



NAFEA

National Association of Field
Experience Administrators inc

CONFERENCE 2018

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WIL 2020 & BEYOND

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VIBE SAVOY, MELBOURNE

CONFERENCE ABSTRACTS

Session 1:

NAFEA SHOWCASE

Listening to our partners in allied health: Evidencing student contribution through WIL
Dr Tina Kosteki (Victoria University), Associate Professor Annie Venville (Victoria University), Dr Bernardine Lynch, Elizabeth Santhanam (Australian Catholic University)

The provision of student placements in allied health is potentially challenging for service providers in terms of cost, time and resources. Despite this, a number of benefits are evident including the creation of a sustainable and capable emerging workforce through reciprocal industry partnerships and informed curriculum. There is however, little evidence to suggest that employer feedback regarding their experience of WIL is consistently responded to or sought. This project reports on a collaborative research project recently funded by NAFEA, to develop survey tools that meaningfully identify and measure the relative costs and benefits of WIL from the partner perspective.

Project outcomes include a bank of survey items relevant for WIL partners in allied health (including Social work, Nursing & Paramedicine). It is hoped that the tools will be of benefit to a broader range of industry groups and assist the higher education sector to build ongoing and mutually beneficial relationships with industry partners while facilitating the viability of quality work-integrated learning opportunities for students.

The research theme is strongly aligned to both the vision and mission of NAFEA and the National WIL Strategy which recognise that collaboration between employers and universities as crucial in growing and enhancing WIL in Australia (Ferns, Russell & Kay, 2016).

Session 2:

WIL-ingly reproducing inequalities? What can go wrong when integrating work with learning
Katherine Theobald (QUT, NAFEA)

There is a growing body of literature on work integrated learning in Australia. While equity considerations are often mentioned in the reports, literature, and strategies on Work Integrated Learning in Australia there has been no detailed investigation into the potential negative impacts of WIL nor any practical inclusive strategies. While the WIL Good Practice report emphasises that programs need to include equity considerations for a wide range of students and does differentiate between 'visible' and 'invisible' barriers to participation it also notes that there is 'no systematic approach nor agreed set of principals about how to develop genuinely inclusive WIL' (2016, 3.3.3).

Currently, the responsibility and management of equity considerations with WIL sits with universities. In response to the National WIL Strategy (2015), the majority of Australian universities have increasing WIL opportunities as a key component of their strategic plans, with some universities aiming at implementing WIL in 100% of their degrees by 2020 (e.g. QUT 2020 Vision). In theory, contextualising higher education learning within industry can provide invaluable learning experiences for students. However, integrating work with learning also means integrating the problems with work into higher education. This paper explores the equity considerations for WIL in Australia and suggests practical applications for bridging the gap.

Session 3:

NAFEA SHOWCASE

NAFEA Wellness and Wellbeing Project

Associate Professor Dean Cooley (Federation University), Anita Wheeldon (University of Southern Queensland)

The burnout of administrators in Australian Higher Education Institutes is under researched. Given their importance in quality service provision, ensuring their wellbeing is an important pursuit for these institutes. This study has the objective of identifying the perceived organisational factors impacting the burnout levels of administrators who facilitate Workplace Integrated Learning (WIL) in Australian Higher Education Institutes.

The study finds that WIL administrators do have elevated burnout levels and participants perceived this to be caused by emotional demands from colleagues and frenetic work overload. This study provides a basis for further research, hoped to mitigate against these elevated burnout levels. The wellbeing of WIL administrators is important to the institutions relying upon these employees, but also for the Australian economy and society which relies upon a well and engaged higher education workforce to sustainably deliver the many benefits derived from positive WIL experiences.

Session 4:

KEYNOTE

Managing stress & anxiety to prevent burnout

Sam Eddy

In this session, I provide participants with a simple but powerful understanding of what stress and anxiety is, how it impacts your thoughts, feelings and behaviors and ways to overcome it. Participants walk away with renewed confidence about a traditionally difficult topic.

- *What is the difference between normal stress and anxiety?*
- *What causes stress?*
- *What is burnout?*
- *How to measure and know your stress limits*
- *The 4 different stages of anxiety*
- *Fear: the key ingredient of stress and anxiety*
- *How do you recover?*
- *Types of help available*

Session 9: NAFEA SHOWCASE

Shifting from a compliance to competency model: Enhancing capabilities around professional standards
Ondine Bradbury (Monash University)

Inarguably, a goal of teacher education is to support the development of reflective practitioners. This intention, however, is not easily achieved with recall and reporting being key features of pre-service teachers' reflections on learning to teach rather than critique and contemplation. With the project recipient's work connected with supporting pre-service teachers during their professional experiences, they were being increasingly faced with this lack in reflective skill alongside mounting responsibility to ensure graduates meet the requirements of the Australian Professional Standards for Teachers (APST).

By combining these two concerns, a set of Conversation Cards were developed to provide pre-service teachers with prompts directly linked to the APSTs designed to enhance discussion with their mentor and support their own reflective practices at different stages of their professional experience. This presentation reports on a small-scale pilot study involving first year pre-service teachers and documents their experiences of becoming reflective practitioners as shared through a series of focus group interviews. The discussions unveiled the surprising ways that the pre-service teachers used the cards, not only as tools for reflection but for planning lessons and initiating professional discussions with peers. This project that resulted in qualitative research opens up creative and meaningful ways for integrating reflection, professional standards and classroom practice.

Session 10:

Creative Administration – save time and get organised.
Tarin Stewart (The University of Queensland)

We have all heard from management that we need to be 'more efficient' in our roles. How do we do that exactly? Technology changes constantly and finding out how we can best use it is often widespread and confusing. I have explored the concept of efficiency in student administration and successfully applied innovations in my day-to-day responsibilities and through faculty operational changes.

This presentation will share the creative discoveries I have made over the past five years and provide specific examples of how the Microsoft suite of programs can help you get organised and save time. If you are interested in learning: efficient ways of working on a computer; useful student administration formulas, VBA and Macros in Excel or; how Microsoft Flow can send hundreds of personalised emails at a time, then this session is for you.

Session 11:

Delivering work integrated learning (WIL) in a business degree as an intensive subject
Lucrezia Marino and Vesna Trajcevska (The University of Melbourne)

The centrepiece of The University of Melbourne's Faculty of Business and Economics WIL offering to students is a portfolio of practicum subjects. These in-company experiential learning opportunities allow students to deploy technical skills and knowledge they have acquired through their studies, refine their people skills and build their sense of resilience, a crucial combination for workplace success.

Our host companies are drawn from Australia and a broad range of international locations. As part of our undergraduate and Melbourne Business School graduate offerings, we deliver these subjects in intensive winter/summer configurations. Undergraduate students may also undertake in-company experiences on a semester-long basis.

In this session, I will share the benefits and challenges we have encountered delivering WIL via this model. I will also outline some of the improved administration practices we have implemented to deliver these subjects efficiently, in line with student needs and high-quality academic requirements.

Session 12:

Improving and Streamlining Student Compliance Procedures via Integration of Sonia with Government databases

Jackson Harnwell (Melbourne University)

At the 2017 NAFEA Conference, Griffith University presented on the implementation of a centralised Fit for Placement office underpinned by Sonia Check Manager for student compliance document processing. Taking inspiration from this presentation, the University of Melbourne's Faculty of Medicine, Dentistry and Health Science (FMDHS) has recently adopted Sonia Check Manager and has also worked closely with the vendor Planet Software to interface with a number of Australian Government databases. Through the use of these interfaces, students are now able to apply for Australian police checks online through Sonia and receive a result within minutes, all without any staff involvement.

This presentation will demonstrate how FMDHS has streamlined and improved student pre-placement compliance procedures by:

1. Establishing Sonia as the database-of-record for student compliance
2. Implementing Sonia Check Manager for collection and processing of compliance documents
3. Streamlining student police check procedures through integration of the Australian Government's Document Verification Service and National Police Checking Service with Sonia.

Session 13:

GOLD SPONSOR PRESENTATION

Diversifying our approach to WIL

Guthrie White, CEO, InPlace

As the 'learner centric' curriculum model becomes an increasing focus for higher education institutes globally, we turn to innovative WIL models to aid us in achieving our goals. Career software is the number one investment made by IT Departments in academia worldwide (Gartner, 2018), as institutes strive to equip graduates with critical thinking skills and workplace skills in an efficient and scalable approach.

Placements and internships are a necessary vehicle to align students and institutes closer to industry. However, could we be using our WIL software applications more effectively? Could we be doing more to make WIL accessible to students in less industry-aligned courses – and using our software more efficiently to understand and analyse our WIL outputs? Guthrie White, CEO of world class work integrated learning software InPlace will be discussing these challenges and some proposed solutions built on InPlace's smart capabilities.

Session 14:

Enhancing internship and career prospects for students in STEM from Low SES and under-represented backgrounds

Fiona Simpson (The University of Melbourne)

The Chief Scientist called for "every STEM student to have the opportunity to gain meaningful experience in industry, integrated into their courses, for credit". It is recognised that the career needs of people from Low Socio-Economic Status (LSES) backgrounds differ from those who are not LSES. Recent reports also indicate that less than one third (<27%) of STEM graduate workforce are females, emphasising the need for tailored programs to enhance students' employability outcomes.

The Faculty of Science developed a tailored program supporting LSES students, and later included female students in non-traditional fields, specifically maths, IT, physics, chemistry and engineering, who are under-represented in both internship placements and employment outcomes. 'Enhancing career prospects for students from Low SES and underrepresented backgrounds' has better prepared students to pursue and secure employment within a competitive labour market by equipping them with job-ready skills, enriching their educational experience and developing professional networks.



Session 15:

Finding the Line of Best Fit – The establishment and ongoing evolution of the Office of Clinical Education Support at the University of Sydney.

Jo Tomlinson (The University of Sydney)

The Office of Clinical Education Support (OCES) was established in 2014 to provide support to health faculties and schools of the University of Sydney in response to both internal and external drivers affecting clinical placements. Operating as a small, highly autonomous unit, the OCES provides information, support and policy advice to stakeholders from multiple schools and faculties across the University of Sydney in relation to clinical placements. The OCES also provides a central point of contact for relevant external stakeholders for all policy and compliance issues relating to clinical placements. This presentation will provide some insights into the challenges faced in establishing the OCES, the operational areas it has had the most success in consolidating, and what the future might hold with the expansion of work integrated learning placements across the university sector.

Session 16:

Managing the Health and Well Being of Millennial Students by building and integrating student Health and Wellbeing into Health-Related Bachelor Programs?

Wendy Harris, Trish Lane (Griffith University)

Globally, university attendance continues to increase with the 21st Century university student representing a diverse range of cultures, ages, personalities, learning styles and backgrounds, including students from financially and geographically disadvantaged areas. Several Australian studies have highlighted the growing trend of increased anxiety and psychological stress among tertiary undergraduate students. Programs are being developed to enhance student resilience at varying levels.

More than previous generations, millennials are reported to prioritise their personal life and seek to maintain a balance between work and leisure. Millennials have also been described as feeling pressured and being hyperfocused on achievement, often expressing feelings of stress, anxiety, and being overwhelmed and as a result, student mental health and well-being are becoming a universal concern. This presentation will explore the current research with millennials, primarily undergraduate tertiary students, and how a health professional program can build capacity to foster student mental health and well-being and resilience discourse.

Session 17:

Innovative practices in delivering or administering work integrated learning; “But you don’t understand...we’re different”– bringing together professional and academic staff to become a higher functioning interprofessional Work Integrated Learning team.

Marcelle Alam (The University of Sydney)

Hear about our adventures on a roller coaster ride over the past 10 years as we worked to develop a unique, combined team of professional and academic staff to manage and deliver the professional education of students from a variety of health-related disciplines, across a variety of professional entry courses. This presentation explores my perspective of this adventure; including what worked, what didn't and how we collectively came to realise we had more in common than not. I will also cover what we do now to maintain the team culture which I believe is the reason the latest university staff survey rated us the happiest team in the faculty.

Session 18

Internships: Industry needs, Government guidelines, Administrative & Academic alignment.
David Reid (Swinburne University of Technology)

Cameron is fairly outspoken on the nature of the risk associated with the delivery of WIL programs in Australia suggesting that it “is a risky business for universities” (Cameron, 2017). However due to the competitive nature of the higher education environment a strong WIL program is seen as a market advantage. In order to mitigate risk, there needs to be clear and demonstrated understanding of Federal, State, and University policy and law (Stewart et al., 2018). At a Federal level the Australian Government supports WIL related practices and have developed guidelines around stakeholder implementation, which warns against exploitation (Fair Work Act, 2009). This guards against ‘work’, and encourages observational skill development.

Whilst there are generally seen to be three key stakeholders in the application of Work Integrated Learning (WIL) programs, namely the student, the industry partner, and the academic institution (Coll and Eames, 2004), this project focuses primarily on the how policy, and law is understood, disseminated and applied in business and higher educational administration and academic practice. The research uncovers some gaps in knowledge transfer at Institutional level, gaps in policy knowledge at Industry level, and proposes that steps could be taken to align policy, law and industry requirements.

Session 19:

[Break-out Session]

WIL teams for the future: What wil(l) be enough?

Jackson Harnwell (The University of Melbourne) and Dr. Ricky Tunny (QUT, NAFEA)

This session will explore different team structures and approaches to resource-efficient WIL administration. Participants will be invited to share their experiences of centralisation, de-centralisation and other administration models. The session will discuss the benefits and challenges of each model and consider the potential needs of future teams as work-integrated learning demands continue to grow.

Session 20:

Rethinking WIL for Block Mode Delivery -The VU Future WIL project

Darren Brown, Anne Tran (Victoria University) Laura Zubair, (Victoria University, NAFEA)

After successfully piloting a First Year Model based on “block” mode delivery in 2018, VU has decided to extend this approach into the second year of its’ undergraduate programs. This will create multiple challenges in the WIL space, including the timing and availability of placements, student timetables and the inflexible nature of many accreditation-based placements. The FutureWIL project aims to address these and other challenges by developing a multi-stream approach that can effectively address the individual nature of each discipline’s requirements, including virtual projects, a multi-disciplinary student-led VU umbrella business, and immersive community-based placements. This model has the potential to address many of the challenges of “traditional” WIL, including the availability of suitable opportunities, and the monitoring and assessment of activities and learning outcomes.

Key discussion points will include, the challenges, successes, and lessons learned from the planning and implementation of innovating WIL solutions to align with the new delivery model.

Session 21:

Transition to Clinical Practice

Alexis Foster-Gerrard (Deakin University)

Work integrated learning is recognised as an important tool in developing high quality and work ready graduates. Deakin University's Bachelor of Vision Science/Master of Optometry students complete an accelerated 3.5 year course, where the last 6 months of their course is a residential placement. In order to prepare students for this work intensive period of their course, they complete a Transition to Clinical Practice (TCP) program (7 days over the course of their degree).

TCP is designed to teach students important skills in order to be able to transition from an educational setting to a clinical setting. TCP covers topics such as professional communication, the use of social media, confidentiality as a health practitioner, safety (in the learning environment, patients and supervisors), conflict resolution, and well-being. Feedback from industry has suggested that the Deakin graduate is work ready and demonstrates exceptional communication.

Session 22:

WIL for Researchers: Developing and implementing a university wide approach

Katherine Theobald (QUT, NAFEA)

Work integrated learning (WIL) has traditionally been almost exclusively found in coursework degrees. However, due to the changing nature of the research training landscape in Australia and the introduction of HEIMS reporting in 2018, universities are increasingly focusing on introducing and increasing WIL in higher degrees by research i.e. the MPhil and PhD.

Due to this changing landscape, QUT has redesigned its research degrees and research training programs to include industry engagement opportunities for students. While QUT has an award-winning university wide WIL framework, implementing these changes was not without challenges, both administratively and academically. This paper examines the benefits and challenges of implementing a university wide program, navigating relationships with federally funded third party providers, system challenges, and the adjustments that were required for QUT's existing WIL framework.