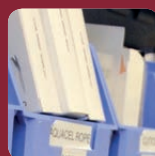


LEARNING IN AND FOR WORK

*Highlights from
Ako Aotearoa research*



REPORT PREPARED BY
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FOR AKO AOTEAROA



AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE

LEARNING IN AND FOR WORK: HIGHLIGHTS FROM AKO AOTEAROA RESEARCH

contents

- 1 Purpose
- 3 Key findings from the research
- 8 How to support workplace learning
- 11 Highlights of each project
- 32 Themes of successful workplace learning
- 35 Considerations for future work: What else do we need to know?
- 36 Conclusion
- 37 References

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Tertiary Education and Workplace Learning – The New Zealand Context

In 2013 there were around 129,000 trainees involved in on-job learning through industry training organisations. In addition there were approximately 418,000 learners studying in tertiary education providers in New Zealand, 75% of whom are studying at Level 4 and above (Ministry of Education, 2014). Although we have no hard data on how many are in programmes that use one of the above workplace learning approaches, for many of these provider-based learners the workplace will form part of their education and training environment.

Workplace learning (of various forms) is, and has been, an integral part of New Zealand's tertiary education system for decades. Many disciplines, such as health, teaching, and social practice, have long traditions of placements and practicums while apprenticeships in various trades have been formally regulated in New Zealand since 1894 (McLintock 1966). And, as this body of research shows, there is increased interest from other disciplines – such as those in the 'liberal arts' – in using workplace learning in specific programmes.

Over the last decade workplace learning has received greater attention as governments have given more prominence to the role of a skilled workforce in achieving productivity growth. In New Zealand, strategies, targets and activities have been set through guiding policy documents such as the *Tertiary Education Strategy* (TES), the *Better Public Services* (BPS) programme, and the *Business Growth Agenda* (BGA).

Industry and TEOs invest time, money and expertise in skills development to ensure that graduates gain both transferable skills and specific qualifications that are matched to labour market demand. (New Zealand Government 2014, p10).

For example, the Tertiary Education Strategy 2014-2019 emphasises the importance of employment outcomes for graduates, and the need for TEOs and industry to prepare learners for work – for which workplace-based learning is clearly well-suited.

Similarly, one of the BPS key result areas is that by 2017, 55% of 25-34 years olds will have a qualification at Level 4 or above (State Services Commission 2014). Many initiatives underway to help meet this target are based around workplace learning, such as the introduction of New Zealand Apprenticeships, the Apprenticeship Reboot subsidy, and the expansion of the Māori and Pasifika trades training initiative.

In relation to the BGA, the *Building Skilled and Safe Workplaces* strand looks to build sustained economic growth through a skilled and responsive labour market. Within this are a range of initiatives, two of which relate to education: 'delivering vocational education and training that lifts skills'; and 'strengthening tertiary education' (Ministry of Business, Innovation and Employment 2012). Again, workplace-based learning can be a key support for such goals.

All these points – the long history of linking education with work experiences, innovative educators using of workplace-based approaches in new areas, and increased emphasis from Government and policymakers – point to the importance of understanding the nature of the workplace as a learning environment and how to support and promote high quality education for workplace-based learners. ■



Key findings from the research

Central to the purpose of workplace learning is improving outcomes for learners. While there are benefits for tertiary education providers and workplaces, the focus of attention needs to be on the learners and the processes and mechanisms in place to support their learning, development, and assessment.

As outlined above, there is a range of ways to approach workplace learning. But there are also shared factors that make for successful outcomes regardless of approach. These can be framed around the three 'partners' in workplace learning and include:

- what the learners bring, are provided with and how they are supported;
- what the tertiary education organisation provides, how it supports and assesses the learner, and how it collaborates with the workplace; and
- what the workplace provides, how it supports and develops the learner, and how it collaborates with the tertiary education organisation.

The student/learner/trainee

For successful outcomes from workplace learning the learner needs to be able and be enabled. Being 'able' means bringing the appropriate theory, knowledge, attitude and values that lead to workplace participation and further learning. This is underpinned by career aspirations, the motivation and persistence to learn, and a growing confidence and sense of self-efficacy that comes from being successful and feeling valued and included in the workplace.

Alongside the growth in their knowledge and skills for work, people in workplace learning develop wider skills for employment such as the ability to communicate and participate in workplaces, work in teams, innovate, create workable solutions, and be professional.

Rounding off learners' experience is their ability to reflect on what is happening for them as they learn and practice their skills on the job.

This week I learnt about the importance of evidence. I have used it for 3 classes to check understanding and engagement. Having audio recordings and one video to refer back to at a calm moment provided much information about my performance and what was really going on in the classroom. (Rawlins and Starkey 2011, p25)

The ability to reflect develops over time in the workplace learning experience. As learners become familiar with the workplace, know its routines and expectations and have their confidence built through good support and mentoring they have the courage to review, think about and critique what they are doing.

However, these outcomes for learners do not happen on their own. Learners need to be 'enabled' through a range of supporting mechanisms from the tertiary education provider and in the workplace. Key to this are authentic opportunities provided for learners to practice and learn from and through work.

Another important aspect requiring apprentices' agency is the need for apprentices to be motivated to learn ... In the main, the project's apprentices expressed clear goals and commitment towards completing a qualification ... (Chan 2011, p15)

It puts a rounding on the work that we're doing here... it actually lets the student see exactly the environment that they will be working in, understanding the skills and the knowledge they're developing within our particular degree paper... how it fits into the business structure. (Martin *et al.* 2011, p9)

The tertiary education organisation

The TEO has the key role in organising workplace learning. This involves guiding, planning, supporting, supervising, assessing, and where appropriate debriefing both of the other partners in the workplace learning relationship. In addition to the normal education approach of working with learners themselves, it also involves working in partnership with workplaces to ensure learners achieve optimum outcomes. This includes providing resources and materials (including assessment information) that enable workplaces to establish a quality workplace learning experience.

The importance of having key people such as employers, tutors, ITO training advisors, co-workers and whānau, who are genuinely committed to seeing them succeed, is imperative to Māori learners. (Kerehoma et al. 2013, p6)

I got a lot of support from my academic supervisor...who would go through my journals with me, help me develop my goals and help me develop as a person. (Student; Ayling et al. 2008, p4).

The surveyed projects show that this principle holds for the differing approaches that are used for workplace learning, from on-job industry training through practicums and internships.

While it seems the onus is on the TEO to do considerable work before, during and after the workplace learning experience there are benefits for them. These include connecting with professionals in the field and the subsequent knowledge this brings about industry. It also means TEOs get support from experts in the field to develop learners' employability skills and readiness for work.

Where learning in workplaces is not possible, simulation provides the opportunity for learners to experience the equivalent of an authentic work experience within the controlled environment of the tertiary education setting. It allows for the transfer of theory into practice and requires setting up the real experience so it is meaningful for learners.

[He] explains it, you get talked through it and you kind of understand it. But when you get to do it, whack the pegs in and put some string lines up you get it like that ... (Learner; Keys et al. 2014)

The workplace

Essentially workplaces are in the business of developing and delivering products and/or services and are not in the business of education per se, even though they do provide learning opportunities to develop their own employees. However, in saying this, some New Zealand workplaces / sectors do have a long tradition of supporting learning. For example, in many trades there is a well-established apprenticeship model and in sectors such as health and education there is a tradition of shared responsibility between TEOs and workplaces to grow and develop practitioners such as teachers, nurses, social workers, and counsellors.


A key contributor to successful workplace learning is the provision of a quality workplace experience that meets the needs of the learner while at the same time provides benefits for the workplace. This is built through planning with the TEOs and individuals in workplaces possessing or having access to some knowledge about learning and assessment. It is also done through people, systems and processes that support learning. These include meaningful relationships with supervisors and/or mentors and peers; workplace affordances that allow time

Normally I get put on a job with somebody and it would be different people and probably be taken under their wing and train with them for that particular job. At the moment, it would be a lot of composite work, fibre glassing and things, as that is the sort of work we have on at the moment. (Apprentice; Chan 2011, p27)

I was mentored by an old Māori fulla who has passed away now. He took me under his wing to teach me the ropes and used to stay after hours to help me out. He had a genuine desire to get me to a higher level, which was a huge motivator for me to do well and make him proud. Hope he's proud of me. (Apprentice; Kerehoma et al. 2013, p32)

for learners to practise and/or transfer the knowledge from the tertiary education setting; and resources. Above all it is about providing real and meaningful work experiences and working in inclusive ways with learners so they feel part of a team.

While workplaces have to invest considerable time there are benefits for them. This comes in the form of access to new theories, thinking, ideas or innovations that come from research in tertiary education. This can have the downstream effect of improving products or services. Taking on tertiary learners also allows employers to evaluate potential employees and at times to undertake work that would otherwise not be able to be done.

Successful workplace learning relies on contributions and support both for and from each of these three partners: learner, TEO, and workplace. Figure one overleaf summarises how the three-way approach works and the value that accrues to each party. 

My last boss was really good. He set clear targets for me to achieve every month and we sat down every fortnight to discuss how I was going. He stayed on me all the time and didn't let me drift off... (Apprentice; Kerehoma *et al* 2013, p42)

Our Arts Intern has brought a new, critical eye to our organisation and we look forward to the results of her research. ...Her research will influence future developments within the organisation and be a vital resource for showcasing our services. Because of our limited resources we could not have undertaken this research with the same depth and insight on our own ... (Johnston 2011, p17).



Figure One: Features of Successful Workplace Learning Partnerships

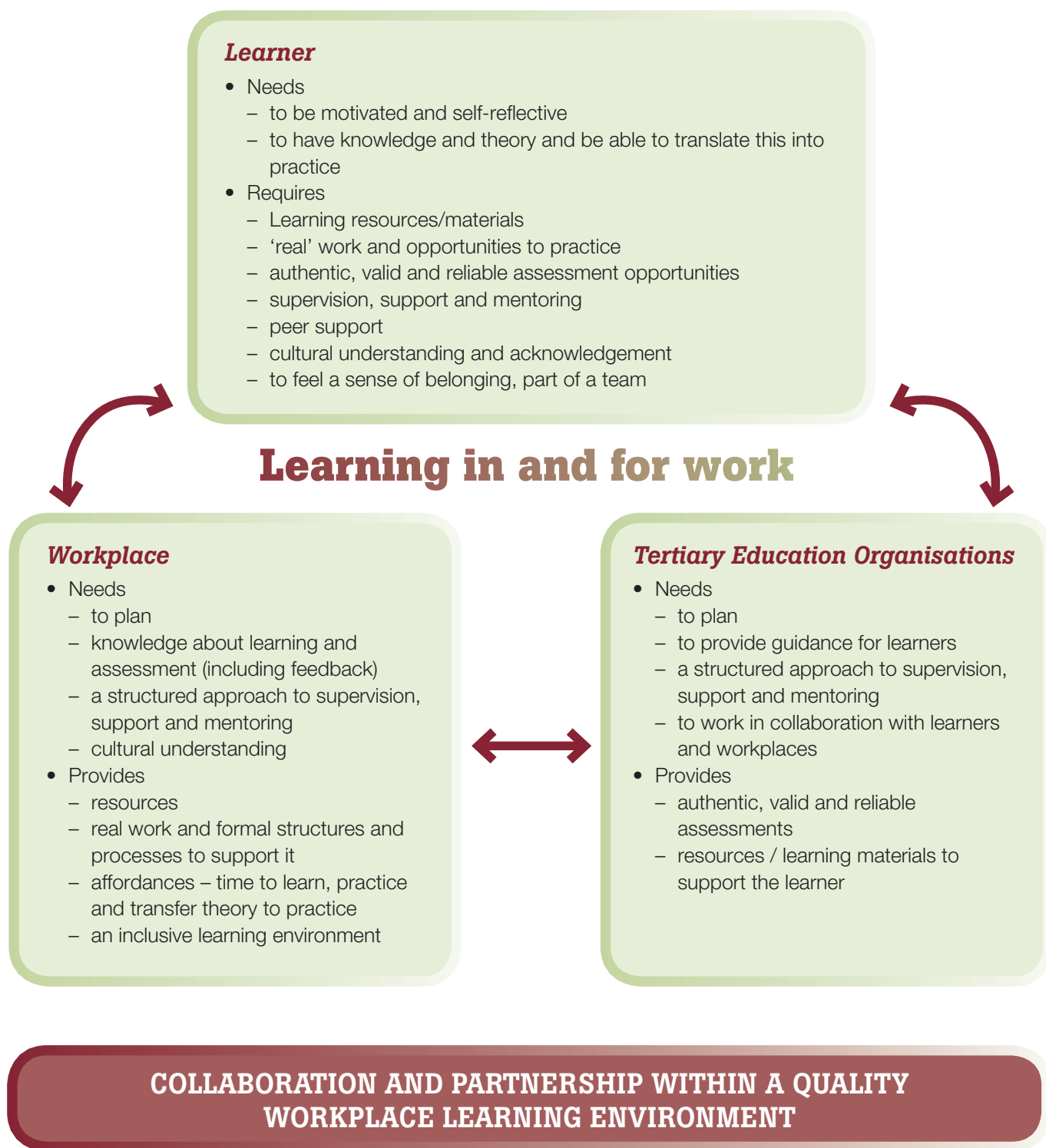
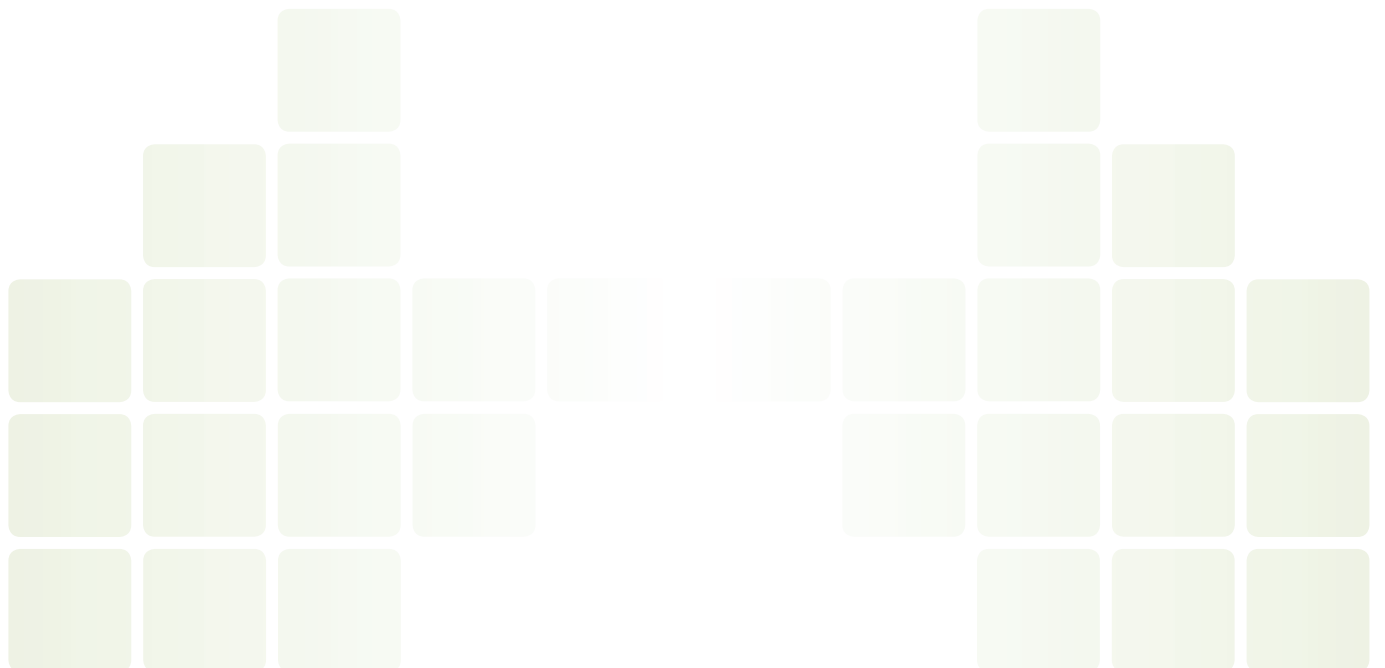
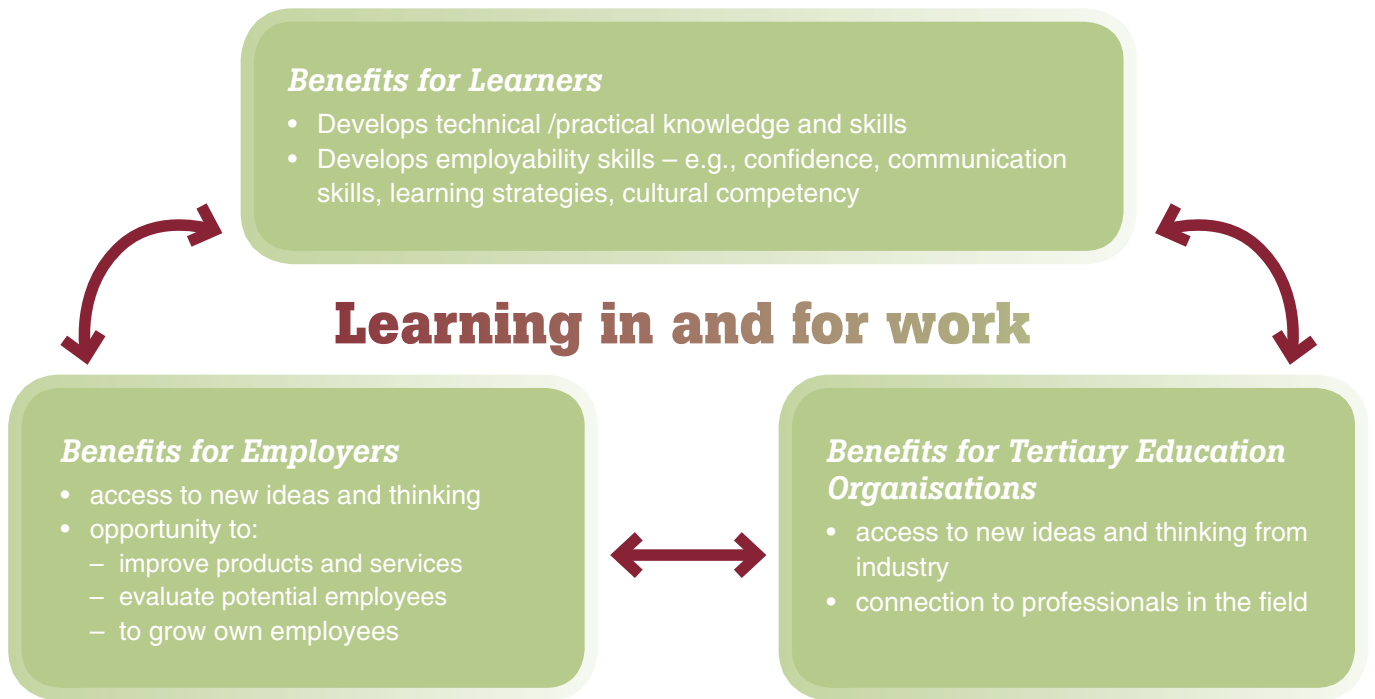


Figure Two: Mutual Benefits from Successful Workplace Learning Partnerships



How to support workplace learning

As the features in Figure One, the partnership arrangement between the learner, the workplace and the TEO requires each of the partners to contribute. Each has a responsibility to ensure a positive experience and learning outcomes for each of the parties. Each has to ensure they collaborate and bring their own set of expertise. However in saying this, the onus is on the workplace, in collaboration with the TEO, to provide the optimal learning opportunities.

A range of practices are needed to make this happen. While there are differing conditions depending on whether the learner is employed by the workplace or a 'learning visitor' to the workplace setting, the environment and conditions that develop learners are essentially the same.

This body of research finds there are three stages for learners to go through as they learn in work for work. These are:

- learning about the workplace;
- learning what to do and how to do it; and
- learning to identify 'as' (a builder, mechanic, teacher, nurse *etc.*), which involves a sense of being part of an occupation and a community of practice.

Stage 1: Learning about the workplace

Learners bring knowledge and skills with them, but their development is enhanced when the organisations (TEOs and workplaces) put the right conditions and processes in places. These start with getting learners to know about the workplace. They do this through induction or orientation. Good induction leaves the learner:

- feeling welcome and included;
- knowing about the processes, practices, and procedures of the workplace; and
- with a clear understanding about the expectations, in relation to work and behaviour, along with the learning and assessment requirements.

Induction provides the opportunity for learners to ask questions in a safe environment that encourages open communication. For industry trainees induction can take place over time (and include input from an Industry Training Adviser) or may have occurred when they were first employed, but for learners on placement, induction needs to be planned, organised and concise so that learners feel connected to the workplace as quickly as possible and get over the anxiety of where things are.

Students valued the orientation for the physical environment, becoming familiar with people and getting to know the ward routine: "Having that day where you could just find out simple things like where the toilet is, where I put my bag, routine of the ward and all that sort of stuff was just so helpful." (Fourie *et al.* 2011, p15)

Learners who spoke highly of the initial induction and orientation into their role and workplace told how it was clear from day one that they were joining a team where people had a genuine interest in each other's success and development. In a sense, learners felt that *manaakitanga* (care and inclusion) was evident in the workplace where they felt a clear impression that they would be cared for and supported. (Kerehoma *et al.* 2013, p39)

Highlights of each project



This section provides brief summaries of workplace learning publications supported by Ako Aotearoa. The summaries have been organised into five subsections to assist the reader in identifying material useful to their context – although it should also be noted that they all share a common focus on making the workplace a teaching and learning environment. The five subsections are:

- on-job learning;
- practicum, placements or work-integrated learning, as used to complement institutionally based learning;
- assessment;
- mentoring and peer support; and
- work simulation.

On-job learning

This section summarises the findings of projects that focus on teaching, learning, and assessment when the workplace is the primary learning environment. As such it encompasses industry training and professional learning for employees. It has been divided into two areas:

- structuring workplace learning
- workplace professional development.

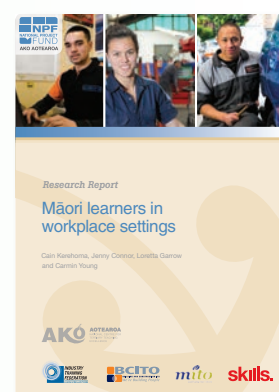
a. Structuring workplace learning

Kerehoma, C., Connor, J., Garrow, L., & Young, C. (2013). Māori learners in workplace settings.

This project explored how Māori apprentices learn or approach learning in workplace settings – specifically in trades industries, pointers as to how completions can be increased, and how training and career pathways can be strengthened for Māori. It was conducted within a Kaupapa Māori framework and used a multi-method approach that included a literature review, focus groups with learners, employers, ITO field staff, careers advisers and iwi representatives, and interviews with 34 Māori apprentices. It was conducted in three ITOs: the Building and Construction Industry Training Organisation (BCITO), the Motor Industry Training Organisation (MITO), and The Skills Organisation.

While there has been a significant amount of research on Māori learners in providers there has been very little on the around 16% of industry trainees who identify as Māori. This research found the following factors were important drivers of success for these learners:

- mentoring that incorporates culturally competent mentoring practices and incorporates Māori knowledge, cultural values, practices, language and customs is of key importance to Māori learners;
- understand the cultural background of the learners and to understand and acknowledge their whakapapa, including the importance of people and place for them;
- 'ako'; that both teachers and learners bring new knowledge and understanding and there is value in collective learning approaches when learners interact with peers, employers, tasks and resources;
- relationships based on respect, reciprocity and trust and co-operative learning approaches;



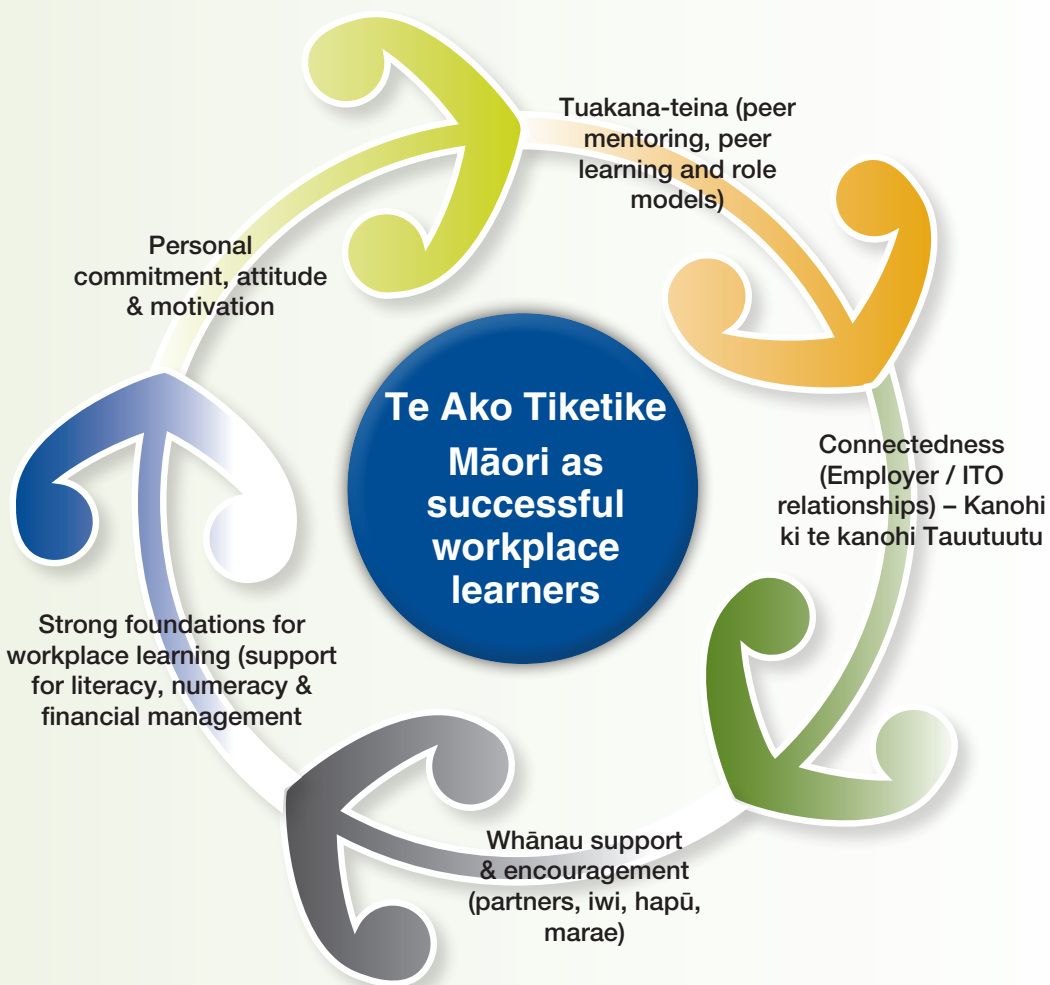
- whānau help to motivate learners to achieve and also support, guide, monitor and encourage them;
- tuakana-teina relationships work well in trades-based learning; and
- considering three distinctive learning behaviours: whakamā (reservedness/shyness), tauutuutu (reciprocity) and kanohi ki te kanohi (face-to-face engagement) that influenced learners' thinking and approaches.

Te Ako Tiketike Māori as successful workplace learners

The research project developed a model for successful Māori workplace learners and this is shown in the figure below.

While the following model presents a set of discrete factors that contribute to successful Māori workplace learners, it is the interplay and interconnectedness of these factors that is most critical to successful outcomes.

Figure Three



Tyler-Smith, K. (2012). Workplace-Based Learning: Introducing a new applied degree paradigm.

This study looked to identify and investigate the issues and practices in implementing a work-based learning (WBL) pathway within a Bachelor of Applied Management degree. A literature review and participatory action research methodology was used to engage with nine work-based learners, employers, academic teaching and managerial staff. Data were gathered through journals, focus groups, informal conversations and interviews.

The project found that the WBL pathway had benefits for learners who could use the knowledge and experience of their work environment, employers who gained improved products and services, and the provider that learnt from new ideas and developments in industry. The research generated a set of 15 principles that are intended to inform policy and guide the development of WBL at Otago Polytechnic. Those that relate to the learner experience included:

- careful selection of candidates through accurate profiling;
- an effective Assessment of Prior Learning process;
- the learner, their understanding, knowledge and their workplace context is at the centre of the educational process;
- WBL requires specialist educators with mentoring/coaching experience;
- the need for well articulated learning agreements that are supported by policies and structured templates; and
- a three-way partnership and employer engagement.

Chan, S. (2011). Belonging, becoming and being: First year apprentices' experiences in the workplace.

This study looked to identify the factors that influence first year apprentices in the primary, infrastructure, manufacturing and service sectors to commit to an apprenticeship and to continue with it; and the factors and mechanisms that support (or impede) apprentices settling in and continuing in their first year. It involved a review of induction information provide to apprentices by ITOs, focus groups with 116 pre-trade students and 86 first-year apprentices, interviews with 56 first-year apprentices and 34 who discontinued, and a survey of all interviewees and their employers.

The study found apprentices chose their occupation based on its perceived status or prestige – particularly in hairdressing, boatbuilding and cooking – and were also influenced by a previous connection through school or part-time work. As such they had clearer initial ideas about career pathways and prospects and were seen as having attained 'vocational imagination'. There were a number of factors associated with retention, including:

- the apprentices' personal motivation;
- support from employers and ITOs; and
- access to guided training, such as one-to-one training sessions with skilled trades' workers and opportunities to practice.



Gilbert, A. (2008). Apprenticeships through the BCITO: a pedagogical analysis of the learning materials used and the context in which they function.

This study found while the materials analysed were valuable for apprentices, they could be better used. In particular, employers and training advisers needed to know more about the learning needs of their apprentices in order to make better use of the materials. The material itself needs to include activities that encouraged more active learning – including self-assessment activities – and be both relevant and link theory and practice in order to make the learning more relevant.

The study also found that learning could be enhanced if apprentices were better supported, other learning technologies were used, there was faster feedback to apprentices, and more training for was provided to training advisers and employers.

b. Workplace professional learning

Gee, S., Scott, M., & Crowther, M. (2011). Walking in another's shoes: Encouraging person-centred care through an experiential education programme.

This publication described the Walking in Another Shoes programme – an experiential, person-centred training programme for carers who work with people living with dementia in residential facilities – and its effectiveness. programme is. The thinking underpinning the approach to the training is that carers need to become reflective practitioners who ask questions about residents, see them as individuals and subsequently respond creatively to each person and situation.

The training programme uses an appreciative inquiry approach, is delivered over eight-months and consists of workshops incorporating lectures, interactive activities and discussions. Evaluations of the training programme showed carers had improved their positive and person-centred attitudes and their clinical managers also reported an improvement in carers' person-centred care.

Pearson, A. (2012). Evaluation of "Hearing Voices".

This study assessed how using an experiential learning approach for training mental health workers on how to work with voice hearers impacted on their attitude and practice in the workplace. It found participants changed from being unsure about speaking with voice hearers about the content of their experience to being motivated to engage with them. They were also able to document examples of applying the ideas from the course and changing their practice. The report concluded that change in workplace practice came about through staff experiencing for themselves what it was like to hear voices that are distressing within the programme.



Wright, J., & Gardiner, B. (2010). Employability and professional development: Counselling students' perceptions of counsellor education and beyond.

This study evaluated professional development workshops for postgraduate distance counselors. The most helpful aspects were the live and filmed counselling sessions with trainer feedback during the campus workshops, and the cultural and bi-cultural input. Those delivering the programme used the findings to inform their curriculum and changed to a more flexible approach that focuses on developing independent and reflective practitioners who are interested in learning and professional development.



Placements, practicums and work integrated learning

This section focuses on the workplace learning experiences of learners enrolled in TEOs. It covers placements and practicums for teaching, medical and counselling students and work integrated learning or internships for students from other fields of study, such as business and the liberal arts (e.g., languages, history, music, philosophy, etc).

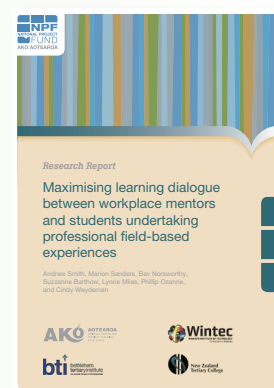
a. Placements and practicums

Smith, A., Sanders, M., Norsworthy, B., Barthow, S., Miles, L., Ozanne, P., & Weydeman C. (2012). Maximising learning dialogue between workplace mentors and students undertaking professional field-based experiences.

This study explored the use and impact of mentoring in the field-based practicum placements of early childhood and counselling students. It involved online questionnaires with 27 student and mentor pairs in early childhood and counseling, followed by the use of four interventions related to mentor conversations and a final online questionnaire. Following the initial data analysis a subset of students and mentor participants were interviewed.

The study identified:

- three key factors related to effective practicums: developing a meaningful relationship; open conversation at a deep level; and opportunities to challenge and be challenged;
- the specific interventions used were useful for building relationships and enriching the dialogue. They enable trust to be built and brought structure to the analysis of their practice;
- that early childhood and counselling participants viewed mentoring differently, with the latter seeing it in a more collegial light and the former being more focused on the mentor as the expert;
- that counselling students expected a higher level of decision-making in the relationship than the early childhood students;
- that both groups found it challenging to make good use of the times with mentors and some reported it was difficult to have time for conversations; and
- that there were a number of factors underpinning the successful use of mentoring interventions, including how students and mentor conceptualise the role and evaluated the contributions of each other, the need to commit time to a mentoring relationship, the importance of agency – and getting the balance of this right with the student – and mentors needing the necessary skills to undertake the role.



Fourie, W. & McClelland, B. (2011). Enhancing nursing education through dedicated education units.

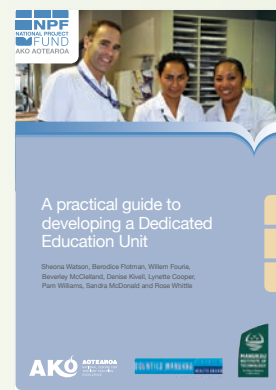
In this action research project the Manukau Institute of Technology and the Counties-Manukau District Health Board looked to explore the potential of Dedicated Education Units (DEUs) to support undergraduate nursing students, and to make recommendations as a result on the model's suitability for ongoing undergraduate nursing clinical education. The research was conducted in two cycles with data collected through focus groups of students, staff, Charge Nurse Managers and the action group (the latter also kept reflective journals), minutes of action group meetings, and questionnaires with students.

The research found that:

- the 'welcome' and orientation of students to a DEU need to be well planned and structured, because they influence the students' learning experience. Orientation day was important for making the students feel welcome, giving them a sense of belong and clarified expectations;
- the roles of the Clinical Liaison Nurse (CLN), the Academic Liaison Nurse (ALN) and Charge Nurse Managers were critical. While each has a specific role to play in the DEU all three contribute to an effective structured and inclusive learning experience;
- good teamwork was necessary to maximise clinical learning opportunities for students and ensuring the students felt part of the team;
- peer support occurred between students in the DEU, including student nurses in different year groups, with other students such as student doctor,; and between students and staff on the wards;
- the supportive learning environment led to a growth in student confidence which subsequently led to students being prepared to take responsibility for their own learning and to take on more complex tasks;
- student learning needs were satisfactorily met through planning and good communication by the CLN and ALN, and ongoing feedback to students on their performance; and
- an improved learning experience also came about through other staff who gained in confidence through the DEU and worked to improve their own practice and be positive role models.

The lessons learned from the research included the importance of funding, making the right appointments, the need for a coordinator and the need to provide all students with the opportunity to request a DEU.

This project resulted in the development of A Practical Guide to Developing a Dedicated Education Unit, (Watson *et al.*, 2012). Since the research was completed the number of DEUs has grown to nine as organisations and learners have recognised the benefits that this approach brings.



Howie, L., & Hagan, B. (2012). Practice makes perfect? Does it? How does field based teacher education add value in order to advance success in teacher education?

The research found there was value in Field Based Teacher Education for student teachers and their employers. For student teachers it provided opportunities for authentic practice. They also gained the confidence to practice in the 'real world' which then gave legitimacy to their practice. Some student teachers found the experience challenging. These were the students who were in voluntary placements, or in centres they thought were of lower quality or where centres did not include them as part of the team. The research concluded with recommendations to improve the students' experience including:

- increase the range of experiences and responsibilities that students can engage in over the duration of the sustained practicum; and
- work to promote inclusion of student teachers in the full life of the practicum centre, and foster communities of practice which include student teachers, centre staff, and lecturers.

Betony, K., Yarwood, J., Hendry, C., & Seaton, P. (2012). Student nurses' exposure to primary health care nursing: Issues and innovations.

The research highlighted the challenge of finding quality clinical placements for undergraduate nurses, particularly in the Primary Health Care (PHC) field. The study identified a lack of appropriate PHC placements across the country – with competition for student placements – and that most of the organisations involved in the project taught PHC only within the classroom, rather than having students exposed to it on placements. Innovations identified that could increase PHC placements included:

- the establishment of Dedicated Education Units (DEUs);
- curriculum revision; and
- final year PHC placements offered only to students targeting PHC settings on registration.



Sims, D., Watson, P., Seaton, P., Whittle, R., Jamieson, I., Saarikoski, M., & Mountier, J. (2010). Evaluating the quality of workplace learning for nursing students in community settings.

Watson, P., Seaton, P., Sims, D., Whittle, R., Jamieson, I., Saarikoski, M., & Mountier, J. (2012). Evaluating the quality of workplace learning for student nurses in hospital settings.

Undertaken by the School of Nursing at Christchurch Polytechnic Institute of Technology (CPIT), these two projects tested the validity and reliability of the Clinical Learning Environment, Supervision, and Nurse Teacher (CLES+T) scale as a tool for assessing students' perception of the quality of their learning. The researchers concluded that CLES+T is a valid and reliable tool that can be used by tertiary teaching institutions to evaluate the quality of clinical learning environments in both community and hospital settings.

Students' views of their placements as measured by the tool found that in community settings, as the duration of the placement increases, students feeling of connection with the clinical community of practice increases – as do their ratings of the supervisory relationship. However, in hospital settings their perception of the nurse teacher decreased. There were no significant differences between first, second or third year students' perceptions of community clinical learning. However, in hospital settings first year students perceived their nurse teacher to be significantly better than second and third year students, although third year students perceived significantly better supervisory relationships than second year students.

Eyre, J. (2011). Communication in nursing practice: Critical success factors for ESoL students.

This study identified the importance of providing direct and specialised instruction to students who have English as a second language, around the communication required for placement. The study found four major factors that either supported or inhibited students' participation in their placement community. The two intrinsic factors were the students' proficiency with the English language (so that they were able to develop therapeutic relationships with clients and working relationships with colleagues), and being able to use learning strategies. The extrinsic factors were the quality of the preceptor and how they facilitated or blocked the student's entry into their placement, and the extent to which there was an inclusive learning environment.



Rawlins, P., & Starkey, L. (2011). Teaching practicum in 21st century New Zealand.

This study looked to build on the limited research about the connection between what a student learns during a teaching practicum, and the extent to which they draw on the learning that has taken place in their teacher education programme. The study concluded that successful learning happens when:

- the learning activities in teacher education programmes allow students to make the links between theory and research and the practice of teaching;
- associate teachers work with student teachers to discuss the approaches to the practicum and the role of the associate and student teacher;
- student teachers discuss their learning and teaching practice with peers, and
- mentoring and practicum structures exist that step the student teachers through stages of learning. Students found a range of mentoring strategies used by their associate teachers were useful, with the most useful being informal discussions about teaching progress, followed by being given responsibility for planning learning and being given feedback on individual lessons.

b. Work Integrated Learning

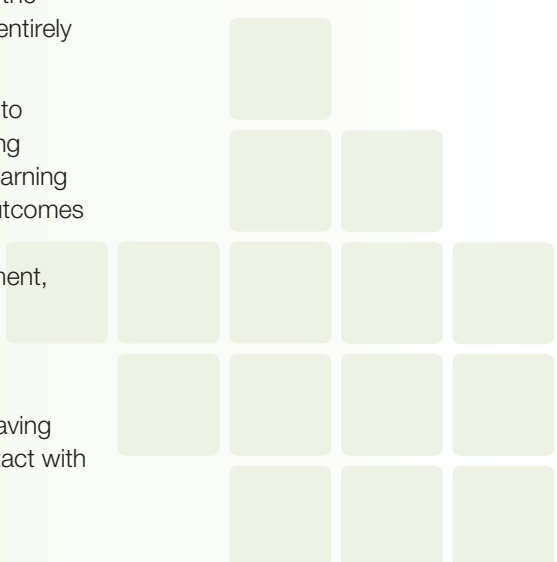
Martin, A., & Hughes, H. (2009). How to make the most of work integrated learning: A guide for students, lecturers & supervisors.

This project involved developing a guide that describes work-integrated learning (WIL) as the bridge between students' academic present and their professional future. This is a way of integrating the knowledge and skills learnt in a tertiary education setting with that of the workplace. As such, it is a three-way partnership between the student, the workplace and – in this case – the university, and requires everyone to assume certain responsibilities and function and achieve benefits from being involved. When conducted properly there are benefits for all parties.

A key point from this work is that at the programme level, WIL needs to be incorporated as part of the course rather than as a stand-alone component. As such this means incorporating the competencies students need for the workplace into the programme so the development of these is not left entirely to the WIL experience.

Academic supervisors are important in the WIL experience. They need to support the students to select a workplace that best meets their learning needs, work with the workplace supervisors to plan and facilitate the learning experience, supervise the students, help them to shape the learning outcomes and to develop as reflective practitioners. Students also need to take responsibility by being proactive about what they expect from a placement, and enthusiastic, positive and prepared to show initiative while on the placement.

Workplace supervisors play their part by giving students specific and meaningful work responsibilities, providing constructive criticism and having regular debriefing and feedback sessions. They also need to be in contact with the academic supervisors, particularly if there are issues.



Martin, A., Rees, M., & Edwards, M. (2011). Work integrated learning: A template for good practice.

Building on the previous project, this publication provides a good practice template for Work Integrated Learning (WIL). It notes the importance of WIL for enhancing students' employability skills. It also notes the need for structured guidelines that provide clear guidelines for those involved – the students, the employers and the provider.

The publication notes the importance of the partnership between the employer, the teacher and the students. Each of these stands to benefit from the experience. Students gain new work-based knowledge and skills; employers get access to students' new ideas and a chance to evaluate them as potential employees; and the education organisation has contact with professionals in the field and the opportunity to expand the curriculum.



Johnston, J. (2011). Internship handbook for the liberal arts.

This guide describes Liberal Arts internships in workplaces. It shows the same principles apply to disciplines in the Liberal Arts (*e.g.*, languages, history, anthropology, music, philosophy, gender studies, political science) as apply to other internships. These principles include:

- collaboration is required between the organisation's site adviser, academic adviser and internship director to define the aspects of the internships;
- site advisers are the 'go-to' person in the organisation and have responsibility for the project description, interviewing candidates, supervising and meeting with students and assessing and evaluating their progress. Academic advisers make sure the project suits the students' abilities, establish whether there are other learning outcomes and set assessments, and
- throughout their internship, students should be encouraged to become self-reflective in order that they develop the relevant occupation knowledge that is grounded within their theoretical knowledge.



Vaughan, K. & Cameron, M. (2009). *Assessment of learning in the workplace: A background paper.*

Vaughan, K., & Cameron, M. (2010a). *ITO Workplace Assessment Structures and Systems: Survey and Focus Group Findings.*

Vaughan, K & Cameron, M. (2010b) *A guide to good practice in industry training organisation structures and systems for on-job assessment.*

This project ran over two years and looked at structures that support high quality assessment of learning in on-job – and specifically industry training – sad environments This included understanding how learning was being assessed, the different structures and systems used to support workplace assessors, and developing principles of good assessment practice. The project involved a literature review, a survey of 33 ITOs, and five focus groups with 19 ITO representatives.

The review found limited literature on assessment in workplaces. Possible reasons for this put forward by the authors were a lack of recognition that learning is actually occurring in the workplace, and that the imperative for work is production and/or service so there is a lack of formal structures related to learning and assessment. However, the authors point out that with the increasing focus being given to learning as a contributor to economic development there needs to be an increased focus given to assessment that will support this learning. While workplaces lend themselves to formative assessment, the review showed very little attention being paid to this area; the focus was on summative assessment.

Multiple assessment models existed, with workplace trainers sometimes also being the assessors, and some use of team approaches. Although there are advantages in having multiple people involved in assessment, this can also be problematic unless people making the judgments know the criteria and how to make fair and accurate assessments. Workplaces lend themselves to authentic assessment, with validity not being an issue as long as the right evidence is collected, the right criteria are used to judge the performance, and the right assessment method is used. However, with multiple assessors and differing workplace environments reliability and consistency can be an issue. Therefore good moderation processes are needed when assessing learning in the workplace, and assessors need to be well trained and supported.

Based on the literature and the work with ITOs Vaughan and Cameron (2010b) developed four principles of good workplace assessment practice. Good practice examples are provided that illustrate the application of these principles. Because of the varying ways ITOs work and the different workplaces, the principles are high level and can be adapted and used to inform assessment work in specific ITOs.



Vaughan, K., Gardiner, B., & Eyre, J. (2012). A transformational system for on-job assessment in the building and construction Industries.

This project explored how the four principles of good assessment systems developed by Vaughan and Cameron (2010b) work in practice in the Building and Construction ITO. It involved interviews with five assessors, five moderators, five new training advisers, and apprentices and employers in five workplaces, observations of assessments and group moderation sessions, and a moderation group discussion. As a result, the following mechanisms were identified as supporting the four principles in practice:

- training advisers as assessors, providing greater collaboration with the employer in relation to learning and assessment;
- a team approach (apprentice, assessor, employer and moderator) to assessment, with the apprentice at the centre;
- comprehensive training plans that provide details about unit standards, credits, and dates of assessment, along with detailed records of workplace visits, discussions, progress, and the evidence used to determine competence;
- the use of a pre-assessment 'walk-around' where the assessor walks about the site with the apprentice taking about what the apprentice has done, and gathers naturally occurring evidence of what the apprentice has done;
- a custom-made record of work that allows apprentices to collect evidence of what they have done in a way that suits them;
- the 'ride-along' whereby moderators support the assessor in multiple ways in real time, including providing advice about relationships with employers and apprentices, evidence gathering and assessment tools. This can also include 'riding along' with the assessor and observing or participating in assessment activities; and
- national moderation workshops being used as professional development opportunities that look to create an assessment community of practice.

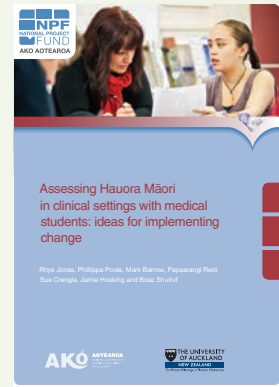
These mechanisms and principles fit together around two key ideas: supporting the apprentice to learn (not just 'pass'), and making everyone in the assessment team a learner.



Jones, R., Poole, P., Barrow, M., Reid, P., Crengle, S., Hosking, J., & Shulruf, B. (2013). Assessing hauora māori in medical students in clinical settings.

This study looked to develop assessment methods, tools and staff development processes to be used to assess the Māori health competencies of medical students in clinical settings. Cultural competence was described as, “... moving beyond a focus on patient culture. It encompasses reflection on health professional culture, power and the societal context, and how these influence patient care.” (p1). Assessment of cultural competence happens over time and takes place through a range of mechanisms including clinical supervisors reports, observations, client/patient feedback along with the students portfolio of encounters and critical events supported by reflective commentary on this.

The authors concluded that the interventions used on the project showed limited effectiveness in terms of improving learners’ attitudes and beliefs, engagement, and satisfaction with cultural competence. However, this may have been due to the fact that the research didn’t provide guidance on the effective tools to use to assess cultural competence. The research concluded that there was a need for professional development of teaching staff and clinical supervisors and for commitment at the organizational level to cultural competence teaching and assessment.



Forbes, S., Black, M., Moses, K., Pihama, N., Bechervaise, N. & Cullen, K. (2008). Towards retention: The role of assessment, motivation and prior knowledge in learner completion.

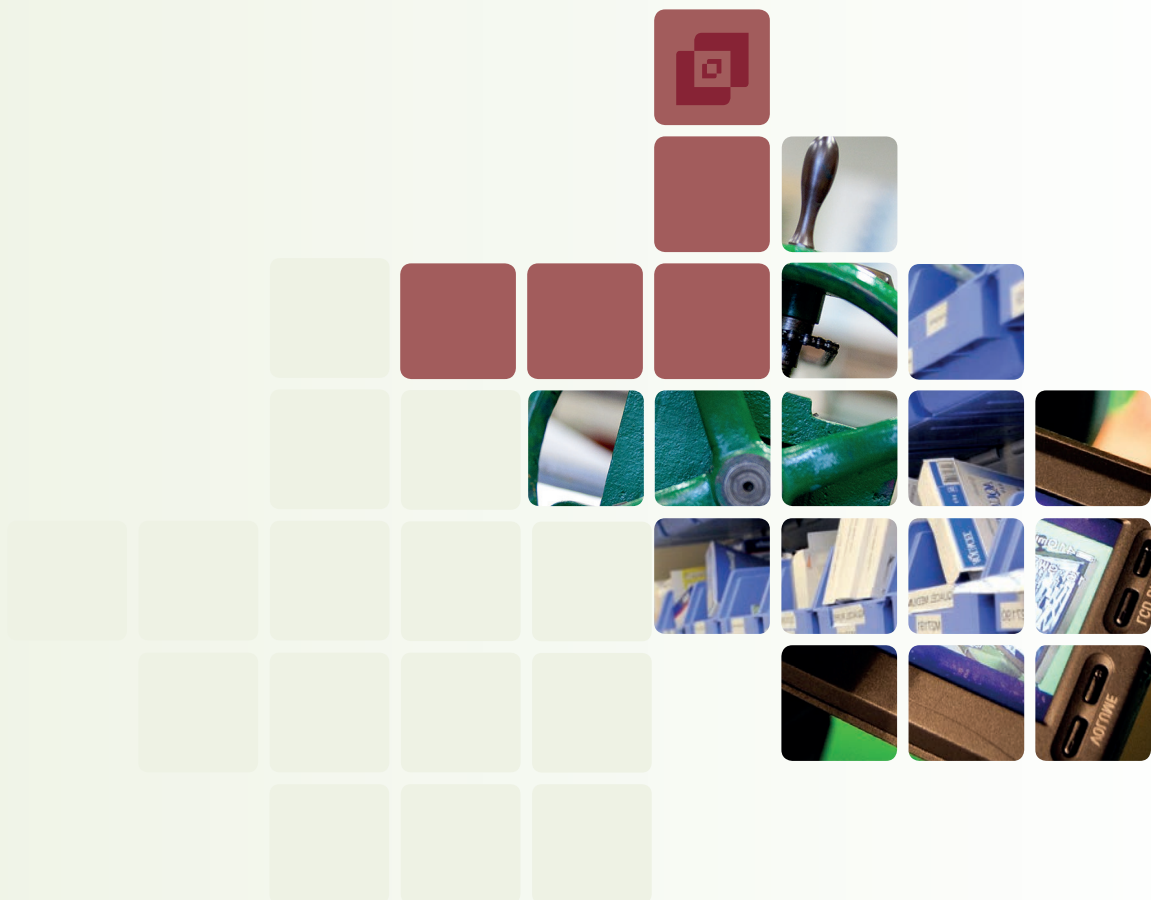
This study looked at how competency-based assessment can be improved to better meet the needs of learners in the workplace. Learners studying for the Level 4 Certificate of Official Statistics took varying times to complete the qualification and learner motivation was identified as a factor in this. The researchers also found that learners received very little support from their managers and concluded that in study of this kind, where materials were directly related to workplace activities, that managers needed more information about the amount of support learners needed in terms of time and encouragement.



**Ayling, D., Hodges, D., & Cruickshank, P. (2008).
Assessment of industry-based learning: A self-assessed
approach to learning.**

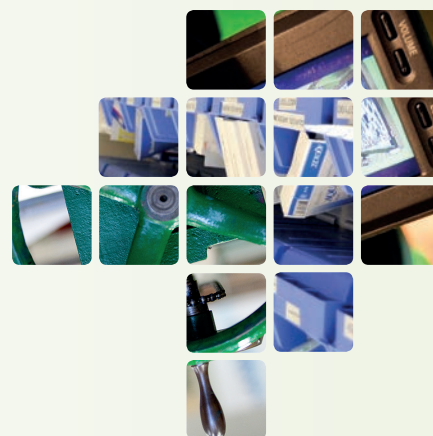
This publication describes an Industry Based Learning (IBL) course where students in Unitec's Bachelor of Business programme spend 140 hours in the workplace. The key focus for the publication was on the portfolio assessment model and the role of the employer, academic supervisor and student in the assessment process. Students self-assess their own workplace performance, learning and development needs and the academic supervisor acts as a moderator rather than a marker.

Assessment in this programme is a four-stage process culminating in a portfolio. Students collect evidence for their portfolios through weekly learning journals and then discuss these documented experiences with their academic supervisors who in turn talk with the students' workplace mentors. The authors see these portfolios as a useful method of assessment as they are evidence-based, combine theory and practice, and provide the opportunity for students' critical reflection. The strengths include students being able to express learning and thinking in the way they want to and write up their own experiences. Over the time of the IBL placement, students' writing moved from describing what they are doing and learning to reflecting on their learning.



Mentoring and peer support

Mentoring is one way in which learners in workplaces support and are supported with learning. It is used to both improve learning outcomes and for pastoral care, and as such it takes multiple forms: expert/novice mentoring relationships, peer mentoring relationships, and outside of work mentor relationships. Mentoring happens in formal and informal ways with mentors who themselves require training and support that enable them to have conversations that support learning and development. As well as the projects referred to below, other work supported by Ako Aotearoa also shows the importance of cultural competence for mentors – especially as they work to support Māori learners – most notably Kerehoma *et al.* (2013), Rawlins and Starkey (2011), and Smith *et al.* (2012).



Heathrose Research. (2011). An evaluation of the Learning Representatives Programme.

This evaluation looked to assess the effectiveness of the New Zealand Council of Trade Unions' (NZCTU) Learning Representatives programme (which ran from 2005 to 2012), including the extent to which it impacted on worker participation in literacy and numeracy training programmes and industry training. It involved an initial literature review, an online survey, and case studies (based on interviews and focus groups) in seven workplaces.

Learning Representatives were trained by the NZCTU to advocate and guide learning amongst co-workers, particularly for training in literacy and numeracy and/or participation in industry training programmes. This evaluation found that:

- the programme worked well when there was support from managers and workers and where there were resources to support the work *e.g.* email and internet access, time, office space;
- Learning Representatives needed support from unions;
- there needed to be clear, workplace specific job descriptions for Learning Representatives and communication about their work and roles;
- it took time for Learning Representatives to get up to speed with their role it and it was more difficult than anticipated to get workplaces to agree to have trained Learning Representatives; and
- there was a positive impact on the attitudes of workers who were encouraged into programmes by the Learning Representatives. Being encouraged back into programmes meant that workers' literacy and numeracy skills improved, and there was evidence of faster completion of qualifications. While a number of factors were likely to have contributed to this, managers thought Learning Representatives were a key factor.



Alkema, A. & McDonald, H. (2014). Careerforce learning representatives: Encouraging learning at work.

This project assessed the impact of a half-day ‘refresher’ training programme for Careerforce Learning Representative, and involved an updated literature scan, review of training documentation, an online survey with 23 Learning Representatives, and pre- and post-training interviews with eight Learning Reps, their managers, and the training programme coordinator.

The role of Learning Representatives as peer supporters sits within a range of initiatives Careerforce has to support trainees to get qualifications. This project found that Learning Representatives encourage trainees to start qualifications, help trainees to keep on track while they are undergoing training, and support them to complete Careerforce workbooks.

The evaluation found that as a result of the training programme Learning Representatives themselves Learnt new knowledge and skills that they transferred to their workplaces to support co-workers, had increased interactions with co-workers, and were enabled to perform their role when they had:

- managers who supported and actively promoted the role and promoted qualifications;
- time to work or sit alongside co-workers to support them with their training;
- good relationships and communication with assessors to know how Careerforce trainees are progressing with their qualification; and
- co-workers who were interested in industry training.

Holland, C. (2009a). Workplace mentoring: A literature review.

Holland, C. (2009b). On and off the job: Learning experiences, connections and implications for literacy language and numeracy.

Holland’s initial literature review identified there are two types of mentoring: one that focuses on the outcomes for the trainees rather than the trainer, and another which is more of a relational model and has the trainee as an equal in the workplace who needs support. It is possible for trainees to have more than one mentor at one time. Mentoring benefits both the trainee and the organisations, and when the relational model is used mentors themselves also develop in ways that benefit the organisations and the culture of the organisation also improves.

The follow-up study with trainees in the Joinery Industry Training Organisation (JITO) found trainees needed strong mentoring and supervision in order to help them make the connection between what they were learning on- and off-job.



Styles, M., Farrell, M. & Petersen, L. (2014). Evaluation of a mentoring scheme for trainees in the Primary ITO.

This report describes the process used to develop and train mentors to support trainees in the primary ITO. The mentoring programme started in the central and lower North Island in 2012 with mentors from the community including farming retirees and rural women. This approach was seen as providing holistic support to trainees with a specific focus being given to literacy and numeracy outcomes and completions. Quantitative data collected for the evaluation showed the latter had occurred as there was an increase in the completion of unit standards after trainees connected with mentors.



Work simulation

This section describes simulated workplace learning situations that sit within the controlled environment of TEOs. Within this body of research, this form of workplace learning ranges from, for example, using software that workplaces use to simulate the work context, through to simulated hospital and construction settings.

Edgecombe, K. (2013). Collaboration in clinical simulation: Leading the way.

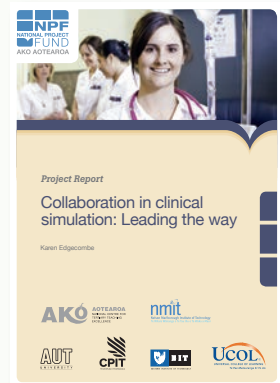
This project looked to increase and support collaboration between nurse educators involved in clinical simulations and encourage the sharing of ideas and resources. The project started with 22 lecturers attending a two-day introductory workshop and the setting up of a community of practice web page and a literature review on good practices for teaching and learning in clinical simulation.

The literature review and guidelines for practice developed through this work provided recommendations and strategies to be implemented when teaching in simulation. This included:

- having orientation to the simulator/ simulation exercise;
- having clear learning objectives and outcomes for students;
- making the simulation exercise properly reflect reality by having props, resources and paper work that students would realistically encounter in the clinical environment; and
- having planned and structured debrief sessions.

Chan, S., McEwan, H., & Taylor, D. (2013). Guidelines for improving students' reflective practice and digital evaluation skills: Derived from a study with hospitality students.

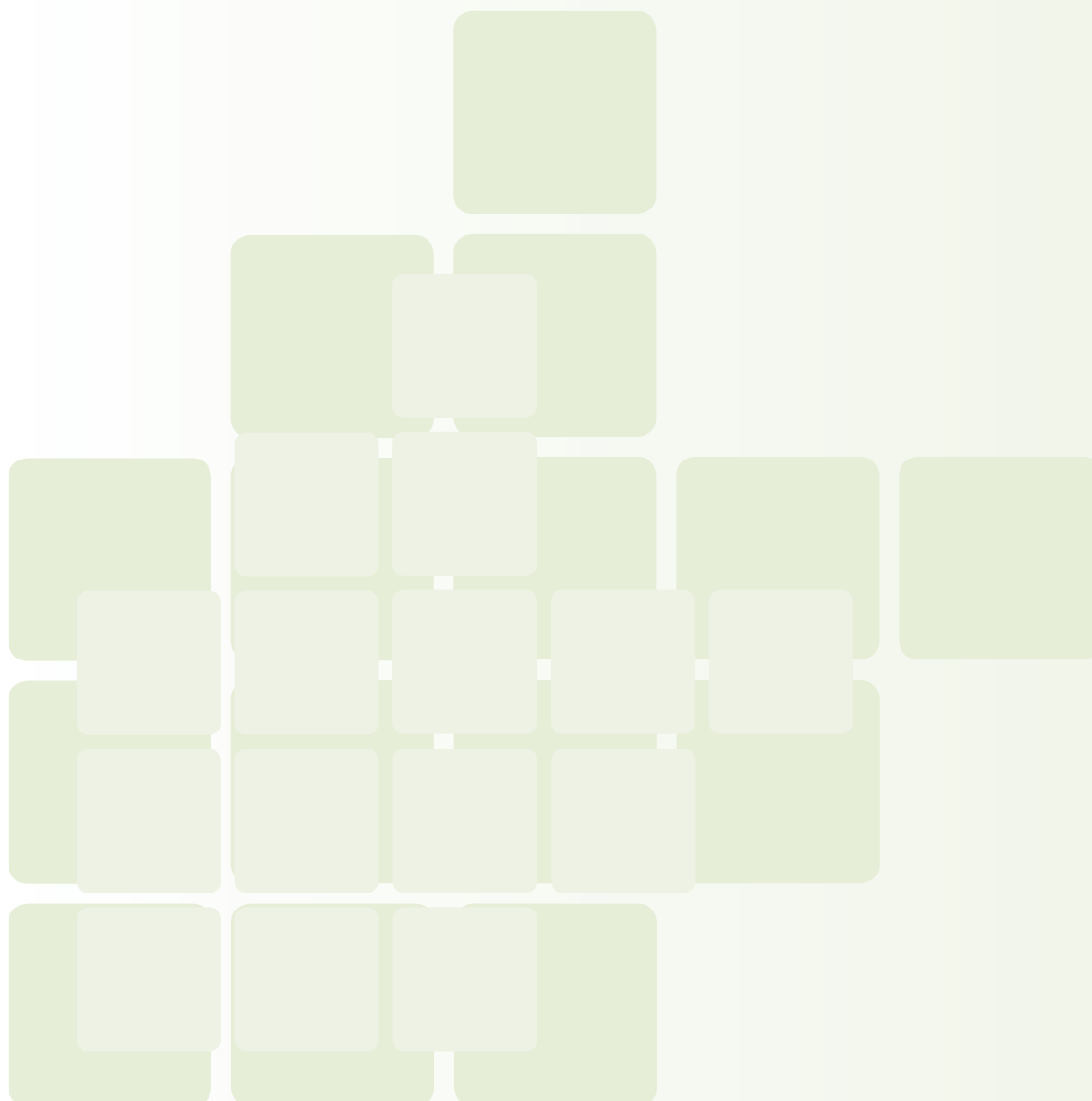
This study looked to determine hospitality students' information accessing and evaluation digital skills, extend students' critical reflection skills for learning customer interpersonal communication and explore digital and virtual alternatives to hotel field trips. It concluded students appreciate the opportunity to practise in authentic workplace contexts. While they were digitally savvy about how to get information they needed more guidance on evaluating the material available.



Keys, D., Fraser, C., & Abbot, A. (2014). *Nailing it with technology: Using ePortfolios to evidence carpentry students' practical learning.*

In this video the educators at Bay of Plenty Polytechnic (BoPP) described the process they have gone through to develop a practical teaching, learning and assessment process with students in a Level 3 Carpentry programme. Driven by the need to deliver work-ready trainees to the industry, this involved learners actually building a house over the course of the programme. This made learning real for students, who have to get it right as the house needs to be checked and passed by a building inspector. The organisation also introduced ePortfolios as the assessment approach, whereby students take photos and write supporting information about the processes they have used, then upload these onto Moodle. The educators see this approach engages students better than previous assessment methods.

Since introducing the house building and ePortfolios, retention and completion rates have improved – in 2012 and 2013, 81% of the whole group graduated, and in 2012 92% of Māori learners graduated. The educators think the practical nature of the learning and using technology in the assessment process has played a major part in this.



Themes of successful workplace learning

The Ako Aotearoa projects described took place in a range of workplace settings. As such there are similarities and differences in the focus and features of each piece and these are outlined in the table below. The number of times a feature occurs does not mean that it is more important than other features.²

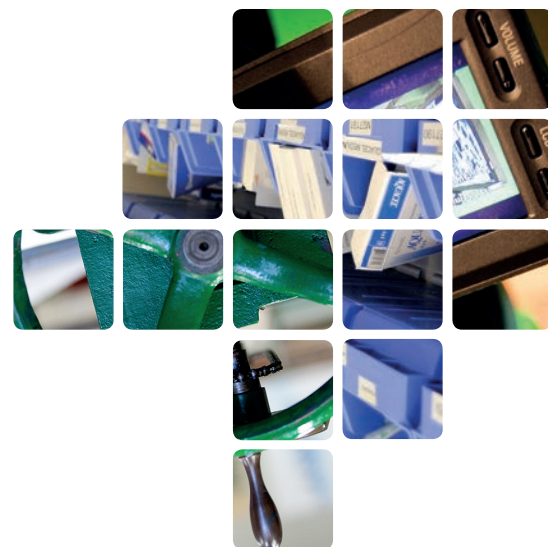
² Note that three works are not included in the table as their focus was on assessing workplace experiences.

Author	Alkema & McDonald 2014	Ayling, Hodges & Cruickshank 2008	Chan 2011	Chan, McEwan & Taylor 2013	Edgecombe 2013	Eyre 2011	Forbes et al. 2008	Fourie and McClelland 2011	Gee, Scott & Growther 2011
Features/article focus	Peer support in the workplace	Good practice publication- industry based learning	First year apprentices	Assessing hospitality students information accessing and evaluation of digital literacy skills	Simulation as a method of learning in nursing	Factors to support communication – ESOL student nursing	Factors associated with learner completion	Dedicated education units in nursing education	Good practice publication -person-centred care
Collaboration		•						•	
Planning								•	
Motivated learner	•		•				•		•
Self-reflective learner		•							
Guidance, structured support and supervision	•	•	•			•			
Learner knows theory and can transfer to practice	•					•			•
Inclusive working environment			•			•		•	
Relevant learning resources		•							•
Authentic work opportunities				•					•
Time opportunities to practise			•	•					
Authentic, valid & reliable assessment		•					•		
Peer support	•							•	
Mentoring									
Acknowledgement/ understanding of culture									
Workplaces have knowledge about learning and assessment									

<i>Author</i>	Gilbert 2008	Heathrose Research 2011	Holland 2009a	Holland 2009b	Howie & Hagan 2011	Johnston 2011	Jones <i>et al.</i> 2013	Kerehoma <i>et al.</i> 2013	Keys, Fraser & Abbot 2014	Martin & Hughes 2009	Martin, Rees, & Edwards 2011
Features/article focus	BCITO – learning materials	Learning Reqs	Workplace mentoring – literature review	JITO mentoring	Field based teacher education	Guide for work integrated learning for students	Assessment of cultural competency in Year 4 medical students	Māori apprentices	House building & e-portfolios	A guide to work integrated learning	Work integrated learning – template
Collaboration					•	•	•	•		•	•
Planning									•	•	
Motivated learner										•	
Self-reflective learner	•			•		•	•			•	
Guidance, structured support and supervision	•			•				•		•	•
Learner knows theory and can transfer to practice				•		•					•
Inclusive working environment					•						
Relevant learning resources	•						•				
Authentic work opportunities					•				•	•	•
Time opportunities to practise				•	•						
Authentic, valid & reliable assessment						•	•		•		•
Peer support		•									
Mentoring			•	•				•			•
Acknowledgement/ understanding of culture							•	•			
Workplaces have knowledge about learning and assessment	•			•						•	

Author	Pearson 2012	Rawlins & Starkey 2011	Smith <i>et al.</i> 2012	Styles, Farrell & Pearson 2014 <i>et al.</i>	Tyler-Smith 2012	Vaughan & Cameron 2009	Vaughan & Cameron 2010a	Vaughan & Cameron 2010b	Vaughan, Gardiner & Eyre 2012	Wright & Gardiner 2010
Features/article focus	Evaluation of training programme for mental health workers	Student teachers and mentors	Mentoring in field based practicums for ECE and counsellors	Volunteer mentoring programme	Workbased learning – applied degree	How assessment is being carried out in workplaces – literature review	Workplace assessment – ITO approaches	Guide to good workplace assessment practice	Good assessment systems in practice	Professional development workshops for counsellors
Collaboration				•	•			•	•	
Planning					•				•	
Motivated learner	•									
Self-reflective learner										•
Guidance, structured support and supervision		•	•	•	•		•	•		
Learner knows theory and can transfer to practice	•	•								
Inclusive working environment										
Relevant learning resources										
Authentic work opportunities	•	•			•					
Time opportunities to practise	•									
Authentic, valid & reliable assessment						•		•	•	
Peer support		•								
Mentoring		•	•	•						
Acknowledgement/ understanding of culture										•
Workplaces have knowledge about learning						•	•	•	•	

Considerations for future work: What else do we need to know?



Although the projects examined in this publication cover many different aspects of workplace-based education and training, there are still several areas that have only been lightly touched on, or where deeper work would be very useful. Positively, several pieces of work currently being supported by Ako Aotearoa will contribute to addressing some of these gaps.

Recommendation One: Examine what makes a quality workplace learning environment

The underlying assumption in much of this work is that workplaces are capable of and have the capacity to provide valuable learning experiences. All of the work is written from an education rather than industry perspective. In the future more needs to be known about what actually happens in the work environment to develop the knowledge and skills that are described in the current research. More also needs to be known about how the workplace acts as a learning environment in its own right as opposed to an adjunct to tertiary education provision.


An example of current work in this area is the *A Mentoring Model for ITOs and Employers* project, led by Downer and involving two ITOs: the Primary ITO and Connexis (the ITO for the infrastructure sector). This project, due to complete in 2015, is exploring a collaborative approach to mentoring in the workplace that supports learner retention and achievement.

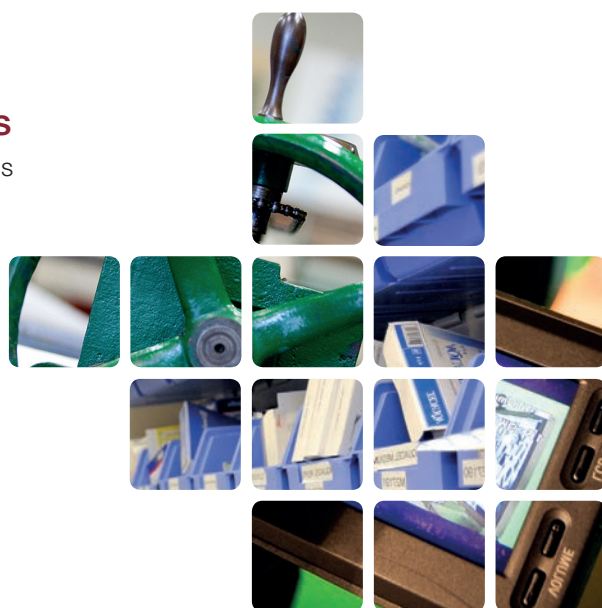
Recommendation Two: More cultural perspectives

Within the body of work there are only two pieces looking at Māori perspectives and none on Pasifika perspectives. More needs to be known about what makes for quality workplace learning experiences for these learners, as combined they make up around 30% of learners in TEOs and 25% of trainees in industry training.

The *He Toki ki te Mahi – Implementing and Evaluating Good Practice for Māori Trade Training* project is an example of such work. A partnership between Te Tapuae o Rehua and Hawkins Construction, this project builds on Kerehoma *et al.* (2013) to focus on learning pathways that bring about an organisational focus on Māori apprenticeship success. This will include systems, support, and guidelines for Hawkins Construction for working successfully with Māori apprentices.

Recommendation Three: More outcomes studies

More needs to be known about the impact of workplace learning. This means giving a stronger focus to evaluation of learning and specific outcomes for learners and workplaces. Included in this is the need to know more about employability skills – what is it that learners acquire alongside the knowledge to do the job – and how skills' development contributes to productivity and economic growth at individual business, industry, and national levels. 





Conclusion


This body of work shows the workplace is a viable and integral place of learning. With the current government's strategic focus on the role of skills for productivity and economic growth it is important for tertiary organisations to move beyond theoretical knowledge and provide learners with the opportunity to develop the wide range of knowledge, skills and attitudes that go with being 'work ready' and 'work able'. Learners can be supported to get to these through the provision of authentic tasks in authentic workplace settings that sit alongside the more theoretical learning that takes place in tertiary organisations.

The workplace learning experience is enhanced through careful planning and collaboration between learners, TEOs and workplaces. While each party has a contribution to make, this research shows the TEO has the key role to play in determining the learning that will take place. This is driven by the assessment and credentialing that occurs as a result of the workplace learning.

However, it is not just about planning, collaboration, and setting authentic tasks. Successful workplace learning is based on inclusiveness and meaningful relationships. Inclusiveness happens when learners are made to feel a 'part of the team' in workplace and feel their contribution is valued. Inclusiveness is fostered by the relationships that workplace trainers/supervisors establish with learners through meaningful conversations and feedback. The role of that these advisers/associates play as mentors comes through strongly as contributing to successful experiences and outcomes.

Regardless of the approach used, this works best when the relationship is built on mutual respect, so that each person values the other and the contribution they are making. As such trust is built and critique and support adds to the learners' knowledge and skills and leads them to become more reflective learners.

Because of the collaboration required workplace learning brings its challenges, not the least of which is the time it takes to establish opportunities and supervise and support learners to achieve appropriate learning outcomes. Ensuring a quality workplace learning experience can also be difficult as in some cases little is known about the capability of workplace trainers/supervisors and the capacity of workplaces to provide authentic, meaningful tasks. This suggests that TEOs need to work closely with workplaces to understand more about how they operate. While tertiary organisations can have some influence in this area through determining the assessment that occurs they can have little control over all the tasks learners are given and the inclusiveness or otherwise of the workplace environment.

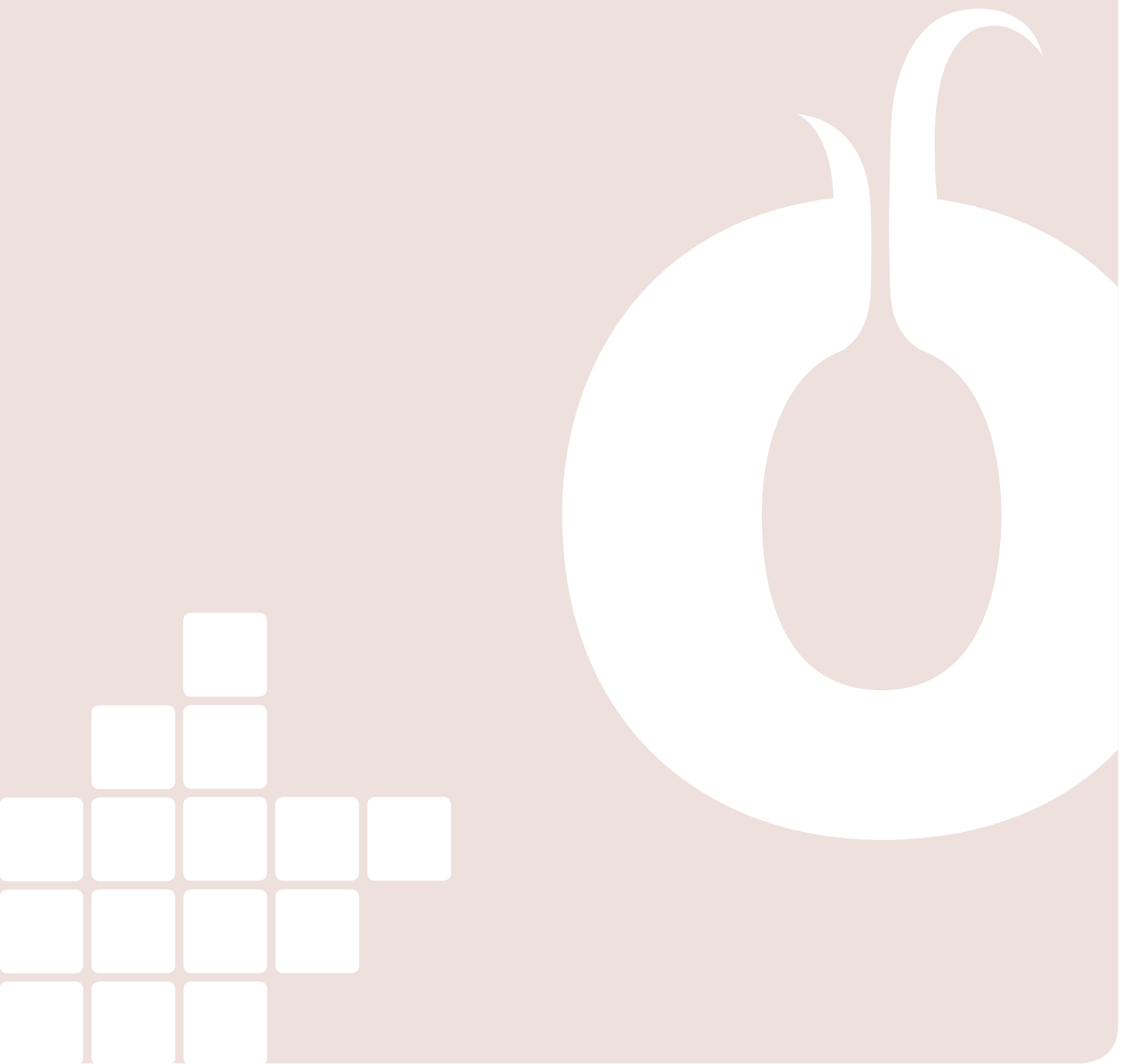
So, is workplace learning worth the effort? It would seem from this body of work that it is. While it has its challenges there are benefits for all parties. However, at its core are the learners and the outcomes for them. What this work shows is that 'learning in' and 'learning for' work enhances their learning experiences and provides learners with the opportunity to develop knowledge and skills and a level of work-readiness that would not be possible from learning solely in a tertiary education organisation. Quality learning experiences for the learners are built on a foundation of partnership and collaboration and relationships of mutual respect between learners and those who supervise and support them in the workplace. 

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