

2015 NAFEA CONFERENCE ABSTRACT

• SESSION 1

Judith Smith, QUT

"I WIL If You WIL: Strengthening Partnerships for Work Integrated Learning"
Building collaboration between employers and universities is crucial to growing work integrated learning (WIL) in Australia. The Australian National WIL Strategy (2015) and recently published research has highlighted the need for improved partnerships between industry and universities. Engagement with industry partners is crucial to the systematic investigation of what it will take to strengthen WIL, and Field Experience Administrators play a significant and vital role in securing and managing these partnerships. This paper will consider some of the alternative models of WIL and the ways partnerships are informing the design of these models. The paper will also overview an Office of Learning and Teaching (OLT) project which is collaboratively developing strategies and resources to support industry contribution to and engagement with WIL.

- with each element of the project
- Outline short and long term objectives
- Reference the research approach

• SESSION 4

Dr. Alan McAlpine, QUT

"Real World Placement Program - The Value of Working Alongside and Outside the Curriculum."

Youth and Graduate Employment rates are at an all-time low. This current situation could be either cyclic (i.e. it may improve) or an indicator of things to come. This is juxtaposed with potential plans to de-regulate the higher education market, providing a landscape where it has become increasingly important to identify how we can support our students to develop their careers and engage with the world of work. The session presents an extra-curricular placement program that sits alongside curricular activities and discusses its merits in relation to the career development and employability of our students as well as the value of placements that sit alongside, and outside of, the curriculum.

• SESSION 3

Glenn Brown and Rob Cherry,
Deakin University

"Deakin University Academies: A New Model of Initial Teacher Education."

Deakin University, the Department of Education and Training in Victoria and 70 Government primary and secondary schools have formed a partnership that is systemically transforming the approach to professional experience in Initial Teacher Education. This collaboration is laying a foundation for more effectively integrating theory and practice.

The presentation will:

- Explain the concept rationale
- Define the role of boundary crossing site directors within each academy
- Describe the current stage of development

• SESSION 5

Sue Young, University of Canberra

"WIL Support: A Consultative Approach to Engaging Academics"

The University of Canberra Placement Office administers support for work integrated learning (WIL) activities for students. Previously the Placement Office was a support unit for the Faculty of Health with a focus on the administration of clinical placements and at the beginning of 2014 the unit was centralised. The scope of the work has now expanded to include WIL activities for all University of Canberra students. In Semester 2, 2014 a consultative project was undertaken to develop a model for the co-ordination, administration and development of WIL programs support for

the Faculty of Business, Government & Law. This presentation will describe the consultation process and implementation across the Faculty.

• SESSION 6

Liz Toohey, University of Sunshine Coast

"Developing a Mentoring Platform for Successful Engagement of Pre-service Teachers With Their Professional Learning Experience: What Will This Platform Look Like, Sound Like and Feel Like From the Perspective of One Key Stakeholder – The Pre-service Teacher?"

Mentoring as a shared and transparent process is identified as a strategy to develop the capacity, capability and confidence of pre-service teachers. This involves a thoughtfully constructed relationship that enables critical conversations, inquiry-based learning, reflective practice and evidence-based professional judgement to guide the personal and professional development of the pre-service teacher. But which factors influence the relationship and which strategies are put in place to allow this to happen?

• SESSION 7

Allan Groth, Universities Australia

"The National WIL Strategy – Collaboration and Shared Interest"

This session will address the development of the National WIL Strategy, a partnership between Universities Australia, the Australian Collaborative Education Network (ACEN), the Australian Chamber of Commerce and Industry (ACCI), the Australian Industry Group (AIGroup) and the Business Council of Australia (BCA), which was launched in March 2015. It will also consider some of the main factors enabling and hindering collaborative developments in policy and operating environments. Universities Australia face many challenges and opportunities in its effort to engage Commonwealth agencies and other key stakeholders in order to address the severe pressures impacting universities in sourcing and meeting the escalating costs of placements.

• SESSION 8

Dr. Deborah Peach, Matthew Campbell, Dr. Kerri Moore, Dr. Theresa Winchester-Seeto, Sonia Ferns, Jacqueline Mackaway, Lainie Groundwater, QUT, Griffith University, Southern Cross University, Macquarie University, Curtin University

"Building Institutional Capacity to Enhance Access, Participation and Progression in Work Integrated Learning (WIL)"

There are many concerns about issues of inclusive practice in the design and delivery of work integrated learning (WIL). Some students, for a variety of reasons, face barriers in gaining access to and achieving full participation in WIL. This issue is becoming increasingly prominent and there has been a call for action in the National Strategy on WIL in Higher Education (2015). While many examples of effective practice in universities exist, there is currently no systematic approach nor agreed set of principles about how to develop genuinely inclusive WIL. The principles, guidelines and examples of implementation strategies outlined in the presentation are intended to assist universities to address equity and access issues by developing more inclusive approaches to the way WIL is conceived and practised.

• SESSION 9

Troy Forster, Mater Health Services

"SPOT – Collaboration Through Integration"

Information systems are part of every workplace today. In the clinical placements space, multiple information systems are used by multiple stakeholders across multiple jurisdictions following multiple models of placement. Each stakeholder has different requirements of information systems. This has led to a vast array of specialised systems which can provide these requirements. This has also led to inefficiencies in work practices as stakeholders are required to access and maintain multiple systems to manage their partnerships and statutory requirements.

Collaboration through integration is about getting these sophisticated information systems to do the access and maintenance automatically for each other.

• SESSION 10

Suzanne Smith,
University of Southern Queensland

“Can Collaboration and a Positive User Experience Be Achieved Without a Placement Management System?”

In the competitive environment of work integrated learning, there is often internal reluctance to collaborate. A common system can break down this mindset and build stronger internal relationships creating an environment for collaboration and cooperation. USQ introduced high level strategic drivers, some of which directly apply to placement management and modern learning environments, to achieve collaboration. This presentation will provide an insight into USQ's experience in how collaboration occurred when implementing their new placement System – InPlace.

• SESSION 11

Lesley-Caron Veater, Lesley Ervin and Jody Laughton,
Monash University, Deakin University

“Program Collaborations: Inter-disciplinary Clinical Placement Models”

At the Monash Oakleigh Community Legal Service, Law, Social Work, Finance and Interpreting students are placed within teams in a large Melbourne based community legal service. The presentation will look at outcomes, challenges, successes and developments for the future of the unit and will discuss:

- The Barwon Health rotation model for social work students at a large regional health service
- A collaborative approach to regional placements for social work and welfare studies students
- A collaborative group across all social work programs to address issues of

competition, to create opportunities for joint research and to develop joint materials.

• SESSION 12

Carolyn Keogh, Barbara Radcliffe,
Professor Danielle Gallegos, QUT, Metro South Hospital and Health Service

“Maintaining Community Nutrition Placements in a Competitive Environment”

In Queensland, placing students in nutrition and dietetics is occurring at a time where five universities are vying for sites in a resource-constrained environment. In order to grow and maintain placements, QUT and practitioners maintain a collaborative partnership that operates via a number of mechanisms and practices. These include: formal structures that involve collaborative problem solving; acknowledgement, valuing and incorporation of practitioner perspectives in a timely way; training and upskilling of on-site supervisors; systems-based approaches that incorporate realistic assessment, good communication and meaningful support (for sites and students); and building relationships that are mutually beneficial. This paper will discuss how this collaborative approach maximises placement enhancers, thereby increasing their viability.

Thank you for attending the 2015 National Association of Fieldwork Experience Administrators Conference.

We wish to thank our presenters and conference organisers for making the conference a success, and also a special thank you to those who donated items for the conference bags.