

University-workplace partnerships in work-integrated learning: A scoping review

FLEVY LASRADO¹

University of Wollongong, Dubai, United Arab Emirates

BONNIE DEAN²

MICHAEL EADY

University of Wollongong, Wollongong, Australia

Work-integrated learning (WIL) plays a crucial role in introducing students to work environments to enhance employability skills and career readiness. These opportunities are made possible through university-workplace partnerships. Despite the numerous benefits associated with such partnerships, effective initiation and management of partnerships remains a challenge. In this scoping review, 54 empirical studies published between 2000 and 2022 are examined to explore the factors that contribute to successful university-workplace partnerships in WIL. Findings reveal that literature has extensively explored the benefits and challenges of WIL partnerships, with fewer studies investigating the motivations of industry partners and factors that sustain partnerships to enhance WIL experiences. The review identifies gaps in the current literature, paving the way for further research on sustainable university-workplace partnerships. Given the growing attention and participation in WIL across the globe, it is vital that university-workplace partnerships are fostered and strengthened to unleash the full potential of the next generation workforce.

Keywords: Business management, professional experience, work-integrated learning, inclusion, future of work

Industry partners are vital stakeholders in work-integrated learning (WIL) that aim to enhance students' employability and career preparedness. Patrick et al. (2008, p. 4) define a partner in this university-workplace collaboration as "[a]ny individual or organization that participates in or impacts on university staff, university students, employers and government." WIL which encompasses industry projects, work-based learning, or professional internships, involves collaboration between students, universities, and industry (Fleming & Hickey, 2013; Nguyễn, 2022; Venville et al., 2021). By engaging in placement-based models of WIL, students undergo immersive workplace learning experiences, preparing them to enter the workforce and meet the expectations of employers (Ferns et al., 2016; D. Jackson & Dean, 2023). Research indicates that students who undertake internships as part of their degree, consistently achieve better employment outcomes (Ferns et al., 2016; D. Jackson & Dean, 2023; Silva et al., 2016). Therefore, internships play a crucial role in students' entry into a labor market characterized by intense competition (Franco et al., 2019) developing students' professional skills and abilities (Stăiculescu et al., 2015). Organizations can also benefit from developing talent pipelines in terms of preparing students for success, reducing hiring risks, developing long-term relationships, and mobilizing staff to support recruitment processes (Drewery et al., 2020).

The success of university-workplace partnerships, fuels students' enthusiasm to enter the corporate world, and their desire to acquire new knowledge (Franco et al., 2019). University-workplace partnerships within internship programs requires effective monitoring and management to ensure the availability of authentic learning environments, joint-learning tasks, and knowledge-producing opportunities for students (Ylikoski & Kortelainen, 2012). Importantly, industry partners who

¹ Corresponding author: Flevy Lasrado, FlevyLasrado@uowdubai.ac.ae

² Author is associate editor of IJWIL. The review was managed outside the IJWIL workflow tracking to maintain the anonymity of reviewers and integrity of the reviewing process.

collaborate with universities invest in human capital development, creating opportunities for the industry partner to enhance productivity and foster innovation (Navarro et al., 2019), thereby expanding their knowledge base to strengthen their capacity for innovation (Laredo, 2007).

The challenges relating to university-workplace partnership are not new, with research lamenting these concerns for almost five decades (Little & Brennan, 1996; Patrick et al., 2008; Schmidt & Gibbs, 2009). In WIL, and related areas such as cooperative education and work-based learning, challenges relating to sourcing, maintaining, and designing pedagogy in partnership with industry have been repeatedly espoused (Choy & Delahaye, 2011; Norton, 1987). This historical research raises serious concerns and questions regarding why these challenges continue to arise and for what reasons have they not been adequately addressed.

Over the past decade, several studies have drawn attention to the importance of active industry involvement to enhance WIL experiences and overcome challenges (Ferns et al., 2016; Rowe et al., 2012; Venville et al., 2021). These studies illuminate the perspectives and experiences of industry supervisors in organizing work-based experiences (Choy & Delahaye, 2011; Fleming & Hickey, 2013) as well as students' perceptions of factors that influence the quality of a good internship (Hardie et al., 2018). There continues to be, however, a stream of studies specifically focusing on the benefits and challenges involved in university-workplace partnerships for internships (Choy & Delahaye, 2011; Daley et al., 2016; Fleming & Hickey, 2013; Fleming & Zegwaard, 2018; Hardie et al., 2018; Nguyễn, 2022; Pizam et al., 2013; Stăiculescu et al., 2015; Venville et al., 2021; Zhuang & Shi, 2022). What remains missing is a comprehensive synthesis of recent empirical studies on factors that contribute to effective university-workplace partnerships for WIL and the contributions of industry to these partnerships. By examining contemporary research, we pave the way better understanding the historical challenges in partnerships and be better equipped to propose meaningful guidance moving forward.

The aim of this paper is to present a review of empirical studies published between 2000–2022 in peer-reviewed journals, related to university-workplace partnerships in internship models of WIL. In doing so, the paper seeks to provide an understanding of how to best support universities as they work with industry to provide students with professional internships. Findings have the potential to identify the common trends in research, track the evolution of literature during this twelve-year period, and to uncover opportunities for future research. By contributing to the understanding of sustainable university-workplace partnerships, this review aims to support the broader goal of strengthening collaboration between academia and industry to enrich the student practicum experience and foster employability and career readiness.

The article is structured as follows. First, we present our detailed methodology which delineates the various stages of the scoping review and analysis. Next, the results of the scoping review are presented, followed by a discussion to elucidate the gaps and practical implications of the study findings. Finally, suggestions for future research are identified along with recommendations informing the establishment of new partnerships, enhancing existing partnerships, and guiding policy makers and industry stakeholders in support of university-workplace partnerships.

METHODOLOGY

Unlike a systematic literature review which provides a narrow distinction on research questions and study designs, a scoping review invites different study designs to address broad research questions (Arksey & O'malley, 2005). Adopting Arksey and O'malley's (2005) scoping review process, this review

featured five key stages: (1) identifying the research question; (2) identifying relevant studies; (3) study selection; (4) charting the data; and (5) collating, summarizing, and reporting results.

Identifying the Research Question

Given the historical challenges with university-workplace partnerships, a synthesis of contemporary research is needed. This work will highlight new areas of understanding or practice to inform more effective WIL partnerships and learning experiences and identifying emerging areas that remain underexplored for future research. Therefore, the research questions guiding this scoping review are as follows. In contemporary WIL research:

1. what are the key benefits and motivations behind university-workplace partnerships in WIL internships?
2. what barriers and challenges do industry partners face to enable university-workplace partnerships?
3. what is the role of industry partners, including field supervisors (supervisors who oversee the internships) in facilitating university-workplace partnerships?

Identifying Relevant Studies

Relevant studies were identified through two stages: development of inclusion and exclusion criteria, and identification of literature search strategies (Arksey & O'malley, 2005). To be included in this review, articles had to meet the following inclusion criteria:

- published in English
- limited to undergraduate degree programs
- focussed on benefits, motivation, challenges, and industry role in WIL
- limited to WIL practicums or internships
- be of any format (e.g., empirical study, literature review), and
- published from 2000-2022

The authors eliminated articles reporting on pre-primary, primary or high school education, and studies where English versions could not be accessed or retrieved.

Search Strategy

The WIL field transcends disciplines and is described by a range of strategies and terms. Relevant articles for this review were located within a range of journals and indexed in various databases. The search strategy was designed to capture all studies that met the eligibility with a checklist based on the inclusion and exclusion criteria. Two main databases, Scopus and Web of Science were searched due to their transdisciplinary nature. Key search terms were informed by the most frequently used WIL terms identified by Patrick et al. (2008) and included WIL synonyms such as work-based learning, practice-based learning, work-related learning, vocational learning, experiential learning, co-operative education, clinical education, internship, practicum, and field education. Following the identification of the key search terms and considering the conventions of each database, syntax for the literature search of each online database was formulated, as shown in Table 1.

TABLE 1: Search terms.

WIL OR Work-Integrated Learning OR Work based learning OR practice-based learning OR work-related learning OR vocational learning OR experiential learning OR co- operative education OR internship OR practicum OR field education
AND
University Workplace Collaboration OR University-workplace Collaboration University- Industry Collaboration OR University Industry Collaboration
AND
University-Industry Partnerships OR University Industry Partnerships OR University- workplace Partnerships or University workplace partnerships

Study Selection

The study selection process involved five stages: database searches, manual search, title and abstract screenings, initial full-text screenings, and full-text reviews. This was not a linear process; rather, it included repeated stages to ensure a thorough search (Arksey & O'malley, 2005). As illustrated in Figure 1, a database search resulted in 1233 articles, and a subsequent manual search resulted in 128 additional articles, totaling to 1361 articles. From these, 42 duplicate articles were removed that led to a list of 1319 articles. Out of these 878 articles were screened and selected for retrieval. Following this 412 articles were assessed for eligibility criteria, and 368 articles that did not meet the eligibility criteria were eliminated. In total 54 articles are included in this study.

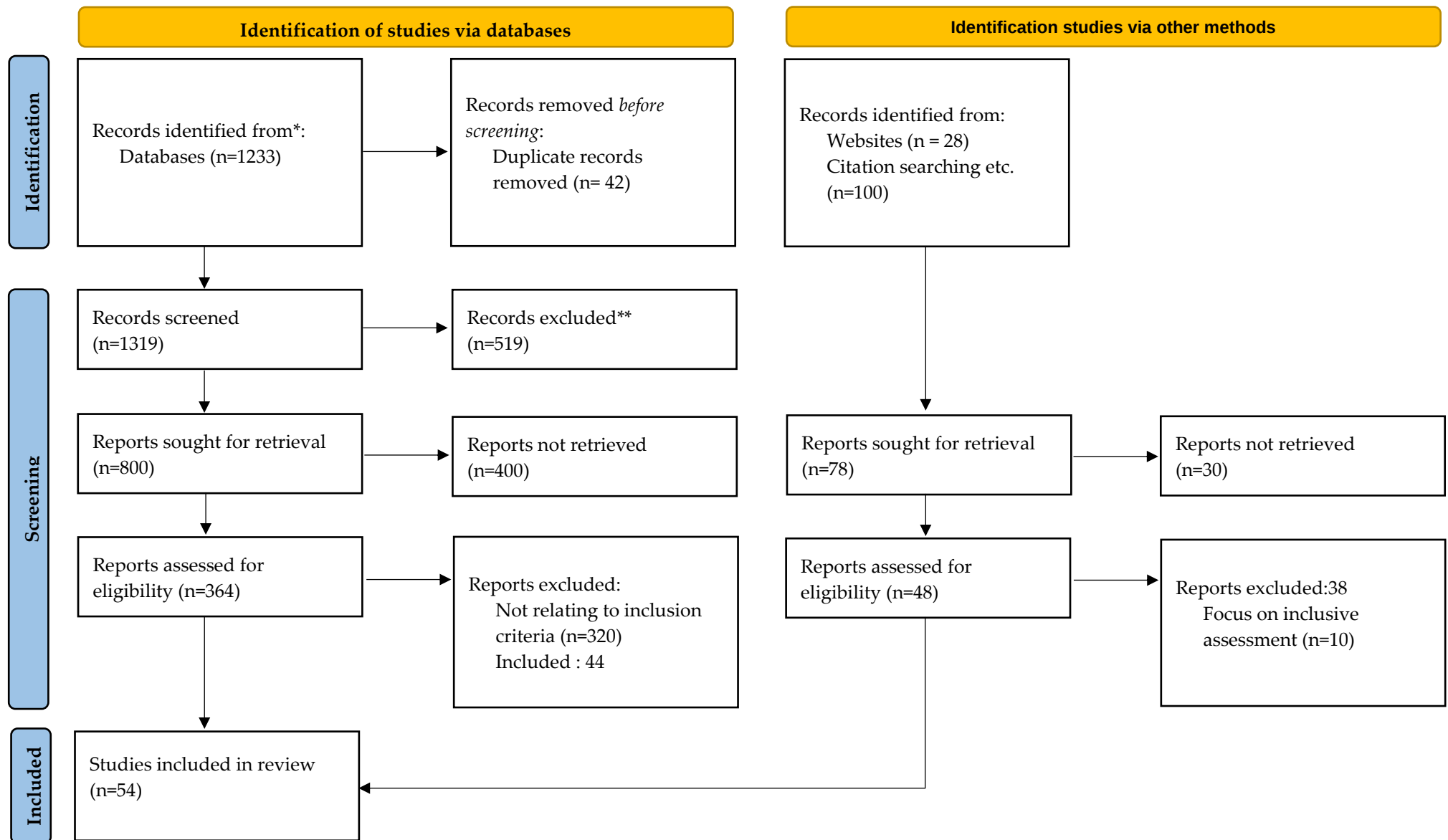
Charting the Data

The data charted from the 54 studies included: author; year of publication; title, research purpose/content and country where the research was undertaken, as shown in Appendix A

Collating Summarizing and Reporting Results

The scoping review employed thematic analysis which is a “a method for identifying, analyzing and reporting patterns (themes) within data” (Braun & Clarke, 2006, p. 79). A comparison of the data from the individual studies suggested initial codes such as benefits, motives, and industry perspectives. Coded data across the reviewed studies were compared, resulting in a list of new codes. These codes were subsequently aligned to the themes (see Appendix A).

FIGURE 1: Articles review process.



RESULTS

Our review included 54 articles as tabulated in Appendix A. The 54 articles were drawn from following countries: United Kingdom, United States of America, Australia, Canada, Finland, India, Vietnam, Kingdom of Saudi Arabia (KSA), China, Kenya, Romania, New Zealand and South Africa. Most of the studies (n=49) were undertaken from 2013 to the present. Key areas of focus informing effective university-workplace partnerships included: industry partners' roles (n=19), the challenges of these partnerships (n=17), benefits of these partnerships (n=9), and motivations and determinants to participating in a partnership (n=17).

Industry Partners' Roles in University-Workplace Partnerships

Nineteen papers addressed the role of industry partners. These papers highlighted the contribution of work supervisors in WIL experiences. Workplace supervisors, also known as field supervisors or host supervisors, play a vital and complex role in university-workplace partnerships (Ferns et al., 2016) through their involvement in activities such as: stakeholder engagement, sharing responsibility, setting expectations, engaging in planning and facilitation (Martin et al., 2019); facilitating the transition from WIL to full employment of graduates (Mayombe, 2022); curriculum design, conducting assessments and providing feedback (Thi Ngoc Ha et al., 2022); and, mentoring students (Fleming et al., 2021).

Investigating workplace supervisors' expectations of internship partnerships in the health sector, Venville et al. (2021), found that while industry partners receive sufficient clarity from universities regarding the professional expectations for students, supervisor's express concerns over using dispersed processes. They recommend internship-related assessment processes should be formalized and standardized to reduce the burden of completing different assessment documentation required by different universities.

Several studies, however, have identified that the roles of supervisors can be opaque. Ferns et al. (2016) observe that industry partners require greater clarity around supervisors' roles and responsibilities. R. Smith et al. (2006), in the field of business and technology, highlight that industry mentors struggle to articulate a vision of what constitutes a meaningful or satisfying placement, their role in achieving this, and how to demonstrate the capacity to structure and implement such a placement. The need for industry and community partners to be more involved in supervising students and providing feedback on student learning and workplace performance is also echoed in study of C. Smith et al. (2014). In a study of management supervisors, Winchester-Seeto et al. (2016) reported that although industry supervisors were aware of their roles, major areas of difference in role recognition of host and academic supervisors existed. For example, they identify that host supervisors are referred to as managers (administrative role) and mentors (education and support roles), whereas academics are referred to as supervisors (administrative role), advisors (education role), and providing pastoral support (support role). Another recent study by Mayombe (2022), who also points out that little is known about the roles of stakeholders in enabling the effectiveness of WIL programs. While current research acknowledges the significant role played by workplace supervisors, further exploration needs to be undertaken into what the specific roles are of the various industry actors, in addition to workplace supervisors, such as upper management and human resources specialists.

Challenges in University-Workplace Partnerships

Interestingly, despite the premise that partnerships are central to the WIL experience, research has highlighted significant challenges for managing these relationships (Choy & Delahaye, 2011; Felton & Harrison, 2017). Seventeen studies highlighted significant challenges for managing university-workplace partnerships that impact on the success of WIL. Based on six of the studies conducted in Australia, the challenges revolve around the employers as well as university professionals. When examining employers, the significant issue is the lack of evidence that employers wish to engage in WIL relationships with universities (Reeve & Gallacher, 2005). Reasons could be due to their lack of time and commitment of resources or capacity to mentor or supervise. Additional challenges arise in terms of establishing employer expectations.

Another observation notes that employers are reluctant to host international students, due to their cultural or linguistic concerns (Felton & Harrison, 2017). Particularly, in the context of placing international students, some further challenges emerge including cultural differences, inflated expectations, difficulties managing assessment tasks, weak language skills and an imbalance in the support needed by international students in comparison to what is on offer (D. Jackson et al., 2017).

Maintaining and sustaining these partnerships is also identified as a challenge (Choy & Delahaye, 2011). From the universities' perspectives, challenges include mapping the curriculum, finding suitable apprenticeship, systems for data management, the shortage of support from university departments and industry professionals' time constraints. Industry professionals have reported that they are sometimes not provided with favorable conditions, organizational structure, and appropriate workload, indicating complexities in organizing WIL partnerships (Daley et al., 2016; Nguyễn, 2022).

While other studies conducted in Canada, United Kingdom and Kenya also agree with similar challenges such as that of lack of clarity around practicum expectations for most of the field supervisors and insufficient preparation of the community-based organizations to host a practicum student and lack of resources to support the internships (Carmichael et al., 2018; Muriithi et al., 2018; Wilson, 2014). Some challenges are reported specific to disciplines such as Human Resource Management (HRM), and Accounting and Finance (Rook, 2017). In HRM, several challenges arise, including resource scarcity, conflicting agendas, legal and ethical dilemmas, and misalignments between HRM practice and academic perspectives of WIL. These challenges mirror those encountered in the accounting discipline, where notable issues revolve around the struggle to secure placements and resource allocation (Stanley & Xu, 2019). Further, in the context of business, students reveal five major challenges: institutional support, mentoring and assessment, student readiness, curriculum relevance, and host motivation (Govender & Taylor, 2015). Overall, literature clearly points out string challenges in nurturing the university-industry parentship.

Benefits of University-Workplace Partnerships

Nine studies reported on the benefits of partnerships in university-workplace collaborations. Benefits to industry include opportunities for recruitment and meeting national skills imperatives (Govender & Taylor, 2015); access to a greater talent-pool of graduates with previous workplace internship experience (Brennan & Dempsey, 2018); and building organizational capacity (Grise-Owens et al., 2016). For universities, benefits include knowledge sharing and exchange between university and organizations (Choy & Delahaye, 2011; Franco et al., 2019; Klatt et al., 2018), external education provision; and long-term curriculum co-construction, lifelong learning, entrepreneurial education, and innovation work-placements (Franco et al., 2019; Lillejord & Børte, 2016; Nguyễn, 2022).

Reported benefits for students include workplace exposure, application of theory to practice (Fleming & Haigh, 2017; Govender & Taylor, 2015) and development of work-ready skills (McManus & Rook, 2021). Other benefits involve students developing a combination of skills, and guidance to define and refine their career paths (Fleming & Hickey, 2013; Ibrahim & Jaafar, 2017; Luekitinan, 2018). Further, through internships, students become accountable for their own learning; enhance their communication skills, problem solving, analytical thinking and disciplinary thinking; and increase their commitment to educational goals which can improve their classroom performance (Fleming & Hickey, 2013; Miller, 2021). Significantly, internships are a way for students to gradually become part of the workforce, thus promoting a relationship of cooperation that leads to a smoother transition into the labour market (Fleming & Haigh, 2017). Overall, the literature reports multiple benefits of university-workplace partnerships for industry, the university, and for students within different disciplines across many different countries.

Motivations and Determinants Underpinning University-Workplace Partnerships

Seventeen papers included findings about motivations and determinants for WIL. Two studies found that industry motivations stemmed from reputational considerations (R. Smith et al., 2006; Ylikoski & Kortelainen, 2012). In interviewing industry mentors in business and technology contexts, R. Smith et al. (2006) distilled motivations for industry involvement in partnerships as 'pragmatic', that is, partnerships provide tangible or intangible benefits to the organization, either by raising corporate profiles or providing forms of return on investment (ROI). Similarly, Ylikoski and Kortelainen (2012) reported university visibility as motivational factors for organizations and moreover mentioned a cooperation framework, prepared by Price Waterhouse Coopers (PWC) with Aalto University to guide Finnish business schools, which in part focused on the motivations of industry partners in university-workplace partnerships (Ylikoski & Kortelainen, 2012).

In terms of determinants, Fleming and Hickey (2013) applied Oliver's (1990) inter-organizational relationship (IOR) formation framework to investigate the motives and determinants for the formation of WIL partnerships in sports organizations. They found that reciprocity, efficiency, legitimacy, and synergy were important in forming these partnerships, while observing that interpersonal connections and individual factors also play a role. Fleming and Zegwaard (2018) extended this knowledge by proposing additional factors: trust, expectations, coordination, vision, learning, resources, reputation, and recognition as important for sustainable WIL relationships. Pizam et al. (2013) suggest that important determinants for building strong partnerships include working closely with industry owners and executives, building mutual trust, fostering personal friendships, and developing a mutual understanding of industry needs and expectations. Other studies found that essential determinants for forming successful partnerships include: negotiability and proper training and supervision (Elijido-Ten & Kloot, 2015; D. Jackson et al., 2017; Sachs et al., 2017); ongoing commitment of time, personal energy, staff resources and cultural exchange by both organizations (Reeve & Gallacher, 2005); and resourcing alongside associated cost, support, and staff capacity to mentor and supervise students (Ferns et al., 2016; C. Smith & Worsfold, 2014). Despite identifying a range of determinants of good partnerships, challenges remain for successful management of these relationships (Carmichael et al., 2018; Daley et al., 2016). Furthermore, there are mutual motivations for universities and industries to engage in partnerships, underscoring the importance of cultivating these essential factors to sustain such relationships.

DISCUSSION

This review took stock of research on university-workplace collaborations through WIL internships. The literature currently addresses the aspects of the role of industry, challenges, motives, determinants and benefits of such collaborations. This scoping review produced five themes investigating various aspects of university and industry partnerships: industry role, benefits, motivation, sustaining partnerships and global perspectives for university-industry partnerships.

Industry Role

Organizations play a key role in facilitating and supervising students. Current research reports the role of field supervisors, and while this is crucial for internship success, industry has its own limitations and challenges which need to be mutually addressed. Hence, there is a need to understand what motivates senior executives and human resource managers to be involved in university-workplace partnerships. This research illuminates how best to initiate and support industry partners as they work in collaborative university-workplace partnerships to maintain effective relationships, promote benefits and opportunities for all stakeholders, and effect positive student learning outcomes. Further, studies into the expectations of work supervisors indicate that the areas of assessment and training need further attention.

Benefits

The literature highlights many benefits of university-industry partnerships around knowledge exchange for both, obtaining new ideas from students and as well incurring low cost for recruitment etc.

Given the mutual benefits that these partnerships serve, it is indeed imperative to identify strategies to sustain these relationships.

Motivations for University-Industry Partnerships

The literature highlights several core motivations and determinants for university-industry collaborations for internships. There are evident motivations stemming from organization and university perspectives and these are mutual for both partners. However, a missing link can be noted when categorizing these motivational aspects for explaining the perspectives of different industry stakeholders. Despite the reported motivations of students, university and industry organizations, there is limited research unpacking the motivations of industry partners especially across various roles, such as senior executives and human resource managers, who are key in facilitating and managing these relationships (Navarro et al., 2019). Apart from one study, Fleming and Hickey (2013), these motivational aspects are not studied using a theoretical lens of motivational theories.

Sustaining Partnerships and its Determinants

Sustainability is highlighted as vital for university-workplace partnerships with key determinants for sustainable relationships illuminated by the literature. Our study notes that Fleming and Hickey (2013) identified reciprocity, efficiency, legitimacy, and synergy as important determinants in the formation of effective partnerships, based on Oliver's early (1990) work that proposed generalizable determinants of inter-organizational relationships. While these guide critical determinants, there is a scope to study the university-workplace partnership also using the lenses of motivational frameworks which can

provide insight into how to support and strengthen university-workplace partnerships for internships in the future.

Global Perspective

Finally, literature underscoring university-workplace partnerships emerges from western countries (Fleming & Zegwaard, 2018; Franco et al., 2019), clearly noting a gap in WIL studies in developing countries. Most research comes from countries such as Australia, United Kingdom and Canada and a few European studies. It would, therefore, be interesting to expand this theme of research by exploring studies that focus on developing countries in order to provide a more global perspective of university-industry partnerships.

Recommendations and Future Research

Based on our review, we can make the following recommendations for practitioners and academics for nurturing and sustaining the university-and industry partnerships:

- Define the role of university and partners. Both parties, university and industry can benefit from these relationships, hence roles and responsibilities with clear activities and accountability is paramount.
- Leverage key relational factors. Given the challenges for sustaining these relationships persistently reported, both parties must leverage the key factors such as reciprocity, efficiency, legitimacy, and synergy to sustain this relationship. While these have been lightly reported in the literature, there is also scope to study how these factors can be nurtured to create win-win for all partners.
- Use lenses of motivational theories. A key recommendation is to use a lens of motivational theories. Our findings shed light on five major themes arising from current literature and also suggest that these can be further explored to support theory and practice. Given that there are few studies that have applied theoretical lenses such as intern-organizational frameworks (Oliver, 1990) and build on proposing additional factors for inter-organizational relationships for internships in the sports context (Fleming & Zegwaard, 2018), the motivations and determinants could be further explored considering using motivational theoretical lenses. One that could be applicable and that we propose here is leveraging the reasoned action approach (RAA) based on theory of motivation, the reasoned action theory (TRA) introduced by Fishbein and Ajzen (2010). The reasoned action approach (RAA) examines partners' beliefs in regard to their attitudes, social norms, and their perceived behavioral control. Use of this approach could generate an understanding of what influences stakeholders' involvement in a university-workplace partnership for professional internships.

The RAA proposes that people's behaviors are motivated by their intentions to perform that behavior. This intention is informed by three constructs: (a) one's attitude towards the behavior, (b) the perceived social norm, and (c) perceived behavioral control. Each construct is, in turn, impacted by relevant behavioral, normative, and control beliefs. Accordingly, future research could explore the perceptions of industry managers and the pressures that they experience to participate in partnerships and their perceptions of how partners are encouraged to, or prevented from, participating in partnerships. Sustaining and enhancing motivation and engagement have been long-standing issues in many applied settings such as schools and workplaces (Kuratomi et al., 2023). People moralize the future partly to guide their choices and actions, such as by increasing their motivation to build long-term cooperative relationships with others (Sjåstad & Baumeister, 2019). Further, seeking the research in the backdrop

of theories of motivation, is based on findings that people will make physical and financial sacrifices for a cause, even when they stand to gain nothing tangible in return (Viola et al., 2023).

The literature also acknowledged that there is a need for discipline-specific research on motivational factors in university-workplace partnerships as each discipline has its own operational models and constraints (Babiak & Thibault, 2009; Fleming & Hickey, 2013). Importantly, there is a need to understand the perspectives of specific industry roles, such as senior managers and human resource managers, who may be leaders that could provide detailed empirical evidence to guide this work (Navarro et al., 2019). Deeper understanding of these industry roles can help to identify improvements for partnerships from an industry perspective and, in turn, contribute to improving the governance and sustainability of partnerships, as industry partners significantly contribute to students' learning during the internship.

Given the significance of industry partner's role and contribution towards students' workplace readiness through WIL, it is vital to explore ways to sustain these partnerships. To fill these emerging gaps, future research directions could ask the following questions:

1. What factors motivate industry partners - specifically senior executives, human resource managers, and field supervisors - in developing partnerships for professional internships?
2. What beliefs do industry and universities hold about attitudes, perceived social norms, and perceived behavioral control regarding partnerships for professional internships?
3. What are the critical determinants of a sustainable university-workplace partnership for professional internships?
4. What are the characteristics of industry leadership in facilitating a successful relationship with universities to provide such internships?
5. What intervention strategies can be developed that better support and enhance the success of professional internships and the governance and sustainability of such partnerships?

Answering these questions will enable university and industry leaders to leverage the actual benefit of these partnerships and sustain their relationships.

CONCLUSION

This scoping review has shed light on the benefits, motives, challenges, and industry roles in university-workplace partnerships, suggesting four key areas to explore in future research. These include: the role of industry organization and perspectives of different industry stakeholders, motivations of different industry stakeholders for university-industry partnerships, determinants of sustainable partnerships, and understanding global perspectives for university industry partnerships. While contemporary literature indicates that all partners can benefit from university-workplace partnerships, it also reveals a crucial knowledge gap concerning the motivations of specific industry roles, such as senior executives, human resource managers, and field supervisors. Understanding these motivations is vital for strengthening partnerships and ensuring their sustainability in the face of the evolving future of work. Studies into the expectations of work supervisors indicate that the areas of assessment and training need further attention.

In providing a comprehensive overview of the contemporary research on university-workplace collaborations for internships, this paper makes two significant contributions. First, it offers a status of the literature by examining the reported benefits, motives, challenges, and the role of industry partners in these collaborations over the past twelve years. By synthesizing this information, the review

provides a holistic understanding of the current state of knowledge in the field. Challenges relating to university-workplace partnership are also outlined (Carmichael et al., 2018; Choy & Delahaye, 2011; Fleming & Haigh, 2017; Hardie et al., 2018; Nguyễn, 2022; Rook, 2017; Rowe et al., 2012; Stăiculescu et al., 2015; Wilson, 2014) and it seems that challenges continue to arise. However, the papers in this review also show promise of change with details regarding what constitutes effective partnerships evident in the literature. It is clear, though, that gaps in our knowledge relating to establishing and maintaining partnerships continue, despite the historical prevalence of these issues.

Second, this review has identified core areas for future research on university-workplace partnerships for internships. It highlights five key themes (such as industry role, benefits, motivation, sustaining partnerships and global perspectives) for university-industry partnerships in the literature and points to the need for further investigation. By offering specific research directions, the paper encourages scholars to delve deeper into the subject matter and explore new avenues of inquiry.

With businesses increasingly expanding their role in society, there is a timely opportunity to shed light on the significance of WIL partnerships. These partnerships are gaining momentum as they promise to deliver benefits to multiple stakeholders simultaneously. Therefore, it is crucial to examine and understand the dynamics of these collaborations to maximize their potential and address any challenges that may arise.

This scoping review serves as a valuable platform for future research on university-workplace collaborations for internships. It provides an overview of the existing knowledge in the field, identifies research gaps, and sets the stage for further exploration. By expanding our understanding of these partnerships, we can enhance their effectiveness, maximize their impact on stakeholders, and contribute to the advancement of WIL practices. There is a need for universities and industries to identify ways to strengthen these relationships considering the emerging future of work. Industry partners and universities can use the findings from this scoping review to benchmark the outcomes of their own partnerships moving forward.

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APPENDIX A: Research review on industry partners for work-integrated learning.

Code description: A=Challenges (17) B=Benefits (9) C=Motives and determinants [17] , D=Industry Role (19)

#	Code	Authors	Theme	Title	Content	Country	Findings
2	A	Carmichael, et al., 2018	Partnerships goals and Design Challenges	Curriculum-Aligned Work-Integrated Learning.	To describe the partnership from the perspective of the industry partner. describe goals, partnership design iterations of the implementation	Canada	Challenge: Hiring a substantial number of skilled staffs for education team is not easy
3	A	Choy & Delahaye, 2011	Partnership Challenges	Partnerships between universities and workplaces: some challenges for work-integrated learning	To explore the challenges of developing a partnership, the transformed role of the academics and a more complex design and facilitation of the curriculum	Australia	The development and maintenance of a partnership takes time and effort and can be challenging for academics.
5	A	Daley et al.,	Partnership Approach and features	Developing future leaders with the Chartered Manager Degree Apprenticeship – a partnership approach	This study presents a case study of degree apprenticeship explaining the challenges faced and the partnership approach taken to overcome them. The evolution of higher degree apprenticeship scheme and potential benefits are brought to life in this case study	UK	Availability of a suitable apprenticeship Systems for data management Mapping the degree programme to the CMDA standard Delivering the full CMDA standard Mapping the degree programme to CMI level 5 diploma
7	A	Felton & Harrison, 2017	Barriers of Industry Partners	Supporting inclusive practicum experiences for international students across the social sciences: building industry capacity	This article reports on the capacity of host organisations to offer inclusive practicum experience for international students across professional programs in the social and behavioural sciences through needs analysis and interviews with academic and professional staff	Australia	Challenges: Students' linguistic and cultural competency, employers' reluctance to host international students, workplaces' difficulties in providing culturally inclusive practicum experiences
14	A	Govender & Valand, 2020	Gaps in WIL partnerships Challenges	Business students and work-life: mind the gaps!	This paper identifies challenges in business school and business collaboration when implementing work-integrated learning (WIL) through a literature review	South Africa	The literature review revealed five major gaps: institutional support, mentoring and assessment, student readiness, curriculum relevance and host motivation.
16	A	Gribble, et al., 2015	Industry Perspectives for WIL challenges	Challenges to providing work integrated learning to international business students at Australian universities.	Reports on 59 interviews of industry stakeholders in order to understand the barriers to WIL for business students	Australia	A multipronged approach which hinges on cooperation between international students, universities, employers and government is needed to address the need of students.

18	A	Ha, 2022	barriers to Industry Involvement	The involvement of industry professionals and barriers to involvement in work-integrated learning: the case of the profession-oriented higher education framework	This study reports the involvement of industry professionals and barriers to their involvement in Work-Integrated Learning (WIL) through interviews with industry professions (15) and three focus groups	Vietnam	Involvement of industry professionals in designing WIL learning content and assessing students' workplace performance was limited. Barriers: The university departments' focus on selecting industry professionals working in managing positions, the shortage of support from university departments and industry professionals' time constraints industry professionals were not provided with favorable conditions.
20	A	Jackson and Burch, 2016	Challenges/ Perspectives of Employer/ Strategies to overcome Barriers	Exploring the challenges experienced by international students during work-integrated learning in Australia	This study canvasses employer, academic, and student perspectives on the barriers experienced by international students in gaining exposure to the Western Australian workplace through Work-integrated Learning	Australia	Stakeholders identified a number of challenges which impact on student performance and the success of their WIL experience. These include cultural differences, inflated expectations, difficulties managing assessment tasks, relatively weak language skills and an imbalance in the support needed by international students in comparison to what is on offer. capacity to mentor/supervise.
32	A	Nguyễn, 2022	Key features and challenges in organising partnerships	University-community partnerships in language teacher education through work-integrated learning	This study examined the mechanics of university-community partnerships in work-integrated learning in language teacher education through interviews involved students, academics, workplace supervisors and university managers	Vietnam and Australia	Relation of education-work, organisational structure and workload, and complexities in organising work-integrated learning partnerships.
37	A	Rook, 2017	Challenges	Challenges implementing work-integrated learning in human resource management university courses	This paper identified the challenges faced in implementing WIL into the HRM undergraduate curriculum using qualitative semi-structured interviews with 38 participants including academics, careers advisors, professionals and students.		The findings show that a lack of resources, a clash of agendas, legal and ethical issues, expectations, the HRM profession and academic perspectives of WIL, are impacting on how WIL programs in HRM are being developed. Recommendations are made for the future development of WIL in HRM
43	A	Stanley & Xu 2019	Challenges for partner organizations	Work-Integrated Learning in accountancy at Australian universities – forms, future role and challenges	This exploratory study sought to obtain the views of strategic decision-makers surrounding the implementation of Work-Integrated Learning (WIL) Accountancy programs	Australia	The most challenging issues identified were the difficulty of finding placements and the resourcing implications

4 2	A/ C	Stăiculescu et al., 2015	Motivations, Challenges, Benefits	The university and the business environment - Partnership for education	Forms of partnership developed by universities and businesses and analyzes the views expressed by the representatives of employers engaged in active partnerships	Romania	Motivation of human resources of the university and that of the employers to develop partnership relations.
4 5	A/ C	Wilson, 2014	Partnership factors/ Challenges	Building partnerships in social work education: Towards achieving collaborative advantage for employers and universities	This paper explored key factors in the dynamics of the collaborative process and identifies both congruence and discord in academic and employer perspectives.	Northern Ireland	The collaborative advantage accruing from partnership working includes the benefits of a centrally coordinated system for the management and delivery of practice learning. engaging in partnership working is a complex process that can create conflict and tensions, and that it is important to ground collaborations in realistic expectations of what can be achieved.
1 9	A/ D	Hardie et al., 2018	Host organization resource implication	Value of industry mentoring and resource commitment to the success of an undergraduate internship program: A case study from an Australian university	Study examines the relationship between the host organizations' resource and the students' perspective of a successful internship	Australia	The findings indicate that the host organizations' resource commitment has a significant positive influence on the interns' perceived success of the internship.
2 4	A/ D	Kabaria-Muriithi, et al., 2018	Supervisory Role	Expectations of Field Supervisors in Kenya: Implications for Community-based Human Service Practicums	This study described the expectations of field supervisors in host organizations participating in a community-based human services program through face-to-face interviews of Fifteen purposively sampled field supervisors	Kenya	A lack of clarity around practicum expectations for most of the field supervisors interviewed and insufficient preparation of the community-based organisations to host a practicum student.

49	A/D	Reeve & Gallacher, 2005	Motives and challenges	Employer–university ‘partnerships’: a key problem for work-based learning programmes?	It explores how ‘partnership’ with employers came to be seen as a central aspect of this new form of provision		However, we suggest that this emphasis on partnership has been problematic. We focus, in particular, on three areas of concern. Firstly, the limited evidence that employers wish to engage in these sorts of relationships with universities. Secondly, the problems arising from the different cultures of the potential partners and, in particular, different understandings of ‘learning’ and ‘knowledge’. Thirdly, the emergence of the quality assurance agenda within higher education, which is reducing the influence of employers in these programmes
48	AB	Lillejord & Børt, 2016	Benefits Nature, Challenges	Partnership in teacher education – a research mapping	This gives a status of research in the field; identifies knowledge gaps and suggests improvements in partnership models and explains partnerships as complex and resource intensive. How well partnerships function depends on how they are structured, responsibilities defined, and work divided.		The studies reveal tensions at all levels and argue for the need for competent academic leadership in the establishment, running and renewal of partnerships. A major challenge is how to establish and maintain productive learning relations between the partners
4	B	Cullen, 2005	Partnership Benefits	Environmental Science Cooperative Education: Benefits for the Student, the Host Organisation and the Study Program	Using Student and supervisor qualitative (135 + 79) the study aimed to describes the positive outcomes of a preliminary evaluation of a cooperative education program for environmental science students	Australia	Benefits to employer included: screening of potential employees, completing projects that would have otherwise lapsed, reducing costs of employment and training. The benefits for the student include increased employment opportunities, contacts with potential employers, knowledge of employer’s requirements, and the development of job application and interview experience
10	B	Fleming & Haigh, 2017	Stakeholder views of Co-op education.	Using sociocultural insights to enhance work-integrated learning	The paper examined through an interpretive case-study methodology, incorporating questionnaires and semi-structured interviews the views of stakeholders involved in WIL experiences in a sport undergraduate degree.		Students’ learning was enhanced when they participated in authentic activities, worked alongside colleagues and could assume increasing responsibility for roles they were given.

13	B	Franco et al., 2019	Testing relationships of mutual benefit	Partnerships between higher education institutions and firms: The role of students' curricular internships	This study investigates these relationships by testing various hypotheses to measure the influence of certain factors on the student's personal involvement in curricular internships organized through HEI-firm partnerships.	Portugal	This suggests that the professional internships provided by HEI-firm partnerships play a crucial role in students' entry into a labour market characterized by strong competition and relational aggressiveness
15	B	Govender, & Taylor, 2015	Partnership Benefits	A work integrated learning partnership. Model for higher education graduates to gain employment	This article presents the voices of selected industry partners, relevant academics and third-year HRM Diploma students on their support, concerns and implications for implementation of the WIL model	South Africa	Industry welcomed the model as it provided opportunities for recruitment and meeting national skills imperatives
1	B	Ishengoma & Vaaland, 2016	Benefits	Can university-industry linkages stimulate student employability?	The paper identified important university-industry linkage (UIL) activities that can stimulate the likelihood of employability among students. Using 404 respondents located in Tanzania, comprising students, faculty members and employees from 20 companies operating within the oil and gas industry	Tanzania	The results reveal that UIL activities were strongly perceived to raise the employability of students, in particular student internships in companies followed by joint projects and the involvement of companies in modernizing university curricula. Adoption and diffusion internship strategies are suggested for foreign companies and for local firm, respectively, as vehicles for increasing employability
25	B	Kassem, et al., 2021	Effectiveness of partnerships		This study investigated the effectiveness of co-op partnerships and the factors that influence them in the context of tertiary agriculture education through a random sample of 130 co-op students using a survey.	KSA	The results also revealed that there were significant positive relationships between the level of satisfaction of students regarding program learning outcomes and their quality assessments of the program design, personal and professional qualities, and organizational climate.
29	B	Mayombe, 2022	Partnership development Industry Partner Role	Partnership with stakeholders as innovative model of work-integrated learning for unemployed youths	Examined the roles of partner stakeholders in the features of an innovative WIL model. Semi-structured interviews were used to collect data from seven managers of different firms and institutions, and ten trainees to examine the roles of partner stakeholders in the features of an innovative WIL model influencing the labour market entry of disadvantaged youths.	South Africa	Partnership with stakeholders as an innovative WIL model contributed to the employability of disadvantaged youths through the acquisition of work experience and work-readiness
55	B/D	Harris et al., 2004	Industry perspectives	Industry internships: feedback from participating faculty and industry executives	This study investigates the experiences of both faculty and hosting property executives with internship programs offered through the Council for Hotel, Restaurant. and		It was discovered that internships are of growing value to faculty and hospitality organizations and the continued development of experiences must be a

					Institutional Education. Surveys were sent, via myriad methods, to participants asking for a summary of their experiences and suggestions for improvement.		priority. An interesting suggestion made by hosting executives was the hope that they could arrange internships with educational institutions, wherein they could also return to the academic environment to rekindle enthusiasm, obtain new skills, and update their knowledge on issues facing the industry they represent.
9	C	Fleming & Hickey, 2013.	Motives and determinants of WIL relationships		Study investigated the motives and determinants for the formation of cooperative education partnerships through a qualitative case study in the context of sport tertiary education.	Australia	The students, industry and academics views supported multiple determinants such as reciprocity, efficiency, legitimacy and synergy as important in the formation of cooperative education partnerships. Interpersonal connections and individual factors, strategic alignment rather than partnerships based on individual interests, understanding the perceptions of the stakeholders involved in the partnership
11	C	Fleming & Zegwaard, 2018	Critical Success Factors for WIL partnerships	Successful Work-Integrated Learning Relationships: A Framework for Sustainability.	This paper reports critical success factors for sustainable WIL partnerships drawing on reflections from WIL practitioners on what they considered were the critical success factors and a review of literature	New Zealand, Canada and Australia.	Trust, expectations, reciprocity, coordination, vision, learning, resources, reputation, and recognition were confirmed as important factors for sustainable WIL relationships.
22	C	Jauhari, & Jauhari, 2013	Factors influencing partnerships	Developing effective university-industry partnerships: an introduction	The paper discussed the range of best practices for building effective university-industry partnerships.	USA/UK /Australia and India	Factors that contribute to the success are the commitment of senior staff, the development of trust between senior representatives, mutual understanding of each party's needs and expectations. There are also many more that have not been addressed and, therefore, require further exploration
23	C	Jeffries & Milne, 2013	Role of Communication	Communication in WIL partnerships: the critical link	This article reports on a large ethnographic study conducted by Victoria University into host organisations' perceptions of WIL.	Australia	A small but significant number of hosts were not satisfied with the communication practices of some of the tertiary institutions they worked with and cited examples of unsatisfactory practices.
27	C	Lester, 2020	Sustainable Practices	Creating conditions for sustainable degree apprenticeships in England	The purpose of this paper is to report on a study funded by the Edge Foundation, an independent educational charity, to investigate what is needed for English higher	UK	The findings illustrate the need for strong partnerships, for programmes that are designed from the ground up as Apprenticeships, and for effective integration

					education to operate degree apprenticeships (DAs) on a sustainable basis. The study, conducted in 2019–2020, took the form of a literature review, semi-structured interviews with employers, institutional staff members and apprentices in three fields, and an open online survey.		of apprentices into the organisation's working environment.
28	C	Mackaway & Winchester-Seeto, 2018	Critical SuccessFactors	Deciding access to work-integrated learning: Human resource professionals as gatekeepers.	This paper reports findings from a qualitative study focused on the role played by Human Resource (HR) professionals in influencing student access to WIL placements in Australian organizations. Interviews were conducted with 18 individuals (F=17; M=1) from 14 organizations across Australia	Australia	Being in a HR role may influence why and how an individual acts as a WIL gatekeeper. There is an interplay between forces at three distinct levels: organizational, occupational/job and personal, which affect the intentions and actions of the HR professional. Furthermore, the study suggests several conditions are required for an inclusive approach to WIL to be enacted.
30	C	Minton, & Lowe, 2019	Industry Mentor Role	How are universities supporting employers to facilitate effective "on the job" learning for apprentices?	This paper reviewed a range of mechanisms used by universities to support employers to facilitate effective "on the job learning" for apprentices. It reflects on how these mechanisms can be used to address some of the challenges, reported in the literature that employers face to in supporting apprentices in the workplace.	UK	Regular interactions with a range of staff within the employer ensure that there is a clear understanding throughout the apprentice's journey, of how to promote an effective learning environment for the apprentice within the. context of the organisation. The role of the workplace facilitator/mentor key
31	C	Moore & Plugge, 2008	Role of Industry Benefits	Perceptions and Expectations: Implications for Construction Management Internships	Based on a sample of 62 industry internship sponsors and 90 student interns, this article provides insight to the perceptions of these two groups.	USA	Attention must be given to the building and developing of relationships with the many individuals in the construction industry who hire and supervise student interns. As an internship coordinator, it is important to not only build a relationship with these individuals, but to gain a strong understanding of their companies (including the less-tangible aspects of their company culture).
33	C	Othman & Omar, 2012	Sustainable partnerships	University and industry collaboration: towards a successful and sustainable partnership	This study draws on a survey of workshop participants. This study explained factors that determine successful collaborations, exploring the various aspects that significantly influenced those initiatives. In addition, the	Malaysia	If both sides are willing to work together and foster better understanding in the future, a more beneficial as well as sustainable partnership can be created. Only a proper and sustainable partnership will be able to

					study also seeks to identify reasons that will ensure sustainable collaborations between both sides		generate mutual benefits for both sides. However, these studies offer limited explanations on some pertinent aspects of the university and industry Collaborations
3 4	C	Pizam et al., 2013	Partnership factors	Forming a long-term industry-university partnership	Study reported on how the University of Central Florida's (UCF's) Rosen College of Hospitality Management (RCHM) has established a long-term and successful partnership with the hospitality and tourism industry using a case study approach	USA	These successful partnerships were accomplished through mutual trust, an understanding of each other's needs and expectations, and successful collaboration between key industry owners/executives and senior administrators. Future studies may investigate similar successful industry-university partnerships.
3 5	C	Ravulo, 2020	Perspectives of Parterres	Co-opting a shared approach with Pacific communities via an internship initiative and a sporting Organization	This article explores the perspectives of participants from a partnership that was established between Western Sydney University (WSU) and the National Rugby League (NRL), a large and multifaceted international sporting organization based in Australia.	Australia	Strong partnerships between universities and industry partners are vital for effective work-integrated learning. Universities and industry partners need to demonstrate clear leadership.
3 9	C	Ryan, 2007	Factors	Developing a qualitative understanding of university-corporate education partnerships	The paper explored range of qualitative factors in university-corporate education partnerships using interviews with six senior corporate managers from diverse industries and three university managers on the factors they regard as important in university-corporate education partnerships.	Australia	The research highlights the needs for both universities and corporations to take the time to learn and understand the requirements and expectations of each other and, as in any good relationship, provide flexibility to accommodate these requirements and expectations.
4 0	C	Smith, et al., 2005	Motives and Mentor Roles	Seeking industry perspectives to enhance experiential education in university – industry partnership: Going beyond mere assumptions	This paper advocates research to take us beyond assumptions, claiming that the articulation of industry perspectives in instructive for all those involved: industry sponsors/mentors, tertiary educators, students and the industry more broadly, as students are prepared more effectively for professional roles of the organization.	Australia	A number of the industry mentors have been able to articulate motivations for industry involvement in the educational process, three of which have been classified as pragmatic' motivations and two related to value-adding to the educational growth of the student; Industry mentors have been able to express some seven 'skills' required of the mentor, including: process-oriented skills (supporting the transition to IBL), content oriented skills (provision of technical advice, business process advice, and building generic skills), futures oriented skills (provision of career

							advice and serving as a role model), and personal support skills (pastoral care of the student including involvement in the social life). Mentors have reported some eight features of a meaningful/satisfying placement, including purposeful work, focused work, variety, learning (technical training, business processes and generic skills), risk taking and enhanced employability.
41	C	Smith-Sitton, 2019	Value and impact of partnership	Pathways to Partnerships: Building Sustainable Relationships Through University-Supported Internships	Provide a framework for reciprocity, as well as exploration of projects for practitioners and stakeholders initiating relationships or interested in ways to incrementally expand existing partnerships with organizations and communities addressing critical food and environmental justice issues.	USA	Internships with undergraduate and graduate students offer opportunities to establish trust and understanding between university partners and community partners, particularly at the start of a relationship or project.
47	C	Ylikoski & Kortelainen, 2012	Suggests a student powered partnership	A new approach for managing university-workplace partnerships	This paper's purpose is to investigate the problems and to suggest a solution.	Finland	The paper suggests a way for universities to deepen partnerships, overcoming typical hurdles.
6	D	Elijido-Ten & Kloot, 2015	Partnership features: Industry Role	Experiential learning in accounting work-integrated learning: a three-way partnership	Using semi-structured interviews with employer representatives, the study explored the role played by large and small-to-medium enterprise (SME) employers in providing experiential learning opportunities to accounting students	Australia	SMEs and large firms provide good training opportunities that enhance the student's experiential learning particularly when proper WIL structures for preplacement processes, training, supervision and performance reviews are in place
8	D	Ferns et al., 2016	Resources needed by Industry	Enhancing industry engagement with work-integrated learning: Capacity building for industry partners	The study determines topics, format and mode of resources industry perceives as most useful and used a focus groups, workshops and survey of 480 employers	Australia	Industry is seeking resources on assessment, feedback and supervision of students as well as information on clarification of roles and negotiating partnerships. The project outcomes informed the development of user-friendly and accessible resources for industry.
12	D	Fleming et al., 2021	Host supervisor's role and perspectives	Employers as educators: the role of work placement supervisors in facilitating	This study explored workplace supervisors' views on their contributions as educators, and their role as facilitators using semi-structured interviews undertaken with 24 WIL host	Australia and New Zealand	Supervisors do consider themselves as educators, moving beyond training students on how to complete tasks, to helping them develop the graduate capabilities needed for

				the transfer of skills and knowledge	supervisors of students from Business, Sociology and Sports and Recreation in three universities		contemporary work. they consider some skills to be transferable, rather than context-specific and particular to certain industries or workplace cultures.
17	D	Grise-Owens, 2016	Industry Role	A Field Practicum Experience in Designing and Developing a Wellness Initiative: An Agency and University Partnership	Article describes a piloted model of a partnership between two universities and an agency, in which MSW students' field practicum focused on conceptualizing, planning, implementing, and evaluating a wellness initiative at a social service organization	US	The field supervisor must take an active role in supporting the students and navigating the placement
21	D	Jackson et al., 2022	Co-working space for internships	Enhancing graduates' enterprise capabilities through work-integrated learning in co-working spaces	This study piloted two rounds of business student internships in the largest co-working space in Western Australia, surveying and interviewing both students and workplace supervisors to gauge development and understand enablers and challenges during WIL.	Australia	This study provides insights on WIL design that increases participation among SME and how co-working spaces may support SME engagement in WIL to develop enterprise capabilities, better preparing HE students for future work.
26	D	Lan, 2020	Industry Role	Industry instructors' perspective on internship implementation strategy	Study presents the perspectives of industry instructors from a case enterprise which adopted to analyze various contexts of internship implementation and to examine feasible strategies for incorporating internships in the human resource development process.	China	Enterprises must systematically plan internship tasks, recruitment and selection, as well as practices and reports if they wish to employ interns as potential human resource.
36	D	Rawlinson & Dewhurst, 2013	Concept of a "university learning laboratory"	How can effective university-industry partnerships be developed?	Presents the concept of a "university learning laboratory" and summarizes the key benefits of engaging industry more extensively in the design and delivery of vocational degree programmes	UK	This paper highlights a new type of stakeholder partnership and a collective responsibility for vocational curricula in higher education.
38	D	Rowe et al., 2012	Key roles commonly expected of host supervisors	But I thought you were doing that'-Clarifying the role of the host supervisor	This paper offers a new resource, the Analysis and Reflection Tool, to assist all stakeholders to understand and better articulate the roles, responsibilities and activities that an individual host supervisor might be expected to fulfil based on an extensive review of the literature,	Australia	Clearer understanding of stakeholder roles and better communication are important steps to providing adequate support to host supervisors. Outlines the four key roles commonly expected of host supervisors: support, education, administration/managerial and guardian

44	D	Venville et al., 2021	Industry role/Feedback	Formalizing feedback in work-integrated learning partnerships: Opportunities for collaboration	This study explores nursing and allied health industry partner perspectives and experiences of current feedback processes and mechanisms used by universities through in-depth semi-structured interviews with eight representatives of large industry groups providing WIL opportunities	Australia	Confirms the centrality of relationships to successful WIL partnerships. Although participants expressed general satisfaction with existing feedback processes, the consensus was for: (a) the introduction of more strategic and standardized approaches, and (b) collaborative approaches based on rigorous and careful understanding of the WIL context.
46	D	Winchester-Seeto et al, 2016	Supervision and Industry Role	Sharing the load: Understanding the roles of academics and host supervisors in work-integrated learning	This study explored the role university, industry stakeholders using University staff and host supervisors (N=57) interviews	Australia	Each stakeholder group about their own roles, perceptions about the roles of others are mismatched in some fundamental areas. There also appear to be intersecting and complementary roles, which remain largely unexplored and accounted for in research and theory to date. This study is unique in bringing together the perceptions of multiple stakeholders to explore ideas about supervision.
50	D	Beggs et al., 2006	Industry perceptions/ Skills	Internships in Leisure Services: An Analysis of Student and Practitioner Perceptions and Expectations .	The purpose of this study was to investigate student and practitioner differences in perceptions and expectations of undergraduate internships in recreation. An on-line survey that examined the role of the internship, skills that interns should have, and perceptions of what internship agencies should provide was completed by 363 leisure service practitioners from community, campus, and commercial recreation as well as 194 recreation students from ten universities	UK	Practitioners believed that students should be stronger in developing, leading, and budgeting programs, while students felt that internship agencies should be willing to hire interns full-time and should provide greater assistance in job placement
51	D	Berman, 2008	Challenges	Connecting with industry: bridging the divide	This article, which explores the barriers to sustainable research partnerships between universities and industry, identifies the 'cultural gap' between academia and industry as a significant impediment to successful collaborations	Australia	Many of the university researchers in this case study had a fairly accurate understanding of industry motivations, needs and expectations, and valuable insights into how the cultural divide between industry and academia might be bridged. It would be prudent to draw upon their expertise when putting strategies, policies and mechanisms in place to increase the

							attractiveness to industry of engaging with academia.
5 2	D	Lawson et al., 2011	Feature and nature	Professional learning in the business curriculum: engaging industry, academics and students.	This paper describes a typology of approaches to PL derived from a national study of good practices in business faculties in Australian universities.	Australia	It identifies the enablers and impediments to the successful adoption of PL, and discusses the challenges associated with industry engagement in PL for academics, students and business organisations
5 3	D	Martin & Leberman, 2005	Nature and features	Keeping Up With the Play: Practicum, Partnership and Practice	This paper reports on an inquiry into a Sport Management Program at Massey University. It provides program evaluation based on feedback from sport organizations and graduates related to their experiences of the Sport Management Practicum, a for credit double semester paper, normally undertaken in the third or fourth year of study or as part of a compulsory requirement of both undergraduate and post graduate Sport Management majors at Massey University, New Zealand. The research investigated the impact on the practicum organizations, and whether the practicum helped graduates in their current position. An open-ended questionnaire was sent to all 2004 organizational supervisors (n=25). A separate questionnaire consisting of open and closed questions was sent to all Sport Management and Coaching graduates between 2000 and 2003 (n=160)	New Zealand	The graduates and supervisors concurred on the key needs of practicum students, which were to be enthusiastic, organized, show initiative and make the most of their practicum opportunity
5 4	D	Martin et al., 2019	Supervisor Role	Work-integrated learning gone full circle: How prior work placement experiences influenced workplace supervisors	This article reports on a study of workplace supervision and student experiences and outcomes through insights from semi-structured interviews with 21 graduates who had previously supervised work placement students. The study focused on questions framed from the perspective of the interviewees' work placement experiences as a student and then as a supervisor (e.g., impact, motivation, insights for future students/supervisors,	New Zealand	The findings from this study indicate the importance of workplace supervisors setting expectations and engaging in initial planning and organizing for effective management of the work placement. Findings also suggest that the supervising can usefully take the form of mentoring, and that this provides the supervisor with professional development in self-management, effective communication and leadership.



About the Journal

The International Journal of Work-Integrated Learning (IJWIL) publishes double-blind peer-reviewed original research and topical issues related to Work-Integrated Learning (WIL). IJWIL first published in 2000 under the name of Asia-Pacific Journal of Cooperative Education (APJCE).

In this Journal, WIL is defined as:

An educational approach involving three parties – the student, educational institution, and an external stakeholder – consisting of authentic work-focused experiences as an intentional component of the curriculum. Students learn through active engagement in purposeful work tasks, which enable the integration of theory with meaningful practice that is relevant to the students' discipline of study and/or professional development (Zegwaard et al., 2023, p. 38).*

Examples of practice include off-campus workplace immersion activities such as work placements, internships, practicum, service learning, and cooperative education (co-op), and on-campus activities such as work-related projects/competitions, entrepreneurships, student-led enterprise, student consultancies, etc. WIL is related to, and overlaps with, the fields of experiential learning, work-based learning, and vocational education and training.

The Journal's aim is to enable specialists working in WIL to disseminate research findings and share knowledge to the benefit of institutions, students, WIL practitioners, curricular designers, and researchers. The Journal encourages quality research and explorative critical discussion that leads to the advancement of quality practices, development of further understanding of WIL, and promote further research.

The Journal is financially supported by the Work-Integrated Learning New Zealand (WILNZ; www.wilnz.nz), and the University of Waikato, New Zealand.

Types of Manuscripts Sought by the Journal

Types of manuscripts sought by IJWIL is primarily in two forms: 1) *research publications* describing research into aspects of work-integrated learning and, 2) *topical discussion* articles that review relevant literature and provide critical explorative discussion around a topical issue. The journal will, on occasions, consider good practice submissions.

Research publications should contain; an introduction that describes relevant literature and sets the context of the inquiry. A detailed description and justification for the methodology employed. A description of the research findings - tabulated as appropriate, a discussion of the importance of the findings including their significance to current established literature, implications for practitioners and researchers, whilst remaining mindful of the limitations of the data, and a conclusion preferably including suggestions for further research.

Topical discussion articles should contain a clear statement of the topic or issue under discussion, reference to relevant literature, critical and scholarly discussion on the importance of the issues, critical insights to how to advance the issue further, and implications for other researchers and practitioners.

Good practice and program description papers. On occasions, the Journal seeks manuscripts describing a practice of WIL as an example of good practice, however, only if it presents a particularly unique or innovative practice or it was situated in an unusual context. There must be a clear contribution of new knowledge to the established literature. Manuscripts describing what is essentially 'typical', 'common' or 'known' practices will be encouraged to rewrite the focus of the manuscript to a significant educational issue or will be encouraged to publish their work via another avenue that seeks such content.

By negotiation with the Editor-in-Chief, the Journal also accepts a small number of *Book Reviews* of relevant and recently published books.

Reference

Zegwaard, K. E., Pretti, T. J., Rowe, A. D., & Ferns, S. J. (2023). Defining work-integrated learning. In K. E. Zegwaard & T. J. Pretti (Eds.), *The Routledge international handbook of work-integrated learning* (3rd ed., pp. 29-48). Routledge. <https://doi.org/10.4324/9781003156420-4>



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