Enhancing Student employability through WIL:

observations from practice

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What to expect

Part 1:
- WIL Good Practice project

Part 2
- Case studies
  - Monash
  - Swinburne
  - UTS
  - PACE: Macquarie University whole of institution approach

WIL Good Practice Project 2016

National Strategy on Work Integrated Learning in University Education

How we approached this:

✓ Update on Orrell's 2011 ALTC Report on WIL

✓ Review of contemporary literature on WIL – Australian and international

✓ 40 case studies describing WIL in practice

✓ 13 Australian and 2 international universities

Headlines

Big issues

✓ Need to find an alternative term to describe programs to enhance employability

✓ WIL terminology not understood outside universities

✓ WIL exists in a variety of forms across various universities, disciplines and programs

✓ One size does not fit all

✓ WIL can be an integral part of a university's strategy and operate across the whole of the university or be discipline specific

✓ WIL programs enhance student experience and employability

Organisation of report

Six themes + 40 case studies

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- ✓ WIL defined, models and benefits

- ✓ Approaches to WIL

- ✓ Curriculum matters

- ✓ Student experience and managing diversity

- ✓ Partnerships and stakeholder management

- ✓ Conclusions and recommendations

WIL in practice

Approaches to delivery

✓ Whole of university commitment

✓ Delivering WIL

✓ Curriculum renewal

✓ Delivering to large cohorts

✓ Simulations and virtual WIL

✓ Student research and project work

✓ Compulsory or elective WIL

✓ Paid and unpaid

✓ Finding a WIL placement

✓ Enablers

Student experience and diversity

- ✓ International WIL experiences

- ✓ International students and WIL

- ✓ Inclusive WIL

Partnerships and stakeholder management

Key factors to initiating, developing, sustaining successful partnerships

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✓ A shared vision, mutual respect, commitment, collaboration, trust, coordination, adaptive practices and co-generative learning.

✓ Effective communication

✓ Managing expectations

✓ Providing feedback

Characteristics of Good Practice

✓ WIL can be experienced in physical and virtual spaces, online and offline environments, on-campus or off-campus.

✓ Relationships in the workplace context are fundamental

✓ Learning in the workplace is not just for the academically gifted. It is for all students. It is a philosophy that rewards achievement without disadvantaging difference

Organizationally

WIL is:

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✓ well-governed, resourced and supervised

✓ prioritised by the institution and has institutional/faculty/departmental buy-in/investment

✓ has its institutional and industry-based champions

✓ meaningful and accessible to all stakeholders

✓ intentionally linked to and supports learning outcomes, especially around employability

Curriculum Matters

✓ Integrating into the curriculum is a shared understanding between all stakeholders as to the purpose of the activity, the requirements of quality supervision, appropriate task allocation, effective student preparedness and authentic assessment practices (Patrick et al 2008)

✓ Assessment – assessing a broad range of skills and capabilities outside of of classroom learning – authentic assessment

✓ An integrated approach

| Preparation | WIL Experience | Debrief |
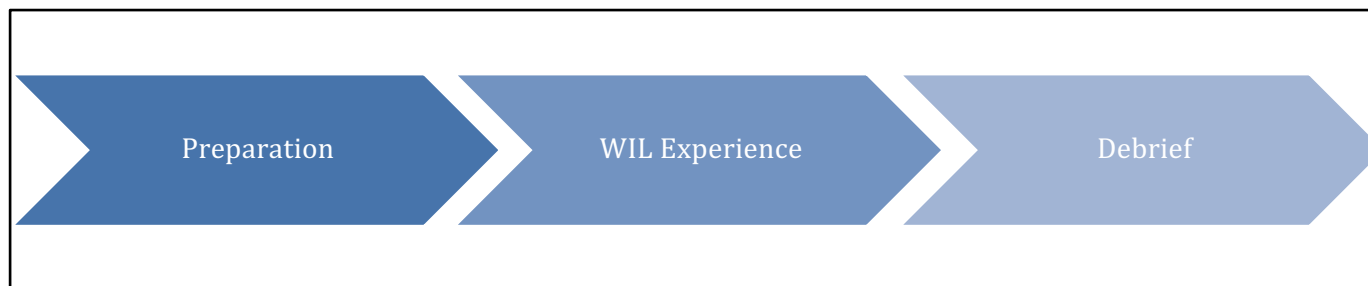
Four case studies

STEM

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Monash University: Transforming laboratory learning in chemistry

Swinburne University : Swinburne Design Factory Melbourne

UTS Product testing for CHOICE

PACE at Macquarie

What is PACE?

- the practical component in all of Macquarie's undergraduate degrees

- lets students gain real-world experience before they graduate – enhancing their employability

- students apply their studies in real settings – and get academic credit for it

- all PACE activities benefit students and partners simultaneously: through PACE students make an active contribution to society

PACE

MANY WAYS TO ENGAGE

LOCAL	REGIONAL	INTERNATIONAL

internships

work-integrated learning

field trips

mentoring

community development

project-based learning

research

service learning

CORPORATE	GOVERNMENT	NGO	COMMUNITY

PACE units – common elements

- **community engagement**: mutually beneficial partnership that helps partner achieve their mission: **reciprocity** as a central value

- **rigorous academic framework** to develop key graduate capabilities

ORIENTATION
- organisational/admin requirements
- expectations
- preparatory sessions
- any preparatory assessment tasks

PACE ACTIVITY
- experience itself
- assessment tasks
- monitoring of learning outcomes

FINAL WRAP-UP
- debrief
- any post-experience assessment tasks
- evaluation

SCAFFOLDING FOR SKILLS DEVELOPMENT INCLUDING REFLECTIVE PRACTICE

Let the numbers talk

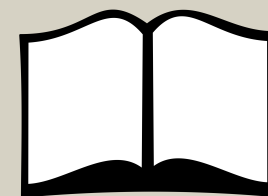**15,000 students in PACE since it began, and growing**

87 PACE units available across all areas of study

6,600+ students enrolled in PACE units in 2016

Majority of PACE units sit within Departments; 8 PACE units reside at the Faculty level while another 2 units are coded as University-owned.

More than 2,100 organisations partner with PACE locally, regionally and internationally

More than 15 countries host PACE International activities

PACE in Science and Engineering (2016)

- Certain degree programs have a specific PACE unit that students must complete as part of the discipline, while others have a general degree requirement of PACE (i.e. students choose which PACE unit they complete)
- Peak number of students in Science and Engineering PACE units anticipated in 2018-2019

FSE PACE Units	Students enrolled in FSE PACE units	FSE PACE partners	BSc majors with specified PACE units
21	526	145	19 out of 30

Examples of FSE PACE activities and partnerships

- <u>Service provision</u>: Manly Sea Life Sanctuary, Taronga Zoo, MOSAIC

- <u>Collaborative research</u>: AAO (Huntsman Eye Project), NSW EPA (Lead Safe)

- <u>Research assistance and design</u>: Ku-ring-gai Council, Restless Development (India), EPS, Manly Environment Centre

- <u>Industry-based professional experience</u>: Cochlear, CSIRO, Kingsgate (Lue), Sonic Healthcare, Advanced Analytical Australia, Sustainability@MQ

- <u>Project-based support</u>: Sydney Olympic Authority, various Councils, Ernst & Young, Macquarie Motor Neurone Disease Research Centre, Workplace Gender Equality Agency, The Centre for Genetics Education

- <u>Fieldwork with partnership component</u>: Hunter and Local Land Services, NSW OEH, City of Ryde

- <u>Peer-assisted learning, mentoring, and outreach</u>: MQU Numeracy Centre, various NSW schools

Thank you!

Over to you for questions