NAFEA

National Association of Field Experience Administrators inc

2023 NAFEA Conference Abstracts

The WIL to Thrive: A Brave New World

Crystalbrook Riley, Cairns/Gimuy

Day 1: 19 October 2023

ROOM 1

Session 1 Keynote: *Preparing graduates to drive Australia's future.*
Catriona Jackson, Universities Australia [Online Presentation]

In her session, Catriona will discuss the preparation of graduates to drive Australia's future workforce.

| ROOM 1	ROOM 2
Session 06: WIL Evaluation: It is both what you know and who 'knows', that matters. Dr. Karen Young, Deakin University. This presentation focuses on a largely unresolved aspect of WIL evaluation – what to measure when considering the impact of diverse WIL types across an institution. Beyond participation data (predominately focused on placement-based WIL), institution-specific data, measures and indicators of impact are often not easily sourced, mined, analysed or reported on. Our study into WIL impact involved the design and testing of an innovative Faculty-centric WIL Evaluation Framework (WEF). Here we present the "who" and "what" considerations of the WEF (two of our six guiding questions for WIL evaluation). We respond to a larger burning question of whether a universal WIL evaluation model is possible, given the current sector challenge of evaluating wide-scale multiple WIL activities/programs offered across an institution. We showcase our innovative approach and related findings and aim to contribute to much needed scholarly, practice-based approaches endeavouring to contribute to the discovery of universal models capable of enabling sector-wide evaluations of WIL.	**Session 07: A novel approach to collaborative website design to support training and engagement of clinical supervisors for extended industry placements.** Associate Professor Heather Connor, Alexis Gerrard, Deakin University. Academic and professional staff collaborated with industry stakeholders to develop a website specifically for placement supervisors. The project had three aims as follows. Firstly, the website was to be used to facilitate supervisor training, ensuring consistency in supervision and the assessment of students. Secondly, we aimed to develop a central access point for placement information, guidelines and insurance information for stakeholders, students and University staff. The final aim was to allow students to develop agency in clinical placement by including student access, creating transparency and consistency of expectations. This paper will explain the development process, engagement of key stakeholders and the components required for successful implementation and include an evaluation from supervisors on the useability and usefulness of the site.
Session 08: Breakout session: *"If there's WIL, there's a way".* Marlene Henry, Western Sydney University. A conversation about a few big things with respect to placements and WIL: • Who are our students? How do we provide the best possible student experience for	**Session 09: Evaluation of resource allocation for undergraduate nursing professional experience placements coordination in Australian Higher Education: a mixed method study.** Dr. Abdi D. Osman, Victoria University. Aims and Objective: To assess nursing Professional Experience Placement (PEP) processes in Australian higher education and clinical settings. Background: PEP is a mandated requirement by the accrediting body with a minimum of 800 hours of practice scaffolded across curriculum.
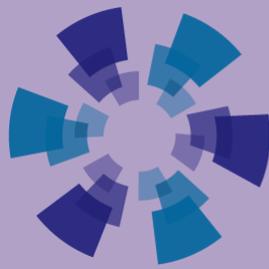
them? What ethical or moral considerations/challenges we should be thinking about that impact the administration of placements and WIL?

- Applying the mission and values of your higher education institution in the placement and WIL space
- The Accord and what it could mean for placements and WIL
- The legal and administrative minefields of placements
- Offshore and onshore experiences

Method and Design: Mixed method study. Designs; descriptive, interviews, and focus group interview techniques.

Results: In the descriptive study, of 33 education providers invited to participate, 51.5% (n=17) responded. Respondent demographics: 94% BN only program; 65% - 40-55 years age group. Respondents

reported responsibility ranging one to six campuses (Mean=2.2) with 0-15 (Mean=4.11) support/administrative staff. Student population ranged from 500-7500, mean of 2365.38.

Conclusions: Good processes were identified in nursing PEP, although challenges still exist in consistency across the nation that need to be addressed. Limitations of the study were low questionnaire response rates.

ROOM 2

Session 10: Building 'WIL' power for the students from refugee backgrounds at a regional university.
Rozana Azad, University of Southern Queensland.

Refugee students in Australia face significant challenges when transitioning into the workforce after completing their higher education, leading to higher rates of unemployment or underemployment compared to other groups. To address this issue, University Work Integrated Learning (WIL) programs can play a crucial role by providing practical skills and experience, enhancing employability, fostering cultural exchange and personal growth, and expanding networks for refugee students. Through this session, I would like to share some of my research ideas and facts about how WIL, being a flexible and adaptable teaching method, can serve as a means for engaging refugee-background students with the wider community while taking into account their unique needs and challenges.

Session 11: A Sector Wide View of Placements and WIL – an analysis of people, process, systems, and structure across the Australian HE sector.
Emma Laurence, DVE Solutions

DVE will present findings from a sector wide survey about how organisations are managing placements and WIL in light of recent government

Session 12: The process of becoming a professional during postgraduate supervised training and early career stages.
Emma-Jane Harrison, The University of Queensland.

The process of becoming a professional is complex and multidimensional. Traditionally, education and training programs across numerous disciplines have
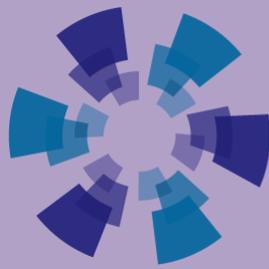
announcements (the Accord), ongoing resource constraints, consideration of centralising placements and WIL and the opportunity that AI can bring to improving processes. This presentation will focus on key findings with discussion focussing on improving the student experience.

sought to teach professionalism, however there is recent interest in the literature to understand how the formation of professional identify occurs. When individuals enter into post-graduate training programs, they bring a sense of self-identify which then transitions to the identify of student, to trainee and then to professional. To understand how this process occurs can assist with curriculum and placement design in order to support and facilitate the formation of a professional identify. The importance of motivation, person environment congruence, goal pursuit and socialisation in this process is widely acknowledged, however, there is a lack of understanding of how this process develops over time. An understanding of this dynamic process of professional development will inform the development of effective interventions for the tertiary sector and industry. This paper provides a review of research into the process of professional development in the supervision context. The literature review examines PE Fit Theory, SDT & Control Theory. We propose a theory of the dynamic process of adjustment during the supervised practice, leading to the formation of a professional identity, competence, confidence and prosocial behaviours. This dynamic theory of professional development has practical applications for universities in terms of postgraduate program development, and for industry in terms of selection, mentoring and retention strategies.

Session 13: Enhancing preparedness and learning experience: The impact of virtual work placements for enabling students in Australian higher education.
Dr. Bianca Price, University of South Australia. *[Online Presentation]*

There is a wealth of research on Work Integrated Learning (WIL) as an effective method to build students employability and enhance their career readiness, however, few studies have specifically examined if this is consistent for students in enabling programs (Caldicott, et al., 2022). WIL is often compulsory for many UG programs, however, there is a lack of research on the impact career development learning and WIL may have in enabling education (Young, Cardilini, & Hermon, 2021).

Session 14: Impact academy: Student self-discovery in an innovative co-designed work-integrated learning journey.
Dr. Simon Thornton, Dr. Meg Colasante, RMIT University.

Work-integrated learning (WIL) experiences provide students with valuable preparation employment opportunities (O'Shea, 2014) frequently scheduled later in degrees as a bridge to post study, rather than targeted for early more iterative and sustained benefits. A core course of the Bachelor of Business (Professional Practice) Program at RMIT University provides an innovative approach to WIL that students experience in the first two years of study. Delivered over a standard 12-week Semester and facilitated in a weekly structure

Day 1: 19 October 2023

Research shows notable discrepancies for students that come from equity backgrounds and their ability to engage in meaningful WIL (Bell, et al, 2021). With most enabling programs focused on numeracy and literacy skills, they have overlooked the need and value career development learning and WIL can have. Therefore, this study will discuss the impact virtual WIL opportunities can have for students from non-traditional backgrounds and how it may help them prepare and succeed in their UG studies.

by WIL teaching academics and design thinking experts it incorporates a band of features which render it unique. These features largely align to both the "incubator" and "consulting" models of WIL (Kay, et al. 2019), as a direct result of collaborative co-design and co-delivery involving a teaching team of educators and industry experts. Impact Academy is the first curated WIL opportunity that students can subsequently build upon in other WIL opportunities during their degree.

ROOM 1

Session 15 Keynote: *Opportunities and challenges for WIL in Australia.*
Professor Denise Jackson, Edith Cowan University.

In a climate of economic uncertainty, talent shortages and evolving labour market demands, there is an increasing focus on WIL to develop workers that are prepared for complex and fluid environments. Despite the widely recognised benefits of expanding different types of WIL across qualifications, several challenges continue to influence the tertiary sector's ability to design, deliver and evaluate WIL that is high quality, impactful and available to all students. This presentation discusses some of these ongoing challenges, with a particular focus on equity and inclusion given differences in the participation, experiences and outcomes in WIL among diverse student populations. It will also consider ways the tertiary sector could address these challenges and advance WIL to better meet current and future stakeholder needs.

Day 2: 20 October 2023

ROOM 1

Session 16 Guest Speaker: *Identifying and overcoming obstacles to equitable engagement with WIL.*
Associate Professor Anne Hewitt, The University of Adelaide.

Securing and completing work-integrated learning (WIL) can involve practical challenges for students. They may be obliged to pay for expenses including accommodation, equipment, and travel, as well as incurring opportunity costs such as salary lost when paid work is sacrificed to enable them to complete WIL. These costs, in addition to discrimination that students may experience in securing and completing WIL placements, contribute to inequitable participation by those from formal equity groups. Many hosts, educational organisations and charitable groups seek to respond to these obstacles and facilitate equitable engagement with WIL. This presentation will consider obstacles preventing equitable engagement with WIL, and strategies which can be employed to minimise and overcome them. In particular, it will consider how WIL design can maximise equitable engagement, and how non-remunerative monetary support (bursaries, scholarships, stipends, and honorariums) can be designed and implemented to facilitate diverse access to WIL.

Day 2: 20 October 2023

Room 1	Room 2

Session 17: Bringing Industry to the Student – An Innovative and Scalable Approach to maximise Placement to Staff ratios.

Daryl McMahon, University of South Australia.

UniSA Business has implemented an innovative scalable approach to connecting students with industry, with structured career preparedness activities, to complement core internship delivery.

We hold specifically tailored industry to student speed-networking events biannually, recently expanding these to partner with other faculty as well. In the speed-networking events, students are grouped by their discipline, and industry representatives circulate the room to approach the students whose discipline fits in the placement project(s) they offer. It is structured and fast-paced, with extensive lead-in communications and preparation workshops to assist students. Post event all participants are surveyed to identify matches that are connected to continue a dialogue. The flow-on effect of these activities is that 70% of all placements are now student-sourced, up from 26% in 2018, a significant positive increase to our placement:staff ratio. The networking skills that students develop at the events are directly transferable to post-university employment. The innovative scalable approach is proving a successful hands-on tool for student career progression. Placement employability outcomes are satisfactory, 25% students gaining employment with their Host Organisation and of remaining students, 52% were recommended for employment elsewhere, and 45% had an ongoing mentoring relationship.

This approach aligns with standards 1.1 and 4.1 of the Quality WIL Framework, strengthening student employability preparedness and ensuring diverse stakeholders are active participants in UniSA WIL.

Session 18: New Colombo Plan – an international WIL opportunity.

Associate Professor Matthew Winslade, Charles Sturt University.
Dr. Lana McCarthy, Southern Cross University.

The New Colombo Plan (NCP) is an Australian Government, funded initiative designed to support the Australian universities to provide international WIL opportunities for students and staff. This presentation will unpack the benefits of engaging with the NCP process and raise awareness of the potential impact of such a program on students, staff, and the host partners – supported through the establishment of authentic partnerships. Supporting this paper will be the findings of an evaluation project undertaken following a pilot program of teacher education pre-service teachers undertaking an NCP grant funded WIL experience in regional Fiji. The findings show that the experience, whilst not without its challenges provided positive outcomes for the student participants in areas such as cultural competence and personal/ professional growth. Importantly the program was also found to have significant impact for host teachers, schools, and university staff in regard to professional growth and curriculum design and delivery.

Day 2: 20 October 2023

Room 1	Room 2
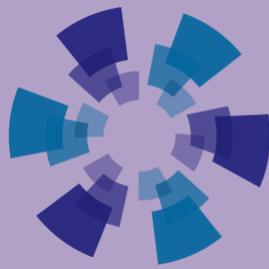
Session 19: Pedalling the cycle of learning: the significance of practical experience to establishing graduate employability.
Dr. Mary Grant, La Trobe University.

The contest for graduate employment across all industry disciplines, globally, has intensified the search for employable graduates who are a good organisational fit and can adapt to workplace changes. The positive association between practical experience and graduate employability, and the application of subject knowledge, competencies, and career development learning, has been well-documented. Subsequently, an emphasis of the need to ascertain a shared vision between industry and higher education on determining 'work ready' and employable students in specific industries must be considered. Our pilot study will explore how practical experience can align undergraduate industry learning to the development of graduate employability through the implementation of a three-phase Graduate Employability Cycle of Learning. The three Phases: 1) Pre-Condition Phase; 2) Experiential Learning Cycle Phase; and 3) Observed Signals Phase, encompass the Experiential Learning Cycle (Kolb, 1984) at Phase 2, to validate the process of learning and development of employability signals through practical experience.

Session 20: Applying coaching methodologies to enhance WIL student self-reflection.
Lincoln Barrett, Curtin University.

Student self-reflection is a key component of Work Integrated Learning (WIL) and has been shown to have the potential to enhance performance, engagement and wellbeing. Research indicates, however, that there are several key barriers to realising this potential including insufficient training, time pressures and reflective models that are overly focused on problems and the past. A randomised control trial investigated whether applied coaching methodologies such as questioning techniques, models and frameworks and positive psychology, could be leveraged to enhance student self-reflection and measured how this impact compares to that of traditional self-reflection. The participants from the self-reflective coaching group made statistically significant gains in all three key metrics, self-reflection, insight and solution focused thinking, while the traditional self-reflection group did not have any statistically significant gains. These findings suggest that self-reflective coaching can be leveraged within the WIL setting to enhance student performance, engagement and wellbeing.

Session 21: Clinical Education Strategy and Risk: Implementing a Positive Risk Management Culture.
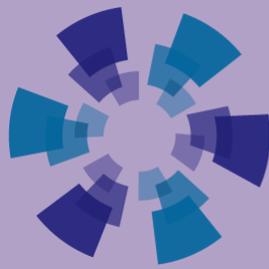Kylie Erben, The University of Melbourne.

Student placements in clinical settings are associated with increased risks. Examples vary from risk of needle stick injuries, risks to patients that require safeguarding and risks to student well-being due to bullying. The Faculty of Medicine, Dentistry, and Health Sciences (MDHS) at the University of Melbourne (UoM) has established a Clinical Education Strategy and Risk (CESAR) portfolio in response to such risks.

In identifying a need for specific processes to monitor and analyse risk in clinical education, CESAR was designed to deliver a Risk Management Framework for MDHS. The framework is a road map that describes a common process for how risks are identified, assessed, treated, reported, monitored, and reviewed. This is to ensure ongoing student and patient safety whilst educating students to be ready to progress to graduation and beyond in their professional careers.

Risk management is an essential element of good governance and strategic thinking, and we are committed to operating within a risk management framework that supports decision-makers toward fulfilling our goals of providing quality clinical education while operating within our risk appetite.

Our approach to risk management for clinical education is aligned with the International Organisation for Standardisation (ISO) 31000: 2018 – Risk management guidelines.

Room 1	Room 2
Session 22: UNSW. Administering WIL for 1000's of students - How we do it.	*Session 23: The impact of school based micro-teaching on Teacher Education Students' teacher efficacy: A Work Integrated Learning Approach.*

Session 22: UNSW. Administering WIL for 1000's of students - How we do it.

Michelle Hannon, UNSW.

UNSW Engineering has a program requirement that all students must complete 60 days of Work integrated learning before a student can graduate. All Work Integrated learning (WIL) at UNSW must comply with Higher education standards, workplace, as well as the professional accrediting requirements (Engineers Australia).

Industrial Training provides students with first-hand experience to work as an engineering professional. The process that students must undertake to complete their IT provides them with employability skills, networking within their chosen field of study and a chance to experience what their future career may be.

In this presentation we will:

- Highlight the challenges of providing a WIL program for 1000's of students.

Session 23: The impact of school based micro-teaching on Teacher Education Students' teacher efficacy: A Work Integrated Learning Approach.
Dr. Jessica Amy Sears, Charles Sturt University.

Researchers have reported that teacher efficacy influences the implementation and enactment of curriculums and teachers' wellbeing. This study sought to gain insight into the development of Teacher Education Students' (TES') teacher efficacy through the adoption of WIL. WIL was built within a subject, providing TES' with opportunities to be in schools, observing, team teaching, and micro-teaching while still coming back to the university to reflect and prepare further. TES' learnt theory and pedagogical approaches on the university site, implemented these into practice on the school site, and then reflected on the process.

This longitudinal study analysed TES' responses to formal university subject evaluation surveys, TES' assessment tasks, and academic reflections across four semesters. The findings are presented in the form of auto-ethnography, and data was analysed using
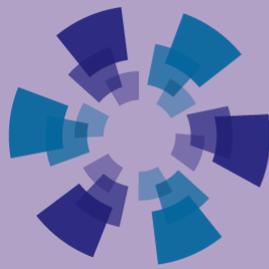
- Present the process of how UNSW Engineering manage the WIL process at scale.
- Why self-sourced placements empower students to manage their future career
- How we utilise students as partners

thematic analysis. The WIL enhanced the TES' efficacy providing them with real-world experiences to link theory and practice within a school setting.

Room 1	Room 2

Session 24 Panel Session: *Regional, Rural and Remote WIL.*
Facilitated by Cherilyn Bickers, The University of Queensland.

In Australia's diverse landscape, regional, rural, and remote health placements offer invaluable experience for budding health students. This conference panel aims to delve deep into the unique challenges and prospects of such placements. Addressing accommodation challenges, we'll explore innovative solutions like billeting and homestays. Recognising the financial hurdles students face, we'll discuss potential work opportunities during placements and spotlight available bursaries, ensuring comprehensive awareness of financial support. Emphasising holistic learning, we'll highlight Interprofessional Education through collaborations with UDRHs. Furthermore, the importance of social engagement will be emphasised by the potential to integrate with community groups and local councils. A special fragment of the panel will feature Lisa Baker, Project Officer-RIPPAH/Priority Workforce (Statewide) discussing RIPPAH, an enriching rural immersion program for allied health students.

Session 25 Breakout Session: *Making Virtual WIL a Reality.*
Katie Prenzler, University of Southern Queensland.

The University of Southern Queensland (UniSQ) has delivered virtual WIL projects since 2022. The concept was initially developed and implemented by the UniSQ Careers and Employability team and now continues under the National Priorities Industry Linkage Fund (NPILF) team [https://www.education.gov.au/job-ready/npilf].

The three key models at UniSQ are: Digital WIL in STEMM, Industry Research Projects and Collaborative Enterprise Projects. All are live projects and activities are delivered virtually, both within coursework and as extra-curricular activities. These experiences are co-designed with industry and provide an authentic learning experience for students.

This session will showcase the UniSQ virtual WIL journey from concept to implementation; and will share insights into the beneficial outcomes for students and Industry Partners alike.

Room 1	Room 2

Session 26: Guest Speaker: *Information Privacy.*
*Jim Forbes, Principal Policy Officer, Office of the Information Commissioner (Queensland).*

Jim will discuss issues related to privacy and record keeping in the context of work integrated learning.

Session 27: Cultivating creative collaboration in a time of crisis - The origin story of a cross-institutional and multi-disciplinary WIL journal.
Ondine Bradbury, Deakin University; Dr. Judith Needham, Griffith University.

This session explores the creation of a new open access Work Integrated Learning (WIL) journal, during the Covid-19 pandemic. Survey data forms the basis of the showcase and analyses the evolution of four higher education staff as they worked in a cross-institutional group. Where much of the nation's experiences were
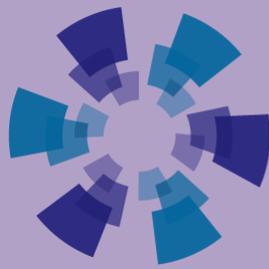
Day 2: 20 October 2023

disparate and an uncertain future challenged many, this showcase highlights how shared passion and purpose result in collaborative methods leading to innovative change. Drawing upon reflections of those involved in the journal's design and using a qualitative case study method, this showcase provides insight into the successes and challenges of the 12 month process. Analysis of the results showed the positive impact of effective projects that are cross-institutional and muti-disciplinary in nature. The session will allow presenters and participants to engage in discussions regarding strategies and structures that can be applied to enhance the levels of success in similar projects.

Thank you for your attendance and support of NAFEA

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