

National WIL Strategy

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Forum

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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



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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



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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 developed
- 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



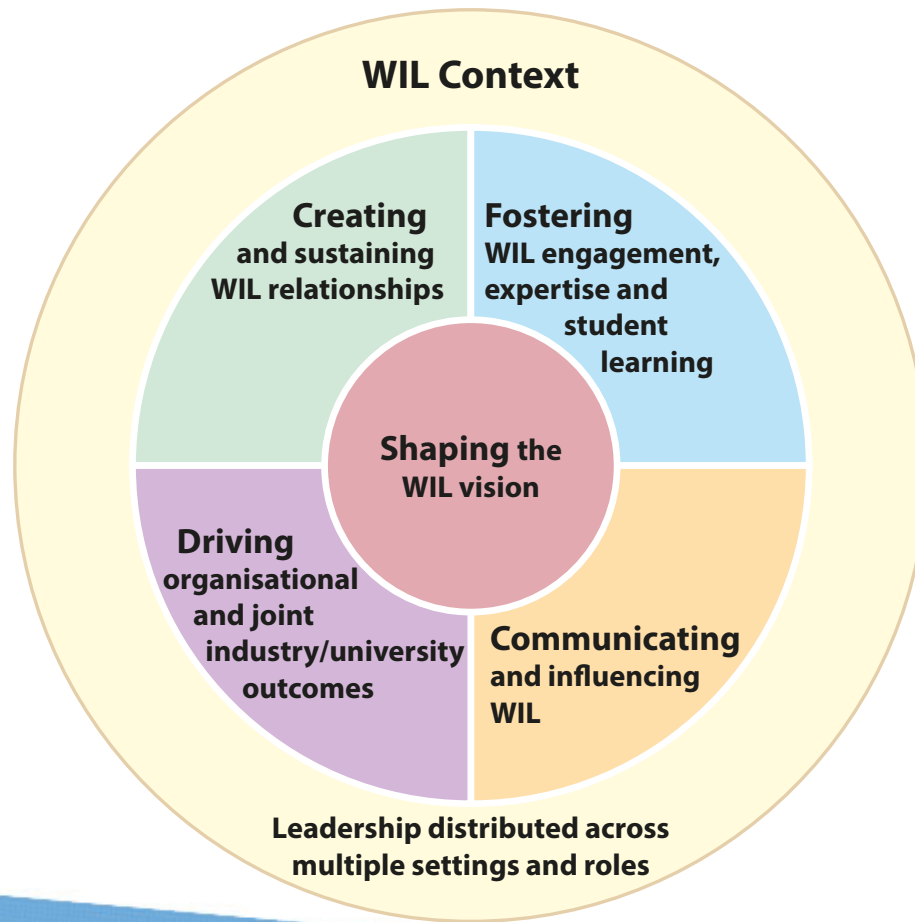
Engaging Employers in Work Integrated Learning

- 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



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

Domain	Driving organisational and joint industry/university WIL outcomes	
Scope	<ul style="list-style-type: none"> a. Identify and overcome common challenges and risks b. Promote shared benefits c. Build, cultivate and maintain capacity and equitable outcomes 	
Enable	Domain	Communicating and influencing WIL
	Scope	<ul style="list-style-type: none"> a. Develop shared understandings about WIL b. Build sustainable WIL practice through the development of networks and communities of practice c. Broker and advocate for meaningful WIL outcomes
En	Domain	Fostering WIL engagement, expertise and student learning
	Scope	<ul style="list-style-type: none"> a. Build WIL pedagogy, curriculum and expertise b. Cultivate innovative approaches and quality experiences in WIL c. Promote WIL scholarship, research and practice
Er	Domain	Creating and sustaining WIL relationships
	Scope	<ul style="list-style-type: none"> a. Identify and engage with diverse WIL stakeholder networks b. Collaborate within, across and outside the organisation c. Nurture relationships to strengthen WIL culture
Ena	Domain	Shaping the WIL Vision
	Scope	<ul style="list-style-type: none"> a. Plan, articulate, influence and advocate strategy b. Foster WIL culture to achieve equity and quality WIL outcomes c. Enable change and innovation to respond to emergent trends and wider contexts
	Enable	<p>Universities</p> <ul style="list-style-type: none"> ▪ Develop, and advocate for institutional WIL vision and policy ▪ Advocate for processes, systems and resources that support WIL ▪ Enable innovation and change in University-wide WIL strategies ▪ Foster a culture of WIL activity to drive learning outcomes for and with students ▪ Foster collective focus and approaches between sectors <p>Partners and organisations</p> <ul style="list-style-type: none"> ▪ Develop, and advocate for organisational/sector WIL vision and policy ▪ Advocate for processes, systems and resources to advance WIL provision ▪ Enable innovation and change in the provision of WIL ▪ Ensure appropriate culture to support quality student experiences ▪ Foster collective focus and approaches between sectors ▪ Promote WIL as an organisational professional responsibility
Enact	<p>Universities</p> <ul style="list-style-type: none"> ▪ Inform, influence and effect WIL vision and change <p>Partners and organisations</p> <ul style="list-style-type: none"> ▪ Inform and effect vision and change in WIL practice 	



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)



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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



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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



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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**



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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



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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



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