

CURRICULUM FRAMEWORK TRANSFORMATION TASKFORCE

WORK-INTEGRATED LEARNING DISCUSSION PAPER

WORK-INTEGRATED LEARNING WORKING GROUP

Original report November 2021, noting recommendation updates April 2022

*We are not only creating the future workforce of Aotearoa New Zealand:
we are creating Aotearoa New Zealand*

The views contained in this document are 'point-in-time' views of the Specialist Working Group and do not necessarily represent the views of Waipapa Taumata Rau | University of Auckland

Contents

1	Purpose of the Paper	3
2	WIL in <i>Taumata Teitei</i>	3
3	Definition of WIL.....	3
4	Method and Analysis	5
4.1	Exemplar Analysis	6
4.2	Emerging Themes	7
4.2.1	Programme Requirements	7
4.2.2	Resourcing	8
4.2.3	Competencies.....	8
4.2.4	Citizenship	9
4.2.5	Equity and Risk	9
4.2.6	Community-Integrated Learning.....	10
5	Recommendations.....	12

6 Bibliography13

7 Appendices14

1 Purpose of the Paper

This paper considers work-integrated, community-integrated and employability learning and teaching (hereinafter referred to as WIL) within the scope of the Curriculum Framework Transformation (CFT) Programme. It is the outcome of work within the specialist Work-Integrated Learning (WIL) Working Group, faculty/university staff and student focus group feedback, and ideation within the CFT Taskforce. Our paper reports on exemplars, discovery and recommendations. It builds upon the refreshed draft Graduate Profile and Pūtoi Ako, Curriculum Structure, 'Breadth & Study Beyond Disciplinary Focus' and Transdisciplinarity papers.

2 WIL in *Taumata Teitei*

WIL is identified as a specific priority area for 'Education and Student Experience' in *Taumata Teitei*: "Provide credit-bearing and partnered transdisciplinary, research-led, experiential, international and industry-based/Work-Integrated Learning experiences for all students." Other priorities for 'Education and Student Experience' relevant to the context and success of WIL are transdisciplinarity, te ao Māori, working with Pacific communities, Te Tiriti accountabilities, pedagogical innovation, collaborative practice and student engagement.

WIL prepares students for employment, community service and partnership, and doctoral study involving community and industrial/commercial/professional partnerships. WIL often relies on the university's relationships with external bodies and communities: therefore, WIL is an outcome of and contributor to *Taumata Teitei's* Te Ao Māori principles (manaakitanga, whanaungatanga and kaitiakitanga), and 'Research and Innovation', 'Partnership and Engagement,' 'Enabling our People and Culture' and 'Our Enabling Environment' priorities.

3 Definition of WIL

Our Working Group has established the following definition of WIL, based on local and international precedents¹ and literature², customised to the university of the future proposed in *Taumata Teitei*:

At the Waipapa Taumata Rau | University of Auckland, WIL connects teaching with practice and community using diverse approaches that maximise students' ability to contribute to society. Work-integrated learning (WIL) is defined as "an educational approach that uses relevant work-based experiences to allow students to integrate theory with the meaningful practice of work as an intentional component of the curriculum" (IJWIL). Defining elements of this educational approach requires that students engage in reciprocal, authentic and meaningful work, typically involving three stakeholders: the student, the University, and external partners. The approach taken encompasses the principles of aroha, reciprocity, manaakitanga, and whanaungatanga, which are emphasised to enhance

¹ Definitions of WIL informing this paper were derived from: *Te Pōkai Tara Universities New Zealand's Work-Integrated Learning National Strategy* (which is based on one used by the [International Journal of work-Integrated Learning](#)); [Universities Australia](#); [Massey University](#); [Waikato University](#); [Cooperative Education and Work-Integrated Learning \(CEWIL\)/University of Waterloo, Canada](#); [National Strategy on Work Integrated Learning in University Education](#), Australia; [National Centre for Vocational Education Research](#), Australia; [WIL Learning Report](#), Australia; [UNSW](#), Sydney; [Monash University](#).

² See Jackson 2015; Ferns et. al. 2014; Ramji et. al. 2016; Chupp & Joseph 2010; Smith 2012.

the relational space between communities, other external partners, and the whenua. WIL activities are diverse and take place within and alongside courses, both on and/or off campus, and with different levels of engagement, as illustrated in the Figure 1.

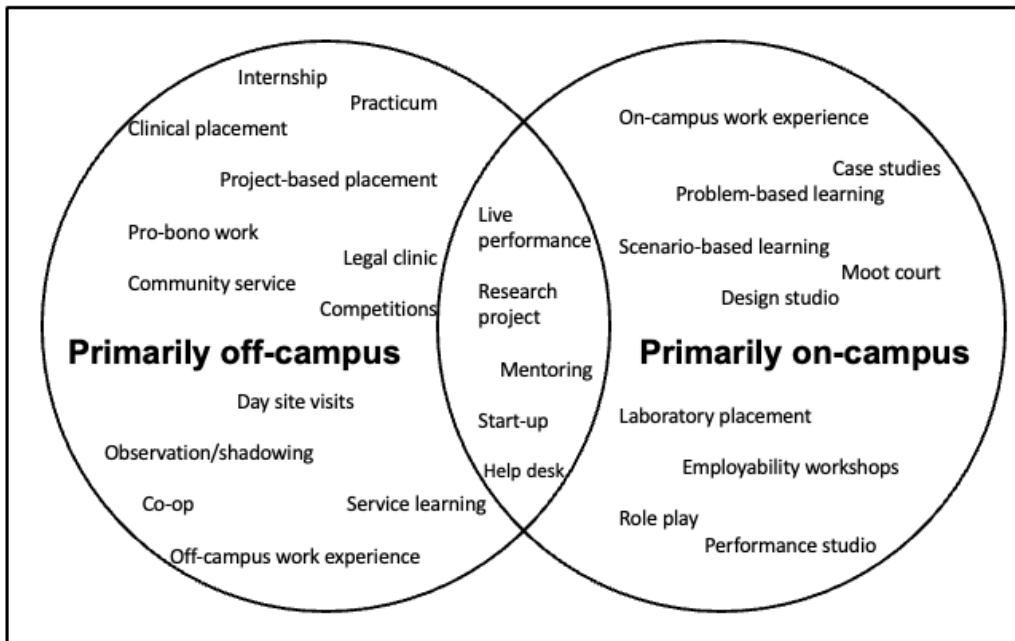


Figure 1. Examples of WIL in various locations (after Rowe, Mackaway, and Winchester-Seeto, 2012)

At the Waipapa Taumata Rau | University of Auckland, WIL retains research-led teaching and the use of academic theory and principles. It seeks to connect learning at the University with entities within (especially in the early years of undergraduate programmes) and outside the University. Students use academic research to assess, critique practice and make recommendations or problem solve. They learn to transfer knowledge beyond the university and visualise what they may become and contribute, their education providing them with a broad range of future-facing competencies.

WIL is a subset of employability, which is the “capacity to ‘employ’ one’s ‘abilities’ – that is, the ability to harness one’s skills, knowledge and other attributes to add value across a range of different contexts across the life course, including employment and career, as well as community and civic engagement” (Bridgstock and Tippett 2019, p. 8). WIL is therefore related to the fields of experiential learning, work-based learning, and vocational education and training.

WIL can be university-initiated (practicums, special projects or internships) through academic units, Career Development and Employment Services (CDES) or the International Office. It can also be student-initiated, often in the form of internships, that contribute to students’ studies and of which the University is made aware by the student. There are many existing WIL relationships that have their origins in external partners approaching the University with opportunities and ideas they wanted to develop outside of a commercial paradigm.

The practice of ‘work’ has changed dramatically in recent times and is a fluid rather than fixed concept. Post-COVID, digital and hybrid modes have become complementary norms to onsite work. It is often noted that the jobs of the near future are yet to be created, due to technological, environmental and social change, and many current professional roles may cease to exist for the same reasons. Labour market literacy is more important than ever and preparing students for their future should include WIL experiences that are interdisciplinary and transdisciplinary and (as noted in student feedback) relevant. Academic staff, too, can be

informed and engaged in these changes by directing WIL courses (where possible), engaging with employers and communities through their research, and potentially taking on work / community-based research and study leave (a suggestion that surfaced during the 2020 *Taumata Teitei* ideation).

4 Method and Analysis

Applying this definition, the WIL Working Group sourced exemplars of WIL activities in undergraduate and postgraduate coursework programmes in all faculties and Large-scale Research Institutes (LSRIs). We sought to identify types of WIL activities not currently offered by the university that could be integrated into the future curriculum (see 4.1 below). Faculty-based student and staff ideation, CFT workshops and cross-faculty staff and student focus groups were used to surface the current and future issues and opportunities (see summary in Section 4.2).

The Phase 1 Work Integrated Learning members were: Dr Deidre Brown and Dr John Egan (leads)

- Dr Paramvir Singh (Science)
- Dr David Mayeda (Arts)
- Dr Helen Delaney (B&E)
- Dr Jeroen Schillewaert and Dr Murray Ford (Science)
- Assoc Prof Jennifer Lees-Marshment (Arts)
- Assoc Dir Chris Moselen
- Dr Michael Hodgson (Engineering)
- Nicky Bermingham (RAA)
- Jerry Lo (EDSW)
- Bronwyn Davies (Law)
- Professor Mark Vickers (Liggins/LSRI)
- Sarah Moyne (CDES).

The Phase 2 Working Group comprised:

- Dr John Egan
- Assoc Prof Jennifer Lees-Marshment (Arts)
- Jerry Lo (EDSW)
- Makayla Muhundan (AUSA)
- Martin Brook (Science)
- Sarah Moyne (CDES)

Our Working Group, with its representatives from faculties, LSRIs and service divisions, have offered their expert perspectives on WIL, including the findings and recommendations of the University's Community of Interest in Employability (CoI-E) (see Appendix 1). These insights were drawn from discussion, workshops,

surveys and information gathering by its community (of more than 100 members) over the last three years³. Earlier work on WIL includes:

- The 2014 report for TLQC '[Experiential Learning: issues and opportunities](#)';
- The 2015 Career Development and Employability Services (CDES) *Enhancing Students' Employability through Engaging with Employers 2015-2017 Strategy*;
- The Work-Related Learning Working Group established in 2015; and
- The 2018 *Work-based Learning Strategy* prepared for the university by Chard Consulting.

Having established what constitutes best practice in other universities through the definitions exercise, we considered emerging themes for WIL best practice at our University (See Sections 4.1 & 4.2) and produced a series of high-level recommendations to enable this to happen (see Section 5).

4.1 Exemplar Analysis

We have engaged with our faculty representatives to aggregate a range of WIL activities across the university. Each faculty has provided examples or exemplars of how WIL works across undergraduate and postgraduate programmes. We have endeavoured to create a compendium of these (see Appendix 2: Examples and Exemplars of Work-Integrated Learning) from general, research, and professional programmes. Course- and programme-level artefacts are represented.

From across these, we wish to highlight the following WIL modes:

- Professional programme placement
- Discursive programme internship
- Professional programme reflective practice assessment
- Discursive programme employability course
- Professional programme clinical placement
- Professional programme university WIL placement (viz. clinics run at the University)
- Research programme employability initiatives (LSRIs/research laboratories)

WIL (broadly construed) is already present in nearly all undergraduate programmes, both in our more practically oriented disciplines, through field trips, lab work and placement programmes, and in our more theoretical disciplines, which help students build career competencies, including problem solving. Many of the programmes with WIL opportunities have them as required elements.

An underrepresented area among the many exemplars received was Community Integrated Learning (CIL). The importance of CIL opportunities has been expressed in faculty staff and student ideation sessions as essential to institutional and individual citizenship and service. See Section 4.2.6 for a developed discussion based on staff feedback and relevant literature related to CIL.

³ A record of the Col-E's work can be found on its Canvas site <https://canvas.auckland.ac.nz/courses/42445>.

4.2 Emerging Themes

Faculty SWOT analyses, staff and student ideation and CFT workshops produced rich feedback that, when combined with our exemplar analysis, provides the basis for our recommendations in Section 5. Emergent themes from this process include programme requirements, resourcing, employment competencies, citizenship, equity and risk, and CIL, as discussed below.

4.2.1 Programme Requirements

Nearly all the University's undergraduate programmes offer at least one WIL experience to some students; however, it should be available to all suitably qualified students. Where possible, WIL should be embedded in postgraduate study.

The WIL Working Group considered the degree of compulsion and the level at which WIL should/could occur in a programme. For a small number of undergraduate and a larger group of postgraduate courses, work/community placements, simulated professional practice, and employability-based learning objectives are not viable and/or helpful to student learning. Moreover, accreditation requirements set by bodies external to the University (and sometimes the country) define minimum student professional competencies on graduation, with employability and other academic competencies beyond these forming our University's distinctive educational experience.

Given the current diversity and widespread occurrence of WIL throughout the undergraduate curriculum, the WIL Working Group recommends that **every course must identify the employability competencies students can acquire or refine** (potentially via the digital course outline process); and **every undergraduate programme should afford students one (or more) Work or Community-Integrated Learning opportunity**, equivalent or greater to 15 points, at Stage Two or thereafter.

We would recommend that employability learning outcomes be implemented across all levels of the curriculum, where possible, and that WIL/CIL occur no earlier than second year and not at the end of undergraduate or postgraduate programmes. At Stage Two, students will have begun to develop the self-regulated learning practices needed to leverage a WIL experience. For students who struggle with more traditional academic scholarship, WIL can remind them of the capabilities that earned them a university place, helping to rebuild any confidence lost during their transition into Stage One. Adding WIL to Stage One, where there will be other significant transformational elements from the Taskforce related to relational teaching, and better facilitation of the post-NCEA transition to first year, makes less sense in many programmes. Successful WIL experiences occur when there is explicit employability and competency development in the course or programme before students go on WIL.

If programmes timetable WIL in Stage Three, there are two disadvantages. First, many students will be offered subsequent part-time paid work from their WIL experience. If the placement occurs in Stage Three, there will be little (or no) time for students to avail themselves of this: in some professional programmes, early WIL experiences have led to iterative, part-time paid work during study, which subsequently has led to full-time work after graduating. Second, many WIL experiences improve students' more academic self-regulated learning practices, which would also be limited in impact if the placement occurs in Stage Three—particularly during the last semester of a degree. However, we do accept that for some programmes, Stage Three would nonetheless work better. In some instances, existing capstone courses could meet this requirement—if the capstone experience integrates a concurrent work placement.

4.2.2 Resourcing

The University has strong relationships with many communities, professions and industries that it can activate for WIL. Managing external WIL partnerships and placements is resource intensive, and this is handled in different ways by different faculties.

There is a strong relationship between resourcing and the depth and breadth of WIL across a university. Feedback from staff involved in placements indicates that the pool of suitable external partners for WIL will be limited by the time it takes to identify, create (which may involve letters of agreement, non-disclosure and intellectual property agreements) and maintain/manage relationships. It was also recommended that industry timeframes (which are often faster than university ones) be matched, for example, in terms of speed of arrangements. If a key external relationship holder changes jobs, a relationship with their replacement has to be created again, which takes more time. External WIL appears to be most effectively managed with smaller cohorts of students, and the mechanism for how this would operate at scale is not clear. Costs and financial support vary between faculties, and it was noted that the Vice-Chancellor's Strategic Initiative Fund has sometimes been used to cover the expenses of creating new external partner relationships. All these factors mean that the WIL experience will differ between faculties and between professional and general degrees.

Although a number of 'best practice' partnership models exist in faculties across the University, there is no central system that enables programmes to make new linkages with communities, organisations, professions and industries for WIL. However, software exists to reduce time and manage the complexity and risks of external WIL placements. Programmes include student placement management software ([Sonia](#)), and e-portfolio systems (such as [Anthology](#), [PebblePad](#), [Mahara](#) and [Simplicity](#)). The University does not currently provide placement management software, unlike the [University of Otago](#) and [Auckland University of Technology](#) (which both use Sonia), and many Australian universities. The Faculty of Education and Social Work is currently investigating licences. Medical and Health Sciences currently uses Anthology in one programme and have recently introduced a Sonia pilot project. Campus Life's Co-curricular Transcript service uses campuslabs (now Anthology) and CDES has been using Simplicity's experiential module to track hours, record student and employer evaluations and generate co-curricular transcripts.

For WIL to be used at scale and accommodate different needs, the WIL Working Group **recommends that the university identifies the requirements of externally facing WIL programmes and investigate the central purchase of software licence/s to support WIL e-portfolio and external placement management and tracking.** Furthermore, the University should **empower effective WIL delivery through a suitable governance structure.**

4.2.3 Competencies

WIL (like Transdisciplinarity) requires students to pivot from transactional teaching and learning contexts towards relational learning. It is one means by which we can motivate students to grow personally and professionally and move beyond a fixation on acquiring skills to improve grades and GPAs towards the mastery of competencies for lifelong benefit.

By learning how to transfer university knowledge (e.g., disciplinary theory, empirical evidence) to workspaces and communities, students in turn develop transferable competencies for a wide variety of careers. In their feedback, some staff queried the need for WIL, suggesting it risks one of the defining characteristics of a university, namely intellectual, curiosity-driven learning. However, emphasising higher-order competencies rather than technical skills situates WIL within an intellectual context rather than a technical one. The acquisition, understanding, application and demonstration/practice of essential competencies through WIL prepares students for the future workforce and enables them to be the change agents envisaged by *Taumata Teitei* and the refreshed Graduate Profile. WIL achieves this by extending and embedding lifelong learning

opportunities into the curriculum to realise an educated citizenry that can meet the demands of working in the broader community.

The WIL Working Group recommends that Work-Integrated Learning affords students opportunities **to form and demonstrate wide-ranging competencies and capabilities, including skills, knowledges, open and curious mindsets, beliefs and values.**

4.2.4 Citizenship

WIL ensures that service to communities (in addition to professions and industries) is regarded as an important graduate attribute and provides opportunities for practical application. As discussed above, WIL enables students on graduation to be work-ready, professionally competent, responsible, reliable, autonomous and entrepreneurial. Students will graduate with work/community experience and established networks potentially accrued over two or more years that can assist in finding employment after graduation or creating their own enterprises. Our findings from staff and student feedback and literature review lead the WIL Working Group to the recommendation that **integrating high calibre WIL into our academic programmes develops work-ready kirirarau.**

4.2.5 Equity and Risk

A variety of formal and informal processes are currently being used to select students for external WIL opportunities, raising the issues of equity and transparency. Staff ideation session feedback described the importance of ensuring that students were socially and academically prepared for placements in order to mitigate learning risks and reputational damage to all stakeholders (student, University and external partner). Some internship programmes have a GPA eligibility requirement. While this filters out some potentially high-investment students, it also creates inequities, especially for students who may perform better in a work (including community) environment than they do in an academic one. Further, CDES reports that GPAs are becoming less important for some employers who do not see an alignment between academic and work performance when recruiting our graduates. Courses requiring WIL with external stakeholders need to have a degree of staff oversight in the creation of placements so as not to disadvantage students who may not have networks that can yield these opportunities.

Conjoint degrees are sometimes used by students to enhance their employability. A quarter of undergraduate Engineering students are enrolled in a conjoint, 40% of which are with commerce. The commercial qualification offers students the skills and competencies to move between applied engineering practice and management later in their career. Eighty percent of Law students undertake conjoint degrees. While conjoint degrees offer students the opportunity to combine disciplinary skills-sets, it should be noted that there is an inherent selection bias for entry into these programmes, which raises equity concerns.

Unpaid interns [are considered volunteers](#) and, while not protected by employee rights, they are covered by the Health and Safety at Work and the Human Rights Acts. The student receives the primary benefit from the internship, not the organisation they are working for (unless it is a registered charity) and cannot undertake work that an employee would ordinarily do. Overseas, employers increasingly require unpaid work experience to secure paid work, or even charge interns for placements. Feedback from staff indicated concerns that some external partners might come to the University offering WIL because they want cheap or free labour for work that would otherwise be paid. We have to be rigorous in assessing any external WIL opportunities to ensure this is not the case, and that all WIL opportunities align with course learning objectives. Some external partners require students on work experience to be paid (for example, Auckland Council, to enable computer access) and this is at odds with some forms of internships and some assessment practices. The requirement of WIL to be assessed is a signal to a student volunteer/unpaid intern that their work has value and is meaningful and purposeful.

With respect to international internships and credit: currently university students who complete an overseas internship do not receive any academic credit for that work. This could be remedied by either an integrated (concurrent with overseas internship) or post-placement model. There have been some initial discussions with CDES and 360 International about a pilot process for students to receive 15 points via Special Studies (individual student) or Special Topic (cohort of students in a shared degree programme) mechanism. Portfolio-based assessment, including a summative piece of academic writing, might work particularly well.

It was noted in feedback from staff involved in external placements that things will inevitably go awry, in terms of health and safety, for large-scale WIL since students are placed in situations where the university has limited control. To mitigate risk, the university produced the [Work-based Learning Policy](#), [Work-based Learning Procedure](#) and [Work-based Learning Guidelines](#) in 2020. In 2019, CDES published a '[Wayfinding Document for Students in Work-based Learning or Employment](#)' for students, containing advice on health and safety, rights protected under law, and complaints and how they can be addressed. Further work is required in this area and also the related issue of cultural safety for staff, students and external partners in WIL relationships.

Student self-management of health, safety and wellbeing are important parts of a WIL learning experience, for example, how to work safely in a laboratory or how to be site safe on a construction site. Placement providers would expect students be ready for these situations in advance. Employers consider risk assessment as an essential asset and, therefore, being risk-aware is an employability trait. The Associate Director of Health, Safety and Wellbeing, Angus Clark, has indicated that his office will support the mahi of the WIL Working Group.

Staff feedback also included the importance of providing students with the values and competencies needed to make good work-based decisions. Students sometimes find technical and ethical differences in what they have learned at university and what they experience during WIL with external partners. Ideally, WIL approaches should inculcate in our students the ability to distinguish between practices that are technically correct and ethically good or bad. This is important because university is a place where students should learn what is being practiced in the workplace or community, and to initiate and support change that strengthens good work practices.

4.2.6 Community-Integrated Learning

Community-Integrated Learning (CIL); sometimes called service-learning) is an opportunity for students to build awareness of and develop their civic and service responsibilities. In CIL, a student will translate theoretical/practical competencies learned at university into meaningful work with/for partners that might include hapū, iwi, other Māori organisations, Pacific organisations, or not-for-profit or social service groups.

Campus Life hosts the [Co-curricular Recognition Programme](#), a form of CIL that actively encourages and recognises students' involvement in co-curricular activities that develop skills and learning experiences in a meaningful way. The programme offers a wide range of volunteering, mentoring and leadership opportunities and pathways on campus, with work documented on a Co-curricular Transcript and potentially further recognised through the Co-curricular Recognition Ceremony and the Distinguished Graduate Awards.

CIL is already a learning requirement for a few accredited/professionally-recognised programmes (e.g., Bachelor of Social Work). Some accredited and non-accredited programmes offer project-based courses for credit with external partners. Advice received from staff experienced in leading these courses is that CIL is successful and low risk when:

- A strong platform for a relationship has been established through significant staff/external partner pre-planning.

- The work is meaningful and matches one or more learning outcomes for the course.
- The external partner understands that some project work/product may be speculative and not always have a practical end-use application.
- Students are well-supervised by academic staff.
- There are strong assessment frameworks and guidance for how non-traditional assessable outputs are created and assessed.
- The CIL partnership is fully supported by the recognised leaders of the external organisation.
- There is a discrete project/assistance opportunity that fits within an assignment or course timeframe. The CIL opportunity can either end at that point or be continued in a follow-on course (further developing or deepening competencies), handed over to a new cohort, or completed by professionals.

Staff feedback was that the creation and maintenance of external partnerships with communities, and oversight of CIL, takes more time and care than WIL with employers; however, the outcomes for students and community partners are potentially richer. The external relationships likely to arise from the proposed Transdisciplinary Research Centres and proposals for Vertically-Integrated Projects and industry-based (which could be community-based) doctorates could be leveraged to grow CIL beyond programme-initiated relationships. They could be mechanisms to realise initiatives at scale across the university, from undergraduate to postgraduate levels. These initiatives could be based around globally or locally important themes that include both community- and employer-based WIL.

CIL with external partners requires student preparedness in relational aspects of working over and above those required for other forms of WIL. Staff feedback suggested that Linda Tuhiwai Smith's list of kaupapa Māori research practices (1999:120) provides useful direction for external CIL:

- aroha ki te tangata (a respect for people)
- kanohi kitea (the seen face; that is, present yourself to people face to face)
- titiro, whakarongo ... kōrero (look, listen ... speak)
- manaaki ki te tangata (share and host people, be generous)
- kia tūpato (be cautious)
- kua e takahia te mana o te tangata (do not trample over the mana of the people)
- kua e māhaki (do not flaunt your knowledge).

Community-integrated learning also emerged from ideation with Māori and Pacific students as a means to combine 'academic expert-on campus' and 'kaumatua-back home' learning within a larger Waipapa Taumata Rau | University of Auckland learning experience. These students felt that such experiences would increase their success as learners and make them more useful community members.

Given the scope for scale, integration with other initiatives and learning benefits, the WIL Working Group recommends that the **Waipapa Taumata Rau | University of Auckland should focus on nurturing opportunities to expand CIL opportunities in relevant programmes, including centralised resourcing to operationalise this.**

5 Recommendations – original design phase working group recommendations

Our discussion above provides the rationale for the recommendations below. Our work builds on that already undertaken for the University (see Section 4) by offering high-level, future-facing recommendations that reorient this mahi towards *Taumata Teitei's* aspirations. These recommendations are:

- **Citizens:** High calibre Work-Integrated Learning develops work-ready kirirarau.
- **Competencies rather than skills:** Waipapa Taumata Rau | University of Auckland Work-Integrated Learning affords students opportunities to form and demonstrate wide-ranging competencies and capabilities, including skills, knowledges, open and curious mindsets, beliefs and values.
- **Employability competencies:** Every Waipapa Taumata Rau | University of Auckland course must identify the employability competencies students can acquire or refine.
- **Programme requirement:** Every undergraduate programme should afford students one (or more) Work or Community-Integrated Learning opportunity, equivalent or greater to 15 points, at Stage Two or thereafter.
- **Community programmes:** The Waipapa Taumata Rau | University of Auckland should focus on nurturing opportunities to expand Community-Integrated Learning opportunities in relevant programmes, including centralised resourcing to operationalise this.
- **Resourcing:** The Waipapa Taumata Rau | University of Auckland should provide centralised resourcing and empower effective WIL delivery through a suitable governance structure. It should investigate the central purchase of software licence/s to support WIL e-portfolio and external placement management and tracking.

6 Recommendations – refinements to the recommendations in 2022

Following the development of this report by the working group in November 2021 there have been two changes to the recommendations, both made as part of the discussions on degree structure. These changes are reflected in recommendations on degree structure that are part of formal consultation in May 2022.

- Degree structure recommendation 8: Undergraduate Curriculum Structure
 - Faculties will enable students in all programmes to experience work- and/or community-integrated learning.

Note: This element is required learning for students. Faculties will have flexibility on how programmes integrate work- and/or community-integrated learning equivalent to a minimum 15 points in a degree. It is recognised that this emerging recommendation sits between structure and the implementation of learning outcomes, but it is also recognised that there needs to be space within programmes for this area of learning for students.

- Degree structure recommendation 20: Postgraduate Curriculum Structure
 - Faculties and programmes to investigate opportunities to develop work- and/or community-integrated learning options.

Note: work- and/or community-integrated learning options should be investigated for professionally-accredited and professionally-oriented programmes with attention to how options could be provided whilst meeting academic and professional requirements.

7 Bibliography

Bridgstock, R., & Tippett, N. (2019). A connected approach to learning in higher education. In R. Bridgstock & N. Tippett (Eds.), *Higher education and the future of graduate employability: A connectedness learning approach* (pp. 1-20). Cheltenham, UK: Edward Elgar.

Chard Consulting (2018), *Work-Based Learning Strategy Report*, prepared for the University of Auckland.

Chupp, M. G., & Joseph, M. L. (2010). Getting the most out of service learning: maximizing student, university and community impact. *Journal of Community Practice*, 18(2-3), 190-212. DOI: 10.1080/10705422.2010.487045

Ferns, S., Campbell, M., & Zegwaard, K. (2014). Work integrated learning. In S. Ferns (Ed.) *Work Integrated Learning in the Curriculum*, pp. 1-6. Milperra, N.S.W. Australia: HERDSA. [International Journal of Work-Integrated Learning](#).

IJWIL (nd). Defining Work-Integrated Learning. Retrieved from: <https://www.ijwil.org/defining-wil>

Jackson, D. (2015). Employability skill development in work-integrated learning: barriers and best practice. *Studies in Higher Education*, 40(2), 350-467. DOI: <https://doi.org/10.1080/03075079.2013.842221>

Ramji, K., McRae, N., Hancock, R. L. A., & Kines, L. (2016). Indigenous WIL exchange: Lessons from the University of Victoria, Canada – University of Newcastle, Australia experience. In *Refereed Proceedings of the 2nd International Research Symposium on Cooperative and Work-Integrated Education*, Victoria, British Columbia, Canada, pp. 163-170.

Rowe, Mackaway, and Winchester-Seeto (2012). 'But I thought you were doing that' – clarifying the role of the host supervisor in experience based learning. *Asia-Pacific Journal of Cooperative Education*, 13(2):115-134

Smith, L. T. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*, London: Zed Books.

8 Appendices

Appendix 1 [COI-Employability Briefing for the UoA Curriculum Transformation Work-Integrated Learning Working Group, 17 September 2021](#)



Need to add pdf file to server and reinsert link to file

Appendix 2: [Example Exemplars Omnibus](#)

Medical and Health Sciences

Bachelor of Pharmacy (BPharm)

1. Type of activity:
 - 1.1. Work/community-integrated learning
 - 1.2. Employability pedagogies
2. Description of the initiative:
 - 2.1. Five two-week long (80 hours) real-world experiential placements as part of mandatory Placement Modules (1-5) across our five integrated systems Pharmacy courses (PHARM 213, 311, 312, 411, 412)
 - 2.2. These have been developed with an accompanying “Domains of Learning” Experiential Placements Framework that aligns to our Pharmacy Council of NZ’s (PCNZ) competence standards for the pharmacy profession and shows how the placements learning in real-world community, hospital and other pharmacy and health settings can support our students to:
 - 2.2.1. Integrated their academic learning to the real-world
 - 2.2.2. Foster their development of a professional identity that is oriented to the pharmacy profession and the values, attitudes, behaviours and competencies outlined for the profession in the competence standards and the Code of Conduct developed by PCNZ
 - 2.2.3. Provide experiences in diverse pharmacy and health settings to ensure foundational skills and understandings can be applied across varied settings, patients, communities and health teams
 - 2.2.4. Have relevant formative experiences to contribute to their ability to transfer academic learning into real-world competencies
 - 2.2.5. Enable students to summarise, by their final placement, their personal professional strengths, areas of future growth and their ‘unique selling pitch’ for supporting them with future job applications and interviews
 - 2.2.6. Provide students with real-world network-building and references to support their job search after graduation
3. Related assessment(s):
 - 3.1. Assessment aligns to the Domains of Learning Framework mentioned above which is a continuum from absolute beginner/novice through to nearing the expectations set out in the pharmacy professional competence standards for graduates of a pharmacy programme. As such assessment is holistic and developmental and is achieved through a combination of triangulated data collected via:
 - 3.1.1. Preceptor and site reports
 - 3.1.2. Student reflections, collection of evidence and descriptive detail against marking rubrics attached to a cumulative ePortfolio
 - 3.2. Linked to other academic learning within the integrated course: for example, in PHARMACY 213, students participate in Māori Health Intensive and complete a small assignment about their learning from this interprofessional experience. In their ePortfolio, they go on to reflect, in their first Placement Module 1, on learning goals they have in relation to Hauora Māori and Te reo Māori development, they bring forward reflections from their Placement module onsite learning and they go on a year later to

revisit this reflection and goal setting in their Placements ePortfolio to touch based with the goals and development

3.3. All experiential placements are structured around three phases:

3.3.1. Pre-placement learning, goal setting and verification of readiness to go out into real-world placements

3.3.2. On-site placement learning (the two full-time weeks of 80 hours)

3.3.3. Post-placement workshops where students come together and share reflections and comparisons about their learning when out on placement and these reflections form part of the work carried out in the ePortfolio

4. What works well:

4.1. The integrative, developmental aspect of our placements programme is hugely strong

4.2. The network building and connection-creation works very well

4.3. Student progress over time from novice towards more fully capable professional occurs and because we use a standardised set of professionalism indicators across all five placements, we can see the areas of strength and 'gap' for students and we have one-to-one conversations with students who have 'gaps' between the expected standards out in the real world and what they are demonstrating

5. What has been challenging (including mitigation strategies):

5.1. Massive workload for a very small placements team (two people) – mitigation: having good technological tools to support streamlined processes including the ePortfolio system which enables online collection of complex information and marking/feedback dissemination in a seamless manner

5.2. Consistency across all placement sites and preceptors/supervisors – mitigation: having robust training mechanisms for all new sites, regular check-ins with existing sites to ensure consistency and expected standards are there, providing detailed transparent communications to both sites and students, asking for student feedback about each placement to ensure we can identify any concerns early, having clear systems for what students, and preceptors do if anything goes wrong

5.3. Costing – we provide a small payment to our preceptors/sites – managing this and ensuring payments occur is very difficult in the UOA existing systems of invoicing and also our small operating budgets make it difficult to continue to offer this

5.4. During COVID disruptions this has been very challenging to ensure continuity of site access for our students – having a faculty-wide approach to risk management of our students out on placement and community as a 'block' with DHBs has been enormously helpful as has been the information-sharing across programmes and the collegial work across the respective clinical programme heads/directors/placement directors