



Teaching and lecturing internships – a case study from a UK university

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ABSTRACT

This case study outlines the delivery and evaluation of a teaching and lecturing internship on an undergraduate Health and Social Care degree at a UK-based university.

Interns were recruited from the second and third years of the degree programme. Successful applicants were allocated an experienced academic mentor who they worked with on a module over a 12-week period. Following appropriate training, interns completed 30-50 hours of teaching/teaching-related activities. There have been two cohorts to the internship; three students successfully completed from cohort one, and five from cohort two.

Internship evaluation was positive. Interns emphasised the importance of preparation before starting the internship, and of ongoing training and support. The academic mentor role was viewed as central to developing confidence and personal growth for interns. A key strength of the internship was the breadth of teaching-related opportunities that it offered. Interns developed a wide range of transferable teaching-related skills and felt more work-ready.

This internship was delivered in a face-to-face teaching environment; in future the key features of the internship could be applied to a blended or online teaching environments. Given the success of this internship there is scope for its key features to be replicated across other degree courses both at the host university and at other higher education institutions.

The completion of two cohorts of the internship has led to the development of the T^RE^NT model. The model, Training, Reflection, Education, Nurturing and Teaching draws together key components which were identified by interns and academic mentors as contributing to the success of the internship.

Keywords: Internship, employability, co-creation, student-staff partnership/relationship, teaching

Introduction and background to case study

This case study presents the findings from a teaching and lecturing internship on an undergraduate Health and Social Care degree at Nottingham Trent University [NTU] in the UK. From 2018, a student teaching and lecturing internship was developed and implemented to improve the employability attributes and academic skills of students. The initial idea for the internship came from a discussion between the course leader and a third-year student who wished to gain work experience for her future career aspirations as a lecturer. This conversation prompted consideration of how far the course itself could be a vehicle for experiential learning opportunities.

The internship allowed students to obtain purposeful work experience under the supervision of an experienced academic mentor who was a module leader in the course team. Student interns worked with their mentor to provide input into lectures and seminars. This included a variety of teaching-related activities such as developing learning objectives, planning a session, and both designing and delivering activities during a lecture. All interns delivered a short, micro-teach session to fellow interns and mentors at the end of the initiative and received full feedback on the content and delivery of their presentation.

The internship provided Health and Social Care students with valuable experience when applying for teaching and lecturing positions. Additionally, the internship was developed to enable students to develop transferable skills such as presenting, and to enhance skills specific to teaching and lecturing such as lesson planning. It is established that the development of graduate employability skills, alongside subject knowledge, enhances graduates' success in gaining employment (Saunders & Zuzel, 2010; Paterson, 2017). Higher education institutions (HEIs) have a responsibility to support students to gain skills which are transferable to employment, and the Health and Social Care internship is a creative approach to improving employability attributes and developing graduate skills.

Binder et al. (2015) document the positive impact of course internships for student achievement in relation to degree classification, with academic benefits identified for students deemed as both advantaged and disadvantaged. This large-scale study documents the significance of implementing a course internship as the chance of achieving a 'top degree' can be doubled for students undertaking an internship (Binder et al., 2015). The course sought to improve employability outcomes for graduates as measured by the Graduate Outcomes survey (previously the Destination of Leavers from Higher Education survey). The development of the internship aligned with improving graduate outcomes by providing additional work experience for those students who wish to pursue a career in teaching and lecturing; research on internships evidences the positive impact on employment (Narayan et al., 2010).

This case study discusses the development and implementation of the internship, and its impact on the first two cohorts of interns. A model of how to implement a course internship has been developed as the TRENT model. The key features of the TRENT model are presented, offering a unique contribution to the existing literature.

Overview of the teaching and lecturing internship

Recruitment process

The internship was open to second- and third-year Health and Social Care students. Applicants were required to outline how the internship would support their future career aspirations and identify which modules they wanted to be attached to. The first internship ran in academic year 2018/19, with applications emailed to the course leader. The internship ran for the second time in academic year 2019/20 and an interview was included as part of the application process. Each intern was assigned a lecturer as their mentor. Where possible, the mentor was responsible for the modules in which the interns had expressed interest.

For Cohort One, 10 applications were received, and internships were offered to six students. Of these six, three students fully engaged and completed the internship. The three students who were unable to complete the internship stated that this was due to difficulties in balancing their own studies with an additional commitment. As part of the selection process for Cohort Two, the interview with potential interns explored these workload issues. For Cohort Two, there were six applications with internships offered to five students. Of these, all students fully engaged and completed the internship. For both cohorts the internship ran for 12 weeks, with students completing 30-50 hours. Figure one shows the internship structure from application to completion.

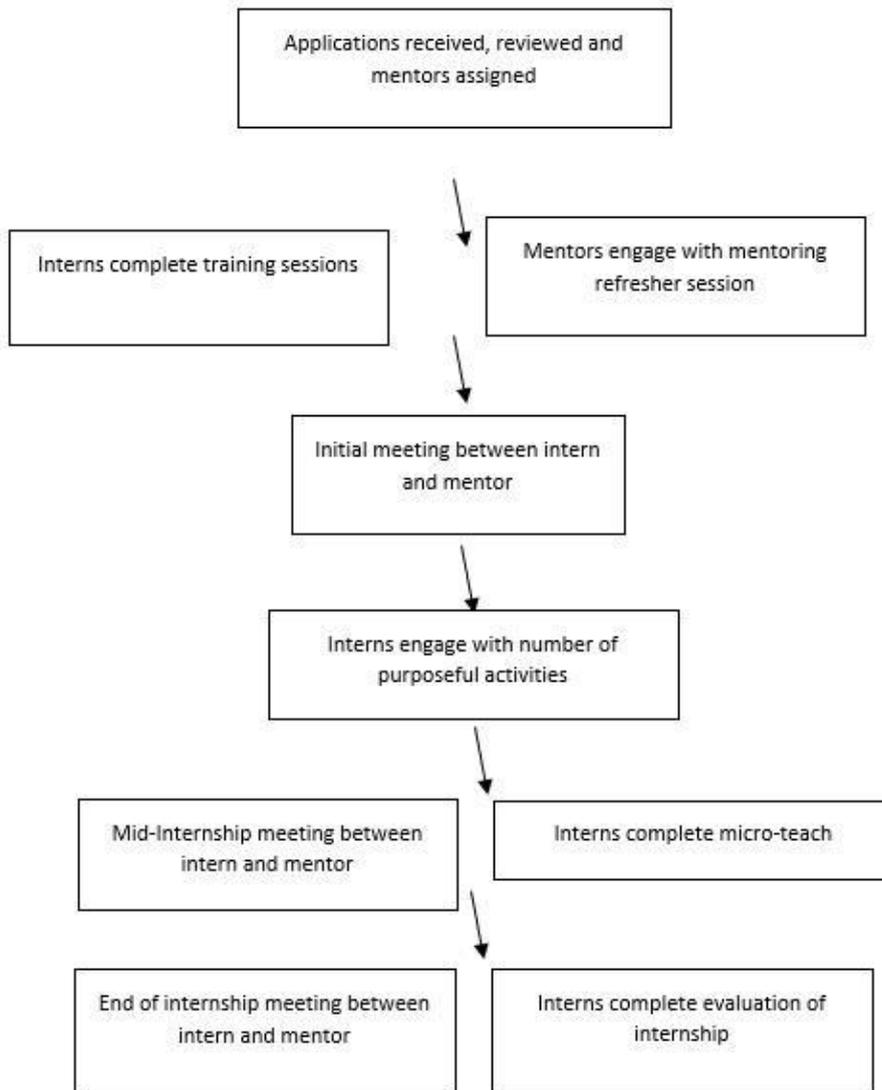


Figure 1 Structure of internship

Training and support

Two training sessions were provided for the interns, with content shown in figure two. Firstly, a session around the structure of the internship provided interns with details of their mentor and time commitment requirements, overview of purposeful activities they may engage with, and guidance on delivering a micro-teach (15-minute teaching session). Examples of purposeful activities included designing session activities, finding sources for session content, and sharing experiences of completing module assignments. The second session equipped interns with the core skills needed to start planning and delivering short sessions. Content involved discussion of theory, such as Bloom’s taxonomy; discussion around session planning; and an opportunity for interns to reflect on teaching methods used by their own lecturers. Members of the course teaching team delivered these sessions, with a previous intern assisting in Cohort Two’s training.



Figure 2 Content of intern training session

As part of the preparation for the internship, lecturers who acted as mentors participated in a training session delivered by a colleague. This provided an opportunity to revisit the concept of mentoring, review best practice and identify opportunities from lived experience that could be drawn upon to enhance the role and avoid challenging practice. It emerged that mentors felt the role focused on an experienced practitioner sharing their knowledge, skills, and experience with a novice practitioner, as well as the mentor learning and developing through experience (Scott & Spouse, 2013). It was important that interns were offered consistent experiences, therefore, a process for mentors to follow was developed in relation to meetings, documenting progress and achievement, and action planning.

The process involved three review meetings: the aims of each are outlined in table one. These meetings were the minimum level of support offered, although interns and mentors could meet as often as required, including completing a mini reflection after each session/activity to allow for prompt constructive feedback. All mentors used a standardised meeting record and feedback template developed for the internship.

In addition to their purposeful activities, interns also had the opportunity to complete a micro-teach. This provided a safe space to practise the skills gained during the training sessions and intern activities completed. Interns were encouraged to select a topic of importance to them, not necessarily related to their studies, about which they could educate their fellow interns and mentors. Interns were provided with constructive feedback on their micro-teach, which they could discuss with their mentor in the final internship meeting.

Table 1 Overview of aims of the three internship review meetings

Initial meeting	Mid-internship meeting	End of internship meeting
Establish mentor / intern relationship; discuss expectations & establish boundaries	Review progress against set goals & hours achieved	Celebrate achievements
Orientate to the module and resources	Provide opportunity for intern to identify what they have enjoyed & found challenging	Review goals
Confirm contact details & how you will communicate	Develop plan for remainder of internship	Discuss how internship has supported student to work towards career goals and signpost to other opportunities
Establish focus of the placement & understand students learning goals		Provide written feedback
Support intern to develop an action plan including how hours will be completed		

Evaluation of internship

Interns anonymously completed an evaluation questionnaire at the end of their internship. This was a qualitative questionnaire designed by the internship mentors to explore the intern’s experience of the internship. Comments from Cohort One informed the changes in recruitment and delivery of the internship for Cohort Two. After completion of the second internship, questionnaire responses from both cohorts were then analysed. Analysis was undertaken by two academics, who were mentors on the internship, to ensure consistency and reduce bias. The data was analysed using the principles of thematic analysis: familiarisation with data, systematic coding of data, identifying and reviewing themes, and refining the themes (Braun & Clarke, 2006). The evaluation was approved by NTU’s Schools of Business, Law, and Social Sciences ethics committee.

Results

Four overall themes were identified: training and preparation for the internship, the mentoring process, range of teaching activities delivered, and skills developed through the internship. Each of these themes has been broken down into further sub-themes as indicated in table two. Throughout this section, interns 1-3 are from Cohort One and interns 4-8 are from Cohort Two.

Table 2 Findings from intern questionnaires

Theme	Sub-theme
Training and preparation for the internship	<ul style="list-style-type: none"> a. <i>Strengths of internship training</i> b. <i>Improvements that could be made to internship training</i> c. <i>Experiences of delivering a micro-teach</i>
The mentoring process	<ul style="list-style-type: none"> a. <i>Strengths of the mentoring process</i> b. <i>Improvements that could be made to the mentoring process</i>
Range of teaching activities delivered	<ul style="list-style-type: none"> a. <i>Range of activities delivered</i> b. <i>Experience of delivering teaching activities</i>
Skills developed through the internship	<ul style="list-style-type: none"> a. <i>Skills gained through the internship</i> b. <i>Impact of the internship on future career choices</i>

Training and preparation for the internship

a. *Strengths of the internship training*

I got a deeper understanding of learning outcomes and how students are assessed. (Intern 5)

My confidence increased from the training in terms of communication skills and time management. (Intern 1)

It was clear that the training before the internship commenced was important for participants in building confidence, setting expectations about what could be expected from the internship and exploring practical issues such as requirements around the use of technology.

b. *Improvements that could be made to the internship training*

A session on producing lesson plans would be helpful, and also to look at the emotional side of teaching and building confidence. (Intern 3)

It would have been helpful to look at how to deal with conflict. (Intern 1)

All participants expressed the view that they would have welcomed further guidance on how to deal with situations where there is tension between the educator and learner. For some this focused on strategies for dealing with students who are disengaged and how barriers can be broken down to promote positive learning. For others the 'emotional side' of teaching referred to ways in which a lecturer can develop and convey a confident manner when communicating with students and how they reflect on their own practice. It was suggested that future training could incorporate 'what if' scenarios based on the real, and sometimes challenging, experiences of lecturers.

Some of the feedback about changes that could be made to the internship training was very individual to the concerns of interns and focused on issues such as time management and producing exercises for students. One of the participants identified as a kinesthetic learner and felt that they could have been more physically and visually engaged through the training. Two of the interns expressed the opinion that they would have liked further training before embarking on the internship, and that the training could have been rolled out at an earlier stage.

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c. Experiences of delivering a micro-teach

The micro-teach helped me to utilise all I had learnt in the internship and gave me an end-goal to aim for, it gave me a chance to try out a complete session in a safe place to experiment. It was useful to gain feedback in a supportive environment. (Intern 3)

The micro-teach really helped to build confidence; I feel the awareness of receiving feedback and delivering the micro-teach for your lecturers makes you want to do your best. (Intern 4)

The delivery of a micro-teach session was rated as a positive experience by all participants. Participants expressed the view that the micro-teach was helpful in terms of directly helping them to prepare for the internship and in developing essential teaching skills which will have longer-term value for future careers. A unifying theme was that it was helpful to receive feedback from both experienced teaching staff and fellow interns in a safe environment. Participants felt that the micro-teach offered the opportunity to plan and deliver the essential elements of a teaching session and this has not always been possible in the actual sessions delivered with the allocated mentors. Participants felt more willing to experiment and to try creative learning strategies in a low-risk environment without the scrutiny of other students on the Health and Social Care degree. The micro-teach was viewed as a liberating experience where resources could be used which were not connected to an existing module, and confidence was gained even from the elements of the micro-teach that did not go as well as hoped for.

Mentoring process

a. Strengths of the mentoring process

My mentor offered me opportunities and it felt collaborative; they were someone to learn from and with. (Intern 3)

Extremely grateful for the mentoring process; feel like I have connected more with the course team as well and have gotten to know you all better. (Intern 6)

All interns strongly expressed the view that the appropriate allocation of a mentor was key to their development and success. Interns stated that this relationship was key in developing confidence and personal growth and worked most effectively when it was truly collaborative in nature with the intern having the freedom to put forward their own ideas about what could be incorporated into teaching sessions. The mentoring process worked most effectively when the mentor took on a coaching role, adopting a strengths-based approach with a focus on developing resilience and identifying success (Haberlin, 2019). It was important that the mentor gave honest and constructive feedback and was available when the intern had queries of both a practical and developmental nature. Emphasis was placed on the value of a final meeting with the mentor when the internship had concluded to reflect on key achievements and to identify further teaching opportunities.

All the interns involved in this project stated that it was vital that they were allocated to a module which they were comfortable with and had previously enjoyed studying.

b. Improvements that could be made to the mentoring process

Another training session and a peer meet-up would have helped. (Intern 3)

The interns involved in this opportunity stated that at the expression of interest stage of the process it would have been helpful to have a list of the mentors that were available and the modules that they have responsibility for. Peer support between interns was valued and some participants stated that it would have been helpful if more formal support meetings were built into the internship.

Range of teaching activities delivered

a. Range of activities delivered

I facilitated group work, devised, planned and led on exercises, produced worksheets and slides, delivered a 20–30-minute presentation in a lecture and inputted into seminar content. (Intern 3)

Designed and delivered a whole 1-hour teaching session, looked over students' work and provided feedback, designed several slides on a topic, and engaged in discussions every week. (Intern 6)

Interns stated that one of the strengths of the internship was the breadth of teaching-related opportunities that it offered. Several interns expressed surprise at the range of tasks that an academic is responsible for and the level of thought and preparation that goes into delivering a lecture or a seminar. The exact level of teaching participation varied between individual interns and modules but typically involved: co-production of lesson plans, preparation of learning materials (for example PowerPoint presentations, worksheets, and group exercises), delivery of short sections of lectures and seminars and facilitation of group discussions.

b. Experience of delivering teaching activities

I found interaction varied but rewarding. Some students were more comfortable and willing to engage with me than others. Devising and implementing activities was time consuming and timings were a challenge but getting to know the students was rewarding. (Intern 3)

It helped me to build confidence, to organise better, and will be helpful in my future career in education. (Intern 7)

The hands-on experience of delivering teaching activities on an undergraduate degree course was found to be both daunting and rewarding. Interns expressed a varying level of anxiety about their ability to deliver teaching content, but a universal theme was that this experience developed key skills (particularly in relation to verbal communication) and built confidence. All interns stated that a positive relationship with their mentor and effective planning facilitated a rewarding teaching experience. Some challenges were reported in relation to the delivery of teaching activities. These centred on the time-consuming nature of lecture preparation which had to be combined with other responsibilities (including the intern's own academic studies), feeling that they may be judged and not accepted by other students (although other students rated the input of interns highly) and delivering content that took account of a wide variety of different learning preferences.

Skills developed through the internship

a. Skills gained through the internship

The internship has provided me with the skills to work with students and to know how to respond when things don't always go as planned. (Intern 2)

Confidence, public speaking and teaching skills. (Intern 6)

The interns taking part in this project all stated that they had developed a range of skills through their teaching practice. While some of these skills were unique to individual interns, they all stated that they had developed skills in relation to planning and delivering taught content, verbal communication skills and time management. One intern particularly welcomed the opportunity to test and practise creative ideas and to develop research skills. Another recognised the value in working in a safe environment where if things do not go to plan the consequences can be appropriately managed. A final participant welcomed the transferable skills that they developed during the micro-teach and identified the value of these for future job interviews.

b. Impact of the internship on future career choices

I am now applying for a Post Graduate Certificate in Further Education. (Intern 1)

I would like to teach in the future and the internship has opened up the possibility to explore this further. (Intern 3)

It will help me in the build up to applying for graduate jobs and attending interviews. (Intern 6)

As a result of this opportunity, all interns stated that they had been galvanised to pursue teaching in the future. For two of the participants the intended next stage is to pursue a career in education, and all the other participants feel more confident and equipped to pursue careers where some form of teaching forms an integral part.

Discussion

The completion of two cohorts of the internship has led to the development of the TRENT - Training, Reflection, Education, Nurturing and Teaching - model. The model draws together key components which were identified by interns and mentors as contributing to the success of the project and will be used to underpin the delivery of future internships on the Health and Social Care degree at NTU. The TRENT model also provides a robust framework for the delivery of internships that can be used on similar projects across the higher education sector and adapted for online delivery.

Training refers to the way in which internships should provide an opportunity for students to access training to support them to confidently engage in teaching-related activities. It is acknowledged that intern training will need to be adapted to be discipline- and scenario-sensitive, but this model suggests that it is important for training to detail the structure and expectations of the internship, the teaching activities which can be delivered, and the core skills needed to plan and deliver teaching. The training sessions also have an important relationship-building function, where interns and mentors can share experiences, aspirations, and anxieties.

Reflection focuses on the journey undertaken by interns, and the need to continually review aims, performance, and future aspirations. This model does not prescribe the use of a particular model of reflection but does encourage reflection to be embedded throughout the internship process and to be a key element of discussion in all intern-mentor meetings. Reflection should be an organic process, open to change and revision but should be clearly recorded. An overall evaluation of the value of the internship, teaching methods, and skills gained should be completed by the intern at the end of the process.

Education refers to the different types of teaching activities to be completed by the intern. This case study has demonstrated the breadth of activities that interns can engage with and deliver. It is important that when internships are promoted the breadth of educational opportunities are clearly described. The specific opportunities provided by an internship will vary depending on the environment in which it is delivered. However, the TRENT model encourages interns to be offered the opportunity to be involved in all the educational activities that are delivered by the hosting course.

Nurturing is a vital element of all internships and a key component of the TRENT model. The model emphasises the importance of effective mentorship and the ways in which this produces a positive learning experience for the mentor. The TRENT model encourages the use of an open dialogue between mentors and interns, and the development of a trusting relationship. The power dynamics between the mentor and intern should be recognised, and emotional support be placed on an equal footing with more practical guidance and advice. Regular review meetings are a key way in which interns can be nurtured and supported to develop personal learning goals and identify opportunities to meet these goals.

Teaching recognises that the TRENT model was developed in response to student demand for purposeful teaching-related work experience on a degree which is not primarily education focused. The TRENT model

recognises that all internship activities should be carefully crafted to ensure that they produce a meaningful teaching experience. The internship should be regularly monitored to ensure that it develops teaching skills and experience which will benefit interns in their journey to graduate employment.

The deployment of students as peer-teachers is not a new idea as it has long been used as a pedagogical tool in a range of educational settings, and its advantages are well recognised. A review of existing literature on the function of near-peer teaching on undergraduate nursing programmes showed the technique to be highly effective in boosting the confidence of both the teacher and learner as well as creating a safe environment for exploration and discovery (Irvine et al., 2018). At a cognitive level, participating in the internship is highly beneficial for the intern as it facilitates deeper understanding of the content being delivered. To explain content to another requires meta-cognition, a consideration of how the content can be understood by another. In essence, the intern engages in deeper thought about how they constructed their understanding of the topic and how this can be communicated for their peer-students to absorb. Participating in a near-peer teaching programme can significantly increase the chances of achieving a higher degree classification (Binder et al., 2015). It is likely that this is a result of a Piagetian process of constructivism in learning (O'Donnell & King, 1999), though the specific cognitive processes involved have not been fully explored in the current body of literature.

The impact on students of receiving near-peer teaching is less well documented. Whilst many studies have identified advantages to receiving instruction from peers, there are exceptions. Brannagan et al. (2013) found near-peer teaching of clinical skills had a negative effect on first year students, with participants reporting higher levels of anxiety when performing skills in front of a peer-tutor rather than a professional tutor. This study does highlight the need for better preparation and training of peer-tutors to ensure they have a positive impact on students. Future iterations of the TRENT model will incorporate this awareness training and other internship programmes need to carefully review the impact of peer-tutors on both those delivering and receiving teaching.

Graduate Teaching Assistants (GTAs) are not currently used on the course described, but where they are employed, they could play a significant role working alongside an internship programme. Research suggests that GTAs can have little prior teaching experience which can manifest as anxiety and lack of confidence (Nasser-Abu Alhija et al., 2021). Teaching internships for undergraduate students may be a way of addressing this challenge and building the confidence of potential future GTAs.

Evidence shows that opportunities to develop skills which support graduate employment are an essential part of higher education, and one which employers increasingly look for in their selection processes (Paterson, 2017). Additionally, students need to be resilient to changing and complex work environments to enable them to continue to meet the needs of employing organisations; a key element of the TRENT model is **T**rainning to prepare for these future demands. Miralles-Quiros and Jerez-Barraso (2018) suggest internships provide good opportunities to both learn and demonstrate essential skills for graduate employment. A key aim of the NTU internship was to create an environment where students who wished to pursue a career in higher education could be empowered to gain insights into the role and develop sector-specific skills (see the **T**eaching element of the TRENT model). This was demonstrated in student feedback where all students had the chance to develop and deliver class-based activities, an independent micro-teach, and support in-class discussions. Mentors enabled students to make choices regarding their contribution to teaching, thereby empowering them to play to their strengths and areas of interest and knowledge whilst nurturing the students' personal growth and skill development (as reflected in the **E**ducation element of the TRENT model).

Whilst these teaching opportunities were invaluable in themselves, they also contributed to the development of communication skills in their broadest sense, with all interns reporting that the internship resulted in development of their communication skills. This learning directly links to desirable graduate

attributes (Hill et al., 2016). Clokie and Fourie's (2016) study identified that employers rated some communication skills as highly desirable including "interpersonal skills, oral communication, teamwork, written communication" (p.450) and reported that the ability to self-manage and use initiative were advantageous. Time management was another skill that some students participating in the internship reported that they had developed.

Most interns reported an increase in self-confidence on completion of the internship which may in part have been attributable to their perception of the internship as a safe environment. McGill and Brockbank (2004) suggest that stressful situations can be a barrier to learning and therefore feeling supported and nurtured can enable individual development (this is reflected in the **N**urturing element of the TRENT model). This increase in confidence was also observed by the mentors who identified the same range of skills and knowledge development in their mentee which the interns reported in their feedback.

Whilst the intern's experience is the priority, capturing the mentor's feedback is also important (captured in the **R**eflection element of the TRENT model). Mentors identified that time was a challenge, particularly being able to meet to discuss and plan individual seminars. The other challenge experienced was the availability of the interns, as occasionally timetables for allocated module seminars clashed with the intern's own timetable. It would be valuable for future research to capture how the student-academic dynamic is altered as interns become student 'colleagues' and adopt a position as part of the teaching team.

Mentors valued having an intern. They identified that the experience enabled them to reflect on their teaching style and approach to topics and to gain invaluable insight into students' perspectives of their teaching and module content. This was particularly advantageous in the co-production of seminars, which Ansley and Hall (2019) suggest increases attainment, and McCulloch (2009) identifies as promoting deeper learning and heightening a sense of community. Mentors also reported that interns' insights into the module that they had studied the preceding year were beneficial to students attending seminars. Given these positive impacts there are further opportunities for interns to be involved in curriculum design and this is an area worthy of future research. Being a mentor developed self-awareness of their own practice, including ensuring that each session had learning outcomes and a plan, key resources to support teachers to deliver activities and problem-solve (Lee & Takahashi, 2011). Role-modelling of these basics of teaching practice enabled interns to develop their understanding of their significance in promoting and directing learning.

The small-scale nature of this internship is acknowledged, however, given the success of this initiative the internship will continue to be delivered as an important part of the Health and Social Care degree at NTU. The two cohorts of the internship described in this paper were delivered in a face-to-face teaching environment, but the key features of the internship can be applied to a blended or online teaching environment.

Given the success of this internship there is scope for its key features to be replicated across other degree courses both at the host university and at other HEIs. The model described in this case study has been shared internally at a Trent Institute for Learning and Teaching (TILT) conference, and externally at an Advance HE conference. The feedback from these events has indicated that the TRENT model is adaptable across a range of different academic disciplines and can be adapted for online delivery.

Conclusion

Literature has shown that course internships have a positive impact on student achievement and graduate attributes. Although not unique, it is the first time an internship has been used within the Department of Social Work, Care and Community at NTU, and on the BA (Hons) in Health and Social Care. The completion of two cohorts of the internship has led to the development of the TRENT model. This model provides a robust framework for the delivery of internships in face-to-face, blended, or online teaching modes across a range of disciplines in HEIs.

The value of the internship for interns was clear: it developed key employability attributes and confidence, fostered the development of skills in a safe and supported environment, and allowed interns to explore and pursue their interest in teaching. For the academic teaching team, the internship provided added value in teaching sessions as interns were able to make a meaningful and positive contribution to lectures and seminars. The internship has enhanced staff-student relationships and promoted student social identity. In the longer term it is hoped that employability outcomes for graduates will be improved as measured through national surveys such as Graduate Outcomes.

Biographies

Amy Allen is a senior lecturer in Health and Social Care at NTU. With 12 years' experience in teaching and course management, Amy has led on a number of initiatives to improve assessment practices and to develop Foundation Degree programmes.

Dolores Ellidge is currently a lecturer in Nursing at the University of Lincoln and The Open University. She has over ten years of experience of working in higher education and developed an interest in education and student development through mentoring and teaching in clinical nursing practice.

Dr Louise Griffiths is a senior lecturer in Health and Social Care at NTU. She has responsibility for research across the degree and holds a PhD and MSc from NTU exploring the prison listener scheme's contribution to the reduction in self-harm within the female prison estate.

Richard Machin is a senior lecturer in Social Work and Health at NTU specialising in social policy. He has taught in Higher Education for ten years, following a significant period working in local government.

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