“Augmenting industry collaboration with architectural practices through design and development of productive internship schemes”
Project introduction and rationale

Project started as a way of fostering and developing good strong industrial links with local architectural practices.

Instead of a company sponsoring an award or monetary prize, it was thought that an internship scheme of some sort could provide more tangible benefits including motivation of students.

Provide Architectural technology students with opportunities for diverse learning under supervision in the world of work.

Provide support for students other than feeding them and doing their laundry at weekends!
Project methodology

• Action research- instigation of an internship / work based learning opportunity.

• Empirical research- author experience of scheme administration at Unitec and elsewhere.

• Literature review

• Informal communications, discussions and face to face meetings with local practices having offices in Auckland

• Reflective analysis.
Aims and Objectives

• to investigate possible ideas, structures and arrangements that could inform the final guidance framework of internship schemes

• to establish a guideline or template which will inform discussions with potential participating industry partners regarding the most suitable internship arrangements for both them and Unitec

• include local practices in a more tangible manner within the learning experience of a diverse range of potential internship students

• To permit more close collaboration between Unitec tutors and external practitioners within the architecture sector.
Defining Internships, work placements etc?

- Typically involve students being paid like regular employees.
- Working in a temporary position with an emphasis on education rather than employment.
- Externships – usually lasting only a few days or perhaps a week or two and generally more flexible in structure. 
  (Weible 2009)
- Internships/ Field attachments - partnership between training institution and prospective employers.
- Intern tasks integral part of students course of study.
- Format could involve student academic credit involving generation of report, formal documentation between parties clearly stating learning objectives.
  (Bukaliya 2012)
Defining Internships, work placements etc?

• Internships/ Field attachments – can vary in duration from less than a month to more than 2 years

• Experience based education which can be part time or full time

• Format for Open and Distance Learning institutions. Diversity of factors in ODL setting, meaning concept has encountered challenges

(Bukaliya 2012)

• Programmes engaging students primarily for purpose of providing hands-on experience that enhances learning

(Furco 1996)
Formats of internships/ work placement?

• EXAMPLE- NW Institute of Further and Higher Education. N Ireland

• Higher National Diploma in Architectural Studies/ Quantity Surveying.

• Level 6 – equivalent to NZ National Diploma programmes

• Work placement component was residue of when these BTEC/ EDExcel programmes had previously been delivered in a Sandwich course format

• Involved monitoring by a tutor and occasional visits

• Students could not get the award without completing placement
Formats of internships/ work placement?

- North West Institute of Further and Higher Education, Derry, N Ireland

- Difficulties in placing students.

- College had to arrange insurance cover for students when at work.

- Companies had an empty workstation for 3 days a week

- Limited amount of work students could complete in 2 days

- Placement was unpaid as far as college was concerned
Literature review themes

• Should internships be paid or unpaid

• Benefits of internships to stakeholders. Students, institutions and employers

• Barriers and disadvantages to internships

• What is the definition of an internship?

• Structure and format of potential schemes.
Possible barriers to internships

• To pay or not too pay, that is the question?

Frank Lloyd Wright and Taliesin Fellowship
Source: Los Angeles Times

Unpaid internships "strong part of the social fabric" in Japan
Source: dezeen. Dezeen.com
Possible barriers to internships

• To pay or not too pay, that is the question?
Possible barriers to internships

What currencies of payment could apply?

Money in form of salary, stipend, bursary?

Academic Credit – Certificate of work-placement completion?

Is the experience of working alongside professional practitioners seen as payment enough?

In what forms would these be acceptable to both students and relevant stakeholders?
Possible barriers to internships

• To pay or not too pay, that is the question?

Working unpaid in small studio seen as life changing experience.

Claimed that some small practices depend on unpaid interns

Similar to guilds in Europe where apprenticeships with master craftsmen were often unpaid.

Fairs, M. DeZeen 2019

Architects who don’t pay interns "shouldn't be given prestigious commissions" says designer who revealed Ishigami internships

Related story

Unpaid architecture internships in Japan are a "nice opportunity" says Sou Fujimoto

Fairs, M. DeZeen 2019
Possible barriers to internships

• To pay or not too pay, that is the question?

Karim Rashid has defended the use of unpaid internships, saying young designers can learn more working at a studio than studying at a fee-paying university.

Fairs, M. DeZeen 2019

"In a rigorous office with a respectful mentor, an intern can learn in three months more than a year or two of education, and education in USA is costing that student $60,000 to $100,000 a year," the designer wrote

Fairs, M. DeZeen 2019

Brad Ascalon, founder of New York multidisciplinary design studio Brad Ascalon Studio, agreed that unpaid internships were better value than a design education. DeZeen 2019
Possible barriers to internships

• To pay or not too pay, that is the question?

Schism between those students who have and those who have not. Employers attracted or some will be to unpaid interns instead of paid labour and cause rising unemployment.

Laws in some countries convoluted if they exist at all

Others stipulate minimum wage
Curiale J. 2010

Internships - how can they be paid, money or college credits, scholarship.
Callanan, G. and Benzing, C. 2004

How much do you pay them? Rules and regulations, Stipend or regular wages. Paid interns are employees and relevant laws apply. How many hours per week? Minimum wage!
Butkovich, S. 2018
Perceived benefits of Internships

• There are three main stakeholders who stand to potentially benefit directly from an internship or work placement scheme

• The students

• The educational institution

• The participating business company such as an architectural practice
Perceived benefits of Internships - students

- **Student benefits** - higher starting salaries, higher job satisfaction, quicker and more job offers higher extrinsic success (Gault et al., 2008; Taylor, 1988)

- Development of communication skills (Knemeyer and Murphy; 2002)

- **Better career preparation** (Gault et al., 2008)

- **Improved job-related skills** improved creative thinking (Gault et al., 2008)
Perceived benefits of Internships—employers

- **Employer benefits-Employer benefits are the following:** first choice of best students (Coco, 2000; Gault et al., 2008; Thiel & Hartley, 1997)

- **best selection of future employees** (Coco, 2000; Devineet al., 2007; Hall, Stiles, Kuzma, & Elliott, 1995)

- **better hiring decisions** (Coco, 2000; Knemeyer & Murphy, 2002; National Association of Colleges and Employers NACE; Thiel & Hartley, 1997)

- **exposure to new ideas** (Knemeyer & Murphy, 2002; Thiel & Hartley, 1997)

- **creating a network to college(s) social responsibilities** (Thiel & Hartley, 1997)

- **receiving part-time help** (Coco, 2000; Divine et al., 2007; Knemeyer & Murphy, 2002)
Perceived benefits of Internships - institutions

• Suggested institution benefits:- improved reputation (Divine et al., 2007; Thiel & Hartley, 1997)

• improved student recruiting (Divine et al., 2007)

• smarter students (Gault et al., 2008; Thiel & Hartley, 1997)

• new scholarships: other forms of funding (Gault et al., 2008; Thiel & Hartley, 1997)

• networking to the local community (Gault et al., 2008; Divine et al., 2007; Thiel & Hartley, 1997)

• external curriculum assessment (Divine et al., 2007; Thiel & Hartley, 1997)

• practitioner input (Thiel & Hartley, 1997)
Instigation of the Unitec-Jasmax scheme

- Idea came about as a result of discussions between Unitec AT tutor and Jasmax staff including people from their People and Culture team and colleagues from Recruitment.

- Both sides very keen to build up Industrial links using this approach.
Timeline of the Unitec-Jasmax scheme

• **22nd May**- Jasmax staff presented to students on campus at Unitec regarding “Internship-Open desk”

• **23rd May**- Applications opened up for students to forward material to Jasmax via Unitec staff for Technician Internship position.

• **31st May**- Applications closed for Technician internship position

• **Tuesday 18th June**- Interns selected

• **1st July**- 2 week work placement begins
Format of Unitec-Jasmax scheme 2019

Sample points of presentation to students

Why we are here

For you to get to know a bit about us

To tell you about our internship programme

To show you how the role of a technician has developed over the years

A bit about us

About Jasmax

- AUT Sir Paul Reeves's Building
- B-Hive Smales Farm
- Ara Institute Kahukura
- Te Whau Pathway

About Jasmax

- Auckland
- Tauranga
- Wellington
- Christchurch
Selection criteria for the internship

• What students were asked to provide for assessment of applications

About our internship programme

An application letter

A sheet of your best work

Email to Malachy McGarrigle - mmcarrigle@unitec.ac.nz

Thank you!

We look forward to receiving your applications!
Format of Unitec-Jasmax scheme 2019

- Allows participating practice to engage in education process

Being a technician
Format of Unitec-Jasmax scheme 2019

- Allows practice a degree of publicity to prospective employees
Format of Unitec-Jasmax scheme 2019

• Allows practice a degree of publicity to prospective employees
Feedback on Unitec Jasmax scheme.

I didn’t feel exploited by the fact that I didn’t receive any formal wages while I was doing work. That thought didn’t really cross my mind about it, I mostly wanted to join Jasmax for the experience and I was glad that I was able to participate for couple of weeks to do so even if I didn’t get paid for it.

I appreciate the time, effort and patience that was put through to practice and experience new things as a new learner more than getting paid.

I was expecting to serve them coffee, but I never realised it was straight to work.

I wanted to say that the two students that came through were wonderful and wanted to give you an update overall on how it went on our side, and invite feedback from your side.

We felt that the presentation and application process went well and that the internship overall was a success.

We would like to do this same internship next year. Would you be keen to work with us again?

Yes, I’ve seen things that are related to the coursework, and most importantly, you go to the site visit and learn more things,

It is good for CV application, you will gain confidence, you learn more in construction side, social networking and getting connections to the company and other companies.

I would still love to recommend the experience. It helped to be more motivated for Architecture world even without being paid.
Findings and Discussion

All three main parties stand to potentially benefit from internship type schemes in a number of ways

There is a big commitment from the participating external practice in terms of time and money

Students can be confused or may not know what to expect from placement

There is a big commitment from the participating external practice in terms of time and money

Marketing of scheme to students important

Reviewing applications can take time and the form of material submitted is a factor

Consider how all students notified about scheme selection outcomes.

Payment and contractual issues can be complex and some schemes may require insurance.

Unpaid internships are controversial

Monitoring of Work placement can be time consuming if large student numbers.

Quality of Work Placement can vary

Some employers may not be suitable but how can this be ascertained at least initially?

Scheme timelines need consideration in respect of all parties.

Internships can enhance college recruitment and reputation

Employers like applicants who have had work experience
Conclusions and Recommendations

Prepare good detailed points to discuss with any potential industry partners to help assess their suitability for a placement scheme

Clarify situation regarding forms of payment if any or other forms of compensation considered suitable

Establish timeline for scheme as early as possible to allow potential use as a marketing tool

Ensure scheme is advertised to the students clearly in terms of format, commitment and timeline

Allow sufficient time for students to collate application material

Ensure lines of communication clear in terms of how material submitted to practice and how students notified of selection decisions

Establish formal feedback procedures involving all parties to help improve future placement schemes

Carefully consider the material students need to submit with and eye to how it will be assessed and the potential workload involved

Consider in what ways the college can help filter applicants to aid selection process.

Celebrate the schemes and make sure other people know about them both inside and outside your educational institution.
End of presentation

• Thank you very much for listening.

• Any questions?