

# **Think Pacific Virtual Internships:**

Evaluation from the perspective of NTU  
student participants

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## Executive summary

Over the course of Summer 2020, Nottingham Trent University (NTU) paid for 18 NTU students to take part in Think Pacific's Virtual Internship Program. This report seeks to evaluate, analyse, and make recommendations to make future internships better both for students and NTU. The three stakeholders for this research were The Centre for Student and Community Engagement (CenSCE) at NTU, NTU Employability, and Think Pacific (TP), and as such this report considers the needs of each. It aims to examine through analysis of surveys and interviews the students' perspectives of the program, and the recommendations are inferred from this analysis. The intention is to see if this internship benefited all stakeholders and students, and what lessons need to be implemented to make any future internships a success.

## Key Recommendations

In addition to the specific suggestions made by students in section '5.10 Student recommendations for improvement' the following recommendations are made:

- NTU to consider running a session prior to the internship that provides a background to the internship and offers students the opportunity to get to know other students.
- To facilitate the marketing of future internships, especially in order to draw a greater diversity of students (including WP students), students should be approached to provide written/video testimonies through which future students can see themselves in the programs.
- Utilise one singular platform for content delivery, curation, and interaction, as having a plethora of digital platforms dilutes the effectiveness of the interns coming together.
- Consider the global nature of Think Pacific's (TP) projects for use in internationalising NTU students' networks
- The student voice is included in any proposed future developments of the internships such as using a student panel.
- It is recommended that where possible, students are given feedback on the impact of their work on organisations and where this isn't possible, that students' expectations of feedback are managed.
- Create a campfire experience.
- Consider whether entrepreneurial skills are being utilised through the internship and promoted effectively.
- Consider different ways that Think Pacific could be marketed such as: developing employability/entrepreneurial skills; and as a cultural exchange.
- Carry out a longitudinal research project to evaluate the long-term effect of online internships, especially to see the effect they have versus physical internships.

See 'Recommendations' section for further details of these recommendations.

## 1 Introduction

Over the course of Summer 2020 Nottingham Trent University students were due to fly to Fiji to take part in [Think Pacific's \(TP\) volunteering program](#). However, due to Covid-19 and the international travel restrictions set in place by the British government, it was decided to convert these volunteering opportunities into virtual internships through which students undertook projects for Fijian community organisations and charities. This research project sought to evaluate the effectiveness of these virtual internships from students' perspectives, looking at their experiences, why they chose to take part, what challenges they faced, and what potentially they gained from taking part.

## 2 Background

Covid-19 left very little time to plan and effectively implement virtual internships, and this must be borne in mind when reading through the report. NTU agreed to fund placements for 18 students and aimed to recruit a number of these students from widening participation (WP) backgrounds. This enabled students who may not have been able to afford to physically fly out to Fiji to participate in an international experience alongside interacting virtually with students drawn globally into TP's programs.

TP's work in Fiji aims to broaden the notion of what international volunteering is, and the impact it has on the local Fijian communities. Their intention is to produce work that has both long lasting impact and builds connections between participants and Fiji. While the internships were virtual and there was limited scope for interns and local partners to interact, the action projects the students worked on aimed to embed lasting impact into their final reports.

Finally, with an eye on Covid's long-term economic impact, NTU Employability sought to provide a platform through which students can gain core critical skills that will serve them better when they enter the job market. This is especially critical for widening participation students who may struggle to have the connections and contacts, and by exposing this cohort of interns to a possible version of the future workplace Employability aimed to give them a solid platform from which to launch themselves into the job market.

## 3 Aim of evaluation

This is a process evaluation that aims to explore the internships from the students' perspectives. A process evaluation aims to evaluate *why* a programme or intervention works (or not) and how it is delivered (Fox, Grimm and Caldeira 2017). The Office for Students (OfS), the independent regulator of the higher education sector in England, has provided guidance about how higher education providers can strengthen their standards of evidence. This evaluation sits within the 'Type 1: Narrative' of the Office for Students (OfS) standards framework (OfS, n. d.). The independent charity, TASO (Transforming Access and Student Outcomes in Higher Education), also provides evaluation guidance for the higher education sector. This study sits within the TASO 'Level 1: Monitor' impact evaluation (TASO, n. d. a). Due to the small numbers of participants impact is difficult to measure<sup>1</sup>. The evaluation focuses on these priorities:

- What is working well about the Think Pacific (TP) Virtual Internship Program and what can be improved?
- Does the TP internship contribute towards enhanced graduate attributes?
- Does the TP internship (or this type of delivery) particularly benefit widening participation (WP) students, or are there any particular barriers that these students face in taking part?

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<sup>1</sup> In the survey, students were asked for their permission to track their outcomes (such as grades, engagement) so some future impact evaluation is possible, but this is very small numbers of students as not all students agreed to this.

These priorities align with the Theory of Change map (see Appendix 1) that has been developed for International Volunteering at NTU and aim to explore the outcomes identified that will enhance graduate outcomes of 'Improved Skills', 'Improved Attributes' and 'Improved Knowledge', and to test the assumption that widening participation students will benefit more from the internship.

## 4 Methodology

### 4.1 Surveys

A pre and post online survey was used to measure self-reported outcomes<sup>2</sup> (see Appendix 2). The design of the survey drew upon an employability experience questionnaire (EEQ) that focused on "students' perception of which aspects of their curricular experience contributed towards the enhancement of their employability" (Yorke and Knight, 2007, p160), and the CareerEDGE Employability Development Profile (EDP) (Dacre Pool et al, 2014). The survey and interview questions were both written collaboratively between CenSCE, Think Pacific and Employability.

- 18 students completed the pre survey. Eleven of these students were in receipt of an NTU bursary, five were not in receipt of a bursary, and two students preferred not to share this data. Of these 18 students, ten had taken part in the Certificate in International Volunteering<sup>3</sup>. None of the students had taken part in the Preparing to Volunteer sessions also run by NTU.
- 13 students completed the post survey. Eight of these students were in receipt of an NTU bursary, three were not in receipt of the bursary, and two students preferred not to share this data. Of these 13 students, six had taken part in the Certificate in International Volunteering run by NTU. None of the students had taken part in the Preparing to Volunteer sessions also run by NTU.

### 4.2 Interviews

Three interviews were conducted using video conferencing on Teams using a predefined set of 13 questions, which were then elaborated on as the conversation flowed with each student (see Appendix 4)<sup>4</sup>. In addition, one student provided a written response to the interview questions due to connectivity issues with their video call. Of these students, three were in receipt of an NTU bursary, and two had taken part in the Certificate in International Volunteering.

Thematic analysis (Braun and Clark, 2006) was used to analyse the qualitative responses, with the analysis focusing upon themes that were important in relation to the research areas, and pseudonyms used in the write up of this report. Questions 6,7, and 8 in the pre-survey were repeated as questions 14, 15, and 16 in the post survey and these quantitative questions have been analysed using descriptive statistics due to the small sample size. Further detailed analysis of the post survey can be found in Appendix 3. Ethical clearance for the research was granted from the relevant NTU ethics committee.

## 5 What is working well about the Think Pacific (TP) Virtual Internship Program and what can be improved?

Within the survey, when asked what worked well about the internship, the students spoke about: the communications with Think Pacific, the mentors, the webinars and weekly briefings, the skills sessions, the resources, the guest speakers, the Q and A in some of the seminars, the interactivity on Facebook, social media, and that there was a "huge range of organisations to choose from".

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<sup>2</sup> The outcome measures are therefore primarily self-report subjective (see TASO, n. d. b).

<sup>3</sup> The module specification states that: "The Certificate in International Volunteering is committed to developing the key characteristics needed for students to succeed during your time at University and beyond".

<sup>4</sup> These took place in September 2020.

*Their communication with interns was great, everything was well organised and [they] were always available for help and guidance.*

*I believe the online content i.e. portal, guest speakers and mentor meetings worked very well. It helped create personal interaction and provide the intern with a variety of information and insights in a large amount. Therefore, I believe these should be continued as it is great to hear from previous interns and Think Pacific workers.*

One student spoke about the relaxed feel of the programme, and another about the impact of the partnership on both the Fijian businesses and the interns taking part:

*They should continue to keep the relaxed and friendly feel to the whole programme. It makes it a lot less daunting and engages you.*

*...helping Fijian businesses alongside in country educational experiences is an incredible pairing as both have incredible impact.*

Within the interviews, none of the interviewees gave a negative or equivocated response to the internship. Each clearly had a personalised, negotiated action project that delivered on what they were expecting within the capacities of each to partake in the work provided. Though there is a clear gap, as mentioned by Matthew and Maya, between the physical and virtual internships, and that the campfire, relaxed, moments were not possible in a digital setting, all interviewees appeared to be engaged with and responded well to the online content.

### 5.1 Most useful ways of learning

Overall, most students surveyed found the different ways of learning offered to be useful, with the mentor phone calls, online content and webinars identified as the three most useful ways of learning:

- Mentor phone calls: 10 students (76.9%) found these 'very useful' and 3 students (23.1%) found these 'useful'.
- Online content: 9 students (69.2%) found the online content 'very useful' and 4 students (30.8%) found the online content 'useful'.
- Webinars: 7 students (53.8%) found the webinars 'very useful' and 6 students (46.2%) found the webinars 'useful'.

The least useful ways of learning were the 'Group discussion with peers' and 'Feedback from Fijian organisations' with one student in each of these cases finding this way of learning 'not useful at all' and two students saying each of these was 'not applicable'. Feedback from 'Fijian organisations' is explored further in the section 5.9 below. For further details of the students' answers to this question see Appendix 3, post survey question 4.

### 5.2 Mentoring

One of the comments that all the interviewees kept mentioning was just how good Think Pacific's mentors were, and how this aided the interns in the success of the project. Rachel highlighted that her mentor helped steer her away from any issues and was able to guide her when things might have gone astray. Students spoke about how the mentors have steered them when needed, while also allowing them the freedom to explore their research subjects, and this appears to be a practice that has had an impact on the student experience. These students in the survey explained how their mentor had supported them:

*By constant communicating with my mentor this helped me develop my skills and by conducting the presentation, it helps provide experience and give me confidence for the future.*

*I struggled to narrow down my choices of my action project at the start, but after speaking to my mentor he helped me realise what I was more passionate about...*

*I really enjoyed being left to do my own research but having my mentor on call whenever I had questions... I also enjoyed sharing my progress every couple of weeks with my mentor as I was able to get feedback and generate more ideas when explaining parts of my project.*

When asked what worked well about the internship and what Think Pacific should continue to do, or do more of, this student replied:

*TP should also continue to recruit incredible mentors who are so honest and passionate about their experiences."*

### 5.3 Self-reflective journals

Every interviewee commented on the fact they engaged with and found their journals a useful tool for gaining deeper insights into the skills. Many of the students in the post-survey described that the reflective journal helped them to "keep on track", and to record their goals and achievements, and for some, it also was helpful for them to look back on their achievements and what they were learning:

*I enjoyed the opportunity of having a reflective journal as it helped me keep track of my progress and note down my goals, achievements, and challenges throughout the internship. I believe it was important to use this journal as it can help an individual make sure they are on the right track and use it to discuss any issues noted with their mentor at meetings.*

*It was a good way to organise our time and see what we were proud of.*

*It was nice to keep looking back at what I have done, learnt and improved on....  
It was a good way to set your goals and get you thinking about what you hope to achieve by the end of your project.*

Whilst some of the students described that the journal was helpful to prepare for mentor meetings, there was one student who said that the mentor meetings were more helpful for planning:

*I can see how it would be useful but I thought the mentor meetings were much more effective in reviewing the past week and planning for the next. I found myself filling it in for the sake of regurgitating it in meetings.*

It appears then, that using reflective journals as part of the internships has enabled students to gain deeper insights as part of the process, rather than simply allowing their experiences to go unpacked and is therefore a useful tool to use within such internships.

### 5.4 Trust

A theme highlighted in the interviews is the issue of trust that was placed in students to get the work done: while students had work pressures and life commitments, they all committed to and delivered their action projects. Maya and Beth stated that they fitted the internships around their full-time jobs, and used the trust placed in them to complete their projects with the provided resources. In turn, this demonstrated to students that when they live up to that trust organisationally, they will be treated with respect and given the room to develop.

### 5.5 Action research projects that suit the needs of the students

The internship allowed students to develop action projects that suited their own career and academic goals. Within the interviews, Matthew highlighted how he discovered a new area of business and research that will flow directly through from the internship into his studies, and this approach allowed him to develop ideas and skills that would otherwise have not existed in his map of the world. This tailoring of projects also allowed

students to explore the boundaries of their understanding, something which Rachel highlighted in the internationalisation of her education perspectives.

Many of the students in the post-survey talked about how much they had enjoyed the action research project, and that they liked that what they were doing would have an impact. Students also spoke about the skills that they learnt from the project and their passion and interest in what they were doing.

*It was a great project as we got to decide what we wanted to do so could pick something I was passionate about.*

*I found this experience not only motivating and interesting but more importantly rewarding. I chose this action project as I believed it provided the best opportunity to help develop my personal and academic interests and be applicable for my dissertation for my final year.*

*The action project was very fun to create. I enjoy researching, discussing things with my mentor and putting it all together. I enjoy the fact that I have the opportunity to create an impact.*

*I really enjoyed the action project as it was something I'd never done before. I now have experience of a new skill: project proposals.*

One student found the online webinars “really useful in providing as much information they could to develop a workable action project”, and another suggested the following improvement:

*It was good, however it would be nice to have some form of direct contact rather than having to talk to them through a mentor.*

This student also had a specific suggestion about how the action research projects could be improved:

*One thing I believe Think Pacific should do more off is the Skill series portal. Even though the current content is a great help, if possible, it would be great to have access to previous action projects from interns to provide help and inspiration for the current interns.*

## 5.6 Cultural exploration

A thread that ran through all the interviewees experience was their desire and willingness to both engage with Fijian culture and to actively use their action projects to affect positive change. They all learnt from their othering experiences, able to compare their British experiences in a virtual setting with those of their Fijian counterparts through the use of webinars and talks. Matthew said that it was the cultural aspects that he enjoyed most about the internships, above and beyond any career goals that he had at the outset of the project: indeed, for him it was a profound experience that broadened his map of the world and enabled a deeper understanding of global perspectives. The other students that were interviewed found the talks allowed for a more immersive Fijian virtual experience, and the exploration of culture helped ground the overall experience within a Fijian context.

This was also reflected in the survey responses, with the most common reason given for enjoying the internship being learning about Fijian culture. This was spoken about in general terms (learning about Fiji and its people for example) as well as learning about specific aspects of Fiji, such as marketing, attitudes towards mental health, and Bula Batiki. Students also enjoyed getting to know others, doing research, and completing their social action project.

*Getting to learn about Fiji and their culture while doing something to make a difference.*



*Getting to research the sustainable development goals in relation to Fijian culture.*

*Fiji is such a community focused place with extremely kind and welcoming people, and learning all of the history about their traditions was amazing!*

In addition, these students described how they enjoyed being inspired by the guest speakers, and developing their skills:

*The guest speakers including those in Fiji and TP alumni as they all had such different career paths which has really inspired me.*

*The whole experience was enjoyable from meeting new people to learning about a whole new culture and tradition, learning languages, gaining skills on presenting etc.*

### 5.7 The human factor matters

A thread that ran through each of the interviewees experience was a desire for a more connective approach to other students to allow networking and a deeper understanding of the issues at hand. Maya suggested that a bootcamp or an icebreaker approach would be good, as this will allow interns to both present themselves to the whole group, as well as fostering networking opportunities that could benefit all the projects. It is clear that while the interviewees were able to self-work and delivered action projects for their partners, they all felt that the holistic experience would have been richer had more connective elements been included. Beth pointed out that outside of the mentor chats and the Facebook groups it was difficult to see what was going on, so any additional opportunities to connect with fellow interns would bring clarity and opportunities that would not otherwise be there.

In the interviews, Matthew said that he found the 'Friday Fun' activity was a good way to meet others, and recommended that there were more opportunities for the interns to interact with staff in the live videos:

*Friday Fun... that was interactive if they can keep that up... that worked well...it made more people aware of Fijian culture and to interact with other people and Think Pacific staff.*

*Do online live videos in smaller groups so that you can have a speaking aspect from the interns to the TP staff rather than just going through the comments*

### 5.8 Feeling prepared for the internship

When asked in the survey, 'Did you feel fully prepared for the virtual internship?', nine of the students answered 'yes', and four answered 'no'. When asked to give their reasons for why they felt this way, there were a few students that felt prepared because of their own prior knowledge and experience, and for one student, a confidence in their ability. However the main reason that students gave for feeling prepared for the internship was due to communication from Think Pacific, and students cited a range of different communications here: the welcome guide, Facebook, the website, emails, that they were given, "resources and tools", and that "there was a lot of support from the TP coordinators and my mentor and I felt they were very approachable and easy to get in contact with if I needed to".

One student who said that they didn't feel prepared said that this was because they "didn't have a Facebook account" and another, "just because I was not sure of what would be asked for me to do for my action project".

Two of the students said that once they had started their internship that feeling unprepared was short-lived:

*I didn't know what to really expect but once it had started I felt happy and excited.*

*However, within the first week, all my previous worries were no longer, and I felt confident in my abilities to carry out the task provided.*

In the interview, Matthew spoke about how the sessions run by CenSCE, that were aimed at preparing students for the trip to Fiji, had helped him with this internship. He recommended that this could be a way to support future students, particularly with providing a background to the internship and getting to know other students prior to starting the internship:

*They had all of us in the room introducing everyone together, making everyone more comfortable with the other... volunteers and information they provided on Fiji and the volunteering scheme was really useful...so maybe a few online meetings or in person to give a brief introduction, a foundation.*

Matthew also recommended that if the internships are repeated next year, that students that have taken part in the TP internships this year share their experiences with these students:

*Maybe they (NTU) can get guest speakers who have done it and maybe these guest speakers can share their experiences with people who are interested just to give them a better insight of what is involved.*

#### 5.9 Different experience of feedback from organisations

The survey findings illustrated a difference of experience of feedback from the Fijian organisations. When students were asked how many hours a week they spent on feedback or support from Fijian organisations, 6 students (46.2%) said that they spent no hours a week on this, and 7 students (53.8%), that they spent 0-5 hours a week on this.

Perhaps because of this, there was a difference in how useful the students found feedback from Fijian organisations, with 6 students (46.2%) stating that this was 'very useful' or 'useful', 1 (7.7%) student that this was 'slightly useful', 3 students (21.1%) were neutral, 1 student that said that this was 'not at all useful' and two students (15.4%) answered N/A to this question.

This difference was also reflected in the students' answers to the question 'Can you tell us about your experience of working alongside Charity Trustees, Social Entrepreneurs, Government Advisors and Fijian Professionals?'. For those students that didn't have contact with their organisations, the webinars appeared to be helpful, with students describing the webinars as "motivating", "inspiring", and "insightful":

*I didn't work alongside any but found some of the webinars interesting where they were present.*

*We didn't work with them personally so I'm not sure how much this question is relevant but watching webinars by these individuals was a great way to learn more information and also find out what topics to cover and get ideas for action projects.*

*I found it incredibly insightful to hear from the various government advisors and entrepreneurs... I found it incredibly refreshing to learn from people who were clearly working for the benefit of the people they work on behalf of, rather than for an organisation and its' benefits.*

Some of the students here described the importance of their mentor and Think Pacific as a link between themselves and the organisation, for example in the case where there was less information about an organisation:

*I found the Think Pacific team very helpful, polite and supportive throughout the process. To be able to rely on them throughout this experience made it easier and more interesting as they allowed themselves to be the link between myself and [organisation name]... However, I wish the content provided from them [the organisation] was clearer and maybe some direct communication would have been appreciated, however, I can understand the challenge with this, and Think Pacific did a great job in providing a solution for this.*

These two students described that they didn't have contact with their organisations:

*I didn't really feel like I was working alongside them. More like I was completing a task they would see at some point.*

*I feel this part suffered, as I had a few questions for my organisation but were unable to get answers. TP tried to reach out, but didn't have much luck during my 8 weeks.*

#### 5.10 Student recommendations for improvement

When asked in the survey, 'Is there anything that you would recommend that Think Pacific improve about this internship?', the students primarily cited additions to the communications methods: the opportunity to ask follow up questions, more group activities and more interactive activities, more mentor calls, and more communication with the partner organisations and with the Fijians (although there was acknowledgment of the difficulty of this). One student recommended using an alternative to providing information on Facebook and another recommended "separate Facebook groups for 4 and 8 weekers", and one student recommended icons at the top of the webpage to help navigation.

Within the interviews, much of what could be improved comes down to the nature of virtual environments and getting used to using digital technologies in a pedagogical manner and the students in the interviews were acutely aware of both the opportunities and limitations of conducting internships in a virtual space. Most of the issues raised by students dealt with the human touch, which in turn was complicated by time zones (though none of the interviewed students cited this as a contributing factor to non-engagement by partners), the capacity of partner organisations, and time commitment by students due to work. While every student who was interviewed clearly benefited from the flexible approach that online learning brings to the internships, which will clearly benefit students who cannot engage in a typical 9-5 programme, the downside to this is that there is little room for responsive and two-way learning unless students have the ability to engage in the live sessions. This also raised the issue of partner organisations not directly engaging with students, and all the interviewees highlighted that this was something that they felt could be improved.

## 6 Does the TP internship contribute towards enhanced graduate attributes?

### Qualitative analysis

Students in the post survey were asked, 'Can you tell us what you set out to achieve from taking part in this internship and whether you feel you have achieved this?'. All of the students in the post survey, except one, felt that they had achieved what they had set out to achieve, and this latter student said that this was because he hadn't yet had feedback on his action research project:

*I set out to produce a [name] that would be used by the Fiji government. I'm not sure if this has been achieved yet.*

Many of the students cited skills as something that they had hoped to (and subsequently did) achieve including organisation, time-management, research, academic and personal skills, and public speaking and presentation skills. The second most common theme in

answer to this question was meeting others, networking, and being able to “*connect and meet new people*”. One student said that they had gained knowledge that they can transfer onto their Masters degree and another that they had learnt about global education. This student described that:

*I’ve learnt many new skills and really embellished some things I’ve learnt across my degree.*

The following student said that they had achieved their action research project and had learnt about what they don’t like in the process:

*I wanted to create a great action project that reflected my values and the organisation’s values and I do believe I did this! I also wanted to see whether I would like agency type marketing work and I came to the conclusion that it wasn’t my favourite - so it did teach me a lot for future reference as well which I am really grateful for.*

When asked about their experience of the internship these two students cited examples of what they had learnt from the internship that would benefit their future employability:

*Working on behalf of [organisation name] has really motivated me to get involved with the non-profit sector which I had never considered before - I have now gone on to become [a] Trustee!*

*In terms of [organisation name], it was a great opportunity to work for a such a big [organisation type] provider and even greater to help them with their challenges, gain information and an insight of how they work as a company in Fiji.*

In the interviews, it is interesting to note that each person drew on things that were personal to them, and there is a clear understanding that they have either developed new skills or put into practice pre-existing skills. Maya exemplified this by learning new classroom skills, and being able to put into practice resilience, time management, and communication skills that she had developed over the course of her degree. Likewise, Rachel points out that she grew in confidence across the internship, and utilised skills that she would not have otherwise gained outside the internship. Whilst every interviewee self-declared that they have developed new and existing skills, due to the virtual nature of the programme it is unclear at this point how transferable those skills will be in a workplace setting that is not virtual. A follow-up in 12 months’ time could potentially answer those questions, which in turn would establish the long-term benefit of digital internships that rely on self-assisted learning as their core methodology.

### Pre and post-survey quantitative analysis

The next section illustrates a comparison between the pre and post survey quantitative questions that asked the students about their employability skills.<sup>5</sup> Due to the small sample size, descriptive statistics only are reported upon<sup>6</sup>. Whilst this cannot show a causal link between the internship and students’ responses because there may be other factors that have caused this change, it does indicate that there has been some change in the students self-perception of their skills and attributes and where these have differed the most.

Table 1 below illustrates the mean scores from the pre and post survey for the following questions:

- I have good communication skills
- I have good leadership skills
- I have good team-working skills
- I have good digital skills

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<sup>5</sup> See Appendix 2: Pre-survey questions 6,7 and 8 and Post survey questions 14,15 and 17.

<sup>6</sup> Jamovi was used to perform the descriptive statistics.

- I have good reflection skills

A decrease in the mean value from the pre to the post survey indicates a self-perceived increase in that attribute or skill<sup>7</sup>.

	PRE POST	Good communication skills	Good leadership skills	Good team working skills	Good digital skills	Good reflection skills
Mean	POST	0.615	0.923	0.538	0.692	0.692
	PRE	0.538	0.923	0.538	0.846	0.538

**Table 1: Q6 pre-survey, Q 14 post-survey**

Table 2 below illustrates the mean scores from the pre and post survey for the following questions:

- I have a good understanding of the UN Sustainable Development Goals
- I have global references that I can use for my CV, Linkedin & job applications.
- I have the general skills that make people effective in employment
- I can provide an employer (or other interested party) with evidence of my general skills

	PRE POST	Good understanding SDG's	Global references	General employability skills	Employer evidence
Mean	POST	0.385	0.538	0.692	0.615
	PRE	1.38	2.08	0.923	0.846

**Table 2: Q7 pre-survey, Q 15 post-survey**

Table 3 below illustrates the mean scores from the pre and post survey for the following questions:

- How confident do you feel about securing a placement or graduate role in the future?
- If you are offered a placement or graduate role, how confident do you feel about entering a professional workplace?
- How confident do you feel about dealing with challenges or problems?

	PRE POST	Confidence securing role	Confidence entering workplace	Confidence dealing with challenges
Mean	POST	1.08	0.769	0.769
	PRE	1.54	0.846	0.846

**Table 3: Q8 pre-survey, Q17 post-survey**

<sup>7</sup> This is a decrease because of the numerical labels assigned to student responses within Jamovi in order for the descriptive statistics to be calculated (for example, 0=strongly agree, 1=agree).

These descriptive statistics are presented graphically for each question in Appendix 5 and are grouped according to the degree of change between the pre and post survey responses.

The findings illustrate that students were more likely to agree that: they had global references that they can use for their CV, LinkedIn & job applications; they have the general skills that make people effective in employment; they can provide an employer (or other interested party) with evidence of their general skills; and that they feel confident about securing a placement or graduate role in the future, after they had completed the virtual internship. Students were also more likely to agree that they had a good understanding of the UN Sustainable Development Goals.

There was a slight increase in the number of students who agreed that they had good digital skills and good team-working skills following the virtual internship, and a very slight change in those students that felt confident to deal with challenges or problems. There was no change in whether students felt that they had good leadership skills after the virtual internship. It is interesting to note that some of the students' perceptions of their skills and their confidence decreased after the internship, and this could also be because they have gained a better understanding of the skills and attributes required in the workplace due to the internship, or perhaps because there may have been less of an opportunity to develop these skills due to the virtual nature of the internship. Students were less likely to agree that they had good communication skills and good reflection skills and less likely to feel confident about entering a professional workplace.

An analysis of the responses to these questions by individual student illustrates that there were also varying degrees of change for the students<sup>8</sup>. Rachel, for example, shows a strong change from pre-to post survey responses. There was very little difference between Matthew's pre and post survey responses for these questions, however it can be seen from his qualitative responses in this report that he did feel that he has greatly benefited from the internship, so it is important that the quantitative data is viewed alongside the students' qualitative responses. Whilst there was no change in his response to the question "*I have global references that I can use for my CV, LinkedIn & job applications*" in the survey data, in the interview he spoke about the LinkedIn recommendation and reference he had been provided with by his internship mentor:

*I also appreciate the feedback from the Think Pacific staff... my mentor wrote me a recommendation on LinkedIn and she has sent me a brief reference for my CV so it is really good that they find the time to do that.*

## 7 Does the TP internship (or this type of delivery) particularly benefit widening participation (WP) students, or are there any particular barriers that these students face in taking part?

### 7.1 What would students be doing if they hadn't been doing the internship?

When students were asked what they would most likely have been doing if they hadn't gained a place on the internship, seven of the students said that they would have been working, two of the students said "*nothing*" and two, watching Netflix. Two students said that they would be looking for graduate roles or volunteering/job hunting. The following two students (both were in receipt of a bursary) explained how glad they were to gain this opportunity in the current Covid situation:

*I don't think I would have done much else other than applying to different internships and doing more research for my dissertation. I'm glad I did it so I don't have a gap for this summer on my CV as I most likely would've had because of Covid-19.*

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<sup>8</sup> Appendix 6 illustrates a comparison between the pre and post survey answers by each individual student.

*Well, due to the current of circumstances of Covid-19, there are very few and limited opportunities available at this present time. I am luckily enough to gain this internship as I believe if I did not, I would not be doing anything of great significance or importance.*

## 7.2 Was there anything that affected the students' ability to participate in the internship?

When students were asked in the survey, 'Was there anything that affected your ability to participate in the internship?' five of the students in the post survey said that working affecting their ability to participate (with two of these students swapping to the eight week internship) and one of these five students also citing caring responsibilities. Three of these students were in receipt of a bursary, one was not in receipt of a bursary, and one preferred not to share this information. When asked what additional help would have made the virtual internship easier, three students replied, "desk space", two said a "laptop", and one said "folders and a notebook". In addition a student said "Good internet, ICT skills, a quiet place to work", and another "I would have liked to have access to Photoshop throughout the internship because my uni account ran out halfway through the internship".

Three of the four interviewees had jobs alongside their internships, which caused issues with having to juggle time management over the four to eight weeks. Maya highlighted that she had to use her evenings and weekends to do the required internship work and ended up using recorded sessions instead of being able to participate during live webinars. Conversely, Matthew, who was not working, felt he was able to directly engage with the content as he accessed it live, which in turn he felt enriched his experience. This highlights that for the three students that were working, their work commitments potentially lessened the overall impact of the internships as the students could not commit as much as they otherwise could if they had not been in employment.

## 7.3 Flexibility

With the caveat that often the flexibility was needed due to work commitments, the virtual nature of the programme clearly allowed students who would not otherwise have been able to engage in a 9-5 project to get involved. This flexibility is a significant factor for opening up these opportunities to students, as the students that were interviewed that were in receipt of a bursary appeared to use the flexibility offered to deliver their action projects. These students, when asked in the post survey what worked well with the internship, talked about its flexibility:

*The consistency and variety of webinars with the weekly schedule and also having the webinars recorded which created flexibility*

*I think the guided independent learning and the fact that there were no restrictions on when you could do the work as long as it was all handed in at the end was great. It was super flexible that way and allowed for you to fit it in around your schedule.*

## 7.4 Providing an opportunity

Within the survey, some of the students spoke about the internship as an opportunity. For this (non bursary) student, she chose the action research project because of the opportunity it provided:

*It was also something I had thought about doing for years and this has given me the perfect opportunity to do it.*

This student (who was in receipt of a bursary) said that:

*If I hadn't have been supported by the university ...I wouldn't have been able to afford it.*



This student, (in receipt of a bursary), also spoke about affordability, suggesting that Think Pacific should continue to offer the virtual experience to ensure access for those that may not be able to afford to travel:

*The online virtual experience for people who can't always afford but still want to be a part of the experience should be kept.*

The following two students both expressed their thanks at the opportunity that they had gained:

*Thank you for offering me such a great opportunity (Pre survey – not in receipt of a bursary).*

*I would like to thank you for help providing and raising this opportunity for me. I am greatly appreciative that you have provided the funds for this internship, and I will always be grateful. It has been such a great experience and I have very much enjoyed it. It will be a huge help for my future goals (Post survey - in receipt of a bursary).*

## 8 Conclusion

Overall, the Think Pacific Virtual Internships appear to have been a success for NTU students. Every student has benefited from their experiences over the course of the summer, and as such it is recommended that NTU continue to build on their partnership with Think Pacific.

It is clear that there is potential for students who cannot physically engage with student abroad programs in person to particularly benefit from virtual internships. Indeed, groups such as parents and carers, disabled students, mature students, and WP students will have access to a rich vein of content and connections than may not otherwise be accessible to them.

In summation, it is clear that NTU and Think Pacific have delivered what they have set out to achieve, and while there are areas that can be evolved and developed, there are no glaring issues that students wished they could have changed.

*I thought it was brilliant and all the staff at Think Pacific were so helpful, passionate and concise with their delivery which really made it a pleasure to be a part of.*

## 9 Recommendations

In addition to the specific suggestions made by students in section '5.10 Student recommendations for improvement' the following recommendations are made:

- NTU to consider running a session prior to the internship that provides a background to the internship and offers students the opportunity to get to know other students.
- To facilitate the marketing of future internships, especially in order to draw a greater diversity of students (including WP students), students should be approached to provide written/video testimonies through which future students can see themselves in the programs.
  - This enables students to relate with prior participants and feel that people like them are both wanted and valued on these programs.
  - By using a diverse range of students (including widening participation students) it broadens the appeal of the programs and reinforces the message that NTU/TP actively want those students to engage with the



programs.

- Utilise one singular platform for content delivery, curation, and interaction, as having a plethora of digital platforms dilutes the effectiveness of the interns coming together.
  - Some students only use one platform, or do not use others (such as Facebook), so by centralising internships on one platform you can both foster a sense of community and ensure that all information is centralised for students to access as they need.
  - This will become more critical as digital working practices are further embedded within work culture. At present, there are a multitude of platforms, ranging from Teams to YouTube to Zoom that providers use to both deliver content and connect employees/interns. A fractal approach means that people have to learn multiple systems, keep track of different platforms with differing content, and there is no centralised way of keeping check on what data is being stored where. This has implications for both data security and work effectiveness.
  - Certain platforms are not available in certain countries, and certain countries use different platforms as part of their cultural flow. As such, by relying on a multitude of platforms for content delivery there is a risk that certain students could be shut out of the conversation, and in turn risks failing to achieve a project's objectives.
  - Cost implications, in as much that a plethora of platforms risk both upfront additional costs to access the technology and capacity issues for staff who have to monitor and train across multiple platforms.
- Consider the global nature of Think Pacific's projects for use in internationalising NTU students' networks
  - A key benefit of the physical Fijian experience is being able to collaborate and build connections with international students, and this is one of the key Think Pacific USPs. By making the internships virtual, a critical function of this would be to enable students from around the world to network and collaborate, and while time zone issues are a factor, by utilising the right platform both NTU and TP can maximise those opportunities.
  - Indeed, by maximising these networking opportunities NTU students will establish their own personal global networks through which they can build their personal brand, employability, and find work opportunities that would otherwise be out of reach. This is especially critical for WP students who may not have the ability to connect on a global level, as even being digital natives, it is hard to build a personal network beyond personal horizons.
- The student voice is included in any proposed future developments of the internships such as using a student panel.
- It is recommended that where possible, students are given feedback on the impact of their work on organisations. Where this isn't possible, that students' expectations of feedback are managed, along with communication about reasons why gaining feedback from organisations may be difficult. If, for example, in reality the organisation may take elements of each of the projects rather than choose one project, that this is communicated to students that this may be the case and that this is still valuable to the organisation.
- Create campfire experience.
  - Create a project that draws students from across the university to have to develop and flesh out.

- Students are looking to build their international networks, and a significant reason for getting WP students (and a diverse range of students) engaged in virtual internships is to build the networks they would otherwise not be able to afford or have time to build.
  - Develops networking skills and helps increase students map of the world through othering them within different cultures.
  - Consider ways that NTU can support TP to implement this, such as a brief for Nottingham Business School students to propose how to create a campfire experience for students.
- Entrepreneurial skills will become increasingly important for students due to Covid and as such, any internship should consider if these skills are being utilised through the internship, and promoted effectively.
  - There are different ways that Think Pacific could be marketed such as: developing employability/entrepreneurial skills; and as a cultural exchange.
  - Conduct a longitudinal research project to evaluate the long-term effect of online internships, especially to see the effect they have versus physical internships.

## 10 References

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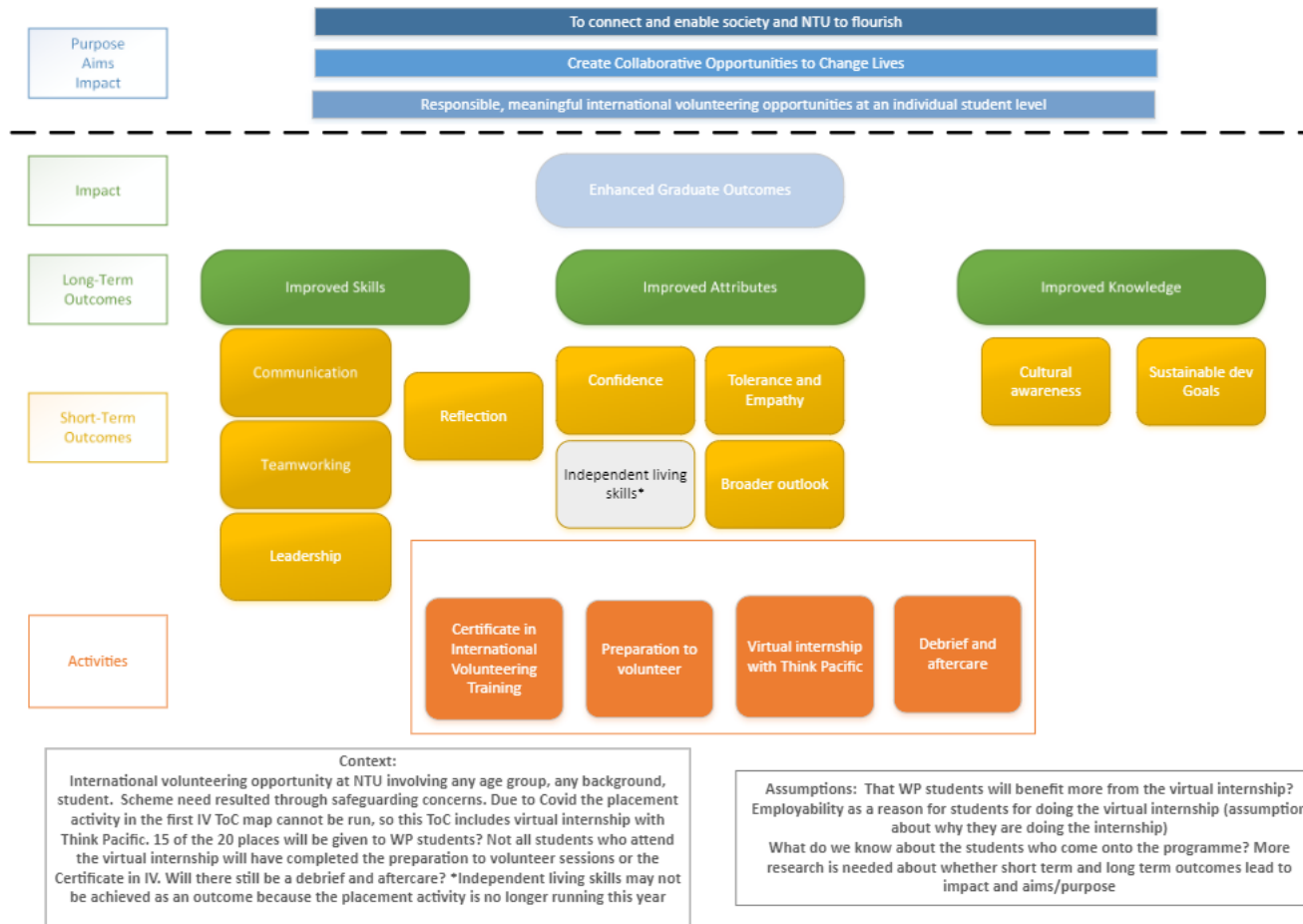
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## 11 Appendices

### Appendix 1: NTU International Volunteering Theory of Change Map



## Appendix 2: Think Pacific Virtual Internship Surveys

### Pre-internship questionnaire

#### INTRODUCTION

We hope you will enjoy the Think Pacific Virtual Internship. We would like to ask you a few quick questions such as why you have chosen to take part. We will then ask you these questions again after the internship with some additional questions about your experience. Your anonymised answers will be used to improve the internship experience for future students so please do be honest and give as much detail as possible.

#### ABOUT YOU AND THE INTERNSHIP

1 Name (your identity will be kept anonymous when we report the findings)

2 What is your NTU Student number (eg N0123456) This will also not be reported in the findings, as your identity will be kept anonymous.

3 Can you tell us why you chose to take part in this internship?

4 Can you tell us what you hope to achieve from taking part in this internship?

5 Do you hope that taking part will impact your future career prospects (such as personal skills, professional skills, or work experience)? Yes/No

5a If yes, can you tell us in what way you hope it will impact your future career prospects

6 Please can you rate the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have good communication skills					
I have good leadership skills					
I have good team-working skills					
I have good digital skills					
I have good reflection skills					

7 Please can you rate the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have a good understanding of the UN Sustainable Development Goals					

I have global references that I can use for my CV, LinkedIn & job applications.					
I have the general skills that make people effective in employment					
I can provide an employer (or other interested party) with evidence of my general skills					

8 Please can you rate the following statements:

	Very confident	Confident	Neutral	Not very confident	Not at all confident
How confident do you feel about securing a placement or graduate role in the future?					
If you are offered a placement or graduate role, how confident do you feel about entering a professional workplace?					
How confident do you feel about dealing with challenges or problems?					

9. What are you most looking forward to about taking part in the internship?

10 Is there anything else that you would like to tell us?

11 We would like to conduct further research to better understand whether there are any long-term benefits to taking part for students so if possible we would like to follow your progress. Do you give permission for your average engagement, course marks, enrolment and employment status and demographic data (such as age and NTU bursary status) to be accessed from University records and incorporated anonymously with other research findings? If you do, please tick the box below.

I agree to allow my average engagement, course marks, enrolment and employment status and demographic data (such as age and NTU bursary status) to be accessed from University records and incorporated anonymously with other research findings

12 Would you be happy to be contacted with an invitation to take part in further research into the impact of the internship (such as a phone interview or virtual focus group)?  
Yes/No

**Thank you for taking the time to complete this questionnaire**

## **Post internship questionnaire**

### **INTRODUCTION**

We hope you enjoyed the Think Pacific Virtual Internship. We would like to ask you the same questions that we asked you before the internship, with some additional questions about your experience. Your answers will help to improve the internship experience for future students so please do be honest and give as much detail as possible.

### **YOUR EXPERIENCE OF THE INTERNSHIP**

1 Name (your identity will be kept anonymous when we report the findings)

2 What is your NTU Student number (eg N0123456) This will also not be reported in the findings, as your identity will be kept anonymous.

3 Can you tell us what was the most enjoyable aspect of the internship and why?

4 How useful did you find the following ways of learning?

	Very useful	Useful	Neutral	Slightly useful	Not at all useful	N/A
Webinars						
Online content						
Live Q and A						
Group discussion with peers						
Mentor phone calls						
Self directed learning						
Think Pacific private Facebook group						
Feedback from Fijian organisations						

5 Were there any other ways of learning not listed here that you found useful? Yes/No. If yes, please can you tell us about this here.

6 Can you tell us how many hours a week you spent on each of these activities:

	None	0-5 hours	6-10 hours	11-15 hours	16-20 hours	21+ hours
Webinars						
Online content						

Live Q and A						
Group discussion or other collaboration with peers						
Mentor phone calls						
Self directed learning						
Think Pacific private Facebook group						
Feedback or support from Fijian organisations						

6a If you spent time on any other learning activities than those above can you tell us about them here, and how many hours a week you spent on each of them

7 Can you tell us about your experience of the action project?

8 Can you tell us about your experience of completing the internship reflective journal?

9 Can you tell us about your experience of working alongside Charity Trustees, Social Entrepreneurs, Government Advisors and Fijian Professionals?

10 The standard cost of the virtual internship is £495. Can you tell us whether you feel that the internship is value for money? Yes/No

10a Can you tell us why you gave this answer?

11 Is there anything that you would recommend that Think Pacific improve about this internship?

12 Can you tell us what you think worked well about the internship that Think Pacific should continue to do, or do more of?



#### ABOUT YOU AND THE INTERNSHIP

13 Can you tell us what you set out to achieve from taking part in this internship and whether you feel you have achieved this?

14 Please can you rate the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have good communication skills					
I have good leadership skills					
I have good team-working skills					
I have good digital skills					
I have good reflection skills					

15 Please can you rate the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have a good understanding of the UN Sustainable Development Goals					
I have global references that I can use for my CV, LinkedIn & job applications.					
I have the general skills that make people effective in employment					
I can provide an employer (or other interested party) with evidence of my general skills					

16 Are there any other skills or attributes not listed above that you have developed as a result of the internship? Yes/No

If yes can you tell us about these here

17 Please can you rate the following statements:

	Very confident	Confident	Neutral	Not very confident	Not at all confident
How confident do you feel about securing a placement or graduate role in the future?					
If you are offered a placement or graduate role, how confident do you feel about entering a professional workplace?					
How confident do you feel about dealing with challenges or problems?					

18 We would like to find out more about why you chose your action project. Please can you rate the following statements...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I chose the action project because it is related to my current area of study					
I chose the action project because it is related to my future career aspirations					
I chose the action project because it is related to my personal interests					

18a If there are any other reasons that you chose your action project please can you tell us more about this here...

19 Did you feel fully prepared for the virtual internship? Yes/No

19a Can you tell us why you gave this answer?

20 Was there anything that affected your ability to participate in the internship?

Yes/no

20a If yes, can you tell us more about this?

21 Is there anything that you would recommend to help prepare students to take part in online/remote placements in the future?

22 Can you tell us about any additional help that would have made the virtual internship easier? (for example support toolkit, laptop, desk space?)

23 We would also like to find out more about what you may have done during this time if you weren't taking part in the Think Pacific Virtual Internship. Can you tell us what you would most likely have been doing if you hadn't gained a place on the internship?

#### CLOSING QUESTIONS

24 Is there anything that we haven't asked that you would like to tell us?

25 We would like to conduct further research to better understand whether there are any long-term benefits to taking part for students so if possible we would like to follow your progress. Do you give permission for your average engagement, course marks, enrolment and employment status and demographic data (such as age and NTU bursary status) to be accessed from University records and incorporated anonymously with other research findings? If you do, please tick the box below.

I agree to allow my average engagement, course marks, enrolment and employment status and demographic data (such as age and NTU bursary status) to be accessed from University records and incorporated anonymously with other research findings

26 Would you be happy to be contacted with an invitation to take part in further research into the impact of the internship (such as a phone interview or virtual focus group)?  
Yes/No

**Thank you for taking the time to complete this questionnaire**

### Appendix 3: Post survey responses – additional survey detail not included in report

4 How useful did you find the following ways of learning?

	Very useful	Useful	Slightly useful	Neutral	Not at all useful	N/A
Webinars	7 students (53.8%)	6 students (46.2%)				
Online content	9 students (69.2%)	4 students (30.8%)				
Live Q and A	6 students (46.2%)	5 students (38.5%)		1 student (7.7%)	1 student (7.7%)	
Group discussion with peers	2 students (15.4%)	4 students (30.8%)		4 students (30.8%)	1 student (7.7%)	2 students (15.4%)
Mentor phone calls	10 students (76.9%)	3 students (23.1%)				
Self directed learning	5 students (38.5%)	8 students (61.5%)				
Think Pacific private Facebook group	4 students (30.8%)	8 students (61.5%) found this 'useful'	1 student (7.7%)			
Feedback from Fijian organisations	2 students (15.4%)	4 students (30.8%)	1 student (7.7%)	3 students (21.1%)	1 student (7.7%)	2 students (15.4%)

There were no other ways of learning not listed here that students said that they found useful.

6 Can you tell us how many hours a week you spent on each of these activities:

	None	0-5 hours	6-10 hours	11-15 hours	16-20 hours	21+ hours
Webinars		8 students (61.5%)	4 students (30.8%)	1 student (7.7%)		
Online content		6 students (46.2%)	5 students (38.5%)	1 student (7.7%)	1 student (7.7%)	
Live Q and A		13 students (100%)				
Group discussion or other collaboration with peers	3 students (23.1%)	10 students (76.9%)				
Mentor phone calls		13 students (100%)				
Self directed learning		1 student (7.7%)	5 students (38.5%)	5 students (38.5%)	2 students (15.4%)	
Think Pacific private Facebook group	1 student (7.7%)	11 students (84.6%)	1 student (7.7%)			

Feedback or support from Fijian organisations	6 students (46.2%)	7 students (53.8%)				
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There were no answers to the question 'If you spent time on any other learning activities than those above can you tell us about them here, and how many hours a week you spent on each of them'

17 Please can you rate the following statements:

	Very confident	Confident	Neutral	Not very confident	Not at all confident
How confident do you feel about securing a placement or graduate role in the future?	3 students (23.1%)	6 students (46.2%)	4 students (30.8%)		
If you are offered a placement or graduate role, how confident do you feel about entering a professional workplace?	5 students (38.5%)	6 students (46.2%)	2 students (15.4%)		
How confident do you feel about dealing with challenges or problems?	4 students (30.8%)	8 students (61.5%)	1 student (7.7%)		

18 We would like to find out more about why you chose your action project. Please can you rate the following statements...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I chose the action project because it is related to my current area of study	3 students (23.1%)	7 students (53.8%)	3 students (23.1%)		
I chose the action project because it is related to my future career aspirations	4 students (30.8%)	3 students (23.1%)	4 students (30.8%)	2 students (15.4%)	
I chose the action project because it is related to my personal interests	8 students (61.5%)	4 students (30.8%)	1 student (7.7%)		

19 Did you feel fully prepared for the virtual internship?

9 students (69.2%) answered yes, that they felt fully prepared for the virtual internship, and 4 students (30.8%) said no.

20 Was there anything that affected your ability to participate in the internship?

5 students (38.5%) said yes, there was something that affecting their ability to participate in the internship, and 8 students (61.5%) answered no to this question (Q20 post survey)

## **Appendix 4: Interview questions**

### **Introduction questions**

1 What did you enjoy most about taking part in the internship and why?

2 Can you tell us why you chose to take part in the internship?

### **Exploring experiences and impact**

3 Have your experiences changed you as a person?

If yes, can you explain in what way?

- *Prompt - is there anything that you have learnt about yourself?*
- *Prompt more or less confident for example in your skills/attributes?*

4 Have you developed any personal qualities, capabilities or skills as a result of the internship? If yes can you say in what way?

- *Prompts*
  - *Skills: research skills, reflection, communication, teamworking, leadership, critical thinking*
  - *Personal qualities/attributes: confidence, resilience, outlook on life, tolerance/empathy?*
  - *Knowledge – cultural awareness? Sustainable development goals?*
  - *Commercial awareness and business acumen? The world of work and what that would look like?*

5 Have any of these qualities, capabilities or skills helped you in your subsequent academic work? If you haven't yet done any academic work, are there any of these qualities, capabilities or skills that you plan to use these in your academic work?

- *Prompts:*
  - *Q4 skills and attributes prompts*
  - *Engagement - Engagement with university work? Sense of belonging/community with university?*

6 Have you used this internship for your placement requirements or module requirements for work life experience?

7 To what extent have you developed commercial awareness of the volunteering sector?  
*Idea here is to explore volunteering as future career destination, awareness of this as sector, how such organisations are run*

8 Have your experiences influenced your thinking about your future possible career and what you might like to do in the future?

If yes, can you explain in what way?

9 Can you tell us about any challenges that you faced in taking part and how we can support students with these in future?

10 Can you tell us what times of the day worked best for you to do this work? And days of the week?

Did you find that the time difference affected your engagement with the Think Pacific partners in any way? If yes can you tell us more about this/what would help?

### **Exploring interactive/community/engagement aspects of internship**

11 Think Pacific have aimed as much as possible to provide an experience as close to an actual (rather than virtual) experience as possible. How much of an immersive experience did you find the internship?

*Ask about both their experience of Think Pacific and the extent to which they had an immersive experience with the organisations they were working with.*

*What worked well to provide this immersive experience? With Think Pacific? And with the organisations?*

*Can you suggest other ways that think Pacific can do this? With Think Pacific? And with the organisations?*

*How can the internship be more engaging, more interactive?*

12 Can you tell us about how you felt about the peer-to-peer opportunities that were part of the internships? What worked well? What could be improved?

*Examples of peer-to-peer = group work/collaborations with others*

*How did you find the social aspect/meeting and working with others?*

### **Closing questions**

13 If you were to do it all again, what would you do differently and why?

14 Is there anything that we haven't asked that you would like to tell us about your experience?

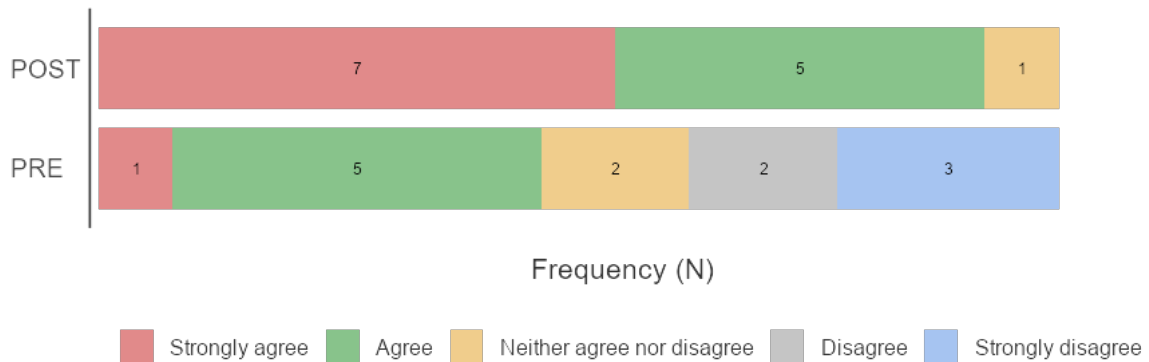
### **CLOSING COMMENTS....**

Is there anything else that you would like to say before we finish the interview?

## Appendix 5

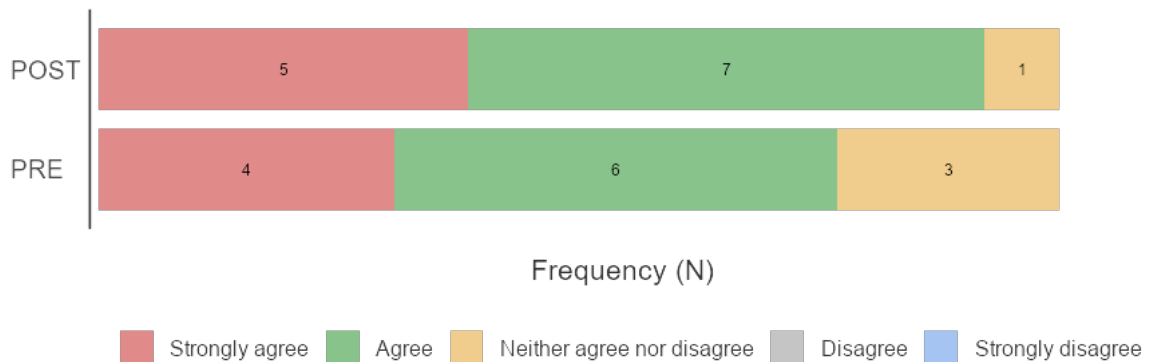
These descriptive statistics are grouped according to the degree of change between the pre and post survey responses.

### Global references



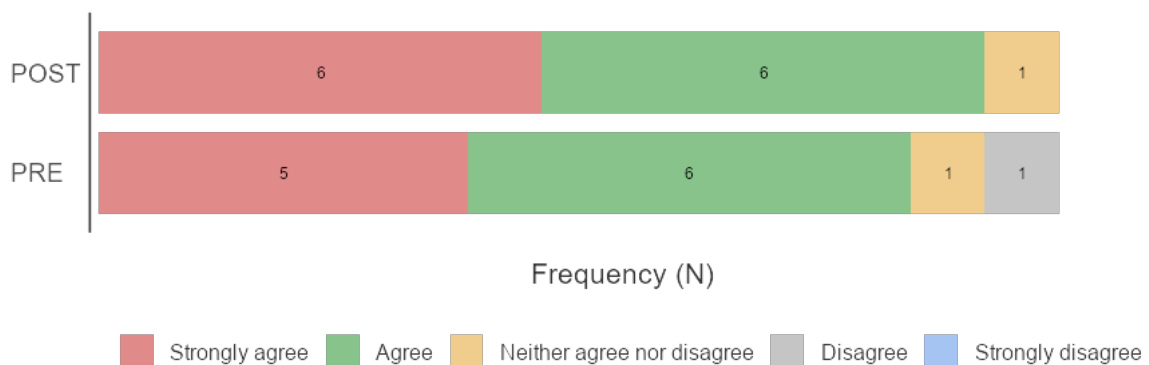
**Figure 1: I have global references that I can use for my CV, LinkedIn & job applications**

### General employability skills



**Figure 2: I have the general skills that make people effective in employment**

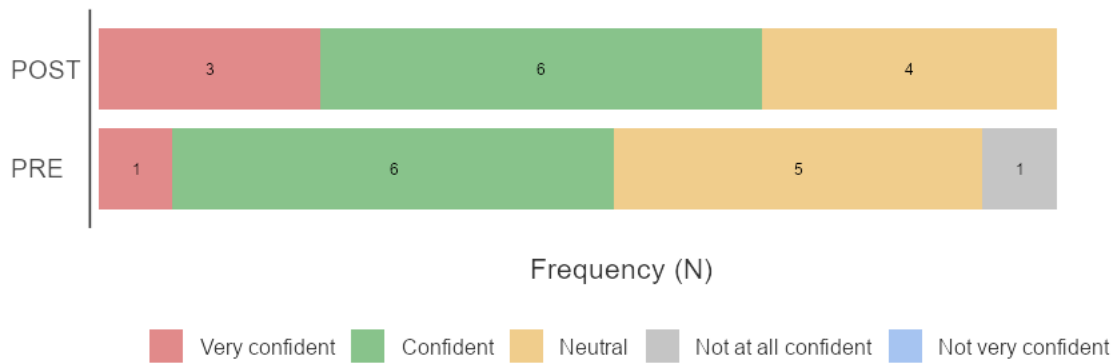
### Employer evidence



**Figure 3: I can provide an employer (or other interested party) with evidence of my general skills**

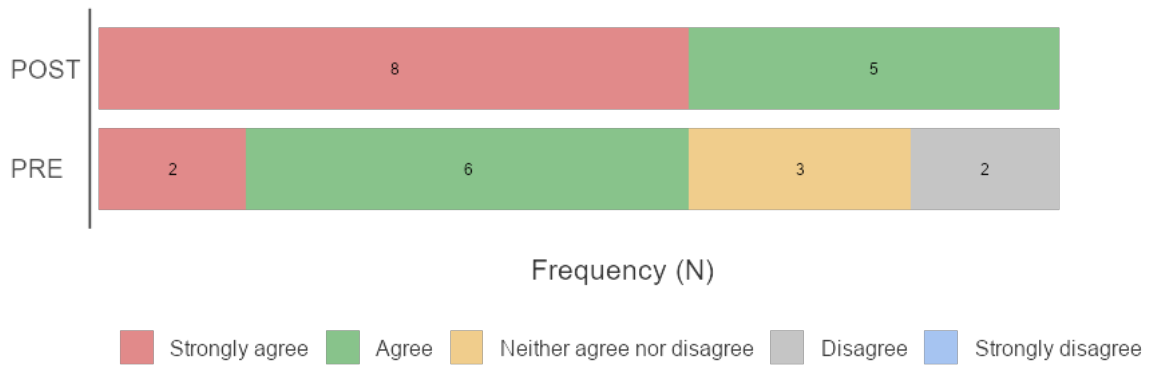


#### Confidence securing role



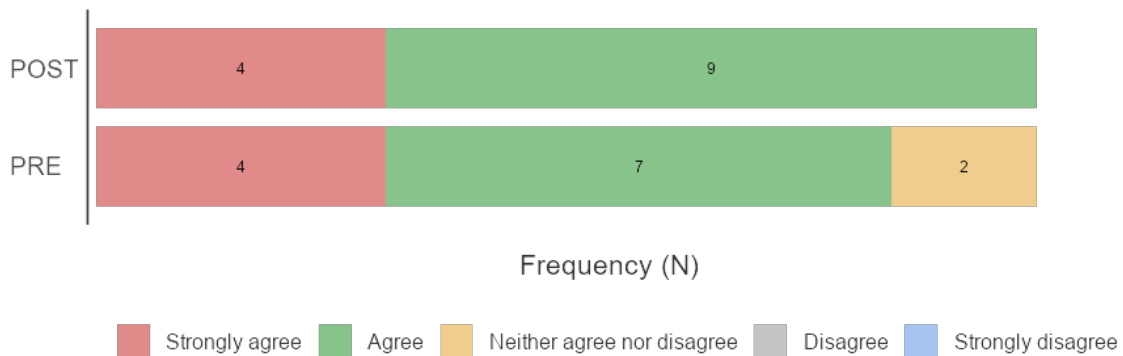
**Figure 4: How confident do you feel about securing a placement or graduate role in the future?**

#### Good understanding SDG's



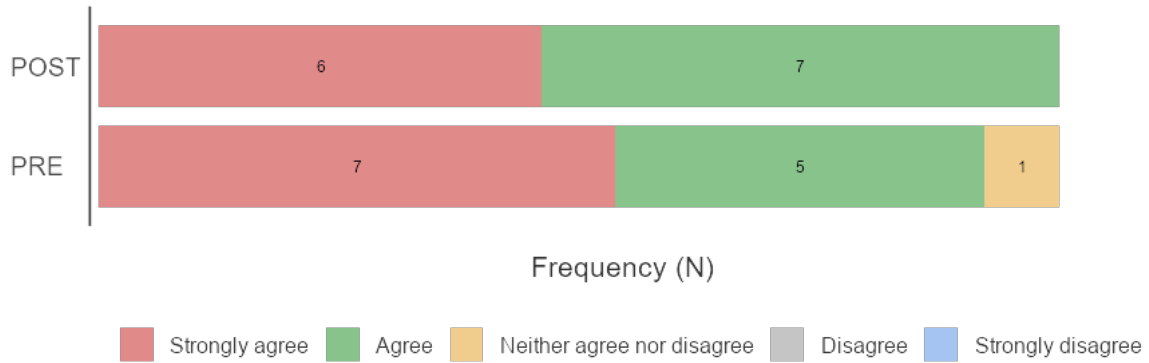
**Figure 5 I have a good understanding of the UN Sustainable Development Goals**

#### Good digital skills



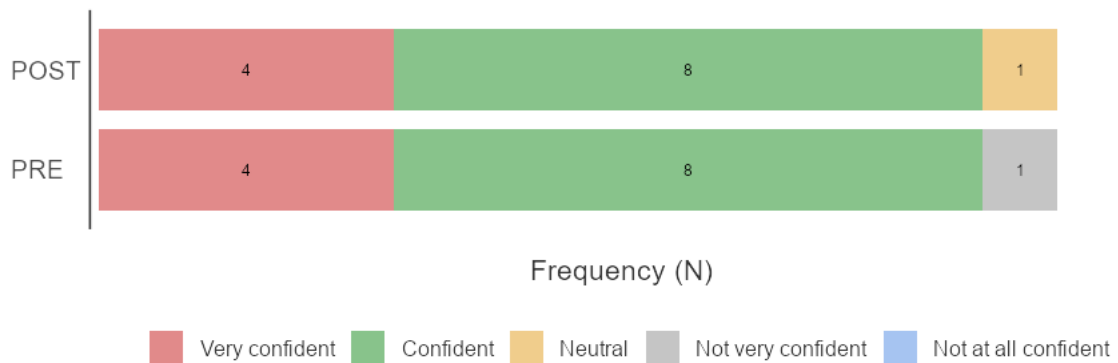
**Figure 6: I have good digital skills**

### Good team working skills



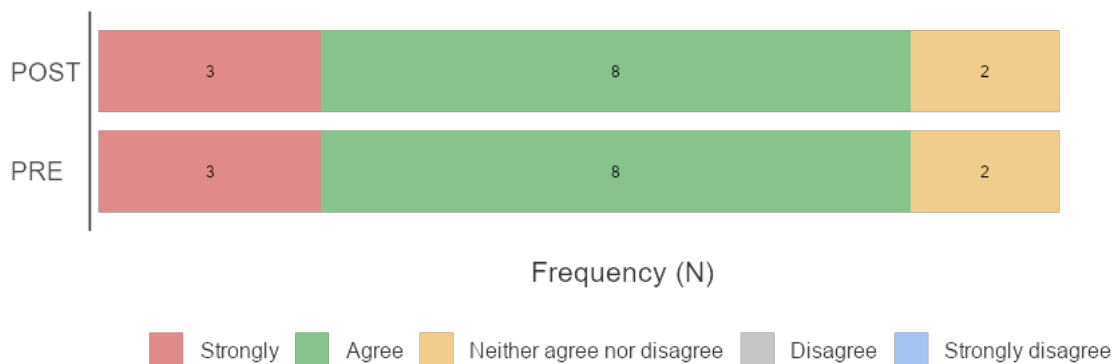
**Figure 7: I have good team-working skills**

### Confidence dealing with challenges



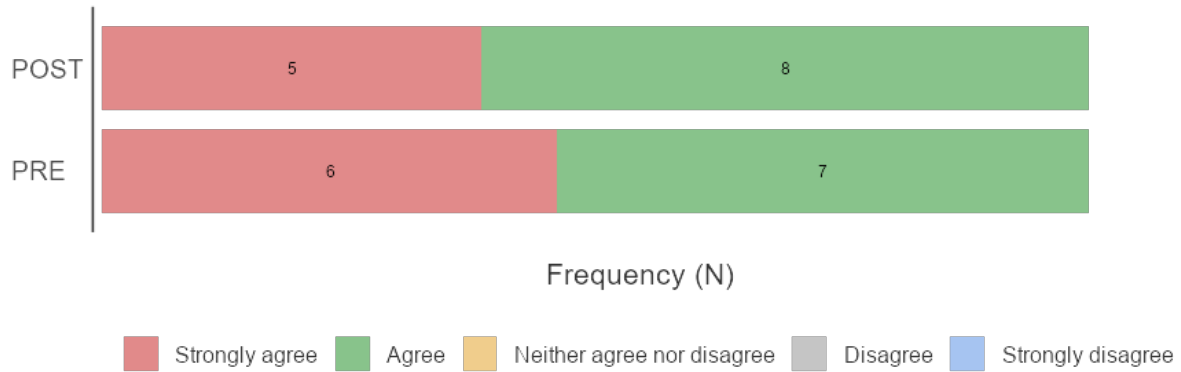
**Figure 8: How confident do you feel about dealing with challenges or problems?**

### Good leadership skills



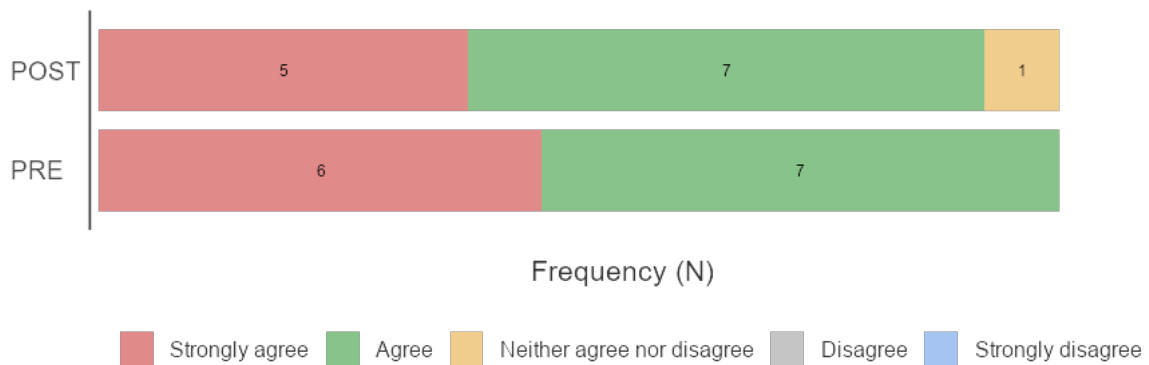
**Figure 9: I have good leadership skills**

### Good communication skills



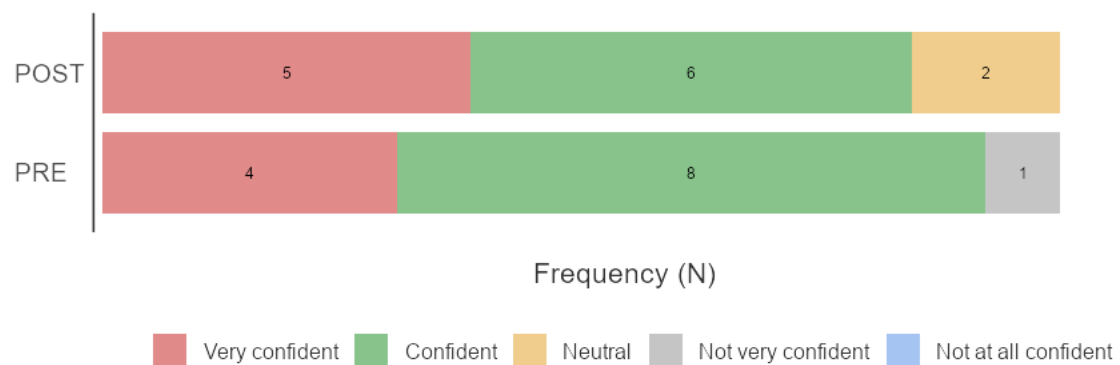
**Figure 10 I have good communication skills**

### Good reflection skills



**Figure 11: I have good reflection skills**

### Confidence entering workplace



**Figure 12: If you are offered a placement or graduate role, how confident do you feel about entering a professional workplace?**

**Appendix 6: Comparison between the pre survey questions 6, 7, and 8 with post survey answers to questions 14, 15, and 17.**

	6.1. I have good communication skills	6.2. I have good leadership skills	6.3. I have good team-working skills	6.4. I have good digital skills	6.5. I have good reflection skills	7.1. I have a good understanding of the UN Sustainable Development Goals	7.2. I have global references that I can use for my CV, LinkedIn & job applications.	7.3. I have the general skills that make people effective in employment	7.4. I can provide an employer (or other interested party) with evidence of my general skills	8.1. How confident do you feel about securing a placement or graduate role in the future?	8.2. If you are offered a placement or graduate role, how confident do you feel about entering a professional workplace?	8.3. How confident do you feel about dealing with challenges or problems?	Overall quantified change
Amalia	-1	0	0	1	0	0	2	1	0	1	1	1	6
Fara	0	1	0	0	0	0	0	0	0	0	-1	-1	-1
Natalie	0	0	0	0	0	1	1	0	0	0	1	1	4
Alison	0	0	0	0	0	1	4	1	1	0	0	0	7
Fatima	0	0	0	0	1	1	0	1	0	2	0	0	5
Beth	0	0	0	0	0	3	4	0	0	0	0	0	7
Maya	0	0	-1	0	0	1	2	1	1	1	1	1	7
Matthew	0	0	-1	0	0	0	0	0	0	0	0	0	-1
Rachel	1	1	1	1	0	1	3	0	0	1	1	0	10
Ryder	-1	-1	0	0	-1	2	-1	-1	0	0	0	0	-3
Zoe	0	-1	0	0	-1	1	2	1	0	0	-1	0	1
Ibala	0	1	1	0	-1	1	2	0	1	2	1	1	9
Abby	0	-1	0	0	0	1	1	-1	0	0	-1	-1	-2
Total	-1	0	0	2	-2	13	20	3	3	7	2	2	

The table above illustrates a comparison between the pre and post survey answers of questions that asked the students about their employability by individual student. The numbers represent whether there was an increase or decrease in the student's answers, with 1 point for each increment, or example: Agree to Strongly Agree = 1, Strongly Agree to neutral = -2, Disagree to Agree = 2, Strongly Disagree to Strongly Agree = 4 .

Questions 6,7, and 8 in the pre-survey were repeated as questions 14, 15, and 17 in the post survey.

A two stage approach was used to analyse these questions by individual student as explained here:

I took the first five post-survey respondents and conducted a case study for each one using the following two stage approach to analyse the three project outcome questions posed:

1) Copied and pasted the pre- and post-data for an individual respondent into a blank Excel tab, removing extraneous data that was not required for analysis. This allowed for direct comparison between pre- and post-responses, and quick analysis of any themes that came up across multiple respondents

2) Copied and pasted sections 6, 7, and 8 of the pre-survey to correspond with sections 14,15, and 17 of the post survey. I then scored the increase, or decreased, in respondent's answers between the pre- and post-surveys, with 1 point for each increment – i.e. Agree to Strongly Agree = 1, Strongly Agree to neutral = -2. Every score was then added up to find the overall quantified change between the pre- and post-survey responses. This figure was then used to aggregate out an overall quantified change for the five case studies in the meta-analysis. This quantified change is a qualitative figure due to the subjective nature of the responses given by each respondent, and is meant to correlate personal perception of their perceived changes pre- and post-internship. It should not be construed as an objective quantitative change marker.

The following is an example of the analysis from Fatima's survey responses:

	6.1. I have good communication skills	6.2. I have good leadership skills	6.3. I have good team-working skills	6.4. I have good digital skills	6.5. I have good reflection skills	7.1. I have a good understanding of the UN Sustainable Development Goals	7.2. I have global references that I can use for my CV, LinkedIn & job	7.3. I have the general skills that make people effective in employment	7.4. I can provide an employer (or other interested party) with evidence of my general skills	8.1. How confident do you feel about securing a placement or graduate role	8.2. If you are offered a placement or graduate role, how confident do you feel about entering a professional workplace?	8.3. How confident do you feel about dealing with challenges or problems?
	Agree	Strongly agree	Strongly agree	Strongly agree	Agree	Neither agree nor disagree	Strongly agree	Agree	Strongly agree	Neutral	Very confident	Very confident
14. Please can you	14.1. I have good communication skills	14.2. I have good leadership skills	14.3. I have good team-working skills	14.4. I have good digital skills	14.5. I have good reflection skills	15.1. I have a good understanding of the UN Sustainable Development Goals	15.2. I have global references that I can use for my CV, LinkedIn & job	15.3. I have the general skills that make people effective in employment	15.4. I can provide an employer (or other interested party) with evidence of my general skills	17.1. How confident do you feel about securing a placement or graduate role	17.2. If you are offered a placement or graduate role, how confident do you feel about entering a professional workplace?	17.3. How confident do you feel about dealing with challenges or problems?
	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree	Very confident	Very confident	Very confident
Change	0	0	0	0	1	1	0	1	0	2	0	0
Quantified change	5											