



Tuia Te Ako

Tuia te ākonga, tuia te ako, tui, tui, tuituia

Tuia Te Ako registrations open 25 November 2011

Ngahiwi Apanui invites you to register for next year's national hui funded by Ako Aotearoa

**Toi to akonga, toi te whenua, toi te mana
(Emphasise the learner, provide the resources,
build self-esteem)**

Kia ora tatou – in conjunction with the Māori Caucus (Te Rununga Māori) and the Tuia Te Ako planning committee (Te Manu Mātauranga), I am delighted to announce that registrations for next year's hui open on 25 November 2011. To register your attendance, please go to the official hui webpage at: www.ako.aotearoa.ac.nz/tuiateako and follow the instructions to complete the registration process. The programme is in final stages of development and will be available there soon.

Tuia Te Ako 2012 will run from the 29 till 30 March 2012. Leading the hui are keynote speakers Dr Huirangi Waikerepuru, a renowned advocate of Māori language, and Professor Michael Walker (Auckland University School of Biological Sciences) – the recipient of the Prime Minister's *Supreme Award* at the 2011 Tertiary Teaching Excellence Awards.

We are also pleased to bring you a dynamic range of presenters and an engaging format. In addition to the exciting keynote presentations, the programme includes a good mix of presentation workshops, and concurrent and plenary sessions. Delegates will have the opportunity to discuss topics and ask questions immediately after each presentation.

If you have any questions, please do not hesitate to contact me at N.Apanui@massey.ac.nz

Noho ora mai

Ngahiwi Apanui
Kaihautū Māori
Ako Aotearoa

Welcome

As Chair of the Board of Ako Aotearoa, I was delighted to announce the Board's unanimous decision to appoint Dr Peter Coolbear as our new director. No one is better qualified than Peter to take us forward over the next critical period in our development.

Peter is of course the person who was centrally responsible, as our foundation director, for Ako Aotearoa's successful establishment and for making it an important and valuable part of the tertiary education landscape. No one has a better understanding of the contribution we can make to raising standards in tertiary teaching and to the enhancement of the learning experience for thousands of tertiary students across the whole sector.

I am delighted that our approach to Peter with the suggestion that he should return as Ako Aotearoa's director was met with a positive response. Peter's first task will be the preparation of a new business plan that will guarantee our future on the basis of widespread support from the sector.

His appointment has already been welcomed by opinion right across the sector. Professor Ingrid Day, assistant vice-chancellor academic and international at Massey University, Ako Aotearoa's host institution, has expressed her pleasure that Massey can resume its positive and productive relationship with Peter.

We all feel that, if we are to get the best return from the resource invested in tertiary education, it is vital that Ako Aotearoa carries on and develops its important work. I know that Peter is greatly looking forward to taking up his renewed responsibilities upon his return in late November.

The Board wishes to express its gratitude to Emeritus Professor Tom Prebble and Dr Sue Walbran for the excellent work they as joint interim directors have done to keep Ako Aotearoa performing well over what was inevitably a difficult period.

Bryan Gould
Chair of the Board
Ako Aotearoa

Progress update – Ako Aotearoa’s consultation process for a new business model

By Emeritus Professor Tom Prebble, interim director, strategy, Ako Aotearoa

Earlier in the year the Minister for Tertiary Education, the Hon Steven Joyce, issued a challenge to Ako Aotearoa. He asked us to consult with the tertiary sector about a new business model for Ako Aotearoa. The new model should grow the work of Ako Aotearoa by drawing on the sector for a greater contribution to our funding.



We framed the consultation around several alternative funding scenarios and then contracted TNS to manage the consultation process for us. Most of you who are reading this will have been involved in some way in this consultation, as one of the small sample of interviewees, as a member of a group discussion, or by being invited to participate in the online survey and discussion forum.

TNS will submit their final report on this process soon. The report will provide a firm indication of the kind of business model preferred by the sector and the likely level of support we can expect once that model is developed.

Having convened the group consultation discussions, I want to take this opportunity to draw a few initial conclusions. As an outgoing interim director I hope these views will be seen as my own rather than those of Ako Aotearoa or our returning director, Dr Peter Coolbear. With that caveat, I make a few predictions:

- There is likely to be a shift in our client focus. In our first five years, Ako Aotearoa has viewed tertiary teachers as our primary clients. Most of our services and communications have been directed at the individual teacher. We haven't spent a lot of time trying to talk with educational managers and leaders. But if we hope to attract funding from tertiary institutions, we need to be talking with the people with some budgetary responsibility, and we need to be offering services that address the needs and priorities of those people. I think this will be a positive change. We know that attempting to transform teaching practice through a "bottom-up" focus on individual teaching practice is less successful than a whole-of-institution approach where management supports and prioritises transformative practice.
- Some of the resources currently allocated to independent research studies are likely to be re-directed to commissioned research. There are a number of important challenges facing institutions and teachers that really need to be researched. If our researchers are not posing these questions in their applications for funding, Ako Aotearoa will need to take the lead and pose them ourselves.
- Arguably, we already know a lot about what we should be doing to improve outcomes for learners; maybe Ako Aotearoa should be supporting and encouraging institutions to implement more of this practice. We should be providing support and encouragement for tertiary institutions to implement major change in their teaching and learning practice.
- We need to maintain our focus on our core mission of enabling the best possible outcomes for all learners. This focus on outcomes rather than inputs or even processes should enable us to deliver the best value for learners, for the government and for the tertiary sector.

These changes will further strengthen Ako Aotearoa's mission to work alongside tertiary education organisations in their efforts to improve outcomes for learners.



Turning data into practice – student engagement report launched

The joint Ako Aotearoa and Australian Council for Educational Research report *Student Engagement in New Zealand Universities* was recently launched at the Tertiary Education Research in New Zealand Conference welcome by Dr Peter Coolbear, Ako Aotearoa director.

The report, which contextualises student engagement issues in this country, is the culmination of collaborative work between the two organisations and staff from universities across the tertiary sector.

The report focuses on student groups that are of particular interest to the New Zealand tertiary sector, such as Māori and Pasifika students, students studying via non-traditional modes (e.g. part-time or extramural) and international students. There are also chapters on student workload, differences in engagement between male and female students, those studying in different fields, and students' departure intentions.

In conjunction with Hamish Coates and Ali Radloff, ACER, the following people have contributed chapters to the report: Keith Comer and Erik Brogt, University of Canterbury; Jacques van der Meer, University of Otago; Giselle Byrnes, Trudy Harris and Richard Coll, The University of Waikato; Ineke Kranenburg, AUT University; Jenny Poskitt, Malcolm Rees and Gordon Suddaby, Massey University; and Stephen Marshall, Victoria University, Wellington.

For more information and to download a PDF version of the report go to: www.akoaoatearoa.ac.nz/student-engagement

Supporting first-year trade apprentices



National Project Fund – completed project

Selena Chan from Christchurch Polytechnic Institute of Technology has completed work on her project *Belonging, becoming and being: First-year apprentices' experiences of the workplace*. The aim of this study was to identify factors that influence apprentices' initial decisions to enter into and commit to apprenticeship agreements (indenture) and contribute to the continuation of apprenticeships beyond initial entry.

Selena worked in partnership with seven industry training organisations (ITOs) representing the following sectors:

- **Primary:** Agriculture ITO
- **Infrastructure:** Building and Construction ITO
- **Manufacturing:** NZ Marine ITO (formerly the Boating ITO) – supporting the boatbuilding industry; Competenz – covering engineering and food and beverage manufacturing; and Joinery ITO
- **Services:** Hairdressing ITO; Hospitality Standards Institute – supporting food and beverage services.

Two hundred and fifty-one apprentices participated in focus groups, 90 of which were also interviewed. For the apprentices interviewed, data was also collected on their school leaving qualifications and workplaces (number of employees, apprentices and experiences with workplace training). Focus group meetings and interviews with first year apprentices, focus group meetings with pre-trade students and interviews with discontinued apprentices were completed in mid-2010. At the beginning of 2011, interviews were also carried out with the small number of first year apprentices interviewed in early 2010, who had since terminated their apprenticeship. Individual interim reports to each of the ITOs and a background report were written and discussed with each ITO at the end of 2010.

Findings from the study indicate that most apprentices were satisfied with workplace learning processes and were provided with sufficient support from employers/ITOs. Apprentices enjoyed the opportunity to “learn by doing” and they expressed their commitment to continue and complete apprenticeship training. Apprentices displayed “agency” when making decisions about beginning, continuing or discontinuing an indenture, with many basing their decisions on their perceived match between affinities for the type of work involved and the opportunities they had to learn the skills, knowledge and attributes/dispositions to become trade workers.

A brochure *Being an Apprentice* has been developed to help potential apprentices complete their decision to embark on an apprenticeship. The research report and this brochure are both available at: www.akoaotearoa.ac.nz/apprenticeships

Contact us at: info@akoaotearoa.ac.nz if you would like to receive a print copy of these publications.



To identify these factors, apprentices' perceptions of entry trajectory and initial workplace learning experiences were collected and analysed. Comparisons were made of the experiences of potential, continuing and unsuccessful apprentices. The findings were then used to incorporate learner experience in the development of guidelines for the improvement of induction processes and initial training for apprentices, thus contributing to increased retention and improved apprenticeship completions.

The recommended guidelines are detailed in the final report. They highlight the need to:

- help potential apprentices match their “vocational imagination” with the trade/industry of their choice
- provide information to apprentices (and their supporters) of both the merits and realities of the trade/industry
- provide clearer and more accessible information to apprentices and employers of expectations, rights and responsibilities
- help apprentices establish a sense of “belonging to the workplace”
- enhance apprentices' resilience by providing timely support from employers, family, ITOs and training providers
- help apprentices maintain momentum towards completion of apprenticeships.

BY IAN ROWE

News from the Central Hub

Kia ora for the last time for 2011 from the Central Hub. The year has sped by – the All Blacks are world champions, the general election is over, and the summer vacation is nearly here. This edition reports on a successful workshop series and recently approved hub-funded projects, describes a conference workshop, and highlights a completed hub project. Thanks to all those who engaged with us during this year. We wish all readers a safe, relaxing and enjoyable festive season and a wonderful 2012.



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The Process of Collecting Evidence of Learner Benefit – Workshops for teachers

Do you want to use evidence to understand your learners? Do you want to use this evidence to ensure that your learners achieve the best possible outcomes? These questions underpinned a series of successful workshops held recently throughout the Central Hub. The workshops were based on an Ako Aotearoa-commissioned report by Anne Alkema, entitled *A tertiary practitioner's guide to collecting evidence of learner benefit*. The Central Hub and Adult and Community Education (ACE) Aotearoa sponsored the seven workshops in six cities, with a total attendance of 132 adult educators.

Similar workshops have been held in the Northern and Southern Hubs, and we are delighted that Jennifer Leahy and Tai Samaeli have provided fantastic continuity as facilitators of these events. Jennifer is an experienced adult educator, who teaches part-time at the University of Canterbury and runs an educational consultancy. Tai, a community organiser, has worked extensively in youth education programmes and is employed by ACE Aotearoa as a contracts administrator.

The workshops focused on sharing practical information from the *Tertiary practitioners' guide*, such as the importance of evidence-based teaching methods, the different sources of evidence of learning, their advantages and limitations, and how to integrate evidence into the planning for day-to-day teaching. An underlying theme was the importance of reflecting on teaching practice.

Participants were also exposed to a variety of highly engaging methods of active learning. For example, there were rapid-fire group debates on important points, competitions to identify relevant information and different strategies for breaking the large group into smaller task groups.

Attendee feedback enthusiastically endorsed each workshop, not only for the content of the day but also for the skilled facilitation. The overall message was that the workshops have been very worthwhile for informing teaching practice. Comments included:

- "Great team teaching, alternating roles smoothly. Good activities, interactive, fun, good pace. Not bored or clock watching."



Jennifer Leahy and Tai Samaeli prepare to commence the Learner Benefit workshop held in Wellington recently.

- "Awesome day. Evidence, collecting data. What works? What doesn't? New ideas that we can "implement."
- "Informative and gained ideas that I could adapt to suit my learners. Enjoyed the group dynamics."

We will provide more professional development workshops of this calibre in 2012. Keep up to date with the wide range of tertiary events in your region by receiving the regular website bulletins sent to all users registered on the Ako Aotearoa website. To become a registered user, click on the *Create a new account* link at the top right corner of the website homepage and complete the details.



Stella Johnson, Faryn te Atatu, Heather MacLean and Pania Himiona-Hyland sing a waiata at the commencement of their workshop on implementing bicultural practice (National Tertiary Learning and Teaching Conference, Nelson).

National Tertiary Learning and Teaching Conference

Now in its fourth year, the National Tertiary Learning and Teaching Conference was sponsored by Ako Aotearoa and hosted by Nelson Marlborough Institute of Technology at its Nelson campus from 12 to 14 October.

It is a real pleasure to report on one of the three workshops partially sponsored by the Central Hub – *Implementing bicultural practice: The celebrations, the challenges, the journey*. The workshop was facilitated by Faryn Te Atatu and Heather MacLean from Universal College of Learning and Pania Himiona-Hyland and Stella Johnson from Te Tari Puna Ora o Aotearoa, all of whom teach students who will work in early childhood education. The facilitators described with passion their respective programmes and the aspects that made the courses truly bicultural. They articulated their joy at seeing their continuing bicultural teaching methods rewarded, with students returning from work placements more competent to work inclusively and confidently with all children.

This engaging workshop was supported by excellent resources in an attractive folder, and participants left the event with a small woven kitbag containing a packet of kowhai seeds. It was a privilege for me to attend the workshop and learn about the journey. The presentation and associated resources are available from the Central Hub section of the Ako Aotearoa website.

Work-integrated Learning project (WIL)

WIL is a structured educational strategy that merges theoretical knowledge from academic studies with workplace experiences to develop relevant professional skills in preparation for a future career. Andrew Martin, from the school of sport and exercise at Massey University, completed a Central Hub-funded project in 2009 that developed a comprehensive guide for the participants in WIL. This follow-up project, *Work-integrated learning: A template for good practice: Supervisors' reflections*, has been researched and written by Andrew, with co-authors Malcolm Rees and Manvir Edwards. The report documents case studies of WIL and highlights a practical template for good practice. The resource is a practical and thorough description of how WIL works. It will be valuable to teachers planning to provide a bridge for their students between their current academic position and their professional future.

The report is available on the Ako Aotearoa website: www.ako.aotearoa.ac.nz/ako-hub/ako-aotearoa-central-hub/resources/pages/work-integrated-learning-template-good-practice-supervisors-reflections

On page 8 of this newsletter we feature the set of four A5 booklets on work-integrated learning that have been developed from the two projects described here.

Recently approved hub-funded projects

The Central Hub Advisory Group has recently approved three projects, covering a diverse range of tertiary education issues that will lead to enhanced understandings and better learning experiences for adult students.

- *Wellbeing and academic success*: Catherine Ross, the learning centre/te wahanga whakapakari, Open Polytechnic. Catherine will investigate how wellbeing impacts on the academic success of first-year tertiary students. She asks if students' participation in a wellbeing improvement programme has a positive impact on successful course completions and their final grades.

- *Successful teaching and learning for Māori, Pacific and youth learners – The Whitireia way 2011*: Ria Tomoana, Māori strategy development team, Whitireia New Zealand.

Ria's research will collate the teaching stories, strategies and exemplars gathered from Whitireia staff, drawing on evidence of enhanced successful learning experiences for Māori, Pacific and youth learners at Whitireia. The resource will be available to all tertiary teachers to use when working with relevant student groups.

- *RESIST: An earthquake design tool for architecture and civil engineering teachers and students*: Andrew Charleson, school of architecture, Victoria University of Wellington.

RESIST is an existing software package that enables users to design seismic-resisting structures like walls, beams and columns for buildings without having to do calculations. Andrew, with staff from Unitec and the University of Canterbury, will update the software to include recent earthquake code changes and enhance its effectiveness as a design and teaching tool. The package will then be freely available for anyone to use.



The TeLRG members represent a wide range of tertiary associations and expert groups. From left to right are:(back row) Justin Sampson, Ako Aotearoa; Dr Peter Coolbear, Ako Aotearoa; Associate Professor Gordon Suddaby, Australasian Council of Open and Distance Learning (ACODE) – until 31 Dec 2011; Peter Guiney, Ministry of Education and TeLRG secretariat; Stanley Frielick, The Higher Education Research and Development Society of Australasia Inc. (front row) Elizabeth Valentine, Industry Training Federation (since resigned from TeLRG); Oriell Kelly, ASCILITE; Selena Fox, New Zealand Association of Private Education Providers; Dr Phillipa Gerbic, Australasian Society for Computers in Learning in Tertiary Education (ASCILITE), and Niki Davis, Distance Education Association of New Zealand (DEANZ). Group members absent from the photo are: Aiono Mino Cleverly, Pacific Training Institute, and Ralph Springett, Massey University Extramural Students Society.

Tertiary e-Learning Reference Group

Ako Aotearoa and the Ministry of Education have jointly established an expert group, the Tertiary e-Learning Reference Group (TeLRG), to assist with the future development of New Zealand's e-learning priorities. The work of the group is informed by the Government's ICT directions and priorities (www.ict.govt.nz/directions-and-priorities).

Other key objectives of the group include providing advice to central agencies, organisations and the tertiary sector on relevant work programmes and initiatives within New Zealand, as well as international developments. The group also advises on current and potential funding streams to support e-learning, and assist with formulating a

coordinated approach to priority projects, working alongside relevant parties as required.

TeLRG operates under the principle that decision making in tertiary e-learning is best led by learner benefit, and should not be driven solely by technological innovation. The group's members are primarily from relevant professional associations and/or represent a broad spectrum of the tertiary sector, including learners, universities, private training establishments, industry training, Pacific Peoples' groups, and institutes of technology and polytechnics.

TeLRG's main activities consist of supporting key e-learning projects and assisting the redevelopment of key resources, for example, the current e-learning guidelines. The group has also contributed to the e-learning scenarios project led by the Distance Education Association of New Zealand (see article below) and an annotated bibliography based on a wide review of the international and New Zealand research and agency-based literature on the subject, for publication in 2012.

For further information on TeLRG, go to www.akoatearoa.ac.nz/communities/tertiary-e-learning-reference-group or contact Peter Guiney, TeLRG secretary, at: peter.guiney@minedu.govt.nz

DEANZ 2016 Scenario guide to effective tertiary education in New Zealand

Niki Davis, 2016 Scenario guide project leader, DEANZ president, and professor of e-learning at the University of Canterbury, outlines this Ako Aotearoa-funded project that has benefited by input from the Tertiary e-Learning Reference Group (see above).

How can tertiary leaders plan for a brighter future in New Zealand? By using the DEANZ 2016 scenario guide to tertiary education in 2016.

These future-focused resources are available now through the project blog at www.akoatearoa.ac.nz/projects/2016-scenario-guide-effective-tertiary-education-new-zealand. Education leaders are encouraged to apply these scenarios to their planning for organisational and programme development. Social networking, workshops and conference inputs will continue to develop and disseminate these resources.

The research underpinning this project has identified trends of increasing customisation and standardisation from the contrasting perspectives of the tertiary institutions and those they serve. All four scenarios are likely to appear within five years. From the most conservative to the most radical they are:

1. Minimal change, due to: concentration of discipline-specific programmes or qualifications; lack of development of national agencies; research assessment *etc*
2. The "supermarket" with a massive range of courses and units of study/training; most effective where they engage with learners' concerns, *e.g.* relevant upskilling
3. Quality, branded consortia bringing New Zealand education into the global market as



a partner with an edge on creativity through diversity

4. Self-determination by students, as advisors and faculty recruit and work with mentors in employment and the community to provide mentored, quality-assured motivating contexts.

We encourage you to visit the DEANZ 2016 Scenario project space on the Ako Aotearoa website, and join in the discussion using the blog.

Priority learners project update

Over the course of 2011, Ako Aotearoa has been supporting the *Increasing educational attainment for priority learners* project. We have reported on it at various stages of development (see issues 15 and 16 of this newsletter). The project focuses on how our system can best serve the needs of learners studying at lower levels of our tertiary sector (specifically, levels one to three, targeted training, and bridging programmes). The work has been driven by an independent Educational Attainment Working Group (EAWG), comprised of experienced people from across the sector with an understanding of the relevant tertiary issues. (See Issue 15 for details.)

The group is currently preparing its final report. Six broad themes will drive the advice and recommendations the group provides. They are:

- the importance of “purposeful” provision. Programmes that are clear and specific about their purpose and intended outcomes are far more likely to result in success and progression to further study or employment for learners, and make it easier for learners, providers and the government to understand what performance means for these programmes
- the value of effective pre-enrolment assessment processes, especially when they lead to developing personalised programmes of study that suit the specific needs and goals of learners
- the benefits of active monitoring of learners’ progress by providers, particularly when this monitoring is linked to early-stage interventions
- the value of strong community engagement around programmes at these levels
- the need for a strong accountability framework that reflects the nature of programmes at these levels and that can account for longer-term outcomes
- the need for both providers and government agencies to have available improved information about the nature and long-term outcomes of both the programmes being offered at these levels and the learners who take part in them.

The EAWG would like to thank all those who have contributed to its work to date through dialogue and discussion, including those who have attended the expert forums, downloaded discussion papers, and contacted the EAWG directly. For more information go to: www.akoaotearoa.ac.nz/priority-learners

Evaluating the Learning Representative Programme

Heathrose Research Limited was commissioned earlier this year to conduct an evaluation of the effectiveness of the New Zealand Council of Trade Union’s (NZCTU) Learning Representative Programme and to assess its value to a range of stakeholders, including the learning representatives themselves, their co-workers engaged in workplace learning initiatives, employers and unions. The evaluation was funded jointly by NZCTU and Ako Aotearoa.

The report, released earlier this month, shows that workplace learning supported by learning representatives led to improved individual worker and workplace performance.

The researchers found the programme to be extremely effective in meeting its primary purpose – to raise awareness amongst workers and employers of opportunities to access and participate in industry training and literacy and numeracy initiatives. This was of particular relevance for workers who were not previously successful in the formal education system and who lacked the confidence and knowledge to re-engage with formal learning.

Workers who had been influenced by the programme were found to have a more positive attitude to training, and were subsequently more engaged in it, while management commitment to training was also reinforced. Learning representatives encouraged workers back into learning. This not only improved literacy, language and numeracy skill levels for many, but it also contributed to better functioning work teams, and in some cases resulted in the workers receiving pay increases.

A number of common factors that contribute to the effectiveness of the programme are outlined in the report:

- management support, particularly in removing barriers to learning-representative activity
- formal vertical and horizontal communication systems within workplaces
- practical support for learning representatives in workplaces
- union support for the purpose and the practice of learning representatives.

The Learning Representative Programme was established in 2005. It is managed by the NZCTU and funded by the Tertiary Education Commission. Its main purpose is to train workers as learning representatives to identify, advocate for, and facilitate workplace learning amongst their peers, with a particular focus on workplace literacy, language and numeracy issues. There are currently 422 registered learning representatives employed across 150 workplaces in 94 different organisations throughout New Zealand.

Supporting cooperative and work-integrated education



Associate Professor Andrew Martin, from the school of sport and exercise at Massey University, talks about the release of a set of Work-integrated Learning booklets published by Ako Aotearoa, and discusses WIL programmes at his organisation.

There is increasing emphasis on work-integrated learning (WIL) or work-based experiential learning within tertiary organisations (in New Zealand and Australia) to enhance graduates' employability. These learning opportunities, designed throughout the curriculum of specific programmes, often provide a point of difference for students in enhancing the employability of graduates.

Ako Aotearoa has recently published a set of four resources to support the development of cooperative and work-integrated learning programmes in tertiary organisations. Three of the A5 booklets are based on research I had previously undertaken

with Helen Hughes, also from Massey University (funded by Ako Aotearoa's Central Hub in 2009, through the Regional Hub Project Funding Scheme). They provide guidance on "how to make the most of work-integrated learning" and are targeted at students, academic supervisors and workplace supervisors. The resources focus on students achieving the competencies required in the workplace.

The fourth booklet, *A template for good practice*, is a summary of the larger research report *Work-integrated Learning: A template for good practice: Supervisors' reflections* – a research project undertaken with Malcolm Rees and Manvir Edwards (also funded by the Central Hub). It provides a useful overview of particular observations and opinions made by 15 academic supervisors at Massey University regarding their experiences with a variety of WIL-related activities and student learning.

At Massey University, WIL has been included in the university's strategic plan. This demonstrates a strong commitment to this approach to learning "by increasingly embedding workplace and applied learning opportunities within the curriculum". Malcolm Rees, manager of the student engagement and evaluations unit, indicated that the current research has provided an important snapshot of WIL practice at Massey: "There is a variety of WIL practice, with passionate staff leading WIL programmes across a range of disciplines. Structured guidelines provide clear outcomes for students, academic and workplace supervisors. Preparation is important and applied learning can

be integrated as part of the whole programme of learning".

An example is the sports management practicum. Students this year have been busy putting in a collective 10,000 hours of volunteer time. Industry placements ranged from community projects with regional sports organisations focused on the Rugby World Cup to planning event services for the London Olympics and Paralympics 2012. The following are typical comments that indicate the impact of the experience:

- "A great experience; the start and building block for the future. It taught me about the sport industry and put the theory from the last couple of years into practice."
- "This practicum experience has been the biggest learning curve in my university studies and being able to put theory into practice was so important in developing a sound knowledge of event management."

On 2 December 2011 these new Ako Aotearoa resources will be launched at Massey University alongside a guest presentation by Professor Neil Ward. Neil, a Massey alumnus, is now Professor of Chemistry at Surrey University. He will present an international perspective on WIL based on his 20-year experience of coordinating WIL programs, and his role as Chairman of the university's Professional Training and Careers Committee. In 2007 he was awarded the World Association of Cooperative Education (WACE) Donald MacLaren Award for International Cooperative Education Management and Application.

To download copies of the four Work-integrated Learning booklets and to access the full report, go to: www.akoatearoa.ac.nz/wil



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