Conference Proceedings
ABSTRACTS

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on Cooperative & Work Integrated Education

(IN ORDER OF SESSION TYPE,
ALPHABETICALLY LISTED BY
PRIMARY PRESENTER’S LAST NAME)

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# TABLE OF CONTENTS

- **Academic Salon / Roundtable Discussions** ................................................................. pg 3-5
- **Panel Presentations** ..................................................................................................... pg 6-7
- **Paper Presentations** .................................................................................................. pg 8-24
- **Poster Sessions** ..................................................................................................... pg 25-26
- **Refereed Paper Presentations** ................................................................................ pg 27-40
- **Workshop Sessions** ............................................................................................... pg 41-46
- **Pre-Conference Workshops** ................................................................................ pg 47
ACADEMIC SALON / ROUNDTABLE DISCUSSIONS

Presenter: Yukihiro Hirose, Gifu University (Japan)

Salon Topic: Internationalization & Globalization of Cooperative & Work-Integrated Education Programs

Title: “The programs for supporting the formation of careers for the international student - The trial programs for supporting the formation of careers by the side of irregular subjects”

Abstract: It is crucial to develop the effective programs in order to foster generic skill and competence for supporting the formation of careers in Japanese higher education. We developed the programs for supporting the formation of careers for the international students at the University and we decided to provide the trial programs for the students who desired our supports in this program with the portfolio system to reflect on their self-growth process for two years from April, 2010 to March, 2012.

The practicum is designed as a learning program in which mixed teams of both international students and Japanese students put their specialized knowledge into practice by working together with a company to solve an actual problem in three months. Each assignment is decided upon through discussions between University and the partner company.

In the programs, most ability element which composes the fundamental skills as a working member of society and the parameters of Japanese hospitality in the international students who participated in the programs has increased significantly in our statistical analysis.

Our data suggested that the international students who participated in the programs improved the fundamental skills as a working member of society and they acquired more understanding about Japanese culture and service mind to respect others as compared with before the programs.

The results also indicated that the programs for supporting the formation of careers for the international students are effective to some extent for their placement achievements to Japanese company.

Keywords: generic skill and competence, the portfolio system, the fundamental skills as a working member of society

Presenter: Dato Mohamed Mustafa Ishak, Vice-Chancellor, Universiti Utara Malaysia (Malaysia)

Supporting Presenter: Hartini Ahmad, Universiti Utara Malaysia (Malaysia)

Salon Topic: Innovative Partnership / Pedagogical Models for Cooperative & Work-Integrated Education Programs

Title: “The Blue Ocean Strategies Work-Integrated Education Program”

Abstract: Work-Integrated Education (WIE) program puts educations, industries and communities on the same platform to educate and to impart students with necessities soft skills and technical skills. The bottom line of the program is to enhance students’ readiness before they join the society upon completion of their studies. In common WIE practice, an academic institution collaborates with multiple organizations or multiple communities independently. Many know that the benefits of WIE are significant and numerous to all parties. Students receive hands on experience and sometimes a monetary reward, employers have the ability to screen permanent staff and academic institutions benefit from the closer interaction with industries. However, the partnership between academic institutions, industries, government and communities can be redundant and stagnant. Therefore, the integration is needed through the blue ocean strategy, a more value innovative approach.

Many innovative partnerships can be done through WIE if we are able to synergize facilities, knowledge, technologies, monetary and talent through blue ocean strategy among the parties. This round-table discussion will put on interest to get participants to discuss and give opinion on:

i. The good practice for stimulating the interest among academic institutions, organizations and communities to share facilities, knowledge, technologies, monetary and talent in WIE.

ii. To create value of partnership between parties through a blue ocean approach.
Introducing a stop gap measure that addresses the strength of agreement between parties.

**Presenter:** Doris Kiendl-Wendner, Vice Rector and Chair of Institute of Int. Management, FH Joanneum University of Applied Sciences (Austria)

**Salon Topic:** Internationalization & Globalization of Cooperative & Work-Integrated Education Programs

**Title:** “Intercultural competences of university graduates as key employability indicators”

**Abstract:** Employability of university graduates is one of the top priorities of universities. According to research outcomes which will be presented in this academic salon session, the labour market demands specific disciplinary competences and generic skills from employees. Surveys conducted in a couple of European countries have revealed that generic competences, such as team work, communication skills, intercultural awareness, time management and problem solving abilities are regarded as key employability indicators of the workforce.

Since an increasing number of companies recruit internationally and employees are more and more involved in international transactions in their daily work environment, university graduates have to possess intercultural competences to be employable. This academic salon contribution will discuss strategies on how to increase the intercultural competences of students. The presentation will focus on strategic objectives of universities, curriculum development and course designs to enhance intercultural competences. Creating opportunities for student mobility and for experiential learning in a foreign environment are especially important ways to increase the intercultural skills of students. However, universities shall also take into account that some students cannot spend a semester abroad. Therefore, this presentation will, in addition, address alternative ways to increasing the intercultural awareness of students.

**Keywords:** Internationalization strategies of universities, Intercultural awareness of students, Employability of university graduates, Communication skills, Student mobility

**Presenter:** Robin Mladinich, Director, International Internship/Co-op Program, Georgia Institute of Technology (U.S.)

**Supporting Presenter:** Patricia Bazrod, Director, Graduate Co-op and GT Internship Programs, Georgia Institute of Technology (U.S.)

**Salon Topic:** Internationalization & Globalization of Cooperative & Work-Integrated Education Programs

**Title:** "Building Successful International Co-op and Internship Programs from the inside out: Lessons Learned"

**Abstract:** This session seeks to encourage dialogue on issues related to the internationalization of co-op and internship programs. In light of the downturn in the global economy and immigration restrictions, global internships face new and distinctive challenges. Our hope is that participants will share their experiences, best practices, learned positive and negative outcomes and share questions and answers on the following topics related to the effective delivery of an international co-op or internship program:

- Student interest, expectations, and preparation
- Financial realities
- Risk management/ emergency response
- Internship agencies/3rd party recruiters
- Employer expectations/preparation
- Academic exchanges and internships
- Staff/institutional resources
- Technology that supports internationalization
- Legal/visa issues

**Keywords:** Employability, Business-University Forum, Research and Development, Sustainable
**Presenter**: Lalini Reddy, Associate Director, Durban University of Technology (South Africa)

**Salon Topic**: Internationalization & Globalization of Cooperative & Work-Integrated Education Programs

**Title**: “Internationalisation of the curriculum: a South African work-integrated learning perspective”

**Abstract**: The South African Green Paper (2012) of government calls for increasing skilled labour at the lower end, thus contributing to employment and development of the economy. The department of Higher Education and Training has responded in the Higher Education Qualifications sub-Framework (HEQsF, 2013) call for diplomas to maintain a vocation orientation. Knowledge should be industry specific including theoretical principles, general and specific procedures and their application in the workplace. This industry focus however should not be confined regionally, nationally but also internationally. This would then contribute to institutions producing globally portable citizens. In addition to discipline specific knowledge then general education is required to sensitise students to cultural diversity, religious tolerance, work ethics and the practice of basic human values. A case study of integration of the various modalities of WIL in the Biotechnology curriculum will be presented.

**Keywords**: INTERNATIONALISATION, CURRICULUM, GLOBAL LEARNING, WORK-INTEGRATED LEARNING

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**Presenter**: Sampan Silapanad, Western Digital (Thailand)

**Supporting Presenters**: Gayle Elliott, Associate Professor, University of Cincinnati (U.S.); Judie Kay, Assistant Director, Careers and Employment, RMIT University (Australia); Dr. Boonchai Wichitsathian, Suranaree University of Technology (Thailand); K. Theeresak, Western Digital (Thailand); Additional presenters from partner universities in Thailand to be identified.

**Salon Topic**: Innovative Partnership / Pedagogical Models for Cooperative & Work-Integrated Education Programs

**Title**: “Increasing International Opportunities for Students through the WACE Pilot Work Exchange Program”

**Abstract**: At the suggestion of the WACE Executive Board, a small group of WACE partner universities created a pilot work exchange program. This program was supported by WACE-ISO@SUT. The goal was to provide increased opportunities for students from around the world to co-op internationally, while meeting the needs of industry to internationalize their workforce. In the period from August – December 2013 placements of four students were made at Western Digital in Thailand. Two students came from the University of Cincinnati (UC) in the US and two from the University of Victoria (UVic) in Canada. Suranaree University of Technology (SUT), Rajamangala University of Technology Thanyaburi (RMUTT) and Siam University (SU) in Thailand were partner universities participating in the program. Strong interest and diligent attention to detail enabled the program to be extremely successful in the first round. The group now has plans to accept Thai students for placements with co-op employers of the US and Canadian partner schools as well as expand the program to other WACE partner schools around the globe. This session would describe the program planning and logistics which enabled this program to be successful.
**PANEL PRESENTATIONS**

**Presenter:** Kettil Cedercreutz, Associate Professor and Director, ProPEL / Steger Student Life Center, University of Cincinnati (U.S.)

**Supporting Author:** Voitto Saksa, Direktor, Mediaympyrä, Finland

**Title:** “The Creation of a Self Supporting Service Learning Program Case: Hamina Youth Circus, Finland”

**Abstract:** What makes a service learning program attractive? How do you make it self sustaining? How do you get it to grow and thrive? Claes Cedercreutz, MD, PhD was instrumental in launching a youth circus in the border town of Hamina, Finland in 1973. Today this circus has mushroomed into a Youth Circus Movement that encompasses 35 independent organizations all over Finland. The presentation reflects on a subtitled documentary produced for the national Finnish Television YLE by director Voitto Saksa at Mediaympyrä. Work Shop participants are invited to identify program success factors.

**Keywords:** Service, Learning, Circus, Finland, Volunteer

**Panelists:** Dr. Deborah Sanders, Executive Director, Study Abroad to Africa (U.S.); Mr. Carva Pop, The Director for the Centre for Cooperative Education (CCE), Polytechnic of Namibia (Namibia); Ms. Sophia Shuungula, Industry Liaison Officer at CCE, and the Coordinator for Service Learning. Polytechnic of Namibia (Namibia)

**Title:** “Broadening the Horizons of Higher Education through Service Learning in Namibia”

**Abstract:** The panel will provide an assessment of an international service learning program in Namibia and the challenges for a U.S. provider, “StudyAbroad to Africa” and the Cooperative Education Office at the Polytechnic of Namibia. The panel includes the Dr. Deborah Sanders, Executive Director of Study Abroad to Africa, Mr. Carva Pop, The Director for the Centre for Cooperative Education (CCE) at the Polytechnic of Namibia, and Ms. Sophia Shuungula, Industry Liaison officer at CCE, and the Coordinator for Service Learning.

Service learning is an important component of the academic experience since it provides for the application of academic learning through a structured curriculum and experiential learning. The panelists will argue that a service learning model with structured academics is an essential model for developing the future workforce.

The audience will gain insight on the challenges of designing, developing, implementing and assessing a service learning program in 2012 based on case studies of work placement at a Cheetah Conservation farm, a Medical Centre, and a Orphans Village. A model for the design/ implementation of International Service Learning in Namibia will be proposed.

The panel will provide definitions of service learning and discuss the challenges of program design, implementation and assessment. The panel presentation focuses upon the application of academic learning and curriculum development in a Service learning program implemented in Namibia in 2012.

**Keywords:** International Service Learning, Curriculum development, Cooperative Education, Assessment, Work-integrated Programs

**Panelists:** Tess Smith, Senior International Cooperative Education Coordinator, Drexel University (U.S.); Judie Kay, Assistant Director Careers and Employment, RMIT University (Australia); Keiko Kobayashi, Managing Director, ILCC Co., Ltd. (Japan)

**Title:** “Preparing for a Global Labor Market: Experiential Learning Initiatives”

**Moderator:** Olof Blomqvist, Senior Advisor, President’s Office, University West (Sweden)

**Abstract:** Globalization is changing our world and it is imperative that universities prepare students for global challenges through global work experiences. The Steinbright Career Development Center at Drexel University, [insert university name], and [insert university name] have embraced a methodology...
of preparing students to be global citizens. The purpose of this panel session is to discuss the various models including strategies, challenges, and successes related to international business development. Through strategic planning and global outreach, jobs are developed and employer relationships are formed on a global scale. Metric collection, through tools such as RightNow, proves beneficial for the purpose of reporting and tracking data. Developing agreements with universities, 3rd party organizations and employers requires the creation of legal contracts. Standardization of policies, processes, and legal documents is presented. From the marketing perspective, the utilization of social media has been a prominent networking strategy for marketing programs and further leveraging existing connections. Sites such as LinkedIn, Facebook, Twitter, and Flickr allow targeted audiences to be reached and development material to be disseminated. Challenges due to geographic distances are mitigated through mediums such as technology, and a focus on assessment, through the usage of online evaluations, help to ensure job quality.
PAPER PRESENTATIONS

Presenter: Ingrid Apsitis, Director – Corporate Internship Program, Faculty of Business, University of Tasmania (Australia)

Title: “Sustaining a WIL Community on an Island ‘Triumphs & Tribulations’ A Case study: University of Tasmania, Australia, Faculty of Business - Corporate Internship Program”

Abstract: Exceptional performances delivered by participants in the Corporate Internship Program (CIP) facilitate continuous, positive engagement between Tasmania’s business community and the Faculty of Business at the island state’s only university, UTAS. Since its inception in 2007, the CIP has offered semester-based, credit-bearing internship electives to almost 300 undergraduate students enrolled in degrees and/or combined degrees in the Faculty of Business. In 2013, this offer was extended to include a small number of postgraduates. Former interns, having worked their way up the corporate ladder, are now re-inventing themselves as Mentors to new intakes of student interns, creating and sustaining a culture of learning, both within and external to the Tasmanian academy. Solicited and unsolicited feedback from all participants ensures the UTAS Faculty of Business continues to offer a suite of relevant course offerings to students; developing their graduate attributes, whilst addressing the needs of a dynamic business environment.

Many challenges have been overcome to ensure the longevity of the Corporate Internship Program in a relatively conservative, tightly-knit business community, offering limited employment opportunities. This presentation will address issues encountered in structuring a WIL Program to secure engagement with a conservative business community, value-adding to the Program’s future and an island state’s social and economic prosperity. It will be of interest to those setting up a WIL program for the first time, keen to learn about some of the challenges in doing so and strategies for mitigation.

Keywords: WIL, corporate internship, undergraduate, postgraduate, business

Presenter: Thomas Pascal Brown, Senior Lecturer, Unitec Institute of Technology (New Zealand)

Supporting Presenter: Dr David Cooke, Senior Scholar, York University, Toronto (Canada)

Title: “Reading the Workplace”

Abstract: Interpreting language in the workplace is important for co-op students, lecturers, workers, employers, and applied linguists analysing the discourse of work. One way to help co-op students to read the workplace is guided analysis of authentic work language, in advance of co-op placements. The aim is to develop a framework for analysing and recognising working relations in workplaces and society. An illustration of the approach is a case study of transactions from authentic workplace interactions in Tannco, a NZ tanning factory, which raises questions of inclusion, exclusion and collegiality. A particular and needy category of co-op learners is ESL students preparing for work experience. For them, reading the workplace is further complicated by issues of language and culture. Part of interpreting workplace language involves taking into account various active and intervening contexts. One such is the intrusive mindset of neoliberalism that characterises much current employment and the commentaries of some communication analysts. The paper discusses the use of authentic interactions in the classroom, and includes a brief pre-recorded video presentation (Cooke), which critiques the influence of the neoliberal outlook, contrasted with the evidence of the tanning factory text.

Keywords: preparation for co-op, language of work, inclusion/exclusion, ESL students, neoliberalism

Presenter: Michaela Baker, Academic Director for Participation, Faculty of Arts and Lecturer, Academic Development, PACE, Macquarie University (Australia)

Supporting Authors: Alison Beale, Research Assistant, Macquarie University (Australia), Laura Hammersley, Research Assistant, Macquarie University (Australia), Dr Kate Lloyd, Academic Director for
Participation, Macquarie University (Australia), Dr Anne-Louise Semple, Academic Director for Participation, Faculty of Science, Macquarie University (Australia), Dr Karolyn White, Director, Research Ethics, Macquarie University (Australia)

**Title:** "Undergraduate research in learning through participation: The PACE Ethics Protocol"

**Abstract:** There is increasing emphasis on importance of undergraduate research (Brew, 2010; Healey & Jenkins, 2009; Blackmore and Cousin, 2003; Boyd & Wesemann, 2009; Hunter et al., 2007) and of providing students with authentic research experiences (see e.g. Healey & Jenkins, 2009; Hutchings & O'Rourke, 2003; Justice et al., 2007). Such experiences are also viewed as essential in developing skills that students will need as future members of the workforce (Hunter et al., 2007; Lang & Buzwell, 2010; Freudenberg et al., 2011). Institutions might provide students with such experiences via the integration of student research activities into work-integrated learning (WIL) and other forms of learning through participation (Baker et al., 2012). Given that some research-based WIL activities involve human participants, ethical standards must be maintained. However, not all institutions require ethics approval for undergraduate research (Kallgren & Tauber, 1996) and there is concern about its administrative impact (Robinson et al., 2007). Macquarie University’s Participation and Community Engagement (PACE) initiative, which embeds units in the undergraduate curriculum that involve learning through participation, acknowledges that some activities in these units involve human research and the importance of ensuring ethical conduct. We have worked collaboratively to develop the PACE Ethics Protocol, an innovative, streamlined, centrally administered ethics framework approved by Macquarie's Human Research Ethics Committee. The Protocol provides a tool to ensure ethical practice in low-risk undergraduate research without requiring ethics applications for each student, provided criteria of the Protocol are met. This paper details the motivation, development and preliminary review of this Protocol.

**Keywords:** undergraduate research, ethical practice, ethics approval, research-based WIL, graduate skills

**Presenter:** Thanavadee Boonlue, Vice President for Cooperative Education and International Affairs, Siam University (Thailand)

**Salon Topic:** Internationalization & Globalization of Cooperative & Work-Integrated Education Programs

**Title:** “Business-University Forum of Thailand: Cooperation towards Improved Graduate Employability and Sustainable Economic Development in Thailand”

**Resources:**
- http://www.tradingeconomics.com/thailand/unemployment-rate
- http://www.scotland.gov.uk/Publications/2006/12/11103311/4
- http://www.academia.edu/1964385/Towards_understanding_the_factors_affecting_the_employability_of_international_graduates_the_case_of_Finland

**Abstract:** According to the Bank of Thailand, Thailand’s unemployment rate in the fourth quarter of 2012 stood low at 0.48%. In fact, Thailand is among countries with the lowest unemployment rates in the world, with unemployment rate averaging 1.66% over the period 2001-2012. Although the Thai labor market as a whole has been relatively stable and close to full employment, a closer look at the market reveals an increase in unemployment rate for college-educated workers from 1.6% in 1997 to 2.5% in 2010. As unemployment rate shows the relative success of workers in finding jobs, it may be argued that graduate employability has worsened in Thailand.
In general, “employability is defined as having the skills and abilities to find employment, remain in employment, or obtain new employment as, and when, required.” Among factors affecting employability are individuals’ employability assets, which comprise employer-relevant knowledge, skills, and attitudes. As a result, the worsening of graduate employability situation in Thailand over the years may be explainable by a mismatch between the knowledge, skills, and attitudes that college-educated workers have and what employers are looking for. To reduce this employability gap, cooperation is needed between business and higher education in Thailand. Business-University Forum of Thailand provides such needed cooperation.

Conceived in 2007, Business-University Forum of Thailand has been a platform for a close working relationship and a better understanding between businesses and universities in Thailand. Specifically, the forum aims at gearing education, research, and training at the university level towards business needs. Resulting actions such as internship programs could help students develop desired skills (i.e. providing them with problem solving experiences and the opportunity to apply classroom knowledge to real-life situations) and help set realistic expectations of students for work in the business world, making them more employable.

As Thailand is moving towards ASEAN Economic Community (AEC) by 2020 and the AEC will transform ASEAN into a region with free movement of goods, services, labor and capital, there is a need for an even closer relationship between business and higher education. In order to remain competitive and continue to grow in the face of AEC, businesses will need a boost in productivity. This may be possible, for example, via investment in human capital and research and development (R&D). Business-University Forum of Thailand could provide a means of addressing these needs.

In conclusion, Business-University Forum of Thailand can facilitate graduate employability and sustainable economic development via better cooperation between businesses and universities.

**Presenter:** Kettil Cedercreutz, Associate Professor and Director, ProPEL / Steger Student Life Center, University of Cincinnati (U.S.)

**Supporting Presenter:** Anita Todd, Associate Director, ProPEL, University of Cincinnati (U.S.)

**Title:** “Experiential Learning as a Strategic Asset at the University of Cincinnati”

**Supporting Authors:** Robert Probst, Dean, College of Design, Architecture, Art, and Planning, University of Cincinnati (U.S.); Teik, Lim, Dean, College of Engineering and Applied Science, University of Cincinnati (U.S.); Anita Todd, Associate Director, ProPEL, University of Cincinnati (U.S.)

**Abstract:** Cooperative Education was pioneered at the University of Cincinnati in 1906 by Dean Herman Schneider. Today co-op forms the core of the experiential learning know-how hosted at the University. In 2012 the University reshaped its centralized platform responsible for co-op to also include Service Learning and Academic Internships. The acronym for the Division of Professional Practice and Experiential Learning, ProPEL, symbolizes the strategic significance of the operation. The long term goal of the University is to offer Experiential Learning to all undergraduate students enrolled in the institution. The University Strategic Plan; UC2019 is continuously updated to support this long term goal. The plan builds on the university’s long tradition of high impact research combined with high quality / high volume experiential learning offerings. The presentation discusses the roster of synergistic community oriented programs, tailored at developing a symbiotic existence between the University and its environment.

**Keywords:** co-op, UC2019, strategic, plan

**Presenter:** George de Lange, Director: Centre for Engagement and Collaboration, Nelson Mandela Metropolitan University (South Africa)
**Title:** “Contextualising the importance of cooperative education and work integrated learning within a community engagement and partnership development framework of an engaged South African University”

**Abstract:** Along with teaching and learning, and research, community engagement is cast as one of the pillars of the South African Higher Education system. The transformative White Paper on Higher Education of 1997 called on all universities within the country to demonstrate social responsibility and commitment to the common good by making available expertise and infrastructure in order to be responsive and better serve their external communities and stakeholders. Universities have responded to this call by integrating and embedding engagement and service to external communities into the core functions of teaching and learning and research. The paper provides details on the important role the various forms engaged teaching and learning (work integrated, work based and experiential learning) has played in terms of university - engagement and partnership development. The paper further positions and contextualises engaged teaching and learning within the engagement conceptual framework of a comprehensive university that is extensively engaged with the communities it serves. It further provides details on the underlying philosophy and defining characteristics of the university’s approach to engagement and partnership development.

**Keywords:** partnership development, engaged teaching

**Presenter:** Hennie Fick, CEO, Harvard Skills Academy (South Africa)

**Supporting Presenter:** Oscar Motspe, Mr., Lesett Corporation: Main Presenter (South Africa); and as inductory to the subject Hennie Fick Mr. Harvard Skills Academy (South Africa)

**Supporting Author:** Mr. Oscar Motspe, CEO Lesett (South Africa)

**Title:** “A Protégé’s true life perspective on the Mentoring and Coaching process across cultural barriers in reflecting over a period of seventeen years experience of transforming attitudes and challenges”

**Abstract:** It is always easy to analyze things in retrospect, but in this case milestones became landmarks, that became foundations, each phase fueling the will power to step into the next dimension of growth and development. It is not intended to serve as any kind of recipe but rather highlight items which may serve as points for debate at the end of the presentation. In this semi-dual presentation where the protégé as successful businessman will be introduced by his mentor and then handed the platform to reflect on mentoring as a two-way process which requires respect and trust as elements to transform certain “traditional” concepts. The integration of a student into the working environment as enthusiastic volunteer, calls for a special type of energy management to which it is believed that many delegates may identify with. In this instance student life as a whole in relation to the reality that is required in the workplace will be highlighted. The aspirations and specific pitfalls that potential successful students have to overcome will be explained from the “student’s” perspective in no uncertain terms, in calling a spade a spade and provide some helpful recommendations on how to deal with all these issues. The aim is to create a better understanding of all involved in the wonderful process of teaching through other means outside the traditional formal class situation.

**Keywords:** Mentoring, Coaching

**Presenter:** Reuben Govender, Deputy Director: Quality Management, Gauteng Veterinary Services (South Africa)

**Title:** “A framework towards quality assuring workplace learning programmes”

**Abstract:** Workplace or on-the-job learning is considered an effective form of training because it facilitates the application of acquired knowledge in the workplace. It also serves to sharpen the skills of employees. In principle, the application of workplace learning is exposing employees to experienced peers who may serve as mentors, teaching less experienced employees under their supervision.
In some work settings, perfecting a specific practical skill may be developed over time. However, in other work environments decision-making based on, for example risk assessment requires experience and exposure to a variety of practical scenarios to be able to arrive at the correct or best possible decision. Regulators face this challenge when it comes to the enforcement of public and environmental health and safety legislation. This was the challenge facing the Gauteng Veterinary Services (GVS) unit in South Africa where amendments in meat safety legislation brought about a paradigm shift in enforcement strategies.

This paper presents GVS as a case study. The case study presents an approach where trainers not only help to convey vocational knowledge but also towards the development of competencies of veterinary officials through a structured process of competency evaluation, skills/knowledge gap identification and mitigation through on-going training. This paper will also review the Cedefop’s report on Learning while working: success stories on workplace learning in Europe in comparison to the case study. This is done to provide a framework towards planning for quality assurance of workplace training.

**Keywords**: competency management, on-the-job training, public health, workplace training

**Presenter**: Per Hegli, Sales and Market Manager, Addisco AS (Norway)

**Supporting Presenter**: Nina Henriksen, Managing Director, Addisco AS (Norway)

**Title**: “A model proven successful for lifelong learning The Case of Addisco, Norway: Open and distance learning for human capacity building in the industry sector”

**Abstract**: Addisco Education Company operates in the area of Life Long Learning and Open Distance Learning. Addisco’s main objective is to facilitate and maintain for each member employability. It is owned by the Union for Management and Technology. In 1992 the union reached an agreement with employers on setting up a special "fund" for financing continuing education of its members. It was envisioned that the future would be characterized by globalization and radical change in all sectors of industry. This would create new demands on the employees, who needed to continuously re-educate themselves in order to be competitive. Addisco offered the workers opportunities to acquire knowledge that either renewed their basic skills or complemented their current knowledge. One of the challenges was to arrange continuing education that was flexible enough. The members have extensive practical experience, but they lack documentation. This was a big challenge and the start of a unique piece of history in ODL and human capacity building. The goal is to improve the attractiveness (employability) in an open job market by providing the best university courses for adults. Today, Addisco offers education from vocational education to Master’s degrees. Approximately 700 persons use this service every year. Quality is measured based on whether the participant gets new more qualified job tasks, a new job after graduation or, alternatively if they feel that they acquired greater confidence in the work situation. We have identified some success variables that are critical for LLL and ODL targeting adult learners in the industry sector: 1. Acknowledge the employees’ work based knowledge. Connect theoretical understanding with the individual's experiences. Use individual counseling and group discussions. Facilitate learning by sharing each other’s experiences. 2. Take the employee's whole life situation into account. Adapt training and provide professional support structures. The individual's time for continuing education is a scarcity factor. 3. The employees should be able to use their knowledge directly in the work situation. Applied course projects have resulted in major changes of quality systems in multinational companies. Thousands of industrial workers receive continuing education through Addisco’s model for further education, which improves both life quality and business competitiveness.

**Keywords**: Employability, Life Long Learning, Educating the workforce, Learning on demand

**Presenter**: Judie Kay, Assistant Director Career Development and Employment, RMIT University (Australia)

**Supporting Author**: Leoni Russell, RMIT University (Australia)
**Title:** “WIL Leadership In Australia : An Emerging Picture in the Creative Industries”  
**Abstract:** A national project is currently underway in Australia which aims to enhance the leadership capacity and capability of experienced work integrated learning leaders from both universities and host organisations. The project is seeking to analyse organisational structures and characteristics of effective WIL leadership, identify key challenges and trial and develop a WIL specific leadership framework based on a distributed leadership model. Focus groups and interviews have been held with key WIL staff across the six universities involved and WIL leaders in host organisations across a range of industry sectors have been surveyed. This presentation will overview emerging findings from one segment of this project, the creative disciplines. A broad overview of findings to date across all discipline and industry sectors involved in the project will also be given.  
**Keywords:** work integrated learning, leadership, creative industries

**Presenter:** Karla Keating, Lecturer, Cape Peninsula University of Technology (South Africa)

**Title:** “Mentorship of work-integrated learning trainees”  
**Abstract:** Industry mentors responsible for students on work-integrated learning (WIL) programs must understand the significance of student mentorship and guidance, and the impact this can make on the trainee. A discussion of research results, conducted in Cape Town, South Africa, based on students in the field of Hospitality Management at the Cape Peninsula University of Technology, will be presented. The purpose of the presentation is to share research information and results of a study conducted at the Cape Peninsula University of Technology, which focuses on the mentorship of students on work-integrated learning programmes. This is a very relevant topic in co-operative education circles. This session ties in well with the theme of the WACE conference, as it suggests improvement of existing practices which will strengthen the quality of WIL programmes for most disciplines, thus ensuring a more successful future for all involved in WIL programmes.  
The outcome for attendees: significance and importance of mentorship; better understanding of this topic with reference to students placed in industry; the use of a mentorship plan; selecting a mentor; sharing the results of the study conducted at CPUT.  
**Keywords:** Mentorship, Cape Town Hotel School, Hospitality, Work-integrated learning

**Presenter:** Bengt Kjellén, University West (Sweden)  
**Supporting Author:** Lars Svensson, Research Director, University West (Sweden)

**Title:** “Work-Integrated Learning in the Classroom”  
**Abstract:** A central aspect when launching Work-Integrated Learning (WIL) as an educational strategy is the ability to accomplish interaction and interplay between what is learned at school and what is learned at the workplace. However, empirical studies and testimonies from students, faculty and practitioners reveal that such integration is often very difficult to achieve. There are several possible factors that could be argued to contribute to these difficulties: Firstly, a lack of career incentives for teachers to engage in pedagogical WIL-projects, secondly, a lack of economical resources, and thirdly the element of academic traditions that obstructs radical innovations with respect to instructional design.  
This text reports from an exploratory study at the department of Economy and IT at a Scandinavian University College where three different bachelor programs, in Business administration (with co-op), in Information Systems, and in Media and Design, are taught. The results are based on a two-step data collection process. The study started with a series of semi-structured interviews with eight key informants. These interviews aimed at understanding the way teachers think regarding WIL as a pedagogical strategy, and in what ways WIL affected instructional design. As a result of the interviews, a taxonomy for classroom-WIL was developed. The taxonomy consisted of the following categories: (i)
Using Practice as Inspiration, (ii) Bringing Practice to Class, (iii) Using Professional Tools, and (iv) Taking Class to Practice.

In the second phase of the study this taxonomy was used as a structure for interviews with representatives of each course given at the department (n=115). The aim of these interviews was to assess the amount of time that ideally was spent on WIL-activities on the various courses and programs. The result indicate that in average 50% of a student’s time is directed to curricular activities that can be related to WIL as a pedagogical strategy. When comparing courses on basic, intermediary and advanced level the results show a steady increase in WIL over time with an average of 50% on basic courses and 63% on advanced courses.

Furthermore, the results show that the volume of WIL-activities is significantly lower on the business administration program (where co-op is offered to the students) compared to the programs in information systems and in design and media. At present it is difficult to conclude whether these results can be related to inherent differences with respect to the nature of the content and objectives of the three educational programs, or if the co-op model is indirectly perceived as taking care of the professional/practice dimension of the business administration program. Consequently, more rigorous research that compare co-op and non co-op educations are called for. Further research will also focus on developing the taxonomy towards a framework that could guide instructional WIL-design and provide a solid theoretical foundation for discussions on issues of pedagogical progression in relation to WIL.

**Presenter:** Ndzwana Makaula, Researcher, Eastern Cape Planning Commission (South Africa)

**Title:** “Is there a sequential transition of academic application between High schools and Higher Institutions of Learning and to the Working Place?: A Case of selected Countries in SADC region”

**Abstract:** Most countries in the Southern African Development Community region have faced exceptionally high unemployment rates over the past decades. Given all strides and endeavours by various high institutions to create employment, but even qualified people do suffer. Unemployment is characterised by people with high academic background. The pestering question that remains; Is academic learning meaningfully applicable?

This present study seeks to explore challenges that are facing academic application in randomly selected countries in the SADC region. The exploration focuses on the application of academic learning from High schools to Universities and Further Education & Training (FETs) and also from Universities/FETs to the work environment.

This study makes use of qualitative research method which aims at raising an alarm about the practical concerns of people as far academic application is concerned. By interactions through information gathering from people, we investigate the extent at which students adapt with academic application in high institutions of learning. Furthermore we determine whether academic learning application in workplace takes place with ease. Eventually we discover the level at which people understand and can meaningfully apply academic learning in greater progressive structures.

One possible identification limitation of the interpretation of whether academic learning application is a major challenge is that, in principle, not all the academic attainments are hard to apply.

**Presenter:** Mosima Makola, Regional Academic Coordinator, University of South Africa (South Africa)

**Supporting Presenters:** Ms Annie Moletsane, Acting Director, Vaal University of Technology (South Africa) & Mr Esau Motaung, WIL Coordinator, Tshwane University of Technology (South Africa)

**Title:** “No State Funding for WIL? Coping mechanisms and innovations in South African Higher Education Institutions to overcome this obstacle”

**Abstract:** The issue of funding for the work integrated learning (WIL) component of learning programmes has been a hotly debated topic and a reason for concern in South African higher education institutions (technology and comprehensive). One of the reasons provided for non-funding of WIL is that
“the students are not on campus” (QUOTE) and thus are not considered to be utilizing university resources. As WIL practitioners can attest, financial and other resources are indeed required to ensure adequate monitoring, problem resolution, ongoing partnership development, assessment, feedback meetings to name a few. The lack of direct funding for WIL has negatively influenced programme design opportunities in the new (2009) ten-level national qualification framework, with WIL often not being included as an option.

The discussion paper will trace the history of WIL as practised in South Africa, with a timeline tracking the changing terminology, varied approaches to implementation a national investigation concerning WIL, the changing higher education landscape and the merger to form the new Ministry of Higher Education and Training. This will be presented against the skills development background as South Africa aims to create 3 million new jobs by 2030. Current innovations and mechanisms instituted by universities of Technology and Comprehensive Universities will be presented to highlight practices instituted to enable the cooperative education model, with its WIL component to remain viable at these institutions. The findings of a questionnaire to determine the coping mechanism of higher institutions of learning will be presented as contribution to the country’s WIL Framework.

**Keywords:** Coping mechanism, cooperative model, innovations, qualification framework, work integrated learning

**Presenter:** Nancy Marksbury, Deputy CIO, LIU Post (U.S.)

**Title:** “Gender, Culture and Communication in the Cloud”

**Abstract:** As more people communicate on the web and in the cloud, we encounter increasing levels of diversity amongst those with whom we interact. One’s assumptions about members of another group or culture impact communication and influence the potential for intergroup conflict. The objective of this study was to explore the interplay of gender and cultural differences in computer-mediated communication (CMC). Using a prisoner’s dilemma task with men and women from China and the US, eighty-one participants played an online investment game in cross-cultural dyads of mixed or same gender.

Cultural and gender pairing influences are explored. Despite the difficulties imposed by a lean media channel in CMC and by challenges of communicating in a second language, Chinese participants displayed cooperative behavior, a more positive measure of trust perception, and the linguistic support of communicative encouragement and collaborative orientation. An interesting interaction of culture and gender pairing was also noted in that Chinese participants were more effusive with members of the opposite gender, while Americans were linguistically more accommodating with partners of similar gender.

Technological developments enable connecting with others easier, and yet an increase in cultural diversity may create a greater likelihood of misunderstanding and miscommunication. Understanding how to overcome or avoid these pitfalls is important for individuals as they discuss, collaborate and take action on key business processes. These findings offer practical suggestions for enhancing the effectiveness of cross-cultural communications in an online environments, like online learning, global virtual teams, and for dialogue management models.

**Presenter:** Walter Matli, Junior Lecturer, Vaal University of Technology (South Africa)

**Supporting Presenter:** Pieter Conradie, Dr, Vaal University of Technology (South Africa)

**Title:** “The use of Social Network Applications as an Educational supporting tool at Vaal University of Technology Ekurhuleni Campus”

**Abstract:**

Background: The importance of this research is to support higher education teaching and learning by using the power of social network applications. Vaal University of Technology Ekurhuleni campus aims
to be a leading University in innovative knowledge and quality technology education. The researcher will conduct the research of using social network applications for learning. This paper will discuss the significant role of using social network applications for educational support in higher education institutions and it will discuss the current state of using some social network applications in higher education institutions.

Purpose: The purpose of this research is to determine if social network applications have a role to play for educational support in Vaal University of Technology Ekurhuleni campus. The time spent in the classroom is not enough for lecturers to address students; learning does not have to be limited to the classroom only. The significance of this study is that it should create a much greater awareness relating to the influence that social network applications can play in supporting teaching and learning in higher education.

Design and Methods: The researcher gathered data on social network applications in higher education through literature survey. Quantitative approach was taken as the major research approach to participants using semi-structured interviews with students selected from a population of 90 students enrolled for Information Technology (I.T) National Diploma bridging course namely Bootcamp programme at VUT Ekurhuleni that runs for six months.

Conclusions: Most of the students have accounts on different social network applications, it is important that we find ways of using those applications to strengthen learning. With technology rapidly changing, social networks are becoming more relevant to be used as a measure of supporting learning to the current generation of students we have in the education system.

Presenter: Keryn McDermott, Senior Lecturer, AUT University (New Zealand)
Title: “Making a Match: Achieving the Best Outcomes for Industry and Business Partners, Cooperative Education Students and AUT University”

Abstract: This paper presents the objectives, methodology and preliminary findings of a research project entitled Making a Match: Achieving the Best Outcomes for Industry and Business Partners, Cooperative Education Students and AUT University. It is a response to recent developments in the School of Social Sciences cooperative education programme regarding the increased interest from organisations in terms of a commitment to hosting cooperative education students each year. The analysis of the outcomes for students and work-based supervisors over the past two years aims to inform how cooperative education can be better framed in terms of preparation of students that meets the needs of business and industry. It also will examine the increased complexity of the addition of three new majors to the Social Sciences degree that increases the challenges of securing excellent learning opportunities in appropriate cooperative education placements.

Cole and Zegward suggest that cooperative education practitioners should “develop effective strategies to link to forces shaping the educational landscape as well as to be responsive to the human resource needs of business, industry and government” (2011, pp 1-3). Consequently, this research project includes some of the issues which remain an important focus for employers and universities. It will provide a response to the implications of New Zealand's aging workforce and the wider debate regarding graduate attributes and students' work readiness.

Keywords: cooperative education, partnerships, achieving success, graduate attributes, recruitment

Presenter: Mr. Rajendran (Trevor) Naidoo, HOD & Senior Lecturer: Department of Operations and Quality Management, Faculty of Management Sciences, Durban University of Technology (South Africa)
Secondary Presenter: Dr. Shalini Singh, Senior Lecturer: Department of Operations and Quality Management, Durban University of Technology (South Africa)
Title: “Enhanced Graduate Competencies through an Extended Industry and Academic Liaison”
Abstract: Although Work-Integrated-Learning (WIL) has been practiced in the South African higher education sector for many years, industry still perceives that students who graduate are not yet work ready. The challenge for academics is whether it is the responsibility of academia to ensure that students have the theoretical knowledge on graduation and be trained “on–the-job” or should they be work ready both in terms of practical and theory knowledge on graduation. Recent experience when teaching German students in the Baden-Württemberg district revealed that these students even though being taught in a second language were able to grasp the same theory faster that the South African student at an equivalent level.

This study aims to highlight the usefulness of the German WIL model to a South African context. The objective of the study was to: compare the experience of the SA facilitators when teaching the same content to both German and South African students at the same educational level and to determine the practicality of adopting the German model to the South African context. This study followed the theoretical and interpretivist strategy, and was stimulated by inductive reasoning by observing both South African and German students. The study was qualitative in nature and was based on the experience of two academics teaching in both countries over selected periods from 2008 to 2012. The German student cohort was from the International Business, Megatronics, Tourism and Marketing Departments whilst the South African student cohort was from the Departments of Operations, Quality and Management.

The validity of the study was established based on face-validity based on the examination of the students in both countries. The results showed German students understood the content faster than their South African counterparts. Furthermore they were able to engage on a more mature level in class discussions and theories taught were easily applied to the practicality of the industry.

The reliability of the study was based on the credibility, dependability, trustworthiness and transferability. Credibility of the study was established based on feedback to case-study questions and examinations results of both groups of students. Results were considered to be dependable, trustworthy and transferable because each group of German students reacted with the similar understanding of the content, and the high pass rate.

It was found that the German model adopted by Baden –Württemberg district specifically with the Duale-Hofschule Universities works on an extended WIL programme. The Duale Hocshule Universities host industry and matric students before the end of the students’ secondary school. Students are exposed to various industries and are later interviewed by the industry and selected based on the quality of their marks and their perceived talents and strengths. The student and the organisation then sign a contract and the student is employed by the organisation for the duration of their study. The student rotates on a 3 monthly basis between university and working in the organisation for the duration of their qualification. By comparison South African students in this study spent a total of 3 months on WIL towards the end of their qualification. Based on the experience of teaching German and South African students it was perceived that the ease with which the German students grasped theory could be attributed to their exposure to work and practice simultaneously. In a recent interview on the 11 April 2013, Doctor Blade Nzimande (Minister of Higher Education-South Africa) on national television indicated that South Africa needs to have a closer relationship between industry and academia, and use a more intense WIL programme to better skill our graduates for industry. Perhaps the German model could serve the South African needs.

Keywords: Work Integrated Learning; German WIL Model; South African WIL Model; Minister of Higher Education – South Africa; Graduate competency.

Presenter: Fundiswa Nofemela, Manager, Cape Peninsula University of Technology (South Africa)
Title: “Evaluating the success and value of a mentoring and coaching course for workplace supervisors”
Abstract: A successful co-operative education placement entails mentoring and coaching of the student. This responsibility is often taken on by the student's workplace supervisor who may not be trained in mentorship and coaching. It therefore goes without saying that this supervisor may not have the necessary skills to give constructive feedback to enhance the students' learning. To this end a mentoring and coaching course was offered to nine workplace supervisors in order to equip them with these skills. This paper seeks to evaluate the overall experiences of the participants. Further, to assess the extent to which they have successfully implemented the lessons learnt as well as the potential future value of such a course to the co-operative education programme.

Keywords: Mentoring, Coaching, experiential learning, workplace

Presenter: Renitha Rampersad, Associate Professor, Durban University of Technology (South Africa)

Title: “Critical reflection in work-integrated learning: A public relations perspective”

Abstract: This paper reports on findings of a research study on how public relations students critically reflect on their engaged activity during work-integrated learning (WIL). The paper examines public relations students’ perceived responses to their work integrated learning programme through a qualitative approach. Themes reported in this paper assess student’s reflection on the opportunities and challenges of the programme, reflection on their personal and professional growth and an inculcation of development of responsibility in the workplace.

The author concludes that such reflections give the programme the power to keep in tune with current workplace practices and student perceptions. Critical reflection is highly valuable to the contribution of a successful WIL programme.

Keywords: reflective learning, work-integrated learning, perceptions, responsibility, development

Presenter: Dr. Veena P. Rawjee, HOD & Senior Lecturer: Department of Public Relations Management, Faculty of Management Sciences, Durban University of Technology (South Africa)

Secondary Presenter: Dr Paulene Naidoo, Senior Lecturer: Department of Public Relations Management, Durban University of Technology (South Africa)

Title: “Perspectives on work-integrated learning and HIV/AIDS in the workplace”

Abstract: The overall aim of work integrated learning (WIL) is to enable students to shift easily into their chosen profession upon graduation. WIL therefore lends value to the learning process and this has resulted in it becoming far more strategic and important within Universities of Technology (UoT’s) in South Africa. Based on informal discussions with students, it was found that students entering the workplace are however only afforded access to particular kinds of workplace experiences and possibly not those that are sufficient for the development of comprehensive workplace knowledge. One area that needs to be advanced is the issue of the work integrated learning student dealing with HIV and AIDS in the workplace. Employee orientation generally assists with helping to bridge the gap by providing information on policies and procedures. However, do students undergo workplace orientation? More specifically does the orientation programme address the issue of HIV/AIDS in the workplace? A study was therefore conducted to establish if orientation was in fact carried out amongst students entering the workplace to complete work integrated learning. The study further probed if students were adequately prepared to deal with HIV/AIDS issues during work placement. It also set out to ascertain what could be done by the academic institution to assist in better preparing them to deal with HIV and AIDS in the workplace. The study was conducted amongst final year public relations students who were completing their six months of compulsory work-integrated learning in 2011. The main data collection instrument was a self-administered questionnaire, which was designed to seek opinions, expectations and suggestions about student preparation relating to HIV and AIDS in the workplace. Findings reflected that most students did not go through a formal orientation process. Further findings also indicate that students were inadequately equipped to deal with HIV and AIDs in the workplace.
**Presenter:** Ronel Rizzo, Senior Manager: Graduate & Student Placement, Nelson Mandela Metropolitan University (South Africa)

**Title:** “A Case Study of an Experiential Learning and a Graduate Placement Partnership between the South African Automotive Industry Development Centre (AIDC) and the Nelson Mandela Metropolitan University (NMMU)”

**Abstract:** The paper provides details of an experiential learning and graduate placement partnership aimed specifically at the development of skills of young engineers entering the automotive industry in the Eastern Cape Province, which is the hub of the automotive and automotive component manufacturers in South Africa. The partnership started in 2005 and has evolved and grown in complexity. It includes programmes aimed at recruiting high school pupils into engineering disciplines, winter schools, the provision of bursaries, experiential learning and graduate in training opportunities for students in the automotive industry. The current focus of the programme is to develop skills of young engineers to ensure that they are equipped with the necessary skills required to add value to the sector. The students involved are enrolled in electrical, mechanical, industrial and mechatronic engineering. The paper falls within the employability, workforce development, application of academic knowledge, work-readiness and professional development themes of the conference.

**Presenter:** Kristina Sandstrom, Head of Division, Department of Engineering, University West (Sweden)

**Title:** “Integrating work experience with learning objectives in the context of quality enhancement - new initiatives on Co-op at University West”

**Abstract:** At University West new initiatives are taken to design and establish a high quality model for all Co-op Engineering Programs. This is due to new demands from the Swedish Higher Education Authority (SHEA) as well as the necessity to guarantee quality also in periods of recession. The objective is also to increase clearness in communication with students, within the university as well as between the university and the community. In this context it’s needed to understand the link between quality achievements and Co-op as a process of learning, where the faculty is the key component. No academic credits are given for work periods. Instead Co-op is regulated through the local degree ordinance and programme syllabus. Great responsibility for the integration of work experiences is given to faculty. With this in mind there’s a need to clarify how our Co-op model can meet the requirements given by SHEA in the new Quality Assurance System, according to which all universities have to ensure that the students will be able to meet all defined degree objectives.

The recession has made that we no longer can offer all students a Co-op placement. So the model also addresses how the Co-op students’ experiences can benefit those students not participating in Co-op. The model that will be presented is aiming to strengthen the integration between the students work experience and their theoretical studies. This is done by developing learning outcomes for Co-op, which is directly related to the degree objectives. The learning outcomes will be the basis for designing course syllabus, assessments, etc.

**Presenter:** Mohlaume Segooa, Regional Academic Coordinator, University of South Africa (South Africa)

**Title:** “A Reflective Analysis of the Students on non Technical Skills Acquired When placed in Companies”

**Abstract:** The paper reflects on non-technical skills that the students acquired when they did their Experiential Training. It also touches on the revelation of students on self-knowledge and student’s development plan. Further, it reflects on Open Distance Learning (ODL) and challenges of Cooperative Education in this environment (ODL). The Study will only limit itself to Agriculture students. In their curriculum, they have three (3) subjects which require Cooperation Education. There are two (2) subjects in their second year and one (1) in their third year. Students and mentors confirm that, it is not
easy to become a farmer, you need dedication, hard-work, love (of what you are doing), and life-long learning.

The paper will also investigate the following:
2. Challenges of payment and non-payment of student.
3. Company and students benefits.
4. Frustrations and Advantages of Open Distance Education Students.

All mentioned above also relates to non-technical skills acquired by students when faced with above situations.

**Presenter:** Sadi Seyama, Lecturer, University of Johannesburg (South Africa)

**Title:** “The Help is Helpful: Somatology Students’ Reflections on Work Integrated Learning”

**Abstract:** Producing work-ready graduates has become one of the most significant and urgent mandates of South African higher education institutions due to the declining economic indicators and concerns about inexperienced graduates. Since, somatology is an inherently vocational programme, the learning modules in which knowledge and skills are acquired during lectures and practical sessions, should be complemented with a well-structured authentic learning within work-based contexts.

This qualitative paper explores somatology students’ experiences and perceptions regarding the impact of work integrated learning (WIL) in equipping them with the requisite industry competencies to render them employable and enable them to add value in their jobs. To this end, a case study was conducted using interview focus groups of second and third year students.

Students reported varying positive and negative implementation practices of WIL within the institution (in-house) and in industry. The students' perception is that WIL in both environments facilitates transferability of learning into work-contexts. They consider in-industry training as more pressurised, owing to the demands to meet employer and client expectations. These exigencies of the workplace enable students to reassess their knowledge and skills; whereas, in-house WIL is more relaxed, providing adequate supervision. The noted inadequate students' supervision in industry and lack of collaborative-partnership agreements between the institution and industry may, however, lead one to question the extent to which the somatology department at the institution can authenticate students’ learning in work contexts.

**Keywords:** Somatology, WIL, Industry competencies, Supervision, Collaborative partnerships

**Presenter:** Johan Steyn, Co-operative Education Co-ordinator, Nelson Mandela Metropolitan University (South Africa)

**Supporting Presenter:** Prof. George de Lange, Nelson Mandel Metropolitan University (South Africa)

**Title:** “An Innovative Partnership and Best Practice Model for Work Integrated Education : A Case - Study of a Four Year Partnership between the Nelson Mandel Metropolitan University and Cheshire Home for persons living with disabilities”

**Abstract:** The paper provides detail an integrated education partnership that has been formalised by means of a service level agreement between the NMMU and the Cheshire Home for persons living with disabilities. Through this partnership between 90 - 120 experiential leaarning opportunities are provided to under-graduate and post-graduate students on an annual basis in 15 different fields of study. In addition to this curriculum- based volunteerism opportunities are provided to 60 students per year. In order to manage these large numbers formalised procedures in terms of student placement, orientation of student working with people with disabilities as well as monitoring of students and final reporting by the home have been implemented. The paper falls within the innovation, community development and application of academic themes of the conference. The presenter of the paper is a previous resident of Cheshire Home.
Presenter: John Tessier, Lecturer, University of Newcastle (Australia)

Title: "Flexibility in Professional Placement of Australian Diagnostic Radiographers"

Abstract:

Purpose

Increased student intake in recent years due to workforce demand has necessitated use of placement sites at great distances from the University site. This has resulted in reduced opportunity for students to obtain individually preferred placements and may possibly have affected student clinical performance. The aim of this research is to evaluate an alternative method of professional placement targeting increased flexibility in delivery.

Method

Cyclical implementation and evaluation of changes has influenced the undergraduate program at the University of Newcastle. With universities utilising clinical sites throughout Australia any improvements are advantageous to the profession of radiography through the training of its future members. Questionnaires, focus groups and semi-structured interviews have been designed, implemented and evaluated to obtain input from students and supervising radiographers involved in the professional placement element of the program.

Results

The implementation of part time placements has resulted in benefits to both students and supervising radiographers. Increased choices for students has resulted in placement performance unimpeached by factors such as financial and personal limitations. Creation of placement formats suitable to a variety of workplace designs has assisted in maintaining the involvement of sites, their feedback central to the continuation of part time placement formats.

Conclusion

By increasing flexibility for placement sites and reducing inhibitors to student performance high standards of professional placement have been maintained during a time period in which substantial increases in student numbers have occurred.

Keywords: Professional placement, Medical Imaging, Diagnostic Radiography

Presenter: Franziska Trede, Deputy Director, Charles Sturt University (Australia)

Supporting Author: Celina McEwen, Research Fellow PhD, Charles Sturt University

Title: "WIL it help?: The potential roles of WIL in first year undergraduate courses"

Abstract: WIL is increasingly promoted as an answer to universities’ need to address the economic imperative to contribute to the skilled workforce and graduate employability as well as to engage students from diverse backgrounds. To this end WIL enjoys prime attention in undergraduate courses, but mostly in the final years. Based on a study of WIL in undergraduate courses, we found that few university courses offered WIL in the first year. Little attention has been paid to the role of WIL in the first year of undergraduate study.

With this paper, we present findings from a study which investigated the potential roles of WIL in the first year. We conducted a qualitative study within a regional Australian university using a survey and follow-up semi-structured interviews with first year students who had experienced WIL. Some of the findings indicated that WIL is used as final preparation for work rather than as practice-based pedagogy embedded throughout the curriculum. The student data revealed that there is overwhelming support for WIL in the first year. 90% of surveyed students stated that WIL helped them understand their future profession better and that they would recommend WIL to prospective students. Although interviews revealed negative experiences in WIL, students considered it as one of the key experiences that kept
them enrolled and motivated in the first year. In this paper, we will also examine the implications for developing undergraduate courses were WIL pedagogy is embedded from the first year.

**Keywords:** first year students, WIL in first year undergraduate courses, WIL curriculum

**Presenter:** Belinda van der Merwe, Lecturer, Central University of Technology (South Africa)

**Title:** “Workplace and lecture hall synergy”

**Abstract:**

Introduction
The Exit-Level Outcomes for the radiography qualification describes the foundational, practical and reflexive competencies which students should have achieved at the end of their training. The assessment criteria for these outcomes guide the learning activities and assessment in the lecture room. These outcomes should furthermore be validated in the workplace because the practical competencies are influenced not only by sound theoretical knowledge but also by quality mentoring in the workplace. Assessment during workplace learning is an essential tool to ensure continuous feedback to the student regarding strengths and weaknesses as well as the targeting of areas for improvement. Assessment documentation tools should be developed by the educational institution to keep track of student competency in the workplace.

**Method**
This presentation comments briefly on and provides guidelines on the processes and important considerations to ensure that workplace learning is properly implemented and monitored to ensure synergy between the lecture hall and the workplace. The presenter will thus discuss the development of innovative learning practices as it is currently utilized in the Radiography programme at the CUT. The radiography students at CUT are doing workplace learning in the clinical settings at 8 different radiology practices.

**Results**
At the CUT the workplace assessment mark is calculated by input from a team: -the employer, -the clinical lecturer and the Work-Integrated-learning coordinator observing the students unannounced while in the workplace.

This combined assessment aims to assess a student’s performance effectively by eliminating isolated incidences and bias. The attitude of the assessor in the workplace is of utmost importance and they must be trained to embrace the skill of maintaining a balance between discipline and flexibility. Most importantly, the student should always feel secure since the ultimate goal of formative assessment should be to assist, motivate and encourage the student.

**Conclusion**
The radiography programme at the CUT sets standards to ensure that the workplace learning -as part of Work-Integrated learning- takes place in an environment that lend itself to provide opportunity to the student to achieve the required criteria in the shortest time possible. This can be achieved by implementing checklists to determine compliance.

**Keywords:** quality mentoring, workplace ready

**Presenter:** Marius Wait, Deputy-HOD, University of Johannesburg (South Africa)

**Title:** “The influence of students’ perceptions when selecting a company in the DSA-UJ project”

**Abstract:** The purpose of this paper is to explore how students’ perceptions influence their choice of direct selling companies participating in the DSA-UJ Project. The University of Johannesburg (UJ) introduced an internationally award winning WIL (Work Integrated Learning) Project in 2002 as part of the curriculum for the National Diploma in Marketing, with the Direct Selling Association (DSA) as industry partner. The DSA has 43 direct selling companies as part of the association. In the UJ-DSA practical sales project, students registered for Personal Selling and Sales Management modules and are
required to select a company to work with in order to achieve a set sales target in the beginning of the year during an expo at UJ. This paper aims to explore the perceptions of students when selecting a participating DSA company and compare this to their actual success rate after completion of the project. An ethnographic research design was followed and a qualitative methodology was applied using a grounded theory approach.

**Keywords:** Practical Sales, WIL, DSA

**Presenter:** Neil I. Ward, Chair of Professional Training and Careers Committee, University of Surrey (UK)

**Title:** “University of Surrey (UK) Academic Assessment of Professional Training (Work Integrated Learning) Programme”

**Abstract:** The University of Surrey (UK) has a well established work integrated learning of Professional Training (PT) programme based on a 12 month work placement in a professional environment which is offered to all undergraduate students studying on degree programmes in the four facilities. The placement is taken during the third year of a four year degree framework and for 2012-13 this involved more than 1050 students on both UK and international placements. In 2011 the University adopted a 15 credit modular framework for all UG academic levels, with a new regulation for module requirements as part of academic progression from year 2 (HE5) to level P, and level P to year 3 (HE6 or 7, depending on whether a BSc or Masters degree). The new academic framework consists of three units of assessment; pre-placement Personal and Professional Development (45 credits), Evaluation of Placement Learning (60 credits) and Transfer of Placement Learning (15 credits). Each unit has its own learning outcomes and the modes of assessment vary to match the requirements of individual degree programmes (as would be expected for example within the requirements for sociology, politics, chemistry and civil engineering, etc). This paper will provide details on the overall framework, the new academic progression requirements and variations in assessment between 12 month work, 6 month work-study placements.

**Keywords:** academic assessment of WIL, Professional Training, Academic progression to/from WIL

**Presenter:** Denise Wood, Associate Head of School: Teaching and Learning and Extraordinary Professor Faculty of Education, University of the Western Cape (South Africa) / University of South Australia (Australia)

**Title:** “A framework for guiding the design, development and implementation of work integrated learning through authentic activities embedded across the undergraduate curriculum”

**Abstract:** Work integrated learning (WIL) refers to a series of “approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum” (Patrick, Paech & Pocknee, 2009). The embedding of WIL within the curriculum is founded on the principles of situated learning (Brown, Collins, and Duguid, 1989) and derives from a commitment to providing authentic learning opportunities “in contexts that reflect the way the knowledge will be useful in real life” (Collins, 1988, p. 2). There are many different approaches to embedding WIL within the undergraduate curriculum, including authentic activities undertaken through practice-based learning, service learning through community based projects and placements or internships in industry. This paper presents a framework for the design, development and implementation of WIL in the curriculum designed to scaffold students through introductory, developed and advanced courses in an undergraduate program. The framework incorporates the nine elements of authentic learning outlined by Herrington, Reeves & Oliver (2010) and draws on case studies of the integration of WIL at three different levels within a media arts program offered at the University of South Australia through a service learning initiative undertaken in partnership with the South Australian Government, Office for Volunteers. The authentic learning activities undertaken by students will be outlined within the context of the WIL framework and the benefits for stakeholders (students, community organisations and the Office for Volunteers) as well as
challenges in the implementation within an undergraduate program will be discussed. The conclusion will explore the potential of the framework for use in other contexts and the opportunities for further research.

**Keywords:** service learning, authentic learning, experiential learning, student engagement, community engagement

**Presenter:** Christine Yap, Lecturer, The University of Newcastle (Australia)

**Title:** “Managing Expectations: Challenges of WIL from student and workplace supervisor perspectives”

**Abstract:** Work integrated learning (WIL), in the form of placements, is increasingly important for universities as they seek to compete for students, meet the demands of employers for work-ready graduates and engage with the community. The benefits of WIL are well-documented – it provides a powerful learning tool for students as they put into practice what they have learned in the classroom while being mentored on the job by professional practitioners in their major field of study. However, less attention has been given to the challenges faced by the key stakeholders. This paper reports on the experiences of students undertaking a Business course, which provided them with an opportunity to complete curriculum aligned work integrated learning projects supplied by the local business community. Completing a project alongside professionals, students had the opportunity to not only gain industry experience and insight, but also establish links within the business community and a network that will advantage them when seeking future employment. Interviews with workplace supervisors and students identified several challenges which will need to be addressed if WIL is to be made available to a greater number of Business students. The key issue concerned the conflicting expectations among stakeholders. Other issues raised included the challenges of providing meaningful placement projects; of making WIL available to low-achieving students without disenfranchising local firms; of maintaining ongoing communication between stakeholders; and of managing competing demands and resultant workload issues.
POSTER SESSIONS

Presenter: Kavita Asiwal, Student, National Institute of Technology Karnataka, Surathkal (India)
Title: “Analysis of Academic Research Networks to find Collaboration Partners”
Supporting Authors: Bharath Kumar, Student, NITK Surathkal/Surabhi Kanaujia, Student, NITK Surathkal/ Harish Takle, Student, NITK Surathkal/ Dr. G Ram Mohana Reddy, Professor, NITK Surathkal
Abstract: Academic research network is a specification of a social network with the elements of the network being researchers. Social network analysis has been widely used for decades to find patterns in the behaviour of people and the relationships that exist between people in a network. Researchers have been collaborating for centuries with the aim of improving the quality of research, to broaden the scope of problems that they tackle, to speed up production, diffuse knowledge across authors and to help train new scientists. In this paper, we explain how social network analysis can be used to help researchers in finding suitable collaboration partners with whom they have not collaborated in past but can consider the opportunity in future to improve the quality of their research output.
Keywords: Academic Research Network, Social Network Analysis, Collaboration, knowledge

Presenter: Priscilla Manzini, Information Co-ordinator, Vaal University of Technology (South Africa)
Title: “AN INVESTIGATION OF THE FUTURE WORKFORCE OF THE VAAL UNIVERSITY OF TECHNOLOGY(VUT) STUDENTS LOOKING AT WORK- READINESS AND PROFESSIONAL DEVELOPMENT”
Abstract: The purpose of this study is to explore the future workforce of Vaal University of Technology (VUT) students in relation to work-readiness and professional development. The investigation of the effectiveness of future workforce is crucial for the Vaal University of Technology (VUT).
The first challenge of the Vaal University of Technology (VUT) in relations to the future workforce is the assessment of the work-readiness of work integrated learning students before they go to industry for their training.
The second challenge is the assessment of professional development of work integrated learning students before they enter the world of work.
An expected outcome of a University of Technology for this research is to have students who are well equipped as a future workforce.

Presenter: Annie Moletsane, Acting Director: Co-operative Education, Vaal University of Technology (South Africa)
Title: “Promoting the growth of Universities of Technology System that is responsive to industry needs: A case in Vaal University of Technology”
Abstract: Universities students in South Africa are facing an evermore challenging work of work than the past. The needs of industries are changing fast. The demand of cross-cultural are high and competition comes everywhere.
According to the National Skills Development Strategy III (2011-2016) South Africa is challenged by low productivity in the work place as well as slow transformation of the labour market and the lack of mobility of the workforce.
It is widely accepted that WIL opportunities have value and is needed in the Universities of Technology as is a compulsory component in most disciplines. Therefore the purpose of this poster is to investigate whether Universities systems in South Africa are promoting the growth that is responsive to industry needs with regard to work readiness, skills growth and life skills, particularly Vaal University of Technology.
Keywords: work readiness, Employability, Life Skills, Skills Development

Presenter: Pieter v/dWesthuizen, WIL Co-ordinator, University of Johannesburg (South Africa)
Supporting Presenter: Dr. Hema Kesa, School of Tourism and Hospitality, University of Johannesburg (South Africa)

Title: “Work Integrated Learning in Higher Education: Partnerships, A Continuing Evolution”

Abstract: Career development refers to the career outcomes for individuals and organizations, and encompasses important issues such as economics, job transitions, mobility, career withdrawal, career compromise and career stages (Riley and Ladkin, 1994).

It has been suggested that a paradigm shift is occurring in higher education in response to the realization that traditional teaching approaches are not adequately equipping students with the range of theoretical and technical skills required for the workforce. Saunders (1997) describes the shift in terms of a move from an “instruction paradigm” to a “learning paradigm,” or a teaching to learning approach. The instruction paradigm views lecturers as deliverers of content knowledge and students as passive recipients of knowledge, while the learning paradigm suggests that instructors in industry should be designers of a learning environment in which students are active participants in the learning process. This paradigm shift is particularly evident with the increasing popularity and application of WIL theory in vocationally orientated tertiary courses (Bobbitt et al, 2000). At its most simplistic, it can be described as learning with hoops to jump through and which to avoid (Lundberg and Young, 1997).

The aim of this paper is to examine the use of Work Integrated Learning (WIL) in higher education and identify the role industry plays in the need for educated workers and citizens who can meet the challenges of a new world economy. The outcomes of the survey will clearly indicate that a negative WIL experience will effect the students decision to stay on in the Hospitality field.

WIL allows students to acquire essential practical skills through exposure to the real world. Industry has always been the strong link in this necessary and appropriate instructional component of higher education.

A qualitative approach was used in this study on a sample of second level students who participated in a WIL programme at one specific service provider. WIL education in the context of this paper is defined as a unique form of education, which integrates classroom study with, planned, and supervised WIL in the private and public sector (Arnold and Nicholson, 1991; Andrisari and Nestle, 1976). This study was conducted by second year students, (73) finishing a 6 months WIL component in industry.

The implications of these findings for career development are discussed. In recent years, there has been an increase in research that examines careers and career development in the hospitality industry (Guerrier, 1987; Riley and Turam, 1989; Baum, 1989; Williams and Hunter, 1992; Antil, 1984; Ross, 1995). Some of this research has focused on issues relating to career paths and career development (Riley and Ladkin, 1984; Ladkin and Riley, 1996). A key issue in this research has been to attempt to determine the various factors which influence length and development. This research aims to build on this and explore the student perceptions.

Richard Koonce once made the following statement, “Jobs do have life spans. And what attracted you to a job in the past may not light your fire today.” There is little doubt that careers are subject worthy of research. Career patterns vary between individuals, occupations and societies, and are a function of structural opportunity and individual choice (Arthur, et al., 1989). One of the areas of career theory most widely researched is that relating to career development (Arnold et al. 1991; Chartrand and Camp, 1991).

Keywords: Work experience, Students, WIL, Career development, Education
**REFEREED PAPERS**

**Presenter**: Hanifa Abdullah, Lecturer, University of South Africa (South Africa)  
**Supporting Author**: Jabu Saul Mtsweni, Dr, University of South Africa (South Africa)  
**Title**: “A model for Work Integrated Learning (WIL) in an Open Distance Learning (ODL) environment”  
**Abstract**: The University of South Africa (UNISA) is the largest open distance learning (ODL) institution in Africa and has six prestigious colleges offering a wide range of high quality academic and vocational programmes. The focus of this paper is on the School of Computing within the College of Science, Engineering and Technology (CSET).  
The objective of Computing at UNISA is to prepare students to be successful in a computing-related profession. To accomplish this, the structured theoretical education as offered by the university and the Work Integrated Learning (WIL) component as offered by the employer must form the foundation of a well-designed co-operative education model. This model will foster opportunities for students to apply the academic knowledge received at the university to real-life problems in industry.  
Unfortunately, due to the distance teaching mode, face-to-face contact between academic staff and students is limited and thus the involvement of industry is also largely absent. An opportunity in the School of Computing to expose students to the community and industry is through community engagement initiatives whereby the expertise of the institution can be applied to address issues relevant to the community and industry.  
To establish an environment that supports the development of socially responsive and proficient students through work-integrated learning based on partnerships with industry and the community, this paper proposes the harmonisation of the fields of WIL and community engagement. This paper proposes a model based on the hackathon community engagement project within the School of Computing. The aim of this model is to strengthen partnerships with industry and the community to create an environment of socially responsive and employable graduates.

**Presenter**: Hartini Ahmad, Director, Universiti Utara Malaysia (Malaysia)  
**Supporting Presenters**: Shamsuddin Baharin, Prof., Ministry of Higher Education (Malaysia) & Nor Idayu Mahat, Dr., Centre for University-Industry Collaboration, Universiti Utara Malaysia (Malaysia)  
**Title**: “Innovative Cooperative and Work-Integrated Education (CWIE): Corporate Social Responsibility for Economic Sustainability”  
**Abstract**: Corporate Social Responsibility (CSR) is the commitment of business to contribute economic development by working with employees, their families, the local community and society at large in order to improve their quality of life. The aim of this study is to assess the Innovative Cooperative and Work-Integrated Education (CWIE) in the CSR project for SMEs’ performance sustainability and to identify the main barriers found in CWIE-CSM project. A triangulated case-study on the CWIE-CSM was conducted. In-depth interviews with the project champions were made, which was structured in three blocks that corresponded to three task groups in order to gauge the performance and main barriers in the implementation. In addition, a survey to the students and interns involved was made in order to assess the performance of the project. It was found, the CWIE-CSM is the modus operandi and catalyst for the wave of paradigm shift in the efforts. Furthermore, the findings showed that the project is carried-out to ensure the economic sustainability, which is a pattern of growth in utilising the resources while nurturing the economy in order to meet both company and Small and Medium Enterprises’ (SMEs) interest for a long-term. It is also to augment the hands-on of the real project among the students and interns who involved in the project. The paper describes an unprecedented empirical study in terms of CWIE-CSM project performance and barriers to overcome in order to implement the model. The model is beneficial to be adopted by many businesses to gallop into a global recognition for a CSR excellence of distinction with sustainability.
**Presenter:** Kate Andre, Associate Professor of Nursing Education, Edith Cowan University (Australia)

**Supporting Presenters:** Bev Ewens, Postgraduate Course Coordinator, Edith Cowan University (Australia) & Fiona Foxall, Undergraduate Course Coordinator, Edith Cowan University (Australia)

**Title:** “Work Integrated Learning: a whole of curriculum approach”

**Abstract:** The School of Nursing and Midwifery at Edith Cowan University, Western Australia is currently developing an innovative work integrated learning masters program to service the needs of students and industry. As this paper details, the program is aimed at Registered Nurses and Midwives to support and develop the skills to conceptualise and implement a work integrated program of study, the products of which are then used as recognised assessment items. Early units of study provide the students with the foundational skills and conceptual understanding required to implement a series of projects and work based activities developed in association with industry and the University. Importantly, central to this program is the requirement for students to map their program of learning against essential and desirable criteria, congruent with an ability to frame an argument of competence, substantiated by quality evidence. During the course, students undertake a series of “traditionally taught” units that are designed to support entry into clinical specialty practice areas. The largest proportion of units however, will support students to undertake project activities that address the needs of their employer, whilst also contributing to a portfolio of evidence required as part of the master’s award. The program’s philosophy is underpinned by a trilateral relationship between the student, industry and the University. The relationship developed through the implementation of the program enables capacity building, both for the student and for industry through the provision of advanced practitioners who align with the local and strategic goals of their organisation.

**Keywords:** Work-integrated learning, Master of Healthcare Studies, Nursing, Midwifery

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**Presenter:** Dalien Rene Benecke, Senior Lecturer and Curriculum Chair, University of Johannesburg (South Africa)

**Title:** “Professional development through a student association: Case of Student Public Relations Association (SPRA) at University of Johannesburg”

**Abstract:** Student associations are traditionally established to enrich student life with the aim to enhance academic, political, social or religious interests of students (UJ website, 2013). Most institutions of higher learning both locally and internationally have a wide variety of student organizations as part of their structures with the aim to complement formal academic curricula with “real hands on” experiences. These activities may include volunteering for a charity, developing projects or campaigns for not for profit organizations (NPO) or helping their academic institutions to build its reputation in a specific community. Exploring how academic objectives and experiential learning practices may form part of student association activities will be the focus of this paper.

The Student Public Relations Association (SPRA) at the University of Johannesburg was established in 2012 with the required minimum of 30 members and the constitutional aim being to provide registered Public Relations students with opportunities to develop their public relations skills through their involvement in industry related community projects and Public Relations and Communication organisations (SPRA Constitution, 2012).

The paper will explore the opportunities available to students and academics to integrate academic outcomes and experiential learning activities within a student association in order to develop the professionalism of our Public Relations students. A survey will be conducted with various SPRA executive members in exploring the impact their involvement with this student association had on their professional development.

**Keywords:** Professional development, Student Association, Public Relations, Experiential learning, Academic learning outcomes
Presenter: Melody Brauns, Lecturer, Durban University of Technology (South Africa)

Title: “EMPLOYABILITY OF GRADUATES THROUGH WORK INTEGRATED LEARNING”

Abstract: Are South African graduates capable of performing job related tasks and assuming work responsibilities? A straightforward question that perhaps has complex answers. O’Neil (1997) observes that numerous tertiary graduates lack the required knowledge, skill and experience to be productive members of a workforce where the spotlight is on high performance jobs. This deficiency adversely affects the workplace as employers are finding it difficult to obtain potential employees with the appropriate expertise, to make significant contributions in an extremely competitive business environment.

Graduates essentially lack experience of the workplace. Their training has not been sufficiently relevant to the requirements of organisations. For graduates to withstand the highly competitive world of work, organisations in various industries have resorted to on-the-job training. Weddle (2010) develops this point by observing that employers in the past were prepared to hire graduates who had modest skills and train them to perform a job. Today, however they seek to employ graduates who have all of the skills to do a job and to use those skills effectively in the workplace.

Students commence their studies with the expectation that a higher education qualification would improve their chances of finding a job. This is a reasonable expectation, given that labour demand is shifting to higher skilled workers and professionals. Yet, a growing number of studies indicate that the process of finding a job for some graduates is not so easy.

Keywords: Employability, Graduates, Skills, Work readiness

Presenter: John Brinkman, Dean of sciences & Social Sciences, Liverpool Hope University (UK)

Title: “WORKFORCE LEARNING IN SMALL TO MEDIUM ENTERPRISES”

Abstract: At a simply understood level management means to manage. This understanding though is difficult to understand fully unless the context is explained. For example, managing the country is different to managing a hospital ward, which in turn is different to managing a small manufacturing company of 3 employees. This basic point is often overlooked and consequently the numerous management books devoted to management, with the ultimate goal being how to become a good manager do not seem to be making the impact intended. This immediately gives one fundamental issue with management, there are numerous articles and books on management with no hard evidence that as a society we fully understand what particular aspects of management we value.

For small to medium enterprises (SMEs), who generally do not have the resources, money or time, for training and investment for anything they do not view as having an immediate benefit, the vast array of literature upon which management approaches to take compounds the problem. SMEs, due to their size and structure, also generally have nobody within the business with whom to benchmark management in their context. This is a significant disadvantage. Large organizations recognize management within their particular context, hence employees can identify management, good or bad, within this structure which are appropriate to their situation.

The importance of SMEs to the economy is not in doubt and this paper considers what it is that academia needs to do to provide SMEs appropriate support and training that is beneficial.

Keywords: Management, Training, SMEs

Presenter: David Devins, Principal Research Fellow, Leeds Metropolitan University (UK)

Title: “Work Based Learning as an Integrated Higher Education Curriculum in Europe”

Abstract: This paper draws on research funded by the European Union Lifelong Learning (ERASMUS) programme to improve accredited higher education provision of work based learning through the
development and implementation of an integrated curriculum which matches the planning and delivery of learner experiences with employer and labour market needs.

The European Strategy 2020 sees high quality education and training systems which respond to the labour market needs of today and tomorrow as critical to making a successful transition towards a more competitive, sustainable and inclusive society. Work-based Learning as an Integrated Curriculum (WBLIC) directly supports this vision, improving the employability of people seeking to enter, adapt and progress in a changing labour market whilst at the same time developing the higher level skills that are often viewed as a key driver of current and future prosperity.

This paper draws on a review of the literature to identify the characteristics of an integrated curriculum and its role in encouraging more learner-centred approaches to education. It develops a framework for researching the development and implementation of an integrated curriculum and applies this framework to a small number of case studies. The case studies draw on primary data collected from a range of stakeholders including employers, tutors, learners and other institutional stakeholders along with a variety of secondary information to identify the key internal and external factors which support the successful development of an integrated curriculum. Subsequent analysis of the primary and secondary data seeks to identify principles of good practice which may be applied to the development of an integrated curriculum in a variety of national contexts.

**Keywords**: Integrated curriculum, Work based learning, Employer engagement, Case studies, Good practice

**Presenter**: Louise Dunn, Director Industry Liaison, Senior Lecturer, Swinburne University of Technology (Australia)

**Supporting Authors**: Karen Farquharson, Associate Professor, Swinburne University of Technology (Australia); Llewellyn Mann, Dr, Swinburne University of Technology (Australia); Diana Bossio, Dr, Swinburne University of Technology (Australia)

**Title**: “Theoretical approaches to research in cooperative education and WIL, making the assumptions clear”

**Abstract**: Credible research into cooperative education (co-op) and work integrated learning (WIL) programs is considered a priority, not only as a means to maintain the currency of understanding regarding student learning but necessary to justify and legitimize co-op placements and WIL programs as sound educational strategy. However, it has been suggested that those conducting research in this field do not always clearly articulate the theoretical framework, approach or overall assumptions of the research being undertaken. Although the reasons for this are not clear, articulating the theoretical approach, including the assumptions, is important not only to assist with the selection of an appropriate research strategy, but necessary as a convincing basis for the acceptance of the trustworthiness of the knowledge gathered from the study.

This paper aims to address this issue by exploring the differing terminology and definitions used by researchers and scholars to describe how knowledge is created and what counts as valid knowledge from different perspectives.

Terms such as epistemology, ontology, axiology, dualism and non-dualism will be discussed including how these concepts influence the key assumptions underpinning the research and selection of a research framework. In doing so it is anticipated this paper will assist researchers, particularly those new to the field of co-op and WIL, with a better understanding of how to clearly articulate and justify the adoption of a research strategy based on the key assumptions, thus increasing the trustworthiness of research in cooperative education and work integrated learning.

**Keywords**: Research, Framework, Epistemology, Theoretical, Work Integrated Learning
Presenter: Nombeko Dwesini, Senior Coordinator: Work-Integrated Learning, Walter Sisulu University (South Africa)
Supporting Presenter: Mzolisi Payi, Walter Sisulu University (South Africa)

Title: “Employers' views on the quality of graduates from the faculty of science engineering and technology at Walter Sisulu University”

Abstract: This article reports on a study that sought employers’ views on the quality of WSU graduates from the Faculty of Science, Engineering and Technology (FSET). The study aimed to establish the extent of employer satisfaction and dissatisfaction with the skills of WSU graduates entering the labour market. The study also attempted to find a way to enable employers to assess the content and relevance of the course offerings completed by the students of the FSET at WSU. The final objective was to use the outcomes of the study as input for the (further) development and improvement of the curriculum for the national diplomas in mechanical engineering, electrical engineering, civil engineering and information technology. Participants were selected from a database of employers who had previously hosted WSU students for work-integrated learning (WIL) purposes. The questionnaire used to collect data was first piloted and then distributed to employers of WSU Engineering (mechanical, electrical and civil) and information technology students. Care was taken to have all categories of employers represented in the sample.

In terms of the overall job performance 73.6% of respondents rated WSU graduates as good or better than good; namely good (39.1%), very good (28.2%) or excellent (6.3%). Only within the civil engineering category were there significant responses indicating unsatisfactory performance.

Keywords: quality, employers, graduates, curriculum, work-integrated learning

Presenter: La-Cresha Gordon-Brydson, University’s Co-operative Education Co-ordinator, University of Technology, Jamaica (Jamaica)

Title: “The Challenges and Opportunities with advancing Co-operative Education as a Workforce Preparedness Model in a Developing Nation”

Abstract: The twenty-first century labour market, demands a highly-skilled workforce that is responsive to changing technology, product demand, and global competition (Karoly and Panis, 2004). Higher education and training institutions must therefore meet the expectations of government and industry by producing graduates, who in addition to being technically competent, possess strong higher-order cognitive, communication and entrepreneurial skills. Evidence suggests that Co-operative Education is not only a proven avenue for honing these skills and competencies but is also an established model for workforce preparedness (Coll and Zegwaard, 2011).

Nevertheless, Co-operative Education programmes across the globe continue to be influenced, and more so challenged to varying degrees, by a number of complex micro and macro environmental factors, to which consideration must be given.

Micro environmental factors include:

i. The strategic direction adopted by the institution’s leadership.
ii. The implementation of policies/ systems that support frequent revision of the curricula to meet industry standards
iii. The level of emphasis placed on offering practical training opportunities and;
iv. The allocation of resources to support the curricu

Macro environmental factors include:

i. The dynamics existing between the institution and industry
ii. The prevailing economic climate
iii. Government intervention and funding
This discussion paper presents the author’s perspectives on the University of Technology, Jamaica’s experience as it seeks to positively impact students’ work-readiness and ultimately augment workforce preparedness through its Co-operative Education programme.

**Keywords:** employability skill-sets, work-readiness, workforce preparedness, Co-operative Education, University of Technology, Jamaica

**Presenter:** Monika Hattinger, PhD Student, University West (Sweden)

**Supporting Authors:** Kristina Eriksson, phd, University West (Sweden), Linn Gustavsson Christiernin, phd, University West (Sweden)

**Title:** “Digitizing work: Organisational Work-Integrated Learning through Technology Mediated Courses in Manufacturing Industry”

**Abstract:** The manufacturing industry is constantly facing international competitiveness and customer needs which require advanced knowledge for long-term development and business opportunities. An effective learning organization is good at collaborations and to learn from customers and the outside world. Technology mediated courses (TMC) in production technology gives opportunities to facilitate organisational learning and technology diffusion where engineers and the manufacturing industry can co-produce knowledge and deal with future demands.

This paper focuses on strategies within the manufacturing industry when using TMC developed from the workplace learning needs. It deals with the interrelationship of the workplace as a learning context, technology use and business goals. What are the incentives for companies to create an effective learning organisation and link learning to business objectives?

The study is performed through interviews with eight different manufacturing industries within the west coast of Sweden. The interviews were conducted with production managers and human resource managers. The results show that all participating industries have a readiness for co-production of knowledge through TMC. A matrix model interlinking business goals and use of IT-mediated learning tools, for more effective learning organisations is presented. However, the experience of using on-line learning tools like web conference systems and learning management systems for competence development of employees is diversified. It can be concluded that the maturity in learning related to business development and use of TMC effect the manufacturing industry to accomplish organisational learning. Working and learning are in that sense intertwined as capacities for future development, where TMC is a tool for emphasizing collaboration and creation of new businesses in the digital age.

**Keywords:** Technology mediated learning, Work integrated learning, Organisational learning, Manufacturing industry

**Presenter:** Kathy Henschke, RMIT University (Australia)

**Title:** “Feeling the Heat: Developing individual, social and professional agency for, in and through work placements”

**Abstract:** In this world of uncertainty and incessant change, young people must be empowered to negotiate risk, reflexively construct identities and make choices (Professor Furlong in Wyn, 2009). Such qualities are developed through experiences in a variety of practice-based learning environments that offer opportunities to make decisions and judgements particular to the purposes of the specific contexts (Billett, 2009). University classrooms offer limited opportunities (Hayward, Blackmer et al. 2007), while workplace contexts are a rich source of practice-based learning situations for developing agentive students.

A case study conducted across a small cross-section of stakeholders involved in a co-operative education (co-op) program within an IT business degree in an Australian university, found evidence of students developing senses of self through actively engaging in the co-constructed and co-participative practice of exercising agency to emerge as budding professionals. However it was found that being in the
workplace did not necessarily promote agentive development. Building individual capacity is not solely individually driven but powerfully influenced by others (Beckett, 2010).

A Model for co-op work placements is proposed that encompasses the individual, social and professional dimensions of work-based learning and agentive development. The Model involves the engagement of stakeholders across various levels within organisations and universities in an integrated, whole-of-program approach (for, in and through work placements) that crosses course, university and organisational boundaries.

**Presenter:** Ruth Connelly, Senior student Counselor, NMMU (South Africa)
**Supporting Presenter:** Ronelle Plaatjes, Academic Development Professional, NMMU (South Africa)
**Supporting Authors:** AS Lourens, HoD, Industrial Engineering, NMMU (SA); RE Connelly, Senior Counselling Psychologist, Student Counselling, NMMU (SA); RC Plaatjes, Senior Academic Professional Developer, AD Unit, NMMU (SA); PJ Snyders, Academic, Industrial Engineering, NMMU (SA)
**Title:** “Reflections Towards Enhancing Student Retention Approaches in Engineering Education from a Co-Curricular Perspective”

**Abstract:** One of the strategic goals of a South African university is to create seamless learning environments to holistically support and develop students in-and outside the classroom. The responsibility for developing students so that they can succeed in their studies is both the responsibility of lecturers as it is the responsibility of professional support services. Collaboration between academic and professional support services has its root in a humanized approach aimed at providing supportive and affirming learning communities that enables students to reach their full potential. There is strong research evidence indicating that active involvement of students in the learning process during and after lectures is one of the key student success factors. Therefore, the aim of collaboration is to equip students to deal with the demands of their studies, enhance their employability, and to sensitize them to the required competencies and characteristics required in the world of work. Another positive outcome of a collaborative approach is that it creates opportunity for the evolution of teaching and learning spaces where practices are shared and understood, thereby enriching practices and creating a culture fostering the scholarship of teaching and learning. This article reflects on the collaborative approach between the Industrial Engineering department at a South African university and two of the University’s professional development departments. The article describes how the relationship between the Industrial Engineering department and the two professional support services departments developed over time. In addition, the article reflects on the co-curricular interventions developed, supported and executed as a result of the collaboration.

**Keywords:** engineering, retention intervention, collaboration, learning communities

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**Presenter:** Nor Idayu Mahat, Chair Program, Centre for University-Industry Collaboration, Universiti Utara Malaysia (Malaysia)
**Supporting Authors:** Hartini Ahmad, Universiti Utara Malaysia (Malaysia) & Syahrina Abdullah, Universiti Utara Malaysia (Malaysia)
**Title:** “Addressing Skills Gaps in Wholesale and Retail: Development and Successful Implementation of Structured Apprenticeship Model”

**Abstract:** This article illustrates a structured apprenticeship model for wholesalers and retailers that was developed and implemented across all business and management studies within Universiti Utara Malaysia. The apprenticeship program provides four semesters of training and work placement for graduate of business and management studies before they are employed by the enthusiastic wholesalers and retailers. The purpose of this article is to describe the apprenticeship model, to investigate the benefits of the program and to point out the areas of up-skilling graduates’ skills. Results
based on key performance indicators on the pilot study of this program in 2012 indicate that the program is very successful in training graduates to become competent executives and managers in wholesales and retails industry. Mentoring instructors and retailers also benefited from working and engaging in the program.

**Presenter**: Tshilidzi Eric Nenzhelele, Lecturer, UNISA (South Africa)

**Title**: “The influence of a work-integrated learning course in administrative management on employability”

**Abstract**: The supply of business and management (B&M) graduates to the labour market has grown significantly. One wonders if these graduates are employable. Employability is of high importance not only for unemployed or laid off individuals, but also for those who are currently employed in today’s turbulent work environment. It is a responsibility of high education institution to produce graduates with employability skills. There is a gap between skill requirements for entry-level graduate employment and those offered by high education institutions. Experiential learning has been suggested as a learning method to reduce the skills gap. However, not all experiential learning courses equip learners with employability skills. It is therefore important to evaluate the influence of a course on employability. The purpose of this research is to establish the influence of a work-integrated learning course in administrative management on employability.

**Keywords**: Employability, Employability skills, administrative management , work-integrated learning, experiential learning

**Presenter**: Vikelwa Nomnga, Walter Sisulu University (South Africa)

**Supporting Presenter**: Nombeko Dwesini, Senior Coordinator: Work-Integrated Learning, Walter Sisulu University (South Africa)

**Title**: “Hospitality management students’ experiences of Work-Integrated Learning(WIL) : the case of Walter Sisulu University (WSU)”

**Abstract**: This exploratory research investigated students’ experiences of Work-Integrated Learning(WIL) within the national diploma in hospitality management at Walter Sisulu University(WSU). Some academic programs offered at WSU incorporate a compulsory component of WIL. WIL is the term used to describe the program that integrates the theory that students learn in the classroom with practicals undertaken in the workplace. Its main purpose is to expose students to the realities of their industry so that when they graduate they are work ready. In essence WIL is a partnership between the university, the student and the employer. Students are key stakeholders in this partnership. Consequently it is important to understand how they experience this type of learning. Both the qualitative and quantitative research methods have been utilized in undertaking this research. Students were encouraged to critically reflect on their experiences in the hospitality industry and to question how these experiences fit with the theory they have learnt in the classroom. The results of this research will be used to improve the quality of the WIL program in the Hospitality Management Department of Walter Sisulu University.

**Keywords**: Work-Integrated Learning, work ready, partnership.

**Presenter**: George Onatu, Head of Department, University of Johannesburg (South Africa)

**Title**: “FACTORS AFFECTING PROGRESS OF SOUTH AFRICAN PLANNING STUDENTS IN PROBLEM-BASED LEARNING: A CONTEXTUAL APPROACH BASED ON WORK INTEGRATED LEARNING EXPERIENCE”

**Abstract**: Purpose of the study: The purpose of this study is to investigate and compare the factors affecting the progress of planning students in the environment that they are assigned to one specific task as compared to where they are assigned into multiple tasks. The paper tend to suggest ways to
support work-integrated learning for knowledge work as this pose great challenge to future career progression and practice.

Design Methodology: A work-placed conceptual model is used to compare the knowledge work and knowledge source used in knowledge workers as it relates to planning students in the two cases selected. A structured questionnaire was used to determine the competences and performance of the students in both contexts. A formal cognitive approach as used in cognitive psychology is used to test competence performance and outcome. Other sources of data based on literature review and personal interview was also used.

Findings: The work placed contextual model suggest an integrated approach on knowledge workers' work environment by connecting learning in multiple task and knowledge spaces. The competency performance approach show that students' with multiple task perform better and develop more leadership skill as compared to students on only one specific task throughout the duration of work integrated learning. Based on this competency diagnosis and competency gap can be embedded into normal working tasks and learning interventions that can inform policy and programme.

Practical Implication: The use of competency performance approach within an organisation can be very useful in unpacking the factors affecting work-integrated learning exercise and the ability of knowledge worker to progress in chosen career.

Keywords: Work-integrated learning, Competencies, Learning outcome, Workplace

Presenter: Jan-Erik Perneman, Senior Lecturer, University West (Sweden)
Supporting Presenter: Robert Skaresund Centre of Work-integrated Learning and Pedagogical development, University West (Sweden)

Title: “Cogenerative Learning and Reflective Leadership”

Abstract: Researchers from University West in Trollhättan, Sweden, are currently participating in an ESF-funded project on work-integrated learning and reflective leadership. The project, Learning in the working life (Swedish acronym LiA), includes 10 local municipalities and involve over 600 managers and 10 000 employees. The LiA project support the development of reflective teams and learning organizations.

The purpose of the paper is to describe and reflect on some of the complexity and its inherent challenges for cogenerative learning and community based research and the balance between adaptative and development-oriented strategies. Collective and cogenerative learning processes requires the participating individuals to critically reflect on their own conceptualisation and to appreciate contradicting perspectives in order to cogenerate a mutual understanding (Freire, 1970; Elden & Levin, 1991, Ellström 2005). Cogenerative learning can thus be described as occurring on two levels: on a collective level where a mutual overall understanding is generated by a variety of perspectives, and on an individual level where a context specific conceptualisation is renegotiated in the light of a new abstracted representation.

Throughout the project and by interacting with different stakeholders, researchers from University West are conducting action research. The main research perspectives are concerning the aspects of durable learning structures, participation, empowerment and leadership.

Keywords: Cogenerative, Reflective leadership, Action research

Presenter: Maritha Pritchard, Lecturer, University of Johannesburg (South Africa)

Title: “How social recruitment requires WIL students to manage a responsible digital footprint”

Abstract: As members of the Generation Y cohort that is almost always connected to the internet, students are ideal candidates for recruitment via social media. The students are, however, particularly at risk of overlooking the professional impact of their digital footprint, a visible online record of all their comments and other content ever posted on the internet. As such, research indicated that digital
footprints containing images and comments displaying substance abuse, badmouthing, profanity and other offensive content, are reasons to dismiss the suitability of such students as job candidates. While social recruitment has become a mainstream channel for employers to select talent, literature suggests that students remain ignorant of how their digital footprint may jeopardise potential employers’ perceptions and thus such students’ capacity to secure internships and job placements. Although several studies have been conducted about students’ irresponsible social media habits, there is a dearth of literature on interventions that have successfully sensitised students to maintain responsible digital footprint. The purpose of this paper is to critically evaluate current literature in order to explore how co-operative and work integrated learning practices and programmes may support students in cultivating a responsible digital footprint.

**Keywords:** Social media, Professionalism, Digital footprint, Social recruitment, Generation Y

**Presenter:** Portia Rakoma, Lecturer, Durban University of Technology (South Africa)

**Title:** “Developing skills through work integrated learning: important or unimportant?”

**Abstract:** The Library and Information Program at the Durban University of Technology places students into work placements during their second and third year of study. During their second year, students are placed in public libraries and in third year, students are placed in special or academic libraries. The success of any work integrated learning program is dependent upon the three main parties: the student, the institution and the work placement. Work integrated learning offers the students with an opportunity of putting theory into practice as well as to gain practical experience in the real world of work. As part of the author’s doctoral study into the development of a cooperative education model for library and information science/studies in South Africa, questionnaires were sent to work integrated learning hosts to solicit their views on work integrated learning practices. During the course of 2012, third year library and information studies students were required to scan job adverts related to librarianship. Students scanned both national and local newspapers as well as institutional/organizational websites to identify skills required by employers when sending out job adverts. The author then formulated a list of skills that were identified from the job adverts and came up with twenty-six (26) library related skills. Questionnaires were distributed to work integrated learning hosts. The questionnaire had a total of twenty-nine questions and question twenty on the questionnaire requested hosts to rate the importance of the twenty-six skills from “important” to “unimportant”. This paper therefore aims to present some of the findings that were received from the hosts. Questionnaires were sent via e-mail.

**Keywords:** work integrated learning, library and information science skills

**Presenter:** Susanne Taylor, WIL Coordinator, University of Johannesburg (South Africa)

**Supporting Presenter:** Dr Cookie Govender, HRM Programme Leader, University of Johannesburg (South Africa)

**Title:** “Towards a work integrated learning (WIL) model for industry and higher education partnership: a Human Resource Management pilot initiative”

**Abstract:** According to South Africa’s National Development Plan, Vision for 2030 (SA, 2011), the aim is to reduce the current unemployment rate in South Africa from the 27 percent in 2011 to 6 percent by 2030. Education, training and skills development initiatives, especially at higher education institutions (HEIs), are a key aspect to the success of this endeavour.

The Faculty of Management at the University of Johannesburg in South Africa focuses on creating “future fit leaders” so that graduates who enter the workplace are equipped with the required management and leadership skills, attitudes, values and knowledge. In the absence of a formal work integrated learning module in the Human Resources Management (HRM) Diploma offered in the
Faculty, an innovation is being piloted to bridge the gap between theoretical lectures and practical industry experience for final year students.

In essence, the partnership model allocates groups of students to approved partner companies for mentoring, work shadowing and project-based workplace learning. The model entails a viable, cost-effective and practical solution for large numbers of students to gain workplace experience, thus bridging the gap between the lecture hall and workplace practices.

As background to the model design, an overview of work integrated learning, education in South African HEIs, the country’s skills development legislation and the changes in the education landscape are investigated and presented. The pilot model, its various phases, the implementation process and the anticipated impact are discussed in detail.

The aim of this paper is to promote this WIL partnership model as a norm for all the HRM qualifications offered by the Faculty, as well as in other HEIs within South Africa and Africa. Furthermore, it is anticipated that this WIL model will directly impact South Africa’s Vision for 2030 by reducing unemployment when these graduates are absorbed into mainstream employment within some of the industry partners.

**Keywords:** work integrated learning, skills development, innovation, industry partnership, model

**Presenter:** Adam Usher, Lecturer, Victoria University (Australia)

**Title:** “Developing Students’ Professional Learning Identities: Early Findings from an AVID-focused Site-based Teacher Education Model”

**Abstract:** The Victoria University (VU) School of Education (SoEd) Site-Based Pre-Service Teacher Education (SBPTE) model, developed to heighten University-school partnerships and increase participant learning has, since its inception, been characterised by a high level of trust, mutuality and reciprocity among pre-service teachers, teachers and teacher educators (Kruger, 2009). The SBPTE model involves groups of pre-service teachers undertaking both coursework and an experiential learning project at a partnership school where they are supported by a collaborative team of VU academic and school staff. Recently, VU has developed an enhanced partnership model that incorporates the AVID system of learning. AVID is a rigorous, evidence-based program of skills-building and support for “missing middle” students that develops them as critically engaged learners and scaffolds them to excel academically. AVID represents the basis of a systemic, holistic and sustainable system of teacher and pre-service teacher professional learning that provides a critical learning identity for all stakeholders and enables each to work both collaboratively and interdependently in exploring teaching and learning effectiveness and student achievement. This paper will outline the model by which VU has incorporated the AVID system into the Bachelor of Education and how it serves to develop and measure the learning and teaching identity of pre-service teachers. Data will be presented from a qualitative survey conducted with VU pre-service teachers, who had participated in a formal role as AVID tutors at a school during their practicum.

**Keywords:** Work Integrated Learning, Pre-service teacher education

**Presenter:** Pieter v/dWesthuizen, WIL Co-ordinator, University of Johannesburg (South Africa)

**Supporting Presenter:** Dr.Hema Kesa, School of Tourism and Hospitality, University of Johannesburg (South Africa)

**Title:** “Work Integrated Learning In Higher Education: Partnerships, A Continuing Evolution”

**Abstract:** Career development refers to the career outcomes for individuals and organizations, and encompasses important issues such as economics, job transitions, mobility, career withdrawal, career compromise and career stages (Riley and Ladkin, 1994).

It has been suggested that a paradigm shift is occurring in higher education in response to the realization that traditional teaching approaches are not adequately equipping students with the range of
theoretical and technical skills required for the workforce. Saunders (1997) describes the shift in terms of a move from an “instruction paradigm” to a “learning paradigm, or a teaching to learning approach. The instruction paradigm views lecturers as deliverers of content knowledge and students as passive recipients of knowledge, while the learning paradigm suggests that instructors in industry should be designers of a learning environment in which students are active participants in the learning process. This paradigm shift is particularly evident with the increasing popularity and application of WIL theory in vocationally orientated tertiary courses (Bobbitt et al, 2000). At its most simplistic, it can be described as learning with hoops to jump through and which to avoid (Lundberg and Young, 1997).

The aim of this paper is to examine the use of Work Integrated Learning (WIL) in higher education and identify the role industry plays in the need for educated workers and citizens who can meet the challenges of a new world economy. The outcomes of the survey will clearly indicate that a negative WIL experience will effect the students decision to stay on in the Hospitality field.

WIL allows students to acquire essential practical skills through exposure to the real world. Industry has always been the strong link in this necessary and appropriate instructional component of higher education.

A qualitative approach was used in this study on a sample of second level students who participated in a WIL programme at one specific service provider. WIL education in the context of this paper is defined as a unique form of education, which integrates classroom study with, planned, and supervised WIL in the private and public sector (Arnold and Nicholson, 1991; Andrisari and Nestle, 1976).

This study was conducted by second year students, (=37) finishing a 6 months WIL component in industry.

The implications of these findings for career development are discussed.

In recent years, there has been an increase in research that examines careers and career development in the hospitality industry (Guerrier, 1987; Riley and Turam, 1989; Baum, 1989; Williams and Hunter, 1992; Antil, 1984; Ross, 1995). Some of this research has focused on issues relating to career paths and career development (Riley and Ladkin, 1984; Ladkin and Riley, 1996). A key issue in this research has been to attempt to determine the various factors which influence length and development. This research aims to build on this and explore the student perceptions.

Richard Koonce once made the following statement, “Jobs do have life spans. And what attracted you to a job in the past may not light your fire today.” There is little doubt that careers are subject worthy of research. Career patterns vary between individuals, occupations and societies, and are a function of structural opportunity and individual choice (Arthur, et al., 1989). One of the areas of career theory most widely researched is that relating to career development (Arnold et al. 1991; Chartrand and Camp, 1991).

Keywords: Work experience, students, WIL, Career development, Training, Education, students, WIL, Career development

Presenter: Petra van Heugten, Lecturer and Researcher, Hanze University Groningen (the Netherlands)
Supporting Presenter: Wolter Paans, PhD, Hanze University Groningen (the Netherlands)
Title: “What are the characteristics of an excellent international business professional?”

Abstract:
Aim:
The aim of the study was to explore business professionals’ perspectives of what the determinants of an excellent business professional are, with the goal to provide a conceptual profile.

Purpose and Design:
This paper describes the business professionals’ perspectives on determinants of what makes a professional an excellent professional. These perspectives were the product of three focus group discussions involving 17 business professionals in total. The focus group discussions resulted in 5
domains in which content validity were tested by using a Delphi panel survey of experts. The domains can be described as follows: the excellent business professional: (1) communicates on different levels of understanding and listens actively to identify problems and/or opportunities (2) shows that he/she is results driven, shows perseverance (3) shows self-reflection (4) has the ability to see patterns and interrelationships derived from different information (5) is innovative and inspiring to others. A conceptual profile visualizing what an excellent professional is, can be helpful for educators to improve honours programs as well as for the business community.

Practical implications:
In the Netherlands, government funding is offered in order to stimulate undergraduate programmes to develop honours- or talent programmes. Honours students are to become our excellent professionals. With the characteristics of an excellent professional now having been established, it must be considered how to apply this in honours programmes. How can the pedagogy in honours programmes be adapted to best prepare honours students to become excellent professionals?

**Keywords:** Excellent professional, Honours

**Presenter:** Lisa Ward, Head of Teaching and Learning Institute, University of Huddersfield (UK)

**Supporting Authors:** Dr. Tina McAdie, Senior Lecturer in Quantitative Research Methods, University of Huddersfield (UK); Ms. Alison Bravington, Research Assistant, University of Huddersfield (UK); Prof. Nigel King, Centre for Applied Psychological Research

**Title:** “Challenges of Developing and Sustaining a Research Partnership for Work Integrated Learning”

**Abstract:** Back in 2007 at WACE in Singapore, Zegwaard reported that in 1997 research into Work Integrated Learning (WIL) had been “limited, uncertain and sparse”. Things had improved slightly in 2004 where Bartkus and Stull said “What has been published is good”. Things have moved on in recent years with the growth of a much larger WIL research community. Much of this has been supported by WACE members who have organised research events around world conferences and symposia, and also with the re-invigoration of two specialist journals. Yet in many ways WIL is still an emerging research field.

This paper will explore some of the practicalities of developing and sustaining a research partnership for WIL. The author will discuss getting started in research, building knowledge in the field and developing resources for WIL. At a local level, difficulties faced by researchers include managing projects alongside busy “day jobs” and maintaining continuity as team members change. At a global level, the most significant challenge is ensuring a partnership approach by developing working relationships across international boundaries.

Consideration will be given to how to set up a research team, and to the challenges of working across disciplines as Deborah Peach et al (2011) explore further in their article on boundary spanning. The paper will also explore issues of sustainability, including funding models - in particular, the continual search for financial resources to sustain ongoing research. The author will conclude with reflections on issues of team and interdisciplinary working.

**Keywords:** WIL, Research, Partnerships, Funding, Resources

**Presenter:** Francine White, Professor/Chair, LaGuardia Community College (U.S.)

**Title:** “Work Integrated Education, Positive Psychology and Prisoner Reentry: A Paradigm Shift”

**Abstract:** Many offenders find transitioning from prison to their communities a daunting challenge. Frequently they are ill-equipped for the task because of unresolved problems, substance and/or alcohol addictions, health concerns, mental illness and the stigma of prison life. For these reasons recovery becomes a major component of successful transition. Though there are many reentry programs with long traditions of success, recent research indicates that recovery is more effective when it focuses on the tenets of positive psychology: positive emotions, positive individual traits and positive institutions
rather than the traditional focus on the negative factors impacting the offenders pre- and post-prison life. This research project will share data from a successful recovery model that uses the principles of positive psychology and a focus on work integrated learning to help keep mothers and children together. The program uses parenting classes, legal assistance, family reunification counseling, housing, child care, education assistance and a variety of employment configurations that include volunteering, internships and other forms of work-integrated learning. Most importantly, the work is done with an intentional focus on strengths and strength building, skill development and a comprehensive concentration on personal growth and development.

**Presenter:** Karsten E. Zegwaard, Senior Lecturer, University of Waikato (New Zealand)

**Supporting Author:** Mr. Matthew Campbell, Griffith University (Australia)

**Title:** “Ethics and Values: Work Placement Influences on Students’ Perceptions”

**Abstract:** Increasingly the literature highlights the importance of values education, ethics, and professional identity development. Cooperative education is in a unique position where students undertake an experience in a community of practice, providing an applied and relevant opportunity to exploring workplace professional values and ethics. In such workplaces, decisions are often made by the adherence to a particular set of professional values and/or ethical code. Students situated in such an experience are challenged to understand these professional sets of values, engage with and potentially internalise these values. Presented here is a study using surveys and semi-structured interviews exploring science and engineering students personal values and their perceptions of workplace values at three stages; prior to their first work placement experience, during the work placement, and post work placement. Students at times presented diverse views on adherence to a particular set of values and cited uncertainty of expected professional ethics and workplace values. Students claimed they drew the bulk of their personal values from their families, particularly their parents, and saw these as informing their professional values (with some arguing these value sets were identical). Students also experienced uncertainty on how awareness of professional values would increase and felt unprepared for this development prior to commencing the work placement.

The work presented here is part of an on-going research project following several groups of students from different disciplines to track the influence of work placement experiences on their perceived professional values development.

**Presenter:** Karsten E. Zegwaard, Senior Lecturer, University of Waikato (New Zealand)

**Supporting Author:** Richard Coll, Pro Vice-Chancellor, Teaching & Learning, University of Waikato (New Zealand)

**Title:** “Overview of the Asia-Pacific Journal of Cooperative Education”

**Abstract:** The Asia-Pacific Journal of Cooperative Education (APJCE) commenced in 2000, is fully online and a free open access journal. Over the last 12 years, the journal has grown and become well-established in the cooperative education (co-op) and work-integrated learning (WIL) community. Number of publications per year has steadily increased and number of submissions has shown strong growth, especially in the last three years. Articles from the journal are increasingly being cited in articles in other journals, with some APJCE articles obtaining regular and sustained citations. The article presented here will provide an overview of the journal, recent developments, a statistical analysis of submission and publication rates, and how the journal sits in the context of co-op/WIL literature internationally.
WORKSHOP SESSIONS

**Presenter:** Zakaria Abas, Lead Fellow Researcher, Universiti Utara Malaysia (Malaysia)

**Title:** “WIL: Step-by-Step Strategies to Educate Students with Creative and Innovative Thinking”

**Abstract:** WIL is a good platform for students to express their creativity and innovative thinking. No matter whether students are from theoretical science background, engineering, management or even linguistic and literature, there are problems for them to solve. However, students may have some difficulties to put in proper order how to determine problems, to prioritize problems if there are too many, to plan for a solution and finally, to evaluate the efforts that they have put on. Creativity and innovation are not gifted skills. Those can be trained, but we must understand the step-by-step strategy to execute the process. This workshop brings altogether a structured problem solving process and problem solving tools which can be used by supervisors to train students on creative and innovative thinking especially in work-integrated learning. These processes and tools can be exposed to students either prior to their training or while undergoing training at the workplace. The discussed tools are those merely used in real industries worldwide.

Participants in this workshop will have an experience to design their creativity and innovative work-integrated program by using the determined expected outcomes of the program. An example problem will be given for participants to experience the process, and discussion is allowed to seek for simple and practical solution.

**Presenter:** Geoffrey Anderson, Senior Co-op Coordinator, University of British Columbia (Canada)

**Supporting Presenter:** Mr. Pierre Ackerman Professor - Forest Engineering Department of Forest and Wood Science, Universiteit Stellenbosch (South Africa)

**Title:** “Facilitating the Development of International Partnerships to Enhance the Delivery of Co-op and WIL Programs In Order To Create Successful Learning Outcomes for Students”

**Abstract:** Co-operative education (Co-op) and work integrated learning (WIL) programs offer an enriched learning experience to participating students. Through their participation in these programs, students have the opportunity to take their classroom learning and apply it in “real world” work environments. Theoretical concepts and knowledge become applied and practical knowledge and skills for students. By facilitating the development of international partnerships between educational institutions, the delivery of Co-op and WIL programs becomes enhanced which in turn increases successful outcomes for both students and their employer hosts. The Forestry Co-op Program at The University of British Columbia (Canada) and Universiteit Stellenbosch Department of Forest and Wood Science (South Africa) have developed a formal partnership agreement to facilitate international work term positions in both Canada and South Africa. The partnership between UBC Forestry and Stellenbosch has created international work experience opportunities for students from both institutions. Participating students develop into engaged global citizens with enriched intercultural experiences, “plugged-in” with a greater understanding of current environmental issues/practices and will have an increased diversity of future career and/or educational choices. This workshop will share with interested practitioners how to develop an international partnership, explore different types of partnership models, discuss partnership best practices, how to support the students from your partner institution(s) and the successful outcomes which can be derived from these partnerships. As well, student experiences will be shared.

**Keywords:** Globally Engaged Students, Experiential Learning, Institutional Partnerships, Career and Professional Development, Student Employability

**Presenter:** Wendy Bowles, Associate Professor / Sub Dean Workplace Learning, School Humanities Social Sciences, Charles Sturt University (Australia)
Title: “Authentic assessment in practice settings - online resources for practitioners supervising social work students”

Supporting Authors: Associate Professor Fran Waugh, Pro Dean Faculty of Education and Social Work, University of Sydney (Australia); Roslyn Giles AM, Honorary Senior Lecturer, University of Sydney (Australia); Suzanne Egan, PhD student, University of Sydney (Australia)

Abstract: This workshop demonstrates web-based resources developed as part of a research project into authentic assessment in practice settings. The project included Social Work and Education disciplines at University of Sydney, Charles Sturt University and Monash University. The presentation will demonstrate a series of ten “assessment frameworks” that have been developed in consultation with experienced WIL academics and practitioners supervising students in work integrated learning placements. The purpose is to assist practitioners to structure learning and assessment during WIL placements. Feedback from participants will be sought as they work their way through the frameworks. The ten assessment frameworks are:

- Interpersonal communication
- Applying research in practice
- Community Development
- Policy
- Teamwork
- Organisational development and Systems change
- Reflective practice
- Ethical practice
- Supervision

Each framework aims to make links between:
- professional practice standards;
- learning strategies i.e. strategies employed to assist students to develop the competencies on which they will be assessed;
- gathering evidence for assessment i.e. what evidence needs to be gathered in order to make this assessment;
- making a judgment based on the above evidence.

Keywords: authentic assessment, work integrated learning, placement, social work

Presenter: Emanuel Contomanolis, Associate Vice President Enrollment Management and Career Services, Rochester Institute of Technology (U.S.)

Supporting Presenter: Trudy Steinfeld, Assistant Vice President and Executive Director Wasserman Center for Career Development, New York University (U.S.)

Title: “Enhancing Work Integrated Learning in the Age of Social Media”

Abstract: Social media has significantly influenced the work we do in higher education including the delivery of work integrated learning programs and the support provided to participating students and employers. This workshop will focus on current trends and practices in leveraging social media in work integrated learning programs. Participants will be encouraged to share their own practices, ideas and questions and will leave the workshop with a better understanding of how to implement social media strategies in their own organizations.

Keywords: Future trends, Social media, work integrated learning

Presenter: Sheila Cooley, Director of Cooperative Education, SUNY Oswego (U.S.)

Supporting Presenters: Lorrie Cleome, Provost and Vice President for Academic Affairs, SUNY Oswego (U.S.) & Jason Macleod, MBA Student, SUNY Oswego (U.S.)

Title: “Co-ops: A Central Force of New Localism”

Abstract: The workshop describes how co-operative education can be used as a central force in new localism. New localism is a new way of life in which people invest in the places they live to make them better, spawning local economic development in new dynamic ways. Workshop facilitators will demonstrate through a case study how the State University of New York leveraged its cooperative education programs to serve as a key engine in efforts to revitalize New York’s workforce and regional economy. The session will give participants an opportunity to discuss how co-ops affect their community
and local area and what opportunity new trends offer institutions of higher education. There will be advice on how to leverage co-ops to enable economic growth, workforce development, and well being in small communities.

This will be an interactive session where participants share their experiences and learn from each other. The workshop will provide participants an opportunity to review and practice the three key aspects of utilizing co-operative education to improve communities which include: 1) strategic planning; 2) procuring placements; and 3) monitoring and evaluation.

**Presenter:** Dr. Maureen Drysdale, University of Waterloo / St. Jerome’s University (Canada)

**Co-Presenters:** Dr. Kristina Johansson, University West (Sweden) & Dr. Sheri Dressler, University of Central Florida (U.S.)

**Title:** “Conducting Research in CWIE: Moving from General Themes and Questions to Research Design and Sampling”

**Abstract:** We begin this 2-hour workshop with a brief overview of both qualitative and quantitative methodology. We will then examine themes identified as research priorities in the area of cooperative and work-integrated education. Within each theme there are numerous potential research studies. Participants will break into groups and formulate research questions from the general themes presented. In doing so, participants will learn to develop specific, clear, and concise questions that can be answered effectively using qualitative, quantitative, or a mixed methodology. Determining which variables might affect an answer, how each variable can be controlled, sampling and the logistic of data collection using surveys, questionnaires, and interviews will be covered.

**Presenter:** Anne Marie Fannon, Director (Professional Development Program), University of Waterloo (Canada)

**Supporting Presenter:** Judene Pretti, Director (Waterloo Centre for Advancement of Co-operative Education), University of Waterloo (Canada)

**Title:** “Supporting the development of professional skills for co-op students”

**Abstract:** Employers are looking to hire graduates who have more than strong technical skills. To help ensure workforce readiness, employers are looking to universities to supplement discipline specific curriculum with training in soft skills so that new hires are better able to adapt, collaborate and innovate in the workplace. Since 2006, co-op students at Waterloo have participated in a unique and innovative professional development program called WatPD. Designed to enhance the learning that occurs on the co-op work term, WatPD courses provide students with the knowledge, tools, and attitudes to effectively acquire professional skills. WatPD is based on a blended learning model that marries engaging online courses with hands-on workplace experience. The WatPD program now offers ten fully online courses to 5,000-6,000 co-op students each term from all of Waterloo’s six Faculties. The topics of the courses include: Critical Thinking, Communication, Project Management, Problem Solving, Conflict Resolution and Intercultural Skills.

In this session, we will briefly describe the program and highlight some of the examples from the courses that have been most effective in engaging and supporting students in their development of professional skills. Workshop participants will brainstorm ways that their co-op program can further support soft skill development while in the workplace.

**Keywords:** Work readiness, Employability, Workforce development, Curriculum development and reinforcement

**Presenter:** Brian Forbes, Board Member, SASCE (South Africa)

**Title:** “Public-Private Partnerships as an enabling mechanism for managing WIL placements”
Abstract: The aim of this Workshop is to explore public private partnerships to prepare and manage the transition, placement and support of students from FET colleges into suitable work placements and entrepreneurship programmes. FET students on the National Certificate Vocational (NCV) receive a certificate after three years of training then enter the labour market with inadequate work readiness skills and no support between institution and workplaces thereby reducing their chances of employment.

A public private partnership with collective responsibility between SASCE, the SETAs, public bodies, employers, professional bodies, and private training providers is critical to achieving economic growth and a skilled and capable work force. Over time capacity building within FET will enable them to meet their own resource demand in facilitating and managing work placements. As part of the Skills Accord, business has committed to developing plans for workplace exposure for FET college students and even lecturers.

At the NSA Skills Summit it was stated that cross sectorial working relationships have not worked well as skills development institutions are not integrated and have operated in silos. There is a strong need for role clarification and alignment between the various institutions. The Education and Training Minister emphasized that priority will be given to partnerships so that education and training integration becomes a reality experienced by all South Africans.

This GAPS (graduate access and placement strategy) Project is a solution in line with the NSA (National Skills Authority) strategy to build capacity to address issues of supply and demand and investment in human capital.

Keywords: Public Private Partnerships, Work Placements, Entrepreneurship, Capacity Building, Integration

Moderator: Marty Ford, Director of the Global Partners Program, WACE (U.S.)
Title: “Assessment of Learning Outcomes of Experiential Education Programs”
-30 Minutes: Challenges and Opportunities of Assessing Experiential Education – Sheri Dressler
-45 Minutes: Selecting Assessment and Evaluation Tools / Communication of Results – Maureen Drysdale
-30 Minutes: Actionable, Sustainable, Usable Evidence Based Assessment – Cheryl Cates
-15 Minutes: Q&A – Update on Future Assessment Institute Planning, Marty Ford

Presenters: Marty Ford, Director of the Global Partners Program, WACE (U.S.); Shakeel Ori, Director: Cooperative Education, Durban University of Technology (South Africa); Jim Stellar, Provost, Queens College, CUNY (U.S.)
Title: “COOPERATIVE EDUCATION: A COST EFFECTIVE STRATEGY TO DEVELOP AND ENHANCE YOUR LABOR FORCE”
Abstract: In the highly competitive world of business and industry, it is essential that employers utilize multiple strategies to identify and cultivate new talent. Cooperative education programs, for over 100 years, have produced the next generation of professionals that have been vital to the growth and success of employers.

This two hour workshop is designed to discuss the various aspects of starting or expanding an industry based cooperative education program. Based upon a survey of industry executives in 2011, the following topics were identified as key issues or challenges for industries: 1. creating meaningful work experiences for the co-op students, 2. incorporating the co-op program into the overall human capital strategy of the company, 3. utilizing cooperative education to find the best talent, 4. developing proper supervision practices of the student co-op workers, 5. retaining the best co-op students as full time workers upon completion of their academic programs, 6. designing a salary structure that attracts the top candidates and 7. establishing strong relationships with colleges and universities.

44
The WACE faulty leading this seminar have a combined 75 years of experience in working with companies and their cooperative education programs. From start up to expansion to globalization, these experts have worked with large Fortune 500 companies as well as SMEs. Do not miss this opportunity to learn how to build or expand your co-op program so that it becomes a pipeline of new talent for your company far into the future.

**Presenter:** Kerry Mahoney, Co-operative Education & Career Action, University of Waterloo (Canada)

**Title:** “Building on Experience: uWaterloo’s Re-energized Online Approach to Work Term Preparation”

**Abstract:** In order to facilitate employment and work term success for thousands of co-op students each year, we’ve had to use technology to our best advantage. In winter 2013, our co-op prep course underwent a transformation to enhance the content and improve student engagement. Our fully online course now boasts more “tell it like it is” employer and student advice, supporting “green-screen, mini lecture” video clips, additional interactive exercises, animations, and more. Come prepared to discuss your work term preparation challenges/successes and to learn from your colleagues.

**Keywords:** work term, preparation, career, Waterloo, assessment

**Co-Facilitators:** Dr. Pornchai Mongkhonvanit, Siam University and Vice President of International Association of Universities (IAU) (Thailand); Mr. Sukich Udindu, Minor Group; Prof. Dr. Sok Khieng Chan, Norton University, Phnom Penh (Cambodia); Assoc. Dr. Thanavadee Boonlue, University Network (Thailand); Ms. Yhing Sawheny, Siam University (Thailand)

**Title:** “Business University Forum & the Economic Community: Building a Sustainable Platform for Co-op”

**Facilitated by:** Kris Moodley, Developer of OLUMS

**Title:** “On-Line University Management System (OLUMS) Training”

**Description:** OLUMS is an online intelligent system that helps to manage all aspects of Co-operative & work-Integrated Education, integrating IT, emails and cellphones of university Co-op staff, industry and students. It also tracks students from date of first registration through their work-placement and beyond their graduation.

**Who should attend:** Co-op & WIL practitioners and managers; industry; SETAs; Government;

**Facilitated by:** Representatives of FET Colleges, Universities and others

**Title:** “FET College-University Articulation”

**Description:** The SA Government is committed to re-vitalising the College system and see this as an option for the majority of school-leavers (as in many other parts of the world). To achieve this will require considerable partnerships between the colleges and the universities for the NQF to be implemented as intended and to de-stigmatise colleges so that learners see this as an important step in higher education and life-long learning. International models will be demonstrated.

**Who should attend:** College and University Education Managers and academics; Government; Industry

**Facilitated by:** Prof. Ahmed Bawa, Vice Chancellor and Principal, Durban University of Technology (South Africa) & Dr. Maurits van Rooijen, CEO and Rector, London School of Business & Finance (UK)

**Title:** “Vice-Chancellors’ Colloquium”
**Description:** The conference will be attended by President’s & Vice-Chancellors of many institutions. All SA Vice-Chancellors will be invited to participate in this colloquium during the conference, which will focus on Co-operative & Work-Integrated Education from a university leadership perspective.

*Who should attend:* by invitation

**Facilitated by:** National Skills Authority (NSA) (South Africa)

**Title:** “Cooperative and work integrated learning experiences in the South African skills development environment: best practices and challenges”

**Abstract:** South Africa is committed to improving the skills base of its current and future workforce. Through its regulatory framework, funding mechanisms and other incentives, it continues to show an investment in building an integrated model of all forms of experiential learning opportunities and platforms. The National Skills Authority identified major challenges of this national project as follows (among others):

- Lack of integration among institutions working in skills development
- Inadequate structural capacity of institutions responsible for skills development
- Funding models which do not encourage linkages and collaboration in both the private and public sectors.

While the challenges in this environment (at institutional, policy, implementation, funding and quality assurance levels) are fairly well documented, excellent training opportunities and experiences abound and yet little is known about them. This workshop will focus on sharing best practices in this environment to deepen the understanding of key factors contributing to their success. The workshop is also intended to provoke discussion and new thinking in the provision of cooperative and work integrated education. Public and private higher Education providers, students, companies and other organisations involved in skills development will present their winning WIL projects – actual workplace learning and simulations - and engage deeply in ways to improve the current cooperative and integrated learning environment.
**PRE-CONFERENCE WORKSHOPS**

**Facilitated by:** Mamoru Iida (Japanese International Co-operation Agency)  
**Title:** “EMPLOYABILITY IMPROVEMENT PROJECT (JICA)”  
**Description:** The Employability Improvement Project (EIP) by using 3i Knowledge and Thinking system is a bilateral technical project between the SA Dept of Higher Education & Training and JICA. The projects has been run with the Universities of Technology in SA and has received widespread support as an important component of any work-readiness program. The workshop will provide an overview of the program that served as an induction for UoT staff.

**Discussion led by:** International & Local Industry Leaders; SETA Leadership; QCTO  
**Title:** “CAPITALISING ON WORK-INTEGRATED EDUCATION”  
**Description:** The discussion will highlight the financial (& other) benefits of training to industry, academia and students, and the challenges that are faced. It will also cover issues like insurance for WIL students in the workplace.

**Discussion led by:** Intersetia Forum Chair DHET SETA Co-ordinator  
**Title:** “WORKING WITH SETAs”  
**Description:** SETAs drive the National Skills development Strategy III and are key to linking industry and academia, in addition to controlling large portions of the skills funding. Engagement and support of the FET Colleges and – to a lesser extent- the UoTs, is also a mandate of SETAs. This workshop will examine how the various parties can better engage with each other to maximize the benefits of industry-academia partnerships, Work-integrated Education and the use of skills funding to enable and improve skills development in the country.

**Facilitated by:** SA National Civics Organisation Development Institute (SDI)  
**Title:** “COMMUNITY ENGAGEMENT”  
**Description:** The role of community engagement in developing citizenship amongst students as well as serving as a work-Integrated Education vehicle outside formal employment will be discussed. Should all WIL programs have a community engagement/service learning component? What of the role of Co-operatives? And getting unemployed graduates to form co-operatives?