Applying a conceptual model in sport sector work-integrated learning contexts

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This paper applies a conceptual model for work-integrated learning (WIL) in a multidisciplinary sports degree program. Two examples of WIL in sport will be used to illustrate how the conceptual WIL model is being operationalized. The implications for practice are that curriculum design must recognize a highly flexible approach to the nature of placements and, as a result, emphasize the necessity to conduct a post-practicum debriefing to support the valuable learning and to continue the duty of care towards the student. We propose the expansion of Martin, Rees, and Edwards model to include both a partnership and debriefing component for sport WIL in Australia. This inclusion will not only provide a sustainable model for sport partnership WIL programs in Australia, but ensure that a focus on duty of care towards students is a core responsibility and moral obligation for universities and placement organizations. *(Asia-Pacific Journal of Cooperative Education, 2017, 18(3), 185-198)*

Work-integrated-learning (WIL) is a commonly used umbrella term to describe educational experiences which have industry links (McLennan & Keating, 2008). WIL incorporates university students' tertiary study with work experiences in a systematic way. While the concept is not new and the concept of university students contributing substantially to the workforce in their field of study while studying is also not new, Universities Australia (2014) recently suggested that there is compelling evidence of a wider and unmet need for graduates to have gained enhanced work readiness during their study program. Potential employers seek graduates who also have relevant industry experience. Universities need to do more to ensure that students are work ready.

All WIL placements are highly contextualized and are impacted by the expectations of students, industry partners, the university, and often professional associations. Furthermore, it is understood that WIL placements and student projects are just one path to the systematic integration of work based knowledge with students' learning in their course work (Patrick, et al., 2008). WIL also provides universities a hypothecated optimized student experience that has enhanced pay-offs for outlay in a climate where students increasingly see tertiary education as an investment and themselves as consumers of a product. Abeysekera (2006) describes this as 'leveraging knowledge'. By this, Abeysekera (2006) means that the student is able to apply the explicit knowledge learned through the university setting to the tasks to be carried out, or the tactic knowledge. It is increasingly recommended that university students are provided with an opportunity to experience both career education and WIL throughout their program of study (Reddan & Rauchle, 2012) for a variety of reasons, mostly associated with the value of applied learning experiences in positively affecting graduates transition into employment (Martin, 2012).

Of particular significance to this paper is that WIL is rarely discussed in relation to the sport industry in Australia, despite WIL being a common feature in many tertiary programs. This paper is, therefore, not only timely, given the recent Universities Australia (2014) direction,

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but also necessary, given the paucity of university discussion regarding WIL in sport in Australia. The purpose of this paper is to reveal and reflect on issues related to designing a WIL program for an undergraduate, multi-disciplinary, sport degree in an Australian context that includes in its agenda the globalization of the 'world of sport'. This will be done using two examples of WIL, one using a local context and the other an international context. Furthermore, the reflection leads us to propose a conceptual model of good practice that expands Martin, Rees, and Edwards (2011) model of good practice. The university program being discussed has adopted a partnerships-based WIL sport placement that aims not only to produce graduates who can make a contribution to sport development generally, it also has an agenda to contribute the development of sport in less privileged communities, both locally and abroad.

BACKGROUND

A *National Strategy on Work-Integrated Learning in University Education* (Universities Australia, 2015) has promoted WIL as a vehicle for career learning and development. In addition, it is recognized to have the potential to enhance student transition from studies in a field of scholarship to a participant in the related field of practice who is able to make a productive contribution (Smith, et al., 2009). WIL programs largely aim at improving the employability of graduates through the industry experience gained while studying. Flinders University, in which this new sports development program is located, has taken a university-wide interest in its WIL initiatives, and has invested in WIL programs since 1997. This institutional approach has resulted in improved policies and processes, that recognizes the unique needs of WIL programs in the provision of resources and support to those managing WIL programs within courses, and due recognition of the contribution of industry partners (Orrell, 2004).

Within this institutional context the Bachelor of Sport, Health and Physical Activity (BSHAPA) degree has recently been established at Flinders University. The degree was offered for the first time in 2014, with the first cohort of students undertaking their work-integrated learning project topic in 2016. A unique feature of the BSHAPA degree is the multi-disciplinary nature in which students can tailor their studies to achieve sport-and-tourism/sport-and-business/sport-and-nutrition/sport-and-sport coaching pathways. This flexibility is provided through an elective program in addition to the core study program in sport studies that enables students to finish with an academic minor in one of five fields; tourism, nutrition, business, strength and conditioning coaching, or disability studies as a result of this multi-disciplinary study pathway diversity is required in student placements.

The BSHAPA degree industry project students complete a minimum of 100 hours on a project specific to the placement organization. The nature and timing of their projects are flexible with students completing their hours in one of three semesters across the calendar year. In addition, placements projects are not limited to South Australia. As a result students have elected to work in for example the FanZone at the Australian Open Tennis Tournament in Melbourne, the event organization and administration of the Australian Masters Games, and the implementation of after school sports programs for emerging communities and in elite athlete fitness testing programs.

PROPOSED CONCEPTUAL MODEL FOR SPORT BASED WIL PLACEMENTS FOR AUSTRALIAN STUDENTS

In addition to the core industry project topic from their first year in the degree program, students are given the opportunity to start developing networks and the required skills expected in the degree. In the first year of the BSHAPA degree students participate in a career trade display event and in an organization interview project in which representatives from the sport, health and physical activity industries are invited to Flinders to talk to the students about careers in the industry. Students are expected to speak to each attending representative about the skills they need to develop in order to maximize their employability. It is through this event in first year that many students identify target organizations for their third year placement project topic.

Providing these links resonates with Reddan and Rauchle's (2012) recommendation that students be given opportunities for both career education and work-integrated learning. Martin and Leberman (2005) have argued that it is particularly important to situate work-integrated learning as part of the whole degree and not just a stand-alone topic, thus providing further support for the inclusion of career education experiences from the beginning of the degree. Martin, Rees, and Edwards (2011) provide a useful template for good practice (Figure 1) through which to begin conceptualizing a sports specific model for WIL in Australia, consisting of six key components that are integrated to create an environment in which students transform theory into practice, namely:

1. *Organization set up*: includes placement requirements and support, risk management issues and placement selection and location,
2. *Student preparation*: careers, interview skills, curriculum vitae preparation, readiness for practice theoretical basis and pre-requisites,
3. *Supervision*: on campus academic and mentor, workplace university staff, workplace employer,
4. *Competencies*: self-confidence, communication, people skills, team work, professional standards,
5. *Pedagogies*: mentoring, project work, oral presentations, scenario based learning, theory lectures and labs, and
6. *Assessment*: learning contracts, reflective journals, oral presentations, industry based competency checks, final report.

FIGURE 1: Factors for WIL good practice (Martin, Rees, & Edwards, 2011, p. 9)

LITERATURE REVIEW

Three themes have been developed from a review of the literature related to WIL: partnerships, current trends, and challenges and issues.

Partnerships in WIL Education

Essentially, WIL tends to be about the forging of relationships between tertiary education and the economy, tertiary education and educational theory into practice, and tertiary education and career outcomes (Abeysekera, 2006). Traditional models of WIL have centered on workplace visits, work experience, apprenticeships and various forms of WIL (Choy & Delahaye, 2009). Harris, Jones, Coutts, and Grigg (2008) suggest traditional models are also based on a singleton approach in which a single student is placed with a host organization which can potentially isolate the student and become a drain on stakeholder and university personnel and resources. Fleming (2012) however, argues that partnerships are best "expressed in terms of a partnership between students, university and industry" (p. 88). It may also involve contractual arrangements between the university, student and outside agency outcomes (Abeysekera, 2006). According to Fleming (2012), whichever construction, in order to achieve a successful partnership involving all three parties, a shared understanding is required regarding the requirements, value, expectations, and responsibilities in order to achieve sustainable outcomes.

According to Choy and Delahaye (2009) a sustainable learning partnership model of WIL requires the responsibility for learning and capacity building to be shared equally between the provider organization and the university. A shared vision from all three parties involved - university, industry, and student, forms part of this capacity building (Fleming, 2012). Smith and Smith (2010) argue that it is when universities move beyond the perception that

organizations are institutional learning sites on the 'outside,' that strong, collaborative and sustainable partnerships can be formed.

Specifically in the sport industry, collaborations between universities and organizations are commonly referred to as inter-organizational relationships. These collaborations can include one-off relationships as well as strategic alliances (Fleming, 2012). One of the key areas in which collaborative partnerships are formed in the sport industry is through informal mutual acquaintances or already established friendships (Babiak & Thibault, 2008). Networks that are already formed may be between students and industry professionals or through academic staff contacts. We agree with Fleming and Hickey (2013), therefore, that it is important to consider ways to align goals and the purposes of WIL experiences to develop a long-term investment in the partnership.

Current trends in Sport Placements

Much of the literature on sport practicum experiences is situated in the New Zealand context. For example, Martin, Fleming, Ferkins, Wiersma, and Coll (2009) undertook an interpretative case study research within the New Zealand university-sport sector context. This research suggested using limited, direct, explicit attempts to integrate on-campus learning with what was being learnt in the field/off campus led to connections between course work and industry experience being made. Additionally, Ferkins (2002) examined sporting best practice to provide recommendations for the improvement of placement processes and development of best practice guidelines for industry organizations. Fleming and Ferkins (2005), Fleming, Martin, Hughes, and Zinn (2009), Lucas and Fleming (2012), and Fleming and Eames (2005) have all provided insight into a variety of sport placement considerations such as assessment, maximizing the placement experience and student learning. Research concerning the Australian sport practicum experience, however, is scant.

WIL experiences are becoming increasingly important in sport studies given that formal qualifications are now held by the majority of professionals working in the sports industry (McMurtrie, 2003). O'Shea and Watson (2007) ascertain that the ability to establish networks and industry reputation is significant in the pursuit of employment success in this industry. Therefore, WIL topics undertaken in programs of study at university are a crucial element in curriculum design (Fleming & Ferkins, 2005).

Previous research with sport management students indicates that they perceive work-integrated learning as a means to develop their skills, a sense of belonging to an organization and employment opportunities (Sotiriadou, 2011). This same study determined that host organizations perceived WIL as being an important avenue for sport students to develop career opportunities while assisting students in affirming their career decisions (Sotiriadou, 2011). In order for students to have a valuable and meaningful WIL experience, it is recommended they need to be actively engaged in the process and participate in activities that are challenging and provide maximum potential for skill development (Sotiriadou, 2011; Fleming & Ferkins, 2005). Flexibility is also a vital part of sport WIL topic design as the types of placements sport students are likely to experience often involve specific events and seasons outside of traditional university structures (Fleming & Ferkins, 2005). Generally, graduate feedback is positive about WIL experiences in sport industries, provided programs are designed to develop the competencies and attributes valued by industry (Martin, 2012; Martin & Hughes, 2009).

Given internationalization is a priority for the majority of universities in Australia, (Trede, Bowles & Bridges, 2013; Holmes, Bavieri, & Ganassin, 2015), we agree with Olsen (2008) that the documentation of international experiences is important. Therefore, this paper is significant in its contribution to the body of knowledge on work-integrated learning through the development of a proposed contextual model to assist in the planning, implementation, assessment and evaluation of WIL topics in the Australian sport placement context.

Challenges and Issues Identified in the Literature

One of the challenges for academic staff identified in the literature is that in order to develop collaborative partnerships with industry, a long-term approach in developing relationships is required (Choy & Delahaye, 2009). Previous research suggests that six months or more may be needed to establish a partnership in which the university sufficiently understands the provider organization's needs. Fleming and Hickey (2013) suggest that a greater level of responsibility is traditionally placed with the university in co-operative education partnerships. However, it is when both organizations actively participate in the development of the relationship that true partnerships are formed.

Curriculum alignment is another challenge for universities. The structure of the degree curriculum and arrangement of content need to be considered such that the skills and knowledge necessary to begin a WIL program have been introduced (Trigwell & Reid, 1998). It would also seem sensible that the curriculum include skills valued by the industry. This may challenge some academics' sense of propriety concerning generation and guardianship of what is considered 'valued' knowledge (Abeysekera, 2006)

The capacity for universities to develop students' skills for professional life is sometimes problematized in the literature (Fleming, et al., 2009). In the context of the BSHAPA degree, Flinders University has a list of graduate qualities it aspires to develop in students (Table 2). In the case of WIL, we believe that there is a need to consider the competencies valued by industry to enable WIL to support graduate transition to industry.

TABLE 2: Flinders University Graduate Qualities

Flinders University aims to produce graduates of bachelor degrees who:
- are knowledgeable;   - can apply their knowledge;   - communicate effectively;   - can work independently;   - value ethical behavior; and   - connect across boundaries

TWO CASE STUDIES

This section highlights two examples of industry projects, from which the expanded model for WIL good practice was developed as a result of reflection on design of the projects. The first is an international placement which offers students the opportunity to participate in sport for development in India, and the second is a local project run in conjunction with one of the South Australian National Football League clubs to provide sport for development in the Western suburbs of Adelaide. These two examples will be discussed in relation to the BSHAPA degree and relevance to the conceptualization of a partnership-based model for

sport placements in Australia. Both examples were made possible through the procurement of grant funding to assist the development of the projects and professional relationships.

New Colombo Plan Grants: International Sport Development Projects

As previously mentioned, an international placement opportunity has been made possible for the BSHAPA students due to a New Colombo Mobility Grant provided by the Australian Government. The three year grant will provide $3000 scholarships for students to travel to India to work on projects related to the development of Indian students in sports activities. As part of the student preparation, students apply, and are interviewed for, the scholarships and are required to take part in the university run pre-departure sessions. The application process requires the development of a curriculum vitae which assists in career preparation. Ten students in 2016 were awarded scholarships, with 15 being awarded in 2017 and 20 in 2018. In order to provide this opportunity, Flinders University has partnered with the Darren Lehmann Cricket Academy (DLCA) who has an established network of contacts in India, but lack the staff and resources to be able to implement this program on their own. Partnering with the DLCA has enabled connections to be established with six primary and high schools in Kolkata and one sports organization, in addition to one school and one sports club in Mumbai. Without the partnership with the DCLA who provided the introduction to the schools and sports clubs in India, this program could not have commenced. While in India students will work on sport for development programs in both privileged and under-privileged schools and sports clubs in Mumbai and Kolkata. Students are co-supervised with a university supervisor who travels with the students for the first week then continues to provide support as required from the university. Students are also supervised and supported by the partner organizations who have nominated a liaison person to communicate with and supervise the students. The students will develop their placement projects through liaising with staff in India who will provide a brief overview of their sport development needs. Students will work in pairs and take ownership of the development of the project and resources, which develops their sport based competencies. While in India the students are required to keep a journal of their experience and the competencies they are developing which is submitted for assessment upon return to Australia. Students also give an oral presentation of their experience which contributes to their assessment in the Industry Project Placement topic. It is the shared vision of the host organizations, Flinders University and the DLCA to create sustainable sport programs in India. As an element of this project, the students are required to consider sustainability as a key element of their sport projects. Many of the proposed projects are based around implementing new sports, such as netball, in schools. These sports may not be familiar to staff or students at the schools in India, therefore, the potential to have an influence on the progression of sports and physical education programs in India is significant. The design of this program will account for the need for students to not only be knowledgeable in their field of practice, but also to prepare them to go into the field conscious of their own cultural biases and behaviors and with a cultural awareness and tact to navigate social and cultural differences of the communities their join (Cooper, Orrell, & Bowden, 2010). A curriculum that can adequately prepare students to practice professionally and culturally in an unfamiliar context must anticipate the challenges that this will have to student's personal and professional identity (Trede, 2012).

The Australian Football 'Going for Goal' Program

The going for Goal program has been specifically designed to promote the development of community health and well-being through sport. Using O'Hearn and Gatz's (2002) 'Going for the Goal' model as the curriculum basis, the program targets children in the Western Suburbs of Adelaide and provides an opportunity to be involved in a ten week health literacy and physical activity education program based at the West Adelaide Football Club. Sessions include team building, role responsibility, goal setting, identifying roadblocks, making healthy decisions with regard to food, nutrition, drugs and alcohol and physical activity. Children from the local community will participate in weekly one hour education and physical activity sessions run by West Adelaide Football Club in conjunction with Bachelor of Sport, Health and Physical Activity students from Flinders University. The program is designed to be practical, hands-on, with simple take home messages that will ideally lead to better health choices. The Going for Goal Program has been funded by a community and environment grant from the City of West Torrens which has enabled the West Adelaide Football Club to employ one of their players with a teaching background on a part time basis to oversee the development and implementation of the program across the 10 weeks.

Flinders University is situated within the West Adelaide Football Club zone and the club is staffed by a small number of employees and a large number of volunteers. Partnering with Flinders University enabled the club to utilize the skills of academic staff to assist with the grant writing process and through the placement students are able to provide a community program which they would not have otherwise been able to do due to limited staff and resources. The program may also lead to new members and potential future footballers being gained for the club which may increase their sustainability. The benefit of this program for the community is through the inclusion of isolated emerging communities who are afforded the opportunity to participate in a sport they may not otherwise have had the chance to experience. Completing this industry project may be an invaluable experience for the BSHAPA students as they are responsible for the design and implementation of the program, while having a mentor to assist in the development of their skills, which has the potential to increase their employability. As part of the student preparation for local placements they are required to apply for the placements and are interviewed for positions as though they are applying for a job in the industry. While on placement they are supervised by an on-site mentor as well as by the university topic coordinator with whom they are required to regularly communicate. Once again it constitutes autonomy and risk taking within a supportive environment, which is a high fidelity context for authentic learning (Orrell, 2011). The program itself is designed to challenge the taken for granted assumptions of the Flinders students and the community with which they work. WIL in this case and in the previous case is more than a transmission of skills and knowledge from the university student to the communities. As it is designed it is to provoke a transformation in all stakeholders. An important aspect in recognition of this transformation will be the deliberate integration of a post practicum debriefing in which students will reexamine their WIL experience transforming it into practice knowledge (Billett, 2011). Hopefully it will also provoke students to consider their emerging professional identity that will reflect a growing understanding of what they stand for and how they will hold themselves accountable in future practice.

PUTTING THEORY INTO PRACTICE

Based on a sport for development partnership model, the ongoing BSHAPA degree industry projects have the potential to extend the definition of WIL topics from a focus on putting theory into practice to creating lasting and sustainable change in communities. This can occur both locally and internationally. It is through the good practice of sustained partnership projects between the university, student and organization that lasting change may occur.

Five key issues exist in this endeavor: (1) management, (2) teaching and supervision, (3) assessment, (4) legal and ethical matters and, (5) partnerships with host organizations (Orrell, 2004). We will now briefly discuss the model we propose with reference to the 5 issues. While Martin, Rees, and Edwards' (2011) model is a useful starting point, two areas missing are both partnerships and post-practicum debrief. Therefore, we propose the extension of the current model to include the components of partnerships and post-practicum debrief. Specifically relating the components to the BSHAPA WIL program the components are as follows:

1. *Organization set up including management and legal and ethical issues:* Students at Flinders University are required to complete a minimum of 52 units of study that equates to 18 months at university, before being eligible to enroll in the placement project topic. Prior to completing the industry project students are afforded numerous opportunities to create networks with industry partners. Before making an agreement with a host organization a risk assessment profile is completed by the organization and a meeting is held with the university placement team to ascertain the suitability of the organization. In order for students to be covered by the university insurance for the duration of the topic, a contract is signed by the student, the university and the host organization. The contract includes a detailed account of the hours to be worked, the nature of the project and the location where the project is to be completed. This information is then used to manage the placement and to assist in determining any potential risks.

2. *Student preparation*: Students are required to complete an industry project preparation topic which details what to expect, requirements and two sessions with the Flinders University Career and Liaison center staff on developing CVs and cover letters as well as enhancing employability. During their placement preparation topic that occurs a semester prior to undertaking a placement, students are required to attend a meeting with the placement coordinator or administration staff to discuss placement options, locations and selection. The students undertaking an international placement such as the study tour to India are required to participate in additional pre-departure sessions to best prepare them. In 2016 the students participated in cultural awareness sessions run by the Darren Lehmann Cricket Academy on what to expect in India and what behaviors were considered appropriate. Information regarding appropriate dress and local customs was particularly valued by the students.

3. *Competencies*: While Flinders University has graduate qualities, there are not currently clear industry competencies which graduands are required to meet. The flexibility of the degree has significant benefits to students as it allows multiple pathways. There is a challenge, however, because there is not one standard list of competencies that covers all the degree pathways. This is an area that requires further development in collaboration with key stakeholder organizations.

4. *Pedagogies, including teaching and supervision*: The deliberate design of learning environments within courses that foreground and favor the dispositions associated with both graduate qualities and the professional competencies valued by industries is a pedagogical challenge for tertiary educators. Some students will enter topics with these valued dispositions while many will need scaffolding to allow the dispositions to take hold and to grow into habits of thinking and behavior.

5. *Assessment:* The placement project topic requires the students to give an oral presentation, give and receive industry feedback and complete a reflective journal.

6. *Partnerships*: The development of partnerships with industry organizations is essential for BSHAPA WIL experience. A critical element of the placement is a project developed and undertaken by the student that specifically targets the needs of the host organization. Partnerships are reciprocal as they incorporate a degree of autonomy and associated risk for students while also providing a supportive environment in which the student can further develop their skills. Simultaneously organizations may benefit from having a student on placement who will implement projects that may not otherwise have been possible. For example, the *Going for Goal* Program (as outlined in the case study above) had been a proposed initiative at West Adelaide Football Club for some time. Due to a lack of resources and available staff, this program was not able to be offered to the local community for many years. However, partnering with Flinders staff whose expertise assisted in the procurement of grant funding finally allowed this program to commence in 2016. Similarly, the New Colombo Plan study tour to India would not be possible without our partner organizations both in Australia and India. Introductions to the schools and sports clubs were made by the Darren Lehmann Cricket Academy who are already established in India. Without their assistance connecting us with schools and sports clubs the international placement program would not be possible. The partner organizations in India provide crucial language support and knowledge to assist the students while on placement, which complements the academic support provided by university staff.

7. *Post-practicum debrief*: Billett (2011) and Orrell (2004) argue that a post practicum debrief is an essential component of the WIL experience. Following the practice based experience, Billet (2011) suggests there is value in allowing student to share these experiences, to make specific connections between what is learnt at university and what is experienced in the placement organization, and to facilitate the development of critical perspectives on work and learning processes. In this way the quality of students learning through experiencing practice followed by a critique of their practice experience transforms the experienc*e into practic*e knowledge. Following their placement project, students are required to deliver an oral presentation to staff and student peers on their experience. Students are also required to meet with the placement coordinator to discuss their experience and the feedback they had received from their industry supervisor. In this way there is a continued focus within the university on their duty of care towards the student and provision of the opportunity to debrief and critically reflect on their WIL experience. We argue that the post-practicum debrief includes more than assessment and extends to having a pastoral role. This pastoral role includes giving students the opportunity to respectfully raise issues of concern without being assessed. Were students to be formally assessed on this, they may be inclined to contain their report to the more positive outcomes and growth in learning that occurred. Debriefing

also assists staff to maintain a continual process of monitoring and evaluating placement provider organization suitability as well as the overall WIL process, which assists staff in their duty of care to provide suitable workplace environments for placement.

8. *Supervision*: Martin, Rees, and Edwards (2011) argue that supervision is a requirement of the placement experience. BSHAPA students are co-supervised, by the industry placement coordinator at Flinders University and by a workplace supervisor at the partner organization. Both the university and industry supervisors have formal grading responsibilities, which contribute to the overall practicum grade for the student. Rather than achieving (or not achieving) a non-graded pass, BSHAPA students are given a formal mark for their placement. Marking the students on their practicum experience and performance enables those students who embrace the placement experience and put in a considerable amount of effort to be rewarded and distinguish them from those who complete the hours because they are required.

With these eight components in mind, our expanded model for good WIL practice is shown in Figure 2.

FIGURE 2: Expanded model for WIL good practice (model based on Martin, et al 2011; modified by authors).

CONCLUSION

We have argued that industry partnerships are the key to success of WIL programs such as the one adopted for the BSHAPA placement program, which seeks to produce graduates who are well prepared for employment in the sports sector. The curriculum design recognizes the necessity to adopt a highly flexible approach to nature of placements and, as a result, emphasizes the necessity to conduct a post-practicum debrief to support the valuable learning and to continue the duty of care towards the student. Reflection by the program leaders on the two case studies summarized in this paper led the authors to the understanding that debriefing the placement needs to be separated from assessment of the learning from the placement. Assessment of the learning is part of the summative requirement for university grading while the debrief plays a more pastoral role in ensuring the suitability of the placement for future partnerships, tensions that may need to be resolved with the partner for continued cooperation, and the provision of a 'safe' space where students can speak frankly about the industry experience. As a result we propose the expansion of Martin, et al.'s model to include both a partnership and post practicum debrief component for sport WIL in Australia. The two case studies included show the strength of a partnership model. The inclusion of these two dimensions in the WIL for sport model will not only provide a sustainable model for sport WIL programs in Australia through thinking about WIL in terms of a partnership with sport, but ensure that a focus on duty of care towards students is a core responsibility and moral obligation for universities and placement organizations.

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About the Journal

The Asia-Pacific Journal of Cooperative Education publishes peer-reviewed original research, topical issues, and best practice articles from throughout the world dealing with Cooperative Education (Co-op) and Work-Integrated Learning/Education (WIL).

In this Journal, Co-op/WIL is defined as an educational approach that uses relevant work-based projects that form an integrated and assessed part of an academic program of study (e.g., work placements, internships, practicum). These programs should have clear linkages with, or add to, the knowledge and skill base of the academic program. These programs can be described by a variety of names, such as cooperative and work-integrated education, work-based learning, workplace learning, professional training, industry-based learning, engaged industry learning, career and technical education, internships, experiential education, experiential learning, vocational education and training, fieldwork education, and service learning.

The Journal's main aim is to allow specialists working in these areas to disseminate their findings and share their knowledge for the benefit of institutions, co-op/WIL practitioners, and researchers. The Journal desires to encourage quality research and explorative critical discussion that will lead to the advancement of effective practices, development of further understanding of co-op/WIL, and promote further research.

Submitting Manuscripts

Before submitting a manuscript, please unsure that the 'instructions for authors' has been followed (www.apjce.org/instructions-for-authors). All manuscripts are to be submitted for blind review directly to the Editor-in-Chief (editor@apjce.org) by way of email attachment. All submissions of manuscripts must be in Microsoft Word format, with manuscript word counts between 3,000 and 5,000 words (excluding abstract, references, and tables).

All manuscripts, if deemed relevant to the Journal's audience, will be double-blind reviewed by two or more reviewers. Manuscripts submitted to the Journal with authors names included with have the authors' names removed by the Editor-in-Chief before being reviewed to ensure anonymity.

Typically, authors receive the reviewers' comments about 1.5 months after the submission of the manuscript. The Journal uses a constructive process for review and preparation of the manuscript, and encourages its reviewers to give supportive and extensive feedback on the requirements for improving the manuscript as well as guidance on how to make the amendments.

If the manuscript is deemed acceptable for publication, and reviewers' comments have been satisfactorily addressed, the manuscript is prepared for publication by the Copy Editor. The Copy Editor may correspond with the authors to check details, if required. Final publication is by discretion of the Editor-in-Chief. Final published form of the manuscript is via the Journal website (www.apjce.org), authors will be notified and sent a PDF copy of the final manuscript. There is no charge for publishing in APJCE and the Journal allows free open access for its readers.

Types of Manuscripts Sought by the Journal

Types of manuscripts the Journal accepts are primarily of two forms; *research reports* describing research into aspects of Cooperative Education and Work Integrated Learning/Education, and *topical discussion* articles that review relevant literature and give critical explorative discussion around a topical issue.

The Journal does also accept *best practice* papers but only if it present a unique or innovative practice of a Co-op/WIL program that is likely to be of interest to the broader Co-op/WIL community. The Journal also accepts a limited number of *Book Reviews* of relevant and recently published books.

Research reports should contain; an introduction that describes relevant literature and sets the context of the inquiry, a 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 for practitioners, and a conclusion preferably incorporating suggestions for further research.

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