

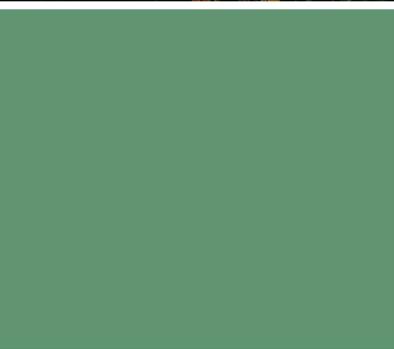


Where There's  
**WIL,**



There's A Way!

**20 - 22 NOVEMBER**  
BURKE & WILLS HOTEL  
TOOWOOMBA



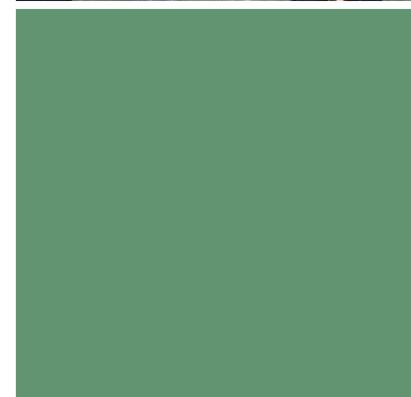
**ABSTRACTS**



**NAFEA**  
National Association of Field  
Experience Administrators inc

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**CONFERENCE**  
**2019**



**PRE-CONFERENCE WORKSHOPS | WEDNESDAY 20 November 2019**

**Workshop 1**

*Stupid policy? Change it. Jackson Harnwell, University of Melbourne*

Victorian universities have for years battled against hospitals and health services each having their own requirements for student immunisations and criminal history screening, a practice fully supported by government policy. In this workshop, Jackson Harnwell (The University of Melbourne) will provide a case study on how that might finally be about to change, and how he made it happen. Attendees are encouraged to bring their own policy problems for a practical group discussion on techniques for achieving resolution.

**Workshop 2**

*What does equitable practice look like in Work Integrated Learning? Working together to establish 'best practice' WIL equity principles, Katherine Theobald, QUT/NAFEA*

While Work Integrated Learning (WIL) can provide students with positive learning experiences, it is also a highly risky pedagogy which can both reproduce and reinforce inequalities through higher education. WIL practitioners are uniquely placed as witnesses to the equity challenges presented by WIL and who are also in positions to be able to implement practical strategies to assist students. There are a number of processes, procedures, strategies and policies that can be implemented, and are already being undertaken by WIL practitioners across the country to minimize these risks and help make WIL more accessible to our diverse student cohorts whilst managing the competing priorities associated with the space, including placement availability, accreditation requirements and increased student cohorts.

This workshop will bring together staff involved in the logistics of WIL to share their experiences, current practices and collaborate on ideas about how we could make improvements. This workshop will be a space to explore these issues and ideas to work towards collectively developing a series of WIL equity-focussed practices based on what will work for our students and practices 'at the coalface'. This workshop will also touch on other ways NAFEA can support its members interested in examining WIL equity issues and practices to take the conversation further within their teams, institutions and beyond.

**Workshop 3**

*Mandatory Documentation and Communication of Requirements to Students, Dr. Ricky Tunny, QUT/NAFEA*

This workshop will be an opportunity for delegates to share practices and challenges regarding the management and communication of mandatory documentation for work-integrated learning (WIL) experiences. The workshop will include a demonstration of the processes within the Faculty of Health at QUT. Delegates will be invited to share their own practices to establish good practices in managing and communicating mandatory documentation requirements for WIL.

#### **Workshop 4**

*The Rack: Providing equitable access and pre-service teacher professional experience, Ondine Bradbury, NAFEA*

This project is a collaboration between the Department of Professional Experience and the Student Engagement Officers at Monash University. Its foundations were in response to our engagement with our student cohort in the following areas:

- A perception emerged from partners and students that there wasn't a clear understanding of the meaning of 'professional dress' in relation to WIL;
- A percentage of students did not have the means to access quality professional dress;
- In support of the university's commitment to sustainability, there was a desire to engender a culture of 'reuse and recycle'.

Our overall vision is to help fellow students put their most professional foot forward during their WIL placement.

#### **Workshop 5**

*WIL: Implementing and Scaffolding, A/Prof. Ana Hol, Western Sydney University*

Work Integrated Learning is a part of the National Strategy for the University Education across Australia. Reviews indicate that in STEM based fields, three in four students undertake a WIL activity (ACER 2015). Such activities are often done in the last year of study (Computing Capstone Projects, ACS, 2016). For WIL to be more comprehensive and to be implemented throughout the study from the very first year to the last year of the University education, a full umbrella of WIL engagements needs to be understood (Universities Australia 2018), so that WIL can be scaffolded and progressively implemented. For this to be achieved, it is important to know what WIL activities are; how WIL activities can contribute to student learning; how WIL partnerships can be established and once partnerships are established how academic rigour, accreditation requirements and industry cutting edge opportunities can be incorporated. This workshop will also elaborate and explain the Academia-Industry Engagements Framework (Hol, 2018) that can be utilised to guide WIL implementations.

#### **Workshop 6**

*Exploring risk mitigation and risk management of WIL experiences, Lara Pugh, University of Wollongong*

As Field Experience Coordinators, we all share a duty of care to safeguard our students during work-integrated learning (WIL) experiences. Mitigating and managing risk in the field of WIL is complex as we are liaising between subject coordinators, students and a variety of industry and community partners, so how can we develop and maintain a rigorous but manageable process? In this interactive workshop, you will collaborate with your peers to share both concerns and best practice around risk mitigation and risk management for WIL experiences. By the end of this workshop, you will have:

- Addressed shared concerns about mitigating and managing risk in WIL experiences;
- Leveraged shared knowledge and best practice to map out a practical workflow that aims to mitigate and manage risk in WIL experiences;
- Presented your team's workflow for mitigating and managing risk in WIL experiences;
- Been exposed to a range of workflows for risk mitigation and management in WIL experiences.

## **Workshop 7**

*Interprofessional Collaboration, Christine O'Connell, Nicola Cotter, Southern Queensland Rural Health*

Training focussed on Interprofessional collaboration (IPC) needs to occur with health professional students to prepare them for their future working environment. For Southern Queensland Rural Health (SQRH), there is a focus on providing this training and education, and cultivate a sustainable health workforce in rural and remote areas.

SQRH is providing Interprofessional Education Student Workshops across the Darling Downs Health (DDH) and South West Hospital and Health Service (SWHHS) with health professional students from two or more professions. These workshops are provided over 3 sessions or a 1-day workshop. The workshops cover competencies from the Canadian Interprofessional Health Collaborative, focusing on Interprofessional communication, role clarification, team functioning, and interprofessional conflict resolution. Information is provided via PowerPoint presentations, video examples, case studies, simulation activities, and group discussions.

This one-hour workshop will provide you with a basic understanding of IPC and some examples of learning activities for student education.

### Session 1

*Distant places, familiar faces: an experiential journey through remote points of view, Chris Ridler, Performance Potential*

Chris's session will provide opportunities to deeply connect with the conference themes and stimulate thinking about the complexity of challenges and solutions. Chris will assist delegates to focus on strategies, networks and sharing information, and to provide some strategies to get the most out of the conference.

### Session 2

*Successful Support Program for Students Attending a Rural and Remote Clinical Placement, A/Prof. Victoria Terry, Emma Turner, University of Southern Queensland*

Following an adverse event involving a nursing student's mental health whilst undergoing a rural clinical placement, the need to increase the support we provide to students attending clinical placements in rural and remote locations was recognised. The support process for students attending a rural and remote clinical placement has been assigned to a clinical academic who has experience living and working in rural and remote settings. The process is as follows: Students are identified via InPlace, and receive an email including attachments comprised of mental health resources, programs and relevant USQ contacts. A ZOOM meeting follows just prior the commencement of the placement to discuss any concerns or questions. Our partners from SQRH attend the ZOOM meetings, as they are able to discuss further about facilities, towns, communities and events. Information also might include local transport, shops available, opening and closing times, internet access, where to eat and where to exercise. Students are then invited to join a WhatsApp chat moderated by the assigned clinical academic, which enables the students to keep in close contact with each other and USQ. The WhatsApp chat has received positive feedback from students and is obviously creating a better experience for nursing students undergoing rural and remote clinical placements.

### Session 3

*WIL for Global Citizens, A/Prof. Ana Hol, Western Sydney University*

Since 2011, Computing students at the Western Sydney University, have participated in WIL activities locally. Our WIL engagements are today developed in a collaboration between the academics, accrediting bodies and the industry. Based on this, with the introductions of New Colombo Scholarships, students are now also able to undertake WIL Internationally. This presentation will explain in detail processes that are undertaken, so risks can be minimised and students given opportunities to engage in cutting edge multidisciplinary WIL. Such engagements in addition to the identification of the suitable location and the WIL partner also require alignments to the curriculum to be done, student selection undertaken and the continuous communication channels established between the students, industry and academics. International WIL engagements conducted have received positive feedback from both students and industry. 70% of students who so far attended such engagements have received jobs upon their return (supporting the National WIL Strategy).

#### **Session 4**

*Building capability of supervisors of health students in rural areas: Whole of community facilitator model of support, Elaine Bentley, University of Tasmania*

Supervisors in healthcare settings in rural Tasmania are willing to host students on placement, however there are many challenges that impact the provision of supervision of students. Challenges include a lack of backfill for those who would like to undertake more formal supervisory roles; perceived lack of support from relevant education providers; complexities related to students' attending WIL from a range of education providers and disciplines, all with varying requirements. In Tasmania, the introduction of Whole of Community Facilitators (WOCFs) within rural townships has mitigated these challenges. WOCFs provide direction, guidance and mentorship to students and their supervisors, with a focus on building capability of organisations to host students. WOCFs work within a geographic location, rather than a single facility and are employed across a calendar year. Feedback suggests having a single point of contact for students and their supervisors within a rural area is beneficial for each stakeholder group.

#### **Session 5**

*Establishment of a WIL administration unit, Helen Ryan, Sharyn Crawford, Federation University Australia*

Federation University is a regional University with three main campuses in Victoria. Following a recent restructure and formation of 6 new schools, an Academic Services & Support directorate was formed for the administration of the schools. Within this team, a Work integrated learning team has been formed which now supports all placements across all schools. The aim is to ensure compliance, collaboration and budgetary control across the University for this important function. This presentation will explore the process undertaken to form this team, the challenges and the efficiencies that are being realised. Discussion around future plans and initiatives will be discussed.

#### **Session 6**

*Positive Rural Placement Experiences - What Matters?, Clare Butters, Bridget Lowe, University of Queensland*

Identifying the aspects of the rural placement experience that are associated with student satisfaction, as well as future rural and remote practice intentions, can assist with enhancing future placement management and WIL rural opportunities. All third year UQ medical students complete a 6-week rural placement in regional Queensland. Using student evaluation data from these students from the last 4 years, insights into the various factors of rural placement experiences can be gleaned, including accommodation, remoteness classification, travel distance, placement type (GP, Hospital or combined) and satisfaction with clinical supervision and experience affect the students' overall placement satisfaction and rural intention. Having an understanding of the factors affecting placement satisfaction will allow us to direct our quality improvement efforts to the areas that impact student satisfaction most with the ultimate goal of supporting the future rural medical workforce.

### **Session 7**

*WIL-ing, Ready and Able – Developing a WIL Framework for Sustainable Industry Engagement, Mark Tolson, Deakin University*

Sustainable industry engagement is fundamental to the achievement of quality outcomes for all key Work Integrated Learning (WIL) stakeholders - students, university and hosts alike. Such sustainable engagement is a strategic imperative for most Australian universities' WIL programs which offer off, on-campus and hybrid modes and which are typically staffed by both academic and professional staff. In the 21st century, WIL practitioners are critically challenged to effectively and sustainably integrate the industry community into curricula, procedural practices and student engagement. The Industry Engagement Framework developed seeks to provide a systematic approach for academic and professional staff to draw upon when developing WIL curricula and engaging with industry according to the relevant mode of engagement. It provides a series of key triggers to assist when identifying the curriculum gap or engagement opportunity to help effectively build scale and sustain host relationships. The framework is augmented by a 3-phase approach for industry engagement identified as 'synergy, simplicity and sustainability' which underpins the modus operandi of the Faculty's WIL team in assisting the development of authentic WIL curricula and enhancing industry engagement across multiple modes of WIL.

### **Session 8**

*One size does not fit all; Managing Diverse Fieldwork Placements at a Regional University, Rozana Azad, Dr Aastha Malhotra, University of Southern Queensland*

Professional fieldwork placements are a critical requirement for many students. Each placement experience is however unique. While the nature of placement tasks, learning goals and accreditation requirements are important contributory factors, individual student circumstances also add to the complexity of sourcing suitable fieldwork opportunities. This is particularly relevant for USQ's non-traditional student base where students often contend with various responsibilities including work, families or travel from regional or rural areas while meeting placement requirements. Drawing on our experience of managing diverse Human Services placements while remaining responsive to the needs of the students, the proposed session aims to examine the challenges and success strategies employed by fieldwork administrators to balance multiple stakeholder needs. We will begin with an overview of our approach to managing placements and then conduct facilitated activities giving participants the opportunity to share their experiences and raise implications for broader fieldwork administrative work.

### **Session 9**

*A framework for the quality assurance of WIL, Matthew Campbell, QUT, Dr. Ricky Tunny, QUT/NAFEA*

This paper will present a framework for the quality assurance of WIL. This framework has been developed through a series of engagement with practitioners, researchers and experts in the areas of WIL, and presents a set of standards across four domains of practice: student experience, curriculum design, institutional requirements, stakeholder engagement. This paper will explore the concepts of quality elicited from a series of research interviews, connecting this with the standards of the framework, and consider the outcomes from the use of the framework as a tool for benchmarking WIL practice across different levels of an institution. In exploring the framework, the paper will provide a transferable model for the quality assurance of WIL.

### Session 10

*Traversing the distance... Supporting a high-quality remote placement program in Nursing and Allied Health throughout the Northern Territory, Jessie Anderson, Vicki Hale, Flinders University*

Since 2016, the Commonwealth Government has committed additional funding to encourage nursing and allied health students to undertake placements in Rural and Remote regions throughout Australia through the Rural Health Multidisciplinary Training Program (RHMTTP). This is in line with research that indicates a positive placement experience is a factor in the decision to work in rural and remote areas on graduation and beyond. While a focus of this funding is on encouraging local health students to remain in their rural area after graduation, for remote regions of the Northern Territory there is not enough local graduates to supply the health workforce needs. Also, many NT students chose to leave the Territory to study. In addition to supporting local students, the Flinders NT Remote Inter-Professional Placement Learning (RIPPL) Team has developed a program of supporting nursing and allied health students from over 20 different universities to experience a placement in the NT. Challenges have abounded in the complexities of coordinating students, academics, universities and health services across the vast distances of the Northern Territory. Ensuring supervisors are supported and students have the necessary preparation, orientation, supervision and support is essential. This Paper discusses the development of a unique program to create pathways for student nurses interested in a career in remote health in the Northern Territory and beyond.

### Session 11

*Work Integrated Learning Guide to Good Practice: A guide to support the establishment and continuous improvement of WIL courses, Cate Clifford, Geoff Walton, University of Queensland*

The WIL Guide to Good Practice uses the concepts of authenticity and proximity as foundational components of high-quality WIL activities. It is developed to assist staff to:

- Develop a common language around WIL
- Understand the key components that make up high-quality WIL
- Identify the level of WIL provision currently offered in a course and/or across a program to ensure that the WIL is appropriate for the student's stage of study
- Make changes to WIL courses (including creation of new learning activities and assessment) to increase the quality of WIL provision

This workshop explores the merits of the tool and introduces participants to its application.

### Session 12

*Querying WIL for pre-service teachers, Lisa van Leent, QUT*

With experience as a primary school teacher and as an educator in teacher education in higher education contexts, the presenter also brings a wealth of research experience to querying the WIL space for pre-service teachers. Several factors impact LGBTIQ+ pre-service teachers as they engage in professional experiences as part of education course requirements. Some of the factors include legislative implications for LGBTIQ+ pre-service teachers and their 'required' professional experience in religiously affiliated schools and the circumstances surrounding how systems and pre-service teachers 'manage' these contexts.

### **Session 13**

*Learning to work with interpreters: an international placement experience in rural Laos, Valda Frommolt, Hazel Rands, Griffith University*

Griffith University has worked with a community development project in northern Laos since 2010, offering a clinical placement opportunity to final year nursing students. Supervisors and students work with interpreters and local health care workers (LHWs) to provide primary health care to rural communities. Nursing students completing this immersion placement gain experience working with interpreters while providing primary health care to this vulnerable population. Living with local families develops the students' understanding of village structure and local culture, and creates awareness of relevant contemporary social issues. Interpreters often have limited health literacy and different cultural beliefs related to health and at times this leads to more challenging interactions and some frustrations. Students observe extremes of poverty in addition to limited health knowledge and lack of access to health care, and identify that collaborations with other team members using interpreters could contribute to improving the health literacy of the interpreters and the improvement of overall health outcomes. Students' cultural awareness is heightened as they reflect on their own values and cultural identity, whilst recognising and respecting difference in others. Developing interprofessional relationships and trust is crucial to providing culturally safe health care, and contributes to increasing local capacity and maintaining sustainable partnerships. International clinical placements to developing countries provide unique learning opportunities for student nurses, including improved communication skills and enhanced cultural competence.

### **Session 14**

*Breaking down silos – building positive culture and reducing risk in a Professional Experience Unit, Matthew Winslade, Rachel Fowler, Charles Sturt University*

Recently there appears to be an increased focus on WIL and risk appetite in universities across Australia. This has become evident in the risk assessment and reporting needs that are now required regularly by a range of external stakeholders including the Department of Education, TEQSA and discipline-specific bodies such as NESAs for teacher education and the AASW for social work. This paper will outline how one faculty at a regional university with multiple campuses, large online student presence and significant change to internal governance structures has adopted an integrated academic and professional staff approach to implement a range of risk mitigation initiatives that support subject delivery, increased levels of moderation and external stakeholder engagement.

### **Session 15**

*International Placements as a Rural experience - administration and making it worthwhile, Alison Bourke, University of Queensland*

Each year UQ send nursing and midwifery students to rural areas in India and Nepal for placement. While the administration behind such a project is a huge burden the benefits far outweigh the challenges. This presentation will overview the administration and the benefits (as outlined by students) of attending such a placement. The presentation will show that rural India and Nepal, while International, have issues similar to Australia and that these placements set the students up for success in their chosen field (often in rural health). International placements are an alternative placement source that can link into the students' program, provided that they are well-organised and the students are sufficiently prepared for the placement.

## Session 16

*Giving back - University alumni supporting nurses of the future through work-integrated learning (WIL),  
Kate Barnewall, Kitty Hutchison, Griffith University, Elizabeth Eastwell, Rachel McGlynn, Queensland Health*

Griffith University's School of Nursing and Midwifery has a ten-year history of providing opportunities for undergraduate nursing students to undertake work-integrated learning (WIL) in rural and remote villages in Laos. The focus of these placements is the delivery of primary health care in conjunction with Laos Health Workers, to offer family assessment and health education to villagers who have limited access to quality health care and treatment.

In recent years, nursing alumni who have previously completed placement in Laos, have volunteered their time and resources to support this unique WIL experience. This presentation explores the experiences of two nursing alumni 'giving back' to the future-nursing workforce, on their return to Laos as volunteer Registered Nurses to support student learning and assessment on placement. It also explores the value that nursing alumni contribute to the quality of international WIL placements in the pursuit of universal health care.

### Session 21

*Emeritus Professor Paul Worley will present in his capacity as the National Rural Health Commissioner.*

### Session 22

*Rural and Remote Education - Curriculum and Pedagogy, Tania Leach, Prof. Lindy-Abawi, University of Southern Queensland*

This USQ initiative was aimed at strengthening partnerships with education organisations, communities, schools and pre-service teachers to address teacher shortages in rural and remote areas, through the establishment of a pre-service alternate context placement program. This paper outlines how the USQ Education placement office and the Department of Education in the Darling Downs South West regional Human Resource team, strategically and intentionally collaborated to develop an approach to optimise pre-service teacher opportunities to engage and reflect upon teaching in rural and remote communities that has increased the placement and retention of quality early career teachers. In addition, the paper will highlight how the pre-service teachers were strategically placed in rural communities who immersed the pre-service teachers in all aspects of teaching and living in a rural community. From experiencing the establishment of classrooms at the beginning of a teaching year to exploring extracurricular opportunities and connecting with community, this program provided students with a supported holistic rural and remote experience that positively facilitated the development of skills and knowledges required to be a successful teacher in a Regional Rural or Remote (RRR) school.

### Session 23

*Walking the Talk: Promoting Exercise Science Placement students' health, well-being and inclusive learning through educational exercise, Dr. Jena Buchan, Griffith University*

During Work-Integrated Learning, and later as they transition into the workforce, Exercise Science students will be responsible for prescribing and delivering exercise. However, this 'talk' is not always walked as well, whereby these students may not be meeting exercise guidelines themselves. Apart from health implications of not being physically active, there are also learning and practical implications. Key components of effective, efficient programming and client education include: ability to demonstrate exercises; understanding how and where exercises should be felt; and ability to deliver coherent, time-managed programs. This predominantly requires a hands-on, 'practice what you preach' approach.

To complement external WIL, students in the Exercise Science Practicum course were required to participate in 6 weeks of practical on-campus workshops. During these sessions, students served as both clients and practitioners, writing, delivering and partaking in personalised exercise programs. Programs were designed from case studies over these weeks, but personalised and modified as required to ensure suitability and safety for the student client. This presentation will explore the lessons learned, student feedback and ideas for the future.

### Session 24

*Fit for purpose: creating WIL opportunities and in rural Australia, Sandra Walsh, Mellissa Kruger and Sara Jones, University of South Australia*

Rural Australia experiences a well-documented maldistribution of the health workforce. While people living in rural Australia experience higher rates of conditions including cancer, heart disease, and diabetes. The lack of health professionals makes it challenging to secure quality placement experiences for university students, this is important as student placements have demonstrated effectiveness in the recruitment of future health professionals. This paper will examine the establishment of a health clinic in rural South Australia. It will present the data from the first year of operation of a podiatry clinic and explore the recent introduction of rehabilitation clinics and exercise physiology for oncology. The rural health clinic demonstrates the capacity universities have to develop service-learning opportunities that are fit for purpose in terms of providing quality placement experiences, meeting community needs, and addressing health workforce shortages.

### Session 25

*How satisfied are industry with WIL: can value and satisfaction be measured?, Danielle Waid, Griffith University / NAFEA, Dr. Sheree Lloyd, Griffith University*

Health industry partnerships are integral to the success of work integrated learning (WIL) and their support through supervision, identification of suitable projects and opportunities, mentoring and engagement are highly valued by Griffith University. This project evaluated the administrative and academic processes used by the health service management work integrated learning team. We wanted to understand the level of satisfaction with processes from our health industry partners so critical to the success of our work integrated learning placements. Understanding and measuring the satisfaction, value and benefits to health industry partner organisations who host WIL students was a further objective of the study. Using a mixed-methods approach to collect data this study was conducted during 2018/2019 and was supported by a NAFEA grant. The findings from the study will be presented as well as recommendations for replication, validation of the data collection tools and approaches to streamlining administrative procedures that were identified.

### Session 26

*Improving student engagement and building relationships with industry partners with a revised clinical supervision model. A/Prof Victoria Terry University of Southern Queensland, Ina Kotze, Jacob Whittingham, University of Southern Queensland/NAFEA*

The School of Nursing and Midwifery in close collaboration with the Professional Placements Team, is fully committed to ensure that Bachelor of Nursing and Midwifery graduates experience a quality clinical education while at USQ and are well prepared to begin their careers in the workforce. The innovation adopted in 2018 involved a restructure of the clinical facilitation model used by the School of Nursing and Midwifery for nearly two decades. The revised model is based on the appointment of Academic Level A's to undertake clinical facilitation, instead of hiring casual Registered Nurses. Clinical Experience Partner Facilities are reporting positive benefits from the new model and the innovation resulted in considerable financial saving for the University and increased student satisfaction.

### **Session 27**

*Reimagining student employability: Connecting policy and practice, Matthew Campbell, QUT*

The enactment of employability policy has driven an evolution in the practices of higher education in both curriculum and student support. This paper presents a case study of an Australian university which has reimagined the delivery of career and student support services. Underpinning this change is a policy framework which has reimagined alignment between the university's strategic vision for preparing students for the future worlds of work and academic and student support practices. The emergent policy framework has transformed associated organisational structures, allocations of human resources, and the connection between student support practices and curriculum design. This transformation has generated new intersections within curriculum practices and is challenging institutional constructs of expertise. This paper presents an exploration of the emergent practices and interpretations of employability policy within this case study, enabling transferable learnings for broader considerations of higher education policy and practice as employability becomes the core driver of student success.

### **Session 28**

*Jumping the S Curve: Taking Business to the Bush, Daryl McMahon, University of South Australia*

UniSA Business School's Internship Program was conceived 3 years ago with two guiding principles, scalability and consistency. In the past 2 years we have realised continued growth despite limited resourcing. However, this growth has been largely organic and now we're restructuring our strategy and approach to focus more on students and industry that require the most attention. This presentation will demonstrate how we leveraged our team culture of embracing failure to achieve success to reshape our program approach and jump the S curve of performance. We will focus on 2 practical examples – increasing access of regional communities to urban talent through WIL opportunities, and upscaling WIL by strengthening student access.

### **Session 29**

*Utilising Q+A videos to enhance understanding and efficiency of compliance processes for Health Placement students, Kate Mackay, Swinburne University of Technology*

A project to develop a series of question and answer videos was undertaken within the Health Placement Team at Swinburne University of Technology, Victoria. The project addressed the most common student placement queries received from Health Placement students. The project aimed to reduce the number of queries received and staff time spent answering queries by developing 14 short Q+A videos incorporating a screencast and talking head. Instructional videos that are shorter (less than six minutes), keep to a faster pace, and incorporate a talking head are factors that positively contribute to student engagement (Guo 2014). Videos are hosted on Canvas, the university's digital interface, allowing students to watch and re-watch videos to self-manage their placement compliance queries in a proactive manner. While outcomes are still being measured for this project, an improvement in the student experience has been identified, demonstrated by increased student engagement levels on the canvas site and a decline in student queries received. The successful deployment of this engagement tool has improved student satisfaction in enabling students to complete placement compliance requirements with improved efficiency.

### **Session 30**

The final session of the conference will bring delegates together to reflect upon the conference, to share learnings with other delegates and to set goals and actions from the conference. The session will include break-out discussions that cover the main themes of the conference.



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