Cooperative education in hospitality and tourism: Extending standard categorization systems for the classification of industry placements

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It is important for students to make informed, relevant choices when selecting their Cooperative Education placement organization. When students are required to secure their own placement, identifying organizations to approach is a challenging task, especially due to the diverse range of potential hospitality and tourism placement organizations. Therefore, presenting students with an *Industry Placement Classification (IPC) framework* provides them with valuable information concerning the activities of potential placement organizations and is a useful tool for institutions that seek to support students in their decision-making process. The IPC framework was created by combining and extending the Australia New Zealand Standard Industrial Codes, Business Industry Codes and the Tourism Satellite Account, to accurately classify organizations. This paper describes a study that resulted in the extension of standard categorization systems, which has led to a greater understanding of the characteristics and structure of Cooperative Education placements undertaken by Hospitality and Tourism undergraduate students. *(Asia-Pacific Journal of Cooperative Education, 2017, 18(3), 269-292)*

An applied approach to student learning is often referred to as work-integrated learning, an internship or cooperative education, and exists as an integral part of university-level hospitality and tourism programs around the world (Baker, Caldicott, & Spowart, 2011; Solnet, Robinson, & Cooper, 2007). A tangible benefit of this applied approach is that graduates are work-ready with the skills and attributes they require for success in their chosen careers (Moore, Ferns, & Peach, 2015). To experience this type of learning, students completing the Bachelor of International Hospitality Management (BIHM) and the Bachelor of International Tourism Management (BITM) at a University in New Zealand (NZ) undertake a final-semester cooperative-education placement. During their placement, students gain valuable experience from working within a hospitality or tourism organization at the same time as completing assessments aligned to specific learning outcomes (Auckland University of Technology, 2016).

A key element of cooperative education on the BIHM and BITM programs is that students are required to secure their own industry placement in order to complete this compulsory course. In the hospitality and tourism industries, the relationship between the study pathway and placement organizations is not clearly defined due to the diversity of potential placement organizations. Other industry sectors, such as nursing and education, may have a more direct relationship between the study pathway and placement organizations. Therefore, it is important for BIHM and BITM students to make informed choices about the sector of the industry within which they are seeking a placement. Placement approval is required, from the course leader, to ensure that the placement is relevant to the student's course of study, that the project undertaken is aligned to the student's academic major and that the placement organization's activities can be linked to the student's career goals. The project that the student undertakes during their placement is the central focus; however, in addition, students undertake workplace tasks specific to the placement organization. The approval process is

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conducted on a case-by-case basis, with careful consideration of the placement organization's relevance to the student's university studies within the fields of hospitality and tourism. This approval process facilitates a strong connection between the workplace project and academic study.

To accurately establish relevant links between the placement organization and the student's course of study including links to learning outcomes associated with the chosen major, and therefore to understand the appropriateness of placements, it is necessary to understand the activities of placement organizations and the structural organization of hospitality and tourism placements within the industry as a whole. To facilitate this understanding, and because of the limited amount of data available on student placement organizations, we decided to categorize the placements completed by BIHM and BITM students based on a classification framework. We anticipated that the categorization of placements would facilitate curriculum change focused on preparing students, throughout their undergraduate study, for realistic and rewarding industry placements.

To identify a suitable classification system for hospitality and tourism organizations, an extensive search was undertaken to identify national and international industry classification systems. Use of the existing Australia New Zealand Standard Industrial Codes (ANZSIC), Business Industry Codes (BIC) and Tourism Satellite Account (TSA) classification systems allowed for an initial analysis of 419 student placements in 263 organizations over a three-year period. However, 44% of the placements required further classification to accurately categorize the placement organizations' activities. Further analysis of placement data suggested the need for an extension of the current classification systems, which resulted in a more accurate categorization of a significant number of placement organizations.

This paper therefore offers a refinement of existing hierarchical categorization frameworks, which in our experience not only facilitates better support for students in the placement choices they make, but also allows for more meaningful collaboration with other cooperative education programs. We find that the refined classification framework helps to build and sustain stronger connections with industry partners, and to inform and broaden the effectiveness of the hospitality and tourism curriculum. The following review of relevant literature explores the recognized benefits of cooperative education in the hospitality and tourism context. As industry classification systems offer a potential means of understanding the activities and structure of cooperative education placements, the section that follows examines existing classification systems used in Australasia. Next, the findings of our analysis of classification data are presented and discussed, including the characteristics of placements and a comparison of the characteristics specific to hospitality and tourism placements. The concluding remarks outline potential contributions these findings make to the study of cooperative education, summarizing, in particular, the value of our extension of standard categorization systems in the field of hospitality and tourism. Finally, suggestions are provided for further research opportunities.

LITERATURE REVIEW

The tourism industry values graduates with the ability to use their skills in effective, competent and appropriate ways because skilled, enthusiastic and committed employees are vital in a predominantly customer-based industry, and without which customer satisfaction is likely to be low (Richardson, 2010). However, students who are studying hospitality and tourism often develop a negative image of the industry, which can affect their willingness to seek a job within

that industry once they graduate (Bontenbal & Aziz, 2013; Schott & Sutherland, 2009). Furthermore, a negative perception of the industry while studying contributes to approximately 70% of tourism and hospitality graduates leaving the industry within the first six years (Blomme, Sok, & Tromp, 2013).

Students' cooperative education experience is important in this regard because it can influence their perception of the industry and, in turn, their decision to seek employment within hospitality and tourism organizations. In addition, students benefit from the cooperative education placement experience by gaining a clearer career identity (Giles, 2010), greater employability (Fleming, Martin, Hughes, & Zinn, 2009) and developing a more positive work ethic (Howard, 2009).

Research suggests a variety of approaches to cooperative education, including those focused on stakeholder partnerships (Solnet et al., 2007) and relationship management (Solnet, 2004). Existing approaches to cooperative education placement have been described as disorganized, lacking in focus and requiring greater commitment and resources (Busby, 2005; Solnet, 2004; Solnet et al., 2007). These are "no longer adequate for the contemporary educational institution where there is an imperative for community engagement and curriculum relevance" (Solnet et al., 2007, p. 67).

The BIHM and BITM approach to cooperative education at our New Zealand university advocates that students undertake placements where they experience first-hand the complexity of the real world of hospitality and tourism. It is regarded as essential that students have 'hands-on' experience with processes or tasks related to their field of study. This is congruent with Coll and Zegwaard (2011) who identify the importance of Cooperative Education, requiring

> exposure to a professional and relevant workplace (community of practice), of a duration alongside practitioners (old timers) long enough for enculturation to occur, where the tasks undertaken are authentic, relevant, meaningful, and purposeful, where students are able to learn the workplace norms, culture, and understand/develop professional identity, and integrating that knowledge into their on-campus learning. (p. 388)

It has been recently identified that cooperative education may have the greatest impact if there is a close connection between the cooperative education placement organization and the academic program, with students needing to view placement organizations as potential future employers (Rowe, 2015). Furthermore, Crump and Johnsson (2011) point out the importance of emphasizing to students the need to make good placement choices, as their cooperative education placement may ultimately shape their career direction.

Selecting an appropriate place for the cooperative education experience is a challenging exercise. The experience can enhance students' understanding of career opportunities and enable connections to be made between classroom learning, career pathways and the working world and contribute to commitment in the workplace (Drysdale, Frost, & McBeath, 2015). It is therefore important that the cooperative education placement choice aligns with future career goals and is ideally within a placement organization that has a close relationship to the academic program being undertaken by the student (Rowe, 2015).

INDUSTRY CLASSIFICATION SYSTEMS

Standard industrial classifications, both national and international, are widely used in research; however, these have been used predominantly to compare finance and accounting industry perspectives (Katselas, Sidhu, & Yu, 2017; Krishnan & Press, 2003). Phillips and Ormsby (2016) take a global perspective and review the origins, composition and characteristics of 11 different classification schemes: eight global systems, two classification systems from the United States and one North American. Smith and James (2017) explore the impact of changing to the British Standard Industrial Classification while Hrazdil, Trottier, and Zhang (2014) compare three classifications used in the American context and explore the effectiveness of grouping industries for comparison. Hrazdil et al. (2014) found that classification systems offering the greatest level of refinement were the most advantageous in terms of enabling precise empirical capital market analysis. Echoing the need for greater detail and the expansion of specific industry sector classifications, Brennan (2016) focused on technical writing while Yao, Si, and Ye (2016) identified language services as areas where classification needed to be expanded in order to take into consideration both the current environment and future industry growth.

The Australia New Zealand Standard Industrial Codes (ANZSIC) are used to compile and analyze industry statistics in New Zealand and Australia (Statistics New Zealand, 2006). ANZSIC codes are aligned to the International Standard Industrial Classification of All Economic Activities (ISIC) established by the United Nations as an international classification system allowing for the collection and analysis of statistical data. The classification is based on similarities in the character of the goods and services produced, the uses to which the goods and services are put, and the inputs, process and technology of production (United Nations, 2008b). The ANZSIC structure utilizes an alphanumeric hierarchical numbering system that classifies organizations into categories at four levels, "namely divisions (the broadest level), subdivisions, groups, and classes" (Statistics New Zealand, 2006, p. 1). ANZSIC is used by government agencies, private businesses and organizations in both NZ and Australia (Trewin & Pink, 2006).

A further type of classification, the Business Industry Codes (BIC) are used in NZ to calculate compulsory government levies and classify businesses by their main activity, determined by "the service or product a business or self-employed person provides to others" (Accident Compensation Corporation, n.d., p. 1). BIC classification further refines the ANZSIC classification to additional levels or subclasses, enabling a more detailed categorization of business activity by which to calculate mandatory government levies.

A third form of classification is employed in the Tourism Satellite Account (TSA), a framework used to measure the contribution of tourism to a nation's economy and aligned to the internationally accepted 'System of National Accounts' (United Nations, World Tourism Organization, Commission of the European Communities, & Organization for Economic Co-operation and Development [OECD], 2010). Tourism products, unlike those products within more traditional industries, are not specified in most nations' national accounts. Therefore, rather than being defined by goods and services, the TSA framework categorizes tourism products by the ratio or proportion of a product that is sold to a tourist (Statistics New Zealand, 2015). The framework uses three categories – tourism-characteristic industries; tourism-related industries; and non-tourism-related industries – which provide a level of classification enabling comparisons with other industries reported in national accounting data.

More than 70 countries now use the TSA framework (United Nations et al., 2010, p. 6) enabling comparisons of the economic contribution of tourism in these nations. Furthermore, studies have found that many countries have elaborated on the TSA framework to meet their specific needs (Frenţ & Frechtling, 2015; OECD, 2010). The United Nations World Tourism Organization report *International Recommendations for Tourism Statistics 2008* is the most recent update to the classification and characterization of tourism product, and is focused on strengthening the foundations of tourism data towards greater consistency and integration within a nation's statistical accounts (United Nations, 2008a).

The New Zealand Tourism Satellite Account, as part of a core set of tourism data, provides information for "understanding and monitoring tourism activity" (Statistics New Zealand, 2015, p. 7) within the context of the New Zealand economy. Tourism is defined in the TSA "by the characteristics of the customer demanding tourism products" (p. 7) and further classified to provide a level of concordance with the ANZSIC classification of businesses used in national accounting data. The TSA includes categorization relating to tourist expenditure, the supply of tourism product and tourism industry profitability.

A concordance between the various classifications is required to provide meaningful comparisons of industry data for government departments, industry representatives and individual businesses and is shown in Table 1.

Although the TSA framework is used internationally to report the economics of tourism, its classifications do not necessarily provide an adequate level of detail to be useful for student cooperative education placement choices. However, when considered in conjunction with the ANZSIC classification system, a more detailed classification or concordance is possible.

METHODS

In this study, the organizations where 419 BIHM and BITM students completed a cooperative education placement were analyzed in order to understand the characteristics of placement organizations. Data collected as part of the administration of student placements, between 2013 and 2015, were electronically collated then de-identified so that student details remained anonymous.

Using a framework based on the Australia New Zealand Standard Industrial Codes (ANZSIC) and the Business Industry Codes (BIC) classification systems, codes were assigned to placement organizations "according to their predominant economic activity" (Statistics New Zealand, 2006, p. 1). Firstly, organizations were categorized using the ANZSIC system allowed for classification to four hierarchical levels: division; subdivision; group; and class. This hierarchy did not adequately categorize the activities of a number of placement organizations and therefore was deemed not detailed enough for the purposes of this study. Secondly, the BIC classification system was applied providing an additional level of definition to the classification of placement organizations. Lastly, it was determined that in a significant number of cases the BIC categorization still did not provide enough detail to clearly categorize organizations.

TABLE 1: NZ tourism industry concordance

	NZTSA Tourism industry category	ANZSIC subdivision/group title	ANZSIC code
Tourism characteristic industries	Accommodation	Accommodation	H44
	Food and beverage services	Food and beverage serving activities	H45
	Road passenger transport	Road transport	I46
	Rail passenger transport	Rail transport	I47
	Water passenger transport	Water transport	I48
	Air passenger transport	Air and space transport	I49
		Other transport	I50
	Other transport, transport support, and travel and tour services	Transport support services	I52
		Travel agency and tour arrangement services	N722
	Rental and hiring services	Motor vehicle and transport equipment rental hiring	L661
	Arts and recreation services	Heritage activities	R89
		Creative and performing arts activities	R90
		Sports and recreation activities	R91
		Gambling activities	R92
Tourism-related industries	Retail trade	Motor vehicle and motor parts retailing	G39
		Fuel retailing	G40
		Food retailing	G41
		Other store-based retailing	G42
		Non-store retailing and retail commission-based buying and/or selling	G43
	Education and training	Pre-school and school education	P80
		Tertiary education	P81
		Adult, community, and other education	P82

Source: Statistics New Zealand, 2015

Therefore, further classification of the remaining organizations was completed by extending the existing BIC framework to assign additional complementary subclasses and corresponding codes to these organizations. This last, more refined level of categorization has been labeled as Cooperative Education Placement Codes (CEPC). This additional level of classification more appropriately defined the activities of these organizations and allocated codes were designed to be complementary to existing coding systems used. An example of the hierarchical classification framework underpinning the study is shown as Figure 1.
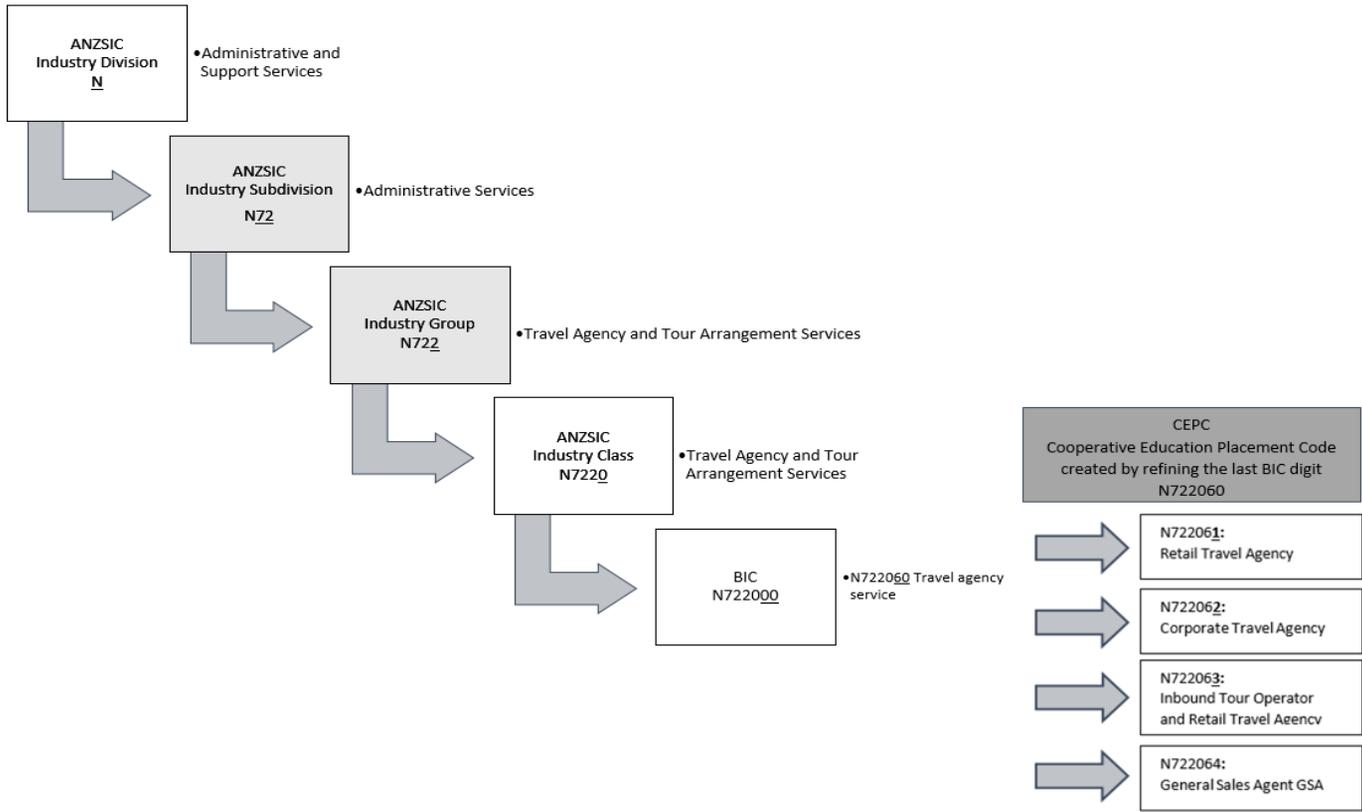
FIGURE 1: Classification example for Travel Agency showing the hierarchical ANZSIC and BIC framework extended with the CEPC refinement

At this stage, and to further contextualize placement organizations, the data were categorized using the TSA framework, an internationally accepted and tourism-specific classification framework.

Our classification framework is therefore created by combining three existing classification systems – TSA, ANZSIC and BIC – and then by the creation of an additional level of classification named CEPC. The structure of this new classification framework, we have named the Industry Placement Classification (IPC), is summarized in Figure 2; the detailed classification framework is presented in the appendix.

TSA (NZ)

Tourism Satellite Account (New Zealand)

ANZSIC

Australia New Zealand Standard Industrial Codes

BIC

Business Industry Codes
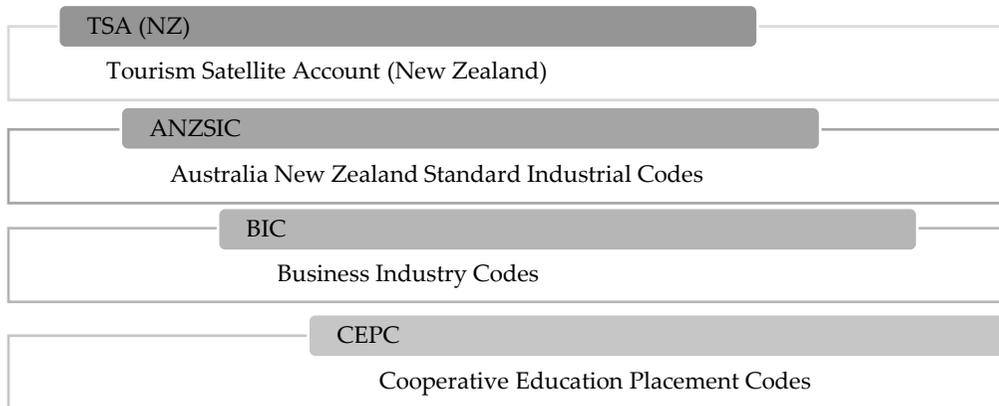
CEPC

Cooperative Education Placement Codes

FIGURE 2: Industry Placement Classification (IPC) framework

The classification of placement organizations was completed by two researchers and, hence, the basis for categorization decisions needed to be clearly defined. Decisions to assign organizations to a particular category were based on the organizations' main business activity as identified by both their online representation and through researchers' knowledge of the organization. The researchers, having administered the BIHM and BITM cooperative education programs for four consecutive years and both having extensive professional and academic experience of tourism and hospitality organizations in New Zealand, were well qualified to make judgments in this manner. The criteria used to classify placement organizations were discussed and agreed to prior to starting the classification process. Differences in opinion as to the correct classification of organizations were reconciled through discussion of individual instances until agreement was reached as to the correct category to be assigned.

The classified data were then analyzed using excel pivot tables to understand the structure and characteristics of cooperative education placements in this particular context and to identify similarities and differences between placements undertaken by students enrolled in hospitality and tourism undergraduate programs.

FINDINGS

The categorization of placement data allows for an analysis of the hospitality and tourism organizations within which BIHM and BITM students complete cooperative education placements. A total of 419 placements, completed between 2013 and 2015, were classified using a framework based on the Australia New Zealand Standard Industrial Codes (ANZSIC),

Business Industry Codes (BIC) and Tourism Satellite Account (TSA) classification systems and an additional level of placement classification, termed the Cooperative Education Placement Code (CEPC), as outlined in the methods section. This classification framework provides the basis for analysis of the data to identify the characteristics of student placements and their structure within the tourism industry.

Placement Characteristics

Of the total 419 placements, 74% (n=312) were completed by students enrolled on the BIHM degree and 26% (n=107) by students enrolled on the BITM degree. Placements completed where students were paid represent 48% of total placements; 45% were unpaid and 7% unreported. A comparison of the percentage of paid versus unpaid placements for students studying the different degrees is significant. For students studying hospitality, 58% of placements were paid; however, for students studying tourism, only 19% of placements were paid.

Of the 419 total placements, just 5% (n=22) were completed internationally or outside New Zealand, while 95% (n=397) were completed in New Zealand. International placements were completed in China (6), the USA (3), Samoa (3), Vietnam (3), Australia (2), the Cook Islands (1), Malaysia (1), Norway (1), Thailand (1) and Tonga (1). A comparison of international placements for the two degrees shows 5% (n=15) of hospitality placements and 7% (n= 7) of tourism placements were international.

Placements within New Zealand were completed predominantly in Auckland with 92% (n= 384) of placements being completed within the bounds of Auckland city, the location of the university. Only 3% (n=13) of placements were completed within New Zealand but outside Auckland. A comparison of placements outside Auckland shows 2% (n=10) of students studying hospitality and 3% (n=3) of tourism students completed their placements in New Zealand but outside Auckland.

Organization Characteristics

Cooperative education placements have been undertaken at 263 organizations – 205 organizations for hospitality students and 72 organizations for tourism students, including 14 organizations that hosted placements for students from both degrees. Of the total number of organizations, 78% hosted just one placement while 22% hosted two or more placements. Only 5% (n=13) of organizations have hosted three placements while four or more student placements have been hosted by just 6% (n=15) of the total number of organizations, see Table 2.

Almost half (49%) of the corresponding placements hosted at these organizations have been at organizations (206) that have hosted only one student placement. Almost one third of placements, 28% (n=116), were at the 15 organizations that have hosted four or more placements while one organization had 27 placements which accounted for 6% of total placements. The 15 organizations that had four or more placements have been termed 'multiple placement organizations' (MPO) for the purposes of this study.

TABLE 2: Number of hospitality and tourism student placements in organizations, according to the number of students hosted.

Number of placements hosted by the organization	Placements						Organizations					
	Hospitality		Tourism		Total		Hospitality		Tourism		Both degrees	
	#	%	#	%	#	%	#	%	#	%	#	%
1	159	51	47	44	206	49	159	78	47	65	206	78
2	44	14	14	13	58	14	23	11	14	19	29	11
3	23	7	16	15	39	9	11	5	8	11	13	5
4+	86	28	30	28	116	28	12	6	9	13	15	6
Total	312		107		419		205		72		263	

Structure of Placements within the Industry

To identify the structure of placements within the industry, an analysis of placements and corresponding host organizations was undertaken in relation to the New Zealand TSA framework. Categorization of student placements using the TSA classification system provides a representation of the structure of placements across the various sectors of the tourism industry (Table 3) which was not visible without using a framework.

The majority of placements (72%) are hosted by organizations included in the tourism characteristic industries category of the tourism satellite account, 9% in tourism related industries and 19% in non-tourism related organizations. There is a range of placements for both the BIHM and the BITM students which are hosted in organizations classified within eight of the 12 TSA categories, but placements are notably absent from the road, rail and water transport categories in addition to the rental and hiring services category.

A comparison of hospitality and tourism placements finds that over half of hospitality placements (54%) and just 18% of tourism placements are hosted in organizations within the accommodation and food and beverage services industries. The 'food and beverage' category hosted the highest proportion of hospitality placements at 34%, whereas the 'other transport, transport support and travel and tour services' category hosted the highest proportion of tourism placements (31%).

Using the TSA framework to classify placements in MPOs shows placements occurring within a range of TSA categories (Table 4); of note are the 40 hospitality placements hosted by just seven organizations within the accommodation services category and the 32 hospitality placements hosted by two organizations in the arts and recreation services category. Just one organization within the 'Other transport, transport support and travel and tour services' sector has hosted multiple placements and only on the tourism degree. Furthermore, 70% (n=80) of all placements in MPOs occur in the 'accommodation services' and 'arts and recreation services' sectors. No organizations from the 'food and beverage services' category have hosted multiple placements.

TABLE 3: Total number and percentage of hospitality and tourism student placements in each Tourism Satellite Account (TSA) category.

TSA category	Hospitality		Tourism		Total	
	#	%	#	%	#	%
TSA 1 Accommodation services	63	20	14	13	77	18
TSA 2 Food and beverage serving services	108	34	5	5	113	27
TSA 3 Road passenger transport	-	-	-	-	-	-
TSA 4 Rail passenger transport	-	-	-	-	-	-
TSA 5 Water passenger transport	-	-	-	-	-	-
TSA 6 Air passenger transport	2	1	1	1	3	1
TSA 7 Other transport, transport support and travel and tour services	8	3	33	31	41	10
TSA 8 Rental and hiring services	-	-	-	-	-	-
TSA 9 Arts and recreation services	50	16	17	16	67	16
SUBTOTAL **Tourism characteristic industries**	**231**	**74**	**70**	**66**	**301**	**72**
TSA 10 Retail trade	15	5	4	4	19	5
TSA 11 Education and training	12	4	6	5	18	4
SUBTOTAL **Tourism related industries**	**27**	**9**	**10**	**9**	**37**	**9**
TSA 12 All other industries	54	17	27	25	81	19
SUBTOTAL **Non-tourism related industries**	**54**	**17**	**27**	**25**	**81**	**19**
TOTAL placements	312	74	107	25	419	

TABLE 4: Number of hospitality and tourism student placements in organizations that have hosted four or more students by Tourism Satellite Account (TSA) category.

TSA category with multiple placements	Placements			Organizations		
	Hospitality	Tourism	Total	Hospitality	Tourism	Overall
TSA 1 Accommodation services	40	4	44	7	3	7
TSA 7 Other transport, transport support and travel and tour services	0	4	4	0	1	1
TSA 9 Arts and recreation services	32	4	36	2	1	3
TSA 11 Education and training	8	4	12	1	1	1
TSA 12 All other industries	6	14	20	2	3	3
TOTAL	86	30	116	12	9	15

*Cooperative Education Placement Code*s

A cooperative education placement code (CEPC) was allocated to organizations that did not fit comfortably into the BIC classification system and therefore required further categorization. CEPC codes (26) derived from five BIC categories (see Table 5) were used to further classify placement organizations. This new coding structure more appropriately defined the activities of placement organizations in the restaurant operation, tour arranging and assembling and travel agency service categories. Furthermore, placements in the hotel operation and casino operation categories were most often diverse in nature and not easily classified by using the one BIC category. The CEPC classification provided a more accurate classification of these placements and a more accurate analysis of the structure of placement organizations across the industry.

The CEPC was used to refine almost half of the total placements (44%, n=183) hosted in 103 organizations (see Table 6). A substantial proportion of these placements 64% (n=118) were hosted within the BIC classified categories of hotel operation and restaurant operation and 89% of these were undertaken by hospitality degree students. Hotel operation organizations (n=28) hosted 72 placements overall, 85% of which were hospitality students and 15% were tourism students. Restaurant operation organizations (n=45) hosted 46 placements of which 96% of these were hospitality students and 4% were tourism students. Twenty organizations within the Travel agency service category hosted 26 placements of which 81% (n=21) were undertaken by tourism students and 19% (n=5) by hospitality students

TABLE 5: Business Industry Code (BIC) categories refined to Cooperative Education Placement Codes (CEPC).

BIC classification category	CEPC classification
H440040 Hotel operation	H44014**0** Front Desk and Rooms Division H44014**1** Food and Beverage (F&B) H44014**2** Conference and Events Center H44014**3** Administration & Management H44014**4** Other
H451130 Restaurant operation	H45113**0** Generic Restaurant H45113**1** Chinese H45113**2** Indian H45113**3** Japanese H45113**4** Korean H45113**5** Malay H45113**6** Thai H45113**7** Vietnamese
N722035 Tour arranging and assembling	N72203**6** Wholesale Travel N72203**7** Wholesale and Retail Travel Agency N72203**8** Inbound Tour Operator
N722060 Travel agency service	N72206**1** Retail Travel Agency N72206**2** Retail Travel Agency and Inbound Tour Operator N72206**3** Corporate Travel Agency N72206**4** General Sales Agent (GSA)
R920110 Casino operation	R92011**0** Gaming R92011**1** Administration and Management R92011**2** Food and Beverage (F&B) R92011**3** Conference and Events Center R92011**4** Hotel R92011**5** Attraction (e.g., Tower)

The use of the IPC framework to analyze data in this study was useful in providing a clearer picture of the nature of student placements as part of tertiary-level cooperative education courses, particularly in the fields of hospitality and tourism. Classification of placement organizations allows for a deeper understanding of the type of organizations and industry sectors where students are completing their placements. Using the established classification systems ANZSIC, NZTSA and the BIC classification system enabled classification to a certain level. The creation of an additional level of classification, the CEPC, allowed for a more refined categorization of more than a third of host organizations which provided a greater depth of understanding of the nature of placements.

TABLE 6: Number of hospitality and tourism student placements in organizations, shown by Business Industry Code (BIC) classifications which were refined by Cooperative Education Placement Codes (CEPC).

BIC classification	Hospitality		Tourism		Placement total		Organization total	
	#	%	#	%	#	%	#	%
H440040 Hotel operation	61	44	11	25	72	39	28	11
H451130 Restaurant operation	44	32	2	4	46	25	45	17
N722035 Tour arranging and assembling	2	1	10	23	12	7	8	3
N722060 Travel agency service	5	4	21	48	26	14	20	8
R920110 Casino operation	27	19	0	0	27	15	2	1
Total CEPC classification	139	44	44	41	183	44	103	

DISCUSSION

It is recognized that an effective approach to cooperative education requires strong partnerships between stakeholders, a more relevant curriculum, and a more focused and organized view of cooperative education placements (Busby, 2005; Solnet, 2004; Solnet et al., 2007). In this study, we applied a framework to analyze host organizations across 419 placements in order to understand the characteristics and structure of cooperative education placements for students studying both hospitality and tourism undergraduate degrees. Prior to students being in a placement, they must first self-place into an organization that is relevant to both their course of study and to their career goals, and therefore having access to a framework which provides a more detailed knowledge of the characteristics and structure of industry placements is a valuable part of the placement process. The IPC framework provided a robust classification system to accurately define organizations' activities, taking into account the complexity and heterogeneity of hospitality and tourism organizations. The IPC allows students to more easily identify the types of organization to approach for their placement. Furthermore, the use of existing classification systems enables future information to be developed for students showing the connection between organizations and national statistical data which uses the base classification systems to report on employment and revenue trends.

Classification Benefits for Students

Previous literature emphasizes that enculturation into a cooperative education placement is a vital aspect of the student experience (Coll & Zegwaard, 2011) and, therefore, access to detailed information concerning the characteristics and categorization of placements is important. Provision of the IPC categorization of industry organizations provided to students during their

studies and prior to seeking a placement aids their preparation towards a successful cooperative education experience, thus supporting the argument put forward by Crump and Johnsson (2011) which emphasizes the need to support students in making good placement choices.

Understanding the characteristics of cooperative education placements and the classification of industry placement organizations facilitates more, informed student choices when approaching, selecting and securing cooperative education placement. Furthermore, classification of placement organizations provides a more detailed understanding of industry structure and therefore may encourage a more positive view of the industry from a career perspective (Bontenbal & Aziz, 2013; Schott & Sutherland, 2009). This, in turn, benefits industry by providing graduates with a clearer career identity (Giles, 2010) and greater employability (Fleming et al., 2009).

The integration of knowledge, gained through both academic study and a cooperative education placement, enhances a student's perception of the industry and contributes to a more meaningful experience (Coll & Zegwaard, 2011). Early provision of the IPC framework with detailed information pertaining to the nature of placements for hospitality and tourism students therefore improves the likelihood of successful outcomes for all stakeholders – students, industry and the academic institution.

Classification Benefits for Industry

Strong relationships between placement organizations and tertiary educators have been shown to have a major impact on the outcomes of cooperative education programs (Rowe, 2015). This study resulted in a detailed and up-to-date classification of hospitality and tourism organizations which clearly identifies the industry sectors where students are completing, or not completing, placements, at the same time as highlighting those organizations who host multiple placements. In this study, it was found that a large percentage of placements were hosted in the TSA categories of accommodation services, food and beverage serving services and the other transport, transport support and travel and tour services categories, whereas there are no organizations hosting placements in the road, rail, water transport or the rental and hiring services categories. Multiple placement organizations were identified where placements occurred in a variety of different departments within the same organization and where organizations hosted placements from both hospitality and tourism programs. The findings of this study provide multiple placement organizations with more detailed information about hosted placements with respect to which program students are studying and in which departments they complete a placement. The findings thus provide a more accurate overall picture of cooperative education within these organizations. It is important to note that several MPOs were only identified when placements were reviewed from both degrees, suggesting that there is potential in applying this classification framework more broadly to provide an industry-centric view.

Furthermore, it was found that while the existing classification systems (TSA, ANZSIC, BIC) provide data that meets the needs of government agencies in measuring tourism activity (Statistics New Zealand, 2015) they are not suitable to analyze the nature of hospitality and tourism placements. For example, organizations categorized within the N72 ANZSIC Industry group needed to be further classified to account for the activities of most travel organization placements. The heterogeneity of hospitality and tourism organizations makes it difficult to

categorize their main business activities and therefore an additional level of classification was needed to more accurately categorize these organizations.

Classification Benefits for Educators

This study provides an overview of the characteristics of hospitality and tourism cooperative education, including, for example, the differences between hospitality and tourism placements within the framework, where three times as many hospitality placements are paid employment, compared to tourism placements. It was found that only a very small number of placements occur outside the location of the university which further raises questions about the international focus of both programs and about the opportunities available for students to complete placements internationally.

The classification of placements confirmed that a large percentage of organizations only host one student placement. This raises questions as to the success of these placements for both the student and the organization and suggests that the institution needs to initiate the collection of more detailed feedback on the placement process from these stakeholders. Evidence of multiple placements can thus be indicative of the level and type of relationship the institution has with an organization. Relationships are multi-faceted and can include industry involvement on university advisory groups, sponsorship of student awards, assistance with fieldtrips, guest speaker roles and participation in research. These multi-faceted relationships benefit students' knowledge and understanding of the industry for which they are preparing and contribute to a curriculum that is both relevant and up to date.

Therefore, access to a framework that categorizes placement organizations not only provides tertiary institutions with the necessary data to aid in developing new industry relationships but also fosters existing relationships with those placement organizations that continue to support cooperative education. Identification of industry sectors that do not host student placements enables the implementation of targeted initiatives aimed at establishing relationships with organizations within these sectors. The aim of these initiatives would be to provide greater scope for student placements and enable collaboration with a wider range of industry organizations, which in turn informs a more relevant curriculum.

CONCLUSIONS AND IMPLICATIONS

In the context of this study, all students completing a hospitality or tourism undergraduate degree must undertake an industry placement. It is therefore important to highlight the range of organizations within which students may complete their placement in order to enhance both the students' understanding of the opportunities available for placements and for their future career development. A detailed classification framework contributes to the ability of hospitality and tourism educators to more clearly and accurately define the industry for their students, while outlining their placement options.

This study has reinforced the importance of being able to accurately report cooperative education placement information to better guide students needing to secure placements as part of their study, and to facilitate more positive relationships with industry partners. This knowledge will allow university-wide resources to further support the student experience while fostering and maintaining strategic industry networks. This analysis of cooperative education placements in the hospitality and tourism industry in New Zealand will support more relevant curriculum development enabling stronger industry and community engagement and more successful student placement experiences.

Furthermore, it has been shown that the classification of organizations within the hospitality and tourism industry requires different approaches which are dependent on the objective of the classification. The complexity and heterogeneity of the organizations where cooperative education placements occur requires a classification that not only draws from existing classification systems but also requires a further level of refinement to provide accuracy when categorizing an organization's activities. This creates a platform for further research connecting the organization classifications with specific student placement projects. Utilizing a compatible classification framework also extends the potential of this research to connect to nationwide industry statistics, which could then be used to analyze the connection between university and industry, and the relationship to employment and revenue by industry sector.

This study identifies directions for future research where a more detailed understanding of cooperative education placements can influence successful student outcomes and education–industry relationships. Firstly, data were analyzed from hospitality and tourism placements only and a larger-scale study that included data from other academic programs where placements are compulsory would further reveal industry relationships for tertiary institutions. Secondly, an analysis of the project-related tasks undertaken as part of an industry placement would provide students with a clearer picture of what is required within different placement organizations and would further assist students in the placement search process. In addition, the inclusion of data from student placement evaluations and its relationship to a classification system revised with the new Industry Placement Classification would provide useful information for both students and the institution. Lastly, existing industry classification systems (TSA, ANZSIC, BIC) used as the basis for analysis in this study do not provide for enough detail about the overall activities of hospitality and tourism organizations. However, this lack of detail and need for refinement can be addressed by the use of the newly created Industry Placement Classification (IPC) framework. Student knowledge of the structure of the industry, informed by a more detailed classification of their cooperative education placement, would contribute to a graduate workforce with greater employability and a more positive view of hospitality and tourism career pathways.

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APPENDIX: BIHM and BITM Industry Placement Classification framework for Placements from 2013 to 2015

IPC: INDUSTRY PLACEMENT CLASSIFICATION FRAMEWORK
TSA (NZ): New Zealand Tourism Satellite Account
ANZSIC: Australia New Zealand Standard Industrial Codes
BIC: Business Industry Codes
CEPC: Cooperative Education Placement Code

TSA 01 Accommodation services		Placement Count
H44 Accommodation		
H440015 Caravan park and camping ground		1
H440030 Holiday house and flat operation		2
H440040 Hotel operation (overall)		72
Extended Hotel Operation by CEPC		
H44014**0** Front Desk and Rooms Division	(15 placements)	
H44014**1** Food and Beverage (F&B)	(20 placements)	
H44014**2** Conference and Events Center	(6 placements)	
H44014**3** Administration & Management	(24 placements)	
H44014**4** Other	(6 placements)	
H440050 Motor inn operation		2
Accommodation services total:		**77**

TSA 02 Food and beverage services		Placement Count
H45 Food and Beverage Services		
H451110 Cafe operation		12
H451120 Coffee shops		19
H451130 Restaurant operation (overall)		46
Extended Restaurant Operation by CEPC		
H45113**0** Generic Restaurant	(12 placements)	
H45113**1** Chinese	(15 placements)	
H45113**2** Indian	(1 placement)	
H45113**3** Japanese	(8 placements)	
H45113**4** Korean	(1 placements)	
H45113**5** Malay	(5 placements)	
H45113**6** Thai	(1 placement)	
H45113**7** Vietnamese	(3 placements)	

H451210 Cut lunch retailing	3
H451215 Ethnic food takeaways	2
H451220 Fast food retailing	1
H451230 Hamburger retailing	4
H451235 Ice cream retailing	2
H451240 Pizza takeaway - retailing	5
H451260 Takeaway food retailing	4
H451310 Airline catering service	2
H451320 Catering service	2
H452010 Bar - licensed	8
H453030 Licenced club operation	3
Food and beverage services total:	**113**

TSA 3 Road passenger transport	Placement Count
	0

TSA 4 Rail passenger transport	Placement Count
	0

TSA 5 Water passenger transport	Placement Count
	0

TSA 06 Air passenger transport	Placement Count
I490030 Airline operation - scheduled international	3
Air passenger transport total:	**3**

TSA 07 Other transport, transport support and travel and tour services	Placement Count
I50 Transport, Postal and Warehousing	
I501023 Harbour sightseeing tour operation	2
I501060 Scenic and Sightseeing Transport (excluding aviation)	1
N722 Travel Agency and Tour Arrangement Services	
N722035 Tour arranging and assembling (overall)	12
Extended Tour Arranging and Assembling by CEPC	
N72203**6** Wholesale Travel (1 placement)	
N72203**7** Wholesale and Retail Travel Agency (2 placements)	
N72203**8** Inbound Tour Operator (9 placements)	

N722060 Travel agency service (overall)	26
Extended Travel Agency Service by CEPC	
N72206**1** Retail Travel Agency	(14 placements)
N72206**2** Retail Travel Agency and Tour Operator	(7 placements)
N72206**3** Corporate Travel Agency	(4 placements)
N72206**4** General Sales Agent (GSA)	(1 placement)
Other transport, transport support and travel and tour services total:	**41**

TSA 8 Rental and hiring services	Placement Count
	0

TSA 9 Arts and recreation services	Placement Count
R89 Heritage Activities	
R891010 Art museum operation	1
R891020 Historic house operation	1
R891030 Museum operation	2
R892110 Animal park	3
R892120 Aquarium operation	2
R892140 Zoological garden operation	4
R90 Artistic Activities	
R900160 Performing artist operation	1
R900320 Entertainment center operation	3
R91 Sport and Recreation Activities	
R911110 Fitness center	1
R911310 Bowling alley operation - tenpin	1
R911320 Golf course or practice range operation	1
R911330 Race course or track operation	1
R911353 Sports venue operation – nec*	7
R911415 Sports administration service - community rugby	1
R911450 Sports administration service - motor racing	1
R911465 Sports administration service - skiing (snow)	1
R913120 Amusement park operation	5
R913973 Outdoor adventure operation nec*	3
R913977 Recreational activity nec*	1
R92 Gambling Activities	

R920110 Casino operation (overall)		27
Extended Casino Operation by CEPC		
R92011**0** Gaming	(1 placement)	
R92011**1** Administration and Management	(0 placements)	
R92011**2** Food and Beverage (F&B)	(20 placements)	
R92011**3** Conference and Events Center	(3 placements)	
R92011**4** Hotel	(2 placements)	
R92011**5** Attraction (eg Tower)	(1 placements)	
	Arts and recreation services total:	**67**

* nec not elsewhere classified

TSA 10 Retail trade	Placement Count
G41 Food Retailing	
G411010 Dairy/superette operation	1
G411040 Grocery supermarket operation	2
G412935 Delicatessen	3
G42 Other Store-Based Retailing	
G421300 Houseware retailing	3
G424320 Game retailing	1
G425115 Clothing retailing	2
G427963 Souvenir retailing	7
Retail trade total:	**19**

TSA 11 Education and training	Placement Count
P80 Preschool and School Education	
P802120 School - primary school	1
P81 Tertiary Education	
P810150 Tertiary institutional education	5
P810220 University operation	12
Education and training total:	**18**

TSA 12 All other industries	Placement Count
(range of ANZSIC codes)	
C113110 Milk and cream processing	2
C117120 Bread bakery operation - except selling direct to public	3
C119910 Coffee manufacturing	1
C121450 Wine manufacturing	1
F373970 Wholesale trade	1
J541207 Magazine publishing (incl printing)	2

J580110 Communication service (wired)	1
L672010 Real Estate Agency Service	1
L672030 Real Estate Body Corporate Management Service	1
M694010 Advertising Agency Operation	4
M696210 Business Management Service	2
M696252 Marketing Consultancy Service	6
M696295 Tourism Development Consultancy Service	1
M696296 Management service to local government and other statutory bodies	12
N721130 Employment Placement Service	1
N721250 Temporary labour - non-office work (up to 30% office work)	7
N729930 Event, recreational or promotional, management	6
N729990 Tourist information center operation	7
O753010 Local Government	6
Q860130 Rest home operation	1
S955110 Business association	1
S955120 Professional Association	1
S955930 Club - not licensed, for promotion of community or sectional interest nec* not elsewhere classified	8
S955940 Community based multifunctional activity nec*	3
S955990 Welfare fund raising	2
All other industries total:	**81**

IPC: INDUSTRY PLACEMENT CLASSIFICATION FRAMEWORK AND SUPPORTING LINKS

TSA (NZ): New Zealand Tourism Satellite Account
    ANZSIC: Australia New Zealand Standard Industrial Codes
        BIC: Business Industry Codes
            CEPC: Cooperative Education Placement Code

OVERVIEW: The IPC framework combines the three existing classification systems of TSA, ANZSIC and BIC; the CEPC level was created to extend the BIC to more accurately classify some industries.

TSA (NZ)	NZ Tourism Satellite Account groups businesses that contribute to Tourism spending. The TSA is referred to as 'the TSA (NZ)' to denote that this is the New Zealand version. TSA is used to organize information across different industries based on the ANZSIC class and subdivision codes.
ANZSIC	ANZSIC was developed by Statistics New Zealand and the Australian Bureau of Statistics in the 1990s to reflect the structure of Australian and New Zealand industries and improve the comparability with other countries' statistics. ANZSIC has four hierarchical levels.
BIC	Business Industry Code adds a fifth level to the ANZSIC classification to identify businesses for tax and levy purposes.
CEPC	Cooperative Education Placement Codes extend existing BIC codes with further detail; they are a complementary extension of the ANZSIC / BIC classification to further refine industry activity.
Stats NZ	Further information is located on the Statistics NZ website.

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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).

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