Conference 2016 Abstracts
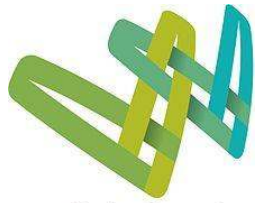
International Conference

Takapuna 2016

Advocacy, Collaboration, Engagement

20th – 21st April, 2016

Professor Mark Orams
Head of School of Sport and Recreation, Auckland University of Technology

There is no one more appropriate to open the conference than the winner of 16 New Zealand yachting titles, who has represented New Zealand at numerous international yachting contests. As an academic, Mark is the Head of School of Sport and Recreation, Faculty of Health and Environmental Science, Auckland University of Technology, with a significant list of research and publications to his name, as well as a strong interest in teaching and learning.

With a PhD in Marine and Geographical Sciences, Mark has authored six books, 33 invited chapters and 52 refereed journal articles in addition to numerous conference papers. His writing covers leadership in addition to tourism, marine sport, ecology, marine research, governance and not-for-profit.

In addition to his impressive academic record, Mark is a competitive sailor with a swag of New Zealand sailing titles and was a member of Sir Peter Blake's winning campaign as one of the crew on-board Steinlager 2 for the 1989/90 Whitbread Round the World Yacht Race. He was also a member of Team New Zealand's successful America's Cup defence in 2000. He has a strong involvement in serving the community in a variety of roles. He is a Justice of the Peace for New Zealand, Vice-Patron of the Torbay Sailing Club and the chair of a number of environmental and sporting charities.

Given this wide involvement in the community it is no surprise that Mark is a strong advocate for co-operative education. He believes "There is no better educational experience than learning by doing and our strong emphasis on co-operative education provides important opportunities for our students. It also promotes a close connection between our School and our industry partners".

Are Internships less Academically Robust than Final Projects? Answering the Critics
David Skelton

Background: This paper discusses the argument that internships are in some way, academically and technically, inferior to a final year capstone project.

Program: Many bachelor degree programmes include a significant Work Integrated Learning component within their structure. Students may have the choice of undertaking an internship or a capstone project.

Unique Features: Accreditation panels, industry advisory representatives and academics have varying views on the academic robustness of internship courses and experiences. The paper draws from research in the Work Integrated Learning area where researchers have compared the differences in nature of the two types of programme (Steele & Cleland, 2015).

Discussion/Argument: The paper discusses several arguments which are often put forward by critics of internship programmes. These arguments include:
1. A lack of perceived academic rigour within a supervised internship
2. The production of an industry artifact within a Project which is more easily observed and evaluated.

Implications/Issues: Programme leaders and academic teams may benefit from evidence which supports the internship as a rigorous, robust academic/industry course. This would assist with degree accreditation auditing and perhaps convince more tertiary institutes of the validity of the internship.

"I'm from the university and I'd like to make a few changes": Integration or Disintegration?
Felicity McArdle and Megan Gibson

Background: Universities are charged with preparing graduates for the future, not the status quo. An ongoing issue in the WIL literature, and in the preservice literature in many professions, is finding the "balance" between idealism, enthusiasm, preparing agents for change, and learning to listen, reflect, build relationships, and demonstrate the mutual respect required of a successful mentoring relationship.

Program: Workplaces, in Australia and elsewhere in the world, grapple with the pace and demand for change, either in the pursuit of competitiveness, knowledge growth, improved products and/or practices, efficiencies. At the same time, the 'tried and true' practices often prove difficult to shift. Students on WIL placements often find themselves positioned in this contested space, where established professionals, with their preferred practices and models meet the students who carry with them the latest and freshest ideas. This paper takes, as its initial exemplar of this space, the early years of schooling, and preparing undergraduates who are becoming teachers.

Unique Features: The issues of preparing teachers for change can see student teachers grappling with the professional requirement to fulfill curriculum requirements and administrative expectations, while, at the same time, using creative, engaging pedagogies.

This presentation draws on two exemplars where students are prepared to meet the challenges facing the teaching profession. Through immersion in 'real-world' projects the students create and implement innovative and creative experiences, and they do this through cultivating relationships of mutual respect and trust.

Discussion/Argument: Assessment systems in universities cultivate and reward creativity, innovation and "cutting edge" ideas and plans. Through WIL placements, students gain 'real world' experience, and are oftentimes called on to perhaps learn to temper and/or balance their "blue-sky thinking" with the so called "realities" of the workplace. The question is how to support students in negotiating this contested space, developing skills and attributes that will stand them in good stead in their future professional lives.

The presentation addresses the skills and attributes required for a successful placement, and how these can be addressed intentionally as students prepare, enact, and reflect on the WIL placements. These include: leadership, advocacy, collaboration, engagement, relationships, feedback, agency, mentoring.

Implications/Issues: The key point is that, for many students, the acquisition of this knowledge and these attributes are not "intuitively" developed, and there is an important role for the tertiary educators in addressing this contested space, and teaching with intention, in order to support the students as they transition from University to workplace, and back again.

Having a Student Around: What is the Impact on the Workplace Team?
Jenny Fleming, Judene Pretti and Karsten Zegwaard

Background: Work placement organisations consistently claim direct and relevant benefits from engaging in work-integrated learning (WIL) relationships with educational institutions. For some organisations, the opportunity to have students that are able to bring valuable knowledge, skills and 'fresh ideas' to the organisation is seen as a key motivation (Fleming & Hickey, 2013; Martin & Leberman, 2005. However, little is known about the extent this occurs, or what the influence of the student is on the workplace environment.

Research Aim: The aim of this research was to explore the industry perspective of the impact of a placement student on the functioning of the workplace team.

Methods: A case study approach was used to gain the perspectives of work placement supervisors as well as workplace colleagues of WIL students in the sport and recreation industry (n= 38). Data was collected though an online survey. The questions focused on the challenges (positive and negative) created by having a student in the workplace and any changes that occurred in the way the team functioned.

Results: A unanimous positive response was received for the benefits of having a student as part of a workplace team. While the expected responses of bringing in 'fresh ideas', and providing 'extra labour' were consistent with earlier research, it was also evident that, for many organisations, students had an impact in a positive way on the workplace environment. Having a student around challenged some staff to be more mindful and reflective on how and why they conducted their activities; motivated staff to raise their own standards to be good role models; encouraged a workplace culture where the student was considered part of the team, and where staff shared information and provided support and leadership. Supervisors indicated that to avoid a negative impact on the team, careful recruitment of students, good planning and clear communication were needed.

Conclusion: Having a student on placement did create changes in the functioning of many workplace teams. In most cases the changes were considered to be positive. Albeit further research is required, this work begins to provide a better understanding of the positive and potential negative impacts WIL students may have on how workplace teams function. Further understanding on these changes, especially in light of targeted preparation for the student and the workplace supervisors (and teams), will likely maximise the benefits that can be gained from partaking in work-integrated learning.

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Academic, Supervisor, Mentor, Mother: The Emotional Roller Coaster of Facilitating the Student Work- Integrated Learning Placement Journey
Elizabeth Abery and Jessica Shipman Gunson

Background: Work Integrated Learning (WIL) through industry placement undertaken outside of the university environment is becoming commonplace and in many cases an expectation of the university, the student and the future employer market. While there is an abundance of literature purporting the benefits of university students' undertaking of a WIL placement little voice is given to the emotional labour of the university placement facilitator and supervisor. Recognising the additional workload involved has been of recent interest however means to quantify it remain unclear. The process of sourcing quality placement opportunities, maintaining relationships with industry partners to ensure continuing opportunities, preparing students for placement, monitoring the progression and outcome of the placement plus moderating the needs of the university, the student and the host organisation can be time consuming and emotionally demanding.

Unique Features: In facilitating WIL programmes challenges arise that are distinctly different to classroom based courses or topics. Along with the academic and administrative tasks involved there is significantly more one on one time with students required compared to academic programs undertaken within the classroom environment. This is of particular significance in the generic programmes where unlike nursing and education specific professional competencies do not need to be met and where future professional identity is unclear. This role can be likened to that of 'Mothering' encompassing the responsibility for protecting and nurturing a dependent while at the same time managing and mediating the 'sibling rivalry' of demands from university policy and assessment, competing academic workloads, industry expectations and student aspirations.

Discussion/Argument: As the facilitator of a WIL placement program within a generic degree program I am often faced with not only facilitating the program and supervising the placement but also balancing a mentoring and support role with encouraging autonomous and professional behaviour that is the expectation of industry of the work-ready student. Although many students are in paid employment at the time of undertaking a WIL placement, there is a great deal of emotion and anxiety where the workplace is new, expectations are unknown and the placement outcomes are being assessed or evaluated. Simple things like what to wear, who to report to and clarification of roles and responsibilities can be difficult for the student to negotiate without guidance. Across the placement duration the university supervisor may be responsible for providing the student with behavioural advice, professional advice, career counselling and problem solving skills. Students value and potentially depend on the personal relationship developed with their university supervisor. This relationship however, can only be effective where the university supervisor is in a position to show genuine commitment, enthusiasm and enjoyment in the task which may be limited by university demands for efficiency and accountability in program management.

Implications/Issues: Expectations are high from all stakeholders for those facilitating WIL programmes. The demands on university staff in terms of workload and emotional labour are not easily quantifiable for workload calculations. Therefore, staff in these areas fall prey to the risk of their own emotional vulnerability when attempting to allay the student emotion associated with undertaking an industry WIL placement. While this paper has presented a somewhat negative aspect of facilitating a WIL program, as with all 'Mothering' roles the positive aspects cannot be denied. It is impossible not to feel a sense of pride and achievement when a student has an "ah hah" moment when they see the connection between theory and practice or the value of the WIL placement for future employability , where as a supervisor you can see the personal and professional growth in a student in a short space of time and when the student is able to reflect on the WIL placement taking pride and ownership of outcome or sends an email thanking you for the support and guidance with the comment "this is the best thing I have ever done at uni thanks for all your support, I couldn't have done it without you!".

Reflections on Implementing a New WIL Module in a Provincial New Zealand Tertiary Institution
John Gourdie, Trish Clokie and Anne Morrison

Background: In 2015, Wintec's Centre for Business Information Technology and Enterprise (CBITE), embarked upon a work integrated learning (WIL) module, as part of an applied management degree programme. This case study tells the story of the collaboration and engagement emerging through this experience.

Unique Features: This paper describes the complexity of implementing a new WIL module in both a degree and graduate diploma programme. It shows how we overcame multiple issues of diversity.

Discussion/Argument: The paper tells the story of how we at Wintec implemented the cooperative education programme with a strong research focus. This research requires students to apply theoretical knowledge to a work based project, aiming to ensure the planned and structured outcomes of WIL are achieved (Coll & Zegwaard, 2012). Students found difficulty in applying previous learning with confidence. Likewise, supervisors found it essential to embrace a collaborative process with other staff and students.

This paper identifies how we came to terms with:
• an ethnically diverse student cohort
• student expectations
• student pre-requisite knowledge
• staff confidence
• a complex programme structure.

Implications/Issues: Academic supervisors identified the main issue in the WIL module as comprehending the complexities and difficulties in completing the research aspect. This new understanding has resulted in staff members altering delivery and assessments in pre-requisite courses, to attempt to ensure that students are fully prepared for their final year project (Gracia, 2008; Mann, 2001). However, implications exist for international graduate diploma
 students who do not have these pre-requisite courses.

This paper aims to share our experiences with others who may be starting the WIL journey and to seek reflections from those further down the road.

Student Perceptions at MIT: Benefits of Cooperative Education Project
Renuka Narayan

The Canadian Association for cooperative education defines 'cooperative education' as "a program that formally integrates a student's academic studies with work experience with participating employers" (CAFÉ, 2005, P.1)

The aim of this study was to investigate how cooperative education projects help the students improve the key skills outlined in the graduate profile of a Bachelor of Applied Management (BAM) Programme. Four Polytechnics in New Zealand, Manukau Institute of Technology, Christchurch Polytechnic Institution of Technology, Otago and Northtec Polytechnics offer Bachelor of Applied Management (BAM) degree programme. Cooperative education project is a level 7, 45 and 60 credit course integrating a work placement component into the curriculum. The purpose of this course is to enable students to apply their learning, test the relevance of academic theories to the workplace and to reflect critically on the relationship between their academic study and industry practice. BAM graduates are expected to acquire decision making skills, communication skills, soft skills, technical and management skills and develop new ideas.

A survey was conducted covering 45 level 7 students with regard to their perceptions of the benefits of cooperative education. The results of the survey suggest that students' experience with the cooperative project was mostly positive. The results also indicate that students perceive the cooperative education project contributes to enhancing the skills outlined in the graduate profile. Eighty-five per cent of students believed that they benefitted the most from taking responsibility for the tasks they performed during the industry attachment. Further research covering other institutions offering cooperative education is needed to investigate the issue for more comprehensive results.

Psychology Interns, Alumni and Field Supervisors: Collaboration via Online Community of Practice
Benita Stiles-Smith and Barbara Kennedy

Background: This paper explores the use of an online Community of Practice (CoP) to enrich the professional socialisation aspect of intern education, beyond their immediate cohort and workplace.

Unique Features: Communities of Practice typically connect people engaged in a similar activity to share knowledge to increase expertise. This CoP connects members across fields of psychological practice, levels of experience, and geographic location. In particular, we are interested in the opportunities it affords for collaboration between current students and alumni.

Discussion/Argument: Initial socialisation into the profession of psychology in New Zealand is often constrained by the small numbers and training background of psychologists working in any one organisation or even particular geographic locations. This is heightened in the Postgraduate Diploma in Psychological Practice (PGDipPP) in which an intern may train wherever they live, to work in any of the diverse fields of practice encompassed by the Psychologist Scope. Other programmes bring students together to train in one location in preparation for working in a particular vocational scope (e.g. educational psychology) or sub-field of the Psychologist Scope (e.g. health psychology). Informally facilitated connections with alumni have previously proven supportive to PGDipPP interns in developing their professional identity. The CoP offers a much better vehicle for enriching this initial professional socialisation, for accessing a much broader range of expertise than is available locally for most practitioners, and for collaboration which can extend beyond internship.

Implications/Issues: Unique features of the PGDipPP afford a focus which may make it easier to retain alumni and field supervisors as community members for mutual benefit. Programmes may generally benefit from extending such efforts to gain engagement of the non-student members of a CoP intended to connect finishing students to alumni and like-minded professionals.

Designing and Implementing Work-Integrated Learning within a Computing Degree
Kathryn MacCallum

Background: Applying the concepts of Work-integrated learning (WIL) has provided an opportunity to embed real work experience within a programme. This approach has enabled learners to apply their learning in a more authentic manner (Martin & Hughes, 2009). Traditionally, within a computing qualification, WIL has been in the form of an internship or capstone project (Cleland & Steele, 2015). It has been acknowledged that embedded work experiences throughout a qualification are more beneficial to providing a more rounded learning experience (Cleland & Steele, 2015; Skelton, 2015). Embedding real work practices and experiences within each standalone course can however can be difficult. WIL traditionally requires students to apply a range of abilities that may span the spectrum of courses and this makes it harder to cover specific learning outcomes related to specific standalone courses. Some courses, such as programming lend themselves reasonably well to such a work-experience approach. While some courses, that only touch on one aspect of the software development process (such as design) can often be more challenging, since it can be difficult to extract only one aspect of the overall work experience.

Unique Features: Integrating real work experiences within a specific course requires careful planning and implementation. Careful consideration is needed to ensure that both the experience and the learning can be authentic and also support essential discipline knowledge and encourage transferable generic skills like communication, teamwork and problem-solving (Leong, Kavanagh, 2013). This paper discusses how WIL was introduced within the User Interface Design (UID) course, a second year course on the Bachelor of Computing Systems (BCS) programme.

Discussion/Argument: Billett's (2009) theoretical framework for the educational value of integrating practice experiences with academic experiences was used to guide the integration of work practices within the UID course. The paper discusses how the course was designed to effectively support the learning outcomes of the course and give students a valuable insight into real work practices.

Implications/Issues: The paper discusses the lessons learnt and issues around how WIL was embedded within the UID course. It covers specific tools, techniques and approaches undertaken to support the learners in their work experience. It provides specific advice on how these techniques can help support other educators when adopting a WIL approach within specific courses.

Vocational Thresholds in GP Medicine, Carpentry, and Engineering
Karen Vaughan

Background/Context: New Zealand Council for Educational Research's Knowing Practice project, co-funded by Ako Aotearoa, studied practice-based learning in three different fields: general practice medicine, building and construction, and civil engineering.

Aims: The project aimed to understand how practice-based learned is used by learner-practitioners to develop capability in their different fields.

Methods: Researchers observed meetings and conducted interviews with 41 learner-practitioners (GP registrars, carpentry apprentices, and engineering cadets) and their workplace educators, advisors, and mentors. Our approach was framed by Dewey's idea of "vocation" as continuous development of personally and socially valued practice rather than an endpoint.

We developed the idea of "vocational thresholds" (Vaughan, Bonne & Eyre, 2015 in press) to analyse learner-practitioners' most significant learning experiences in developing capability. The idea of vocational thresholds takes its cue from the ontological (nature of being) dimensions of "threshold concepts" (Meyer & Land, 2003) which move people to a new understanding from which they cannot turn back. However vocational thresholds differ in three respects: they are based on lived (especially work) experience rather than classroom-based learning; there may be multiple thresholds crossings at different times; and the demands on learners in terms of how to "be" is foregrounded over a focus on learning "gateway" knowledge.

Results: Viewed through the lens of vocational thresholds, we could see that each field had its own distinct vocational thresholds. These required the development of certain, field-specific dispositions alongside specific knowledge and skill. To become really good in their field and cross the vocational thresholds, learner-practitioners had to invest their selves in their practice. In other words, competence was not simply an individual, technical matter. By applying the vocational thresholds lens new spaces are opened up for learner-practitioners to not only know, and do, but also "be" as builders, GPs, and engineering technicians.

Conclusions: There are probably sets of vocational thresholds for practice in any field. Workplace mentors, advisors, and teachers would play an important part in supporting learner-practitioners to recognise and cross vocational thresholds. This might also have implications for the kinds of experiences learner-practitioners are exposed to, and when, as well as the way in which deliberate practice opportunities in the workplace are provided.

Internship as Overseas Experience for International Students
Sarita Pais, Premalatha Sampath and Justin Joseph

The recent introduction of internship paper in Information Technology (IT) programmes have opened up opportunities for students to work in the industry while they are studying their IT course. Some early experience of offering it and the expectations from different parties involved – employers, students and academia are presented in this paper. The perspective is of the international students studying the internship paper while studying in a foreign country.

Work-Integrated Learning Qualities of First Year Assessments in the Bachelor of Exercise and Sport Science

Lukas Dreyer, Michael Mann and Aaron Steele

Background: The tertiary education strategy 2014-2019 sets out the government's long-term strategic directions for tertiary education in New Zealand (TEC, 2014). Priority one of the strategies is delivering skills for industry, the goal of which is to ensure that the skills people develop in tertiary education are well matched to industry needs. Accordingly, this study presents an investigation into the work-integrated qualities of the assessments from the first year papers of a Bachelor of Exercise and Sport Science (BESS) degree. Previous work conducted by researchers from Curtin University (Bosco & Ferns, 2014) developed an authentic assessment framework (AAF). The AAF was designed in order to provide a structured approach for measuring assessments in terms of both authenticity and proximity to the workplace. The underlying argument suggests that programmes with assessments with higher levels of authenticity and proximity to the workplace will result in graduates who are better equipped
for industry and will possess a greater level of employability.

Aims: This study presents a comprehensive stock take of the assessments contained within the first year papers of a Bachelor of Exercise and Sport Science degree using the authentic assessment framework (AAF). The underlying aim is to identify opportunities for improvement as well as opportunities to build on existing assessments with high levels of authenticity and proximity to the workplace.

Methods: The assessments for each paper from the first year of the BESS degree were evaluated using the AAF. The eight compulsory first year papers examined were: Anatomy & Physiology, Physical Conditioning 1A, Sociocultural Foundations of Human Performance, Skill Learning & Performance, Exercise Physiology, Physical Conditioning 1B, Nutrition 1, and Biomechanics of Human Movement.

Results: Scatter plots showing a mapping of each papers assessments to the AAF are presented. The results provide insight into the first year of the BESS degree in terms of both assessment authenticity and assessment proximity to the workplace and highlight both strengths and opportunities for improvement within the programme.

Conclusions: The results will be fed into the self-assessment process of the programme and used to assist with future curriculum development. The goal of which will be to adjust the assessments where possible in order increase assessment authenticity and proximity to the workplace.

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The Effectiveness of Strength and Conditioning Internships among Undergraduate Students: The Students' Perspective.

Farzanah Aiyub Desai and Tim Seaholme   15

Background/Context: In the field of exercise and sports science the transition from student to professional has well documented difficulties (Dorgo, 2009) (Elder, Pujol, & Marnes, 2003) (Murray, Zakrajsek, & Grearity, 2014) (Potrac & Jones, 1999). Elder and colleagues (2003) noted an imbalance in the students' knowledge. Students' had a sound knowledge of muscle physiology and kinesiology but fell short in program design and implementation and exercise technique (Elder, Pujol, & Marnes, 2003).

Strength and conditioning internships has the capability to mould professional growth through reflective practice and a mentoring relationship between practitioner and student (Gilbert & Trudel, 2001).

Aims: This study is aimed at capturing the students voice and learning experience gained via exercise and sport science internships with regards to their learning and overall development as strength and conditioning professionals.

Methods: This study was conducted at the Universal College of Learning (UCOL), Palmerston North campus. The participants (n= 17) who were involved in voluntary internships completed a questionnaire which consisted of the following categories: 1) personal information 2) internship information 3) impact of the internship. Results from the questionnaire were analysed using factor analysis to identify the underlying factors.

Secondly, participants engaged in a structured focus group which encouraged a deeper conversation designed around supervisor impact, feedback, reflection and professional practice. Transcripts were analysed and themes were extracted.

Results and conclusions will be discussed in the presentation.

Diversity Down Under: Regional Challenges Placing International Students in Industry
Aaron Steele, Catherine Snell-Siddle and Sarah Snell

Background: The Bachelor of Applied Management (BAppMgmt) is a three-year business degree offered by a number of institutes of technology and polytechnics (ITPs) throughout New Zealand, and is notable for the inclusion of a significant cooperative education project in the final semester (Steele, Snell, & Snell-Siddle, 2015). Embedded within the BAppMgmt is a level seven Graduate Diploma in Applied Management, a one year programme aimed at the international market.

Unique Features: The Graduate Diploma in Applied Management allows for a number of specialisation areas including: Project Management, Operations and Production Management, Sales and Marketing, Business Information System, and Accounting. The two semester programme also concludes with a 45 credit industry project, the intention is to provide students with hands-on practical experience in the elected specialist area in a real-world work environment.

Discussion/Argument: As the students are new to New Zealand there are a number of challenges. These include limited industry networking exposure, as well as cultural and educational differences. As the students come from a variety of backgrounds a considerable amount of preparation is necessary to ensure students are adequately equipped to engage with industry.

Implications: In order provide a cooperative educational experience that adds value to both students, and industry a number of enhancements have been made to the 45 credit industry project course. These enhancements have included spanning the 45 credit course over two semesters, with semester one acting as preparatory stage. In addition, a dedicated Industry Project Facilitator/Lecturer has been resourced in order to liaise with industry, source projects, place students, supervise projects, and deliver the industry project course content from preparatory stage through to completion.

References
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"Times that by 100": Learning from International Practica
Kathryn Hay and Simon Lowe.

Background: This presentation will focus on some of the experiences and learnings of 7 social work students (and the university staff) from their international placements in Cambodia, Thailand and India in 2015.

Unique Features: The majority of practicum for New Zealand social work students occurs within the local context. Therefore, our focus on international experiences is interesting, creative and exciting. The practice of ensuring good practice in international practicum, while relatively new in most academic disciplines in New Zealand, is also important as part of a broader focus, within tertiary institutions, on internationalisation. It is critical that students are equipped not only for working locally but also have transferable skills, knowledge and understandings to work effectively in other countries and with migrants and refugees.

Discussion/Argument: In 2015 a collaboration between the University of Waikato, Massey University and Justice Reach (a non-government organisation) led to a new opportunity for five undergraduate social work students to undertake a 10-week practicum in Phnom Penh, Cambodia. Furthermore, one student from Massey University had her 12-week practicum in Chaing Mai, Thailand, and a University of Waikato student had her 12-week practicum in Kerala, India.

This presentation will outline key learnings from these students and their university lecturers in the following areas: student preparation, organisation set up, assessment and pedagogies.

Implications/Issues: There is considerable potential for further development of opportunities for students in the international arena however, it is essential that key relationships are well established, appropriate projects are available to the students and tertiary policies and procedures mitigate risk and protect students during their practica.

Participants' Experience and Impact on their Practice from Engaging in an Online Professional Development WIL Module
Katharine Hoskyn, Karsten Zegwaard, Judie Kay, Kristina Johansson, Sonia Ferns and Norah McRae

Background: Increasingly WIL practitioners have little theoretical or academic background in experiential learning. With this trend, there is a need to provide professional development opportunities around the link between theory and best practice. In response to this need, an online professional development module entitled 'Global Perspectives in Work-Integrated Learning' was developed for WIL professionals by a team from four national associations. The module focused on providing an international perspective of differing models of WIL delivery and linking the practice of WIL with relevant learning theories. This module was delivered twice in 2015, each commencing with ~40 participants.

Aims: To report on the participants' experience of engaging in an online professional development module and determine the significance of impact on participants thinking and practice of WIL.

Methods: Data was collected at the point of participants commencing the module, after the module was completed, and again, for the first cohort, eight months after having completed the module. The survey was facilitated using an online survey instrument with a number of agreeance statements (10 point Likert scale) and open ended questions.

Results: Over the course of the module, both cohorts reported an increased understanding of relevant theories underpinning WIL and of the different models for delivering WIL. However, both cohorts also reported that they saw a need to develop their understanding further. After having completed the module, both cohorts felt prompted to make changes to their programme. When the first cohort of participants was surveyed eight months after completing the module, some had initiated changes, whilst others reported little change to their practice. Similarly, the lasting impact of the module, especially around participants' thinking about best practice, still seems to resonate after eight months. Both cohorts provided topical areas for future modules along similar themes, with a particular emphasis on linking assessment to desirable learning outcomes, conducting research, examples of best practice, and relationship building with workplaces and employers.

Conclusions: Participants found that engaging with the module modified their thinking and practice. However, there is a need for further professional development opportunities covering a range of topics for WIL practitioners for sustained impact.

Setting Great Expectations: Better People Make Better Graduates
Andrew Martin

Background/Context: The All Blacks have created a legacy of winning over the past century (Johnson, Martin & Watson, 2014). Outward Bound is another Kiwi organisation, with a motto 'to strive, and not to yield', that values 'greatness' and has been running programmes with the belief that 'there's more to you than you think' (Martin, Dench & Paku, in press). Both organisations are about 'developing people, developing teams'. In the context of CWIE, academic supervisors are a catalyst for creating personal change and professional development. Linking to McGregors' (1960) Theory Y of how human behaviour and motivation in the workplace assists in maximizing output, they aim to facilitate symbiotic relationships between the supervisors and student, which initiates aspects of self-actualization and self-esteem (Maslow, 1962). The importance of academic supervisors managing and communicating 'great expectations' for both students and supervisors should be emphasized in the induction process (Martin & Leberman, 2005). Throughout their internship students must be encouraged to be increasingly proactive, demonstrate initiative and add value to the organization. This transition involves them moving away from the student persona and towards producing an outstanding professional performance - grade 'A' (Martin, 2013).

Aims: In this case study of Massey University's sport management programme, the researcher's prolonged engagement (over 20 years) and reflexivity provides a unique perspective and insights "in a deeper and more sustained manner" (Anderson & Austin, 2012, p. 140) of the facilitation and enhancement of student expectations, personal and professional development.

Method: Narratives of self are highly personalized accounts that draw upon the experiences of the author/researcher (Ellis & Bochner, 2000; Sparkes, 2000). Whilst self-studies have been scarcely used when examining experiences associated with the management of sport, more recently Kerwin and Hoeber (2015) have encouraged personal reflection as a tool to strengthen methodological approaches in qualitative research. In this case study of Massey University's sport management programme, the researcher's prolonged engagement (over 20 years) and reflexivity provides a unique perspective and insights "in a deeper and more sustained manner" (Anderson & Austin, 2012, p. 140).

Results: From 2011-2015, 41% (90) of Massey University sport management practicum students (219 internal, distance and postgraduate) achieved A grades (the University guide for A grades are between 5-30%). In 2015, 55% (17) of students achieved an 'A' grade with 10 of these achieving an 'A+' grade. The findings reinforce the role of the academic supervisor, as a leader, coach and catalyst in setting 'great expectations' with the focus for both internal and distance students being 'the best you can be'.

Conclusions: Students have continued to add value to their practicum organizations and many have exceeded expectations. Top students are commonly employed in their practicum organization or by previous graduates of the same program in other sport organizations. However, whilst the focus of TEC and University strategy has increasingly been focused on developing work ready graduates, CWIE should be seen as more than just increasing graduates' employability. Leaders of University and CWIE programmes academic staff are 'coaches' with the opportunity to set far greater aspirational goals and create alumni with a legacy of 'greatness'.

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"You can see it in their eyes": Learning Flashpoints in Work-Integrated Learning
Theresa Winchester-Seeto and Anna Rowe

Background/Context: Academic and workplace supervisors commonly report that their Work-Integrated Learning (WIL) students experience "light-bulb" moments when many aspects of their learning suddenly integrate or become clear. Examples include: making connections between theory and practice, clarifying professional roles and/or, experiencing diverse (and sometimes clashing) cultures and ideas. In this paper we refer to these moments as learning flashpoints, and WIL seems to provide a particularly rich environment for this phenomenon. Such experiences provide valuable learning opportunities, but evidence suggests that learning doesn't happen as a result of experience alone (Shinnick et al., 2011). Rather, strategies such as debriefing, reflective practice, and learning activities (e.g. critical incident analysis) are needed to promote and foster such flashpoints which can in turn stimulate the acquisition of knowledge, skill development and achievement of other learning outcomes (e.g. Chronister and Brown, 2012).

Aims: This research aims to explore the idea of learning flashpoints in WIL, specifically: what kinds of learning flashpoints have been observed, and what strategies are being used by the academic and/or host (workplace) supervisors to facilitate and promote these flashpoints.

Methods: The study forms part of a broader investigation of the role of debriefing in WIL. Research design for the whole investigation used an exploratory, qualitative approach, involving a series of semi-structured interviews with academic and host supervisors involved in the delivery of WIL courses. To date 21 participants have been interviewed (16 academic supervisors and five host supervisors), across broad range of disciplines (e.g. education, health, business) and institutions within Australia and New Zealand. The current study focuses on two questions from these interviews. The relevant interview segments were subject to thematic analysis. Each researcher independently coded data using QSR NVivo 11, and then met to discuss and agree on final codes.

Results: There were many commonalities in the learning flashpoints mentioned by participants. Key types of flashpoints concerned: future career choices (both confirming and questioning previous ideas), connecting theory and practice, and students learning about themselves e.g. beliefs and values, strengths and weaknesses (although the focus of this last flashpoint differed depending on the context and individual). Professional identity and learning in regards to new skill development also featured. Facilitating strategies varied enormously from highly structured one on one discussions, interviews or debriefs, as well as group workshops/debriefs, to unstructured discussions at the dinner table. There were also examples of written activities such as reports and critical incident analyses. Of perhaps greater value are the insights of these practitioners about the actual triggers for the flashpoints, which encompassed: challenges to strongly held beliefs of students, students feeling perturbed, insecure, or disappointed, experiencing critical incidents (or near ones) and questioning of assumptions. The practitioners also identified several personal factors that assisted or inhibited students experiencing these flash points. All participants reported observing learning flashpoints in their dealings with students. This did not, however, include all students as some seem to be more open to and/or had particular experiences that promoted this phenomenon. Further analysis of the data is needed to determine which strategies are most effective in promoting wider experience of individual learning flashpoints.

Conclusions: Learning flashpoints appear to be the culmination of many different aspects of the student experience including, debriefs/discussions with supervisors and peers, adequate preparation (personal and academic) and the actual workplace experience. Where they occur they seem to have a powerful and profound effect on the students involved. Identifying the most effective strategies would improve learning outcomes for WIL students.

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A Transactional Model of Critical Reflection: Collaboration, Advocacy, and Engagement
Patricia Lucas

Background/Context: It is well recognised by cooperative education proponents that critical reflection plays an integral role in enhancing the likelihood of an experience leading to learning. Through the practice of critical reflection students can explore a deeper understanding of a particular workplace experience in ways that can create new knowledge and have the potential to impact on future practices. To date there is a paucity of research in the field of cooperative education with a focus on understanding students' experiences of practicing critical reflection, particularly in the context of sport cooperative education.

Aim: A broad focus of the study was to understand how students experience the process of critical reflection.

Methods: Using an interpretive case study methodology data was collected from a cohort of Bachelor of Sport and Recreation (BSR) students who had recently completed their cooperative education programme. The data is represented as six research narratives constructed from reflective journal entries spanning one academic year and relevant dialogue extracted from a programme termination interview. Thematic analysis of the research narratives, through a Deweyan (1938) theory of experience lens, identified several interconnected and interactional themes related to critical reflection as a learning strategy within cooperative education.

Results: To date, there have been no published diagrammatic representations to assist with the understanding of the complex dynamics and interplay of factors that may contribute towards the place of critical reflection within the cooperative education context. The unique transactional model of critical reflection, although structurally simple, provides a starting platform for further educational conversations to progress the understanding of critical reflection in complex learning environments and consequently how it might be better taught, learnt, assessed and researched. It also provides a framework for understanding and demonstrating the versatility of critical reflection in drawing together the multiple dimensions of the cooperative education experience that is continual, cumulative and progressive.

Conclusions: This model identifies the collaborative and interactional aspects of utilising critical reflection within a cooperative education framework. Centralising critical reflection within this model advocates for the value of critical reflection in work-integrated education, particularly if we believe it can enhance the development of professionalism and lifelong learning. Critical reflection has the potential to encourage students to engage with learning by examining their workplace experiences within the multiple dimensions of a cooperative education partnership.

Promoting Development of Critical Thinking through Work-Integrated Learning
Jay Hays and Bhavana Mehta.

Background/Context: Critical thinking is widely acknowledged as important and tertiary education institutions are expected to produce graduates who think critically. Great disparity exists in the way critical thinking and its development are conceived, and there are gaps in the defensible methods by which critical thinking is assessed. This paper covers these issues and emphasises the opportunities for development and assessment of critical thinking through Work-Integrated Learning.

Aims:
   1. To review the literature with respect to critical thinking and its development and assessment.
   2. To highlight the importance of critical thinking to (and from the perspectives of) government education authorities, industry and employers, academic institutions, and students and their families.
   3. To outline opportunities for development and assessment in and through Work-Integrated Learning.
   4. To put forward an assessment regime that WIL practitioners can use to determine and document improvements in critical thinking.

Methods: Paper represents mixed-methods, including interviews and document analysis, and multiple lines of enquiry bearing on critical thinking and its development, teaching and learning aspects of critical thinking, and assessment of higher-order thinking capabilities and dispositions.

Results: Study suggests multiple lines of enquiry needed with respect to the teaching and learning of critical thinking, with a particular lack of systems and instruments and / or their consistent use to assess critical thinking, and greater support needed for teachers who are expected to foster development of critical thinking amongst students. An unintended but important finding arising from the study is that international students differ from domestic (Western) students in their skills and dispositions (readiness) to employ critical thinking effectively in their studies and in the application of their studies.

Conclusions: The primary conclusion and potential outcome of this research is that assessment of critical thinking is lacking: inconsistent, unsystematic, in indefensible; thus, a means for assessing critical thinking based on principles of critical thinking development and demonstration is proposed. Also important is the proposition that critical thinking is developed through Work-Integrated Learning and development can be enhanced and defensibly assessed through the WIL experience. Implications for research and practice are included. Key for WIL practitioners and general academics alike is that some preparation may be required before students (and in particular international students) might benefit most from initiatives to foster critical thinking or perform at comparable levels.

Some Aspects of Supervising Students' Action Research: Challenges and Possible Solutions
Tanya Pintchouk, Sadhana Kumari and Susan Widger

Background: This paper explores the issues of supervising the degree students involved in an action research project

Program: When on a compulsory teaching practicum, the Bachelor of Teaching (ECE) students are required to carry out a 15 credit action-research project.

Unique Features: Some important basic research skills necessary for an on-going improvement of own practice upon joining the workforce in an ECE sector are aimed to be acquired by the future graduates throughout the processes of identifying an area of interest, formulating a research question, writing a literature review, preparing a research proposal, implementing an action research and writing a research report. This presentation attempts to explore the challenges the supervisors face at some of those stages.

Discussion/Argument: The findings for the present discussion are obtained in an action research of the three supervisors. The data collected represent the participants' individual interpretations of particular aspects of the supervising processes. The interpretive paradigm approach (MacNaughton, Rolf & Siraj-Blatchford, 2001; Newman, 2003, Mutch, 2005; Punch, 2005) applied in the research outlined the value of individual multiple truths to uncover the complexity of the participants' perception of the same phenomena, i.e. the supervising processes.

The paper discusses the following areas:
    1. avoiding ambiguity in terminology and duplicating information in the instructions for writing a research proposal and a research report
    2. narrowing the focus of the chosen research area and selecting strategies for the action research
    3. overcoming difficulties in designing the research and in writing the implementation part in the report.
    4. overcoming unrealistic expectations

Implications/Issues: As a result of the present action research/piloted practices some recommendations and the areas for further research have been outlined. It is also assumed that there is potential for counterpart institutions running similar projects to share ideas on overcoming the identified challenges faced by both students and their supervisors.

Are students' Acquiring the Skills, Competencies and Work Experience that Align with Industry Needs and WIL Course Design?
Denisa Hebblethwaite and Alastair Emerson

Background: This paper explores the perceptions of business students who have participated in a Work Integrated Learning course in the context of enabling them to gain experience and develop skills and competencies which will assist in finding and gaining employment. The Bachelor of Business degree at Unitec involves a compulsory 30 or 15 credit Industry Based Learning (IBL) module at Level 7. This takes the form of completing a project and work tasks in industry under the supervision of both an industry and academic supervisor. Students are assessed across a number of areas via an eportfolio of learning that evidences their work achievements and reflections of their work experience at the end of the placement.

Unique Features: Whilst there is a considerable body of research examining the WIL experience from a pedagogical and supervisor standpoint, this paper attempts to explore students' experiences, perceptions and reactions to their workplace by analysing a cohorts' critical reflections on their WIL experience. The focus of the analyses will be to determine key skills and competencies acquired by the end of their placement. These key themes will then be compared to industry needs and objectives of the WIL course design.

Discussion/Argument: The paper explores themes as suggested below:
• Perceptions of performance in work placements
• Industry skill needs
• WIL course design for employment skill development

The discussion centres on the alignment of students' perceptions of skills and competencies acquired whilst in the placement with industry needs and course design.

Implications/Issues: Do the key skills acquired during a placement match industry requirements and if not, do we need to relook the WIL course design? This discussion aims to provide insights to the body of knowledge on best practice in WIL design for developing skills and competencies for employment.

Don't Get Left Behind! The use of LinkedIn and Online Technology to Record Experience
Grant Verhoeven and Andrew Tui

Students are actively encouraged to record and reflect on their relevant experience however in many cases the tools they are given are impractical, unappealing and don't get a great response.

LinkedIn, often called the professional Facebook, is becoming increasingly popular among students in recording their experience and promoting themselves online. Several leading universities are now running workshops and developing resources supporting students to use it as a tool to connect with potential employer. However little research has been done in New Zealand on how students perceive and use LinkedIn.

A survey was carried out to gauge the use and understanding of online technologies in relation to digital career literacy by students at Massey University and Unitec Institute of Technology. It looks at baseline data around students' use and knowledge of LinkedIn. It has implications around how students use digital technologies to record their work experience, how they use LinkedIn and how as practitioners we can best support students to use tools that get them to reflect on past experiences.

Bringing Theory and Practice Together: Mentoring for Leadership
Megan Gibson and Felicity McArdle

Background: This paper explores ways of addressing the so-called theory/practice divide when it comes to Work Integrated Learning (WIL) projects and programs. The dominance of economic discourses drives "reforms" in universities and workplaces, and a "casualty" of budget-driven changes is the "affordability" of a promise of WIL experiences for all undergraduates.

Program: Teacher education has long had a tradition of field experience placement, purportedly designed to bring theory and practice together. In order for such a model to support students on placement, extensive resourcing is needed. Models for mentoring and leadership are important components for building professional identities. In this paper, we explore a number of models for teaching about mentoring and leadership, as part of 'real-world' experiences. Rather than construct a binary framework or attempt to develop a one-size-fits-all recipe for success with WIL, we argue for a dialogic approach, establishing high expectations for mentorship, leadership, learning and teaching.

Unique Features: Much has been written about the benefits of a model where field experience placement provides supervision and mentorship so as to support and challenge students to become successful professionals. This paper draws on existing research and two examples from the field. When undergraduate students become engaged in critical reflection, they are encouraged to take some agency in their own development as professionals. A number of frameworks for working with students in preparation for, during and after their WIL placements are suggested, and an exemplar for mentoring is discussed.

Discussion/Argument: The paper discusses mentoring as an integral part of WIL. This paper examines mentoring as a key tool for working within the theory/practice nexus, and is framed by the understanding that, as undergraduates prepare to transition to their chosen profession, they are, at once, becoming, being and belonging. There are key points around which the discussion is framed:

- Mentoring is a graduate attribute and an important part of any profession
- Critical reflection, relationships, and active listening are important to the success of any placement
- Placements can be beneficial beyond the immediate, and can act as a catalyst for expanding knowledge, stimulating critical reflection and improving practice

Implications/Issues: The discussion aims to emphasize the role of mentors, supervisors and students in bringing together theory and practice, and points to strategies for intentional teaching of some of the principles that shape WIL – not just leaving this to "chance", or presuming that knowledge is "a given" when experience is organized. The presentation will refer to a new book, "Being and Early Childhood Educator: Bringing Theory and Practice Together", which was specifically fashioned to support a particular cohort of undergrads in their transition to the profession. Wider applications and implications will be important to the discussion.

'The Ends Justify the Means' – Reconciling Reputation Management with the Meaning of Work in Cooperative Distance Education
Luke Strongman

Background: This paper explores the meaning of work in a distance co-operative education perspective and argues that the balance of study, leisure and employment work for 70% of distance learners, fulfills cooperative ideals between stakeholders in a multiplicity of areas.

Unique Features: The demands of the modern workplace are at least tri-partite in their characteristics. They are divided between the interests of the employer or manager in productivity and efficiency, and the interests of the employee or worker in fulfillment; and in the possibilities of both for a life of meaning, and a safe working environment (Ciulla, 2000, p. xi). However, work is not just a source of income or material need but also satisfies psychological needs of cohesion, regularity, self-efficacy and discipline. These can be met by studying to acquire skills for a vocation by distance learning, hence fulfilling co-operative education values.

Discussion/Argument: Beder (2000) claims that in the twenty-first century, work and production have become ends in themselves and few people have the luxury of considering whether they want to work or why they work, as there is limited social identity outside of employment. It is usual that while the interest of the many in meaningful work is strong, the supply is thin on the ground, hence people seek meaning in other areas of life, including leisure and recreation which are necessary to lead rounded and healthy lives. These too are facilitated by studying in distance elearning mode, as the learning environment can be adapted around the learner's needs.

Implications/Issues: There has been a corresponding shift from a resource-based to a knowledge-based economy, a 'revolution' in information and communication technologies, and changes in market relationships, that have co-evolved with distance education assuming a greater market share among viable education alternatives. In general conditions have improved from those of previous decades but it is valuable to remind ourselves that the problems of the meaning of work have evolved with changes in roles and markets. By comparing attitudes to work and study from previous areas and in examining the changes in the modern economy of work, we can begin to understand how distance learning fulfills cooperative education values, and has relevance to lifelong learning.

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More than a University Topic: Work-Integrated Learning as Partnerships to make a Significant and Sustainable Difference to Less Privileged Communities at Home and Abroad
Deb Agnew, Shane Pill and Jan Orrell

Background: In 2015 Flinders University offered the Bachelor of Sport, Health and Physical Activity for the first time. As part of this degree students undertake a minimum 100-hour Work Integrated Learning component within a topic requiring an industry project in one of the following areas: sport coaching; sport & disability; Sport business; sport marketing; sport tourism; or sport nutrition. Students are not limited to South Australian based projects, both interstate and international Work Integrated Learning experiences are offered.

Unique Features: While there is a current body of literature detailing work integrated learning partnerships, that which deals with models for sports based placements, have not been found. This paper, therefore, provides a framework with which to begin discussions.

Discussion/Argument: This paper discusses partnerships as the key to sport placement success and the development of a Work Integrated Learning model for Bachelor of Sport, Health and Physical Activity students.

The discussion will focus on two cases of partnership development as examples typifying the Flinders University Sport Work Integrated Learning Model- Partnerships. The partnerships used as examples of the model Flinders University has developed are: 1) The Darren Lehmann Cricket Academy and the ability to influence the sport, health and physical activity landscape in India and; 2) West Adelaide Football Club and the ability to influence sport, health and physical activity opportunities for emerging communities in one of the most multicultural councils in South Australia.

In both cases, sport for development frames the partnership between the university and the partnering sporting body, providing a significant opportunity not only for the university students to put their skills and knowledge into practice, but also to provide the potential for a positive change in a less privileged jurisdiction. These communities may not otherwise have access to the sport, health and physical activity options that many young Australians take for granted due to lack of professional knowledge and resources. The focus of the sport placement program in this degree has been to ensure mutually beneficial partnerships and is not just about placing students with organisations to complete the degree requirements. The model can provide the sport organisations with additional personnel enabling assistance in areas including the implementation and evaluation of their programs for best practice in communities that they would otherwise not be able to influence.

Implications/Issues: The partnership model has the potential to create opportunities that go beyond providing a placement for students as credit towards their degree qualification. Additional benefits that are currently apparent from the Darren Lehmann Cricket Academy partnership are: 1) the opportunity for staff to contribute to research and the body of knowledge around sport for development in less privileged areas as well as providing policy recommendations and curriculum for schools in India ; 2) the significant potential to positively influence the health status of children in disadvantaged areas in India and; 3) the opportunity for 'fellowship' programs where Indian PE and Sport educators can come to Flinders University to further their education and understanding of sport and physical education provision in Australia.

The partnership with West Adelaide Football Club has the potential to engage children from a variety of backgrounds in physical activity outside of school hours via Australian football, which they may not have had an opportunity to participate in. In this environment, the children can also be engaged in important health lessons associated with nutrition, drug and alcohol strategies, and personal safety. Therefore, we argue that creating work integrated learning experiences through a sport partnership model for the Bachelor of Sport, Health and Physical Activity students around a partnership model, moves Work

Integrated Learning from a narrow focus related to the completion of one university topic towards something that has the potential to create change in the community.

Students' Advice about Learning Off Campus: Have Courage and Expect the Unexpected
Yvonne Wood, Sonja Gallagher, Megan Roberts, Jenny Fleming and Neil Haigh

Background/Context: All students need to be prepared for 'life wide' as well as 'lifelong' learning (Jackson, 2011). Within the Faculty of Culture and Society at Auckland University of Technology, off-campus learning opportunities are intended to help students become more accomplished life wide learners. These opportunities may include cooperative education, work placements, and practicums.

While possible similarities and differences between on-campus and off-campus learning have been conceptualized (e.g. Billet, 2004; Bryson, Pajo, Ward & Mallon 2006; Coll et al., 2009; Hodkinson, 2005; Moore, 2004; Tynjala, Valimas & Sarja 2003; Vaughan, O'Neil & Cameron, 2011), limited research has focused on student views about contrastive features of their learning in these different environments (Coll et al., 2009). This research, focuses directly on students' views about contrastive features of on and off-campus learning. It also responds to the contention of Alkema and McDonald (2014) that "more… needs to be known about how the workplace acts as a learning environment in its own right as opposed to an adjunct to tertiary education provision" (p. 35) and extends research by Fleming (2014) into student, teacher and workplace supervisor views about learning in a cooperative education programme.

Aims: The main research question addressed in this project is – What are students' views about similarities and differences in their learning in on-campus and off-campus environments? The answer to the question will have practical benefits as well as contribute to related scholarship. Those benefits are associated with the need to adequately prepare students for learning in off-campus environments (e.g. Grace and O'Neill, 2014, Haigh, 2008; 2013). Insights from the research will be included in an e-book on off-campus and life wide learning that will be used as a preparation resource.

Methods: A case study methodology has been used and initial interview data has been gathered. A small sample of Faculty of Culture and Society students have been interviewed to identify the range of views they hold about contrastive features of on-campus and off-campus learning. This presentation reportson findings from the interview analysis.

Results and Conclusions: In this presentation, we focus on student responses to the final interview question, which concerned the advice they would give to future students about learning during Cooperative Education or Practicum opportunities. Preliminary data suggests that this is a rich question to focus on and a summary of responses will be provided and discussed. Methods for capturing and representing the student voice in programmes and resources for preparing students for off-campus learning will also be considered.

Industry Based Learning – A Student's Perspective
Shui Ram

Background: This paper explores a student's perception of industry based learning. In order to engage effectively, students who have never been in the work place need support and guidance from the provider of education and training and the employer.

Unique Features: Students with no work experience face a number of challenges when entering the workplace. These challenges will be identified and discussed in this paper. It is hoped that from this discussion some ideas would emerge that could be used to make the students' entry into the workplace easier and pleasant and the work itself enjoyable and rewarding practical experience.

Discussion/Argument: For students who have never worked in the industry, obviously, the provider of education and training and the employer will have to advocate industry based learning (IBL) and collaborate with each other in order to engage them to perform effectively in a given job and produce desired outcomes. Abery, Drummond and Bevan (2015) believe that "What needs to be ensured is that students are prepared for the placement experience at an organisational, interpersonal and individual level" (p. 3). To do this they will have to know the students' expectations before, during and at the end of their placement in the industry. Some of the expectations of the students would be to: find a job that requires them to use the knowledge and skills in the major subject area of their study, get a good introduction and familiarisation with the work environment (including hours of work, the actual work, contact persons, line of responsibility reporting and outputs to be produced during and at the end of the placement, and whether they will get paid for the work they would do). Are there jobs available in the industry to match up with the needs of every student in every field of study? Is every employer able to pay IBL students? Do these students get adequate on the job guidance and support? Campbell, Mackaway, Peach, Moore, Ferns, and Seeto (2014) think that although there are benefits of work-integrated learning, diverse student populations are not able to fully access, participate and engage with these opportunities.

Implications/Issues: If the student's needs are known and understood, the transition from academia to the industry can be made a pleasant experience. This can be achieved through the advocacy, collaboration and engagement of the two major stakeholders: the provider of education and training and the employer. As a consequence of this advocacy, collaboration and engagement, a better employee would enter the work force.

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Giving Academic Credits for Students who have Obtained Summer Internships
Brenda Lloyd and Susan Chard

Background: Wellington runs a summer internship programme for students who are studying areas related to information technology called "The Summer of Tech". The organisers of this programme run bootcamps and workshops to prepare the students and a speed dating type of matching service for positions which are provided by industry within the geographical area. Over the years we have become more involved in this arrangement and our students have been very successful. It seemed appropriate to be able to offer the students' academic credit while taking part in these internships.

Aim: To develop papers to allow the students who obtain their own internships to earn academic credit for the work they undertake. We run both undergraduate and postgraduate courses, so we needed to develop both a level 7 and a level 8 paper.

Method: A search was undertaken to investigate best practice for offering papers earning academic credit for both level 7 undergraduate internships and level 8 applied research internships. Descriptors were developed for each paper and approved through the academic board to allow inclusion into the relevant programmes. A handbook was written outlining the processes the students needed to complete to enrol and the assessment task details needed to earn the credits.

Results: Three assessments were developed for each paper and prior to enrolment, the students have been interviewed, as were their mangers, to ensure that they were aware of the requirements. As the Information Technology Industry often involves sensitive information an agreement was made with each stakeholder to ensure that any barriers to the students being able to complete were discussed and overcome if possible. Six level 7 students and two level 8 students have enrolled. Most of these have found their own positions with only two coming through the summer of tech programme. Only the students who needed the credits to complete their qualification have been enrolled for the papers.

Conclusion: There were more queries from students than was expected, not all the queries about the papers culminated in the student enrolling. Some didn't need the credits and so didn't want to spend the money or do the extra work, some thought we should find their positions for them which was not an option. There were also requests to allow the paper to run over other periods within the year, which we are considering. As for the success, this pilot has only just begun and the preliminary results will be discussed in our presentation.

Using a "Placement Portfolio" to Prepare Health Sciences Students for the Work-Integrated Learning Journey and Beyond
Elizabeth Abery

Background: This paper discusses the implementation of a "Placement Portfolio" that was developed based on past student feedback to support students undertaking a Health Sciences Work Integrated Learning (WIL) placement. The portfolio records activities that are timed to support the stages of placement progression. The "Placement Portfolio" is intended not only for assessment but also a means for the university placement supervisor to engage in and monitor the student WIL experience, and for students to engage in and be responsible for their own placement journey through reflection and collaboration with university supervisors, host placement supervisors and university services that support career development.

Unique Features: The placement context is complex in that it is non-competency based, students come from a range of degree majors and they are placed within a broad range of health and community settings, with a consequently varied range of projects or workplace tasks being undertaken. Anxiety and lack of confidence in skills and knowledge prior to undertaking a WIL placement are commonly noted. Additionally, students in this context may struggle with the concept and value of undertaking a generic placement. The "Placement Portfolio" provides a tool for students to develop skills and enhance their confidence. Activities are completed and submitted to the university supervisor progressively and all are retained by the student within a working word document that culminates into a format that provides a record of the placement outcomes, activities and achievements. The activities are timed to reflect the stages of student, university and host placement expectations. This allows students to be responsible for preparing for the placement, completing placement objectives and also for university and placement supervisors to monitor student progress, identify any concerns and provide feedback and future direction.

The "Placement Portfolio" activities include:
Pre-placement
- During an introductory session students complete a survey to measure preparedness and confidence.
  Within this session, representatives from the university Careers and Employer Liaison Service provide workshops on workplace skills and making the most of placement opportunities for future employability. A certificate of completion is provided.
- Students view short videos of past students' experiences and respond to questions that encourage reflection on the potential opportunities during and post placement.

During placement
- Research resulting in a 500-word summary of the host organisation, its role and underpinning philosophy.
- In consultation with the host placement supervisor a contract is prepared that outlines the student's roles and responsibilities, and placement expectations and deliverables.
- A follow up survey to measure changes in preparedness and confidence and resources or activities that have impacted these.
- A project plan and timeline to enable students to meet the placement expectations and deliverables.
  Completion of an additional workshop of the student's choice conducted by the university Careers and Employer Liaison Service.

Post placement
- A report that details aims and objectives of the placement and outcomes achieved.
- A personal reflection of the placement experience.

Discussion/Argument: The "Placement Portfolio" discussed was put into practice in 2015. It has provided a student centred approach as it evolved through collaboration with past students and their WIL experiences. While the use of eportfolios and reflection activities is becoming a popular choice in WIL assessment it is important that students can see the value in this process not only to meet assessment requirements but also to cultivate personal and professional skills that can support preparedness for placement, confidence while on placement and be transferable for future employability.

Implications/Issues: By completing and recording a series of activities that are progressive and timely students have the opportunity to develop skills and enhance confidence supporting them in transitioning into and then out of their placement. Ethics approval is currently being sought to formally evaluate the benefits of the "Placement Portfolio" in the context of Health Sciences students undertaking a generic WIL placement however, anecdotal evidence and observation of student outcomes suggest that the "Placement Portfolio" has provided a valuable tool to support students in their WIL journey.

Employer Expectations for Number and Length of U.S. Internships: Implications for Preparing Young Adults to Enter the Workplace.
Phil Gardner

In the U.S. the characteristics for an internship/co-op experience was established by manufacturing companies and financial institutions in the late 1970s and then have guided professional practice ever since. Typically, an internship would last 3 to 4 months (an academic term or summer) and one experience was generally. With the realignment of the global economy everything has changed. With manufacturing no longer dominating hiring, service focused companies are shifting their experiential requirements to insure that college students have the time to development the essential skills necessary to excel in their organizations. A survey of nearly 2,000 U.S. employers uncovers some of the shifts in expectation that are taking place. The results are placed in context by considering the new type of professionals employers want to see and the new assessments being tested for talent acquisition.