



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.akoaoaotearoa.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 BRIDGET O'REGAN

News from the Southern Hub

He Mihi – Welcome

Kia ora koutou. Dissemination of good practice is the main theme in our final issue for 2011. It is a pleasure to introduce a recently completed project that unravels the mystery of digital copyright, and to outline two newly approved hub-funded projects. I also take this opportunity to wish you all a happy and relaxing festive season and summer break. Ngā mihi o te Kirihihime me te Tau Hōu.



The National Tertiary Learning and Teaching Conference steering committee for 2011: Carole Crawford, David Sturrock, Jane Dillon, Lori Parker (Nelson Marlborough Institute of Technology).

Te Huinga Ako-ā-Motu 2011 – National Tertiary Learning and Teaching Conference 2011

Nelson Marlborough Institute of Technology (NMIT) and the Nelson School of Music provided the venue for this year's very successful conference, which was sponsored by Ako Aotearoa. The 140-plus registrants were treated to four stimulating and thought-provoking keynote presentations with a focus on evaluation. The response to the variety and practical focus of the 50 individual presentations is neatly summarised by Tai Poutini Polytechnic's programme leader of trades, Hadleigh Smith: "The 2011 conference was not only inspiring [to me] as a new educator, but enlightening [to me] as a manager in a Polytechnic. The great variety of subjects means we need to take more staff next year so we don't miss out on the insights and inspiration from this excellent conference and its stimulating presenters." Congratulations to the Steering Committee: NMIT's Carole Crawford, Jane Dillon, David Sturrock and Lori Parker.

The 2012 Conference will be held in Nelson from 10–12 October.



Ako Aotearoa Southern Hub

C/- University of Canterbury
Private Bag 4800
Christchurch 8140

Bridget O'Regan, Regional Manager
T. 03 345 8339
M. 021 981 245
E. bridget.oregan@canterbury.ac.nz

Pat Robertson, Activities Officer
T. 03 343 7719
M. 027 223 3158
E. pat.robertson@canterbury.ac.nz

He Whakaaturanga Rangahau – Research Extravaganza

Monday 22 August heralded the launch of Christchurch Polytechnic Institute of Technology's (CPIT) Research Week. Following chief executive Kay Giles' warm welcome, researchers and guests were entertained and educated in *The Science and Art of Chocolate*, covering areas such as the chemist's perspective on the nutritional value of chocolate, the mystery of chocolate and addiction (which is very real, although research has failed to define the factors that lie behind it), and the history of chocolate and the chocolate-making process.

During Research Week, Selena Chan shared the findings of *Belonging, becoming and being: First-year apprentices' experiences in the workplace*, a project funded through the Ako Aotearoa National Project Fund. This project is in its final stages and the research report, as well as a practical guide for students, will be available on the Ako Aotearoa website soon. Along with the full research report, we are developing a practical guide for people considering an apprenticeship. Jane Maidment and Dominic Chilvers also gave an overview on the progress of their Southern Hub-funded project *Learning to conduct collaborative social work research in the field*.

It is exciting to see the extent of research being undertaken by CPIT staff. My congratulations go to Margaret Leonard, CPIT's manager of research and knowledge exchange, for bringing these people together to share their work.



University of Otago's Ayalet Cohen, Rachel Spronken-Smith and Nicola Peart at the recent colloquium.



Dr Susan Ballard and Pamela McKinlay from Otago Polytechnic have developed resources to guide teachers and learners in the use of digital images. The project was funded by the Southern Hub.

He Arotahi ki te Hui Whakaako me te Ako 2011 – Spotlight on Teaching and Learning Colloquium 2011

The Hub was pleased to sponsor this event in Dunedin at the end of August. This year's theme was *Sharing innovation, best practice and research* and 151 participants were treated to two days of parallel sessions consisting of panel discussions, paper sessions, café-style swap-shops and a poster session where they were able to glean practical tips to enhance their own teaching.

In his keynote address, 2011 Ako Aotearoa Academy of Tertiary Teaching Excellence Award (TTEA) recipient Tony Zaharic (University of Otago) explored the notion that *Research into teaching is not research-informed teaching*. Five TTEA recipients facilitated a workshop for those interested in the Otago and the national TTEA nomination process. Another session involved Helen Moriarty from the University of Otago's Wellington campus introducing participants to her Southern Hub-funded project *Learning to portray empathy*, which focuses on the skills of "motivational interviewing" and "brief intervention". The resource developed from the project comprises a series of video clips that demonstrate good practice examples of counselling techniques that can help to portray empathy within an interaction between the health professional and client.

Ngā kaupapa mahi hou – Newly approved projects

A multimedia approach that supports and encourages reading independence among adult literacy learners

This project will be of interest to educators and organisations that create individualised resources for literacy learning. Brendyn Montgomery, Susan Bruce and Jan Blythe from Adult Learning Support Inc. Nelson will develop and pilot a template for producing interactive resource materials to support adult literacy learners. The template will be used to create a series of multimedia short stories that can be accessed independently or used with tutor support. The stories will be age appropriate and culturally relevant and will include pre-reading support. Support material will accompany the videos, providing guidelines and activities for use by the reader independently or with guidance from a tutor.



Jan Blythe and Brendyn Montgomery, Adult Learning Support Inc. have been funded by the Southern Hub to develop and pilot resources that adult learners can use independently or with guidance from tutors.

The personal cost of studying medicine: Can we improve the student experience?

David Perez from the University of Otago leads this project that aims to explore the personal impact on students of a challenging professional programme. It will focus on all year two undergraduate medical students at Otago and identify factors which have a negative impact on their quality of life. It will develop strategies to alleviate curricular stresses and improve both the students' engagement with the curriculum and the medical undergraduate learning environment. The strategies have the potential to be of benefit to other tertiary professional programmes.

He Kaupapa Kua Oti – Completed Projects

Art at risk: Copyright, fair dealings and art in a digital age

This project, undertaken by Otago Polytechnic's Dr Susan Ballard and Pamela McKinlay, investigated the digital image and the associated delivery of copyright information in the tertiary classroom. The project provides a set of research resources and practical information for teachers working with digital images. The information is presented in two parts:

- **Part one: Teachers' Resource** that includes a set of posters to guide students through decisions that need to be made when using digital images, together with a set of case studies that include a record of real classroom situations and decisions made regarding the risk of copyright infringement and associated areas in the Aotearoa/New Zealand context.
- **Part two: Background Research** that documents, analyses, evaluates, considers and recommends methods for engaging with digital images. It also includes extensive bibliographic data and a glossary for teachers keen to extend their knowledge of the complex frameworks of copyright.

While this work was undertaken in the context of art, the resource will be invaluable to all teachers, learners or anyone who uses or wishes to use digital images in their work. The resource can be viewed at www.ako.aotearoa.ac.nz/artatrisk



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.



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.

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

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



National Office

PO Box 756
Wellington 6140, New Zealand

- T. 04 801 0808
- F. 04 801 2682
- E. info@akoatearoa.ac.nz
- W. www.akoatearoa.ac.nz