



Conference 2018

Book of Abstracts

International Conference

Waiheke Island, Auckland



Keynote Speaker: Robert Oliver	3
Monday 16 April	5
<i>Oh goodness! Who are you again and what do you do</i>	5
<i>Teaching strategies for enhancing employability skills in learners</i>	6
<i>Work-integrated learning gone full circle: The student becomes the supervisor</i>	7
<i>Where do we think you are?: Tracking the elusive alumni.....</i>	8
<i>Improving student employability.....</i>	9
<i>The shifting perceptions of science and engineering employer desirable graduate competencies: Comparing now to 15 years ago</i>	10
Tuesday 17 April - Morning	11
<i>The good, the challenging and the missing: A personal reflection on what can be learnt from 20 Years of work-integrated learning changes and growth in Australia</i>	11
<i>The professional development needs of the New Zealand work-integrated learning community in comparison to international perceptions.....</i>	12
<i>Internships paid/unpaid legal or not.....</i>	13
<i>App development and pilot testing – not for the faint hearted</i>	14
<i>International work-integrated learning collaboration: pre-departure preparation across two countries</i>	15
Tuesday 17 April - Afternoon	16
<i>Mahara: Engage in learning through eportfolios.....</i>	16
<i>Utilising e-portfolios to develop great graduates</i>	17
<i>The Applied Management Review: From cooperative education project to academic publication</i>	18
<i>A classification framework to make sense of industry placements.....</i>	19
<i>Researching the design and development of a work-integrated learning paper to prepare ICT students for their internships</i>	20
<i>Internship at undergraduate and postgraduate studies at a polytechnic.....</i>	21
<i>Training restaurants – developing an activity framework to align capability and learning outcomes to meet expectations of the graduate profile</i>	22
<i>Balancing expectations</i>	23
<i>The added value of work-integrated learning.....</i>	24
Wednesday 18 April.....	25
<i>International work-integrated learning placements: When things go wrong!</i>	25
<i>The seven wonders of employability</i>	26
<i>Managing expectations during internship matching</i>	27
<i>Benefits of work experience for women interested in male-dominated trades</i>	28
<i>Utilising existing frameworks and models for evaluating the relationships between a tertiary provider and the Information Technology industry in the Tairāwhiti region.....</i>	29
Professorial Address: Andrew Martin	30
Poster Presentation:	32

Keynote Speaker: Robert Oliver

The story of the food is the story of the people: The value of identity in the food world and beyond

Robert's career as a chef has seen him publish cookbooks, host television series and work with farmers and chefs in the Pacific, and in doing so bring the cuisine of the Pacific Islands to the world stage. He sees his work as the activation of indigenous knowledge and attributes his achievements to the authentic leadership he received from a group of Pacific Island women, and from his father. Explore with him the value of identity, in his case through food, as an inspirational and delicious agent of meaningful change.



Renowned New Zealand chef, author and TV celebrity, Robert Oliver, has achieved many accolades in recognition for his exceptional work in the cuisine industry. He is the author of two award-winning cookbooks which have highlighted the value of indigenous Pacific food and inspired locals and restaurants to create food using local produce.

Robert's passion for sustainable cuisine has influenced his work with Pacific communities in organic farming and sustainable fisheries. He has been instrumental in training and educating both businesses and local communities in using organic and local produce and linking women and the youth to business opportunities. Robert's love of food does not stop with his creations but extends to empowering local producers and showcasing the Pacific culture and its offerings.

In 2017, Robert Oliver was a recipient of the Kea New Zealand awards for his contribution to the culinary industry, for the promotion of Pacific culture and his humanitarian work. He has recently been appointed United Nations Goodwill Ambassador for Pacific Food, Health and Sustainability. Pacific countries have been identified amongst top ten countries with youth obesity rates. This role was created in recognition of Robert's commitment to Pacific cuisine and his knowledge of the role of good nutrition in reducing risks of diabetes and other non-communicable diseases.

Monday 16 April

Oh goodness! Who are you again and what do you do

Kathryn Hay, Massey University

Background: Field educator, practice teacher, supervisor, mentor ... who are these people and what are they supposed to do? Social work practicum have been a central feature of tertiary education in Aotearoa New Zealand since the 1970s. Practicum are widely upheld as the distinctive pedagogy of social work education and students attest to practicum being the most important and memorable aspect of their training. Every year over 1700 students have 60-day social work placements in the social service sector across Aotearoa New Zealand.

Issue/unique features: With 17 tertiary providers placing social work students into agencies, each with their own terminology and requirements, it is no wonder the people in the social service sector experience confusion as to their role and who they are when they take on a student. This confusion can lead to agencies favoring the tertiary provider with whom they are familiar or not fully understanding what the role of staff is and the expectations accompanying having a student on placement. This may then have a detrimental effect (intentional or otherwise) on student learning during the practicum. To address these concerns, in 2016 national field education guidelines were developed and endorsed by key stakeholder groups involved in social work education.

Discussion/argument: The guidelines outline definitions of key roles and are based on the four domains of administration, teaching and learning, assessment and quality which enable stakeholders to understand the differing roles that people have in the field education space and the associated expectations. This presentation will briefly explain the key elements of the guidelines, critique the process and issues involved in developing the guidelines and assess the feasibility and methods of implementation.

Implications/relevance to others: Although specific to social work, the domains within the guidelines are transferable to other disciplines. A cross-institutional approach, with tertiary providers working together and alongside representatives from the field, as well as regulatory and professional bodies, has associated challenges and opportunities and a critique of this approach will be presented

Teaching strategies for enhancing employability skills in learners

Gerard Duignan, Wellington Institute of Technology

This twenty-minute presentation will outline an Ako Aotearoa Regional Hub funded collaborative research project undertaken by a dozen educational developers from seven Institutes of Technology and Polytechnics (ITPs). The project team sought to identify 'where and how' excellent teachers in their ITPs currently enhance their learners' skills for employability, life-long learning and contributing to society. The Tertiary Education Commission (TEC) and other stakeholders seek evidence of the effectiveness of programmes of study in preparing graduates for industry. Inspired by Australian research on university preparation for employability, the project team wondered how it might assist teachers in New Zealand ITPs to design teaching and learning strategies for embedding skills that enhance employability.

Literature revealed a concern about employability skills gaps by teachers, institutions and industry, but very little about how this is being addressed in teaching practice. The research undertook twenty-three case studies using classroom observations and face to face interviews a range of effective teachers, across the various institutions, teaching a range of subject areas at NQF levels 3-5. They asked "Where do you consciously, purposefully teach Employability skills? For example, those named in the Graduate Profile for this programme." The team referred to the Employability Skills Framework released in 2017, which New Zealand and international employers say are essential for getting and keeping a job, such as, *positive attitude, communication, teamwork, self-management, willingness to learn, thinking skills, resilience*, plus employability attributes not on that list, *innovation, entrepreneurship and cultural competence*.

The outcome of the research is a web site of commonly used practices titled *Teaching Employability Skills*. These are easy to embed into teaching practice and likely to be effective for learners in diverse contexts.

Work-integrated learning gone full circle: The student becomes the supervisor

Andrew Martin and Malcolm Rees, Massey University

Jenny Fleming, Auckland University of Technology

Karsten Zegwaard, University of Waikato

Karen Vaughan, New Zealand Council of Educational Research

Background: Our collaborative research project, funded by Ako Aotearoa, aims to better understand the legacy of work-integrated learning programmes (WIL) (e.g. cooperative education; practicum, work placement). Specifically, how has participating in WIL added value to graduates' careers and also their organisations? The project explores from an alumni perspective, whether the WIL experience as a student has impacted on graduates' roles as workplace supervisors for WIL.

Issues: Linn (2015) highlighted the value of a narrative story based approach developed from graduate interviews that allow individuals to reflect, and make sense of their longer term work experiences. This project focuses on how the WIL experience has added value from the perspective of graduates from sport management at Massey University, sport and recreation at AUT and engineering at Waikato University.

Discussion/argument: Thematic content analysis will be undertaken of semi-structured interviews with 18 graduates who were asked to reflect on their WIL experience as a student and later when supervising other WIL students in the workplace (e.g. motivation, insights for future students/supervisors, impact, graduate attributes).

Implications/relevance for others: The findings will have implications for future students and supervisors by providing insights from the case study narratives and key themes derived from the data analysis. Further understanding of these WIL legacies will be used to develop a resource to help build capability for workplace supervisors and for future students.

References:

Linn, P. (2015). A lifespan perspective on cooperative education learning: A grounded theory. *Asia-Pacific Journal of Cooperative Education*, 16(4), 301-326.

Where do we think you are?: Tracking the elusive alumni

Sarah Snell and Catherine Snell-Siddle

Open Polytechnic of New Zealand

Background: As is the case for all tertiary education providers, remaining connected with graduates through alumni initiatives is essential for a variety of reasons, many of which are driven by the New Zealand Qualifications Authority (NZQA). These include answering key evaluation questions as part of self-assessment evaluation and review, consistency reviews and to inform ongoing curriculum development and improvements. Institutions are required to provide documented evidence of graduation destination data so being able to access up-to-date information and track graduate's career pathways is crucial. The institution under discussion in this paper delivers its programmes solely through an Online Distance Flexible Learning (ODFL) model, and is a specialist provider in distance learning. A new version of the Bachelor of Information Technology (BIT) degree commenced delivery in 2017 and one of the challenges it will face is to formally track and remain connected with graduates.

Issue/unique features: The Open Polytechnic of NZ is unique to most other Institutes of Technology and Polytechnics (ITPs) in New Zealand with a core constituency of vocational adult learners, 70 per cent of whom are already in employment, and 95 per cent studying part-time. Most programmes are delivered entirely online to students located throughout New Zealand. With most students are in work while studying, having access to information about where they are working is readily available, however, often this information is not formally captured and tracked, both while they are studying and upon graduation.

Discussion/argument: This paper provides a discussion and evaluation of alumni initiatives that are used by other ITP's within New Zealand, as well as an investigation into online tools that are available to assist with alumni tracking. Benefits to graduates and ways to encourage alumni to remain engaged with their Alma Mater will also be explored and discussed. Suggestions for appropriate methods to track alumni for The Open Polytechnic's graduates will be made, using the BIT as a pilot project.

Implications/relevance to others: Tracking alumni, and providing evidence of this engagement, is an essential element for maintaining curriculum relevance and ensuring consistency of graduate outcomes for all tertiary education providers. NZQA expects validation of self-assessment reporting by way of data on employment outcomes or progression to further training over time. Being able to maintain regular contact with graduates through alumni initiatives will provide ITPs with this informative and vital data.

Improving student employability

Regan Cotter, Eastern Institute of Technology

Background: The EIT School of Business (SoB) currently teaches a new one year Diploma in Business introduced in 2017, a Bachelor of Business majoring in accounting, management and marketing, Graduate Diploma in Business and Masters in Applied Business.

The SoB is interested in student employability because this is an important proxy measure of the value of higher education (Rowe & Zegwaard, 2017). Compared to the School of Computing (SoC) the SoB has a relatively low rate of student employment upon graduation. The researcher is interested in understanding why this is the case and what the SoB can do to improve student employability.

Unique Features: This study is focused on identifying strategies to improve student employability that are appropriate to the current and future job market but are also relevant to provincial New Zealand.

Discussion/argument: Through a combination of primary and secondary research the following four areas emerged as to how the SoB can improve student employability:

1. Introduce Career Development Learning (CDL). Smith (2009) defines CDL as deliberate activities that contribute to the improvement in one's career. According to Bates & Hayes (2017) such experiences should be embedded in the curriculum and supported by pedagogical strategies throughout the programme.
2. Staff connectivity to industry, mature staff to industry relationships are seen as the key to the development of work ready graduates (Patrick et al, 2009).
3. Multiple projects and work experience, Silva et al (2016) found that students who undertake multiple internships had enhanced employability. Gardner (2013) reported a preference for graduates with two or more internships and at least 6-12 month's work experience.

Teach specific/technical skills required in the current and future job market e.g. social media for marketing students.

Implications/issues: It is vital that a tertiary institution is producing graduates that are work ready to the current and future job market. Employers want work ready graduates, universities and polytechnics need to be thinking about the skills needed to do well in a job (Docherty, 2014).

Strategies need to be devised and introduced that are in line with the four areas: CDL, increasing staff connectivity, multiple projects and work experience and focusing on teaching relevant in demand and specific job skills.

Reference List:

- Bates, L., & Hayes, H. (2017). Using the student lifecycle approach to enhance employability: An example from criminology and criminal justice. *Asia Pacific Journal of Cooperative Education*, 18(2), 141-151
- Docherty, D. (2014). Universities must produce graduates who are ready for any workplace. Retrieved from <https://www.theguardian.com/higher-education-network/2014/may/22/universities-must-produce-graduates-who-are-ready-for-workplace>
- Gardner, P. (2013) Framing internships from an employer's perspective: length, number, and relevancy. Retrieved from <http://www.ceri.msu.edu/wp-content/uploads/2010/01/internshipCERI-Research-Brief-XX.pdf>
- Patrick, C., Peach, D., Pocknee, C. (2009) The WIL report: A national scoping study. Retrieved from <https://eprints.qut.edu.au/44065/1/WIL-Report-grants-project-jan09.pdf>
- Rowe, A., & Zegwaard, K. (2017). Developing graduate employability skills and attributes. *Asia Pacific Journal of Cooperative Education*, 18(2), 87-99.
- Silva, P., Lopes, B., Costa, M., Melo, A., Pavia Dias, G., Brito, E., & Seabra, D. (2016). The million-dollar question: can internships boost employment? Retrieved from <http://www.tandfonline.com/doi/full/10.1080/03075079.2016.1144181>

The shifting perceptions of science and engineering employer desirable graduate competencies: Comparing now to 15 years ago

Karsten Zegwaard, Elaine Khoo, Amina Adam and Mira Peter

University of Waikato

Background: Work-ready graduates is a commonly used phrase, however what 'work-ready' actually entails is still being debated. Earlier research on what constitutes a graduate as being 'work-ready' focussed on technical skills and ability to complete technical tasks, however, it quickly became apparent that employers also valued non-technical skills. Research by Coll, Zegwaard, and Hodges (2002), subsequently showed that science and technology employers tended to value the behavioural skills more than the technical skills, however, they also perceived both as being important.

Aims: The aim of this research was to determine:

- what competencies science and engineering employers saw as important today,
- what competencies they perceived will be important in 10 years' time,
- how competent current graduate are and how this compares to the competencies employers regard to be important, and
- if employers' views have shifted from 15 years ago.

Methods: An invitation to partake in a LimeSurvey online survey was sent to 1,159 science and engineering employers, of which 210 completed the survey (18% return rate). The survey had a combination of Likert scale items and open-ended responses. This data was statistically analysed using SPSS and Microsoft Excel. Subsequently, three semi-structured focus groups (total 17 participants) were held to explore perceptions further. The data was thematically analysed.

Results: Generally, employers thought all competencies were important, all were more important in 10 years' time, and for all competencies they thought graduates were not meeting their expectations. The highest valued competency were teamwork, written communication, problem solving, oral communication, and interpersonal relationships (in that order). The greatest gap between competency importance and graduate competence were critical thinking, project management, written communication, creative thinking, and problem solving (in that order).

The data has many thematic similarities to the 2002 data set (despite using different terms) where 'soft' skills were generally more favoured than 'hard' (technical) skills. However, the 2002 data set had 'ability and willingness to learn' as the most important competency, where the equivalent term in the 2017 study (continuous learning) was ranked 8th.

Conclusion:

The study revealed current perceived importance of competencies and current graduate competency as perceived by science and engineering employers. The top 10 ranked competencies consisted mostly of behavioural type competencies and also were most represented with the greatest graduate competence gap compared to importance. Interestingly, these top 10 competencies are likely to be best developed using modern learning techniques such as flipped classroom learning, project-based learning, and work-integrated learning, rather than traditional lecture style learning. The results can inform other practitioners and senior management staff on curricular design and appropriate teaching and assessment strategies.

Tuesday 17 April - Morning

The good, the challenging and the missing: A personal reflection on what can be learnt from 20 Years of work-integrated learning changes and growth in Australia

Janice Orrell, Flinders University of South Australia

Background/context: Twenty years ago Flinders University received the first government grant to examine the issues of leadership and management, teaching and learning, legal and ethical matters and partnerships with industry. Work-integrated learning (WIL), under its various names, at that time was an invisible cottage industry within universities. Today university leaders identify it (largely in regard to graduate employability) as a marketing tool and have created visible infrastructure to indicate its presence and focus within the institution. The reflection in this presentation is based on personal experience derived from being the recipient of the first Australian WIL grant, a reviewer to Office of Learning and Teaching (OLT) funded WIL grants and author of their Good Practice Guide, an external reviewer to WIL projects funded by OLT and as an independent consultant and reviewer to Australian Universities on WIL.

Issues: Considerable changes have occurred in WIL practices in universities in the last 20 years. These have been promulgated through the work of organizations and conferences such as NZACE, ACEN and WACE. The knowledge building through systematic research and its translation into practices, in what was once a little known and marginal field both for research and practice, has been extensive and highly innovative. Through these vehicles successful practices have been up-scaled in, and between, higher education institutions and disciplines.

Discussion/argument: Despite these achievements there have been some unwanted, often tacit, negative impacts resulting from taken-for-granted assumptions and practices. In addition some important issues have failed to be attended to and potential innovations overlooked.

Implications/relevance to others: This presentation aims to provide some input that will shed light and observations on diversity, strengths and limitations of WIL practices that can then be the basis for an interactive group discussion about the scope and challenges for WIL into the future. The presentation coupled with group discussion will identify:

1. Lighthouse examples of good practices, significant achievements and powerful research in WIL that shed light on what is possible
2. Tensions in competing interests in WIL and flawed common practices
3. Gaps and silences in our practices

These should assist participants review their current practices and identify their achievements as well as aspects of WIL that still require attention either in practice or in research.

The professional development needs of the New Zealand work-integrated learning community in comparison to international perceptions

Katharine Hoskyn, Auckland University of Technology

Karsten Zegwaard, University of Waikato

Sonia Ferns, Curtin University

Judie Kay, RMIT, Australia

Kristina Johansson, University West, Sweden

Norah McRae, University of Victoria, Canada

Background: Cooperative education (Co-op) and work-integrated learning (WIL) have been established in New Zealand for some time. However, recently tertiary institutions have expanded their WIL offerings largely in response to international trends and increasing pressure from Government to improve employability outcomes. This expansion of WIL offerings can result in inexperienced staff becoming actively engaged in WIL, with little exposure to or engagement in WIL previously. Thus so far, there has been no extensive investigation into the professional development needs of these staff, or for that fact, staff who have been engaged with WIL for some time.

Aims: The aim of this research was to determine:

- Professional development needs of staff engaged in the delivery or management of WIL within the international WIL community
- If there are differences in professional development needs between people in different countries, employment position, and age groups
- An indication of the preferred mode of delivery of professional development opportunities

Methods: An invitation to take part in an online survey, using SurveyMonkey, was sent out to all members of national WIL associations in New Zealand, Australia, Canada, Sweden, US, UK, South Africa, Thailand, and Namibia. In addition, the invitation was also distributed through the World Association of Cooperative Education (WACE) to capture any WIL practitioners not members of a national association included in this survey.

The survey collected demographic data and asked participants to rate a number of statements around their level of professional development needs and scope to undertake such opportunities. A range of professional development topics was listed and participants were asked to select any they saw as important to them, and then to select the top three topics. Data was analysed using Microsoft Excel and responses to open ended questions were thematically analysed.

Results (analysis still in progress): The demographic profile of participants was $\frac{3}{4}$ female, with a full range of ages, and virtually all employed full-time by a university. Most participants described themselves either as placement coordinators, lecturers, or managers, however, there were smaller cohorts of researchers, tutors, and senior managers. Most participants indicated a strong belief that they have professional development needs. All the suggested professional development topics received strong interest from participants, particularly elements around learning, such as designing learning outcomes, assessment, curricular design, and enabling effective learning. Also significant was programme delivery and design matters, such as measuring the impact of WIL and evaluating programme quality. Most participants preferred a blended approach to professional development opportunities.

Conclusion: It is intended that this data will help inform targeted professional development learning opportunities on a national and international level. Targeted areas directly in need for professional development will help improve best practice of WIL and enable practitioners to advance further within their careers.

Internships paid/unpaid legal or not

Brenda Lloyd and Susan Chard, Whitireia Polytechnic

Background: We have been running Internships for two years both for Domestic and International Students within our own campus and also for the Wellington ICT Grad School (WICTGS). The interns which are based on our own campuses find their own positions and are paid internships. Those which run under the WICTGS system may be unpaid and are found by the industry coordinator employed by them. This paper will look at these differing criteria and, using available literature together with our experiences, clarify the issues and arguments for each system.

Issues: One of the main issues with unpaid internships is their legality “there is a disconnect between the law and business practices” (Bacon, 2011, p. 67). This is a US view but New Zealand is just as confused with an article in the Human Resources Director “Are your unpaid internships legal?” (Middlemiss, 2017). The type and usefulness of the work which a student performs has a strong impact on whether they are considered an employee or not. If they are considered an employee they are covered by the employee relationship laws and so must be paid.

The issues around who is responsible for finding positions for interns are criteria such as the number of interns, their suitability for the positions available, and the maintenance of the relationships between the industry and the person finding the positions. The better quality student tends to have little or no problem finding positions whereas the less able are far less attractive to employers.

Discussion/argument: The internship paper is compulsory under the WICTGS whereas it is an optional paper for those students studying on our campus. This means that WICTGS have employed an industry liaison person solely responsible for finding internships. There may be multiple students on one site and unpaid. To date none of our students who are studying under the WICTGS umbrella have accepted any of these, preferring instead to find their own and thus get paid.

Implications/relevance to others: The legal aspect of internships is something which both educators and employers need to be aware of to safeguard all the stakeholders. If some clarity around this could be confirmed it would benefit everyone working in this area.

References:

- Bacon, N. (2011). *Unpaid internships: The history, policy, and future implications of fact sheet# 71*. Ohio St. Entrepren. Bus. LJ, 6, 67 - 96.
- Middlemiss, N. (2017). *Are your unpaid internships legal?* Retrieved from www.hrmonline.co.nz/news/aer-your-unpaid-internships-legal-23985.aspx

App development and pilot testing – not for the faint hearted

Yvonne Wood, Megan Roberts and Sonja Gallaher

Auckland University of Technology

Background: Work-integrated learning (WIL) programmes are an integral part of undergraduate degrees within the Faculty of Culture and Society at AUT. A WIL working group, as part of a faculty-wide curriculum review, found that there was a need for students to construct knowledge over the course of their degree with the expectation that they would apply this learning to their final capstone paper - WIL. To address this need and to provide coordinated interdisciplinary communication we designed a resource in the format of a mobile phone application (App).

Unique Features: This presentation will focus on the App development and piloting process. Specifically highlighting how the student voice has been incorporated as a design feature through the strategic use of student quotes, images and a student editor, building on our previous research into student views of WIL.

Discussion/argument: The format of the app evolved over time, from a word document to an eBook, to a mobile phone application (App). The changing format of the resource had unexpected challenges. The design features used to showcase the student voice were achieved through the consistent use of images with student quotes. The pilot testing revealed that the students appeared to be impressed with the App format and commented on the quotes and how they could relate to them.

The second challenge was identifying content commonalities and differences between the different discipline areas. The App currently consists of the following nine sections; Introduction, Knowledge, Theories, Integration, Questioning, Lifewide Learning, Workplace and Organisation, Identify and Careers and Placement Search and Approval. The first eight sections were identified from the curriculum review WIL working group with the final placement process added to show the practical usefulness of the App. Redesigning the content from full page academic wording into a student friendly App was a multistage process which culminated in a recent graduate student editing our work! The pilot testing showed positive responses for all sections in the App.

Implications/relevance to others: Developing an App takes time. Fine tuning and editing the App takes equally as much time. Communication with the developers is essential and a project manager that can make connections between academics and developers is highly recommended. Creating a framework that can be extended in the future is vital. A preview of the App will be shown in the presentation.

International work-integrated learning collaboration: pre-departure preparation across two countries

Deborah Agnew, Flinders University

Elizabeth Abery, Flinders University

Kimberly Park, Otago Polytechnic

Background: As a result of past NZACE conference presentations discussing international work-integrated learning (WIL) placements undertaken by Bachelor of Sport students at Flinders University, Australia and a proposed pre-departure program, collaboration between Flinders University and Otago Polytechnic University, New Zealand was formed. This collaboration led to 3 Bachelor of Applied Science (physical activity, health and wellness) students from Otago Polytechnic joining 4 Flinders University students on placement in Mumbai, India. The students were working on sport development projects at Singhania School and assisting the local cricket club with coaching programs.

Issue or unique features: Given both New Zealand and Australian students would be working together as a team and in the same environment it was beneficial for all students to complete the same pre-departure program. The program was designed to be presented in online or face-to-face delivery. Program modules included: intercultural community engagement, career development, safety and survival, entrepreneurship, and a post-practicum debrief. The Australian students completed the program face-to-face and all modules were recorded (bar one due to copyright issues), enabling the New Zealand students to receive predominantly the same content but online. YouTube was used to upload the recorded sessions. It was identified that while the New Zealand students could watch the sessions online, the engagement was not the same as the sessions developed for a face-to-face audience. To further facilitate collaboration between the universities and students social media (Facebook, Skype, Instagram and WhatsApp) was used to communicate prior to and during the placement.

Discussion/argument: International placement experiences provide valuable learning opportunities for students. However, some students and institutions may miss out due to small cohort numbers or lack of knowledge of host organizations in specific fields. Collaboration between institutions can enhance opportunities for students to pursue international placement experiences. However, preparation for international placements is paramount. Where students are coming from different institutions there are no guarantees that preparation will be consistent and specific in the desired domains. Therefore a preparation program that can be tailored to the international placement and host organization and accessible to all participating students will provide consistent information and support. Well-prepared students will also reduce demands and expectations of the university staff and host organizations supervising the students.

Implications/relevance to others: The collaboration between Flinders University and Otago Polytechnic University has provided the opportunity to test the effectiveness of a pre-departure model not only from the student perspective but also in refining the model's content, format, and transferability. Once accomplished this could lead to potential further collaboration prospects across individual or multiple institutions where a single host destination and placement opportunity is available. Effectiveness is currently being evaluated and preliminary findings will be available for dissemination at the time of this presentation.

Tuesday 17 April - Afternoon

Mahara: Engage in learning through eportfolios

Kristina Hoeppner, Catalyst

Background: "Portfolio" is a widely used term not only in education and can mean various things. Even coming up with a single definition for electronic portfolios is tough as it can serve many different purposes and can be interpreted in many ways (Batson, 2015).

Issue: This session will give insight into the possibilities of using Mahara as ePortfolio system. Mahara is widely used in tertiary education in New Zealand, Australia, and beyond offering students the chance to create portfolios for a variety of learning scenarios.

We will highlight the use of portfolios for showcasing or assessing competencies and discuss how the use of a competency framework as an inherent part of an ePortfolio can structure it and aid in giving feedback to students. Specifically, we will demonstrate the SmartEvidence functionality in Mahara that allows viewers a visual overview and entry point into exploring the portfolio in relation to select competencies or skills. By visualising the progress in completing a competency framework, students and portfolio viewers cannot only efficiently view the current status of completion but also have a tool at hand that helps the reflection process.

Implications/relevance to others:

EPortfolios are beneficial in work-integrated learning because they engage students, mentors, and lecturers in the learning process and look at learning evidence holistically. They have been used successfully to prepare and accompany student internships, support employability, and aid in group projects.

Reference:

Batson, Trent. *Defining 'EPortfolio': Four Ways of Seeing an EPortfolio*. Batson Blog (blog), March 16, 2015. <http://www.aaeebl.org/blogpost/1008436/211326/Defining-ePortfolio--Four-Ways-of-Seeing-an-ePortfolio>.

Utilising e-portfolios to develop great graduates

Patricia Lucas, Auckland University of Technology

Background/Context: Universities, both locally and globally, are under pressure from governments, parents, and students to produce new graduates who are suitably prepared for entering employment. In addition, universities, often in consultation with industry sectors, are establishing new degree programs to meet the industry demands for a more “professional” workforce. AUT’s website claims that it is the only university in New Zealand to offer an undergraduate Bachelor of Health Science degree with majors in Health Administration, Managing Care of the Older Person and Case Management. These degrees have been developed in consultation with advisors in the health sector and are examples of workforce professionalization. Presently students enrolled in these majors are not constrained by a registration body for clinical practice opportunities, instead they participate in a one semester capstone cooperative education paper where they spend approximately 150 hours in a workplace undertaking negotiated work activities. An integral part of their cooperative education program is the application of the E-portfolio platform Mahara to assist student with the transition into the workforce.

Issue: Within the context of interprofessional health education, how can we utilise an e-portfolio platform to best suit the professional development needs of the student and the specific industry sector graduate expectations?

Discussion: Utilising an e-portfolio as an integrated learning tool throughout the duration of a work-integrated learning (WIL) course can enable students to collect, reflect on and evaluate information related to their learning experiences. Such e-portfolios can have many applications for students within a WIL course, these include; encouraging students to examine their preparation for employment, monitoring and reflecting on academic advancement, collecting evidence of professional development, evidence of demonstrating hard and soft skills necessary for their future chosen careers, encouraging students to make stronger connections to their learning across the curriculum, assisting the development of a professional identity, information collected may assist students identify areas of strength and weakness in light of potential employment or academic advancement, and so on. The portability and flexibility of the information collected over the WIL course has benefits beyond graduation, as it can be kept, added to and manipulated for sharing when necessary for career progression. Employer expectations of students in terms of ability to perform specific capabilities, such as time management, teamwork etc., are well documented. However, it is less clear how a student should present the information collected in an e-portfolio to a prospective employer.

Relevance to others: With increasing expectations of a well-educated and work ready workforce we need to be thinking about what makes our graduates great. As educators, we play an integral role in identifying, recommending and implementing learning tools at our disposal. Let’s consider how can we utilise tools, such as e-portfolios effectively in our programs for the best possible graduate outcomes?

The Applied Management Review: From cooperative education project to academic publication

Reza Yaghoubi and Anne Morrison

Wintec

The Applied Management Review (AMR) is a peer-reviewed journal published by Waikato Institute of Technology (Wintec) that presents original research in applied business and management. The research presented by the AMR focus on assisting a variety of companies across several industries through offering viable solutions to practical problems and addressing real-world questions. Consistent with this vision, the AMR encourages submissions that address specific practical problems or make methodological advancements in applied research in all areas of business and management.

The first issue of the journal contains research conducted by students and their academic supervisors at Wintec's Centre for Business, IT and Enterprise. These studies have produced outputs tailored to help New Zealand businesses who chose to participate in Wintec's Co-operative Education Projects. The articles published in this issue of the AMR cover a broad range of topics including capital structure, product selection, customer satisfaction, efficiency improvements, internal controls, work-life balance, and supply chain management.

The AMR is the outcome of a long process of continuous improvement in our research practices from the start of Wintec's Applied Management programme in 2014. The Cooperative Education Projects (CEP) provided an opportunity to produce over 200 pieces of research at Wintec. The students initially presented their research to their supervisors and a moderator who would examine the quality of the research. After running the CEP for a couple of times, we envisioned a student research conference where students could receive quality feedback from the audience and experience a large networking event where they could practice public speaking, learn from other participants and potentially meet their future employers. Fast-forward three years, we have held six semi-annual conferences so far and have observed continuous improvement in several aspects including variety and quality of research, quality of presentations, quality of feedback provided by the audience, the industry participation, and overall quality of the event.

We also envisioned that improving quality of the research would pave the way for publishing our research journal – a journal that bridges the gap between academic research in business and the research needs of real businesses. This would, in turn, enrich the larger research ecosystem that we were building in our community. Now that the first issue of the AMR is published, we are one step closer to that vision. However, we still have a long way ahead.

We intend to expand and continuously improve the quality of the research published in the AMR. Already started to invite and accept submissions from international authors, the editorial board is keen to invite quality submissions from across New Zealand from both academics and professionals.

A classification framework to make sense of industry placements

Megan Roberts and Yvonne Wood

Auckland University of Technology

Context: The necessity for students to secure their own industry placement is a key component of Cooperative education on the Bachelor of International Hospitality Management (BIHM) and the Bachelor of International Tourism Management (BITM). However, the relationship between study pathways and placement organisations is often hard to define due largely to the heterogeneity of hospitality and tourism organisations.

The use of existing business classifications provided a framework to classify placement organisations. Specifically, we used the Australia New Zealand Standard Industrial Codes (ANZSIC), the Business Industry Codes (BIC) and the Tourism Satellite Account (TSA) to classify placement organisations. In addition, we developed a new level of classification, the Cooperative Education Placement Code (CEPC). The purpose of applying this framework of classification was to provide more detailed information about the activities of placement organisations that could assist student preparation and placement search therefore contributing to a more positive placement experience.

Aims: The study aims to better understand the activities of a diverse range of placement organisations and to identify the structure of placements across the hospitality and tourism industry.

Methods: Using firstly the ANZSIC and BIC classification frameworks an analysis of Cooperative education placements was undertaken by assigning classification codes based on the placement organisations main business activity. For almost half of all placements a further classification was required which lead to the development of the CEPC, an extension to the existing hierarchical industry classification frameworks.

Data was further categorized using the TSA framework, an internationally accepted and tourism-specific framework, to further contextualise placement organisations. The classified data were then analysed using excel pivot tables to compare results for the two programmes and to understand the overall structure of industry placements.

Results: The classification of placement data found that substantially more hospitality students complete paid placements than tourism students and a small number of students completed placements internationally. Of the total organisations hosting student placements, the majority of organisations hosted just one placement over the time period. Additionally, one third of placements were at organisations that have hosted four or more placements.

Further classification, using the TSA framework, revealed placements across a range of industry sectors however placements were notably absent from certain sectors and concentrated in other sectors.

Conclusions: Classification of placement organisations allows for a deeper understanding of the type of organisations and industry sectors where students are completing their placements providing benefits for students, industry partners and the academic institution.

Researching the design and development of a work-integrated learning paper to prepare ICT students for their internships

Elaine Khoo, Alvin Yeo, Arezou Zalipour and Dilani Gedera

University of Waikato

Background /Context: The internship is a vital component of the Masters programme offered by Auckland ICT Graduate School (a joint initiative between Auckland University and Waikato University). The programme aims to produce industry-ready graduates equipped with integral technical knowledge and skills useful in the business world. A longitudinal developmental evaluation of the programme was undertaken to enhance the overall programme's robustness and support the programme designers' developmental decision-making by providing close to real-time feedback. A key recommendation from the developmental evaluation's Phase 1 (which sought to understand the first student cohorts' internship experience) indicated the need for a customised preparatory course to equip students with targetted transferable work competencies.

Aims: This paper reports on Phase 2 of the developmental evaluation which focused on the design and assessment of the new preparatory course, to enhance student learning and development of work competencies integral to a successful internship. The study was undertaken by an interdisciplinary research team comprising Computer Science (CS), Education and Teaching Development staff.

Method: The course planning and design considered graduate attributes, interns' feedback, interviews with industry, and, CS professionals to ascertain the important work competencies for CS/IT professionals. These informed the course's learning outcomes, content, assessments and pedagogical approaches. The course evaluation was conducted through online student surveys at the start, during, and end of the course, focus group interviews at the end of the course, and after the students' return from their internship experience. Ethical approval was obtained for the project and all six course students participated voluntarily. To prevent any conflict of interest, the lecturer was not involved in the data collection or data analysis. The transcribed interview data was thematically analysed using NVivo software while the survey data was analysed using Excel.

Results: The emerging findings indicate that all students valued the course activities and felt prepared for the internship at the end of the course. The content that were particularly useful included reflective learning, practical activities such as mock interviews with industry partners, industry talks and on-site industry visits. Students, however, wanted more support with technical and management issues in their group problem-based project work.

Conclusion:

The findings can inform institutions, practitioners and students on pedagogical and student support strategies that ensure robust internship preparation and productive learning experiences. The project exemplifies the value of interdisciplinary collaboration to address the scoping, designing and iterative refining of curricular structures to support students' workplace preparation.

Internship at undergraduate and postgraduate studies at a polytechnic

Sarita Pais, Whitireia

Background: Internships are part of many programmes taught in universities and polytechnics. The academic credits for undertaking these projects may differ in different programmes. The intention is to introduce students to the application of theoretical knowledge from the classrooms to related work in the industry. It gives the students a foot in the door to their career.

Internships designed for Information Technology programmes at postgraduate and undergraduate level of study need to complement the students' qualification. NZQA has guidelines for programmes of study and assessments at different levels. Hence these internships should comply with learning outcomes defined in the internship course.

Issue: How does the internship course at different levels of study satisfy the requirements of the programme?

Discussion: The internship paper designed at Whitireia for undergraduate programmes such as Bachelor's degree and graduate diploma is worth 30 credits. The learning outcomes underpinned the need to apply taught knowledge and skills related to IT work practices. Internship give students the ability to identify problems in the organisation where they are placed and recommend strategies to solve them.

The internship paper designed for Post Graduate and Masters students studying at Whitireia and Weltec and offered at the ICT Grad school in Wellington is also 30 credits however the emphasis is to critically assess work practices in a field related to IT. The students were expected to apply theories and research relevant to the topic to solve a specific problem in the organisation where they work as interns.

Undergraduate students are expected to apply knowledge and skills learnt in class such as programming and project management. They experience first-hand what has been discussed in text books and practically undertaken in class rooms. Postgraduate students are expected to research the topic in literature and apply some of these solutions in the workplace. Some of the IT solutions published in research is at prototype level and may have issues being implemented in industry. The issues of security, scalability and usability of these projects need to be evaluated.

Many start-up companies are looking for solutions and ideas presented in research. Some internship projects involve open source software and its application to a specific problem in the organisation such as software testing tools. Both undergraduate and postgraduate students could undertake these software testing projects, however postgraduate students need to critically review the literature and apply solutions. As an example, a postgraduate student was placed in a Business Intelligence reporting internship. The Data Mining course at postgraduate level helped the student in undertaking this internship.

Implications/relevance to others: University students may involve in higher level of research. However polytechnics are expected to work closely with industry and local communities to prepare their students for jobs in the industry. Polytechnics in New Zealand have a similar approach to those in Finland (Virolainen, 2007).

References:

Virolainen, M. (2007). Workplace learning and higher education in Finland: Reflections on current practice. *Education & Training*, 49(4), 290-309.
doi:<http://dx.doi.org/10.1108/00400910710754444>

Training restaurants – developing an activity framework to align capability and learning outcomes to meet expectations of the graduate profile

Chantal Pillay, Le Cordon Bleu NZ Institute

Background/Context: There has been much research related to the role of training restaurants and its part in hospitality experience. The concept of “learning by doing” is accepted as an educational strategy which is key to enabling students not only to develop knowledge and skills, but also to gain abilities to be flexible and apply different knowledge to different situations. This, in turn, aids students in preparing for the world of work. Based on the Competing Values Framework (Quinn et al., 2011), a competency based model was created to provide structure to the learning activities students were engaging in the training restaurant. The four quadrants of the Competing Values Framework include, collaboration, control, compete and create. The graduate profiles of the Bachelor of Culinary Arts and Business requires a high level of applied expertise in skills and knowledge in the field of culinary management and business. The model was structured with these principles in mind.

Aims: The aim of the study is to obtain a better understanding of how the use of the Competing Values Framework helped in structuring student activities to create a model for an authentic working environment. This study is part of an ongoing research into competency based learning that is being applied to two courses within the Bachelor of Culinary Arts and Business. This research focuses on the second-year cohort of a Bachelor of Culinary Arts and Business who were studying a course in Hospitality Management.

Methods: A structure of activities was developed using the Competing Values Framework which incorporates key competencies of management. Student insights were sought through observation, reflective reports and questionnaires. Customer feedback was used to measure the success of this initiative.

Results: The interim results show that students found the process engaging yet challenging and it revealed a lack of clarity in some roles and responsibilities. In addition, students felt their human resource skills were being challenged and needed to address power play issues as well as language barriers. Overall the results show that the students were more committed and driven to perform well in their management roles. Guests also enjoyed the experience and provided students with valuable feedback.

Conclusions: There is a need to refine the process and to look further at the structure of activities and define competencies in more detail to develop a better model and set better expectations.

Balancing expectations

Maraea Nikora and Nima Riini

Wintec

Background: As the tertiary sector continue to explore how we merge theoretical knowledge gained in academic studies to workplace experiences we have the delicate balance of managing expectations of students, academic supervisors and industry.

Wintec, Centre for Business, Information Technology and Enterprise acknowledges the evolving adoption of new and old practices that seek to inform the collaborative learning that takes place as part of the Co-operative Education Project. Students undertaking the Bachelor of Applied Management and allied Graduate Diploma programme are required to complete work experience and a research project in their final year of study.

The intention among other benefits, is to expose students to real life experiences and replace class room learning with workplace learning spaces. The tertiary establishment gains an opportunity to develop and maintain stronger connections with industry, while understanding industry needs which assist in planning and developing curriculum. Industry have an opportunity to contribute to growing future leaders, while utilising the process as a recruitment strategy among other benefits.

Issues or unique features: This paper will touch on managing the expectations of students, academic supervisors and industry. It will highlight the benefits of gaining feedback and open to evolving practices to accommodate the changing needs of the various parties.

Discussion:

- The benefits of relationship management.
- Examples of feedback.
- Adopting a culture of evolution and change.

Implications/relevance to others: With change can come unsettledness or curiosity and excitement.

The added value of work-integrated learning

Malcom Rees and Andrew Martin

Massey University

Background/Context: Whilst the focus of the Tertiary Education Commission (TEC) and University strategy has increasingly been on developing work ready graduates, the work-integrated learning (WIL) experience is more than just increasing graduate attributes and employability. These WIL experiences challenge students to push their comfort zones, developing greater personal self-awareness and enhanced professional career expectations. These industry placements also add value to the organisation's programmes and activities, and staff in terms of their professional development.

Aims: This presentation focuses on the added value for students as a result of work-integrated learning programs and in terms of developing professional 'T-graduate' attributes.

Method: Thematic content analysis was undertaken of student reflections (n=271) on the main activities, learning outcomes and overall experiences of their sport management and coaching WIL experiences at Massey University.

Results: Findings indicated that enjoyment, achievement and reinforcing career decisions added value to the student's experiences. Gratitude for the support and mentoring of workplace and academic supervisors was also pointed out. Development of personal attributes involving self-management (self-awareness, self-confidence, time management), enterprising individuals (innovative and creative, achievement) and effective communication (particularly oral and digital) were important learning outcomes. Professional development of a community of practice (networking, increased organisational awareness) and leadership responsibilities were also highlighted. The breadth and depth of WIL activity reinforced the notion of developing 'T-shaped professionals', who are characterized by their deep disciplinary knowledge in at least one area (e.g. event management), and their ability to function as 'adaptive innovators' across boundaries between disciplines (e.g. various business activities).

Conclusions: The findings reinforce the importance of a learning process that facilitates leadership and reflective work-based experiences that integrate theory to practice. Students' development as 'reflective practitioners' requires analytical, systems and critical thinking to solve problems. Successful project management involves boundary spanning competencies such as teamwork, communication, organisational perspective and networks. It is expected that the findings of this study can be transferred and applied in other WIL contexts.

References:

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Fleming, J., Martin, A. J., Hughes, H., & Zinn, C. (2009). Maximizing work-integrated learning experiences through identifying graduate competencies for employability: A case study of sport studies in higher education. *Asia Pacific Journal of Cooperative Education*, 10(3), 189-201.
- Martin, A. J. (2013). Reflections on 20 years of practicum, partnership & practice. *Asia Pacific Journal of Cooperative Education*, 14(3), 89-98.
- Martin, A. J., Rees, M., Edwards, M. & Paku, L. (2012). An organisational overview of pedagogical practice in work-integrated learning. *Asia Pacific Journal of Cooperative Education*, 13(1), 23-37.

Wednesday 18 April

International work-integrated learning placements: When things go wrong!

Elizabeth Abery and Deborah Agnew

Flinders University

Background: There is an abundance of literature supporting the benefits of work-integrated learning (WIL) opportunities in international destinations, for students and host organizations. In addition, pre-placement preparation models have been developed to prepare students professionally and practically. However, while good in theory, in practice things do not always go to plan no matter how much pre-preparation is in place. This presentation reflects on experiences of university facilitators of international WIL placements “when things go wrong”.

Issue: In any WIL placement there are many stakeholders involved; the university, the student and the host organization. These all have varying roles and responsibilities in the placement facilitation and outcomes. However, where a student is undertaking a placement in an international destination being “away from home” adds a level of risk and further impacts roles and responsibilities, especially when something goes wrong. Drawing on experiences of university facilitators of international WIL placements key areas of risk have been identified: illness, injury, homesickness, group dynamics, student and family expectations of placement supervisors, difficulty in accepting differing cultural practices and facilitator isolation, where there is the need to connect with students for pastoral care but also maintain a professional relationship.

Discussion/argument: International WIL placements provide exciting opportunities for university students. However, what happens when the excitement wanes and reality sets in or the unexpected occurs? Students and the university have a responsibility to the host organization and in some cases the international placement is a requirement of the university degree or the student may have received a scholarship, so non-completion could impact professionally or financially; there is a great deal of pressure on all stakeholders for things to go well. However, as has been identified here this is not always straight forward. This then raises the question of how as a university or international WIL placement facilitator this can be managed.

Implications/relevance to others: Acknowledging that things do not always go to plan with international WIL placements provides the opportunity to consider developing preparation programs for staff facilitating international WIL placements and the importance of ensuring that sound support services are in place prior to, during and post placement. These staff, in most cases are the mediators for all other stakeholders, but their own well-being must also be considered. There is the need to recognize and value the intensified workload and emotional labour associated with the facilitation of international WIL placements.

The seven wonders of employability

Denisa Hebblethwaite and Diana Ayling

Unitec

Background/Context: The growing importance of students' possessing employability skills in preparation for the workplace is well evidenced in the literature and on Government websites. The Tertiary Education Commission's Careers Directorate (Careers NZ) currently offers advice on their website on seven skills employers look for namely, "positive attitude, communication, teamwork, self-management, willingness to learn, thinking skills and resilience".

Work-integrated learning (WIL) experiences present students with opportunities to practice, develop and build on employability skills often not covered in traditional disciplinary based papers.

This study explores the impact of WIL on business students' experiences of key work competencies and makes a comparison with the seven employability skills advocated by Careers NZ.

Aims: The overall aim is to investigate the development of advocated employability skills during a WIL experience to inform future WIL curriculum development.

The specific research objectives are to:

- (i) to identify advocated employability skills developed by students during a WIL experience;
- (ii) to determine the extent to which students' experiences affect their perceptions of their employability.

Methods: The dataset was collected from 30 students' assessed, structured reflections of their workplace experience and represented a corpus of approximately 45,000 words. A mixed methods approach was applied to the dataset and Dedoose, a software tool, was used for coding and analysis purposes. The dataset was analysed to extract key employability concepts emerging from students' reflections. The Careers NZ's advocated "seven employability skills" provided the framework for situating the key employability skills. Conceptual and relational content analysis identified the presence and frequency of the concepts.

Results: The analysis of the data revealed that generally students perceived they had attained a high level of engagement with the seven employability skills. Results also highlight "communication, positive attitude, self-management and resilience" to be the most prevalent skills developed. Students reported that they were better prepared for employment as a result of their internship experience.

Conclusions/implications: The data indicates that a work based internship is an excellent way to develop student capabilities and current employability skills. The implication is, however, that programmes of study can do more to develop these employability skills prior to internship experiences to achieve greater student success in the workplace, and increase students' chances of attaining employment post-graduation.

Managing expectations during internship matching

Tom Hartley and Kathryn MacCallum

Eastern Institute of Technology

Background: The management of expectations by our stakeholders at EIT within the School of Computing Internship Programme is a complex process. Due to factors, such as an expanded sponsorship base, growing student numbers and the need to ensure that we are providing maximum value for all involved has meant that managing the diverse needs of our stakeholders has become highly complex and fast moving.

Issue: What makes for a successful implementation and design of an internship programme has been a strong focus within the work-integrated learning (WIL) literature. However, it is clear that a successful internship experience is strongly influenced by how the internship is initiated. One of the important aspects of this is the management of expectations of all stakeholders. In particular to establish, clarify and communicate the often-disparate needs of these stakeholders. How this can be managed, to avoid the mismatching of needs and resolve these early issues, within the internship process is an important consideration in the design of a successful internship programme.

Discussion: Based on our experiences we have found that it was vital that we quickly established and clearly focused on establishing and managing these expectations of our students to sponsors. To ensure this we needed to establish the expectations of our stakeholders early within the Internship process. This required in particular 1) a clear understanding of the sponsors needs and requirements of the project; 2) then matching this with the appropriate skill set of the student and also taking into consideration desires of what the students in what they would like to do and learn; but 3) still take into account the academic standards of the school and the relative support required by the academic team to mentor and support the student. The gathering and matching of these needs have typically fallen to the Internship Coordinator who has to ensure that students and sponsors are appropriately matched. However, this can be often difficult to clearly understand, match and identify what students and sponsors are looking for. This issue is especially difficult to determine the early phases of the programme where the needs of the various stakeholders can often be largely unclear and dynamic. This is further exacerbated when dealing with high numbers of students and sponsors.

Implications: Coming up with clear ways to meet the expectations of all stakeholders required the adoption of new strategies; in particular, those that focused on better matching students with sponsors. Some strategies that have been implemented included developing procedures to collect and disseminate sponsor and student needs, including the use of templated project request form completed by sponsors, and the better implementation of student bios to help students to clarify their needs and market themselves to sponsors and the setup of an Internship date night.

This paper reviews a number of initiatives undertaken by the School of Computing to help support the success of a growing Internship Programme at EIT.

Benefits of work experience for women interested in male-dominated trades

Kylie Trafford

This presentation will report on one output from research conducted by a collaboration between a range of trade-focused ITOs, Training Providers and Pre-trade facilitators. This three-year research programme focuses on increasing the participation and success of women in trades where they have been historically underrepresented.

The initial project, co-funded by Ako Aotearoa and the Ministry for Women, seeks to build on the existing body of knowledge of enablers [and barriers] by using the personal voice of women who have succeeded in trades-related industries. We aim to elucidate the engagement and learning journeys of women, and to explore the successful interventions and characteristics of people that influence their journeys.

Each partner has identified successful women at various stages of their career, from pre-trade programs, employment, apprenticeships and business owners. Their stories have been captured using in-depth face-to-face interviews. This has allowed the project partners to begin to understand the journeys of successful women and to identify common influencers, enablers and barriers to success.

Initially this presentation will outline the findings from this research. The majority of the presentation will elaborate on the findings from the research around work experience: the challenges faced and the importance of work experience for the women who participated in pre-trade programmes at Polytechnics and Private Training Establishments and how the skills gained during their work experience placement was important to them entering a male-dominated trade. Finally looking at further recommendations for work experience in pre-trade and school learning.

Utilising existing frameworks and models for evaluating the relationships between a tertiary provider and the Information Technology industry in the Tairāwhiti region

David Skelton and Tina Blumenthal

Eastern Institute of Technology

The success of any applied degree programme relies heavily on the relationships with industry stakeholders for input and interaction during a students' study period. For a provincial tertiary provider, internship facilitation is able to build and support business relationship networks and also support students transitioning from tertiary study into industry. In the same way, Van Rooijen (2011) discusses how strong partnerships are required between tertiary institutions and employers in order to shape curriculum and influence program development.

Due to the relatively newness of the degree and internship programme, it was considered important for EIT Tairāwhiti, School of Computing, to understand what the local IT industry needs are, potential opportunities for student internships, and the role recruitment plays in the nature of work experience and employability. These factors will contribute to the development of tripartite arrangements that are both sustainable and scalable.

The research project has developed a strategic document that evaluates the current structure of relationships between EIT, students and industry. A model developed by Fleming (2016), the Sustainable Partnerships Framework for Work-Integrated Learning is used to help describe and evaluate the nature and depth of the network of relationships. By populating the model with a regional example and evaluating the results, it was thought that this would help develop and strengthen connections between EIT and Tairāwhiti industry into the future.

A Rich Picture illustration from the Soft Systems Methodology line of enquiry was also used to further illustrate and extend the understanding of the current stakeholder relationships network.

An overview of data collected on IT jobs recently advertised over a period of time will also be discussed, along with recent examples of IT interns and graduates forging careers and opportunities in various organisations in different IT-related roles.

This paper is an example of using an existing model/s to illustrate and evaluate a particular case study in the field of work-integrated learning and the wider environmental context with a view for deeper understanding and improvement of stakeholder relationships.

Professorial Address: Andrew Martin

Andy Martin, PhD, Professor of Sport Management & Physical Education

Massey University, Palmerston North, New Zealand

Teaching, travel & triathlon: A career of experiential learning

Background: Andy's first presentation at an NZACE conference was in Palmerston North, 2004. Over the past 15 years Andy has been involved in a number of research projects, mainly funded by Ako Aotearoa and mentored by Professor Richard Coll, which have focused on enhancing graduate competencies and attributes, developing pedagogical best practice, and the legacy of work-integrated learning programs. As vice-president of NZACE he co-ordinated two conferences held at Massey University in Palmerston North (2010) and Wellington (2015). He has been on the editorial board of the Asia-Pacific Journal of Cooperative Education and has contributed a number of articles to the journal and presentations at World Association Conferences.

Overview: This self-reflective presentation focuses on Andy's learning journey, which has spanned a professional career teaching mathematics, event management, and over the past two decades at Massey University co-ordinating a work-integrated learning practicum program in Sport Management and Coaching. He has supervised some 500+ practicum students since 2000. These students have contributed more than 100,000 volunteer hours in a variety of event management, sport development, sport coordinator and coaching roles, and many have gone on to have successful careers in the industry, providing a graduate point of difference that employers' value highly.

Andy's research has also been heavily influenced by his involvement with Outward Bound Internationally, an organisation focused on developing people and developing teams. His research projects have involved examining the experiential processes and course outcomes, organisational culture, safety and challenge perceptions, here in New Zealand. However, it is his work in the Czech Republic that has provided significant recognition, and resulted in international programme and staff development opportunities, and the text *'Outdoor & Experiential Learning'* (2004).

As a professionally qualified coach in football and tennis, he has also conducted research that has focused on developing 'games sense', decision making, team culture and leadership. He is co-author of *'Legends in Black'* (2014), a best-selling text on why the All Blacks win, and is currently working on a book about the Silver Ferns leadership and culture. More recently his focus has been on triathlon, managing an event each summer for the past 15 years that attracts some 700+ kids each week. He also competed at the World Championships Triathlon last year in Rotterdam with his two older boys, who finished 3rd and 6th in the U19 event.

Andy will summarise some insights from his experiential experiences as an educator and coach in a number of settings, which reinforce the value of setting great expectations, being a catalyst for change, and developing a legacy of students/graduates nationally and internationally.

Biography

Andy was the former vice-chair of NZACE from 2010-2016. He was the organiser of NZACE conferences held at Massey University in Wellington, 2015, and Palmerston North, 2010. He has worked on a national team of researchers undertaking a Teaching Learning Research Initiative (TLRI) funded project (2008) and has published a number of articles and resources on work-integrated learning (WIL), as a result of Ako Aotearoa grants (2009, 2011, 2014; 2017, 2018).

At Massey University, Andy has coordinated their work-based experiential learning practicum program in Sport Management and Coaching for the past two decades. He was awarded an Academic Fellowship in 2012, to lead the development of the University's Applied Learning strategy. He has also been recognised with university awards for distinction in both research and teaching. Andy is co-author of 'Legends in Black' (2014), a best-selling text on why the All Blacks win, and lead author of Outdoor & Experiential Learning' (2004).

Andy holds a PhD in management, which focused on the experiential process of Outward Bound. His undergraduate and master's degrees were earned in England at Loughborough University (MSc. in Recreation Management) and Bristol University (BSc. Hons. in Mathematics and Computers Science).

Poster Presentation:

*Yi-Chen Vita Tsai, Amanda Zieltjies, Jack Wan, Alisha Thakkar and Gillian Dobbie
Auckland ICT Graduate School*

Background: The aim of the Auckland ICT Graduate School is to produce work-ready students. We run two programmes, a Post Graduate Certificate in Information Technology (PGCert) and a Masters of Information Technology (MIT). In this poster we present details of our programme, with reflections from students who have completed the programme.

Unique Features: The programmes are at graduate level, providing students who already have a degree with supplementary skills. The PGCert is taught as an intensive bootcamp-style course. The course work is complemented with seminars from academics and industry representatives.

The MIT provides students with an opportunity to take a balance of technical and soft skill courses. Their study is complemented with professional workshops. The final component is a 10-week internship in industry.

Discussion/Argument: A shortage of work-ready people to work in the IT workforce was identified and as a result the ICT Graduate Schools were created. Each has taken a different approach. The PGCert is a transitional programme, training students who have a degree in a field outside IT. The MIT takes students that have done the PGCert or a Bachelors in IT, and prepares them for the workforce.

Jack Wan, with a bachelor degree in the biomedical field, has undertaken both the PGCert and the MIT programmes. He thinks the PGCert course mimics the development environment in industry and allows the students to exercise/experiment with agile methodologies. This prepared him for the internship in industry. His problem solving skills were enhanced during the internship. He also learnt 'Do not restrict yourself. If you have a new idea, share it. Innovation can come from anyone and anywhere.'

Alisha Thakkar, with a bachelor degree in Computer Science Engineering, has just completed her MIT internship. She was able to apply the technical knowledge from the academic courses into practice. She has improved/developed many professional attributes during the internship. Examples are task prioritization, speak up when in doubt, and decision making. Two key points she has learnt from the software system design are to balance simplicity and functionality and to always start from something small.

Implications/Relevance to others: This is a model that is working and could be adapted to other fields.