identified and supported to apply.</p> <p>Careers Service lead, working closely with the Placement Co-ordinator in the Employability and Placement Unit in the Faculty of Business, and the Placement Officer in the School of Art and Design.</p>	8 weeks	£100	<p>80% (£800) to intern from funding.</p> <p>£100 per week for a minimum of 3 days in placement</p> <p>12% of the employers made a financial contribution, some paying £200, others the minimum wage and some who did not disclose the amount.</p> <p>80% to interns</p>	<p>Careers Advisers help students understand employer requirements and provide skills training in areas such as CV preparation, completing application forms and interview techniques and practice.</p> <p>Employers: required to assign a mentor</p>	Y	50

Institution	Delivery	Identifying placement opportunities	Identifying intern applicants	Length	£ pw	Payment model	IAG	Filled allocation?	Number of places
De Montfort	<p>East Midlands Consortium work collaboratively.</p> <p>Develop opportunities in larger businesses and work closely alongside established internship providers.</p> <p>Opportunity to foster closer internal relationships between academic and support departments for each institution that offer 'employability' related support.</p>	<p>The internships were marketed to employers through organisations such as FSB and Chambers of Commerce. They were also marketed to existing HEI contacts (including Faculty contacts and personal contacts). Also built on the employer contacts involved in the Graduate Scheme.</p> <p>The partners took different approaches to marketing the internships, and these were shared throughout the consortium so the different partners could learn from them. They worked through the Steering Group set up to run the HEFCE Graduate Internships scheme.</p>	<p>Information gathered from existing internal databases – students registering with the various support functions such as the Disability, Money Advice, Welfare.</p> <p>Work closely with academic departments to advertise the scheme and encourage undergraduates to register interest with careers or similar support service.</p> <p>Students not in receipt of the full support bursary or disabled students allowance were also entitled to apply for positions advertised in the scheme</p> <p>The opportunity was also advertised more generally (through <i>DMU Works</i>)</p>	8-12 weeks		<p>£900 paid to employer</p> <p>Employer encouraged to match fund the financial cost</p> <p>90% paid to employers as bursary Remainder to HEIs to administer the scheme</p>	<p>Applicants to the scheme can take advantage of existing careers support mechanisms which will look to develop skills in terms of making applications, preparation of their CV, practice for interviews and 'office etiquette'.</p> <p>- briefing in advance of internship - e-guidance or telephone guidance of up to three interventions during the period of their internship (i.e. once a month) - de-briefing session with academic mentor or member of Student Services/Support. - interns and employers would also be requested to provide a case study report</p>	N	10
Lancaster	<p>Three different models: - managed programme in an emerging profession (2 weeks) - regional businesses, primarily SMEs, in the full range of traditional and emerging professions (4 weeks) - student self-help model with graduate recruiters nationally (4 weeks)</p> <p>'Lean'/Remote' model as most interns in placements distant from the HEI (near home locations) – meant majority of funding (96%) went on financing students not admin costs</p>	<p>Majority of placements sourced by students near home towns, making use of 'self help' model.</p>	<p>Used registry record to id students in receipt of bursary or disability allowance. Provided self help guidelines to source own placement – most popular – most internships found this way.</p>	2 weeks or 4 weeks	£225	<p>35 hours pw x £6.43/hour from HEFCE funding</p> <p>Employers to be encouraged to supplement pay but none did</p> <p>Approx 90% to student, remainder on HR admin costs</p>	<p>The Centre for Employability, Enterprise & Careers and Enterprise and Business Partnerships will provide pre- and post-internship support, effective applications and skills audit workshops Proven job search strategies from Graduate Internships programme, enrolment on Lancaster Award</p>	Y	40
Leeds College of Art	<p>Work exclusively within the Department for Culture, Media & Sport defined, 'Creative Industries' sector.</p> <p>Seek to match and complement HEFCE funds by employer contributions and existing college-based services.</p> <p>Offer bursary-financed summer placement to students</p>	<p>The HEI manages/delivers Yorkshire's largest peer-to-peer network for professionals working across the regions' Creative, Cultural and Digital industries. Over 2000 sole traders, SMEs and general businesses registered on the network.</p> <p>More opportunities sourced than there was funding for – opened to final year students and recent graduates.</p>	<p>Initially promoted in a briefing session open to 'all' Level 6 students following (three year) BA (Honours) degree programmes and 'all' Level 5 Foundation Degree students.</p> <p>To positively address widening participation, students receiving bursaries and those identified as having neuro-diverse conditions were specifically targeted and personally encouraged to participate via their Year Tutors/Course Leaders and via college email communication. (Over half of interns were from this group).</p>	8-12 weeks	£50 - £75	<p>Bursary (£600) to student from HEFCE funding.</p> <p>Seek contributions from employers – did receive in some cases from £10pw to matching the £600 bursary.</p> <p>60% to student via bursary Remainder on admin, marketing, recruitment support</p>	<p>Create dedicated resource to provide additional and focused IAG above that provided by 'Student Advice & Careers Service'.</p>	Y	40

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Liverpool Hope	<p>Targeted accountancy and law professions and others working in the financial sector, small to medium sized accountancy and law firms within Merseyside. Limited to students on new BA Accounting programme.</p> <p>Used GTP to source each internship opportunity Some HEFCE funding used to pay for graduate internship for a 2010 graduate to provide liaison between the university (Career Development and subject academics) and the host organisation/intern End of internship celebration event</p> <p>Internships will offer experience that counts towards professional accreditation via ACCA</p> <p>Designed to provide a no-cost model for the provision of internships by the employer. This did produce higher demand of internships than could be filled with available students (3 students dropped out)</p>	<p>Contact made with 30 companies who provided Business Bridge (linked students with substantive projects with local employers) placements. Liverpool Vision agreed to interrogate their databases to provide a list of possible contacts to approach. These contacts provided to GTP, who had responsibility for sourcing internships.</p>	<p>Students coming to the end of first year of study – to equip them with the confidence and skills to actively pursue internship/work experience opportunities independently</p>	2 weeks (10 days)	£180	<p>Up to £7.5/hour to the intern from HEFCE funding</p> <p>All employers encouraged to match the funding – none did.</p> <p>55% on student salaries, travel expenses and ACCA support materials Remainder on payment to GTP contractor to source internships & award ceremony</p>	<p>Provide specialised careers guidance support to selected undergraduates to help them to reflect on their work shadowing and develop a plan for the 'ideal' internship from their perspective.</p>	N	12
Liverpool John Moores	<p>Marketed to eligible applicants and employers. Applicants completed an application form to establish eligibility and detailing initial internship preferences. Host employers also completed a form with brief details of the duties to be completed</p> <p>Successful candidates attended a 3 day training course at HEI - Employers given £200 as a contribution to their costs</p> <p>Aimed to increase employer base by working with businesses not worked with previously. Most internships at SMEs</p>	<p>Graduate Development Centre (GDC) brokerage team sourced the internships and called on employers who provide bespoke input to the HEFCE funded ECIF Graduate Accelerator Programme (GAP)</p>	<p>The HEI's Library and Student Support department keeps details of all bursary recipients and also all students who have declared a disability. Enabled the GDC to target marketing directly at the client group eligible for support via this application.</p>	4 weeks	£175	<p>£700 bursary to student paid in two instalments at start and end (£350 each) 70% to student; 20% to employer; 10% to cover HEI admin costs</p> <p>Employers encouraged to support financially – none given.</p>	<p>Qualifying student applicants received initial day of training and preparation from the GDC Careers and Advice staff. Once matched, the student attended a ½ day training session at the GDC covering the HEI's unique World of Work (WoW®) initiative and an additional ½ day of training also attended by the host employer. GDC brokerage team will monitor the internships on a weekly basis</p>	Y	40
MMU	<p>Internships in the accounting and financial services professions in the private and public sectors Interns drawn from 2nd Year students in the Accounting and Finance division in MMU Business School. Recruitment process a competition, which is open to all and innovative in its methods of engagement. Students will be asked to enter a short video of themselves, using university (or own) recording equipment, to a panel which will include members of organisations who are recruiting interns.</p>	<p>Employers contacted via current contacts and networks</p> <p>Took a 'competition' approach to prepare students for real life interview and recruitment situations.</p>	<p>Marketed to students through internal communication, lectures and posters etc</p>	10 weeks	£100	<p>£1000 to student (two payments of £500, at start and end)</p> <p>100% to student MMUBS's Accounting and Finance department will absorb the administrative costs of the programme.</p> <p>No financial support from employers</p>	<p>Support to be non-intrusive.</p> <p>If internship linked to a degree assignment academic support provided.</p> <p>Communication via: - face to face visits - telephone and email - online support using the VLE WebCT - social media</p>	Y	21

Institution	Delivery	Identifying placement opportunities	Identifying intern applicants	Length	£ pw	Payment model	IAG	Filled allocation?	Number of places
Newcastle College	<p>Built upon the college's existing placement system</p> <p>Raised income through employers' contributions to broadly cover the non pay and administrative costs</p> <p>Internship available to students completing their first year of undergraduate study and students who have completed a foundation degree programme and are progressing to an honours degree top-up award</p> <ul style="list-style-type: none"> - students applied by emailing CV to the project co-ordinator - interview was conducted with Coordinator to identify their suitability for the role - CV's were sent to the employer who selected students for interview organised by the project co-ordinator - employer selected the student for the internship. <p>Newcastle paid intern direct and invoiced employer a flat fee. Sold as a £7.50 per day contribution to the intern salary.</p>	Placement officer within each school and the project co-ordinator contacted employers to identify an opportunity to place a student	Target group of students made aware of the opportunity via a direct mail shot before information regarding the pilot was more widely circulated	8 weeks	£100	<p>£800 paid to intern</p> <p>Employers were each invoiced a flat fee of £300 per intern (or proportion thereof if not full 8 weeks)</p> <p>Employers paid any travel and subsistence</p> <p>60% approx to intern 40% on admin and project coordinator salary</p>	Students had access to IAG from academic department staff responsible for the well-being and welfare of the undergraduates whilst on placement.	N	24
Royal Veterinary College	<p>Aimed to enable BVetMed students entering the course via the widening participation 'Gateway' programme to develop enhanced exposure to farm animal veterinary work. Students were from urban backgrounds. Funding used primarily to support the students in meeting travel and accommodation costs during the internship periods. Internships developed as an extension of existing employer links, only a small proportion of the funding required to support the administration of the scheme. Duration of 4 weeks but made up of two 2 week internships.</p>	Extension of existing employer links based on those involved in compulsory animal husbandry extra mural studies (AHEMS) and clinical extra mural studies (EMS)	Identified from the Gateway cohort – students were contacted and advised of the internships.	4 weeks	n/a	<p>Interns' travel and accommodation pro rata expenses covered by the funding. Total expenditure by the HEI £3732.50 for 12 interns</p>	Developed the existing AHEMS and EMS support systems – staff and databases – to provide information and guidance on the internships and the choice of employers	N	12

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Sheffield Hallam	<p>Aimed to engage employers who do not normally offer WBL experience.</p> <p>Aimed at students who might not be able to otherwise participate in unpaid summer WEP due to personal circumstances</p> <p>Open to students who were moving into their placement year or who were in their final year.</p> <p>Student kept a record of experience gained in a similar manner to that which is required for their future POP (Professional and Occupational Performance) record.</p>	Formalised existing professional relationships with key local practices that have previously and repeatedly employed our placement students and graduates, as well as engage new providers/employers	<p>Identified via the university's student record system by their membership of certain disadvantaged cohorts.</p> <p>Contacted all students who met our criteria via SMS and email, asking them to view the advertisements on the careers website (http://careerscentral.shu.ac.uk/) and then complete a brief application</p> <p>Interviews conducted by department academics in conjunction with placement providers.</p>	4 weeks	£187.50	<p>£750 paid as a grant to the student</p> <p>£250 per intern utilised for institution support</p> <p>75% to fund student 25% for admin costs</p> <p>No financial contribution from employers</p>	<p>Prior to the internship: interns encouraged to relate the internship to future career plans and ongoing academic study.</p> <p>During the internship: on-line access to named individual in the placement team and an academic tutor; and online access to university career development materials.</p> <p>After the internship: in a debriefing session interns invited to reflect on their experiences and resulting skills development. Produce an updated careers action plan and CV.</p>	N	14
St Helens College	<p>Internships were in newer professions in the creative industries.</p> <p>Open to students completing: first year of a Foundation Degree in Computer Games Design, second year of a BA in Digital Graphic Design and first year of a Foundation Degree in Music Technology & Sound Design.</p>	Application specified companies in which internships would be sought: one or two internships with Sony Computer Entertainment Europe in Liverpool. Two in digital graphic design at Smiling Wolf Studios in Liverpool and Studio Liddell in Manchester and one in music technology at Jaraf Recording Studios in Wigan.	<p>Details of the internships circulated to the relevant students groups and students invited to apply for internships.</p> <p>The most suitable interviewed by a panel comprising subject teaching staff and those employers providing the internships.</p>	3-4 weeks	£200	<p>£800 to the student</p> <p>£100 used for admin costs per intern</p> <p>(St Helens asked for £900 per intern not full £1K)</p> <p>No direct financial support from employers</p>	<p>Direct contact with college staff who established the internships and with appropriate college support staff.</p> <p>Access to college facilities such as the library and technical resources as necessary.</p>	N	2
Teesside	<p>Funding used entirely to support the cost of undergraduate placements (supplemented by a contribution from employers.)</p> <p>Used two ECIF placements to enhance existing capacity in the placement team. Other costs absorbed as part of the existing placement team operational costs.</p> <p>Mirrors the model used for delivery of existing undergraduate and graduate placement schemes.</p>	Used existing networks including: Digital/Creative (linked to Digital City and existing employer networks) Engineering (linked to work with the process industry and employer networks like the Tees Valley Engineering Partnership) Financial and Legal (linked to our work with the public sector, NE Chamber of Commerce, CBI and FSB).	Used internal databases to identify students in receipt of disability allowance or bursary	6 weeks	£210	<p>Interns paid weekly training allowance of £210 per week – 70% came from HEFCE funding</p> <p>Contributions from employers of 30% of this cost sought (Total income from 24 internships = £7,632)</p> <p>80% income to support interns 20% on admin</p>	An IAG Adviser directly involved in the programme to provide support to all participants.	N	24

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Bradford	<p>"Get Inspired – Challenge Yourself" consortium with University of Huddersfield, Leeds Metropolitan University, and University of York</p> <p>Wished to explore models which allow for more flexible arrangement, e.g. internship hours being allocated over six or eight weeks on a part time basis by mutual arrangement. In some cases this carried over into term-time in order to complete the 140 hours allocated to each intern. Project builds upon experience of delivering innovative schemes working in collaboration with Yorkshire Universities and Yorkshire Forward. Each partner institution already operates a successful summer internship scheme; proposal will be a complement to this. Open to 2nd year undergraduate receiving disability allowance or bursary. Employers received candidate details and made the final decision on who they wanted in their organisations.</p>	Built on existing networks and schemes	Combination of approaches to promote the scheme including adverts on websites, presentations, personal targeted emails, links through academic departments, and word of mouth.	4 weeks	£200	(£800 per student) allocated directly to the student, through a weekly training allowance and a final completion payment (£100). Remaining £200 per student retained as a contribution to costs by each participating institution. No employers made direct financial contributions to 'top up' hourly pay 80% to pay intern 20% on HEI admin costs		Y	75
Bristol	<p>Worked with contacts already established in Legal, Financial Services and Banking, Engineering, IT, Marketing/PR sectors</p> <p>For paid internships the intern would receive up to £800 of funding to support their internship, in addition to payment by the company and any support for accommodation or travel, or other living costs.</p> <p>OR</p> <p>If the company is unable to fully fund the wages the company will receive up to £800 (£100 per week) to pay the intern at least the NMW</p> <p>Open to second year students on a full maintenance grant and in receipt of a bursary.</p>	Worked with existing contacts.	<p>The Careers Service worked with the Student Funding Office and Student Records to identify relevant students.</p> <p>Only 4 out of 10 internships filled as employers did not receive applications from students</p>	8 weeks	£100pw	<p>£800 to intern</p> <p>In the case of two students funding went to them directly in the form of a bursary, and the other two students it went to the company who then paid them the NMW.</p> <p>No financial contribution by employers.</p> <p>80% to intern 20% for HEI admin costs</p>	Explanation of the scheme to potential students via discussions with careers advisers. During internship use of the Career Service. Post-internship workshop or consultation to reflect on placements; and discussion with careers adviser to focus on the skills gained and ways to market these.	N	4
Cumbria	<p>Wanted to test a number of different internship arrangements, differing in duration and activity, across a range of professions and test a range of financial support packages such as hourly paid work, expenses only, bursaries and employer-shared payment schemes. Focused on students who are residents of Cumbria or interested in working in the county, with opportunities for students to take up internships elsewhere. Targeted the professions of Law, Science, and Accounting</p> <p>Open to students at the end of their 2nd year. Financial support will vary from a minimum of £125 per week up to a maximum of £950 for six weeks or more per student internship. Students encouraged to identify the level of support needed. 5% of funding used to administer the scheme. Payment and other support was dependent on what the employer wanted to contribute – no obligation.</p>	Built on existing range of established partnerships, and the pilot scheme will be used to extend these partnerships further.	Personal Academic Tutors will be consulted and asked to recommend students. The Careers and Employability team will identify students with particular social, physical and academic needs. Not limited to those in receipt of a bursary, but half of interns were.	6 weeks	£150	<p>£950 payment to intern 95% to intern 5% for HEI admin costs (although spent more than this)</p> <p>Most organisations were not willing to contribute to payment for the intern's time, some were willing to pay costs for employer's liability insurance, or other work related expenses.</p>	All students applying for internships provided with one-to-one IAG and expected to attend at least one IAG group session in preparation for the internship to which employers will be invited. Further IAG sessions after the summer to review the process	N	61

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Durham	<p>Seeking to fund innovative pathway to the professions for Durham students likely to have experienced barriers to progression. Integrated into the existing Durham Award programme.</p> <p>Award developed in partnership with employers and students to help graduates match experiences with skills employers are looking for.</p> <p>The university is seeking to embed this provision within an existing programme in order to ensure its sustainability beyond the provision of HEFCE funding. Funding available via this pilot will allow the university, partner employers and students to participate in and assess the impact of the programme prior to committing any future resource.</p> <p>Durham University will contribute staff costs to the project.</p> <p>Will also provide subsidised university accommodation to eligible students for the duration of the placements. The subsidy will be provided from the University's Student Opportunities</p>	Drew on current Durham Award partner employers and to include employers in the creative industries	<p>Working with Student Financial Support, a list of students in receipt of full maintenance awards was produced. An email advertising the opportunities was sent to this group.</p> <p>Evidence that this restricted the number of applications from the student side and made it slower to initially start up the project. The first to respond tended to be keen, interested, highly motivated students who did not necessarily meet the criteria.</p>	4 weeks	£250	<p>Student allowance = £6.00 per hour for 37 hour week = £888 Contribution to student travel expenses = £28 per week = £112</p> <p>100% to intern</p> <p>No direct financial contribution from employers</p>		N	16
Hertfordshire	<p>Consortium with two FE Colleges: Oaklands College and North Hertfordshire College. Support for students of £100/week for up to four weeks of 30 hours. Remaining 5-7 hours per week for reflective learning or networking. Optional travel bursary of £100. Flexible model, not all students did a continuous 4 week placement. Some did two 2 week placements at different companies; others did a lower number of hours spread over a longer period. Remainder of £1k funding to be used for:</p> <ul style="list-style-type: none"> -Promotion and awareness-raising among partners/employers - Student-facing promotion and awareness - Internship opportunity screening - Induction costs - Individual student advice, coaching and guidance - Employer support during internship - Post-internship debriefing and reporting 	<p>Generic organisations used to reach employers are: Exemplas and Business Link East; the Institute of Directors (IoD); Hertfordshire Chamber of Commerce and Industry (HCCI); the Federation of Small Businesses (FSB); the Ethnic and Minority Business Group (EMBG); the UH Alumni network and UH Honorary Doctorates. Also worked with WENTA, the local Step delivery agent</p> <p>Created a pool of employers with job descriptions and candidates who registered their interest on the scheme and ran a matching process. Pool of employers drew on personal academic contacts and alumni networks. Students could also nominate companies they were interested in working with.</p>	Promoted to targeted groups via internal and external contacts. The best methods proved to be: targeted emails, student referrals, presentations on the benefits of undergraduate internships and Careers Consultants/academic staff identifying qualifying candidates	4 weeks	£125	<p>£400 'salary' plus £100 travel bursary to intern 50% to intern 50% admin and coordination costs Most employers offered additional travel expenses</p>	<p>All students required to go on a skills 'boot camp' before the start of the internship</p> <p>Students given an online point of enquiry through which to access e-advice from Graduate Futures (the university's graduate recruitment and jobs network). Students placed on the priority list to be allocated a university alumni mentor for employability.</p>	Y	30

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Hull	<p>Internships would be sought in the areas local to the university campuses.</p> <p>Using the scheme to gather information from employers that would help to understand the true costs of internships, and the proportion actually contributed by employers.</p> <p>Innovative aspect of the proposal that, in a project led by PVC Learning & Teaching, will use the funding to forge a closer working relationship between Careers and academic departments, as part of a strategic ambition to embed internships and other forms of work experience as core elements in provision of undergraduate education.</p>	The Careers Service (CS) has a developed network of employers within the professions and communicated the undergraduate programme directly to them.	<p>Extensively advertised in departments, via the portal and Student Union.</p> <p>Information was also disseminated via websites, flyers and newsletters</p>	8 weeks	£112	<p>Payments of £112 per week per student for an 8 week internship, to be paid in two instalments</p> <p>90% of the funding will go directly to the students 10% to cover administrative costs</p>	<p>Students required to complete workshops prior to taking up an internship. Focused on preparing a CV and interview skills.</p> <p>Further workshops provided focusing on professional behaviour at work, support mechanisms whilst on placement and how to work in an office environment.</p> <p>E-Mentoring used to support students whilst on their internship.</p>	Y	30
University of Lincoln & Lincoln School of Architecture	<p>In conjunction with the RIBA East Midlands Regional Office which is based within the Faculty of Art, Architecture and Design's faculty building will identify and contact suitable practices and the offices of associated disciplines. Will in the first instance be based within the East Midlands region.</p> <p>Students will be required to complete a professional experience record (i.e. logbook) to cover the period of the internship.</p> <p>Open to 2nd year undergraduate Architecture students</p>	Worked with existing contacts – but unable to identify any opportunities due to the effect of the economic downturn on the architectural and property sector.		8 weeks		<p>£950 will be given to the employer to cover the cost of employing the intern on at least the NMW</p> <p>£50 to partially cover some administration costs.</p>		N	0
Liverpool	<p>Open to students from low-participation social, cultural and ethnic minority backgrounds, targeted at current biological sciences undergraduates in years 1 and 2, and students on Yr 0 courses in Health Sciences at a local FE college. Anticipate mainly offering internships in medicine and dentistry as well as selected professions allied to medicine such as radiotherapy. These internships will be developed through the NHS. Students invited to submit applications for the internships as part of a competitive process. Students could apply for more than one internship. Decisions on which students were offered the internships made by a panel of staff from the Centre for Lifelong Learning. HR staff in the NHS Trusts committed their time in organising all the pre-internship activities. All employers offering internships will be invited to join a 'members only' business club, facilitated by the university, the benefits of which will include access to business support services, networking events and details about future collaborative projects taking place across the sub-region.</p>	Employers involved were local NHS trusts	Students identified by the University of Liverpool's Educational Opportunities team, working in partnership with the university's student support services	1-2 weeks	Approx £270	<p>Planned 60% to interns 40% for admin costs: marketing, project management, student recruitment, research, publication of report</p> <p>Actual 54% to interns 46% on admin</p>	All students embarking on an internship will undergo an intensive preparatory programme. During the internship, the university will undertake several 'customer service' interactions to ensure that any problems arising are identified and solved as early as possible.	N	13

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Reading	<p>Open to first- and second-year students; former given priority.</p> <p>Focused on:</p> <ul style="list-style-type: none"> - Construction Management, and Quantity and Building Surveying – particular focus on supporting female students - Law – particular focus on entrants from non-traditional backgrounds, without advantages of internal connections - Museums, galleries and archives - particular focus on overcoming financial barriers to getting experience required for entry to postgraduate courses and employment in sector that lacks workforce diversity - Psychology – particular focus on mature entrants - Real Estate and Planning – particular focus on minority of students from non-traditional backgrounds - Systems Engineering – particular focus on piloting placements for students with ASD, Asperger Syndrome and other disabilities, and on supporting women <p>All the interns involved in the HEFCE undergraduate scheme signed up to the Red Award.</p>	<p>Emphasis on schools to find employers. The schools worked directly with the employers to arrange the internships.</p>	<p>Selected departments therefore promoted the scheme to all UK/EU non-finalists to give students the chance to self-select. However, in the light of their familiarity with their students' academic and personal circumstances, departments also approached directly students they believed would benefit most from the scheme. Students were invited to apply and to articulate their own 'fair access' eligibility.</p>	4 weeks	£237.50	<p>£950 per student in two instalments (at start and end)</p> <p>95% to intern 5% for admin</p>	<p>Internships preceded by university-based induction and career area briefing, and followed by supported career planning</p>	Y	30
Salford	<p>4 weeks full time at (34 hours per week at a pay rate of £5.80 per hour) or part-time, e.g. 8 week internship for 17 hours per week at a pay rate of £5.80 per hour. Employers required to contribute to the level of pay to ensure that it is equal to/exceeds the adult NMW (£5.80 per hour). Small employers with limited HR systems offered "supported recruitment" – Salford administer HR contracts and functions, and administer the payment of students. Larger employers with established HR systems provided with funding directly to pay their students through their own systems. Summer internships opportunities identified by contacting employers and asking them to specify a business need that could be met by a student on a summer internship that would also provide students with valuable opportunities to develop their skills, knowledge and experience and improve their overall employability.</p>	<p>Range of employers that currently work closely with Careers and Employability engaged to provide summer internships in professions that match courses taught at the University of Salford. Eligible students encouraged to make speculative applications to source their own internship opportunity.</p>	<p>Externally accredited courses and courses that have involvement of sector specific professional institutes and associations at the University of Salford were identified. UK/EU students in these course areas were contacted by email to determine whether they were interested in a summer internship opportunity. Interested students were then asked to submit their CV that was held on file</p>	4 weeks	£200	<p>80% (£800) to intern (34 hours per week at a pay rate of £5.80 per hour) 10% (£100 per internship) will be used to cover administrative and marketing costs incurred in promoting, arranging, delivering and evaluating these internships. A further 10% (£100 per internship) will be given directly to each employer that takes on a student on an internship, providing them with a lump sum to help cover any costs that they incur associated with facilitating a student on internship.</p>		Y	20

Institution	Delivery	Identifying placement opportunities	Identifying intern applicants	Length	£ pw	Payment model	IAG	Filled allocation?	Number of places
Southampton	<p>Undergraduate students from widening participation groups.</p> <p>The university's Career Destinations service handled applications performing administrative and support functions.</p> <p>£2,500 from the total requested funding allocated to provide assistance in removing barriers which may otherwise exist: partially to offset costs associated with commuting or seeking temporary accommodation</p>	Drawn from existing employer relationships	<p>University database of students from low income backgrounds, and mailing lists within the university's Dyslexia and Enabling Services – sent targeted emails.</p> <p>Also: - Career Destinations website via homepage announcements and new items - Emails to students via their school for placements related to their field of study</p>	4 weeks	£250	<p>£850 bursary to student, plus additional £150 to cover travel or other costs</p> <p>100% to intern: 85% as bursary 15% for admin costs – Student Support, Subsistence (travel, accommodation), Workplace Assessment and costs associated with reasonable adjustments</p>	<p>University's Career Destinations Service allocated a team member to liaise with student enquiries</p> <p>Students provided with information on one-to-one career guidance and CV sessions prior to submitting their applications</p> <p>A PhD Education student, employed by the university's career service, acted as a mentor for all students on placement programmes</p> <p>Interns were also provided with a Starter Pack, a reflective Action Plan in which to record summaries at the start and conclusion of the placement and asked to submit an evaluation of the placement.</p>	N	32
Sunderland	<p>All the HEFCE funding made a direct contribution to internship salaries. Uses this funding and any additional funding it can lever to complement and build upon its existing ECIF and HEFCE graduate internship programmes. All other project costs (i.e. finding appropriate opportunities, recruitment, project management, etc) will be met through existing ECIF and HEIF staffing arrangements at the university. Focus activities on the following professions: - Pharmacy (in particular Primary Care Pharmacy) - Law - Creative and Media Use scheme to help build relationships with key employers</p>	The university Business Gateway provides a one stop shop for business enquiries and in partnership with undergraduate course leaders in the departments of Pharmacy, Media and Law, this team will proactively seek opportunities for internships with employers in the professions identified.	Targeted directly via proactive course tutors and direct marketing approaches via email and the University's CRM system. Students contacting the university's Business Gateway were registered as being interested	4 weeks	£250	100% direct to interns	<p>Internship Development Manager will provide advice during the internship period and university business development staff will maintain contact with each intern to foster relationships with their host business and seek to obtain any further knowledge exchange opportunities, particularly with businesses that may not have used HE services before.</p>	Y	30

Institution	Delivery	Identifying placement opportunities	Identifying intern applicants	Length	£ pw	Payment model	IAG	Filled allocation?	Number of places
UWE	<p>Aimed at widening participation students, including those just completing Foundation degrees in partner FE colleges</p> <p>All interns paid a training allowance by the employer of a minimum of £220 a week. Employer minimum contribution is therefore £50 a week.</p> <p>Eligible students could apply for any vacancy and the employers chose who they wished to interview and appoint</p>	<p>Included public and private sector employers already linked to the UWE Employability and Diversity Programme (EDP).</p> <p>Employers were invited to advertise internship vacancies</p>	<p>Used UWE student records plus listings of students currently engaged in current activities linked to widening participation across the university in UWE Careers and UWE Outreach. Students in receipt of bursaries identified by UWE Student Advice and Welfare. Eligible students contacted by email, through academic staff in faculties and through the UWE services</p> <p>Eligible students were emailed about the opportunity and invited to register for vacancies</p>	5 weeks	£220	<p>£850 to employers for each internship. £150 for UWE to cover additional support and development activity with students</p> <p>85% to interns 15% to cover HEI costs</p> <p>Employers to contribute minimum of £50 pw to supplement intern 'training allowance'</p>	<p>Careers guidance interview before internship choice, CV and interview preparation, and a formal induction to the internship programme. EDP support services will be extended to meet these activities and students will continue to be linked to EDP after the internship which will give them access to ongoing additional support, further work experience and mentoring by an employer.</p>	N	31
Warwick & Birmingham	<p>Collaboration of Warwick and Birmingham, capitalising on the shared perspectives and infrastructure already created by our HEFCE-funded graduate internships scheme, "In-Place". Target sectors, based on data in the 'Unleashing Aspirations' report and flagged as growth areas. Prioritised students from widening participation backgrounds, also students from local area that have continued to reside with families. Internships offered flexibly and over varying time periods from 30-120 hours to meet the complex needs of the diverse client groups. Warwick offered access to the Realise2 'strengths profile' part of the Personal Development Planning (PDP) activities. Birmingham explored ways in which students undertaking these activities can gain accreditation from our Personal Skills Award (PSA). Not seeking any direct financial contribution from employers</p>	<p>Majority of students participating initially sourced their own placement. Students also applied to the scheme requiring support to find a suitable employer. The CEC's Work Experience Officer sourced a number of opportunities</p>	<p>Warwick – advertised the scheme to all undergraduates as usable contact details based on family income and socio-economic background were not readily available</p> <p>Birmingham – students were directly targeted through the student disability and student advice and support teams, our widening participation department and our student funding office.</p>	1-4 weeks		<p>£775 bursary to intern £75 admin £150 IAG 77.5% to intern 22.5% admin & IAG</p>	<p>Mirroring the processes used in "In-place", included preparatory interventions to cover basic work readiness, business etiquette, managing expectations and establishing learning goals for the placement and post-placement reflection capturing learning and maximising leverage for future career development learning and career planning. Also included supporting negotiations with host organisations over flexibility needed such as adjustments according to disability</p>	Y	55

Appendix C. Graduate scheme models

Institution	Delivery	Payment to intern	Note on payment	Length of internship	Employers/sectors	Support to graduates	Support to employers
Anglia Ruskin	To support: <ul style="list-style-type: none"> Marketing and recruitment Training employer mentors and delivering our Gateway2Graduate Employability Workshop to each Intern. Providing a salary subsidy for third sector and small enterprises in low income sectors Intern employment costs, programme financial administration, general project support activities Establishment and management of the programme by members of Research, Development & Commercial Services. 			4-13 weeks	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society		
Arts College Bournemouth	Collaborative approach to delivery between the Careers Service and Business Development Unit (BDU) whereby the careers service would offer support to graduates and the BDU would support the business side.			Not stated	Digital industry Other		
Aston	West Midlands consortium of HEIs and Graduate Advantage. The scheme proposed is similar to the Graduate Advantage (GA) original offering. Employers will be offered wage subsidies of £1,000. This will pay for the first four weeks of the placement at a minimum wage of £250. Employers must match this for at least an additional four weeks.	£250 per week	4 weeks funded by graduate scheme, 4 weeks funded by employer.	8 weeks	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society		
Bath Spa	Promotion of internships will be headlined to both FSB members and recent graduates. Web-based tools – such as www.bathspacareers.com, www.gradsoutwest.com and social media sites including Twitter and Facebook – will be used to promote and support this process. Wish graduates to see this as a stepping stone to full-time graduate-level employment, rather than a 13-week fixed-term contract,		Wage subsidy to employers of £100 per week	13 weeks	Digital industry Other	Dedicated Placements Support Officer, acting as broker between graduates and businesses. Speed-networking event for graduates and business. Half-day workshop. Online peer support network. 360-degree feedback. one-to-one careers appointments	Half-day workshop "Making the most of your graduate intern"
Bournemouth	Capitalise on its existing student internship process as a delivery and support model, along with support structures offered regionally through Universities South-West and Grad Southwest. Utilise its existing alumni network to raise the awareness. Utilise its good relationship with Job Centre Plus Interested parties (graduates and employers) sign up to Graduate South West (GSW), GTP and internship database.			Not stated	Low carbon Digital industry Advanced manufacturing Engineering construction		

Institution	Delivery	Payment to intern	Note on payment	Length of internship	Employers/sectors	Support to graduates	Support to employers
Brunel	The funding will be used to recruit specialist staff – a Graduate Internship Co-ordinator and a (Graduate) assistant for the duration of the project – as well as search/marketing costs; company visit costs; preparation and production of materials; finders' fees to partner agencies. We will explore the efficacy of offering companies a 'sweetener' for taking interns.			Not stated	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society	Graduate interns will receive an orientation pack prior to commencing their internship; ongoing contact with the Graduate Internship Co-ordinator through email; monthly pro-active phone calls from the Graduate Internship Co-ordination Team; and visits where the company and/or the graduate deem this necessary.	
Bucks New University	The project will provide a salary subsidy for employers paying the minimum wage or above of £1200. This equates to approximately 206 hours of paid work. The contract with the employer will assume that the second 206 hours will be covered by the employer on a match-funded basis. This will provide the graduate with a 12 week internship opportunity. Use existing networks to target employers (e.g. ECIF project and KTP networks)	Min wage	The university will use £400 per intern to cover marketing, H & S visits to employers, internship preparation and support, and management costs	12 weeks	Digital industry Other	Pre-placement induction programme Experienced member of the Employer Liaison team will act as a mentor. At the end of the internship there will be a formal debriefing interview. Interns will be encouraged to make use of the Open 4 Business social networking facility to establish an informal support network	
CCCU	Recruitment of graduates via our Employability and Careers Service, Registry, Programme Directors, jobcentres, advertising and via our network of universities. Recruitment of businesses done directly using the network of established businesses as well as Business Link, Chambers of Commerce, Local Authorities and the Federation of Small Businesses. Once the placement is agreed, the business and graduate will sign a placement contract The payment method expected will be to transfer the money to the company, based on the placement contract and an invoice supported by evidence of employment (to be agreed with the business).	Min wage	Maximum fund of £1500 per graduate which will be enhanced by the business to meet the required minimum wage.	3 months	Other	Pre placement • Tailoring their CVs • Interview techniques • H&S Guidance In placement • Act as a point of contact for graduate • Encouraging graduates to consider other placement schemes e.g. Knowledge Transfer partnerships, the Shell Step programme, entrepreneur schemes and future employment prospects Post placement • Assist in further guiding graduates towards achieving career goals/further study	
City	Expansion of the (over-subscribed) ECIF-funded internship programme. Graduate interns will be placed on one of at least 18 separate commercialisation projects at the university as unique or additional resources.			3 months	Low carbon Digital industry Life sciences and pharmaceuticals Engineering construction	a) Receive technical support from the academic project teams b) Receive commercialisation mentorship from CREU tutors c) Full access to the existing Internship Training Programme	
Coventry	Flexible approach to expected employer contribution to encourage maximum placements. Coventry contributes to graduate payments of £5.80 per hour for 24 hours per week for the nine weeks (£1,252.80) out of the £1,600 allocated to each graduate internship. Employer contribution may then be used to extend the hours or weeks of the placement.	Min wage	Remainder of the £1,600 per graduate will be used for marketing, student support.	9 weeks (min 24 hours p/w)	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society	Number of training sessions prior to any internship. On internships – regular contact by experienced staff and further advice and support when internships come to an end.	

Institution	Delivery	Payment to intern	Note on payment	Length of internship	Employers/sectors	Support to graduates	Support to employers
De Montfort (East Midlands Consortium)	<p>De Montfort will be responsible for the administration, design and distribution of the marketing materials and management and coordination of the project across the 10 institutions. It will also coordinate the pool of additional internship opportunities and distribute as required across the project members. The activity described above will be supported by East Midlands Development Agency funding of more than £20,000.</p> <p>Each institution will be required to market and promote their particular activity locally. The detailed way the internships will be delivered will be decided locally.</p> <p>Builds on previous internship activity in the region, providing direct knowledge transfer activity with under employed and unemployed graduates and sub regional businesses for a minimum of 3 months and a maximum of 6 months, either part-time or full-time to suit both the needs of the business and the student.</p> <p>Where HEIs are able to achieve greater numbers of internships than stated in the minimum numbers, they will be able to draw down numbers from the Additional Opportunities Pool.</p>		<p>For the majority of placements, £1600 will be offered to the employer to part pay the intern.</p> <p>Evidence from current, successful internships programmes suggests that employers are prepared to offer up to £2400 of support to graduates in return to being able to access skills and experience that might not otherwise be available.</p>	3-4 months	<p>Low carbon</p> <p>Digital industry</p> <p>Life sciences and pharmaceuticals</p> <p>Advanced manufacturing</p> <p>Professional and financial services</p> <p>Engineering construction</p> <p>Ageing society</p> <p>Other</p>	<p>At a local level a matching service will be utilised and careers service or work related learning will be provided to support the individuals throughout the project.</p> <p>Opportunities will be shared across the network of project members to ensure that the graduates undertake the most efficient and effective internship opportunity for their skill set and experience.</p> <p>System of monitoring progress will be in place – a site visit or an online discussion between the institution and the graduate along with continual feedback being ascertained from the employer.</p> <p>Graduates will be offered exit interviews and 'future guidance' sessions as required.</p>	
Keele	<p>Two delivery models are proposed:</p> <p>(1) an extension to Keele's current and successful Economic Challenge Investment Fund programme, Project Green – study one post-graduate module (Greening Business) and then undertake a four week internship in a local organisation; and</p> <p>(2) a new model, Project FIT (Future Industry Training), based on our experience with ECIF and other internship programmes, to offer skills development and internships across other sectors. Digital industry; Life sciences & pharmaceuticals; Professional and financial services; Industrial opportunities presented by the ageing society; and (for SMEs only) Ceramics. Each graduate will be offered a place on a postgraduate module (10-15 credits) of relevance to their chosen sector and a six week internship with a relevant organisation. Host organisations will be expected to contribute a minimum of £280 to bursary costs over the duration of the placement and to be contributing 50% of bursary costs by week six.</p> <p>There is also the possibility of 'franchising' or otherwise extending Project FIT into additional areas such as advanced materials and engineering construction.</p>	<p>(1) £800 bursary costs (£200pw)</p> <p>(2) £800 bursary costs (over six weeks); and £250 additional support costs (£175pw)</p>	<p>(1) £550 to cover the cost of the Greening Business module; £800 bursary costs (4 x £200 pw); and £250 additional support costs (temporary staff, scheme publicity).</p>	<p>(1) 4 weeks</p> <p>(2) 6 weeks</p>	<p>Low carbon</p> <p>Digital industry</p> <p>Life sciences and pharmaceuticals</p> <p>Professional and financial services</p> <p>Ageing society</p> <p>Other (ceramics)</p>		
Kingston	<p>Based on that already in place for the ECIF-funded internships that the university provides, namely: linking employers with potential interns, providing support to both parties prior to and during the internship, and managing the overall process. Indeed, these new internships will be jointly managed with the ECIF-funded internships.</p>		<p>A proportion (no greater than 25%) of the £1,600 internship fee per person to provide administrative support and employer engagement coordination</p>		<p>Digital industry</p> <p>Professional and financial services</p> <p>Engineering construction</p> <p>Ageing society</p> <p>Other</p>	<p>2-day graduate jobseeker 'bootcamp' prior to the commencement</p>	

Institution	Delivery	Payment to intern	Note on payment	Length of internship	Employers/sectors	Support to graduates	Support to employers
Lancaster	<p>The university will issue the contract of employment reducing the onus placed on the business which in turn should increase the attraction of engaging with the scheme.</p> <p>Remaining £340 will fund resourcing for:</p> <ul style="list-style-type: none"> • employer liaison activities e.g. canvassing interest amongst employers, agreeing terms and conditions for graduate placement, compiling job descriptions and person specifications; • advertising and distributing vacancy details to graduates • conducting recruitment and selection processes • processing and offering contracts for employment • provision of payroll services • delivery of placement preparatory training and briefings for graduates • monitoring placement activity • brokering any extension to placement period (and any permanent job offers) • awarding a certificate of achievement upon verification of graduate-level work being completed as part of the placement 	£1,260 (c. £210pw)		6 weeks	<p>Low carbon</p> <p>Digital industry</p> <p>Life sciences and pharmaceuticals</p> <p>Advanced manufacturing</p> <p>Professional and financial services</p> <p>Other</p>	<ul style="list-style-type: none"> • advice in completing the application form • interview training • preparatory placement training and briefing • support whilst on placement • assistance in recording and reflecting upon experience in preparation for subsequent job applications • a certificate of achievement providing recognition of experience and skills acquired 	
LSE	<p>Use the funding to strengthen outreach and graduate internships team, enabling LSE to more actively to reach out to business, to small and medium size firms and to start-ups in the finance sector. Using ECIF funding we have started to leverage our alumni contacts, however with extra resource, much more could be done.</p> <p>Our successful model of sourcing internships is based on offering significant support to businesses, particularly for those smaller businesses without substantial HR units to deal with large number of applications.</p>				<p>Low carbon</p> <p>Digital industry</p> <p>Professional and financial services</p> <p>Engineering construction</p> <p>Ageing society</p> <p>Other</p>	<p>Graduates will be supported through LSE's Graduate Advance programme with one-to-one careers coaching, a programme of skills development seminars fairs and forums, and support with finding jobs once their internship has finished</p>	
MMU	<p>MMU will use the graduate internship funding to work primarily with small companies.</p> <p>Two main delivery streams – (i) the individuals' stream and (ii) employer stream – each combining during the intern job match/intern placement stage.</p> <p>Individual's stream commences with a Gateway programme, comprising a series of one-day workshops that aim to improve the employability and market awareness of participants.</p> <p>Employer scheme commences with a marketing and engagement phase. Once an employer is on the programme they will receive an Employer Needs Analysis. The employer will then receive advice and guidance on the specifics of developing an intern project, and the recruitment and selection of participants. Intern opportunities are then developed and made available to participants.</p>		<p>Funding will be primarily aimed at assisting the small business in the initial costs of employment and will enable the graduate to escape the reliance on job-seekers allowance and increase their commitment to the employer organisation on a full-time basis</p>	8-12 weeks	<p>Low carbon</p> <p>Digital industry</p> <p>Advanced manufacturing</p> <p>Professional and financial services</p> <p>Engineering construction</p> <p>Other</p>	<p>Candidates are also offered careers consultancy and guidance on a one-to-one basis through MMU's Employability and Careers service which will help all candidates to look to formulate a career plan irrespective of the current and immediate job search.</p> <p>Participants will also be encouraged to think about self employment as an option – those graduates who are interested in self employment will be referred to business start up services to arrange an informal discussion of their business idea(s).</p>	<p>After a participant is recruited to a position the employer will receive ongoing support.</p>

Institution	Delivery	Payment to intern	Note on payment	Length of internship	Employers/sectors	Support to graduates	Support to employers
Newcastle	Scenario 1 (minimum delivery of 25 placements) £30k would be paid to interns; remaining £10k would contribute towards the salary of the dedicated placement officer for 4 months. Scenario 2 (delivery of 100 placements) £120k would go to interns, 40k would be a contribution towards the salary of the dedicated placement officer for 12 months (£25k), the salary of a part-time clerical support assistant (£10k) plus marketing and travel costs (£5k).	£1200 bursary	Employers expected to also pay graduate – as support to graduate states they will receive approx £3k over 12 weeks.	12 weeks	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society Other	Full access to careers information, advice and guidance services, including advice and support on the application and interview process. Mentoring support throughout the placement. An end of project review and report from the employer and the graduate. Advocacy by the placement officer with the employer re conversion of the placement to a full-time post. A salary for each internship of £15k (pro-rata) – i.e. approx £3k over 12 weeks.	
Norwich University College of Arts	Seeking funding for a further 20-25 graduate internships (each of 3 months duration) to be delivered as Part 2 of ECIF scheme "ICE – Internships for Creative Enterprise". ECIF funding has not allowed payment of interns any more than travel and subsistence expenses –would divide the new funding between the remaining 26 ICE internships plus the additional ones, to ensure that each intern receives an allocation of funds.		"Given that we are working with SMEs and sole traders, we would sound a note of caution re. "Employers will be expected to contribute to ensure that graduates are paid to at least the level of the minimum wage." This will be very challenging".	3 months	Digital industry		
Oxford Brookes	Offer the employer an intern for a period of between three and six months and provide fixed funding of £1200 to the small business/employer in return for a commitment to pay interns a minimum of £7.00 per hour. The employer will have the option to extend the internship without additional financial support.	£7.00 p/h	Additional £400 from the scheme will be used for the support activity at Brookes for each internship (buy out of hours for existing staff member to manage project and careers coaching support for applicants)	3-6 months	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society Other	One-to-one guidance and coaching on their CV, application and interview practice, access to ECIF Leadership Programme. Regular contact through internship by dedicated contact at Brookes (trained Careers Counsellor)	
Ravensbourne College	Majority of grant funding will be used to enable graduate interns to be paid the minimum wage equivalent of £203 per week for a six-week internship (the optimal internship period for SME design and media companies from our research), or a total of £1,300. If a company is able to take a graduate internship for a longer period they will be encouraged to do so and negotiate with our Industry Liaison Coordinators to spread the £1,300 per internship as a contribution towards the minimum wage for a longer internship period. Businesses will be contributing to the internship programme predominantly 'in kind' through committing to the induction, mentoring and evaluation aspects of the programme, which will demand a fairly significant amount of staff time, which quickly translates into real cost for a small business.	£1,300 (£203pw)	£300 per internship will be used to enable Industry Liaison Coordinators	6 weeks	Digital industry Advanced manufacturing	Introductory best practice workshop A learning agreement document will be drawn up to be signed and agreed by each intern and business. Industry Liaison Officer will visit the intern in situ. At the end of each six week internship the business will complete a review with the intern. All participating graduates will be invited to remain engaged with Ravensbourne's Enterprise and Innovation, HEIF4, ECIF and ERDF Commercialising Digital Technology programmes to aid their ongoing continual professional development.	

Institution	Delivery	Payment to intern	Note on payment	Length of internship	Employers/sectors	Support to graduates	Support to employers
Royal Agricultural College	<p>Funding will be used for promoting scheme among the employers and individual graduates.</p> <p>The college is part of Universities South West (USW) Network and will benefit from regional architecture and links. The possibility of 'target trading' to meet demands of hot spots with in the region through USW. The graduates' internships would be promoted through regional network of Gradsouthwest. The scheme will also attract the benefits from regional low carbon high skills project which is supported through USW by REGEN, SWMAS, FSB, etc.</p>				<p>Low carbon Life sciences and pharmaceuticals Other – Agriculture, Tourism, Food chain</p>	<p>The graduates will be also supported through the college careers office with help in preparing CVs, linking them to interested employers.</p>	
Southampton Solent	<p>Based on the established and successful Graduate Jobs South (GJS) initiative and the combined experience of collaborating HE institutions.</p> <p>GJS will manage central advertising, recruitment support, delivery and monitoring of the HEFCE graduate internships.</p> <p>Internships will be primarily aimed at unemployed graduates who have achieved an undergraduate degree during 2008 or 2009. The scheme will also be open to any unemployed graduate who wishes to apply.</p>	£1,350pw (At least minimum wage)	<p>Marketing (to employers and graduates) £80 Graduate pre-employment training £40 Administration £130</p>	10-13 weeks	<p>Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society Other</p>	<p>Before interviews are conducted, GJS will work with Jobcentre Plus to outsource and facilitate graduate entry level pre-employment training.</p> <p>Ongoing support offered to graduates by each partner university Careers Service will include the "lifetime commitment" offered by both universities in Southampton. Those graduates who are not selected for interview will be offered application feedback and advice, together with other services for which they are eligible.</p>	
Teesside	<p>Proposed funding model predicated on alignment to existing ECIF programme.</p> <p>Most of the budget would be directed at funding internships and the need to increase staffing to cope with additional volumes. We would look to do this via staff secondments.</p> <p>Placement team is based in the university Careers Service. Because placements have been part of the offer for 10 years, the programmes have been refined and enhanced to ensure that participating graduates are fully supported.</p> <p>A number of placements result in knowledge transfer projects</p>	£212pw	<p>60 small companies – 30% contribution employers, 70% HEFCE</p> <p>40 medium/large companies – 45% contribution employers, 55% HEFCE</p>	10 weeks	<p>Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Other</p>	<p>Initial visits to employers by staff</p> <p>Help with CVs and interview skills; mentoring and advice.</p> <p>"Matching" service.</p> <p>Evaluation exercise that draws out the impact of the placement on the participants' skills, expertise and confidence</p>	
Falmouth	<p>Respond to leads from the Federation of Small Business and identify other potential business and all graduate beneficiaries using our existing placement and careers based staff and in some cases staff from Unlocking Cornish Potential.</p> <p>Also fully utilise www.gradsouthwest.com and regional bodies to identify opportunities across the various sectors indicated e.g. the SW Manufacturing Advisory Service and Regen SW.</p> <p>Positioned so that it fits clearly alongside the £5.5 million CUC (Combined Universities in Cornwall) ESF Convergence Funded Graduate Placement Programme.</p> <p>Also look for appropriate linkage with the ongoing £2m plus regional project bid for Low Carbon High Skills being led by Universities South West</p>		<p>Take a minimal top slice to cover management; administrative; and marketing costs.</p> <p>Use the balance to incentivise the businesses and contribute towards graduate wage costs and work with other institutions to explore a consistent financial model across the region.</p>		<p>Low carbon Digital industry Other</p>	<p>Placement team plus a joint Careers Service (with University of Exeter) will signpost graduates to potential internships; liaising with colleagues including UCP staff where appropriate.</p>	

Institution	Delivery	Payment to intern	Note on payment	Length of internship	Employers/sectors	Support to graduates	Support to employers
UCL (in partnership with The Royal Veterinary College)	<p>Companies will be recruited through the use of alumni networks and existing contacts.</p> <p>Potential graduate interns will be identified through direct contact with careers departments and email bulletins, as well as references from the likes of JobCentre Plus and advertisements in the general graduate media.</p> <p>Participants on the graduate internship programme would be offered a placement of up to eight weeks with an employer, matched against their stated preferences for industry and geographic area.</p> <p>The application is supported by:</p> <ul style="list-style-type: none"> • The London Borough of Camden; • The London Development Agency; • The Careers Service; • Capital Enterprise, the association of London-based business advisors; • JobCentre Plus. 	£205pw		8 weeks	<p>Low carbon</p> <p>Digital industry</p> <p>Life sciences and pharmaceuticals</p> <p>Advanced manufacturing</p> <p>Professional and financial services</p> <p>Engineering construction</p> <p>Ageing society</p> <p>Other</p>	<p>Week-long Enterprise Boot Camp before taking up their place on the internship programme.</p> <p>Ongoing support for graduate interns will take place throughout the life of the programme.</p> <p>Certificates of Participation – Every graduate intern that completes their full period of placement and the boot camp will receive a certificate marking their achievement that can be used to demonstrate what they have done to future potential employers.</p>	
University College Plymouth	The University College will be targeting those employers with whom it has established relationships and experience of managing undergraduate placements, primarily in the management, sports, community and media sectors.		<p>Bulk of the funding (c. £1200 per internship) would go to the employers as an incentive as most of the links are with small businesses or community organisations.</p> <p>c. £400 per internship would be retained to cover the cost of the institutional support</p>		<p>Digital industry</p> <p>Professional and financial services</p> <p>Ageing society</p> <p>Other</p>	<p>Pre-internship ½ day workshop for both graduates and mentors.</p> <p>Graduates would receive information, advice and guidance throughout from a named member of the Marjon Careers team. They would also have a work-based mentor.</p> <p>Mid-internship review process.</p>	
University for the Creative Arts	<p>The university will work with its industry partners and networks to identify potential host companies.</p> <p>Companies will be selected according to a set of criteria: quality of project to be undertaken; health & safety policy; indemnity insurance in place; commitment to staff development; sector fit (digital); potential employment prospects for graduates.</p> <p>Overall co-ordination is through the Enterprise Office. Delivery in Surrey through the Business and Community School and the enterprise team in Kent.</p>	£1k bursary			<p>Digital industry</p> <p>Other</p>	<ul style="list-style-type: none"> • induction, interview guidance and business/innovation training • mentoring through the host company • matching service/access to business • bursary of £100 per week • support for travel and subsistence to attend training workshops • access to business networks and sign-posting 	Each company will be offered an opportunity to attend a mentoring workshop.
Bedfordshire	<p>Businesses will have the opportunity to select and employ an appropriately skilled graduate, with a significant financial subsidy by the university to help maximise take-up. As a worker, each graduate will have a contract of employment with the business and will be paid not less than the NMW pertaining to their age. A three-way agreement will set out the obligations and responsibilities of graduate, employer and university.</p> <p>Also wish to offer part-time internships, subject to clarification of the benefits position for unemployed graduates.</p> <p>University of Bedfordshire is not in receipt of ECIF funding, and is not currently operating any formal internship scheme for graduates.</p>	NMW	Weekly NMW employment cost per internship of £238.21, (graduate aged 22 or more), including employer National Insurance (NI) contributions at 11%, will be subsidised by the university, so that the cost to the employer does not exceed £145 per week including NI contribution.	8, 10 or 12 weeks	<p>Low carbon</p> <p>Digital industry</p> <p>Life sciences and pharmaceuticals</p> <p>Advanced manufacturing</p> <p>Professional and financial services</p> <p>Engineering construction</p> <p>Ageing society</p> <p>Other</p>	<p>The university has recently secured a regional contract with the Next Step East of England service to provide face-to-face advice and guidance to adult learners. The high standards of support required to achieve this status will be applied to the internship scheme. Group induction day at the university</p> <p>Visit to the employer</p> <p>Mid-project group day</p> <p>End of internship review</p>	

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Brighton	<p>Designed to be run by the University of Brighton Careers Service in conjunction with its extensive network of local employers. It is also capable of being adapted to work with an employer's organisation, such as MD Hub.</p> <p>Offers employers the opportunity to have a graduate for a six week full-time placement</p>		Approximately £268 per internee will pay for the support services which the Careers Service will offer to employers and internee.	6 weeks	<p>Low carbon</p> <p>Life sciences and pharmaceuticals</p> <p>Professional and financial services</p> <p>Ageing society</p>	<ul style="list-style-type: none"> • Two visits during the placement. One in the first two weeks and one in the final week • Support for internee job applications following the completion of the placement • Access to further training opportunities via the university 	
Bristol	<p>The internship scheme would be marketed to current contacts. The Careers Service would also proactively identify other SMEs who would potentially benefit from the scheme, and other larger businesses in the priority sector areas.</p> <p>The Careers Service has extensive links with its own graduates and regularly contacts them by e-mail. This network could be used to contact potential applicants. The service is also extensively used by graduates who call in on 'drop-in' sessions (short 15 minute discussions) to see Careers Advisers. These are both Bristol graduates and non-Bristol graduates (to whom the Careers Service is also available in the first three years after graduation). Internships would be marketed actively to both of these groups.</p>				<p>Other (Given the timescale involved in submitting this bid, we have not been able to identify with any confidence the sectors where our internships would be most appropriately delivered)</p>	<ul style="list-style-type: none"> • Pre-course workshop or consultation • Support during the period of the internship. • Post-internship discussion with a careers adviser to focus on the skills gained during the internships, and ways to market these skills 	
UCLAN	<p>UCLan has led on a region wide ERDF student and graduate placement programme and has been allocated ECIF internship funds. A core team of staff experienced in developing, delivering and supporting placement and internship activity is ready to lead on delivery of the internship programme. The internships will also be supported by an active steering group already established for the initial ECIF internship funds. The programme will be managed within the university by the Knowledge Transfer Service working with appropriate academic and administrative units. Responsibility for the management of the programme will rest with the Director of Knowledge Transfer.</p> <p>UCLan's "Futures programme" – an enterprise and employability programme – will be extended to include all recently unemployed NW graduates. The programme includes mentoring and soft skills development as well as work placements to develop business awareness.</p>		The majority of the funding will be used to fund paid internships rather than staff posts. A project plan will be developed to ensure no unsustainable commitments are incurred.		<p>Low carbon</p> <p>Digital industry</p> <p>Life sciences and pharmaceuticals</p> <p>Advanced manufacturing</p> <p>Professional and financial services</p> <p>Engineering construction</p> <p>Ageing society</p> <p>Other</p>	<ul style="list-style-type: none"> i) Graduates will undertake a brief diagnostic test to identify their development needs. ii) Each host organisation engaged in the process will be required to provide an Internship Supervisor who will mentor the interns and provide feedback on specific skill sets and more general employability skills. iii) Graduates will be required to undertake reflective practice at the end of the internship to demonstrate learning and appreciation of key employability skills. iv) In addition to internships, graduates will also be eligible for bespoke employability workshops already offered by UCLan. These will be particularly useful in responding to the development needs identified in diagnostic and reflective activities. 	
Chester	<p>Internship duration 5 weeks (total hours 175)</p> <p>Internship 35 hours/ week</p> <p>Located primarily in SMEs in the four sectors detailed.</p>	£7.40ph	Interns will be paid £7.40 per hour, of which 25% will derive from the host organisation and 75% from HEFCE-derived funding.	5 weeks	<p>Digital industry</p> <p>Life sciences and pharmaceuticals</p> <p>Professional and financial services</p> <p>Ageing society</p>	<ul style="list-style-type: none"> i. Access to the university's Careers and Employability Service ii. Guidance on devising an effective CV, letters of application, interviewing skills iii. Ongoing support from Business Services Manager 	

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Cumbria	<p>Funding will be used to compliment and to extend ECIF funded activity and the regional Graduate Employability programme.</p> <p>Under ECIF we have developed an employability programme called 'Graduate Innovation Projects', which is a unique development similar to a mini-mini KTP</p> <p>Using our extensive networks of SMEs we work with owner managers to identify a problem or issue that needs resolving within the business. We then devise a work-based action plan to resolve the problem and we work with the business to employ a graduate to deliver the required innovation.</p> <p>The business must employ the graduate for at least 10 weeks, pay at least the minimum wage and in return the business will receive an agreed subsidy of not less than £2,000.</p>	NMW	The business must employ the graduate for at least 10 weeks, pay at least the minimum wage and in return the business will receive an agreed subsidy of not less than £2,000.	10 weeks	<p>Low carbon</p> <p>Digital industry</p> <p>Life sciences and pharmaceuticals</p> <p>Advanced manufacturing</p> <p>Professional and financial services</p> <p>Engineering construction</p> <p>Ageing society</p>	Academic member of staff or business development team member provides mentor supervision during the innovation project.	
Durham	<p>Employers will be initially invited to express interest in taking an intern and then asked to produce a brief proposal of work that the intern will undertake including expected outcomes. The proposals will be evaluated by the Careers Advisory Service to ensure the internship is at 'graduate level' giving the intern the intended level of work experience.</p> <p>The university, via the Careers Advisory Service, will contact Durham University leavers from 2008 and 2009 to make them aware of the internships and to invite applications.</p> <p>The proposed model of delivery enables the university to use existing staff resources in the Careers Advisory Service and Centre for Entrepreneurial Learning.</p>	£300 pw (min.)	<p>Out of the £1600 from HEFCE it is proposed that the contribution to student payment will be a maximum of £1000 (£250 per week – max 40 hours per week). Therefore minimum employer contribution of £50 pw.</p> <p>The remaining £600 per internship used by Durham to meet administrative costs.</p>	4 weeks	<p>Digital industry</p> <p>Life sciences and pharmaceuticals</p> <p>Professional and financial services</p> <p>Other</p>	The Careers Advisory Service together with the Centre for Entrepreneurial Learning will, in addition to the four week internship, provide opportunity for interns to attend bespoke skills and support courses at Durham University to enable them to reflect on what they have learnt from the experience	
East Anglia	<p>Developed a flexible intern framework. This framework will allow interns to work in a business for either 16 or 32 hours per week. Placements can last from 4 to 12 weeks.</p> <p>Enables small businesses to choose a delivery model that suits their operation whilst enabling graduates to engage.</p> <p>Provide a contribution to the intern salary topped up by the business plus a support package.</p>			4-12 weeks	<p>Low carbon</p> <p>Digital industry</p> <p>Life sciences and pharmaceuticals</p> <p>Advanced manufacturing</p> <p>Professional and financial services</p> <p>Engineering construction</p> <p>Ageing society</p> <p>Other</p>	<ul style="list-style-type: none"> • Pre-placement session • Mentoring support from experienced retired / semi-retired managers / professionals and guidance from the university Careers Centre. • Access to a wide range of short courses delivered as part of our successful HEFCE Economic Challenge Investment Fund • Access to university library resources for a year • Access to a support bursary for travel costs • Post-placement review/reflection session 	<p>For small businesses:</p> <ul style="list-style-type: none"> • Business mentoring support from experienced retired / semi-retired managers / professionals • Access to a wide range of short courses delivered as part of our successful HEFCE Economic Challenge Investment Fund • Access to university library resources for a year • Access to entrepreneurship and leadership seminars at the university

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East London (in partnership with: LMU LSBU Queen Mary Rose Bruford College Trinity Laban Greenwich	Employers who offer an internship will be provided with a wage subsidy of £1000. This funding will pay for an internship of at least 4 weeks. Taking a flexible approach to payment so that if employers are able to offer a placement of more than 4 weeks, or pay the intern at an hourly rate above the NMW, they are free to do so. All graduates who participate in this project will be selected and trained through a single process. Intend to recruit 900 graduates to the programme through an open, competitive application process. There will be no quota or allocation for any institution in the partnership.		£300 per internship will be made available to partners to meet the costs of building and maintaining relationships with employers and securing internships. Avoids an overly-centralised approach. £300 per internship will be top-sliced and used to offset University of East London's costs for running Preparation for Employment Events and Assessment Centres for graduate interns.	4 weeks	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society Other	Will provide guidance to employers and graduates on how to get the best from their internship. We will provide 'keeping in touch' opportunities and networking events for interns to share experiences and to create informal mechanisms for measuring the success of the programme.	The competitive application process, Preparation for Employment Event and Assessment Centre are also intended to provide employers with a high degree of confidence that their intern will be able to add value to their business.
Essex	Funding will be used to support a new Graduate Internship Programme managed by the Careers Centre to enhance the employability of graduates in Essex and Suffolk across the campuses of the university partnership. A flexible internship period to meet the needs of the graduate and the business. Normally this will be of 1-4 months duration, depending on hours per week, remuneration being offered and current employment status of the graduate. (NB Our experience suggests many have part-time/casual jobs whilst they are seeking graduate level employment and are unwilling to jeopardise these for short-term work placements).		Placement coordinator (6 months) £22,000 Admin Support £5,000 Bursary (to support travel costs and unpaid secondments) £36,000 Training costs £12,000 Advertising, travel etc £5,000 A significant proportion of the funding will be used to supplement the wages paid by employers. Through a bursary, the fund will support graduates who require assistance with travel costs and for those who wish to take unpaid internships with small businesses unable to offer paid positions.	1-4 months	Digital industry Professional and financial services Other	<ul style="list-style-type: none"> Intensive initial professional development training events A face to face individual interview Discussions with the Placement Coordinator Ongoing mentoring support during the internship process A post-internship development review workshop Each participant will be provided with a testimony at the end of the programme comprising feedback from the placement provider and the project team.	
Exeter	Proposing to base the graduate internships on offer through this scheme on the Step Model now being offered to graduates for 8 week placements within an organisation. Proposing to set up a competitive process by which organisations will put forward short project proposals of up to 8 weeks suitable for graduates to work on as an internship. Approximately 1/3 of the companies will be given the graduate placement at no cost to the organisation and the remaining 2/3 of the companies will be offered the 8 week graduate at 50% reduction. All the graduates will be employed by the university (using the Step Model and through the processes in place with ECIF) so that the organisations will not have the burden of payroll. Also work closely with other universities in the region and discuss the possibility of 'target trading' to meet the demand hot spots within the region via Universities South West and deriving use from Grad South West to promote and seek outputs.			8 weeks	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Ageing society Other	Induction, access to business training and mentoring throughout their programme available through the already existing Graduate Business Placement scheme	

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Hertfordshire	<p>UH Ventures proposes to deliver the HEFCE Graduate Internship programme in conjunction with Graduate Futures, GradsEast and Exemplas Ltd.</p> <p>Designed a learning outcomes-based delivery model for the Graduate Internships programme based very closely on the university's existing 12 week internship programme.</p> <p>Also support employers to develop their own models so that programmes are designed to meet the needs of employers. Any new models developed will be captured to share as best practice nationally as a part of the learning from this project.</p> <p>The model template has three distinct themes: 1. Promoting the Programme 2. Employability Skills 3. Employer Support</p>		<p>Pay employers 25% of the cost of paying the graduate the minimum wage (£5.80 per hour). The total the employer will pay is a minimum of £1,566 per graduate (i.e. £5.80 per hour x 30 hours x 9 weeks) and our total contribution per graduate will be £522 (i.e. £5.80 per hour x 30 hours x 3 weeks). Any payments to employers will be evidenced and based on performance.</p>	12 weeks	<p>Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society Other</p>	<ul style="list-style-type: none"> • An initial ½ hour telephone conversation with the delivery provider and the graduate • Where feasible a series of 8 x ½ day job preparation workshops • A one-to-one meeting (during weeks 1 or 2) with the graduate to develop a detailed individual learning plan (ILP). • On-going access to mentor support • A continuing series of ½ day workshops • Each intern to be encouraged to undertake a work based assignment as part of their internship • A de-brief in the final week of the programme, including asking the employer for a reference 	<ul style="list-style-type: none"> • An initial discussion & follow-up meeting with a skills broker in order to identify business and skills needs. <p>½ day workshop(s) on best business practice.</p> <p>Skills brokers would agree follow-up meetings with the employer to discuss the graduate's progress.</p>
Kent	<p>Internships will be sourced through established contacts with Kent based companies.</p> <p>On receipt of the potential graduate placements, we will assess their suitability through our usual due diligence that is in place for sandwich courses to ensure that it is legal, ethical and moral.</p> <p>The opportunities will then be placed directly onto the university's website under the Careers Advisory Service's jobs vacancy page and on the Kent Innovation and Enterprise project pages.</p>	<p>£1500</p> <p>£879.67 per month</p>	<p>Bursaries paid at £500 per month for a maximum of three months.</p> <p>The remaining £100 would be used by the institution for marketing of placements to businesses and graduates and towards travel costs for visiting the graduates and businesses.</p> <p>Businesses would be expected to top up the bursary to at least meet the NMW as their contribution to the scheme.</p> <p>No grant funding will be used by the university for administration or training costs</p>	3 months	<p>Digital industry Professional and financial services Other</p>	<p>Offered by the university's Placement Officer – available for advice and guidance throughout the process for both the company and the graduate. There will also be a site visit at a mutually convenient time.</p> <p>Two weeks before the end of the internship, graduates will be invited back to the university to undertake a review of the process and attend an employability seminar.</p>	
Leeds (Y&H consortium)	<p>Build on those currently operating; there is an ECIF project delivering 180 internships, through a consortium of the region's university careers services and a graduate internship programme, supported directly by Yorkshire Forward, which is being delivered by Graduates Yorkshire (GY).</p> <p>A wage subsidy of £100 pw minimum will be offered to employers.</p> <p>Projects work on the basis of providing support to graduates at all stages of application, as well as ongoing in-company contact and support. In both cases, the support for graduates going into internships operates on a "loop" basis, whereby all applicants, successful or otherwise receive support, so that the benefits are not limited to successful candidates only.</p>		<p>A minority of the funding will need to be used to support the infrastructure for developing, agreeing and managing projects and for supporting the graduates.</p>		<p>Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society Other</p>		

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Northampton	<p>The model has the following features:</p> <ol style="list-style-type: none"> 1. Full-time dedicated team recruit and select both graduates for internships, and organisations to host graduates. 2. Host organisations provide full written details of significant management-level project that the graduate will undertake. 3. Graduates undertake a post graduate module in a business subject relevant to their placement. 	£242pw	Scheme operated with minimal employer match funding.	12 weeks	<p>Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Ageing society Other</p>	<p>Graduates have a personal academic tutor with expertise in the area relevant to their project in the host organisation. The academic tutor visits the graduate in the host organisation at least twice during the placement to provide specialist advice to the graduate and the host organisation's managers.</p> <p>Two weeks before the end of their placement graduates meet with a 'head hunter' who provides them with career advice and, provided they are being effective in their placement, takes them onto their books as clients to be offered to companies with vacancies.</p> <p>Graduates are offered free training and one-to-one advice in starting their own business.</p> <p>Graduates are given free membership of the university's Enterprise Club and are invited to the monthly networking meetings.</p>	
Northumbria	<p>There is an existing infrastructure in the university's schools which successfully delivers a large number of mainly undergraduate placements in a very wide range of regional and national organisations.</p> <p>Professional support will also be provided where appropriate by relevant Service Departments such as the Careers and Employment Service and the Research, Business and Innovation Service.</p> <p>Integrating the operation of the scheme into existing infrastructures will keep the set up and running costs to a minimum.</p> <p>Overall coordination will be provided by the Careers and Employment Service, overseen by the Deputy Vice Chancellor (Learning and Teaching).</p>	£2,115 (c. £210pw)	<p>Contribution per intern: HEFCE grant: £1,600 Employer contribution: £715</p> <p>University running costs: £200</p>	10 weeks	<p>Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Other</p>		

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Plymouth	<p>PGIP will work to create short-term paid internships for graduates of any UK university who are based locally.</p> <p>PGIP will be delivered via the University's existing ECIF infrastructure.</p> <p>Seek to identify potential opportunities for Shorter Knowledge Transfer Partnerships with the businesses engaged with PGIP.</p> <p>Adopt a two-strand model: 1. internal to UoP - identify and support eligible internships internally across the University and will start by employing an intern to support the organisation of PGIP. 2. External organisations - Engagement with employers in the Plymouth travel-to-work area</p>	£5.88 ph	<p>Strand 1 internships will be funded at £300/ week for 8 weeks.</p> <p>Strand 2 - (a) Smaller employers will be subsidised £1,450 per placement. At a cost to them of an additional £1,200 to undertake 12-week internships (b) Medium/ larger employers, subsidised (to the amount of £1,450) for the costs of more substantial internships. These will typically last for between 12 - 20 weeks at a gross cost to the employer of £300 per week; (c) Where graduates are willing/ able to find their own internships, we will offer them a bursary of £100 per week of their internship up to a maximum of £1,450</p>	8 - 12 weeks	<p>Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Other: marine</p>	<p>In addition to the placement itself, students will be offered the opportunity to join an advanced level skills training programme which complements the knowledge and learning they gain via their internship, and helps to facilitate career advancement once the internship has ended.</p> <p>A range of training and development opportunities prior to taking up their placements. Including: Graduate Bootcamps initiative – a free 2-day course Other relevant support provided by the University Careers Service Access to the University's Staff Development programme; Leadership training. Where appropriate, interns will have access to the University's ECIF-funded Enterprise Vouchers together with the package of support that accompanies each allocated Voucher and the support available</p>	
Portsmouth	<p>The delivery model comprises:</p> <ul style="list-style-type: none"> • the internship should be a minimum of 13 weeks; • the employer needs to pay the minimum wage, though would be encouraged to pay more • the employer would receive a subsidy; £1200 has been allocated for each graduate. This would be paid in stages. • the University would support the graduate during, and after, the internship by visiting the placement and working with the graduate to reflect on what they have gained. The graduate would be offered careers advice, CV help and access to a range of workshops on interview techniques, job hunting and staying motivated 	Min wage		13 weeks	<p>Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society Other</p>		

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Reading	<p>The internship scheme proposed will be called GradSEED (Graduates Enterprise Experience and Discovery). It will build on the successful SEED programme run for students at Reading. All recent graduates will be eligible – 2008 and 2009.</p> <p>The university Careers Advisory Service (CAS) will market the scheme to both potential small businesses and graduates. Use will be made of electronic and hard copy means of communication as well as using local and national media e.g. Gradfutures Graduate TalentPool and CAS's own web site.</p> <p>Provide a job subsidy of £1000 for small businesses who take on a graduate on a thirteen week placement in the Oxfordshire and Berkshire area.</p> <p>Also work with GradFutures who have experience of working with the small business sector through being the national centre for recruitment to the Knowledge Transfer Programme.</p> <p>Also provide an on-line custom made application form for all applicants that apply under this scheme.</p>		<p>Provide a job subsidy of £1000 for small businesses</p> <p>Estimate that in addition to subsidies it will cost just over £8000 for administrative support in the Careers Advisory Service at Reading to market the scheme to employers and graduates and provide help and support to both groups.</p>	13 weeks	Other	<p>Graduates will submit their CVs on-line to a Careers Adviser for checking and improving. Recruitment will be online by graduates submitting their CVs, to GradFutures, who have a wide contacts and range of opportunities that will benefit them in their job search even if this internship does not lead to a job offer. A Careers Adviser will be employed, by CAS, for one day a week for 26 weeks. Their task will be to promote the scheme to small businesses and to work directly with graduates. All Interns placed in an opportunity will also be able to use the CAS website and e-guidance facilities for help and support during the length of their internship.</p>	
Salford	<p>£1,600 provided by HEFCE (per graduate internship) will be used to pay graduates undertaking internships in the priority sectors.</p> <p>Employers will contribute to the level of pay to ensure that it is equal to or exceeds the adult NMW (£5.80 per hour). Small employers with limited HR systems in place will be offered the opportunity to have "supported recruitment" whereby the University of Salford will administer HR contracts and functions, and administer payment of graduates. Larger employers with established HR systems can be provided with funding directly.</p> <p>Build upon the model of delivery that has been developed for the ESF funded "graduate gateway".</p>	NMW			Digital industry Professional and financial services Engineering construction Other	<p>One-to-one guidance with a Careers Consultant Information and advice from Information Advisers Use of resources and reference materials in a Careers & Employability library Use of online vacancy promotion systems information and advice on enterprise and entrepreneurship for graduates exploring their employability, innovative business ideas or self-employment.</p>	<p>Employer Liaison Officers will work with each employer to identify their specific business and recruitment needs and to define the placement opportunity. If an employer wishes to recruit the graduate on a full-term/fixed-term contract at the end of the placement, then further support will be provided.</p>
Sunderland	<p>All of the proposed HEFCE graduate internship funding will make a direct contribution to internship salaries. The university would propose to use this funding with a mixture of company contribution, HEIF4 funding and any additional funding it could lever in to extend its existing highly successful ECIF internship programme</p>		<p>A pro-rata salary of £15,000 per annum for a six month appointment.</p> <p>Interns are employed by the University of Sunderland and are subject to an on-cost adjustment to make provision for national insurance & pension contributions and remain consistent with the Higher Education Role Analysis framework.</p>	6 months	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Other	<p>Graduates will be informed of the proposed internship programmes and invited to register their interest in receiving notification of appropriate vacancies via the university's CRM system. Graduates that experience difficulties being shortlisted for vacancies or at interview will be directed to appropriate coaching with the Careers Service. An Internship Development Manager will provide advice during the internship period and university business development staff will maintain contact with each intern to foster relationships with their host business and seek to obtain any further knowledge exchange opportunities, particularly with businesses that may not have used HE services before.</p>	

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Sussex	<p>Open to: Any appropriately vetted small or large business in East or West Sussex or Brighton and Hove whose primary activity fits within the sectors.</p> <p>a) A graduate from an institution in East or West Sussex or Brighton and Hove b) has graduated from ANY UK institution and who is resident in East or West Sussex or Brighton and Hove</p> <p>Funding will be used to: enhance and build upon the existing infrastructure from the current Sussex Internship Programme. share the expertise of the Wired Sussex model with other sector specialists through mentoring to replicate the model in new areas. to provide additional training to graduates during their internship to contribute to sustainability of graduate recruitment in the region</p>			20 days	Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction	<p>Benefit from the experienced expert team of the current programme.</p> <p>Training programme for successful interns during their placement.</p>	
University of the Arts London	<p>Use this funding to extend the existing Creative Careers placement and internship listings service to 2008 and 2009 graduates from outside the university.</p> <p>Focused on the needs of small creative businesses to employ suitable graduates. Hosts permanent, temporary and placement opportunities on website.</p> <p>The funding will allow the appointment of a temporary internship co-ordinator who will concentrate on sourcing paid 8 week internship opportunities to be advertised on the site.</p> <p>Opportunity for creative businesses to take advantage of this support will not only be promoted among Creative Careers own database but also to the Federation of Small Business members in London and through Capital Enterprise (a not-for-profit organisation focused on the enterprise agenda)</p>	£1,624 (c £200pw)	<p>£1,624 for the 8 week period (NMW) of which the employer will be asked to contribute £1,000 and the HEFCE funds will contribute £624.</p> <p>Payment will be made through the existing Arts Temps service run by Creative Careers which is able to handle the contractual and payment side of the project.</p>	8 weeks	Other – Creative & cultural sector which encompasses digital industry	3 day training programme focusing on employability	
UWE	<p>All interns will be paid a minimum of £250 a week (above NMW). Companies will receive £200 subsidy a week for duration of internship (8 weeks) Employer minimum contribution £50 a week.</p> <p>The university will link into existing job preparation and skills services funded under ECIF and through the university's own discounted programme and employability services. Both HEFCE-funded services will be jointly marketed.</p>	£250pw	Any remaining funds from £1600 per intern would contribute to costs of delivery and support	8 weeks	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society Other	<p>Careers guidance interview before internship choice; Formal induction to the placement programme; Access to on-going career advice and support throughout placement via email/phone; Access to skills development and training opportunities; Careers exit support for graduate at the end of the internship, if they're not kept on by the business, with further access to training and job search support.</p>	<p>Access to the range of business support services offered by the university, including continuing professional development for staff.</p>

Institution	Delivery	Payment to intern	Note on payment	Length of internship	Employers/sectors	Support to graduates	Support to employers
Warwick (& Birmingham)	<p>Pilot new ways of delivering a meaningful learning experience for unemployed or under-employed graduates who live in the West Midlands region via a short-term internship in the priority sectors.</p> <p>Explore the barriers to graduate employment for the identified groups.</p> <p>Work with employer agencies, to identify and source potential places for graduates.</p> <p>The universities are keen to test the efficacy of shorter placements for both the graduates and the employers. Current models of graduate internships in the West Midlands are for a fixed and longer period, and take-up has been modest.</p>	NMW	Interns working for 5-8 weeks would receive £100 per week from HEFCE funding, supplemented by payments from the employer to ensure they received the NMW hourly rate of £5.80 per hour. For graduates who were on a placement for up to 4 weeks it is proposed that they receive the NMW hourly rate of £5.80 from the internship fund, plus a capped amount for travel and caring expenses.	Up to 4 weeks or 5-8 weeks	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society Other – media	<p>(1) provide suitable preparation, training, briefing for their internship, (2) the internship experience in a particular sector or organisation, and (3) encouragement and time to reflect on that experience to identify skills and knowledge gaps (and, where possible and appropriate, additional training to address those identified needs).</p> <p>Includes one day of training, placement support from the university, brokering the placement, one day for reflection and gap analysis, plus the intern's salary and associated expenses.</p>	
West London (TVU)	<p>Provide unemployed graduates in West London with a placement for 6 weeks in an SME.</p> <p>The work undertaken by the graduate would be negotiated with the employer in the key strength areas of the university: digital media and the professional and financial services.</p> <p>The project intends to increase the business profitability and lead to graduate employment.</p>			6 weeks	Digital industry Professional and financial services	The university will support the graduate throughout the placement with 2 and 4 week reviews to ensure that the internee is progressing as planned.	
Westminster	<p>Sourcing internships: Intensive, targeted employer approach to secure graduate level internship opportunities through the university's employer contacts. Pre -screening for selection to talent pool An intensive one day training programme to prepare potential candidates Mentoring Provision of learning agreements</p> <p>The addition of one dedicated staff resource to the Careers and Student Employment department. 1 full-time equivalent (FTE) x 1 post (6 months) – £16,632)</p>		<ul style="list-style-type: none"> • Projected marketing and development costs – £6000 • Projected costs of training and support – £5000 • Projected monitoring and evaluation costs – £4000 • NG 4, 1 FTE x 1 post (6 months) - £16,632 <p>No mention of funding being used to pay interns or subsidise employers</p>		Digital industry Other		
Wolverhampton	<p>• Use of funding – management/staff resources: Partnership working with Job Centre Plus, graduate talent Pool, City of Wolverhampton College, marketing campaign across Wolverhampton strategic Partnership. Project management and co-ordination set up for matching graduates, developing work programmes within placements, supporting the learning and development needs of graduates, curriculum development provided, provision of value-added opportunities/workshops, additional access to courses, marketing provision within institutions well regarded and resourced. Workshop options: work skills, enterprise training and support, coaching and mentoring, CV writing, interviewing skills, softer skills. Support to placement companies. Develop good referral pathways, recruitment services accessible from college, provision of recruitment support to outside companies.</p>				Low carbon Advanced manufacturing Professional and financial services Engineering construction Ageing society Other	Induction, mentoring and coaching support, supervision from line managers, value added workshops	

Institution	Delivery	Payment to intern	Note on payment	Length of internship	Employers/sectors	Support to graduates	Support to employers
Worcester	<p>The graduate is employed by the employer for four days a week, and is paid at least the minimum wage – “Minimum Wage Plus”. On the 5th day, the graduate participates in a Post Graduate Certificate in Applied Business Management at the university, for which all course fees are waived.</p> <p>The £1600 per intern available from HEFCE is paid as a bursary to every intern over the 8 months duration of the course. The employer will be encouraged to employ the intern full-time for the four months of the year when the course is not running.</p> <p>Payment of bursaries is subject to satisfactory course attendance and carrying out of assignments.</p>	£1600 bursary		8 Months	Low carbon Digital industry Life sciences and pharmaceuticals Advanced manufacturing Professional and financial services Engineering construction Ageing society Other		
Writtle College	Funding will be used to provide one-to-one support for the graduate intern by a relevant member of academic staff.				Low carbon Life sciences and pharmaceuticals Professional and financial services Other	An initial meeting will establish the goals and milestones that will help the graduate intern deliver to the needs of the supplier. Subsequent sessions, augmented by email supervision, will provide guidance and monitor progress. In addition to support from a named academic the graduate intern will benefit from use of college resources such as our full range of IS, library and learner services as well as enterprise and Innovation resources	