

*If there's WIL,
there's
a way ...*

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WESTERN SYDNEY
UNIVERSITY



***Paying my
respects to
the
Yirrganydji
peoples,
Traditional
Custodians***

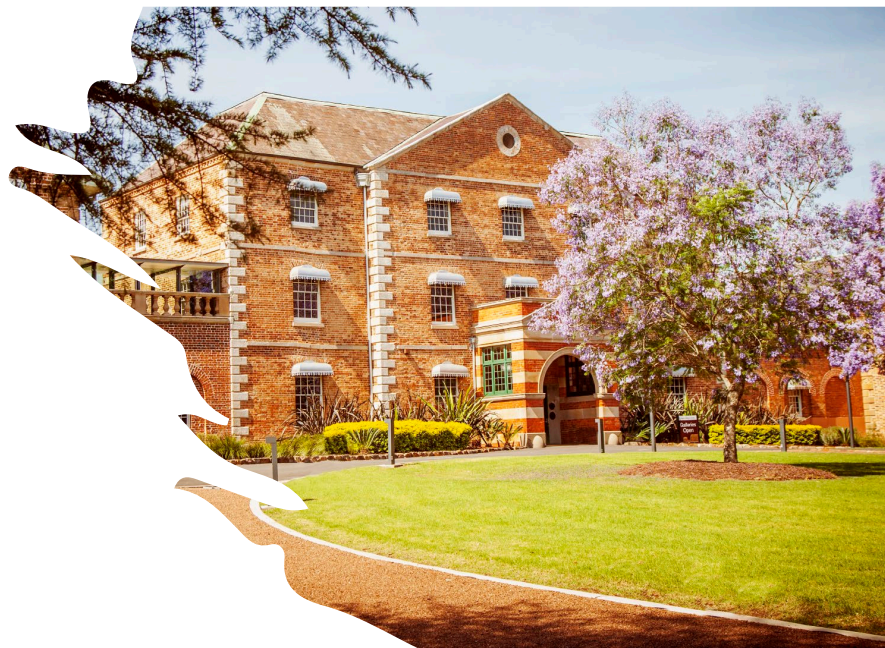


Freudenberg, Brimble and Cameron (2010) were focused on the positive effects of professional development to assist students' generic skills, satisfaction and self-efficacy leading into a WIL experience.

Wingrove and Turner (2015) were focused on the integration of learning and work to foster students' capacity for critical reflection and reflexive thinking.

We are constantly reflecting on **practice, governance** and the **development of attributes for effective professional practice** that strengthen the administration of WIL for a better student experience.

*Let's talk
about some
BIG things*



***A little bit about
Western Sydney
University
in the placement and
WIL space***



“Starting in Western Sydney, our students will succeed, our research will have impact and our communities will thrive through our commitment to excellence, sustainability, equity, transformation and connectedness”

BOLD

- New initiative in 2023 being based in student services Hub to support compliance enquiries
- Benchmarking of institutional processes and practices with external partners – clerkships, placement policy, placement agreements

INTEGRITY

- Continued advocacy with partners
- Clear, identifiable and usable risk management via placement agreements, appropriate insurance coverage and processes and guidance/advice provision

FAIRESS

- Centralised compliance means equity for all
- Records of compliance actions means greater transparency of our activities
- Dedicated resourcing for the administration and delivery of WIL – The Hub does not discriminate against any discipline

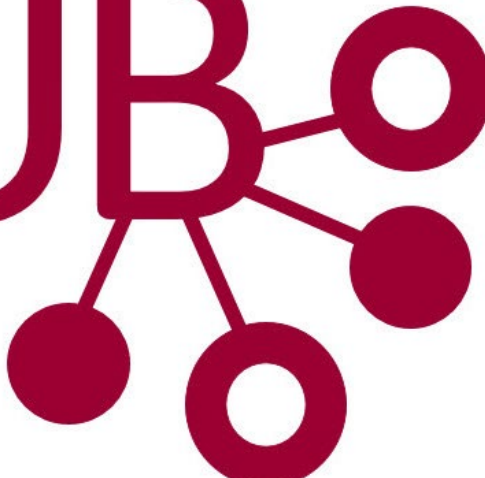
EXCELLENCE

- Clear placement policy and procedures
- We are in a space where we are reconceptualising WIL
- Closing the gap around service improvement
About to embark on a WIL journey that will broaden the pockets of excellence we have in the placement arena
- Active community of practice developed with and for staff engaged in WIL



Four core functions, enterprise wide guidance and support

PLACEMENTS **HUB**

The logo for the Placements Hub features the word "HUB" in a large, bold, maroon sans-serif font. To the left of "HUB", the word "PLACEMENTS" is written vertically in a smaller, maroon sans-serif font. To the right of "HUB", there is a graphic consisting of five maroon circles of varying sizes connected by thin maroon lines, resembling a network or a stylized hub-and-spoke design.

12 Schools, Graduate Research School, The College

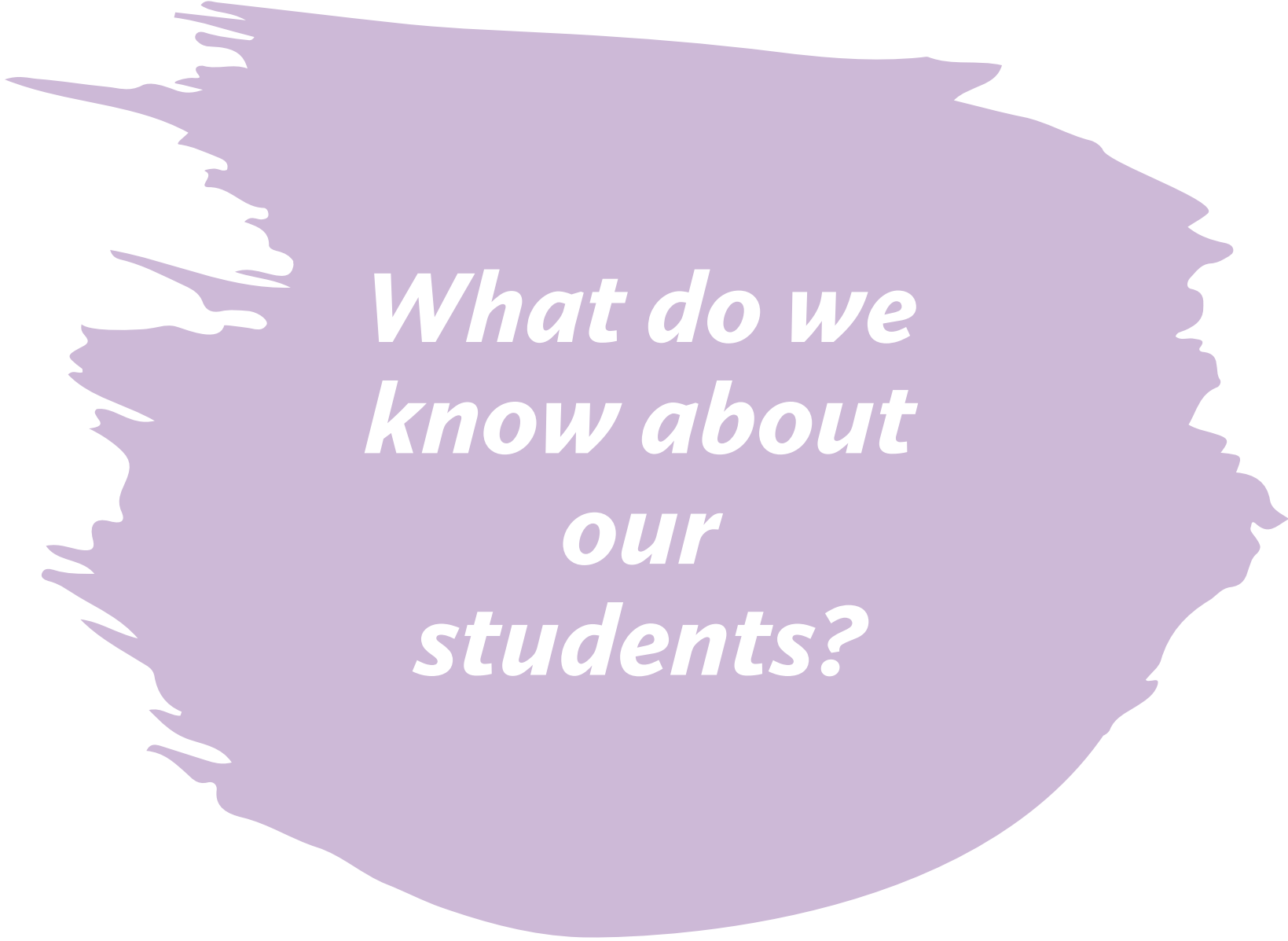
7.6 FTE to support Western (nine staff)

Divisions: Careers, OGC, ER&Q, Learning Futures, ITDS

*How do we
define WIL and
placements?*

- Why is it important to have a common understanding of terminology or an agreed definition across the sector?
- What definitions do you use? What's included, and what isn't? ... and does it matter?
- How do you define a placement? A project?
- How do we work with accreditation bodies to define placements and WIL?

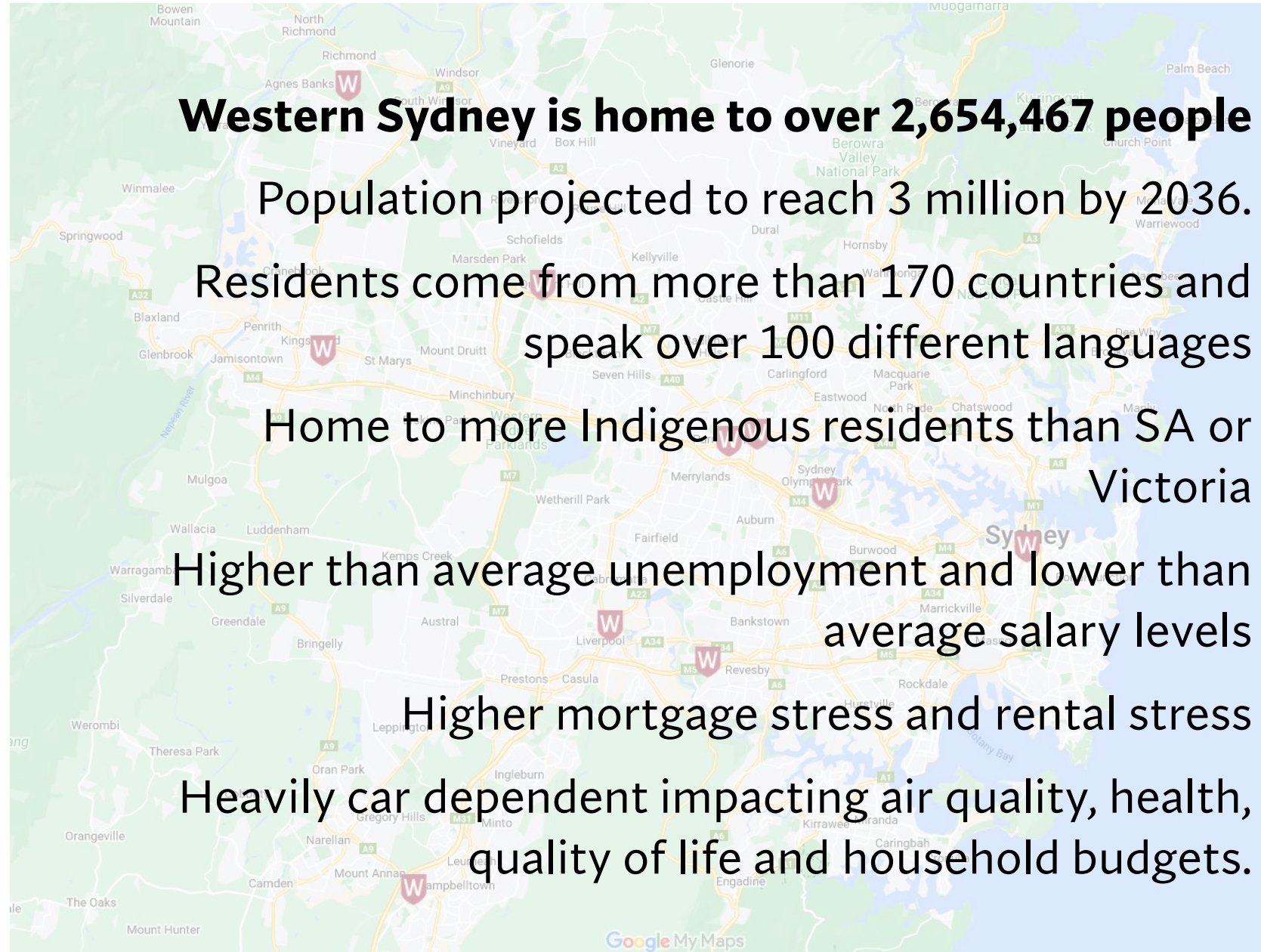




***What do we
know about
our
students?***

Western has 49,017 students to date, of which:

- 30.1% are from families with a low socio-economic status (SES)
- 33.4% have parents who have no prior university education.
- 2.05% are from an Aboriginal or Torres Strait Islander background.
- 5.04% identified that they had a disability.



Western Sydney is home to over 2,654,467 people

Population projected to reach 3 million by 2036.

Residents come from more than 170 countries and speak over 100 different languages

Home to more Indigenous residents than SA or Victoria

Higher than average unemployment and lower than average salary levels

Higher mortgage stress and rental stress

Heavily car dependent impacting air quality, health, quality of life and household budgets.

- How can we increase participation for disadvantaged groups?
- What equity schemes / financial assistance can be provided to students undertaking placements? And to cover what costs?
- How can we help students with disabilities to feel comfortable to disclose to a university, placement partner or potential employer ?
- Are students set up for success or failure in today's workforce, and the workforce of the future?



***The legislative and
monetary
quagmire of
placements***

- Special requirements – too many, not enough, or does this need a rethink?
- Should students forgo an income in order to attend a placement?
- There has been a rise in the number of PhD placements from recent government initiatives – how do you manage these?
- How can international students experience better equity in accessing placements?





*Governance
of WIL –
good practice
administration*

- What placement system/s do you use?
 - What are their best features?
 - What functions are on your system wishlist?
- What re your university legal team's position on:
 - salaries, stipends, scholarships, nominal fees, etc?
 - agreements, MOUs, contractual arrangements?



- Who “administers” your placement policy/WIL policy? Both?
- Has your team structure changed as placements and WIL have changed at your university?
- Any placement and WIL administration activities that have stopped or reduced due to a change of resources?



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