Work-Integrated Learning New Zealand 2024 Abstracts

Thriving Together:
Partners & Practice

9-10 of April 2024,

Pipitea Campus, Te Herenga Waka, Victoria University of Wellington, Wellington, New Zealand

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Keynote presentation 9 April 2024

Transitional education and work-integrated learning

Dr Colin Kennedy, Chief Innovation Officer, Creative HQ

Dr Colin Kennedy is currently the Chief Innovation Officer at Creative HQ in Wellington. He is the founder of the organisation's School of Innovation, a cutting-edge concept that builds innovation capabilities and startup mindsets in individuals, organisations and youth both in New Zealand and internationally.

Colin has over 25 years of experience working in a variety of education roles, including:

- Lecturing in Development Studies and Human Geography at Victoria University of Wellington,
- Running the nationwide Young Enterprise Scheme in New Zealand (a programme that engages 5,000+ secondary school students across the country each year in real-life entrepreneurial education),
- Working in the global migration and exchange of ideas as the Director of Programmes and Engagement at Fulbright NZ,
- Teaching English as a Second Language in seven different countries.

Colin has written extensively on educational inequality and speaks globally on topics such as innovation and Gen Z, and as such is a highly-aligned speaker for this year's conference.

Keynote presentation 10 April 2024

Thriving partnerships for successful work-integrated learning

Facilitator – Professor Karen Smith, Associate Dean (Learning and Teaching), Victoria University of Wellington

Karen Smith teaches on the undergraduate and postgraduate tourism management programmes and supervises Masters and PhD students at Victoria University of Wellington. She has a passion for teaching and received a University Teaching Excellence Award in 2013. She also leads the WSBG's Executive MBA Non-profit Advisory Project which has involved students working with over fifty local and national organisations on a variety of strategic and operational challenges.

Karen was elected as a CAUTHE Fellow (Council for Australasian Universities Tourism and Hospitality Education) in 2023, is on the CAUTHE Executive, and a previous Vice-Chair. She was also the Inaugural Chair of the Tourism Educator Aotearoa (TEA) and continues to advocate on tourism education at secondary and tertiary levels. In 2019 Karen was made a Member of the New Zealand Order of Merit (MNZM) for services to volunteering and education. She is a previous Chairperson of Volunteering New Zealand, volunteers as a Wellington City Ambassador, and regularly works with not-for-profit organisation to deliver professional development training to those managing volunteers and promoting volunteerism.

Panel:

Debbie Bridge, Principal Adviser, H&S Workforce Capability from Ministry of Primary Industries, Government Health and Safety Lead NZ

With over 15 years of experience in HR generalist roles, Debbie Bridge now works as a Senior Advisor supporting the continual growth of H&S workforce capability using a 4 year workforce development programme. A key part of this programme is an award winning Health and Safety Internship Programme which is designed to support and provide a pipeline of future passionate health, safety, and wellbeing professionals for the government sector.

The Government Health and Safety Lead programme has over 100 interns that have participated in their Summer Intern Programme to date. The programme, which has been running for seven years, involves 30 agencies and has seen over 50% of the interns gain employment in the public sector. Many of these interns have progressed into senior advisory roles.

Tracey Cotter-Martin, Associate Director Futures + Insights, Datacom

Tracey Cotter-Martin is Datacom's Associate Director - Futures and Insights. In this role Tracey has built Datacom's Future of Work strategy, which underpins a new delivery model for customers that views technology and its applications from a human-centric standpoint. Viewing technology through that lens helps inform better technology decisions that support people, contribute to greater digital equity and drive more positive social impacts.

Tracey and her team work with organisations across the public and private sector and in 2022 she was recognised with the Innovation Award at the Women in ICT Awards (WIICTA), acknowledging her project work and its ability to deliver tangible business results.

Te Oho Reedy, (Ngāti Porou), General Manager Qualifications and Quality Assurance, Ringa Hora – Workforce Development Council

Te Oho Reedy has immense experience in the qualifications space, with the National Qualifications Framework (NQF) and the New Zealand Qualifications Framework (NZQF) where she gained 22 years of experience.

Te Oho's role with NZQA is to review the New Zealand Qualifications Framework and she is motivated by the positive impact Tertiary Education can have on the lives of individuals and their families. She hopes to contribute to a more flexible, inclusive, sustainable and agile education framework that enables success for all learners and services industries.

Mentoring doctoral journeys in professional practice spaces

Martin Andrew

Otago Polytechnic | Te Pūkenga

Otago Polytechnic's Doctor of Professional Practice enters its 7th year of delivery in 2024 Professional Doctorates and represents the most substantial programme of its kind in Aotearoa/New Zealand. Derived from the Middlesex model of professional doctorates (Costley, 2010), it is one of increasing numbers of such professional doctoral programme in the United Kingdom, Australia and New Zealand (Robinson, 2018). It distinguishes itself through its accommodation of alternative, subversive and iterative methodologies in a variety of possible forms for the candidate's doctoral claim. The study investigates distinctive aspects of mentoring, mentor support and the ākonga/learner journey within the programme. It asks what lessons the collective experiences learnings of mentors can teach mentors of professional practice doctoral candidates.

Literature: The literature impacting this topic largely derives from British and Australian contexts (Hawkes & Yarrabati, 2018; Robinson, 2018) and includes studies of supervision as coaching (Bordogna & Lundgren-Resenterra, 2023), critical reflection as pedagogy (Cunningham, 2018), the value of communities of practice for both mentors and learners (Lambrev, 2021). It extends to cover features of existing professional doctorates that demonstrably lead the way in maximising contribution to professions (Larmer, et. al, 2019). We also consider methodologies for professional practice including the central role of autoethnography (Costley & Fulton, 2018) and the potential of bricolage (Andrew & Karetai, 2022).

Methodology: This session examines the distinctive features of this doctorate through a collaborative autoethnographic approach involving the pooled shared experience of mentors (Otago Polytechnic, Ethics B, 2020, #87).

Results: The session, grounded in mentor autoethnographies and international research, suggests our mentoring team's learnings can contribute to a broader understanding of doctoral mentoring. Our view is 'mentoring' is a more authentic term for often transdisciplinary professional practice research journeys than, for instance, 'supervision' or 'advising' in that it recognises the affordances of 'coaching' and understands a candidature as a co-constructed journey (Boud et al., 2021). Specifically, it is a collaborative venture where the ākonga is the expert in their practice and the mentor presents support and scaffolding to enable the learner both to make a claim for doctorateness (Yazdani & Shookooh, 2018) and to contribute substantively to their area of endeavour and workplace.

Conclusions: Among the considerations needed in work-integrated, work-based and professional practice doctorates are a fresh understanding of mentoring and its alignment with coaching, an understanding of the value of communities of practice for mentor and learner support and openness to a range of iterative methodologies grounded in the practice journey of the individual.

The application of a holistic wellbeing framework within work-integrated learning

Martin Andrew

Otago Polytechnic | Te Pūkenga

Regan Cotter

Careerforce

While studies on fostering and maintaining wellbeing within workplaces are common, practice-based investigations into organisations' initiatives are less prevalent. Spence (2015) notes the World Health Organisation has continually requested workplace strategies focusing on a holistic model of employee physical, psychological and social health and wellbeing. Hanna and Griffin (1999) also support the need for a holistic workplace health and wellbeing (H&W) framework. Hamling et al. (2015) noted: "although research on wellbeing and flourishing informs us of the general pathways to flourishing in life, very little is known about what promotes wellbeing at a contextual level, in particular in the occupational context" (p. 152). This short presentation considers how an investigation into well-being initiatives from 5 employers informs a frame of practice for learners entering new workplaces called The Workplace Wellbeing Kete.

The global pandemic of COVID-19 and Cyclone Gabrielle have placed substantial stress and uncertainty on our communities and in turn, changed the working landscape. Employee H&W has become a major issue and one contemporary and progressive workplaces can no longer distance themselves from (Spence, 2015; Worksafe NZ, 2022). This proposed investment in the staff will help alleviate stress levels, drive organisational productivity and a positive workplace culture. It is grounded in wellbeing "a holistic integration of physical, mental, and spiritual well-being, fuelling the body, engaging the mind, and nurturing the spirit" (Stoewen, 2017, p. 861). Among the models informing this good practice Kete are Stoewen's (2017) germinal 8 Pillars of Health and Wellness (physical, nutritional, intellectual, spiritual, emotional, social, environmental, and financial) particularly where it aligns with Durie's Te Whare Tapa Whā model (1984).

The Workplace Wellbeing Kete is a holistic framework generated within a Masters' project to help workplaces construct a wellbeing programme specific to their organisational culture and employee needs. It is proposed this framework is used as a tool for our students to develop a deeper understanding of organisational culture, workplace wellbeing and their personal wellbeing. This deeper understanding will not only assist our students in identifying an organisational culture aligning with their own personal value system but also an auditing tool for workplace and personal wellbeing. These are essential skills and knowledge for the optimisation and retention of our future workforce.

Listen and they'll tell you: Responding to feedback to improve work- integrated learning

Elizabeth Asbury

Emma Addington

George Orsborn

Pipi Learning Ltd

Gloria McGirr

Charlotte Charlotte

Stratcom Security

Introduction: The De-escalation eLearning Series was created for Security Officers working in challenging situations, where their own personal safety as paramount. Post-completion evaluations showed highly significant improvements in all learning outcomes and positive learner feedback. However, participants requested additional simplification of complex concepts and increased te reo Māori.

Research aim: To explore the impact of concept simplification and strengthened te re Māori on an already successful eLearning series.

Literature: While enhancing existing education material with te reo Māori has increased engagement in primary schools (Casey, Baghaei & Nand, 2014), there is little research surrounding the use of te reo in work-integrated learning. Simplifying complex concepts can be advantageous for all ākonga, not just those with diverse educational needs (Haggis, 2006).

Methods: The De-escalation eLearning Series was developed using Articulate 360 and evaluated using the Kirkpatrick Evaluation Framework. The series contained engaging interactive content, including expert interviews, demonstrations, animation and quizzes, all created through an Aotearoa New Zealand cultural lens. The original modules were piloted and launched in February 2021. Following learner consultation, Māori Advisors from Pipi Learning and Stratcom Security identified high frequency words that were translated into te reo, peer reviewed and built into the modules, along with simplified key concepts. Participants were asked to rate their understanding of each learning outcome using a seven-point Likert Scale, before and on completion of the series. Data are represented as the mean and standard deviation. Statistical significance is $p<0.05$.

Results: Between November 2023 and January 2024, 33 participants completed the updated De-escalation eLearning Series evaluation, while 203 had evaluated the previous version. All learners (100%) undertaking the updated version agreed or strongly agreed the topics were explained in ways they could understand, were comfortable with the content of the modules, and could 'see that the modules were made for people like me'. Ninety six percent were comfortable with the use of te reo Māori.

Participants reported a very similar significant increase in their understanding of what de-escalation is on completion of the original module (4.03 ± 1.71vs.6.20 ± 1.07,$p<0.01$) or updated version (4.50 ± 1.79vs.6.30 ± 1.03,$p<0.01$). The participants understanding of how to prevent a situation from escalating before completing these modules also increased significantly following both the original (4.38 ± 1.97vs.6.23 ± 1.13,$p<0.01$) and updated versions (4.70 ± 1.75vs.6.16 ± 1.21,$p<0.01$). Participants understanding of the methods of de-escalation also increased significantly on completion of either the original (4.33 ± 2.01vs.6.21 ± 0.99,$p<0.001$) or updated version (4.45 ± 1.90vs.6.16 ± 1.25,$p<0.01$)

Conclusion: Strengthening te reo Māori and simplifying complex concepts in work-integrated learning can support engagement and understanding for all ākonga in an online learning environment.

Ko tōku reo tōku ohooho, ko tōku reo tōku māpihi maurea.

My language is my awakening, my language is the window to my soul.

Nurturing futures: Career discussions, the adolescent brain and meaningful work-integrated learning placements

Russell Booth

Eastern Institute of Technology | Te Pūkenga

This presentation explores the transformative potential of career discussions in guiding adolescents towards meaningful Work-Integrated Learning (WIL) placements, while concurrently delving into and understanding the issues of the emerging science of the adolescent brain. Acknowledging the pivotal role of career exploration in shaping future pathways, the presentation aims to unravel the intricate connections between purposeful career discussions, the dynamic neurobiology of the developing adolescent brain and WIL opportunities.

Career discussions play a crucial role in empowering adolescents to navigate the complex landscape of career choices. By incorporating insights from career counselling practices, this presentation illustrates how open and informed discussions can serve as catalysts for aligning individual passions, interests, and aspirations with real-world work experiences. Grounded in the understanding that meaningful career conversations can positively impact decision-making processes, the presentation advocates for the integration of such discussions into educational frameworks.

Simultaneously, the presentation delves into the emerging science of the adolescent brain, recognizing this phase as a time of heightened neuroplasticity and identity formation. By synthesizing current research, we explore how the neural architecture of the adolescent brain influences cognitive processes, self-perception, and goal setting. Understanding these neurobiological underpinnings provides a foundation for tailoring career discussions to resonate with the unique developmental needs of adolescents.

The presentation explains how targeted career conversations can guide adolescents towards WIL opportunities aligning with their evolving skills, interests, and values and specifically a sense of purpose. It sheds light on the symbiotic relationship between cognitive development, career decision-making, and the experiential learning inherent in WIL programs.

In conclusion, this presentation advocates for a holistic approach to adolescent career development, weaving together career discussions, WIL placements, and insights from the science of the adolescent brain. By recognizing the interconnected nature of these elements, educators and career practitioners can empower adolescents to embark on meaningful career journeys grounded in self-awareness, purpose, and real-world experiences. The presentation aims to inspire actionable strategies contributing to the holistic development of the next generation workforce.

Navigating trauma: Proximity, wellbeing, and work-integrated learning in higher education

Clare Dannenberg

Helen Farley

Clare Murray

Freddie Jefferd

Julia Wu

Chris Astall

Misty Sato

Jayson Ware

University of Canterbury

This presentation will offer preliminary findings from our work into the multifaceted relationship between trauma, wellbeing, and Work-Integrated Learning (WIL) in higher education from an interdisciplinary perspective. Introducing the Proximity Trauma Impact Model for Work-Integrated Learning (PTM-WIL), we aim to enhance existing understandings of WIL wellbeing by addressing both global and local proximal stressors. Through an interdisciplinary conceptual exploration, we critically examine the role of trauma in various WIL experiences, drawing insights from our students at the University of Canterbury in Ōtautahi Christchurch, New Zealand. Emphasising the significance of 'proximity' in distinguishing between types of trauma, we extend this concept uniquely to the context of WIL. While broad discussions encompass trauma, its correlations with agility and resilience, and its impact on WIL practices, our primary focus is on conceptualising new dimensions of a WIL wellness model that prioritises community connectedness over individual autonomy.

Additionally, the presentation will highlight the broader context of trauma in higher education, acknowledging the lived experiences of students characterised by global threats, local stressors, and traumatic events. Recognising the challenges faced by students in Ōtautahi Christchurch, we examine how trauma is exacerbated by specific events, such as earthquakes, a mosque shooting, and the impact of COVID-19 lockdowns. Furthermore, the presentation explores the role of educators in supporting a student cohort who may be easily unsettled and lacking in resilience, especially in the competitive environment of a leading university.

Throughout, we weave together the themes of trauma, wellbeing, and WIL, presenting a holistic view of the challenges and opportunities within higher education. The Proximity Trauma Impact Model for Work-Integrated Learning emerges as a forward-looking framework, designed to equip students for the evolving landscapes of WIL and the workplace upon graduation.

Digital storytelling as reflection in work-integrated learning

Clare Dannenberg

Clare Murray

Freddie Jefferd

University of Canterbury

This presentation introduces the concept of digital storytelling as a method of deepening reflective capability, building digital literacy, and fostering career identity-building amongst students as they are participating in Work-Integrated Learning (WIL) experiences. Deep and pervasive reflection is foundational to a successful WIL experience in tertiary education and is consistently presented in the literature as fundamental to authentic assessment of that WIL experience (Zegwaard, et al 2023; Ferns, et al 2022; Smith, et al 2022). Further, the type (e.g., written, oral, group, and/or portfolio) and timing (e.g., prior to, during, and/or after workplace experience) of such reflective practices offer differential benefits to students' metacognitive development pertaining to their WIL experiences (Adams and Jones 2022; Trede and Jackson 2021; Sykes and Dean 2013). Digital storytelling is a high impact, technology-enhanced approach where students creatively and actively engage in relaying ideas related to their known experiences, and this approach is becoming widely adopted in the life design paradigm (Parola, et al 2022). Digital stories may be personal narratives, documentaries, or designed as practice scenarios for use in professional practice and utilise digital media for their creation and expression (Robin 2006).

We will present preliminary findings from our current research project (HREC2023/15) where digital storytelling was introduced as a summative reflective assessment in two 15-point, 2nd year interdisciplinary internship courses (PACE295 Semester 2, and PACE295 Summer) offered at the University of Canterbury. The students were given three prompts to inspire their narratives:

1. What was your first perception of work when you were little and how has that perception influenced your understanding of work today?
2. Who (or what event) has influenced you most in your perception of work and in what ways has that shaped the work that you see yourself growing into?
3. Every little person has a vision or idea of their fantasy job (ballerina or astronaut). Those dreams are achievable, but many of us don't pursue those jobs. When did that dream change or end for you? Why do you think? What took that vision's place?

Student self-reporting and the reflective depth of digital stories themselves indicate positive results from this assessment. We will discuss the benefits of career identity-building and share the benefits and drawbacks of including creative digital platforms as a part of WIL experiences.

How to build interdisciplinarity into work-integrated learning: The story of the Ako ā-Mahi, professional and community engagement (PACE) programme at the University of Canterbury

Clare Dannenberg
Clare Murray
Freddie Jefferd
University of Canterbury

This presentation introduces the story of the Professional and Community Engagement Programme within the Ako ā-Mahi | Work-Integrated Learning Hub at the University of Canterbury (UC). The bulk of Work-Integrated Learning (WIL) experiences are weaved into individual papers or programmes of study to allow students the opportunity to apply their disciplinary knowledge within authentic workplace environments. Further, this hands-on, practical work-based experience is typically tied directly to the students' discipline of study. Notable exceptions to this trend, of course, are those programmes aiming to promote learning across disciplines in problem-based work learning environments (e.g., Zegwaard, et al. 2023; Margo et al 2022; Ferns, et al 2021). Ensuring interdisciplinarity within WIL, however, remains an area in need of cultivation, especially as we consider the complicated landscape of the future of work.

In our presentation we will offer the story how the PACE Programme at UC has evolved from a niche, discipline-specific internship programme into the equity-based, interdisciplinary suite of courses it is today. At its inception, PACE was developed as an internship paper to help students understand potential career avenues within the College of Arts. Students were placed into bespoke internship opportunities that correlated with their individual interests and career aspirations, and the students attended workshops designed to help them critically evaluate the theory of work. After several years in the College of Arts, the PACE Programme was centralised in 2022 into the Ako ā-Mahi | Work-Integrated Learning Hub and tasked to serve students from across the University.

We will offer our blueprint as an exemplar for others in the WIL community who are interested in growing interdisciplinary WIL. We will outline how we redesigned the PACE curriculum to meet the needs of all students without diluting its academic robustness. We will share the many benefits of our approach, the various stumbling blocks for this redevelopment, and our plans for moving the programme forward, in the hopes of encouraging the uptake of this type of programme across the WIL community.

Eliminating sexual harassment and hostile work environments in construction & infrastructure: Lessons for work-integrated learning

Suzette Dyer
University of Waikato

Fiona Hurd
Auckland University of Technology

Kylie Taffard
ConCOVE

In this paper, we present the implications for WIL providers emerging from a co-designed Theory of Change (ToC) research project (AUT Ethics Committee reference #23/198) aimed to address sexual harassment and hostile work environments in the construction and infrastructure sector. To meet its goal of increasing women's participation in construction trades from current levels of less than 3% to 30% by 2040, BCITO (2018) argues, will require more women to see the sector as offering viable career options, and we suggest, also requires the sector to address sexual harassment and hostility.

One theme to emerge from the ToC research, is women experience sexual harassment and hostile work environments alongside receiving advise on how to navigate the poor behaviours of others. The ToC findings also support the proposition that to attract and retain women, the construction and infrastructure sector must address these persistent negative behaviours. Indeed, this mirrors prior research demonstrating women in male dominated industries are more likely to be subjected to gendered behaviours (Bowen, 2020), including sexual harassment (Dyer & Hurd, 2021; Griffith, 2019), hostile work environments (Mink, 2000) characterised by offensive, intimidating, threatening, bullying or harassing workplace behaviours (Alterman, Luckhaupt, Dahlhamer, Ward & Calvert, 2013, p. 661), and workplace incivility (Dorrance Hall & Gettings, 2020).

As a method, ToC seeks to involve as many people affected by a particular issue, create a roadmap of long- and short-term initiatives and outcomes towards a sector-wide impact, and explain how interventions 'lead to specific change' (UNDG, 2016, p. 3). Reflecting the interest in redressing sexual harassment and hostile work environments, participants in this ToC included members of the construction and infrastructure sector, sexual harm advocates, and government agency representatives. One thread of the roadmap to emerge highlighted the importance of engaging education and training providers in addressing sexual harassment and hostile work environment behaviours when preparing learners for sector placements.

Traditionally, a key learning outcome of WIL placements has been to help learners understand workplace expectations and behavioural norms (Arsenis & Flores, 2021). However, this ToC research extended this to include education providers becoming key players in disrupting negative behaviours and reimaging positive norms within the construction and infrastructure sector. Suggested long and short-term initiatives included embedding sexual harassment and civility as part of trades training, working with industry representatives to establish sector-wide standards, and ensuring learners enter safe work-site placements.

Facilitating learning through collegial conversations

Kylie Ellis

Otago Polytech | Te Pūkenga

Background: Capable NZ at Otago Polytechnic was established to meet the needs of adult learners within workplaces, who would generally not leave a role/position to study full-time but whose experience and learning could be credentialled. Online one-on-one facilitation of learning is the primary method of working with learners.

Different learners require different approaches, discussions, strategies, and skills. The programme of study applies a work-based learning philosophy; the benefit to the learner is increased confidence in their work knowledge by gaining academic credibility at a degree level and validating their skills. Ker and Carpenter (2018) illustrate facilitation as a professional activity rather than a set of technical skills, describing the facilitation process as "complex, multifaceted, and learner-centred" (p.30).

Description: Co-facilitation is utilised in the Bachelor of Information Technology (BIT) program, providing the learner with an experienced facilitator and subject matter expert (IT). The academic experience is enriched for the learner as the meetings have the essence of a "collegial conversation". The discussions are rich due to the equality of value among the facilitator-learner team. Everyone brings different lived experiences and contributions. The learning is authentic and practice-centred, and each party has high trust due to the absence of work titles and employment obligations and a high level of curiosity in the learning environment.

Discussion: Gallwey (2001) created the "work triangle" framework to describe the connection between performance, experience, and learning. According to this model, if learning stops, performance will suffer.

Observations revealed the co-facilitation process's interdependent value during group discussions. The collaborative environment generated by this process benefits the learner and enables facilitators to reflect on their encounters. This finding highlights the importance of co-facilitation as a pedagogical strategy to enhance the learning experience.

Similarly, Ako can occur during learner meetings, creating a renewed sense of facilitation practices. These conversations enrich the learner and the facilitator by enabling them to make meaning of what has been learned. Learners deepen their understanding of the content and learning by using different methods and strategies in a mutually respectful environment.

Implications for WIL: This sharing of ideas and concepts enriches the entire community of practitioners, leading to mutual thriving. Ultimately, we all benefit from a collaborative community of practitioners that fosters growth and innovative practice.

Drawing on Indigenous values to inform curriculum development and assessment design in a health internship programme.

Rochelle Ellison-Lupena

Te-Herenga Waka-Victoria University of Wellington

Creating authentic assessments within work-integrated learning can be difficult within university settings (McNamara, 2013). Ensuring assessment activities reflect the complex learning happening on the job is an important consideration of assessment design. The internship course within the Bachelor of Health at VUW has additional complexity as it is a non-clinical pathway, with a broad range of practice within each of the degree major's and minors. The host organisations are also diverse from not-profit community organisations and NGO's to Ministries and GP practices. All these factors need to be accounted for within the curriculum and assessment design. Applying an indigenous lens to the curriculum offers opportunities for strengthening relationships, experiences, and engagement in the internship classroom, leading to assessments that reflect the types of activities our graduates will encounter in the workforce.

The curriculum and assessment design is pedagogically informed by the concept of Ako which means both to teach and to learn. This means students (and their internships) are positioned as both student and teacher within the learning environment. The assessment activities are then designed to foster opportunities for reflection, collaboration, and the integration of previous course knowledge within the scope of 'on the job skills'. In terms of course work, this approach allows for the consistent assessment of student work across a diverse range of contexts.

The aim of this presentation is to describe how an "Ako" focused curriculum informs assessment practices for non-clinical, social science internships that provides students with opportunities to develop their workplace readiness and apply their knowledge.

Wellbeing and work-integrated learning: Perspectives of university students

Jenny Fleming
Auckland University of Technology
Kathryn Hay
Massey University

Introduction: This presentation discusses the findings from a study examining wellbeing of WIL students in NZ, and strategies that may be employed by NZ universities to better support their wellbeing.

Specific objectives were to determine:

- What WIL students understand wellbeing to mean.
- How has WIL impacted wellbeing (positively and negatively).
- What strategies do WIL students use to support or manage their wellbeing.

Literature: While the positive benefits of WIL for students are widely reported (see review by Jackson & Cook, 2023), WIL students can face significant challenges such as psychological and financial stress (particularly in unpaid placements), social isolation, work/life imbalance, or exposure to exploitation or unlawful practices (Gillett-Swan & Grant-Smith, 2018; Zegwaard & Adams-Hutcheson, 2023).

It is widely known wellbeing is important for influencing academic outcomes, career outcomes and outcomes that benefit the community and wider society (Boon et al., 2017). As social, economic, and other inequalities impact wellbeing, it is important for universities suitably prepare students undertaking WIL, with a toolkit of skills to be resilient and ready to adapt to the different demands of their WIL placement experience.

Methods: The research employed a qualitative interpretive approach (Schram, 2006), for investigating the views of university students who had completed a WIL placement as a requirement of their programme of study. Semi- structured interviews were undertaken with 16 students, from three universities and a range of different disciplinary contexts.

This project was approved by Massey University and AUT human research ethics committees (HREC).

Results: The participants had a good understanding of wellbeing, and shared strategies they employed to support their wellbeing during WIL, with a focus on maintaining good physical health and connection with significant others. They also issued a challenge to universities to be more proactive in their support for students regarding financial hardship and in offering flexible WIL options to assist students who are juggling multiple responsibilities. Opportunities to better support student wellbeing also exist in pre- and post-placement teaching and throughout WIL in activities such as peer support and professional supervision.

Conclusions: It is not only the responsibility of a student to manage their own wellbeing, but universities also have a responsibility to address barriers and enablers of wellbeing, leading to successful learning through WIL. This may mean challenging and changing current policies and practices.

Content and connection: Meeting the needs of workplace-based learners in a classroom-based world

Sarah Hexamer

Hana Cadzow

Otago Polytech | Te Pūkenga

With the introduction of degree apprenticeships into the Aotearoa tertiary education environment there is an increased number of learners whose primary context is the workplace engaging with degree level courses. These learners often sit outside of traditional cohorts and are usually less present on physical campuses than learners in traditional pathways (Mackay and Cadzow, 2023). They also have significantly different demands on their time as they balance the demands of career and study. As a result, workplace-based learners may deploy a range of learning strategies which differ significantly from those of face-to-face learners. For teaching staff and institutions, a shift in both thinking and practice may be necessary in order to deliver both the content, and connection required by workplace-based learners (Cadzow, Hexamer, and Mackay, 2023). This is often made more challenging by the fact workplace-based learners usually make up a small portion of learners in a cohort – and as such may be at risk of falling through the cracks.

The model discussed in this paper centers around the idea of workplace-based learners requiring appropriate channels for gaining both content and connection in order to progress through their studies. The first step in establishing these channels is recognising workplace-based learners are often highly motivated and highly engaged, with significantly developed professional skill sets, as well as high constraints on time and energy.

Utili**s**ing an "apprentice manager" as a first point of contact to support both learners and lecturers, techniques for promoting content and connection include: specifically written course and assessment documents, clear and reliable communication channels, dedicated time for questions and troubleshooting, flexibility around assessment conditions and dates, and student support services catered to workplace-based learners.

When we understand behaviors which seem "high needs" (repeated emailing, extensive question asking, requests for accommodations around assessment, etc.) are actually indications of a highly engaged and motivated learner, we can begin to construct an environment offering opportunities for success, while sustainably balancing the workload of delivering staff.

This model allows for workplace-based learners to be successfully integrated into existing deliveries, without requiring a full cohort of just workplace-based, or even online learners. This can increase the variety of courses available to learners, and, in some instances allow programmes to successfully welcome in new learners without necessarily having to significantly alter existing delivery.

Empowering ākonga/student agency in accessible, inclusive, and culturally responsive work-integrated learning

Steve Henry

Margaret Malcolm

Samuel Mann

Kelli Te Maiharoa

Otago Polytechnic | Te Pukenga

Introduction: In this presentation we articulate a framework of practice for WIL design/delivery grounded in learner experiences of an innovative Aotearoa/New Zealand qualification focused on fostering core generic capabilities (knowledge, skillsets, and mindsets) (Malcolm, 2020, 2022; Mann et al, 2017, 2022; Te Wake, 2020). The Bachelor of Leadership for Change degree (BL4C) starts with each learner's motivation to identify and implement a change project, then scaffolds the building of their capability to make their desired change in the world. A variety of WIL strategies were used to facilitate learning such that each ākonga could articulate, evidence, and grow their capabilities to lead change and develop their own framework of practice by the time they graduated.

Literature: There is increasing recognition of WIL playing a significant role in personal and professional development of 'adaptive innovators' (Gardner, 2017) and reflective practitioners capable of self-efficacy, analytical, systems and critical thinking (Martin & Rees, 2019). With an increasingly dynamic world of work, WIL also offers the potential for fostering meta-cognitive and social capabilities to find, create and sustain meaningful work across a lifetime of changing careers and engagement as active citizens (Bennett, 2018). More recently, WIL is being recognised for its opportunities to improve access, equity and inclusion of Māori and indigenous frameworks, for whom traditional education models have failed (Eady et al, 2022; Te Maihāroa, Kapa, Tarena, 2022).

Methods: Appreciative Inquiry interviews unpacked ākonga lived experience and perceptions of success and what supported those successful outcomes. A total of 13 alumni participated: 4 Māori, 3 Pasifika and at least six who faced specific learning challenges arising from health, disability, or language barriers.

Results: Drawing on an initial inductive thematic analysis, these ākonga voices are interpreted in a values-based framework articulating critical programme design/delivery success factors to support ākonga learning and leadership development. The data gathered from ākonga Māori, further illuminates how these practices can support the outcomes that Te Pae Tawhiti seeks for Māori ākonga and Te Tiriti responsive education (Te Maihāroa and Malcolm, 2024).

Conclusion: The framework aims to provide WIL educators with a reflective practice prompt to review skills, practices applied in a culturally enhanced and responsive programme. We believe these results could be harnessed and adapted to foster enhanced learner access, agency, and growth of core competencies in other WIL contexts.

Designing and implementing community-engaged learning as a work-integrated learning approach

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Work-integrated learning (WIL) comprises educational activities incorporating academic learning and workplace practice. In this paper, we report on the design and implementation of a Community-Engaged Learning (CEL) programme with indigenous communities as part of the formal academic WIL offerings. CEL describes educational activities that incorporate academic learning and projects, for and with an (indigenous) community. It allows students to integrate discipline-specific knowledge with meaningful practice of project work as an intentional component of the curriculum. The community in turn benefits from the project work being carried out, i.e., the project brief addressing a community problem.

The introduction of our CEL programme was initially projected as a three-year plan to explore CEL concepts as an accredited education practice at Waikato.

- Phase 1 incorporates CEL activities with indigenous partners and students, carried out as part of existing WIL papers. This phase supported exploration and collaboration of student work across faculties. Reflection about the project work and the overall concept was done in collaboration with experienced WIL practitioners. Phase 1's intended outcomes are an initial CEL programme draft for the University, identification of institutional requirements (both academic and community), and the design for supporting courses and events, for a CEL programme.
- Phase 2 extends the initial CEL programme to new partners. The planned outcomes of this phase are an improved CEL programme draft, identification of development needs for communities, and a programme to develop iwi capabilities.
- Phase 3 is a trial CEL programme offered across the University. This phase sees the CEL concept newly brought into faculties that have not been involved so far. The planned outcomes are feedback on the programme and the needs across the university and community partner.
- Phase 4 is the finalisation of a CEL programme for the University, including a set of supporting development activities. The outcome is a recognised programme in alignment with WIL concepts.

Due to the pandemic and associated changes to the teaching programme and locations, the four phases were attempted in a different order to the one initially projected. Presently, we have completed half of the plan (Phases 1 and 3) and are engaged in Phase 2. This paper is a collaboration between faculty members involved in CEL implementation, indigenous community (CEL partner) and WIL practitioners from other University faculties. Our presentation reports in detail on the experiences of both academics and community, lessons learned, and on the adjustments for our plan ahead.

Weaving WIL into a new transdisciplinary degree programme: A light touch, collaborative approach to building skills development and career awareness into core courses

Sally Hill

Alice Hodder

Te-Herenga Waka-Victoria University of Wellington

The benefits of work-integrated learning and career development learning for students' employability and preparation for participation in the workforce have been widely discussed (Ferns & Lilly, 2015; Winchester-Seeto & Piggott, 2020; Ferns et al, 2022). Some NZ universities have incorporated requirements for WIL/CDL for all undergraduate students into their curriculum frameworks (Adams-Hutcheson et all, 2023), while at others WIL is an available option in some courses and programmes but not in others. Further complicating this picture is the increasing awareness of the importance of inter- or transdisciplinary courses in developing students' skills. This is the case even as traditional structures of undergraduate education (e.g. majors and minors) remain for the most part firmly anchored within disciplinary boundaries (Sutherland & Symmons, 2013; Hurd & Reid, 2023). At the same time, some academics may not see WIL/CDL as part of their role, or may be fearful of workload implications and/or the possibility of a loss of academic autonomy (Bridgstock et al, 2019; Dean et al., 2022).

The development of a new, transdisciplinary Global Studies undergraduate degree therefore offered an opportunity to build the development of work-related skills development and career awareness into the new degree from the beginning. Students' WIL journeys can be measured throughout the degree by way of "light touch" signposts and milestones spread across the three years and incorporated into four core courses of the degree (2 at 100-level, 1 at 200-level, 1 at 300-level). This allows students to build toward their final, collaborative work-integrated capstone project in year 3. This presentation will discuss the challenges and rewards of this approach as it enters its second year. It outlines the benefits of close collaboration between academic and careers staff from the course design stage onward of these core courses, integrating WIL principles into the curriculum from the ground up. It will highlight how this strong collaboration allowed for both a planned and a flexible approach to WIL responding to changing needs of cohorts in this new degree.

To date, the project shows promising indications of reinforcing the benefits (Shircore et al., 2013;) of a more holistic and collaborative approach to incorporating skills development and career awareness over the full duration of an undergraduate degree programme. This has implications for curriculum and programme design, particularly in a context of an increasing number of new named degrees in universities in Aotearoa New Zealand. It also shows how incorporating WIL and Career Learning into courses through a 'light touch' approach and collegial collaboration between academic and careers staff requires relatively limited effort for strong reward.

Work-integrated courses as an alternative tertiary education: Lessons from UK, New Zealand and Canada

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Ernest Edem Edifor

Manchester Metropolitan University

Hana Cadzow

Otago Polytech |Te Pūkenga

Jane Goodyer

Lassonde School of Engineering at York University

James Mackay

Otago Polytech |Te Pūkenga

Elizabeth Gorb

Jonathan Lawson

Manchester Metropolitan University

Following various bilateral visits and pilot programme exploration, in 2021 the Director of Apprenticeships at Manchester Metropolitan University founded the International Network for Degree Apprenticeships with partners from York University (Canada), University of Cordoba (Spain), Edith Cowan University (Australia) and Otago Polytechnic, now part of Te Pukenga New Zealand Institute of Skills and Technology.

The founding principles of the network are to share practice, insight and policy, and to overcome barriers in order to promote and advance innovative qualifications based on the UK Degree Apprenticeship model (IQUIP Members, 2021). Since its inception, the network has facilitated visits and forums to enrich the experiences of academics and apprentices involved in Work-Integrated Learning (WIL) programmes in each of the partner institutions.

The authors look to evaluate the learning within and across the network, by mapping out the bespoke structures and mechanisms each institution have put in place for their learners and evaluating them against existing frameworks.

WIL initiatives have a demonstrable impact on lives and, in some cases, can be shown to contribute to economic productivity and social mobility (Manchester Metropolitan University, 2021; Nawaz et al., 2022). From 2015 onwards, new initiatives in each country have introduced fully embedded WIL schemes, known as degree apprenticeships in the UK and New Zealand and integrated programs in Canada.

In developing and delivering these schemes, training providers must consider the needs of employers, institutional support structures for learners, and the complex regulatory and funding requirements of each national context, as well as considering how they attract learners to WIL as an alternative to traditional routes into tertiary education. Working together to address these demands, the network partners have contributed to continued improvements to WIL in their respective countries.

The authors will map out the lessons learned across the three universities and countries. The discussion will cover strategies, pedagogy, frameworks and other related activities. The outcome of this research will provide a rich internationally sourced guideline for stakeholders involved in designing new WIL schemes or hoping to review existing WIL initiatives.

To pay or not to pay: Is that the right question?

Katharine Hoskyn and Patricia Lucas
Auckland University of Technology
Franziska Trede and Loletta Yuen
University of Technology Sydney
Craig Cameron
University of the Sunshine Coast
Michelle Eady and Holly Capocchiano
University of Wollongong
Sally Rae
Consultant

The focus topic for discussion

The use of theoretical and practical frameworks to guide discussion about ethical issues in relation to payment for WIL placement (Hoskyn et al, 2023). From a theoretical perspective, Buzdugan (2020) examines unpaid placements in light of Watt's (1996) framework of socio-political approaches to career guidance in tertiary institutions. At a practical level, discussions usually focus on whether a relationship is exploitative or mutually beneficial (Burke & Carton, 2013).

Relevant background

The distinction between paid and unpaid WIL is not simply about whether students receive remuneration in exchange for work. Variations exist, such as non-remunerative financial support (scholarships/ stipends). The payment debate gives rise to educational, legal and ethical tensions, which may be seen differently by each stakeholder. Ethical tensions provide a complicated situation for academic institutions to navigate. The role of payment can never be isolated from the total WIL experience.

Planned structure of the 30 minute session

- Presentation of concepts and background relevant to WIL and the two frameworks –5 - 7 minutes
- Audience discussion in small groups (Introductions and initial reaction to frameworks) – Identification of note-taker and report-back (could be the same person). 4 minutes (timed).
- Further presentation about the frameworks, answering any questions and presentation of discussion questions with each group deciding which question they would like to discuss – 5 minutes.
- Discussion in small groups – 8-10 minutes
- Report back from each group – bullet point style. Up to 1 minute each group.
- Final slide – asking a question for each person to consider – what will they do in relation to this issue when they leave the conference? (They will be invited to share this with us – but this will be optional)

Outline of audience interaction

We will be aiming for 1/3 presentation and 2/3 audience interaction – either in small discussion groups or in larger group discussion.

Examples of possible discussion questions:

- In what circumstances are each of the approaches appropriate for WIL?
- How easy is application of Burke & Carton's concept? What issues arise?
- What can institutions practically do more to encourage consideration of these pressures?
- What are the ethical issues associated with unpaid WIL?
- What approach can be taken to exploitative paid placements?

Getting ahead of the game: The evolution of intensive work-integrated learning

Patricia Lucas
Auckland University of Technology
Theresa Winchester-Seeto
University of New South Wales
Sonia Ferns
Curtin University
Leanne Piggott
Anna Rowe
University of New South Wales

Work-integrated learning (WIL) programs are expanding in response to increased demand and a need to reflect the ever-changing requirements of workplaces. Student employability development and transferable skills must keep up with these trends while considering the pressures experienced by students during the WIL experience. This presentation will give WIL practitioners insights into Intensive WIL where WIL experiences are compressed or condensed compared to more traditional forms of WIL (Winchester-Seeto et al., 2024).

Intensive WIL refers to WIL experiences of short or condensed duration ranging from 35 to 400 hours undertaken either full-time or part-time. Intensive WIL includes only the actual WIL experience supported by additional workshops or classes to scaffold learning needs. Examples of Intensive WIL include micro-placements, compressed projects, or placements in a physical or virtual workplace. Using four case studies from different universities and countries, designed for different purposes, using either placement or project approaches, and with different student cohorts, we showcase the flexibility and adaptability of this model of WIL. These case studies were examined against a quality framework developed specifically for Intensive WIL (Rowe et al., 2023; Winchester-Seeto et al., 2024). The framework is not part of this discussion. The case studies included examples from Teacher education, Sport and Recreation and two Interdisciplinary.

From the evaluation, benefits, and challenges unique to Intensive WIL were identified. These include: increased opportunities for learners to explore diverse employment options, flexibility of format and increased prompts to revisit traditional teaching and learning approaches by academic staff. While the challenges lay mostly in sourcing projects suitable for this approach hence requiring greater collaboration between university and industry, and clarity of the design and scope of the WIL experience.

- Intensive WIL offers a viable and quality WIL model.
- Intensive WIL may overcome some of the issues students have with longer WIL experiences and may improve accessibility for different student groups.
- Intensive WIL brings some challenges due to the short duration. Important to ensure student preparation is carefully considered.
- Supportive learning opportunities, such as students sharing experiences, reflection, and debriefing, are important to maximise the learning over a shorter duration.
- Clear, regular communication and close cooperation between workplace supervisors and university staff as issues may be more acute in Intensive WIL and there is less time to recover from a situation than WIL of longer duration.

Super-insider framework for WILR in the hard-to-reach corners of practice

Sam Mann

Ruth Myers

Dave Guruge

Otago Polytech | Te Pūkenga

Lucky Hawkins

Te Wānanga o Aotearoa/ Otago Polytech | Te Pūkenga

Introduction: In professional practice Work-Integrated Learning and Research (WILR) it has long been understood much learning comes from challenging situations in the work environment. But much WILR benefit comes from unexpected areas in people's lived experience such as racism in employment or the emotional aspects of living through a disaster. These areas could be researched through carefully targeted study design (say, protocols for interviewing drug addicts) but such structured approaches belie the necessarily fluid nature of WILR in the real world. Rather than a specific research question about drug addiction, the WILR professional practice learner is more likely to have a goal of improving organisational culture, and only later does it become apparent that drug misuse is present - and be just one of a myriad of intersectional issues across the organisation. An approach is needed to allow learning in areas where angels fear to tread.

Literature: The literature describes processes of ethics for insider research to make a distinction between participating in research, and being in the research environment. However, this can become problematic when either the research environment or the topic is not conducive to the usual ethics of insider research - for example, participants who are unable to give informed consent. This problem is not unique to education, it is also apparent in organisational research and theory, in management practice, issues such as misogyny in interviews - or more generally intersecting systems of oppression - are usually ignored, shut down by legal approaches, or superficially attended to such that they rarely reach the boardroom or the textbook. The very things we should be focussed on for learning, practice, and research are effectively invisible.

Methods: In this paper, we introduce a new approach to provide a framework to allow WILR we call "Super-insider Research". This approach recognises the messiness and complexity of practice in a way that is authentic, emergent, and responsive. Rather than attempt a one-size-fits-all method, we take an evaluative question approach to provide guidance for different WILR situations. The new framework is informed by Tracy's Big Tent and Patton's developmental evaluation.

Results: With two case studies of WILR: fictionalised storytelling for taboo subjects in organisations, and re-indigenised education as disaster response, and several other illustrative examples, we examine the application of the Super-insider framework in WILR.

Conclusion: We expect this Super-insider framework of evaluative questions to offer opportunities for new learning and research in areas hitherto difficult to access for WILR.

Developing a successful partnership between tauira, primary school and education provider within a field-based programme

Clark McPhillips

Te Rito Maioha

Research aim:

To support the specific growth, and refinement of a Bachelor of Teaching (Primary) programme.

To widely disseminate the findings of a field-based, bicultural, online initial teacher education programme in Aotearoa |New Zealand.

Literature: This research draws on a range of literature.

Methods: Data was gathered from online surveys with tauira and associate teachers in addition to focus groups of tauira from the first cohort. The presentation draws on part of a longitudinal study (ethical approval was received in 2021).

Findings: Findings highlighted partnerships, practical experience, and communication as being essential for tauira success in the field-based Bachelor of Teaching (Primary) programme. The provider sought consultation from stakeholders during the initial planning stages and beyond. These stakeholders as partners in the programme were included from initiation, had a key role in course writing, and continue to have ongoing input. Alongside partnerships, elements of the programme including field-based, bicultural, and online practice were also shown to be essential for tauira success. In alignment with Whatman and Macdonald (2017) the field-based aspect of the programme (or work-integrated learning) was highlighted in the findings as being integral to support the development of the partnerships and the connection between theory and teaching practice for tauira.

Conclusions: A successful field-based Bachelor of Teaching (Primary) programme requires strong partnerships between tauira, primary school and education provider. For these partnerships to be authentically developed, constant and close attention is required. In addition, all stakeholder roles and communication in a field-based programme need to be clear to ensure messages between stakeholders are always interpreted as intended to ensure tauira success.

Exploring the connections between work-integrated learning, building trust online, and artificial intelligence: Implications for the WIL community

Rosina Merry
Graham Severinsen
Te Rito Maioha

This presentation delves into the intersection of Work-Integrated Learning (WIL), introduces the concept of relational trust and digital technology, a critical aspect derived from one of the presenter's doctoral research, and the incorporation of Artificial Intelligence (AI) in educational settings. As the landscape of tertiary education undergoes dynamic transformations with the urgent catalyst for change of AI, the aim of this presentation is to provide insights into how the synergy of these three elements can enhance the overall learning experience and outcomes of students. Relevant literature underscores the evolving nature of WIL, the significance of trust in educational relationships, and the impact of AI on pedagogical approaches.

Work-Integrated Learning is gaining increasing prominence as an effective pedagogical approach, emphasizing the integration of academic knowledge with real-world work experiences. Concurrently, the role of relational trust with digital technology in educational settings has been acknowledged as pivotal for fostering positive online learning environments. Integrating AI into this dynamic equation adds another layer, promising innovative solutions to enhance learning processes, assessments, student autonomy and outcomes.

The presentation will explore the symbiotic relationship between WIL and relational trust with digital technology and AI, examining how these elements can collectively optimize the learning journey.

As the landscape of education continues to evolve in the era of digitalization, developing an understanding the dynamics of relational trust and the potential of AI it becomes imperative for creating an environment conducive to personalising learning, fostering deeper connections, trust, and skill development among students engaged in WIL programmes.

Authentic assessment is a key to this relationship, where critical, ethical, and productive engagement with AI is taught and seen as meaningful to student learning. Additionally, the discussion will address potential challenges and further ethical considerations associated with the use of AI in educational contexts. One such considerations are that as tertiary providers we are obliged to prepare students and staff for a world where genAI is ubiquitous, and will begin to be asked 'what are we doing' by our regulatory bodies (Australian Government: Tertiary Education Quality and Standards Agency, 2023).

The presentation will highlight how embracing the notion of relational trust with digital technology and AI can lead to enhanced collaboration, improved learning outcomes, and increased trust among stakeholders. Recommendations for educators, institutions, and industry partners will be discussed, emphasizing the need for proactive strategies to harness the benefits of these ideas// notions// while mitigating potential risks. Ultimately, this presentation aims to contribute to the ongoing discourse on innovative educational practices, providing actionable insights for the WIL community to navigate the evolving landscape of education.

What can we learn from aesthetic play for facilitating work-integrated learning?

Carleen Mitchell

Ruth Myers

Otago Polytech | Te Pūkenga

As facilitators of independent and professional practice work-integrated learning across diverse work contexts, we are charged with holding a learning space that is flexible, responsive, related and worldly, so that learning can be situated in real practice. But it can be difficult to articulate some of the more complex dimensions of facilitating this emergent self-determined learning space.

The literature supports experiential (Dewey, 1938; Kolb, 2014; Moon, 2004), learner-centered (Weimer, 2002) and more specifically 'heutagogy as a learning environment' (Mann et al., 2017, p68) approaches but further attention is explored here on the relational how we support and articulate this nuanced learning space where learners require we suggest, 'felt freedom' (Latta, 2002) and 'attunement to process' (Latta,2013) to make sense of and generate new learning in their practice worlds.

In this presentation we explore Latta's work on Aesthetic Play – which she draws through meaning making in creative practice, as 'curricular conversations' (2013), and teaching -learning style (2002) as both process and attitude, which we suggest can provide useful understanding to supporting complex journeys of self-determined learning.

During this presentation we share how our reflections on Latta's aesthetic play qualities (2002) and features (2013) through our past lenses of early childhood and creative practice and teaching, help us think through the potential benefits of aesthetic play for facilitating work-integrated learning, and articulating the relational how we support meaning making in this facilitating.

Aesthetic Play offers facilitators of work-integrated learning a way to pay further attention to how their practices support 'rich, related, recursive and rigorous' (Latta, 2013. pg) self-determined learning.

Ako-based WIL in architecture: Fostering industry and institutional partnerships through online platforms

Bernadette Muir

Adam Khan

Ara Institute of Canterbury | Te Pukenga

Introduction: In the realm of architectural education, breaking down barriers between academic learning and professional practice is crucial. This presentation explores the transformative potential of Ako, a reciprocal teaching and learning (T+L) approach, as a foundation for Work-Integrated Learning (WIL). The initiative is focused on an innovative online Continuing Professional Development (CPD) platform developed collaboratively by an accrediting industry body and tertiary institution. The aim is to deepen industry engagement with improved CPD events and cultivate reciprocal partnerships between industry practitioners and students. Blurring the line between student and industry professional, empowers diverse learners to develop an authentic professional identity within an evolving community of practice.

Online CPD: The CPD is provided by the Architectural Designers of New Zealand (ADNZ) for professional members as part of their accreditation process. The collaboration with Ara, brought innovative T+L strategies to the delivery of the CPD for professionals and made the CPD available to students. The series is designed around 4 live online presentations, followed by panel discussions between practitioners chaired by an Ara academic, designed to include participation from the online audience.

Literature: Research has shown the significance of Ako as a T+L approach (Pere 1982, 1994), emphasising a dynamic and mutual exchange between teachers and learners. The online format allows for observation and emulation of models of behaviour and practice, aligning students' learning needs with those of industry (Rees et al. 2019). Recognizing learners as part of an online community of practice, reduces barriers to WIL opportunities, providing access to an authentic learning environment (Herrington & Oliver 2000) that supports professional identity formation through mimesis Chan (2020).

Discussion: The presentation explores how online CPD events can serve as "liminal spaces", fostering connections between industry practitioners and students and reducing barriers for students to access WIL. Feedback from industry highlights key benefits of the approach as: development of reflective practices, leveraging experience and insight and building a community of practice.

Implications: By blurring the boundaries between academic learning and professional practice, through the creation of regular opportunities for students to engage with professionals in "liminal spaces", educators can design inclusive and accessible WIL experiences. The Online CPD forums emerge as safe thresholds where industry practitioners and students connect. Ako, as a guiding principle, ensures that learning experiences are mutually beneficial. This adaptable co-creation approach offers potential for enhancing the WIL experience not only in architecture but across various industries.

A skills framework for the food and fibre sector

Nicky Murray
Food and Fibre CoVE
Kathryn Koopmanschap
Muka Tangata

Introduction: Vocational education and training for the food and fibre sector occurs across work- and provider-based settings, and also includes a plethora of non-formal and informal learning opportunities. For both learners and employers, while qualifications are important, what really matters is the skills and knowledge that learners gain and their ability to use these in different contexts. The aim of this research is to develop a food and fibre skills framework that articulates the full range of skills, and the connections between them, providing coherency and a common language. This will support clearer learner pathways and help maximise flexibility and skill transferability.

Literature: We engaged with a wide variety of literature to inform this research, including 14 sector-based Workforce Development Plans prepared by Muka Tangata. Our initial literature scan validated our focus on 'skills' rather than qualifications and highlighted the need to examine the full range of skills, from foundational through to higher-level complex skills sets. Several other key concepts drawn from the literature scan included the appropriate recognition of te ao Māori in (or around) the framework, the centrality of essential skills, and the idea of a maturity or proficiency progression, which is enabling and learner-centred, rather than a more prescriptive 'levels' approach.

Methods: This part of the wider research project (A New Approach to Learner Pathways) is based on desk-top research. To develop a food and fibre skills framework for Aotearoa, we considered multiple skills frameworks, both local and international. Informed by the literature scan findings, we then carried out an in-depth content analysis exercise, testing and refining our thinking via 15 key informant interviews and ongoing discussions with Muka Tangata kaimahi.

The skills frameworks we reviewed highlighted the importance of skills as the currency for workforce development. In a fluid and rapidly changing employment landscape, job titles, occupational classifications or static qualifications are no longer fully reflective of what employers and industry seek in their workforce, or of what employees bring. Focusing on skills also presents the opportunity for rapid updating and futureproofing as technology and ways of working change.

Results: The proposed food and fibre skills framework has five elements:

- Core transferable skills
- Core technical skills
- Specialised technical skills
- Food and fibre bodies of knowledge
- Specialised business skills.

Next steps: The next phase of the research involves extensive testing and refinement of the proposed food and fibre skills framework with employers, providers, industry and other stakeholders.

Insights into contemporary doctoral training from program design, subject feedback, and content access analyses

Michael D. O'Connor

Western Sydney University

Introduction: Traditional doctoral training involves a 'master and apprentice' transmission model, relying predominantly on primary supervisors for candidate research training and post-doctoral career transitions (Bentley & King, 2020). In this model, professional development of candidates typically centers on discipline knowledge, research techniques, and academic communication. Work-integrated learning (WIL) activities to prepare candidates for non-academic employment are not included.

Literature: Various factors are stimulating reconceptualisation of PhD training worldwide, including: reduced availability of academic employment; increased PhD candidate interest in non-academic careers; and a desire for greater industry and community benefits from research investments. In Australia, the past decade has seen increasing pressure to broaden doctoral training, including within the 2024 Universities Accord Final Report recommendations. However, current doctoral professional development programs in Australia are typically ad hoc (Sharmini & Spronken-Smith, 2020). Importantly, including employability-skills training in PhD programs risks tension between developing candidates as discipline stewards and the push to master employment-related skillsets. Thus, design and delivery of alternative doctoral training models requires a careful, considered, and evidence-based approach to avoid candidate overload and attrition. This presentation describes evidence-based development and evaluation of a credentialled, voluntary, research and employability skills training program for doctoral candidates – designed for all disciplines – that revolves around a cohesive suite of authentic professional practice WIL activities as the subject assessments.

Methods: Undergraduate and postgraduate student surveys explored student perspectives on doctoral training. Program design and delivery was compared against the Quality WIL Framework (O'Connor et al, 2023). Evaluation of quantitative and qualitative feedback explored candidate perspectives on program content and assessments (O'Connor, 2023). Content access statistics explored how candidates prioritised the program. The studies were approved by the Western Sydney University Human Research Ethics Committee (approvals H10003, H10462, H15812).

Results: Pre-program surveys showed student interest in doctoral employability skills training via a Graduate Certificate concurrent with PhD candidature. Comparison of the implemented program with the Quality WIL Framework showed alignment with all four Domains and associated Standards of practice. Analysis of subject-feedback surveys revealed candidates highly valued the assessments, access to experts, workload, pedagogies, and skills training that provided research problem-solving frameworks; some candidates desired more peer interactions. The content access analysis revealed candidates prioritised the program similarly to their research.

Conclusion: These diverse, complementary results show PhD candidates value career-relevant training alongside their research candidature. Design principles arising from these studies provide useful insights for ongoing evolution of WIL in contemporary doctoral training.

Choosing the most effective method for assessing the actual workplace performance of interns

Robin Palmer
University of Canterbury

Background: One of the challenges of the internship and workplace assessments of students is developing an equitable and robust system to determine their actual workplace performance. In the University of Canterbury Legal Internship course (Laws 382), various assessment methods derived from the relevant literature were trialled in an attempt to establish the fairest system, including written reports and forms; oral interviews with hosts and supervisors, and combined supervisor and self-assessment models, both written and oral (Rust [2007]; Alpert [2009]; Jackson [2018]; Akashe et al [2020]).

The innovative workplace assessment practice: The assessment model finally decided upon in the Laws 382 course comprised the following sequence:

- Intern's self-assessment report: On completing their internship, the intern will complete a self-assessment form, and comment on all the criteria their supervisors will give feedback on (like attendance and punctuality; work quality; diligence; inter-personal relationships; teamwork; initiative; and areas of improvement, and level of internship support received). The written form is submitted to the course coordinator (not the hosts or supervisors) by a given deadline after the completion of the internship.
- Oral discussion with host and supervisors: A ZOOM meeting or telephone call with each host and supervisor is then held with the course coordinator, during which each criterion is discussed in turn. The intern's self-assessment report informs the discussion, but its content is not disclosed to the host an supervisors.
- Assessment mark: After completing the discussion, each supervisor is asked to give the intern a ranking in one of the designated ranges: inadequate (fail); barely adequate (D); adequate (C); Good (B); Very good (A); Excellent (A+). This mark comprises 25% of the overall course mark, combined with a research report (25%), and a comprehensive Self-reflection report (50%).

Discussion: A number of important variables were considered, including the need to alleviate leniency bias; developing strategies to fairly compare different types of internship organisations; detecting unfair assessments due to negative inter-personal experiences; catering for single versus multiple supervisors' feedback; the expertise and internship-hosting experience of supervisors, and the formulation of an appropriate set of feedback criteria based on agreed expectations of an intern at initial workplace experience level.

Implications for the WIL Community: In our experience, the system described meets all the requirements for an equitable and robust internship workplace assessment that can be adapted for both graded, and pass/fail internship course assessments in all disciplines.

Sharing the wisdom of experience

Christopher Peace

Te-Herenga Waka-Victoria University of Wellington

Background: In 2001 the International Network of Safety and Health Practitioner Organisations was established leading to development of the capability framework (INSHPO, 2017) for practitioners and professionals in member countries. The New Zealand Pike River mine disaster in 2010 (Macfie, 2013) led to a review of qualifications for health and safety practitioners and found many were poorly qualified or lacked academic training. The New Zealand Institute for Safety Management (which has 3000 members) then adopted the INSHPO framework and Victoria University of Wellington developed the masters programme for generalist health and safety practitioners.

Topical issue: In 2020, development of two of the papers in the programme required understanding the characteristics and needs of health and safety practitioners, their employers, and the resources of the university. Few students live near the university, and some are international students. The majority are studying for mid-career updating of knowledge or for advancement in their careers. Some lacking a relevant undergraduate degree are granted entry based on evidence of prior learning.

Discussion: Reflecting on 50 years personal experience of undergraduate (1970-1974) and postgraduate education (1993-1996) and part time undergraduate teaching (2004-2012) suggested application of work-integrated learning as the teaching paradigm taught mainly by distance learning. The academic content is in the broad school of safety science (Aven, 2014) while the teaching philosophy is pragmatism (Bruce, n.d.).

This approach requires students to investigate selected case studies, search for and apply academic research to real-world problems in their workplaces, and make presentations to other students. From 2024 they also have the opportunity to adapt assignments into articles for submission to the recently founded New Zealand Journal of Health and Safety Practice.

Implications: The outcomes include engagement with students, their employers and the university (Zegwaard & Pretti, 2023) and the health and safety professional bodies. Students share their applied knowledge with fellow students and the wider practitioner community, helping bridge the research-teaching gap (Burke & Rau, 2010) and improving knowledge transfer and exchange (Van Eerd, 2019). The degree has also been recognised by the Institution for Occupational Safety and Health, the UK professional body. As a result, holders of the Masters have an internationally accepted qualification.

Te Whakatōnga: Integrating Mātauranga Māori into vocational education quality assurance

Kingi Rakete-Tane
Muka Tangata

Introduction: The research project, Te Whakatōnga, aimed to deliberately incorporate Mātauranga Māori (indigenous knowledge) into the quality assurance processes of vocational education. The primary focus was on exploring challenges and benefits related to the integration of mātauranga Māori within the team's systems, particularly in supporting providers in the food and fibre sector. The overarching goal was to ensure that Māori and other underserved learners thrive in the food and fibre sector at an equal or higher level than Tangata Tiriti.

Literature: The research delves into the challenges and benefits associated with integrating Mātauranga Māori into vocational education, emphasizing the need for alignment with the holistic views of success held by Māori learners. It also explores the significance of common tikanga, reo Māori, uara, and ethics as foundations for effective integration.

Methods (including ethics statement): The methods involved in the research project included exploring challenges and benefits, understanding the holistic views of success held by Māori learners, and assessing the alignment of providers' practices with Māori cultural elements. Interviews were conducted with a range of organisations and individuals consisting of Kaimahi from the organisation, PTE's, researchers, te ao Māori leaders and more. The goal was to cast a wide enough net to get a gauge on te ao Māori and its place in vocational education.

Results: The key findings of the research are as follows:

Ākonga Māori (Māori learners) view success holistically, and success is more likely when programme delivery, providers, organisations, and tutors align with their ideas of success.

Providers with common tikanga, reo Māori, uara, and ethics as foundations meet the needs and outcomes of Māori ākonga through a shared understanding.

Effective pastoral care in organisations involves having kaimahi Māori (Māori staff) in teaching and support roles, integrated into the organization's fabric, connected to their uara and ethics.

Providers and tutors from non-kaupapa Māori organisations vary in their understanding and application of te ao Māori. Those deeply comprehending and integrating mātauranga Māori often do so through life experience.

Conclusions: The research underscores the importance of embedding Mātauranga Māori into vocational education practices to support the success of Māori and others in the sector. By understanding and applying indigenous knowledge and values, a conducive and supportive environment can be created to promote the achievement of learners.

Promoting mindful practice in the information technology industry

Jan (Henk) Roodt

Otago Polytechnic | Te Pukenga

Introduction: In the ever-evolving Information Technology (IT) industry, concerns persist regarding the preparedness of learners for the multifaceted dynamics within organisational settings. Recognising this gap, contemporary graduate programmes in Aotearoa now incorporate modules to tackle these vital aspects. Similar concerns exist about the readiness of mid-career practitioners pursuing a Bachelor's degree in IT (B IT) to integrate ethical, sustainable, and cultural considerations with their technical expertise. Recognising this gap, this abstract proposes a solution – the development of a reflective practice focus framework (VESCAS) structured around values, ethics, sustainability, cultural sensitivity, agile principles, and practical skills.

Literature: Inspired by existing literature in organisation dynamics, critical reflexivity, ethics and cultural sensitivity, the VESCAS framework was developed and was implemented in a B IT work-place based programme from 2022 at CapableNZ at Otago Polytechnic. The mid-career professionals engage in self-directed learning facilitated by a learning mentor.

Method: Initial investigations using documented reflective portfolios looked for demonstrated evidence of integrative thinking and advancements in mindful practice.

Results: This conference presentation intends to share insights, spark discussions, and contribute to the ongoing discourse on enhancing IT education for practitioners at various career stages.

Conclusion: Given the positive results so far, ongoing research endeavours seek to refine and align the reflective focus framework with the SFIA™ global skills and competency framework.

Producing practica: A coordinator's perspective

Emily Scott
University of Otago

Coordinating the practicum experience to maximise the value to all stakeholders, requires a delicate balance between pedagogic aspirations and pragmatic concerns. As an educator, the emphasis placed on either end of this sliding scale at any point in time is a matter for practical deliberation - sometimes pressing on one's moral and ethical commitments. Such commitments become influential in the production of practices which shape how practica 'happen'. Together with the students, fellow colleagues at my tertiary institution and members of the workplaces who provide the applied opportunities, we participate in and produce practices which constitute the learning experience. These practices do not occur in a vacuum but are shaped by wider 'architectures' within the university environment which variously enable and constrain what it is possible to do. Additionally, there is no guarantee that what we are all aiming for – an educative experience, will happen.

This presentation draws from my experiences and observations as a coordinator of a 300-level practicum paper within the University of Otago School of Physical Education, Sport and Exercise Sciences. Our degree offerings are oriented within biophysical and sociocultural content but share commonalities around human movement. This affords wonderful opportunities but also presents a number of challenges when constructing a cohesive, equitable, and meaningful array of learning experiences connected with future workplaces.

Throughout the presentation I utilise concepts from within the broad church of practice theory - specifically the theory of practice architectures (Kemmis et al., 2014), to bring attention to the material, relational and semantic spaces within which practices are contoured. I illustrate why a focus on building a repertoire of practices could be generative for those involved in managing the practicum experience for undergraduate students.

Reflections on integrating a transitions pedagogy with work-integrated learning in the design of a capstone consulting project

Adrian Slack

Te Herenga Waka - Victoria University of Wellington

This paper explores how a transition pedagogy can inform the design of a multi-stage, multidisciplinary capstone project in a graduate programme. The paper draws insights from a specific case study and relevant literature.

Transition pedagogy explores how the academic community "theorise and impact our students' experiences of their determinative first year in higher education" (Kift 2015: 51). Gale and Parker (2011: 27-28) summarise key features of a transition pedagogy as an approach that is: coherent, integrated, coordinated, intentional, cumulative, interconnected and explicit. This paper extends transition pedagogy thinking to explore how to facilitate the transition of graduates from university to the workforce.

The Better Business Case (BBC) framework is used to develop public investment proposals that help "government make smart investment decisions that maximise public value" (NZ Treasury, n.d.). Using the BBC framework, the project tasked students with developing a professional business case. Designed as a capstone team-based experience, the project allowed the students to leverage their common foundation and to access their diverse disciplinary specialisations.

The linked stages of this project form a sequence of interactive, reflective and iterative learning opportunities – an "an experiential learning process" (Winborg and Hagg 2022: 674). The consulting project was "geared toward making connections between classroom learning and on-the-job experiences" (Kramer and Usher, 2011: 2). The 'gearing' in this project was multi-layered linking:

- one task to another, with feedback, reflection and refinement in between;
- one student to another to iterate between independent progress and collaboration; and,
- one discipline to another – and to an overarching strategic objective – highlighting how applied projects require multiple disciplines to work together to yield a comprehensive analysis.

A distinctive element of project was the public sector-orientated, private sector nature of the work. In the case study considered in this paper, the students took the initiative to stretch the parameters of the work to engage academic staff, sector experts and government officials.

The paper offers insights for Work-Integrated Learning (WIL) educators in designing capstone projects to support graduates' transition to the workforce. It underscores the importance of embedding transition pedagogy within a programme of study in order to facilitate reflective learning, provide students with development opportunities to become increasingly self-directed, confident analysts that can successfully transition into multi-disciplinary professional environments.

Work-integrated learning for post-experience postgraduate learners

Karen Smith

Charlotte Deans

Te Herenga Waka - Victoria University of Wellington

Post-experience learners are typically professionals who bring both prior learning and work experience to their studies. Developing work-integrated learning in this context requires consideration of academic and career outcomes for the students that recognise, build on, extend, and challenge their knowledge and skills. WIL can be built into the curriculum, and may be required to meet professional and accreditation expectations or certification. WIL can also be framed as co-curricular professional development as an optional or compulsory programme component.

This round table explores WIL for post-experience learners in a postgraduate context and will explore both opportunities and challenges for those designing, delivering, and supporting these activities.

The session facilitators will build on our experiences of leading and supporting WIL for post-experience students at Te Herenga Waka – Victoria University of Wellington. While we draw on practices at the Wellington School of Business and Government in programmes like the MBA and Executive MBA, the session will have relevance to those developing and supporting WIL for postgraduate students from a range of disciplinary contexts who bring significant professional experience to their studies.

The session will open with a brief introduction to post-experience learners, primarily in a postgraduate university setting. The facilitators will briefly share our experiences of working with post-experience students. Participants will be provided with prompt questions for small group discussion, before sharing ideas back to the larger group (depending on numbers). Discussion prompts will be based on practical scenarios facing those supporting post-experience learners.

Small groups will be encouraged to share experiences of working with post-experience learners by discussing practical scenarios.

Who's teaching you: Investigating kaiako need for dual professionalism on a WIL journey

Kylie Taffard
ConCOVE

Work-integrated and work-based learning provides opportunities for learners to gain relevant skills across various learning environments in the construction and infrastructure sectors. This presentation will offer preliminary findings from three projects looking at the training and support for kaiako (educator) present in a learner's journey across different learning environments. The three projects focus on different teaching environments: VET learning institution (classroom-based), work-based, and the person who works between the learning institution and the workplace.

Within the construction and infrastructure sector, as with many sectors, kaiako are required to be dual professionals. Dual professionals have the industry technical skills and teaching and learning skills to train others. However, the process in which tradespeople become dual professionals occurs differently. Depending on the environment where the kaiako is conducting the training will impact the level of support and professional development the kaiako receives. This support can range from being unaware they are in a kaiako role to a consistent programme of advice and guidance. For those who are working as the conduit between the tertiary institution and workplace, these skills may be different again.

The research is being done in three projects to understand the training requirements and provision for kaiako within the different learning environments and roles. This presentation will use Systems Change to begin to weave together the similarities and differences in training and support for kaiako across different learning environments to understand better how we can better equip kaiako to support ākonga on their work-integrated learning journey.

Developing student's professionalism and employability

Yi-Chien Vita Tsai

Deb Crossan

University of Auckland

Programme Background: The aim of the Auckland ICT Graduate School is to produce work-ready IT graduates. The Master of Information Technology (MIT) includes a compulsory 10-week internship in the final semester of study. It is a 60-point academic course. A high proportion of MIT students are international.

In this presentation we will discuss programme enhancements to develop students' professionalism and employability. These enhancements are in response to feedback from our Industry Advisory Group (IAG) and students, as well as our own observations.

Innovative Practice/Discussion: Enhancements include three main initiatives.

Moving our Industry Workshop Series to an interactive model

The MIT programme includes a series of 8 compulsory workshops per semester based on learning outcomes. Guest speakers from industry are invited to present on a variety of topics (Riebe, Sibson, Roepen & Meakins, 2013). Until last year the series was delivered in lecture format and was a combination of in person and on-line delivery. In 2023 we changed to an interactive fully in person model. The change was designed to encourage and develop employability skills including communication, group collaboration and critical thinking. Each workshop included small group discussions or activities.

Changing Mindsets/Expectations for finding internships

When the MIT was introduced in 2016 the school owned the responsibility of finding internships. We have moved to a partnership model where, in addition to the school finding internships, we also enable and upskill students to secure their own internships, with our support where needed.

Mentoring Programme

The voluntary mentoring programme has been created to provide students a safe environment to practice and develop professional attributes and to build their professional network. Our industry partners are invited to be mentors (Patacsil & Tablatin, 2017). Each mentor has a group of 2 to 3 mentees. There are 3 mentoring meetings per semester. Each group has the freedom to choose meeting topics, such as interview practice, role-play scenario, and kiwi culture. Mentees are asked to complete a self-reflection after each meeting to examine their development. Key challenges faced in 2023 were mentor/mentee recruitment and expectation management. Despite the challenges, all mentors and mentees have had wonderful experiences. International mentees really appreciate the opportunity to develop an understanding of the kiwi workplace culture.

Implications for the WIL community

Not all students have the professionalism and employability skills to thrive in an internship. Creating more opportunities to involve business professionals to interact with or mentor students is important. Student ownership of their career development is also crucial.

Experiences of distress during social work placements: New graduate perspectives

Raewyn Tudor
University of Canterbury

Kathryn Hay
Massey University

Dominic Chilvers
Ara Institute of Technology| Te Pūkenga

Polly Yeung
Massey University

Introduction: This presentation discusses the quantitative findings of a mixed method study examining social work students' experiences of distress during their work-integrated learning (WIL) experiences in Aotearoa New Zealand. The aim of this research is to discover more about what sources of stress and tension students experience, how these concerns are managed (or not), to learn how education programmes and placement agencies can proactively reduce student distress during WIL.

Literature: While WIL is often praised as being an effective modality for enhancing student learning and providing opportunities for knowledge, skills, and value development in workplaces (Jackson & Cook, 2023), student experiences may not always be positive (Grant-Smith et al., 2017). Exploitation, discrimination, physical, and emotional harm are examples of negative risk behaviours that WIL students may experience (Hay & Fleming, 2021). The Pastoral Care Code (2021) requires tertiary providers ensure the wellbeing and safety of their learners, including in their WIL experiences, although these providers cannot always control what occurs for students in the workplace.

Methods: The research has a two-phase mixed method design and this presentation reports of the first phase survey which was conducted in August – December 2023. In all, 120 graduate social work students who had placement between 2019 – 2022 completed the survey which gathered information on the forms of distress, its impacts and the responses made by the student, education provider and agency. This project was approved by the University of Canterbury human research ethics committee (HREC).

Results: The survey results indicate students experienced a range of different distresses but financial hardship and feeling unsupported or out of their depth in the placement agency were emphasised. Impacts from these and other stressors included a reduction in confidence, increased anxiety, marked impacts on physical or mental health, and sleep disruption. Supervision with peers or a professional supervisor, and journaling or critical reflection were also useful. The graduates had mixed experiences of receiving information about risks prior to their placements from their tertiary institution. Moreover, the majority were unsure of any policies that related to student distress during WIL.

Conclusions: Our findings suggest that tertiary providers should have better strategies in place to address the key stressors. To mitigate distressing experiences highlighted by the research participants, recommendations to improve current systems and processes and individual students' experiences will be outlined.

Navigating neurodiversity: A journey of effective facilitation in work-integrated learning

Rachel van Gorp

Glenys Ker

Otago Polytech|Te Pūkenga

Embark on a journey through the evolving landscape of effective facilitation in work-integrated learning (WIL), where the interplay between facilitator and neurodiverse learner takes centre stage. Embedded in our personal experiences, this presentation intimately explores the challenges and triumphs encountered during the pursuit of three qualifications within the framework of neurodiversity.

From the facilitator's lens, the presentation commences by delineating the fundamental principles of effective facilitation. It underscores the importance of recognising and adapting to diverse learning styles, setting the stage for a richer, more inclusive educational experience. The narrative then seamlessly transitions to the unique collaborative journey with a neurodiverse learner, unravelling the intricacies of understanding and co-creation within the learning environment. Through these shared experiences, we aim to illuminate the transformative potential of adapting facilitation techniques to accommodate neurodivergent perspectives.

At the heart of our presentation lies a compelling case study, articulating the collaborative learning journey between facilitator and learner. From the learner's perspective, we delve into the challenges faced, navigating a landscape where skills and knowledge were perceived through a lens of potential failure. This section highlights innovative approaches and tailored strategies employed to nurture an inclusive and empowering learning experience and offers insights into the learner's transformative journey towards self-discovery and success.

Key themes to be explored include:

Recognising Neurodiversity in WIL: A shared exploration of the significance of acknowledging and embracing neurodiversity within the WIL context. Together, we advocate for an environment that actively fosters the flourishing of diverse learners.

Adapting Facilitation Techniques: Insights from both sides of the facilitation dynamic on how strategies were thoughtfully adapted to cater to the unique learning needs of a neurodiverse individual. We collectively champion a more inclusive and supportive learning atmosphere.

Case Study Analysis: A joint exploration into the case study, providing practical examples of successful facilitation techniques, challenges faced, and lessons learned. This collaborative section offers a comprehensive guide for educators and facilitators seeking to enhance their support for neurodiverse learners.

Transformative Learning Landscapes: Reflections on the mutual impact of the collaborative journey, as experienced by both the facilitator and the learner. Together, we share how this journey has reshaped perspectives on learning, success, and the intrinsic value of neurodiversity within the broader educational landscape.

Through the shared narratives of facilitator and learner, this presentation aspires to inspire fellow educators and facilitators to embrace neurodiversity, fostering an inclusive learning environment that genuinely celebrates all learners' unique strengths and perspectives. The insights gleaned from this collaborative case study endeavour to inform future practices and contribute to an ongoing dialogue on effective facilitation in WIL for neurodiverse individuals.

5-S model for WIL research and practice

Thai Vu

Subra Ananthram

Curtin University

Dawn Bennett

Bond University

Sonia Ferns

Curtin University

Introduction

This presentation introduces the 5-S Model of agentic sensemaking (Vu, 2023) and discusses its applicability in work-integrated learning (WIL) research and practice, particularly in nurturing student agency for effective employability building and lifelong learning. The 5S's stand for Situation, Self, Status, Sources, and Strategies. The Model was synthesised from salient findings of a doctoral research study (Vu, 2023) that comprised six interlinked sub-studies reported in six peer-reviewed journal articles.

Literature overview

Previous research emphasised significant challenges international students face in seeking and preparing for WIL placements and adapting to workplaces in the host country (Jackson, 2017; Jeong et al., 2011; Mikkonen et al., 2016). However, there was limited research on how international students navigate those challenges.

Methods

A qualitative approach was employed, with data collected through 75 one-on-one semi-structured interviews with 25 international undergraduate students from an Australian university (three interviews with each student). A combination of deductive and inductive thematic analysis (Braun & Clarke, 2006; Saldaña, 2016) was utilised.

Results

The results unravelled international student participants' cognitive, attitudinal, and behavioural engagement in complicated agency–structure dynamics before and during their placements. Most participants employed a dualistic approach to progressing towards personal and stakeholder goals when seeking placements, preparing for them, and adapting to the workplace. These participants adjusted their culturally bound behaviour to address stakeholder goals and expectations. At the same time, they positively influenced the context to address personal goals. Salient findings were distilled into a 5-S Model of agentic sensemaking, with agentic sensemaking defined as follows:

Agentic sensemaking — a dynamic and cyclical process whereby individuals exercise agency to construct knowledge — involves critically analysing the interconnection between personal and contextual factors to (i) identify knowledge and skills gaps, (ii) mobilise and harness information and support sources to bridge perceived gaps, and (iii) reflect on experiences to develop strategies for the next steps. (Vu, 2023, p. 106)

Concluding remarks

The findings suggest (i) why student agency is a key contributor to quality WIL placements, (ii) how international students exercise agency to secure placements and part-time jobs and adapt to unfamiliar workplaces, and (iii) what roles stakeholders can assume to empower student agency. The conference presentation will elaborate on these three points and how the 5-S Model can guide WIL research and practice to nurture student agency.

Automated workflow for generating, signing and storing WIL agreements

Derek White

Matt Farrington

Neha Goyal

Te-Herenga Waka-Victoria University of Wellington

This presentation will detail an automation workflow implemented at Te-Herenga Waka-Victoria University of Wellington for generating WIL agreements, managing digital signing, publishing agreements to a secure repository, and populating details into a central student register. The presentation will also detail the student-centric approach taken in revising the agreement templates.

Brief description of the new, unique, or innovative practice: Working with LawHawk – Legal Automation Specialists and The SharePoint Agency, the University established a wizard-based workflow for generating tripartite Detailed Terms agreements. Each agreement details the particular context of the WIL and references a General Terms agreement that sets out the range of options for the various WIL scenarios. This structure means that the one workflow now covers the large majority of all WIL contexts at the University. The wizard form is supplemented by an additional form for managing default details, and a back-end process for generating agreements in bulk. Once the agreement is approved, all parties are prompted to digitally sign the agreements. The agreements are automatically uploaded to a secure SharePoint site and relevant details populated into a student WIL register for pastoral care/health and safety oversight.

Discussion: Historically, the University provided templates to support coordinators to establish WIL agreements between the University, host organisation, and the student. However, in practice, a variety of agreement versions were being used and the legal team engaged each year to review bespoke versions. In addition, the manual process for generating the agreement and managing agreement signing involved significant administration.

The University established a project to revise the templates and implement an automation system for generating the agreements using standardized terms and conditions. The templates were revised to use a student-centric approach that details the obligations of the agreement parties and provides clarity about the supportive environment in which the WIL is to be conducted. The process was automated to simplify administration and to enhance the visibility of information needed for pastoral care oversight.

Implications for the WIL community: This centralised, student-centric approach means that risk is managed in a consistent manner across WIL arrangements and WIL conditions are transparently understood by all parties. Hosts are able to review the general terms in a timeframe that avoids legal review delays. Automation ensures agreement administration is streamlined and unnecessary manual processes removed.

Gimme! Gimme! Gimme! A valuable experience in WIL: Reciprocity

Helene Wilkinson

Patricia Lucas

Auckland University of Technology

Introduction: WIL partnerships and relationships thrive on the principle of reciprocity where all stakeholders derive mutual benefits. Recent events and a state of flux in society (VUCA) have led to restructuring of business including staff layoffs, economic tightening, and advances in technology (AI), impacting the world of work. This environment has led to feelings of imbalance and uncertainty for many in WIL. How does this situation impact on establishing mutually beneficial WIL practices? The aim of this presentation is to explore reciprocity in WIL.

The issue: We wonder if the mutual benefits expected in WIL are being enacted. Differences in perceived benefits of WIL placements are likely to exist between stakeholders. These differences create unequal measures and challenge the trust of a mutually beneficial relationship. While this may not impact on students' academic success, it may influence the quality and effectiveness of stakeholder partnerships, workplace performance, and opportunities for future WIL placements.

Discussion: The expectations and needs for a mutually beneficial WIL relationship vary depending on the stakeholder's perspective. Organisations expect students to have a successful experience and provide value through work-related outputs. Students expect to complete activities that contribute to the workplace and finish their degree. Universities expect to produce work-ready graduates. Each of these perspectives highlight different approaches to attaining reciprocity.

The give and take nature of reciprocity is challenging because of human nature. This challenge is steeped in the different expectations and attitudes towards giving and receiving. These approaches may further differ depending on the role of the individual i.e. student, supervisor, academic or administrator.

Moving perspectives of reciprocity from transactional (managed by processes) to relational (managed by people and their humanity) might enhance how we lean on each other's expertise, developing stronger responsiveness, collaboration, and strategic advantage.

Implications for the WIL Community:

Continue investigation to understand the challenges, opportunities, and implications for different stakeholders to enable reciprocity.

Develop an understanding of expectations of reciprocity within different disciplines.

Clear consideration and lines of responsibility to manage and enable balance in WIL i.e. a reciprocity agreement.

Use reciprocity to enhance credibility of WIL as an interface between university and industry.

Develop a process for drawing on students experience of reciprocity to enable effective evolution of WIL curriculum. Emphasise humanity at the heart of understanding individuals and their involvement in WIL.

WIL that builds on professional learners' prior experiences

Amanda Wolf

Te-Herenga Waka-Victoria University of Wellington

Introduction: Many professional master's degree programmes require previous relevant experience. These programmes assume, often explicitly, that learning opportunities will 'build on' the experiences of learners. Favoured opportunities include applied case studies, reflective assignments, and extensive discussions (Schröter & Röber, 2022; Quinn, 2013), accompanied by concerns about the place or value of 'theory' (Bridgman, et al., 2018) and effective learning transfer (D'Annunzio-Green & Barron, 2019). While evidence shows that students value these activities (Nohria, 2021), there is scant critical attention in the literature to the connections between instructors' intentions around prior experience and the underlying learner-centred assumptions, especially in the case of professions (such as business and public policy/administration) that do not restrict entry through exams or licensing requirements.

The niggling worry is many classroom activities deliver weak or uneven value: discussions may contribute to a sense of camaraderie without much learning; learning may be new but not closely related to prior experience; not all students may benefit as intended; and cumulative learning opportunities may be missed.

What are the implications for WIL from the 'building on' objective? I propose that 'building on' for work-experienced learners leads to conceiving a WIL variant in which 'work' is understood as the actual prior and ongoing work of the learner in their diverse contexts, and 'integration of learning' is accordingly tailored, explicit and continuous.

Discussion: As WIL spreads so, too, do the underlying concepts evolve (Dean, et al., 2020). Although the bulk of existing research assumes a work-preparation objective, WIL is fundamentally at the heart of work-experienced professional education. There is scope to delve into variations in what professional learners bring in, how and why they learn, and how we can better ensure that there is lasting value from their (reconceived) WIL experiences.

Implications: Learners at all levels are work experienced. Moreover, following a first WIL experience, subsequent opportunities can be conceived as 'building on prior experience'. Diversity concerns reinforce the importance of ensuring an appropriate range of supports to assist maximum learning from initial opportunities to integrate learning and work to advanced ways learners build on extensive work experiences in educational settings outside formally identified WIL experiences.

Comparison between students' self-assessment and supervisors' assessment in a long-term internship program

Pann Yu Mon

Shuta Ueno

Gengo Suzuki

Naoyuki Karasawa

Keitaro Horikawa

Masahiro Nishikawa

Masahiro Awaji

Tetsuaki Isonishi

Kaishi Professional University

Introduction: With the incorporation of Professional Universities into Japan's School Education Act in 2017, a legal mandate stipulates that at least one-third of credits required for graduation must be dedicated to practical training. At Kaishi Professional University's Faculty of Information, a 20-week (600 hrs) internship program connects students with various host organizations. This initiative aims to offer external exposure, enhancing students' preparedness for professional roles. The success of this program is pivotal in determining the proficiency of graduates. The Steering Committee on Internship Program, comprised of the authors, designed questionnaires to collect feedback from stakeholders, including student interns, host organization supervisors, and faculty members. This study delves into the feedback obtained from intern self-assessments and host organization assessments. The analysis reveals the impact of the internship program on the professional and personal growth of students. Additionally, it explores the correlation between student self-assessment points and supervisor evaluation points, along with an examination of how the business domain and nature of tasks within host organizations influence student performance evaluations.

Literature: A thorough examination of existing literature on internship programs, student self-assessment, and supervisor assessments forms the foundation of this study. This review aims to identify gaps in current knowledge, guiding the investigation into the unique dynamics of long-term internship programs.

Methods, including ethics statement: This research exclusively relies on a questionnaire approach for data collection, with no involvement of individual data. Therefore, there are no ethical concerns related to data privacy or confidentiality. The study adheres to ethical standards in its research design.

Results: Preliminary findings from the analysis of survey data will be presented. These results shed light on the multifaceted impacts of the internship program on the professional and personal growth of participating students.

Conclusion: The presentation will conclude by discussing the implications of the research findings. It aims to provide insights for refining long-term internship programs and enhancing the overall educational experience for students.

Exploring wellbeing on work placement: A comparative study of student's paid versus unpaid experiences

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Gail Adams-Hutcheson
Samantha Freeman
The University of Waikato

Wellbeing is a topical concern within today's society while students in higher education report greater mental health issues compared to the general population. While wellbeing has undergone extensive research, there are few studies that specifically target WIL students despite this area having been identified as in need of urgent research. Furthermore, empirical data in relation to paid versus unpaid work placements has received little attention to date in the WIL literature despite that unpaid work placements is likely to present significant challenges to equitable access to placement opportunities and the students' wellbeing status.

This study collected qualitative and quantitative data through an online survey of students who had recently completed their work placements. Data was collected over 12 month to capture the different timing of work placements within different disciplines. The research has ethical approval.

Findings suggest a complex and highly variable interplay between paid and unpaid work placement and students' perceptions. This suggests that students' perceptions of their experience are not primarily influenced by one factor and are influenced by multiple aspects of their work placement experience.

Compared to those who were unpaid, those who were paid felt more supported by employers ($p = <.05$) and felt they had more time to themselves. Students who undertook unpaid work placements felt university support was more important ($p = <.05$), however, reported no differences in the level of support universities provided compared to this who were paid. Students on unpaid work placements also reported higher levels of anxiety about finances and their health than those on paid placements ($p = <.05$). Even though generally students in unpaid work placements rated their wellbeing the same as those who were paid, they rated their wellbeing during their work placement lower than those who were paid ($p = <.05$).

All students perceived they gained learning during their work placements on a range of aspects (Likert means ranging from 8.1 to 9.2 out of 10) and there were no statistical significant differences between perceptions of learning when comparing paid with unpaid.

The findings indicate that despite students in unpaid placements experiencing greater stress, having less time for themselves, and feeling less supported by the workplace than those in paid placements, it seemed to not have impacted the level of learning that occurred.

Work-Integrated Learning New Zealand

2024