National WIL Strategy
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ACDICT Learning and Teaching Academy (ALTA)
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Major Challenges to WIL in Australia

• Managing expectations and competing demands
• Improving communication and coordination
• Adequately resourcing WIL
• Ensuring equity and access
• Ensuring worthwhile experiences

The WIL Report: Patrick, Peach, Pocknee 2008
Overview of Research Projects

- Work Integrated learning in STEM (University and Employers): Office of Chief Scientist
- Engaging Employers in Work Integrated Learning: Department of Industry

Current Office of Learning and Teaching Grants

- Leading WIL: A distributed approach to Work Integrated Learning
- Assessing the impact of work integrated learning (WIL) on Student Work Readiness
- Building institutional capacity to enhance access, participation and progression in work Integrated learning
- Quality in Australian outbound student mobility programs: establishing good practice guidelines for international work-integrated learning.
- Improving work placement for international students, their mentors and stakeholders.
- Supporting graduate employability from generalist disciplines
- Developing graduate employability through partnerships with industry and professional associations
- How universities can best support students to develop generic skills
The Impact of Work Integrated Learning on Student Work-readiness

Findings

• WIL placements do have an impact on student work-readiness and contribute to employability capabilities, as do simulated activities.
• Student experience is enhanced when WIL is embedded and scaffolded across the curriculum both vertically and horizontal.

The studies drew attention to the importance of:
• curriculum and co-curricular factors
• the quality and organisation of WIL activities
• rigorous preparation of students for WIL experiences
• debriefing sessions which enable students to reflect on personal performance

“The impact of work integrated learning on student work-readiness”
Sonia Ferns, Calvin Smith, Leoni Russell, 2014
Recommendations

• WIL opportunities should be built into curricula to enhance students’ employability.
• Evaluation framework outlining quality assurance standards for high quality WIL should be developed
• Simulated work experience should be the subject of future research to determine the characteristics of a quality simulated WIL experience
• WIL practitioners should be skilled, experienced and supported
• Appropriate professional development opportunities should be develop
• Resilience, motivation and attitudinal change emerged as important individual outcomes from WIL experiences
• Industry and community partners should be more involved in supervising students and providing feedback on student learning and workplace performance.
• Industry and community partners and universities should collaborate on curriculum development and design, supervision of students and feedback on assessment.
Curriculum Dimensions of Quality WIL

- **Authenticity** of the WIL activity – autonomy, responsibility, consequentiality
- **Preparation** and induction processes for students and partners
- Quality of **supervision**, monitoring of progress and learning
- **Integration** of theory and practice – integrated learning
- **Alignment** of WIL activity and assessments to WIL-appropriate learning outcomes
- **De-briefing** session that enables reflection on the experience and the learning

“The impact of work integrated learning on student work-readiness”
Sonia Ferns, Calvin Smith, Leoni Russell, OLT, 2014
Engaging Employers in Work Integrated Learning

- 264 employers surveyed (60% involved in WIL)
- High levels of ongoing engagement (5 years or more)
- Public sector more likely to be involved than private sector organisations
- Organisations receive significant benefits from involvement
- Smaller organisations less likely to get involved (20 yrs &/or 15 employees)
- Significant growth is possible in range of industry sectors
- Reliance on universities and students to facilitate WIL
- Diverse WIL arrangements
- Barriers: insufficient resources/supervision time
- Enablers more agreement than barriers
- Areas for increased partnership and collaboration:
  - More information about the benefits
  - Greater engagement from Universities

Department of Industry” Engaging Employers in Work Integrated Learning “Sept. 2014
WIL Leadership Framework

WIL Context

Creating and sustaining WIL relationships

Fostering WIL engagement, expertise and student learning

Driving organisational and joint industry/university outcomes

Communicating and influencing WIL

Shaping the WIL vision

Leadership distributed across multiple settings and roles

WIL Context
**Key findings**

- WIL Leadership is distributed across diverse roles / settings
- Capabilities required are similar across institutions, disciplines and industry
- Challenges faced by WIL leaders are similar across institutions, disciplines and industry
- Industry and partner organisations seek enhanced collaboration and support from tertiary institutions
National WIL Strategy

Statement of Intent: WIL : Strengthening University and Business Partnerships ( Feb 2014 )

National WIL Strategy ( March 2015 )

– Business Council of Australia ( BCA )
– Australian Industry Group ( AIG )
– Australian Chamber of Commerce and Industry (ACCI)
– Universities Australia ( UA )
– Australian Collaborative Education Network ( ACEN)
Aims

• Establish a baseline
• Identify existing areas of resources and expertise
• Identify, promote and disseminate good practice
• Facilitate University / Industry partnerships
• Increase the scale, breadth and quality of WIL
• Advocate for research and scholarship
• Identify and address impediments to growth
• Better inform students of the benefit of WIL
Overview

- Recognises and profiles the growth and role of WIL
- Acknowledges the value for all stakeholders
- Acknowledges WIL as including diverse models eg projects, placements, simulations
- Identifies gaps in:
  - Extent to which WIL is occurring nationally
  - Seeks to identify barriers to expansion
- Seen as providing the basis for greater collaboration between industry and universities impacting on national innovation
National WIL Strategy

• **National Leadership:** collaborative leadership to empower, grow and drive engagement with WIL nationally

• **Clarify Government policy and regulatory settings**

• **Build support** – amongst universities, students, employers and all sectors and governments to increase participation

• **Ensure investment in WIL is well targeted** and enables sustainable resourcing systems and practices for all stakeholders informed by a cost benefit analysis
National WIL Strategy cont:

- Develop university resources, systems, processes to grow WIL
- Build capacity for more employers to participate in WIL in order to grow WIL and benefit students
- Address equity and access issues to enable students to participate in WIL
- Increase WIL Opportunities for International students and for domestic students to study offshore
Progress to date:

- Recognition that more focused strategic and collaborative national approach is required
- Articulation of a shared vision
- Enables dialogue and collaboration between sectors
- Shared understanding of the key challenges and enablers
- Greater alignment of organisations initiatives
- Advocacy to the Federal Government
- Collaborative projects commencing
- National Forum is being planned
ACEN Initiatives 2015

• Professional Development: Webinar series, Global WIL Module
• Expanded student scholarships scheme
• Increased WIL research focused on key areas
• Development of a suite of WIL resources, templates and case studies
• Third party provider guidelines with IEAA and NAGCAS
• Introduction of WIL Awards
• Increased international engagement through National Associations