Chapter 6

Work–Integrated and Workplace Learning in New Zealand

Katharine Hoskyn
Auckland University of Technology, New Zealand

ABSTRACT

In New Zealand there is extensive and increasing use of various forms of work-based learning. The focus of the chapter is on work-integrated learning to read work-integrated learning in formal academic programs, as part of a broader state-backed strategy to improve employability among graduates. Alongside developments in practice there is also a considerable and growing body of accompanying research, much of it disseminated through The International Journal of Work-Integrated Learning (IJWIL) and other forums. These forums mean that dissemination of, and debate about, good practice regularly occur in the New Zealand environment. Collectively all these practices ensure that workplace learning and work-integrated learning in New Zealand maintain profile in policy, pedagogy, and programs. To date practice is principally aimed at younger people rather than older adults, resulting in, for example, limited use of recognition of prior learning (RPL).

INTRODUCTION

Work-integrated learning and workplace learning are now well-embedded in New Zealand education. They are prevalent in a wide range of forms, with high profile in policy, pedagogy and programmes and can be found throughout the tertiary education sector and also in secondary schools. A range of organisations holds a
strong repository of data and research about many aspects of work-integrated learning and workplace training in New Zealand.

The prime focus of this chapter is the tertiary application of work-integrated learning, using New Zealand data and research. However, it is impossible to consider work-integrated learning in the New Zealand context, without reference to workplace learning (on-the-job training including apprenticeships). The two forms of learning sit together in many policy documents and also share many common attributes. There is no universally accepted terminology in New Zealand to cover work-based learning in its many forms. For this chapter, work-integrated learning covers an increasing range of placements, practicum, internships and work-based experiences or projects in tertiary institutions. Workplace learning refers on-the-job training and apprenticeships. Whilst the term work-based learning is not widely-used in New Zealand, in this chapter it refers to the combined concept of both work-integrated and workplace learning.

This chapter describes the tertiary education context in New Zealand, in particular the system and the organisations within that system. This is followed by explanation of the types of institution and the government organisations that manage tertiary education and quality assurance processes. A breadth of published information and research on work-based learning provides the foundation for this chapter. Policy, pedagogy and programmes are then discussed. These three sections cover: a) a brief (and simplistic) summary of government policy that provides the backdrop to the increasing emphasis on work-based learning in New Zealand; b) consideration of pedagogy inherent in work-integrated learning in New Zealand and c) discussion about programmes in general, followed by specific examples illustrative of the range of approaches found in New Zealand.

NEW ZEALAND TERTIARY EDUCATION CONTEXT

Tertiary education in New Zealand “encompasses all post-school learning. It includes higher education, applied and vocational education, and training in foundation skills where these have not been obtained during schooling. It includes structured learning in a range of settings, including workplaces, universities and polytechnics” (Ministry of Education, 2014, p.3). It is interesting to note that workplaces are specifically mentioned in this definition, signifying the importance of workplace and work-integrated learning.

The four sectors that comprise the tertiary education system are: vocational education, higher education, foundation education and community education. Research can occur within both the vocational and higher education sectors, with
A Guide to the Art of Crafting Engineering Problems for Problem-Based Learning (PBL)
www.igi-global.com/chapter/guide-art-crafting-engineering-problems/70022?camid=4v1a