Aims of Research

Internship has been attracting considerable attention for a number of years and, yet, has rarely been the subject of any sustained, serious research. The research that informed the production of the materials in this pack addressed the following questions:

• what is the difference between internship, other forms of structured workplace learning, and un-focused and unpaid work experience?

• how do employers offer access to internships, and how does this practice vary according to the size of company and the nature of work?

• what models of learning are associated with best practice internships and how do such models contribute to the development of young people’s vocational and entrepreneurial skills?

• what are the implications of the above for: (i) national policy for skills and higher education? and (ii) companies, stakeholders and interns?

Context of Research

The Finance and Creative sectors were chosen as the site for the research because they are characterised by very different organisational structures and, as a result, patterns of internship. The Finance sector, banks and professional service companies, consists of a considerable number of multinational companies, a relatively small number of Small and Medium Size Enterprises (SMEs) and a high preponderance of permanent employment.

In contrast, the Creative sector consists of a small number of multinational companies, a high number of SMEs and a high preponderance of contract-based employment. As a consequence, internship tends to be formally organised in the Finance sector and informally generated in the Creative sector. Interviews and focus groups were conducted with people in the Finance and the Creative sectors who have a) undertaken an internship, b) overseen an internship, and c) have responsibility for organizing internships.

Research Funder

The research was funded by the Commercial Education Trust, http://www.lccicet.com/ and undertaken by: Professor David Guile, d.guile@ioe.ac.uk and Ann Lahiff, a.lahiff@ioe.ac.uk LLAKES (ESRC-funded Centre for Learning and Life Chances in Knowledge Economies and Societies, Institute of Education, University of London http://www.llakes.org/).
The research findings have been presented as reader-friendly materials that can be photocopied. This is to help policymakers, organisations and interns to plan and deliver high quality internships that support skill formation.
Internship: Conventional Wisdom, Models & Recommendations
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Internships are exploitative

Why do people believe this?

First, the term internship is used by employers, graduates and the media etc., to refer to a range of unpaid, poorly-supervised and low skill activities. However, as ’Intern Aware’, the national campaign for fair, paid internships makes clear; there are guidelines for employers and prospective interns regarding responsibilities and rights regarding payment for work (http://www.internaware.org/).

Yet, historically, internship referred to:
“one working under supervision as part of professional training”, especially “doctor in training in a hospital”, from the French interne “assistant doctor,” literally: “resident within a school”.

Best practice modern internships, as defined in this pack, continue the tradition of developing expertise (knowledge, skill and judgement) and identity, but also help interns to develop: a) entrepreneurial flair so they can assist a business to grow; and b) social capital, that is, the networks to help them to secure permanent/contract-based employment or self-employment.

Best practice internships can be offered to students during holiday periods or post-graduation. The former is more likely to be a continuous work placement while the latter can be spread over several days/weeks/months. According to Minimum Wage Legislation both types should be paid activities.

It is therefore important to distinguish between our definition of internship and two other descriptors: Work experience and traineeships:

Work experience refers to any experience someone has while working in a specific field or occupation. It can be used to describe three types of activity:

* an opportunity to help an individual to learn about work; the most well-known example is the two weeks work experience that students in Secondary Education often undertake at some point during the last two years of compulsory schooling.

* an opportunity for an individual to use the knowledge and skill they have developed in education in their chosen occupational field. This is often part of a programme of study in Further or Higher Education, and can sometimes enable an individual to gain a license to practice in an occupational field.

* an opportunity for an individual post education to try various tasks and develop various skills to make them more attractive to an employer or to just do whatever is asked of them.

Traineeship – an opportunity, following a recruitment process, to undertake a structured programme of training in an industry as part of a contract with an employer.
Second, employers use internships as a way to either fill what would otherwise be a proper full-time position in their company or favour some young people and offer them work experience opportunities.

Where elements of this practice exist, it is largely due to the legacy of the traditional models of recruitment in many people’s minds.

Yet, this assumption about recruitment is not wholly accurate. This is because:

- many employers have made internship an integral part of recruitment and use internships as a way to support new entrants to supplement the knowledge and skill developed through study with company/sector-specific knowledge and skills;

- some young people (and sometime their family members) pitch to employers for internships because they realise that they are a way to supplement the knowledge and skill developed through study with company/sector-specific knowledge and skills.

The idea that access to employment (full- and part-time) is advertised transparently and that young people apply for such positions after they have finished their degrees (BA, Masters/MBA, PhD).
Many employers (usually large employers/corporations) have made internship

- a transparent and embedded feature of their recruitment policies and processes or use industry-brokers to organise internships with them;
- an integral part of skill formation (i.e. development of expertise and identity) and induction into their company/industry.

Sometimes companies organise internships themselves through their Human Resource (HR) Department and sometimes they use organisations in their sector as ‘brokers’ to set up internships on their behalf.

Model 2: Company/Industry ‘Broker’ Schemes

Prospective interns
- Career discussions with university tutor, Careers Advisor, personal network
- Apply for advertised internship before/during/after degree as route into company/industry
- Recruited after a mix of applications tasks, interviews/assessments (psychometric etc.)

Arrangements to support interns in companies
- Internship seen as strategic and funded
- Temporary contract of employment and paid pro-rata
- Allocated and negotiate individual and team contributions in line with work in project team (semi-open/open)
- Support from mentor, line manager & team members
- Reinforced by own self-directed efforts
- Interns evaluate formally their programme

Process of learning during internship
- Use existing knowledge and skill in new ways
- Work on own and with others to develop new knowledge and skill
- Develop networks to understand company and industry

Outcome of internship
- Develop company/sector-specific knowledge, skill and judgement, entrepreneurial skills and social capital
- Company offers added-value products and services to clients and aware of their own skill requirements (followed by)
- New employees attuned to company/sector

Next step
- Look for employment in same/other industry
- Offered employment in company

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Internships in small and medium size enterprises (SMEs), however, tend to be advertised via social media, through networks or are ‘pitched’ for by young people.

In both models 2 & 3 internships:

- Are offered pre-study (i.e. gap year), during periods of study (holiday) or post qualification;
- Develop interns’ industry-specific expertise (i.e. knowledge, skill and judgement) and identity.

**Model 3: Self-Generated Internships**

**Prospective interns**
At university/after university/post-university employment
- Self-generate opportunities (pitch)
- Discover internship possibilities via networks (face to face and on-line)

**Arrangements to support interns in companies**
- Internship seen as trade-off
- Allocated and negotiate individual and team contributions in line with work in project team (semi-open/open)
- Support from mentor, line manager & team members
- Reinforced by own self-directed efforts

**Process of learning during internship**
- Use existing knowledge and skill in new ways
- Work on own and with others to develop new knowledge and skill
- Develop networks to understand company and industry

**Next step**
- Look for permanent employment/contract-based work/self-employed
- Use portfolio (internship and university achievements) to demonstrate expertise in networks and to prospective clients

**Outcome of internship**
- Develop company/sector-specific knowledge, skill and judgement, entrepreneurial skills and social capital
- Develop sense of occupational direction in current or different industry
- Company offers added-value products and services to clients

**In both models 2 & 3 internships:**

- Self-generate opportunities (pitch)
- Discover internship possibilities via networks (face to face and on-line)
The conventional wisdom in most books as well as in people's minds about how aspiring professionals develop expertise and identity can be summarised as follows:

The key differences between the two conceptions of expertise and identity is that:

- The first sees the movement from novice to expert as: an individual journey to develop knowledge, skill and judgement in accordance with the standards determined by the profession and in a stable work context;

In contrast, the emerging wisdom about professional expertise and identity in Creative and Financial professions can be summarized as follows.

The second sees the development of expertise and identity as:

- A negotiated journey to develop knowledge, skill and judgement between the aspiring professional and others from the same as well as different professions (i.e. inter-professional);
- Occurring in project teams concerned with securing and/or delivering contracts to project commissioners/clients' expectations and whose membership fluctuates from project to project.
After completing her BA in Graphic Design, Caitlin moved to London to complete a two year Masters degree. This academic progression meant that she had little direct industry experience to call upon post graduation. This led to her initial search for internships in the sector to help her build her portfolio of work. Caitlin describes it as ‘very unusual’ to go straight into a job after a course of study, although she recognises that Masters’ students have a more diffuse set of experiences – many with time served in the industry.

A central London University specialising in the Arts advertised a salaried internship opportunity offering 3 days a week experience for nine months in their recently established ‘Design Lab’. This appealed to Caitlin, because it meant that she could combine paid work in the industry with time to develop her own portfolio of work. Once selected for the internship Caitlin gained experience of working in small project teams which managed and responded to requests from clients. The time-bound, client-led nature of the work was a new experience for Caitlin and the internship introduced her to the ways of working on real projects with ‘its back and forth feedback’ between the client and the team and again within the team. Seeing the projects through from inception to completion was a key benefit from the working arrangements. Caitlin values the project work conducted for her University courses, but suggests that with the projects in the Design Lab you are ‘being given the opportunity to respond to a real commercial brief’ and, in the process, gaining direct feedback as part of a real team.

Three years on from this initial internship, Caitlin describes the pace of work as ‘very relaxed’ with some periods of ‘down time’ between projects. She recognises that she was probably sheltered from the intensity of work she now knows to be a central aspect of commercial studio life, but values enormously the cross-over from HE study to commercial practice that the internship offered.

Caitlin left the Design Lab internship once she ‘had done all I felt I could do there’, to take up another internship, where she worked in a very small studio which was, as she says, ‘more specifically in line with the area of graphic design I wanted to work in’. Although unpaid, the internship was very sharply focussed around one project over a defined period of two months. Apart from learning to operate in a ‘very pressurised’ environment and the opportunity to see the project through from beginning to end, the internship allowed her to experience what was involved in setting up a new studio and in keeping it going.

Caitlin explains that although she managed to secure internships the process of securing work in the industry is ‘never ending and disheartening at times’. She describes this process as involving following up every possible link through social contacts; keeping in contact with HE tutors, who are often well placed to hear about projects in the industry which are often led by previous students; keeping on top of advertised openings and also, where appropriate, using sector-specific agencies. For Caitlin, one of the most beneficial outcomes from the internships was the opportunity to develop a personal portfolio of work; that is, she says, the ‘trade-off’ for the search for experience.

Currently, Caitlin works full time for a successful design studio. She secured this post through a sector-specific agency shortly after completing the internship in the small design studio and she currently has responsibility for an intern.
Five years on from completing her B.A degree in Fine Art, Bethan works as a freelance fashion stylist for fashion magazines and writes a regular fashion blog for an e-commerce company. The latter provides her with a steady income to enable her to select the freelance opportunities she takes up. As she says, she is still ‘Juggling doing work for free and work that’s paid’, but now if a top magazine asks if you would like to be involved in a project, the potential impact on your developing portfolio is key: ‘If you can get something into that particular magazine... then other people will see your work...’

Bethan feels strongly that Fashion Styling is not something you can teach anyone. She admits that most of her cultural references and imagery can be traced back to her undergraduate study and that this probably explains the choices she now makes regarding the freelance work she takes on – describing it as at the more ‘arty’ end of fashion magazine work. However, she learned about the job itself from a series of internships taken post graduation – taking part in medical trials to fund her unpaid or expenses-only internships. For Bethan, the experiences offered by the internships developed her knowledge of the industry and the role of the fashion stylist, whilst confirming her own artistic direction.

Bethan adopted a proactive approach to search for work, post-graduation. As she had no firm contacts in the sector, she got used to: ‘Pitching for work by using social media ..or..meeting people and following contacts. I also used to cold contact companies by adopting a casual approach – normally by email.’ A chance encounter at a social occasion led to her first experience as an (unpaid) stylist assistant – which lasted 8 months.

This first experience proved to be crucial. Bethan explains that she stayed for as long as she felt she was learning something. Most of this learning was through observation of the practice taking place all around her: ‘Your role on set is not creative, but just watching what the stylist is doing was so inspiring. The kind of shoots he was involved in and the way he put things together.’ These opportunities could then be reflected upon through discussion – informed by her prior knowledge. As she says : ‘If I hadn’t started with someone so creative, so inspiring, I would have gone in another direction perhaps...but, having worked for him, my CV was more impressive’.

Bethan then secured a much sought after paid internship with a well known fashion magazine. Again, she continued with the internship whilst she felt she was learning, but went onto replace it with another... ‘because the title was better: Fashion Assistant’.. And it offered more diverse experiences.

Looking back on her day-to-day experience as a intern Bethan reflects that : ‘You have to be prepared to accept that the day to day...could be really boring, but then being at the shoot with the biggest photographers; working with different stylists and having contacts... there is no other way into the industry... unless you are the daughter of the fashion editor or celeb...no other way!’
Case Study 3: Errol

Errol was a second year student studying Economics at a highly rated 1960s university when he overheard third year students talking in a coffee bar about their summer internships with major banks in London. Errol visited the University Careers Department to find out more about internships...‘something I thought were only for those with connections.’ His university’s Careers Department were following National Union of Students requests to only give information about internships to students that were advertised transparently and were also paid. The Careers Advisor he saw explained that most banks had summer holiday internships that students could apply for, and advised him to look at internship programmes on bank websites. Following a demanding recruitment process, Errol was ‘amazed and astounded’ to hear he had an internship in the investment arm of a UK bank.

Errol was really impressed with the training programme at the bank because ‘it explained what the bank was trying to do, which markets it was operating in, why it was different from its competitors, and what I was expected to do.’ Despite this comprehensive induction, Errol was ‘shell-shocked on his first day, probably first week, by the pace, noise and egos on the trading floor’. Errol, like other interns, had been allocated a mentor, but he soon realized that his mentor was incredibly busy. ‘I was given tasks like create a financial document or write a section for a report which were exciting but scary,’ so he managed as best he could and ‘asked questions when my mentor was having a quiet five minutes’.

One of his most difficult experiences early on, according to Errol, was having to receive ‘critical feedback publically’ immediately whilst sometimes having to ‘wait days for feedback’ from his team leader. Errol nevertheless realized that this was ‘part of learning how to fit in’, and depending on how well he responded to both situations would be a ‘big influence’ on whether he was offered a position with the bank. This approach to feedback was a big contrast to receiving feedback in seminars in his university where lecturers tended to find something positive in student’s contributions even if they strayed away from key issues.

Moreover, as his confidence grew Errol also realized that he could ‘learn a lot by eavesdropping on conversations at the desk’...where he worked so long as he looked busy and socialized with his team. Initially, he found this hard because, as he explained, ‘I usually stick with my friends and what we like doing.’ As Errol became accepted some of his team explained how they had got on in the bank; their recurring advice was that he should ‘deliver returns for clients and yourself.’

At the end of his internship, Errol decided he wanted a career in investment banking rather than working for a company as an economist monitoring financial trends. He felt he must have given this impression to his mentor because the bank offered him a permanent position; Errol accepted and started working for the bank after he had graduated.
After university Mark worked in broadcast journalism for several years before becoming a little disillusioned with his career possibilities. Unsure of his future career direction, Mark decided to enroll on an MBA. Overhearing other students comment that professional service companies have a ‘reputation for being prepared to take a risk on career switchers,’ Mark applied for a summer internship with a globally renowned professional service company. Following a transparent recruitment process during the first year of his MBA, Mark was offered a paid internship, which lasted six weeks, during his summer holiday. On completion he was offered and accepted a position to start after he had graduated with his MBA.

The MBA’s ‘great strength’ was, according to Mark, its formal teaching in subjects such as Economics and International Business Finance, because the lectures and seminars enabled Mark to ‘rapidly grasp key ideas in those subjects and their practical implications’. It also opened up networking possibilities with students and employers.

After attending a two-week training programme Mark joined a consulting team. His company has an ‘internal market for people (i.e. interns) where teams offer to take you, you accept and then undertake normal work in the team who are under pressure to deliver quality outcome for clients’. His internship programme was funded by the Human Resource Department so this means that an ‘intern is not a cost for the team so team leaders can dedicate more time to you.’ Having proved his capability by completing the individual assignments he was allocated, Mark was moved to work collaboratively with other members of his team on team projects. This enabled his team leader to ‘expand the scope of work the team was undertaking and over-deliver’ for clients on project outcomes.

Mark discovered very quickly that group work in his team was far more intense and diversified compared with what happened when working on case studies for his MBA. First of all reports produced by project teams ‘go through constant iterations. Someone goes through first drafts with a red pen, the team then talk for hours about the narrative of the report and the evidence that should be included to support it, so by time the report goes to a client dozens of people have syndicated it back and forth’. Then clients provide feedback that can require ‘further work’ to be undertaken or ‘new angles’ introduced into reports before projects are ‘signed off.’

The biggest difference in the process of learning through internship in a project team compared with his MBA, according to Mark, was that the former always keep ‘client and financial accountability’ at the forefront of all discussions. Mark also thought it was impossible to provide ‘the hierarchy of seniority, and the varieties of experience other members of the team bring to discussions’ in student and staff groups.

Reflecting on his experience as an intern Mark felt it provided him with an ‘invaluable opportunity to identify’ that he was ‘suited to a career in consulting’ that no amount of careers advice, irrespective of the source, could replicate.
Internship: Conventional Wisdom, Models & Recommendations
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Model: Interns’ Learning in Large Organisations / Corporations & SMEs

Structure of internship:
• Determined by project team (semi-open/open)
• Supported by mentor, line manager & team members
• Supported by self-directed efforts

Internships:
• Self-generated (pitch)
• Discover internship possibility via networks (apply)

Internships features:
• Structure determined by project
• Team (semi-open/open)
• Supported via project
• Unpaid/stipend/expenses
• Internship as strategy to develop

Learning Arrangements: Large Organisations/Corporations

HR Department organises:
• recruitment process (advertised by mix of traditional and social media, followed by a mix of interviews with HR, presentations, formal assessments and interviews)
• training programme (introduction to sector, competitors, customers, company, areas of specialism in company, specialist areas’ cultures and practices, other interns)
• support programme (regular meetings with Line Manager/mentor for feedback on progress)
• career development activities (one-to-one discussion about where individual’s knowledge and skill best suited, offer of company ‘champion’ role with future interns)
• self-generated career development activities (discussions with team members, members of other teams, customers, intern network about where best suited)
• interns evaluate formally their internship

Learning Arrangements: SMEs

• recruitment process (advertised via social media or pitched for by intern, followed by interview and informal assessment)
• support programme (introduction to sector, company’s culture and practices, regular meetings with Line Manager/mentor for feedback on progress) all occur within working day
• self-generated career development activities (discussions with team members, with members of other teams and customers; interns network ato consider where they are best suited)
• participation in face to face and online networks to consolidate skill formation
Models: Internship & Project Teams

Internships in corporations & SME’s can take two forms:

- Interns’ Learning In Semi-Open Interprofessional Project Team
- Interns’ Learning In Open Interprofessional Project Team
Model: Interns’ Learning in Semi-Open Interprofessional Project Team

Semi-open project team (working on/to secure contract(s), face-to-face and dispersed membership, feedback from project commissioner via team leader).

Goal - Assist project team to exceed client expectations and develop expertise, identity and entrepreneurial flair

Context - Face-to-face or dispersed working with team members, supplemented with project commissioner’s feedback passed on via team leader

Process -
- allocation and negotiation of individual contributions to team
- engaging with rolling mix of routine and novel activities, short- and medium-term timescales, individual and collaborative activities, on- and off-site
- observing team members’ individual and collaborative expert contributions to assist team to accomplish project goals
- working with and asking questions on one-to-one basis and in group settings to consolidate knowledge and skill
- accepting opportunities and generating opportunities to use existing knowledge and skill in new ways
- accepting opportunities and generating opportunities to use and develop new knowledge, skill and judgement
- responding to feedback which can alter, even change, project goals and, in the process, requires the development of judgement to deploy knowledge and skill in new ways

Outcome - Burgeoning judgement about how to deploy knowledge and skill to develop expertise, identity and entrepreneurial awareness.

Key:
- Larger dotted circles represent members of project team
- Blue size circle represents project commissioner/client
- Smaller dotted circle represent intern
- Mini dotted circle represents mentor
- Arrowed lines represent communication flows within team
- Dotted lines inside the circle represent the on-going thinking/working process
- Faded edge of circle represents the semi-open nature of the relationship between project team leader and client
Open project team (working on/to secure contract(s), face-to-face and distributed membership and feedback directly from project commissioner)

Goal – Assist project team to exceed client expectations and develop expertise, identity and entrepreneurial flair, supplemented with project commissioner feeding back regularly to team members

Context – Face-to-face or dispersed working with team members who receive constant feedback from client

Process -
• allocation and negotiation of individual contribution and contributions to team
• engaging with rolling mix of routine and novel activities, short- and medium-term timescales, individual and collaborative activities on- and off-site
• observing team members’ individual and collaborative expert contributions to assist team to accomplish project goals
• working with and asking questions on one-to-one basis and in group settings to consolidate knowledge and skill
• accepting opportunities and generating opportunities to use existing knowledge and skill in new ways
• accepting opportunities and generating opportunities to use and develop new knowledge, skill and judgement
• responding to feedback which can alter, even change goals and, in the process, requires the development of judgement to deploy knowledge and skill in new ways

Outcome – Burgeoning, but broader, judgement about how to deploy knowledge and skill to develop expertise, identity and entrepreneurial awareness
Best Practice in Internships: Summary

The goal of internship
• The development of sector/company-specific expertise, personal and professional identity and entrepreneurial flair

Recruitment to internship
• A transparent process using multiple media, intermediary networks and HE careers advisers
• Self-generated by prospective interns

The context of internship
• Project teams that are semi-open or open and which have different types of client-agreed deliverables, resources, budget and time;
• A mix of professionals with different types of expertise

The arrangements to support learning through internship, which vary between corporations and SMEs, and include:
• formal training programmes to induct the intern into the company, its ways of working, its business challenges and social concerns;
• regular meetings with line manager/team leader/mentor to discuss personal and project development
• project teams that assist interns to settle in by encouraging questions, facilitate the observation of working practices, and involve interns in a range of work activities;
• an introduction to, followed by participation in, face to face and on-line networks of contacts within the sector
• development interview(s) to help interns to identify the aspects of work to which they are best suited
• interns evaluate formally their programme

Working and learning
• being allocated to, as well as negotiating, an individual contribution to teams;
• engaging with a rolling mix of routine and novel activities, short- and medium-term timescales, individual and collaborative activities on- and off-site;
• observing team members’ individual and collaborative expert contributions to teams to accomplish respective project goals;
• consolidating knowledge and skills through asking questions on a one-to-one basis and working in group settings;
• accepting and generating opportunities to use existing knowledge and skill in new ways and to develop new knowledge, skill and judgement;
• responding positively to feedback which can alter, or possibly change, project goals;
• developing judgement to deploy knowledge and skill in new ways

Outcome of internship
• added-value products and services offered to clients
• the development of inter-professional expertise (knowledge, skill and judgement) and identity (varies according to goal and context), social capital (networks) and entrepreneurial flair;
• enhanced knowledge about sector-specific employment practices and how to work in the industry and/or company;
• increased awareness of how the internet (personal web site/LinkedIn) and Social Media (Twitter; Facebook), as well as face-to-face communication, can be used to demonstrate capabilities for future employment opportunities.
Recommendations for Policymakers

Reclaim the important role of internship as a means of skill formation benefitting both individuals and employers by:

- developing a framework to clarify the relationship between apprenticeships, traineeships and internships so their different, but complementary, contribution to skill formation is better understood;
- making the framework widely available electronically and in hard copy so students, parents, and the media better understand the importance of workplace learning in helping students to secure employment and as a means to support self-employment and entrepreneurship.

Make visible the features of best practice internship in organisations and Small and Medium Size Enterprises (SMEs) by:

- developing a guide based on the models of learning through internship and the definitions of project-based and entrepreneurial expertise;
- producing case studies of their benefits for interns.

Make clear the difference between the business case for best practice internships in large companies and SMEs by:

- identifying their different added value to organisations, SMEs and interns respectively;
- inviting intermediary agencies to encourage all companies in the sectors they are involved with to learn from one another’s best practice.

Encourage Higher Education Institutions to take on board the implications of the learning outcomes delivered through best practice internship by:

- recognising the importance for students of combining workplace learning and study as a means of knowledge acquisition and skill formation;
- ensuring their Careers Guidance provision encourages students to make every effort to secure workplace learning opportunities during their studies.

Recognise the way in which students increasingly use face-to-face networking, supplemented by the internet and social media, to search and pitch for internships by:

- encouraging employers to make the features of their internships transparent on their websites;
- affirming this transparency as a contribution to improving equality of access to best practice internships for all.

Recognise the ways in which individuals are increasingly using the internet and social media to attract attention and demonstrate their skills to employers throughout their working lives by:

- highlighting their importance for entry to and progression in the labour market.
Recommendations

Recommendations for companies

Use the Apprenticeship/Traineeship/Internship Framework to:
• explain to the public your company’s differential entry points, skill formation policy and the opportunities for progression;
• support sector-specific intermediary organisations to facilitate access for all to best practice internship and skill formation activities;

Use the models and outcomes of learning through internship to:
• identify whether your company’s internship programmes or arrangements can be enhanced in any way;
• create best practice internships to support interns’ skill formation and the growth of your business;

Urge policymakers to:
• acknowledge the business and skill formation case that best practice internships offer for companies, individuals;

Support educational institutions to:
• use the models and outcomes of learning through best practice internship to identify the ways in which internships enhance educational outcomes;

Support access to internships for all by ensuring your company’s channels of communication are easily accessible.

Recommendations for stakeholders

Use the framework to:
• explain to the public the different contribution of for apprenticeships, traineeships and internships to skill formation;

Recommendations for interns & prospective interns

Use the skills developed in your workplace to:
• understand the different ways in which these work based options might contribute to your skill formation;

Use the apprenticeship/internship booklet, company case studies, models and outcomes of learning through internship to:
• identify the extent to which internships you are negotiating (self pitch and apply) for are based on the principles and features of best practice internships;

Use the new description of expertise to:
• negotiate your learning outcomes with employers;

Use face-to-face networking, supplemented by Social Media, to support you to:
• search and to pitch for best practice internships in your chosen occupational area.