

National WIL Strategy

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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

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



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
- Increased dialogue and collaboration between sectors
- Shared understanding of the key challenges and enablers
- Greater alignment of organisations initiatives
- Advocacy and support from the Federal Government
- Collaborative projects commencing
- National Forum with 50 organisations represented



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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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