Undergraduate new learning model

### Theme 1: The ILP Process - coping with programme expectations (understanding the nature of independent learning)

### Theme 2: Perspectives of New Learning - what and why? (nature of new learning, reflective practice, framework of practice, transformation)

### Theme 3: Facilitating Learning - how best achieved (including the Role of the Facilitator)

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<th>Looking Back</th>
<th>Taking Stock</th>
<th>Summing up &amp; Looking Forward</th>
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| **LT1** Early life and influences  
- Who and why am I?  
- Beginning of building the Portfolio of Evidence (PoE) including a daily reflective journal |
| **LT4** Graduate profile  
- Matching up and identifying potential areas for growth and development  
- How Much Do I Know and Can Evidence?  
- Why Do I Know and Can Evidence? (against the graduate profile of the degree working towards) |
| **LT6** Current case study  
- Including integration of new learning and meaning |
| **LT2** Career development timeline  
- Professional identity  
  - What Have I Done,  
  - What Do I Know,  
  - Why Do I Know,  
  - How have I Learned (understanding of self in context of work place practices) |
| **LT5** Areas of new learning  
- What Else Do I Need?  
- How Can I Learn It?  
- What Are My Options?  
- What does this learning mean? |
| **LT7** Framework of practice  
- (including personal and professional identity and growth)  
- Integrating the Whole of Self, Looking at the Old and New Me, My Professional Framework of Practice, My Future Self, The Transformation of Me |
| **LT3** Historic case study  
- Critically reflect and analyse learning and meaning  
  - selecting on work role where there was huge learning lots of impact in terms of development of skills and knowledge  
  - looking back to evidence my learning  
  - what I know, how I learned, the meaning on my practice then and now |
| **LT8** Preparation of portfolio and presentation  
- Putting it all together, gathering evidence, preparing for oral and visual discussion, reflecting on the last ten months, moving forward |

**Reflection, New Learning, Transformation, Professional Framework of Practice, Future**
It’s learning Jim, but not as you know it: targeting individual learning ‘through work, for work, at work’.

**Reflection**
To look to my future meant I needed to reflect on my past.

**Perspectives of New Learning**
I learned to navigate my way through ambiguity

**Transformation**
The biggest impact is within
I see myself differently now

**Framework of Practice**
I now believe in myself and I put processes around it
I was fit for sport, now I’m fit for life.

**Future**
Opened my eyes, made me think more broadly, ability to learn more, now more employable
I still don’t wear $300 boots

I explode with skills and knowledge
Less encumbered now – I didn’t realise how much weight I was carrying from the past.

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Shirley Kerr started at St John as a volunteer paramedic, and has worked her way up to a national position in charge of compliance and quality in first aid training. Although Shirley has had more than 30 years of experience with the organisation, she used to feel inferior and in awe of anyone who had a higher education. Then a friend introduced her to Capable NZ.

While his Black Caps teammates put themselves to the test against Sri Lanka, star player Grant Elliott celebrated another achievement. His broken arm may have kept him off the sports field, but it meant he could attend graduation. New Zealand cricket superstar and living legend Grant Elliott graduated from Otago Polytechnic, Friday 11 December 2015, with a Bachelor of Applied Management through Capable NZ.

From rugby tackles to corporate battles. Hale T-Pole started his journey of learning as his professional rugby was finishing. He wanted to gain a qualification that acknowledged his life as an athlete, as a coach, mentor, sports marketer, as well as his community practice – giving back to young people and making a difference.

Vicki Yarker-Jones is a nursing educator whose eclectic career is evolving to include private practice in counselling. She says “at any given moment in life you are the sum total of your experiences”. In her portfolio for her Bachelor of Social Services (counselling), Vicki explored her refraction model of counselling (along with importance of being grounded in place, the importance of imagination, steampunk, and being purple).

Kiri Sloane-Hobson first encountered Capable NZ as part of a programme being recommended by her employer. Having recognised great value in the reflective process to achieve a qualification, she decided to continue her learning journey. Kiri enrolled on the Bachelor of Applied Management programme and in Spring 2015 was successful in being awarded the qualification.