Work Integrated Learning (WIL)

Good Practice Case Studies

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Curtin University

1. Whole of Institution WIL Program

Keywords: whole of university, institutional framework, governance

In this case study, much of the information has been derived from a publication by Sonia Ferns and Linda Lilley (2015) which described a whole of institution approach to building institutional capacity to enhance the student experience as well as employability by developing a work integrated learning framework. This was realised through a three year strategic project led by Sonia Ferns with Linda Lilley as Project Manager.

The University adopted a multi-faceted, staged approach in order to establish and embed a WIL culture across the organisation. The approach is marked by the following features:

- a strong and cohesive project team who share common goals;
- the establishment of a clear and coherent institutional framework which sets out aspirations and outcomes;
- a comprehensive communication plan;
- the implementation of assorted approaches to encourage staff and student engagement;
- creating extensive internal and external collaborations to efficiently communicate achievements and outcomes.

Targeted strategic funding supported the three-year project which was initiated in early 2013. Its purpose was to enhance the employability of Curtin graduates through industry and community partnerships, an experiential curriculum, and co-curricular work experience opportunities. The key objectives of the project were to:

1. Develop a sustainable institutional framework for defining, positioning and evaluating WIL;
2. Provide a quality WIL student experience that aligned graduate capabilities and student, graduate and employer expectations;
3. Differentiate Curtin through a systemic and collaborative approach to implementing curricular and co-curricular WIL, again aligned to industry and community needs;
4. Be recognised as leaders in the sector, by employers and in the community as facilitating engagement and partnership opportunities;
5. Evidence graduate employability capabilities across the student lifecycle.

The WIL Strategic Project was implemented to support the Transforming Learning at Curtin program. The establishment of a vision and mission provided a shared view of the benefits of WIL and how it aligned with other university initiatives. The singular Vision was to be: A leader in work-integrated learning actively engaging with students, faculty, industry, business, community and government to provide authentic, interactive and personalised learning experiences for our students, equipping them with professional and employability skills for the future. The Mission had multiple foci and intentions:

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1. Engage students through authentic work-integrated learning experiences;
2. Facilitate curricular and co-curricular work integrated learning opportunities for students to enhance graduate employability;
3. Develop and sustain mutually beneficial relationships with communities both internal and external to Curtin;
4. Embed WIL in curriculum;
5. Provide support to staff to embed WIL into curriculum.

During the Building an Institutional Framework phase of the project several key tasks that were fundamental to the University accepting WIL as a core practice. WIL Guidelines (Curtin University, 2014) were developed to establish an agreed definition for WIL and to settle on a university-wide framework for developing partnerships with industry and community which in turn would inform curriculum and engage students in relevant, skill-based experiences. These would then be assessed through authentic assessment practices. The guidelines establish an agreed philosophical approach to WIL which would enable flexibility and diversity for different contexts across various disciplines and professional areas. The WIL Guidelines incorporated quality indicators against several domains including learning design, assessment and moderation of WIL, delivery of WIL programs, community engagement and industry partnerships, as well as innovation in WIL. Extensive consultation was undertaken across all levels of the university to gain understanding and acceptance of this major initiative.

Governance of WIL is important in order to ensure a common understanding of what the project was to deliver and how it aligned with other university initiatives. It also had to have clear support and endorsement from the senior executive team and others who contributed to executive level decision-making. A WIL Steering Committee and WIL Advisory Group helped to establish a consultative approach to implementing WIL programs and ensuring efficient communication.

Membership of these committees included faculty representatives and managers who have substantial input in decision-making at the university. Members provided advice on project processes, initiatives and directions which informed progress, implementation and future sustainability. In addition, a Governance Group involving representatives from Legal and Compliance, Health and Safety, and Risk Management was established to ensure that policy and logistical processes for WIL were streamlined. Consistency of documentation, understanding of expectations and easy access to information was essential in the management of innovation and change. Templates and processes for negotiating legal agreements which adhered to health and safety regulations, while following appropriate risk assessment practices, were developed and disseminated across the University.

In order to guarantee that the WIL messages were disseminated throughout the university community, an inclusive communication plan was developed (Ferns et al., 2014). Written and electronic communication included the regular reporting requirements, which, while a

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time intensive activity, were perceived as valuable mechanisms for dissemination, provision of updates on progress and addressing accountability requirements. Several key communication initiatives proved pivotal to spreading the word and promoting WIL activities across the university. A monthly electronic newsletter titled the GoodWIL Newsletter was distributed to both internal and external stakeholders. The newsletter proved to be a popular publication for faculty staff to showcase innovative WIL activities. The WIL website was an important feature of the project as it provided easy access to information about WIL and relevant resources for staff and students. The website was developed over a period of time that allowed for a consultative and collaborative approach with all stakeholders. Both the newsletter and website were useful for highlighting exemplary practice, sharing opportunities and communicating the progress and impacts driven by the WIL project team.

Additionally, an integrated social media strategy was implemented to engage stakeholders in the WIL website and resources, events and professional development opportunities. This included the creation and management of a WIL at Curtin Facebook page; LinkedIn group and Blog. The WIL Facebook page, generates regular ‘Likes’ through shares and in response to campaign activities. WIL opportunities are promoted on Facebook and students are able to ask questions and receive accurate and timely responses in real time.

The WIL LinkedIn group was activated in the latter part of 2015 with the intention of connecting industry and employers with students and the WIL Project team, to share information and resources and to promote discussion of WIL in an open forum. The WIL at Curtin Blog targets students seeking advice and support regarding WIL experiences in an informal format. Implementing a social media strategy has been a significant factor in increasing stakeholder engagement in WIL resources and website and has enhanced the online presence and accessibility of the WIL Strategic Project at Curtin. In addition, the WIL team attended all university events including Orientation Week, Festival of Learning, Education Abroad Fair, and Careers’ Fair to promote WIL initiatives and engage directly with students and staff.

2. Supply Chain Management

Keywords: communication skills, industry experience, embedded in curriculum

In this example, students studying Supply Chain Management in the Faculty of Business are involved in a pilot that focuses on improving their understanding of workplaces and providing them with opportunities to demonstrate, in an authentic environment, the theory they learned in the classroom.

This project focuses on developing language interventions to improve communication skills among teams in a business context, is currently being trialed as a 'WIL assignment'.

WIL is an important factor in facilitating the development of team work and other employability skills in business students. Explaining the approach to this WIL experience, subject coordinators Associate Professor Paul Alexander and Dr Trish Dooley commented:

"Students graduate with a degree in Business but with little practical knowledge of working in a real business. We want to address this and a 'WIL assignment' is likely

Working in small groups and acting in the capacity of consultants, students approach a business and arrange to undertake a site visit to explore supply chain management processes. Working as a team they then prepare a report based on this visit, and subsequent interactions with the business's representatives, highlighting potential improved processes.

One of the greatest benefits of the project is that students are meeting and forming connections with employers and industry leaders from their second year of university studies, well before they can apply for internships and graduate programs. This means early in their professional career students have a real world reference point for building on learning and developing industry relevant skills.

Host companies involved in the pilot program include companies such as Miss Maud, Bunnings, Air BP, TNT and Goldstar Transport. For many companies, access to quality students and the chance to contribute to learning is a perceived advantage; they see it as their social responsibility to contribute to the education of future workforces.

Graduate employers regularly rate strong interpersonal, negotiation and team work skills as highly desirable attributes of university graduates. According to one of the co-coordinators “WIL experiences embedded in curriculum set a best practice standard to meet these expectations and produce employable, work ready graduates.”

3. Jurien Bay Marine Debris Project

Keywords: teamwork, industry partnerships

This science-based project brings together two government industry partners to provide a relatively large group of students with the opportunity to work together to map, record and report on an issue of environmental importance.

Through the Jurien Bay Marine Debris Program, Marine and Coast Science students work on a project to enhance their employability skills. The program is collaboration between the Work Integrated Learning unit, The Western Australian Department of Parks and Wild Life and the Department of Fisheries. The project aims to monitor and quantify marine debris within the Marine Park. The marine debris survey results are used to inform marine debris mitigation strategies and increase community awareness of the ecological impact of marine debris in Australia.

Twelve Marine and Coast Science students participated to collect, record and dispose marine debris during the intensive five day operation. During this time students covered 37 kilometres of coastline and collected 1200 kg of debris.

Students assisted in the capture of data, including the parameters for classifying beach characteristics and how they contribute to marine debris. Students returned to the site to assist with the final report.
Deakin University

4. Deakin’s Agenda 2020 Curriculum Framework

Keywords: curriculum renewal, graduate capabilities framework, employability

This case study focuses on a whole of institution approach to employability. The framework and its associated ‘infrastructure’ were seen to be examples of Good Practice because of the clear focus on employability. The development of Hallmarks provide evidence of quality learning outcomes, skill development and standards of performance. They also represent a means for students to gain recognition for this experience in the workplace. The determination of whether or not students are awarded these marks of distinction are on the basis of collaboration between the student, university and employer.

The renewal of academic programs at Deakin University has focused on embedding employability as a central element of programs. The development of the Graduate Capabilities Framework has been a key strategy in ensuring that employability is at the forefront of curriculum content and student learning outcomes.

At Deakin Work-Integrated Learning not only broadens students’ exposure and interaction with employers, professionals and the community; it also serves as an avenue to further strengthen the university-student-organisations partnership.

Finally, “Me in a Minute” has students develop their own personal brand, which they can communicate to employers. Here student demonstrate a number of graduate capabilities and through the short video gain visibility for employment opportunities.

5. Graduate Capabilities Framework

Keywords: graduate learning outcomes, hallmarks

The Deakin Graduate Learning Outcomes, aligned with professional accreditation requirements, are specified at the course level as overarching Course Learning Outcomes, mapped across units, and incorporated into unit level learning outcomes and assessments. Deakin’s courses must ensure that students develop systematic knowledge and understanding of their discipline or chosen profession, appropriate to their level of study. The 8 Graduate Learning Outcomes are as follows:

1. **Discipline specific knowledge and capabilities**: appropriate to the level of study related to a discipline or profession;
2. **Communication**: using oral, written and interpersonal communication to inform, motivate and effect change;
3. **Digital literacy**: using technologies to find, use and disseminate information;
4. **Critical thinking**: evaluating information using critical and analytical thinking and judgement;

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5. **Problem solving**: creating solutions to authentic (real world and ill-defined) problems;
6. **Self-management**: working and learning independently, and taking responsibility for personal actions;
7. **Teamwork**: working and learning with others from different disciplines and backgrounds;
8. **Global citizenship**: engaging ethically and productively in the professional context and with diverse communities and cultures in a global context.

Course Learning Outcome Standards relate to a whole course and specify the level of performance in those outcomes (for example, graduates must demonstrate discipline-specific written communication skills at a specified performance level). They describe the knowledge and capabilities graduates have acquired and are able to apply and demonstrate at the completion of their course. They consist of outcomes specific to a particular discipline or profession as well as transferable, generic outcomes that all graduates must achieve, irrespective of their discipline area. Learning outcomes are not confined to the knowledge and skills acquired within a course, but also incorporate those that students bring with them upon entry to the course. They may also include those that the students learn through extra-curricular activities.

**Deakin Hallmarks**

Deakin Hallmarks are University awards that recognise students’ outstanding achievement at course level of specific Graduate Learning Outcomes. They have been developed through consultation between faculties and relevant employers, industry or professional bodies to ensure that they signify outstanding achievement viewed as valuable in professional life. The intention is that such awards highlight the skills and capabilities that employers seek in new graduates. Hallmarks have been developed to recognise skills of particular importance to disciplines. However, only one or two types of Hallmark are offered in each course. Badging these credentials offers students an opportunity to track and evidence the development of skills beyond formal assessments. They provide evidence as well as a compelling language through which to engage and communicate with industry and future employers. Students who have strong evidence of their achievement can submit evidence to a panel convened by course directors. Importantly, they are awarded at a course level and are distinct from grades. The descriptors, criteria and processes for the award of each Hallmark are endorsed by Faculty boards and approved by the Deputy Vice-Chancellor (Education). All students who apply for a hallmark and meet the criteria, will receive the award.

**Principles for Deakin Hallmarks**

1. Deakin Hallmarks recognise outstanding achievement of specific Graduate Learning Outcomes and are awarded on the basis of holistic and meaningful academic and professional judgements about student performance with reference to approved criteria and standards.

2. Discipline knowledge is assured through unit assessments, with course directors encouraged to focus on creating Hallmarks for those Graduate Learning Outcomes associated with communication, digital literacy, teamwork, critical thinking, problem

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solving, self-management, teamwork and global citizenship, and especially those Outcomes particularly prized by the professional field.

3. Where appropriate, Deakin Hallmarks are developed in consultation with relevant employer, industry or professional bodies to signify outstanding achievement as valued and judged in professional life. Industry representatives should be involved in the judging of student evidence and the awarding of Hallmarks.

4. Deakin Hallmarks are awarded at the course level, not the unit level.

5. Deakin Hallmarks are offered at the discretion of the course director in consultation with industry partners. Hallmark descriptors, criteria, and processes are endorsed by the relevant Faculty Board and approved by the Deputy Vice-Chancellor (Education).

6. Hallmarks are not credit bearing, and cannot be used as a substitute for course credit, or for recognition of prior learning.

7. Achievement of Hallmarks is based on evidence of outstanding achievement distinct from the achievement recognised by grades awarded for assessment tasks within units. Nevertheless, it is possible that students applying for a Hallmark may include assessment artefacts as part of their evidence.

8. Deakin Hallmarks are awarded using digital badges that bear the insignia of Deakin University, the icon and name of the Graduate Learning Outcome (contextualised to the discipline or profession, if appropriate), up to 50 words which contextualise the award to the discipline, and the criteria for the awarding of the Hallmark. The Hallmark may also include the name of a professional body, if agreed.

9. Generally, students who are well advanced in their course would be encouraged to apply for any Hallmarks available in their course.

10. A Hallmark associated with a particular Deakin Graduate Learning Outcome can only be awarded once to any student. Students who are enrolled in double degrees or double majors may apply for and be awarded Hallmarks in each course or major.

11. Students who apply for but are not awarded a Hallmark will be given constructive feedback on their evidence. They can re-apply for the same Hallmark once only in accordance with criteria for the Hallmark.

12. Because they use the digital badging technology, Deakin Hallmarks embed the criteria, evidence, and metadata associated with the conferral of the Hallmark. Recipients of Hallmarks are encouraged to share and display them in their digital resumes and appropriate social media channels.

13. While digital badges may be used to gamify learning or motivate engagement in any unit or course, only the Deakin Hallmarks may carry the insignia of the University.

The descriptors, criteria and processes for the award of each Hallmark are endorsed by Faculty boards and approved by the Deputy Vice-Chancellor (Education). Hallmarks have been developed to recognise skills of particular importance to disciplines, so only one or two
types of Hallmark will be offered in each course. All students who apply for a hallmark and meet the criteria, will receive the award.

6. Graduate Employability, Work-integrated and Career Development Learning

Keywords: graduate employability, assessment, curriculum framework

The Agenda 2020 Curriculum Framework\(^7\) states that courses prepare graduates for employment and employability. Employment is relatively easy to measure, but it is affected by many factors beyond a university’s control: they include economic conditions, time of year, discipline and profession and the graduate’s intention to find work. Employability, on the other hand, means that graduates have the ‘skills, understandings and personal attributes that make [them] more likely to secure employment and be successful in their chosen occupations to the benefit of themselves, the workforce, the community and the economy’ (Yorke, 2006, p. 8)\(^8\).

Deakin University’s approach is to contextualise and embed the Graduate Learning Outcomes so that they reflect the Course Learning Outcomes and are constructively aligned with assessment) and to re-think assessment in order to augment work-integrated and career development learning.

Deakin University offers its students a range of robust WIL learning activities and assessments, particularly placements of a wide variety but also projects and problem-based assignments with real organisations; and simulations that are virtual or live. Similar engaging learning activities and assessments provide students with an experiential vehicle through which they can specifically develop. Assessment helps students improve their learning by reflecting on and judging their own and peers’ performance, so that they might become reflective practitioners in professional and personal life.

WIL at Deakin University seeks to infuse all assessment tasks and learning experiences with:

- authenticity: more authentic assessment tasks requiring students to work on problems closely associated with professional contexts, and
- proximity: learning experiences that occur in or near real or simulated workplaces and professional contexts.

The authenticity-proximity continuum reflects a wide range of work-integrated learning and career development learning activities and assessments. Approaches that are high in authenticity and proximity typically enable students to:

- Apply theoretical learning to practice in a work-based environment (including volunteer and community-based scenarios);
- Integrate disciplinary knowledge and skills with the Graduate Learning Outcomes;
- Collect evidence via a portfolio that attests to the development of the Graduate Learning Outcomes and other skills and abilities;


- Become reflective practitioners equipping them for continuing professional development and life-long learning;
- Interact directly with representatives from industry, the professions and/or the community;
- Experience a complement of work-related and academic learning, cloud and located; and
- Undertake assessments that reflect practice in the real world, including self- and peer assessment.

As part of course enhancement, there will be a greater emphasis on integrating more self- and peer-assessment into courses, for both summative and formative feedback.

7. Me in a Minute

Keywords: personal branding

Students are supported to develop a one-minute video as a means of marketing themselves and developing their personal brand. They speak directly to camera and end with a tag ‘connect with me on LinkedIn’. These short presentations become an integral part of the tool kit for students’ employability strategy on graduation. Using portable hand held devices to film the video they develop a storyboard, a script and the confidence to talk about their skills and experience onto camera.

Students are provided with details information and ideas in order to develop an authentic and compelling video. See https://blogs.deakin.edu.au/meinaminute/ for examples and more detailed information. A number of Deakin courses include production of a me-in-a-minute video as an assessment item linked to career development learning and to self-awareness and reflection.

Griffith University

8. Augmenting Student Learning through Post-practicum Educational Processes

Keywords: teaching and learning strategy, post-practicum, reflection, feedback

Reflection and learning upon returning from the field is an important element of a seamless work placement experience. Opportunities for learning after returning to campus, done either individually or as part of a group, provide the basis for reflection, analysis and discussion. This case study describes a project being led by Professor Stephen Billett that aims to understand and promote the educational worth of higher education students’ experiences of practice in workplace settings, through identifying, trialing and evaluating educational interventions (i.e. teaching and learning strategies). The concern is to identify the ways in which different kinds of interventions can be enacted to secure a range of learning outcomes for students and then appraise their application across a wide range of disciplines and programs.10

The project comprises a number of stages: the first two stages being undertaken during 2016 focus on preparatory work, and involve:

i. Identifying a range of teaching and learning strategies;
ii. Reviewing contemporary literature on post-practicum experiences;
iii. Identifying student preferences for the purposes and processes of post-practicum interventions;
iv. Preparing a range of interventions to be undertaken during 2016; enacting those interventions across a range of universities;
v. Evaluating progressively and summatively those experiences; and
vi. And preparing the process of engaging others from other academic disciplines about strategies, processes of implementation, findings and recommendations.

The initial trialing and evaluation is being undertaken within the healthcare disciplines (nursing, allied health, physiotherapy, medicine, dietetics, exercise science and speech therapy) across five11 Australian universities and one system through 14 distinct sub-projects.

While the project is in its early stages, over 300 students have responded to the survey and some interesting trends are emerging from survey data. Two themes in particular are interesting – educational purpose and forms of intervention. Regarding educational purposes students reported that they wanted post-practicum experiences that focused more on: their particular occupation, including specialisations; their performance in the workplace and what could lead/assist them in becoming employable. In relation to forms of intervention students reported they preferred those associated with small group work, led by teachers or placement supervisors, followed by one-on-one interactions with teachers. (p. 35). In order to test the value of post-practicum experiences, the project will include participants from other disciplines and professional areas.

Even though the project is in its early stages some consistent messages are beginning to emerge:

i. There is value for students, host and academic in engaging in post-practicum experiences;
ii. Post-practicum experiences need to be well organised and have a clear sense of purpose in order to provide greatest value and benefit for all parties involved; and
iii. Students value small groups facilitated by a person in a senior role to optimise what they have learned and how this enables employability.

Once completed, this project will provide useful evidence regarding the benefit and importance of interventions to support students returning from the field.

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11 Griffith University, Monash University, University of Newcastle, Notre Dame University, Flinders University and Health Queensland.
9. Work Placements for International Students

Keywords: interculturalisation, professional experience, international students

Like many universities, Griffith University has recruited international students from diverse backgrounds across a variety of disciplines. As evident in policy documents and practices the focus is on the development of cultural awareness and proficiency, which is embedded into practice. In the words of Georgina, an academic in Education, “we have developed a strengths-based approach – what richness do they bring with them and what can we learn, rather than the dominant discourse of deficit”.

The Work Place for International Students Programs (known as the WISP project) is an OLT funded project led by Griffith in collaboration with Curtin University, Monash University, Deakin University, QUT and the University of Southern Queensland. The project aims to identify:

- Current procedures and practices in relation to work placement for international students in the discipline areas of Business, Education, Engineering, and Health in participating institutions;
- Challenges, concerns and successes for international students, their supervisors/mentors and coordinators prior to, during and after the work placements;
- A working model of effective practice including resources and recommendations to support success.

The project has developed a model for effective practice, which demonstrates the interconnection of three constructs: multi-socialisation, interculturalisation/internationalisation and reflective practice. The team has developed the term multi-socialisation, connoting the requirement of international students to socialise into new cultural, university and workplace contexts (Barton et al., in press). Here students develop agency and dispositions to help them manage the work context, through understanding and enacting cultural competency and literacy. This approach enables students to develop a personal epistemology through which they can understand the context in which they work and work in culturally and professionally appropriate ways.

Interculturalisation/internationalisation requires people to think of others first, themselves second. These concepts involve a number of activities and processes that require students and staff to develop appropriate cultural competencies through an ethos of inclusion and awareness. A variety of activities ranging from study abroad institutional linkages, development projects and integrated international perspectives into the curriculum provide the basis for internationalisation to be enacted.

Interculturalisation is a processes that supports staff and graduates to gain “appropriate competencies and proficiencies to fulfil and take their role as global citizens” (Griffith University Internationalisation Strategy 2014-2017).

Reflection and reflective practice draw on the work of Ryan and Ryan\textsuperscript{13} which operates at four levels: reporting, relating, reasoning and reconstructing. Based on Sengers, Boehner, David and Kay's\textsuperscript{14} scholarship, the project embraces the view that “reflection is not purely a cognitive activity, but is folded into all our ways of seeing and experiencing the world” (p. 50).

10. Professional Experience for International Teacher Education Students

Keywords: academic scaffolding, practicum

Students undertaking professional programs such as teacher education have a number of challenges - being proficient in English is certainly one of them, but also, there are the taken for granted assumptions they have about teaching and learning as a result of their own experience that impacts on how they see the role of teacher; issues of classroom management among others. One project at Griffith University focused on international students studying education where one area of emphasis is enhancing the workplace experience. These students have the challenge of coming to a new country, a new university, a new workplace and profession or discipline that has specific cultural nuances and expectations.

Students have two placements in schools of six weeks within a one year program. In order to support these students the Faculty of Education and Professional Studies has implemented a number of initiatives: they provide more information for these students about the cultural context of Australian schools and employ role playing and modeling to demonstrate and reinforce what is required. Students also undertake some cultural awareness training.

Supervisors from the Faculty try to ensure that international students feel welcome in the practical setting – and that they are included in the "life of the school, emphasising the contribution these students can make through intercultural understanding.”

One of the challenges encountered was helping students know how to put a suggestion for change in practice. A successful intervention at Griffith University was putting scaffolding and feedback into place when students were operating in a classroom situation.

Vincent was an international music student undertaking a Graduate Diploma in Education specialising in classroom and instrumental music. This vignette is drawn from a video\textsuperscript{15} which features comments from Vincent, Emma his mentor and supervising teacher, Sally the site coordinator and Georgina the University liaison academic from the Faculty of Education and Professional Studies.

Emma: *Vince came to the department ... and first thing that struck me was his exuberance and his passion for his subject and his enthusiasm. He had a genuine desire to do well in the classroom and his personality struck a chord with everybody in the department right from day 1. ...*


\textsuperscript{15} https://drive.google.com/open?id=0B-ifTSuQRnLLa3cybDIHRlFtWkE
He had challenges developing his confidence, getting a feel for the environment, understanding different protocols that are required in our school environment compared to other school settings... In addition to that Vincent also had the same challenges of other international students that manifest itself in different ways; not always easily identifiable - slight cultural differences and of course managing a second language.

Sally: Initially he tended to focus on the negative ... he was very down on himself... but we worked with him and he turned this around to thinking what went really well and what did you enjoy.

Emma: Throughout the six-week period what I found incredibly helpful from the university was he had opportunities to do interim assessment of where the student was at, meeting the requirements of the course and fulfilling the criteria and objectives by the end of the period with us.

Georgina: At about the halfway point Emma contacted us needed to put an action plan in place and we do that for students who need some extra support. As a team the three of us worked together to fill in the action plan and work out areas where he needed to focus on and improve.

Vince: I have learned a lot of things from the kids. I had to learn renaissance music... it was difficult because of the terminology I had never heard ...

Through the collaborative relationship and the work undertaken by the site coordinator, mentor supervising teacher, the University Liaison academic and the student, a set of interventions were put in place to provide the student with the appropriate academic scaffolding and modelling to ensure that Vince met the practice requirements of the professional experience as well as develop understanding of teaching in Australian schools. That Vince now has a job in a Queensland school attests to the value and effectiveness of this approach.

Macquarie University

11. A Consultancy Model in Law

Keywords: internship, placement, assessment, alternative models

Macquarie University’s Law School has a long tradition of internships and clerkships as part of its legal education program. Two undergraduate law courses — LAWS499 Legal Governance and Professional Leadership (which focuses on law reform) and LAWS300 Social Innovation, Governance and Professional Leadership (which focuses on public policy) — provide students transitioning into the workforce, with opportunities to develop the skills required to participate effectively in professional working environments. In LAWS499 tutorial based student groups work in teams with external partners on campus. In LAWS300 students can select to either undertake traditional external work placements (individual or
group based) or participate in campus based research working with an external partner, adopting a similar model to LAWS499.

The model and pedagogy underpinning these courses was developed in order to accommodate the increasing number of students required to undertake Professional and Community Engagement (PACE) courses at the university, as well as the increasing difficulties faced by law students in securing individual placements. It thus also enables the School to meet PACE principles of equity of access. Further, the model is expandable — by allowing large student cohorts to work in teams with external partners on campus, the courses are potentially capable of accommodating hundreds of students and are suitable for external cohorts.

Based on an ‘outside/in’ consultancy model, students are given a written project brief, scheduled regular face-to-face contact with partners as well as feedback on the project plan they develop, and other discussions and feedback by way of discussion forums, as required. This approach differs from ‘the inside/out’ model in which students go out into the community to undertake a placement or internship. In a more traditional placement or internship model students’ skill development would be learned in the workplace, through observation, engagement and feedback from a range of professional staff. The opportunity to learn in this way is different to the alternative model where students are not physically present in the workplace. This means that skills need to be taught in a more engaging way. This format thus offers a new model and pattern of engagement for students and partners.

Within LAWS499 students attend a one hour face-to-face lecture, which is also made available as a recording, and a two hour tutorial each week. The lectures focus on professional skills such as teamwork, project management, reflection, giving and receiving feedback, CV development, interview skills, oral presentation skills and professional writing. Content and delivery of material around relevant professional skills allows students to engage with the material online and in their own time. In tutorials, students meet and liaise with their partner organisation and work in teams on the projects developed by their partners. The tutorials thus provide the ‘workplace’ location for the purposes of the placement, hence attendance is compulsory. Students also interact with their partners through online discussion forums on an ‘as needs’ basis. This course is also offered to external cohorts, who meet and liaise with their partner at on-campus sessions and by way of an online discussion forum. LAWS300 is based on the same model.

The size of student groups varies from 5-20. One partner works with one tutorial group, with each group made up of teams of 4 or 5 students who work on different aspects of the project for the same partner, or a range of different projects for the same partner. Partner organisations have included the NSW Law Reform Commission; the Rule of Law Institute of Australia; the Aboriginal Legal Service NSW/ACT and the Equity and Diversity Unit at Macquarie University. Attendance rates for tutorials in 2013-2014 offerings of LAWS499 have been high, with all students attending every week, except in exceptional circumstances. Students appear to recognise the importance of attendance to liaise with their partners and team members and the two hour sessions are positive and productive. Lower levels of attendance at face-to-face lectures and engagement with lecture recordings
have been observed, likely explained in part by the high number of students who work full or part time in their final years and by the compulsory requirement to attend a two hour tutorial each week.

In 2016 two LAWS499 students are engaged in a climate change legislation research project involving three law schools and focusing on Vanuatu. This project has been highlighted in terms of its research impact.\(^{16}\) Some of LAWS300 2016 partners include: Ku-ring-gai Council, NSW Environmental Protection Authority, Justice Action. Of particular note is the 2016 Riverina juvenile crime research project that involves the following partners: Aboriginal Legal Service, Wagga Wagga City Council, Wagga Wagga Police. This project has also been highlighted in terms of its research impact.\(^{17}\)

The on-campus model provides students with opportunities to develop a number of professional skills, although the focus is somewhat different from external internships, e.g. there is a stronger emphasis on group dynamics, with more limited opportunities to access professional networking, gain exposure to practices such as individual billing or trialling a career. Projects are intentionally complex to ensure that students are required to work together to in order to successfully complete them. Producing outputs to the standard required by external professional organisations necessitates a high level of teamwork, project planning and time management. Liaison with external partners requires professional communication skills, both in person and online. Students are asked to work collaboratively in a shared virtual space and external students, in particular, are reliant on IT solutions, such as Skype and Google Drive, to keep teams and projects on track. Examples of outputs include a detailed project plan, a 5000 word background paper and 10 minute audio visual resource. Students are also required to prepare resources for a diverse range of target audiences, including high school students, community groups, human resources staff and so on. The writing skills required to produce these resources are different to those they have traditionally acquired at university, as highlighted by the below comment from a PACE community partner:

“As a not-for-profit organisation with a small staff we had the benefit of multiple teams who worked hard on particular resources for us. We provide resources and seminars to high school teachers and students, and the resources generated have been shared with many of the teachers and students we work with around the country. A particular benefit of the program was that the students simplified highly sophisticated legal cases and concepts and translated them into plain English using a variety of mediums such as animated videos, colourful and image rich presentations... it provided our stakeholders with engaging resources, and the students with the opportunity to try a new and interesting way of expressing legal ideas.”


Skill development also extends to partners, who for example, have to navigate and use the online learning space and discussion forums. They also need to develop projects that meet their own needs, as well as being realistic and challenging for students. Partners are supported in this endeavour by the provision of one on one assistance in developing project briefs and using the required technology. For these and other reasons, the on-campus model requires additional administrative support from faculty staff.

Positive student evaluations have been received with students appreciating the opportunity to gain real world industry experience and develop their work readiness skills including interpersonal skills, integration of theory and practice and teamwork. For example, Learner Experience of Unit/Teaching survey results for LAWS499 in Session 2, 2015 reveal high ratings (an average score of over 4 out of 5) of perceived development across all employability skills. The substantial contribution of these courses to employability development was formally recognised in 2015 when Macquarie University PACE law courses were shortlisted for the Reimagine Education ‘Nurturing Employability Award’. The 2015 Wharton-QS Stars Reimagine Education Conference and Awards (the ‘Oscars of Higher Education’) held in Philadelphia, USA, awards some of the world’s most innovative new projects designed to improve pedagogy and/or employability.

12. Modelling Partnerships: Exploring a Whole of Region Approach to Partnership Development and Management

Keywords: partnership development, regional approach, engagement

Macquarie University has a long history of engagement in WIL partnerships in and around the Orange area. In a project funded by a PACE Development Grant, the Faculty of Science and Engineering (FSE) PACE (Professional and Community Engagement) team set out to explore the potential for partnership development and collaboration at a whole of region level, using the Orange region as a case study.

Specifically the project aimed to identify key stakeholders within the university who had existing links to the Orange community and region; audit these existing links and relationships; identify and communicate with key stakeholders in the Orange region to better understand their needs and how PACE might be expanded and managed in a whole of region approach; identify other education institutions to understand how PACE might complement existing contributions/collaborate with other education providers working in the area, establish the feasibility of PACE activities in the Orange region and evaluate the sustainability of PACE activities and resourcing implications to maintain long term partnerships.

Twenty-eight university staff were interviewed and eight industry/community stakeholders in Orange participated in focus groups/interviews. Current PACE students (n=20) also completed an online survey. Preliminary findings suggest there is potential for a whole of region approach to WIL. The research team have identified a number of success factors including the need for trust and communication underpinning partnerships, flexibility and diversity in WIL models, the importance of promoting opportunities to both students and marketing of the Orange region generally, as well as adequate resourcing.
Potential benefits to students and industry/community include a coordinated and centralised process to assist with the placing of students in activities that are strategically important for both the university and local community. This process may include a university working party that would communicate with partners in the region to manage the placing of students in that area. Potential benefits of placements to industry/community organisations in regional areas include the injection of fresh ideas, attraction of new people to the region, leadership skill development for staff situated in partner organisations and support for local strategic projects.

Through participation in regional placements, students gain exposure to rural/regional areas, an introduction to the industry sector and subsequent benefits from their expertise. Regional placements can also directly support the employability of graduates because in addition to the assumed skills that are typically developed in WIL programs, students who opt for a regional placement are taken out of their comfort zone, provided with opportunities to learn about a culture different to their own, and further develop their independence, all skills which will be highly valued in their future careers. If successful, the whole of region approach could provide WIL opportunities to students across areas including business, health, engineering and sociology, offering a diverse range of learning experiences.

Exploring the potential for a whole of region approach to WIL is innovative, and could be used as a model for replicating engagement with regional, remote and international areas of interest for PACE, as well as other higher education institutions more broadly. Similar models also appear in the US, with colleges and universities discussing combined placement needs with local community organisations to better coordinate regional WIL activities. Additional funding has been sought by the FSE PACE team to further develop relationship building with key stakeholders in the Central West region and resource a pilot phase which would involve establishing new partnerships, recruitment of students and WIL activity development (e.g. development of learning outcomes, activity design, assessment).

13. Professional and Community Engagement (PACE): A Whole of Institution Approach to WIL

Keywords: learning through participation, transformative learning, WIL resourcing

In 2008, as part of an institution wide curriculum review, Macquarie University set out to establish a university-wide approach to embedding community engagement in the undergraduate curriculum. PACE (Participation and Community Engagement – later rebadged as Professional and Community Engagement to recognise the incorporation of WIL and internships) – envisaged a “whole person learning” approach to teaching and learning. The program was designed to enhance the employability and work readiness of university graduates, as well as promote transformative learning, and the development of graduate capabilities like active citizenship. The history of the PACE program is the focus of a recent publication edited by Judyth Sachs and Lindie Clark, Learning through community engagement: Vision and practice in higher education.

PACE can be distinguished from the approaches adopted by other universities to WIL by its scope, scale and diversity (Sachs & Clark, 2017). Firstly, the program is designed to be a core part of every students learning experience, rather than limited to students with high GPAs or those inclined towards community volunteering. PACE is a compulsory part of the curriculum for all undergraduate students. Secondly, PACE is embedded within a rigorous academic framework and curriculum, supported by tangible learning outcomes and authentic assessment. Thirdly, PACE builds on various forms of WIL including practice-based learning and service learning/volunteering, thus capturing a diversity of approaches to WIL and delivery modes. PACE experiences can be undertaken locally, regionally, nationally and internationally.

Pedagogically, PACE is based on a “learning by doing” approach with a strong emphasis on reflection and practical application of knowledge (Sachs & Clark, 2017). The PACE curriculum integrates community engagement, work-integrated learning and service learning, distinguishing it from other WIL programs which tend to have a single focus. The majority of PACE experiences are discipline based, with some trans and cross-disciplinary projects, and canvass a diversity of delivery modes including internships and practicums, research projects, service provision, fieldwork with partnership components and mentoring/peer assisted learning. WIL experiences are embedded within the curriculum (i.e. in PACE courses or ‘units’), rather than being an optional add on for students. An example of the way in which PACE is embedded in the curriculum is evident in the University’s Academic Senate Criteria for PACE units, which specify that such courses must contain the following components: orientation, scaffolding of skill and knowledge development, the WIL activity/experience, assessment tasks, mechanisms for students to reflect on their experience, a debrief, an evaluation plan for the unit and opportunities for students to develop key graduate capabilities.

Implementation of an initiative of this size requires adequate resourcing and support, as well as appropriate governance structures if it is to be successful. PACE was thus strategically aligned and framed as a key driver of broader institutional priorities early on. Staffing, systems and infrastructure were subsequently established to develop the “pedagogical, partnership development, risk management and other policy and procedural frameworks to support the programme’s expansion” (Clark, Rowe, Cantori, Bilgin & Mukuria, 2016, p. 7). A central PACE office (hub) and governance structure with teams of academic and professional staff embedded within faculties was set up to maximise faculty buy in as well as foster collaboration and innovation. Collaborative relationships underpin the program, with principles of reciprocity and mutual benefit forming the foundation of partnership development. For example, if a WIL activity is to be classified as PACE, it must be mutually beneficial and assist the partner to achieve their goals.

At a local level PACE is intended to enable the university and its stakeholders to achieve shared strategic goals in student engagement. For example, PACE provides students with

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opportunities to develop a range of cognitive, social and personal skills and capabilities including effective communication, problem solving, and active citizenship. Partners also benefit via opportunities for recruitment, completion of projects (which otherwise may not get done) and injection of new ideas into their organisation (Sachs & Clark, 2017)\textsuperscript{22}. Longer term benefits though extensive collaboration between civil society, the private sector, government and university can lead to more expansive outcomes including enhanced student employment pathways, collaborative research opportunities/funding and increasing student and faculty engagement in WIL (Sachs & Clark, 2017). Effective partnership management underpins the continued success of the program. Key factors identified as being important to initiating, developing, and sustaining successful relationships in PACE include a shared vision, mutual respect, commitment (an intention to engage for the longer term), collaboration, trust, coordination, adaptive practices and co-generative learning (Sachs & Clark, 2017)\textsuperscript{23}.

The university has had to be responsive to a number of strategic and operational challenges related to establishing and maintaining a program of PACE’s size, scale and scope. Resourcing and workload issues have been particularly critical. While Federal government grants provided assistance to establish the program, its continuation is reliant on the university’s operating budget. The university’s substantial resource investment in PACE is “in sharp contrast to the way in which work-integrated learning programs have historically run” (Sachs & Clark, 2017, p. 9)\textsuperscript{24}. In response to concerns that the development and delivery of PACE units were not being adequately captured by existing workload models, a three-year study was initiated at the university to systematically collect empirical data on the type and amount of work involved in teaching, administering and supporting WIL courses (Clark, Rowe, Cantori, Bilgin, & Mukuria, 2016)\textsuperscript{25}. While data is still being analysed, the impact of this study on university policy is already evident with at least two faculties implementing changes to their workload models. That is, recognising and making appropriate allowances for WIL related work such as partnership development. Risk mitigation is also crucial to the program’s success, with the university investing substantial resources to develop robust ethics protocols, WIL activities/experiences, risk frameworks, policies and procedures relating to partner selection and matching of students to partners, to protect the institution, its partners and the community from a range of risks (e.g. reputational, work health and safety).

PACE is in its early stages, with the university recently initiating a formal evaluation to collect empirically based evidence which will determine more precisely the impact PACE is having on its various stakeholders, including the extent to which the program has supported the employability of graduates. Since 2012 (when PACE was introduced), the University’s performance on the Graduate Destination Survey has improved each year. However, further


analysis is needed – and is currently being undertaken – to determine the extent to which this improvement can be directly attributed to PACE.

14. Co-creating Curriculum with International Community-based Service Learning Partners and Students

Keywords: international, community development, partner benefits

PACE International provides opportunities for Macquarie undergraduate students to gain first-hand experience working with international community development organisations in countries that include Cambodia, Vietnam, Malaysia, Philippines, India, Fiji, Indonesia and Peru. Such experiences provide students with opportunities to develop a range of skills and capabilities including interpersonal skills, cultural sensitivity/competence and active citizenship. PACE360 (‘Seeing, Thinking and Doing PACE Internationally’) is an academic unit that supports students’ participation in these activities outside the scope of a discipline-specific course. Students come from a range of discipline areas and will participate in a range of activities that have been matched to their specific skill set. PACE360 prepares students for cross-cultural experiences and introduces them to issues of power, wealth, and ethnicity operating within the context of economic, political, environmental and cultural dynamics. This is achieved through a range of online and face-to-face modules on reflective and ethical practice, development and poverty, where students are challenged to think deeply about their own assumptions and to recognise different ways of seeing, thinking, doing and being.

Many of the learning activities incorporated into the unit have been co-created with PACE International community development partners. Partners are of course well placed to inform curriculum development, with many organisations having significant expertise in developing and delivering their own curricula. They are also able to identify the key issues that need to be addressed in preparation programs so that students can make the most of their work-integrated learning opportunity. Presenting the views of international partners enables the foreshadowing of problems that might arise for students on international placements, providing for more realistic scenario-based learning to rehearse appropriate communication and coping strategies. It also enables students to anticipate intercultural issues that may arise during placement before they leave.

An Office for Learning and Teaching grant enabled the unit convenors to further develop curriculum resources through the ‘Classroom of Many Cultures’, a project that brought together partner organisations, Macquarie staff and students to co-create pre-departure, in-country and re-entry curriculum resources. For example, Pravah, an organisation working with youth in Delhi, India, now guides modules on reflective practice, and a module on child rights has been developed with child rights organisations in the Philippines and Vietnam. Partner organisations also contribute to student readings and in all modules their views are presented first-hand, in their own words. Many of the education resources, as well as the co-creation methodology used to generate the curriculum, is shared on a website, classroomofmanycultures.net.

Students also have a key role in co-creating the content of PACE360. In their final assessment, students are asked to reflect on their placement and create a new learning activity that will potentially be used to teach future intakes of students. Drawing on their own experiences and resources gathered in-country from partner organisations, students have presented games, blogs, videos and photographic essays. In a final workshop they
present these to the class, submitting an accompanying short essay that explains why their chosen topic is important for future students to understand.

Partners benefit from this approach as students are better prepared, and participation in co-creation and co-production strengthens individual and institutional relationships with the university. Students also benefit from more effective preparation programs, and participating in the co-creation of resources contributes to their own skill development. This also enables the ongoing development of the unit as both students and partner organisations change.

15. International Field School in Anthropology

Keywords: field project/school, community-based research, practice-based skills

This case study describes an international field project experience that second and third year students undertake in the South Pacific. The experience is offered as part of an elected course - ANTH225 ‘Field School in Anthropology: Fiji,’ at Macquarie University as part of the major in Anthropology. The course introduces students to community-based research through preparation, participation in, and reflection on research projects conducted with NGO and academic partners in Fiji, specifically the Fiji Museum and University of the South Pacific. Some examples of the types of tasks students undertake include conducting interviews, making ethnographic films, working with artists and craftspeople, and preparing exhibitions.

The field school provides an authentic learning experience for students and is somewhat less structured than other WIL experiences, for example, the field school component is not accompanied by classes or formal assessment but rather by task-specific instruction, direct mentoring and production of publicly presented materials. Small groups of approximately seven students travel to Fiji for four weeks, where they are tasked with different group projects (they may also be required to work independently). Projects are intended to enable students to practice and experience anthropology, making an authentic contribution to Fijian life by preserving the work of craftspeople, contributing directly to the function of the museum and conducting field research. Project outcomes thus directly benefit the community. Through these projects, the field school aims to foster a range of discipline-specific practice-based skills (such as ethnographic film making, exhibition preparation, and participant observation research) as well as generic skills (e.g. team work, communication, self-management, and inter-cultural competence).

The experience is dynamic, with teams and tasks constantly changing, requiring students and the curriculum to be flexible. Assessment requires students to evaluate their team projects and the final mark is negotiated between the course convenor (who accompanies students to Fiji) and students. Specifically, the course convenor meets with all students individually at the end of the field school and makes an assessment based on each student’s reflections on what they have learned. Most of the discussion focuses on professional and personal development, such as how the experience fits into the student’s broader ambitions and career goals. Learning is supported during the field school by three major group debriefs facilitated by the course convenor, the objective of which is to assess the progress of student learning, the project and functioning of teams. Group meetings also provide an opportunity for students to hear about what other students are doing, process or workshop mistakes and come up with solutions together. They are also an opportunity for discussing
cross-cultural lessons and broader concerns about the ethics and pragmatics of doing fieldwork.

Students benefit through exposure to an intercultural experience (experiencing ‘culture shock’ within a supported environment), as well as working and living people who are different from themselves. The experience prepares them for future work both psychologically as well as practically: much of the focus is on developing attributes such as resilience, respectfulness and a sense of personal responsibility. The Fijian community benefits from gaining access to skills that are rare in their region, interaction with students who have an appreciation of Pacific culture, and through the completion of projects such as workshops and exhibitions. Anecdotal evidence from partners even points to changes in the local artists themselves: interactions with students and attendance at combined student-partner workshops provide professional development opportunities for local staff as well.

The partnership with the University of the South Pacific fosters collaborative research and projects (for example, the potential for Macquarie archaeology students to bring expertise to an excavation site operated by university on another island), thus paving the way for skill transfer from one student community to another and the building of intercultural teams. The international field school contributes to employability outcomes by providing a mechanism through which course work is translated into professional skills. Students complete a team based project that is real, while at the same time developing the skills required for working in intercultural environments. Much of this skill development centres around how to build relationships which are often more important in the long term than the specific task (for example, recognising the importance of generosity and acknowledging people). These soft skills are essential for undertaking fieldwork later on, in areas like building of fieldwork teams, working with NGOs in development, and conducting social impact projects. Student testimonials support these outcomes:

“The Fiji Field school PACE unit was my first opportunity to engage in real life Anthropology. Most units only focus on studying other peoples work, which can be out-dated and only details the end results of the research. This PACE unit however, allowed me to conduct my own research, in a modern context, and enabled me to gain a greater understanding of the process of conducting research - all of which are skills that will be invaluable to progressing my career in anthropology” (Anthropology Student).

The University of Melbourne

16. Faculty of Science Internship

Keywords: whole of faculty, science, assessment

This case study was selected as an example of a whole of Faculty initiative and presents an example of a strong relationship between a central administrative unit - The Careers Centre and a Faculty in delivering opportunities for student to enhance their employability prospects on graduation.

Like most Australian universities The University of Melbourne is committed to provide students with providing a mechanism by which students can think deeply about and explore the kinds of careers they may aspire to have into the future. There are a number of different approaches to WIL depending on the Faculty and program. These include:
- **WIL Subjects**, a range of for-credit, elective subjects, offered as part of a student’s degree. For these WIL Subjects, students work for a host company/organisation, which could be multi-national companies, SMEs, boutique, or entrepreneurial enterprises, on-campus or CSIRO for those keen to explore careers in research...or government departments, hospitals etc for those interested in public good/service careers. These WIL subjects can range from intensive two week to semester/year-long engagements, they can involve one student or a team of students. There is no cost to the host for these engagements.

- **WIL Fit For Practice**, clinical placements for professional courses such as education and medicine.

- **WIL Volunteer** allows students to observe and undertake minimal activities within an organisation. These opportunities must meet the volunteer definitions in the FairWork legislation.

The Faculty of Science offers an elective subject SCI30002 Science and Technology Internship. This subject develops employability skills and is a cross portfolio initiative in that the Careers Centre and the Faculty work closely in the development and implementation of the program. It issues pre-placement activities to prepare students and post-placement activities to enable student to reflect on their experiences and develop a community of practice. The great strength of this program is that “…it makes students aware that problems have solutions and not just answers … and through this process they gain a heightened sense of self awareness…” (Subject Coordinator).

As part of its commitment to develop work ready students. This subject, which is offered three times a year, involves completion of an 80-100 hour science or technology work placement integrating academic learning in science areas of study, employability skills and attributes and an improved knowledge of science and technology organisations, workplace culture and career pathways.

The placement is supplemented by pre- and post-placement classes designed to develop an understanding of science and technology professions, introduce strategies for developing, identifying and articulating employability skills and attributes and linking them to employer requirements in the science and technology domains. The placement draws on students’ specific discipline skills associated with the science core of their degree. Pre-placement seminars also include consideration of career planning and professional skills and introduce students to tools that help them identify their natural preferences and level of capability in a range of employability skills.

Students are responsible for identifying a suitable work placement prior to the semester, with support of the Subject Coordinator. In the semester prior to enrolling in the placement students attend Careers & Employment (C&E) employment preparation seminars and workshops as well as accessing other C&E resources to assist them in identifying potential host organisations. The Subject Coordinator must approve placements and if students have problems finding a placement they may approach the Subject Coordinator for assistance. The logic for students having to find the placements themselves means that they have ‘skin in the game’ and the process of finding a placement replicates the process they need to undertake in finding a job on graduation.

Learning Outcomes

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On completion of Science and Technology Internship, students should be able to:
1. Identify and articulate their knowledge and skills and apply them to relevant science organisational contexts and work-settings; as well as linking them to specific professions and career pathways;
2. Produce original work in an appropriate format which demonstrates scientific analytical, research and problem-solving skills;
3. Review and reflect on the process and output of a work project/placement to articulate their academic and career development learning from the experience; and
4. Understand the value of industry and professional networks and their importance to self-reliance, lifelong learning and career progression.

Generic Skills

On completion of the internship students should be able to demonstrate:
1. Flexibility, adaptability, time management and organisational skills as a result of their participation in the workplace;
2. Ability to communicate effectively in a professional workplace and to work with and interact with a wide range of people inside and outside their host organisations, including working in teams;
3. Understanding of organisational culture and ethics, safe work practices, and the diversity of workplaces;
4. Analytical, problem-solving, research, and report-writing skills;
5. Ability to manage and plan work;
6. Capacity for initiative and enterprise;
7. Capacity for lifelong learning, self-reliance and professional development; and
8. On completion of the subject, students will have completed and reported on a course-related project in a science or technology workplace. They will also have enhanced employability skills including communication, interpersonal, analytical and problem-solving, organisational and time-management, and an understanding of career planning and professional development.

Assessment

There are multiple assessment tasks required, ranging from online pre- and post-placement modules that ensure students are prepared to enter their host organisation (hurdle requirement), but also an essay based on an information interview to explore their career of interest, an oral presentation outlining how their experiences during the placement and future plans align with their original goals, and a final essay exploring the two-way flow between university based learning and the workplace experience. As indicated below there are a number of hurdle requirements that students must undertake in order to pass (e.g. they must complete the online modules. In the internship subject this also includes the 80-100 hours of placement…these things are not graded, but unless they are completed the student fails the subject.

Normal Semester

1. Completion of all on-line pre-placement modules, prior to commencement of internship (hurdle);
2. 1,500-word career case-study based on an information interview with an employee in the placement organisation, due end of Week 6 (40%);
3. 10-minute narrated presentation on the goals and key learnings of the internship experience, recorded and submitted by the end of Week 11 (20%);
4. 1,500-word post-placement essay addressing the connections between BSc course learning and work placement learning, due at the beginning of the examination period (40%);
5. 80 hours of satisfactory work placement, confirmed by placement supervisor (hurdle); and
6. Completion of subject wrap-up on-line modules (hurdle).

Summer Semester

- Completion of all on-line pre-placement modules, prior to commencement of internship (hurdle);
- 1,500 word career case-study based on an information interview with an employee in the placement organisation, due late February (40%);
- 10-minute narrated presentation on the goals and key learnings of the internship experience, recorded and submitted by early March (20%);
- 1,500 word post-placement essay addressing the connections between BSc course learning and work placement learning, due mid-March (40%);
- 80 hours of satisfactory work placement, confirmed by placement supervisor (hurdle); and
- Completion of subject wrap-up on-line modules (hurdle).

Students have been positive about the value of their internship experience as expressed in the Faculty of Science Open Day flyer:

“The internship was perhaps the most enjoyable and challenging subject I undertook in my degree.” Paulina (Bachelor of Science, major in Microbiology & Immunology) completed her internship with the World Health Organisation Collaborating Centre for Reference & Research of Influenza.

“The subject was instrumental in helping me manage the transition of skills and practices from the university to the workplace, in a self aware and effective way.” Cameron (Bachelor of Science, major in Mechanical Systems) completed his internship at Alume.

“Interning at ANL has complemented my university studies and has helped me confidently consolidate my career choices.” Jenny (Bachelor of Science, major in Psychology) completed her internship with ANL Shipping.

17. Arts Centre Melbourne Internship for International Students

Keywords: partnership, international students, postgraduate coursework

The internship program designed capitalise on the significant skills and cultural resources international students can bring to the Arts Centre, with a particular focus on the Asian Performing Arts Program.

The program

The Master of Arts and Cultural Management program is a vocationally oriented graduate program at The University of Melbourne which is designed to allow students to develop and

28 We wish to acknowledge the contribution of Dr Amanda Coles in writing this case study.
refine their leadership potential and ability to function ethically, imaginatively and resourcefully to advance the arts nationally and internationally.

The School of Culture and Communication has a strong cohort of international students from across the Asia-Pacific region. As part of the vocationally oriented graduate experience, the Internships program is a flagship of the Master of Arts and Cultural Management program. The MACM program offers 2 general categories of internships:

*Placement only* – worth 12.5 degree credit points = 100 hours of placement with the host organisation. The assignments for this internship subject include a reflective journal and a 3500 word essay.

*Placement and research* – worth 25 degree credit points = 150 hours of placement with the host organisation. In addition to the reflective journal, students work with their internship supervisor and the Academic Coordinator to design and execute a research report that meets the knowledge/research needs of the host. The topic is developed in consultation with the internship supervisor, and the research design, execution and the Academic Coordinator supervises report writing.

**WIL Pilot Program Structure**

The WIL partnership with the Arts Centre Melbourne has two components.

1. Classroom-based active learning, in which students learn about the Arts Centre Melbourne in the MACM foundation subject;
2. An internship at the Arts Centre Melbourne.

**Stage 1: Classroom based introduction to the WIL partner**

Introduction to Arts Management, the foundation subject for the MACM program. Introduction to Arts Management is the foundation subject for the MACM program. Its core focus is to introduce students to the theoretical and practical significance of arts organisations, with a particular focus on stakeholder relations in four key areas: governance, the workforce, audiences, and communities.

The subject introduces to a broad understanding of arts organisations in relation to their operating environment. Particular attention is paid to the relationships between organisations and audiences, communities, workforces and peer organisations. Students will engage with current issues and debates in the discipline of arts management in relation to the socio-economic significance of the arts and cultural/creative sector. A focus of thinking will be around how to develop sustainability for organisations and cultural ecologies over the long-term.

Upon successful completion students will have:
- acquired an understanding of the contemporary issues in organisation management in the context of the arts industry;
- gained insight into key sector and industry factors impacting upon the management of arts organisation;
- develop skills to be able to critically evaluate and apply a range of approaches to strategic organisational planning; and
- extend their knowledge of the arts industry and the importance of external stakeholder relations.
In this subject, students interact with the Arts Centre Melbourne in three key ways:

1. The first written assignment, which requires students to conduct an analysis of the Arts Centre Melbourne in terms of their relationships with one of the following: audiences, workforces, peer organisations or communities.
2. An on-site learning experience at the Arts Centre Melbourne. The Director of HR and the CEO of the Arts Centre deliver a lecture to students on leadership in cultivating inclusive, diverse workplaces at the Arts Centre.
3. A group project and presentation: Project brief: ASIA TOPA PARTNER ORGANISATIONS ROUNDTABLE WORKSHOP.

Asia TOPA – (the Asia-Pacific Triennial of Performing Arts) is a consortium consisting of the following major cultural institutions in the Southbank Arts Precinct, led by the Arts Centre Melbourne:

- Australian Centre for Contemporary Art
- Australian Centre for the Moving Image
- Chunky Move
- Federation Square
- Malthouse Theatre
- Melbourne Recital Centre
- Melbourne Symphony Orchestra
- Melbourne Theatre Company
- Museum Victoria
- National Gallery of Victoria
- State Library of Victoria
- The Australian Ballet
- Victorian College of the Arts

Students will be allocated to be a member of a team to undertake group work. This is a means by which students develop interpersonal skills, conflict resolution abilities, and understand the value of working in collaborative, creative, intercultural team-based environments. The assumption is that process of the group work is as important of the output of the group work.

Each team will be asked to represent one of the major participating organisations. Drawing on the organisation’s activities and strategic development in the past five years, teams will develop a presentation that clearly articulates why your organisation’s participation in Asia TOPA will add significant value to the long term sustainability of the cultural ecology in the Arts Precinct. The presentations should clearly outline the economic, social, and artistic value-creation that will be generated from their organisation’s participation in TOPA, and how this will contribute to Melbourne’s sustainable development as a global creative city in the Asia-Pacific Region. The analysis should draw on key elements of a value-creating ecology in relation to:

- Audiences
- Communities
- Workforces
- Peer organisations.
Teams will base their analysis thorough organisational research using: annual reports, audience and attendance data, programing histories and other data available through the organisation’s website, as well as any other relevant material, including industry reports, policy discussion papers, news articles, demographic analysis, audience segmentation reports, tourism information, etc.

Teams are invited to use their imaginations and consider linkages, programming and presentation partnerships with other organisations in the consortium. The assignment is designed to cultivate a supportive, inclusive, collaborative and engaged learning environment, in which each person makes an important contribution to a multi-faceted group project.

The Final day of class will be held as an ASIA TOPA PARTNER ORGANISATIONS MINI-CONFERENCE. The event is a mock-forum where the organisational development teams can make their TOPA pitches to their peers, as a trial run before they take their analyses back to their CEOs and Board of Directors for final approval. Groups will have 20 minutes to present their analysis, followed by a 10 minute Q&A from your workshop colleagues.

Members of the Arts Centre Melbourne HR team attended the mini-conference, along with other leaders of leading arts organisations in Melbourne. The Associate Director, Cultural and Public Engagement, University of Melbourne, who leads the University’s ‘Cultural Impact’ Program and University’s partnership with the Arts Centre Melbourne was also in attendance. The presence of key leaders from the University and the Arts Centre fostered an authentic professional conference environment for the group presentations.

Feedback on the mini-conference from the Arts Centre HR team:

“Thank you for the invitation to the lecture last night, the quality of presentations delivered was outstanding. I was particularly impressed with how the AsiaTopa partners were incorporated into the overall sustainability direction of the Arts Precinct along with some great ideas for the new initiatives.”

Student feedback on the subject on “best aspects” of the subject included:

- “Having the chance to attend a lecture at arts centre and to have people from the industry at our presentation.”
- “The final group project has been very useful in so many ways.”
- “The best aspect is the asia topa, i join the best group. We discussed every week and worked hard so we did the best job in presentation.”

Stage 2 – Internship
The Arts Centre will work with the MACM Internships Academic Coordinator to develop a call for proposals. Students are invited to draft a one-page statement that outlines why they would like to do an internship at the Arts Centre. Students will be asked to refer to The Role You Play (the Arts Centre Workplace Values Statement) in making the case for the assets they will bring to the Arts Centre, and personal and professional development goals or skills they would like to focus on as part of the placement. Such an approach allows international students to highlight their core skills and interests, as well as the value that their situated cultural knowledge and expertise brings to the Arts Centre’s commitment to diversity, inclusion and engagement. The statement will also ask students to identify possible areas in
which they would be interested in doing an internship, so as to create a WIL experience that is truly student focused.

**Candidate Selection**

The MACM program can offer support to the candidate selection process in a range of ways, according to the needs of the Arts Centre. The Faculty of Arts Work Integrated Learning Officer (Cedric Cho) and MACM Internships Academic Coordinator (Amanda Coles) pre-screen the applications and send recommendations to the Arts Centre in ranked order to facilitate the selection process. The Arts Centre selects their preferred candidates and meets to discuss their interests and fit in the organisation. This provides valuable “job interview” experience to students, an important aspect of the WIL process. This will also allow the Arts Centre to engage with a diverse range of international students in deciding how many placements they wish to offer, in terms of the timing and organisational resources available for the supervision of interns.

**Placement Period**

The student and the internship supervisor negotiates the hours and days of work, depending on scheduling availability and the requirements of the subject (100 or 150 hours of placement). It is understood that the Arts Centre prefers an intern to be available on-site at least two days a week to get the maximum value out of the WIL experience. During the placement, monthly meetings will be held for the intern and manager to reflect on learnings within the workplace. This enables learning contextualisation for the student and promotes interaction with theory for the manager.

**Monash University**

**18. Transforming Laboratory Learning in Chemistry**

Keywords: inquiry based learning, authentic assessment, curriculum redesign, industry collaboration

This case provides an example of transformation in practice based learning in chemistry laboratories across an undergraduate chemistry program. A focus has been on changing pedagogy, assessment and the content and purpose of the labs. The use of on-line pre-lab activities, which students must complete before that may participate in lab experiments, ensures that the lab experience can be relevant across a number of applied contexts. The internal logic is that students develop a variety of skills, behaviours and dispositions that will enhance their employability on graduation.

The Chemistry Department at Monash University is in the process of transforming chemistry education by redesigning levels 1, 2 and 3 laboratory experiences based on inquiry-based learning. The aim of this curriculum transformation is to expose students to a range of activities that require chemistry skills, so that they experience real world application of chemistry. All laboratory level programs have been revised around authentic assessment; inquiry based learning and incorporating working integrated learning into Labs. As every experiment has a work-based task the revision of lab manuals has occurred with the inclusion online pre-lab activities.
Building on the current inquiry based laboratory experience in core level 1 semester 2 units CHM1051/2 this will expanded across the whole undergraduate chemistry program. Such an approach will ensure that students are better able to plan and execute their own projects. The sequential development through levels 1 and 2 means that by level 3 students are working with companies on ‘real-life’ problems that they themselves or the company have had to deal with and find solutions.

Experiments have been redesigned and drawn from problem scenarios identified by regional and national industries and agencies. As leader of this project Professor Tina Overt on stated:

“...to do this requires collaborations with industry which will enable the seamless embedding of skills and behaviours valued by industry. These innovations would enhance the graduate attributes of Monash graduates, making them more external facing, work-ready and with an understanding of how scientist in industry think ... it speaks to the need to focus on skills that will enhance employability.”

Undergraduate Research Units

A future goal of this initiative is to expand undergraduate research opportunities so that undergraduate students are able to undertake for-credit semester long research projects placed within industry and research organisation sites or to undertake industry generated projects within Monash University. These undergraduate research units are of 6 credit point value, are based in an academic research group and are being expanded to include industry and group projects.

Through both of these initiatives students are encouraged to think differently about science communication and present information in different ways. Rather than the traditional ‘template’ research report students are encouraged to think about the how and what they are communicating. They may be writing a report for a peer in research or a commercial director in industry (if they have been testing a product). Importantly students become aware of the need to be able to write for different purposes and for different audiences.

Assessment tasks are embedded so that the focus is on assessment for learning rather than assessment of learning.

19. Bachelor of Science Advanced —Global Challenges (Honours)

Keywords: internships, graduate capabilities, solving real world problems, teamwork, employability

The case study describes a niche science program for students who have entrepreneurial aspirations, and a commitment to social change. Based on strong discipline knowledge in science these students also develop skills and dispositions which will enable them to be effective leaders, communicators and problem solvers.

The Faculty of Science has recently developed a new program for high performing students who want to have significant impact in the world. In developing the new science program, input from key business people, community leaders, entrepreneurs, and academics provided a strong focus on employability and social transformation. Students are engaged in in-depth exploration of contemporary big issues and challenges. Working with business, cultural and social leaders, students explore approaches and pathways to potential solutions as well as
think deeply about the qualities underpinning effective leadership and how to implement change.

The program, while still in its early stages, enrolls about 30 students every year and is comprised of two elements—high level training in a scientific discipline of their choice, and development of skills in leadership, entrepreneurship, persuasive communication, business, governance, policy, finance, international aid and development, ethics, communication and corporate social responsibility. These skills are developed from first year and throughout the course using experiential pedagogical approaches.

**Entrepreneurship** is developed by students having the opportunity to build a venture. They develop their own start up (social or commercial enterprise) and in so doing acquire skills in business, law, leadership, policy and risk taking.

In second and third year, students work on projects with real-world commercial or social impact potential. Students work on projects from an original concept, assess feasibility, develop business plans and pitch their ideas for funding. As projects are real, failures are expected and provide opportunities to learn from these. The Faculty provides seed funding to ensure ideas can be developed to the implementation stage and tested.

**Internships**—international and local
Two internships help students gain a footing in the real world. The internships represent a significant experience in government, business, or a social enterprise such as a placement in a NGO, contributing in a corporate outreach project, or shadowing a CEO. These experiences develop real world skills and thinking that employers want. At least one of the internships enables students go overseas. The Faculty and the University provide financial assistance for these internships.

**Working with the world’s best**
The Faculty is building key relationships with alumni and community leaders who have already had significant impact in their chosen careers, so that students can come face-to-face with the world’s best. Through these exchanges students start building their personal networks.

From first year students are helped to identify aspirational mentors so that they have real life exposure and interaction with innovators, entrepreneurs, industry and societal leaders.

**Leadership**
Students learn about leadership through case studies and directly from successful leaders. They explore and gain an understanding of successful leadership practices, the importance of authenticity and ethics, teams and team building.

**Persuasive communication**
Through highly interactive and intensive communications training students are equipped with tools and experience to become active listeners and persuasive communicators. They also gain an understanding of how to work effectively with the media.

**Real world problem solving – the fourth year summit experience**
In their final year students work in teams and in partnership with external organisations to tackle a significant and meaningful real world problem utilising and synthesising the skills built over the life of the course. Collectively they critique and analyse the progress and
solutions being developed by other teams throughout the year. They approach these problems from multiple perspectives: policy, scientific, social, business, etc.

Pat, a third year student in the Bachelor of Science Advanced — Global Challenges (Honours) program captures the value of the degree for him.

“Being a Global Challenges student to me is mostly about the mindset and the way you approach things. No problem is necessarily too big, there is always a way to solve it. The first internship I did was at Futureye consulting. They are small consulting firm that do a lot of sustainable development work and risk communication. I was just going to be doing internal work but I managed to get myself on to a pretty big project they were working on at the time and wriggle myself into an indispensable position, and afterwards I was offered a part time job there consulting.”

“...In terms of the skills and the mindset I have gotten challenges I have received ... my skills are in huge demand as there aren’t a lot of students who think this way.”

Likewise for Carlos a second year Global Challenges student:

“Being a Global Challenges student is about taking what we learn from uni, understand real world problems and create tangible solutions before we even graduate. Which is exciting. Not a lot of students get the opportunities to do that.”

“The great thing about this course is that you’ve got start up work, which is to create a solution —it doesn’t matter if it’s perfect or not along as is it out there. And there is science which is you have to understand the nub of the problem before you create any solutions and that way you can create quality solutions and this course brings them together.”

**Queensland University of Technology**

**20. Law School – International Work Placement**

Keywords: international, personal transformation, externship

This case study focuses on the discipline of Law and presents how QUT has provided students with an international work experience placement in Myanmar (Burma).

Under the banner of ensuring ‘Real world experience’, Law students at QUT have the opportunity to participate in WIL programs. The Law School has a long standing history of strong partnerships with law firms, community organisations, government bodies and overseas organisations that host students on structured and supported work placements, as part of the Law degree. The Law School offers for credit and not for credit workplace experiences as part of its approach to WIL.

WIL provides Law students with opportunities to develop soft skills such as effective written and verbal communication, emotional intelligence, working as part of a team, self-
management, and problem-solving. As one informant suggested “it helps students to hit the ground running.”

One example of an International Work Placement is a three week externship in South East Asia organised through Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEACLE). The Myanmar externship provides students with opportunities to develop and apply their knowledge and skills, develop their intercultural capabilities, and engage in career planning and personal development.

In 2015 and 2016 a total of 20 QUT law students attended four Myanmar universities to help support and assist both law teachers and students in the area of Clinical Legal Education English, encourage interactive teaching methods and promote the growth of an ethical legal profession in Myanmar. These programs and clinics assist communities, provide legal aid services and simultaneously help to build the next generation of social justice champions.

Funds allocated through the Australian Federal Government’s New Colombo Plan provided students with financial support to travel to Myanmar. Feedback from students indicated that they were highly enthusiastic about the personal transformative opportunities this experience provided.

One student indicated how the experience provided the opportunity to rethink her legal career and what was important to her:

“My eyes have been opened to new professional possibilities, and I am now very interested in teaching. I could now complete further study in relation to teaching, or improve upon my language skills and teach abroad. These are ideas that I have never had before, and I am so thankful for having the opportunity to find out new things about myself that will benefit me professionally.”

For another student

“One of the most valuable outcomes of this program for me personally was the realisation that a law degree lends itself to so many more career outcomes than being a lawyer in a firm. During the externship, I interacted with many people who had obtained, or were in the process of obtaining, a law degree but had no plans to be admitted as a lawyer. I have had an interest in not for profit organisations for many years and this externship gave me an opportunity to learn more about not for profit organisations by talking to our supervisor from BABSEACLE. It also provided me with an opportunity to gain hands on experience teaching and using the skills I have gained throughout my law degree to assist students. This exposed me to a range of social justice orientated career options, other than becoming a lawyer, which has given me a lot to consider.”

And for another student the experience made her change the focus of her legal career:

BABSEACLE is an international access to justice, legal education organisation that focuses on ethically oriented legal capacity development and communality empowerment.
“My attitude to my future legal career has also significantly changed due to the Myanmar placement. I feel I have grown both emotionally and professionally. I think this externship was a great opportunity for all of us to discover a new culture and also realise there is so much we can do with our law degrees. For example, prior to Myanmar I was feeling a bit lost and overwhelmed with what I was going to do once I finished my degree in June. I now realise with the knowledge I have gained through my law degree, I am not restricted to finding a job in a law firm or the traditional desk job.”

And a more general comment:

“There are so many opportunities for lawyers in countries such as Myanmar and so many interesting ways we can contribute to society with our knowledge. By just participating in the BABSEACLE program, it allowed me to meet so many practitioners from around the world.”

21. Creative Industries

Keywords: internship, creative project, study tour

QUT has a long history of industry-connected learning. It’s branding as a University for the Real World emphasises a strong connection with industry in order to prepare students for employment on graduation. The Creative Industries Faculty at QUT offers 15 disciplines across two schools in a broad range of arts-based and professional programs. Degrees include Bachelor of Creative Industries, Bachelor of Design, Bachelor of Fine Arts, Bachelor of Journalism, Bachelor of Mass Communication, Bachelor of Media and Communication and Bachelor of music. Areas of focus include: acting, animation, architecture, creative writing and literary, dance, drama, entertainment and art management, fashion, film and screen, industrial design, interactive and visual design, interior design and journalism, journalism, media communication, landscape architecture, media and communication, music, performance studies, social change, technical production and visual arts.

The WIL dimension is varied across different degrees, for example in the Bachelor of Creative Industries students can complete 2 units of WIL. In some areas it is a compulsory requirement of the degree.

In the Bachelor of Creative Industries students are required to undertake two WIL units, which can be either an internship, creative project or study tour. In the Bachelor of Entertainment and Bachelor of Media and Communication they are required to take at least one internship WIL unit.

Work Integrated Learning (WIL) in Creative Industries programs is integral to students’ experience, especially around applying theoretical knowledge into applied and practical workplace settings. The Work Integrated Learning Program consists of three different types of industry-based experiences: Internships, Projects and Study tours which are offered throughout the year to ensure the greatest flexibility for students.

These WIL experiences are organised around three different types of learning - workplace learning, practice based learning and immersive learning through internships, projects and study tours respectively.
**Internships** are advanced level subjects offered from 3rd year onwards. Centralised across the faculty, they provide opportunities for students to experience workplace learning and are designed to assess students’ ability to work successfully within a professional creative workplace. The development of reflective practice is integral to the experience, with the view to transform students’ professional practice by applying skills they have learned on campus into a professional setting. While industry partners can be located anywhere in the world, they must be approved by QUT and be able to provide discipline appropriate mentoring and take place in a workplace culture in which students can apply their discipline-based learning. These internships sometimes take the form of capstone units with the purpose of drawing together the discipline based learning and testing these in situ as a practitioner.

Students undertake approximately 100 hours of work which can be carried out off campus, locally or internationally. The program currently supports 950 students annually with internships with placements as diverse as the Queensland Ballet, Hassell Studio, GoMA, Brisbane Festival, TVS China, Brisbane Powerhouse, Artisan, Litho Graphic House HK and Mondo TV Europe.

**Projects** are team based, academic initiated and run, creative projects, which emphasise the development of discipline specialisation through practice-based learning. The project can be located on or off campus and partnered with industry anywhere in the world. Projects give students the opportunity to work as part of a creative team within an interdisciplinary or disciplinary professional setting. The projects are outcome-based and focus is on developing skills through creative practice. Teams are a minimum of three people. Projects are of 100 hours duration and undertaken from the 2nd year onwards.

Projects offered previously include photojournalism in Asia, Studio Game On China Dance Project, Arts Electronica, Out of the Box Festival among others. Students need to apply to participate in projects.

Students undertaking **Study tours** focus develop their discipline and practice-based knowledge in their creative industries major through immersive learning. Students travel to cities that are recognised as significant global arts precincts, located in national or international cities. These intensive tours of 2 to 3 weeks in duration expose students to leading international creative industries practice, which, on later reflection can be applied to informing and developing their own practice.

These tours are staff-led with a minimum of eight students and usually last between 2-3 weeks in a host city or cities and include pre-tour work in Brisbane. Previous tours have been to New York and throughout Europe, Asia and South America. Students must make application to be accepted into a study tours. Successful students can apply for financial support through travel bursaries.

To participate in these programs students are required to complete a Proposed Role Document, which outlines the objectives and outcomes, they will achieve during the WIL program. An academic supervisor assesses this and determines the student’s capacity to successfully undertake the program.

As CI does not have the resources to find over 1000 industry placements students are required to find their own internship placement, which must be approved by the University.
Work integrated learning (WIL) experiences are managed through *InPlace software*. This system makes it easy for QUT to allocate and manage students in WIL activities and allows academics, students and employers (as required) to log into a consistent and current view of all relevant WIL activity.

The software supports the diverse range of activities and partners associated with managing WIL including:

- requesting placements to industry partners;
- advertising placements, creative projects and study tours for students to apply;
- approving student self-placements and applications managing student preferencing and mandatory requirements;
- communicating with students, industry contacts and supervisors;
- surveying students and industry supervisors;
- building reports.

An important element of all of these types of WIL is the development of students’ ability to manage complexity and work with uncertainty. In the words of an academic coordinator “preparation is vital, part of this is expectation management. The only thing students know is that they don’t know everything. As a consequence they need to be flexible, because in most workplace situations they will need to adapt.”

From an academic and student perspective the experience has to be authentic. In the words of an academic “… but this is fluid, while at the same time formalised and rigorous.”

While it was difficult to ascertain the actual number of students who gained employment after a WIL program, there is some anecdotal evidence to suggest that around 10% or students gained employment in their discipline area after completing the internship. Anecdotal evidence suggests that these numbers are greater after graduation.

The QUT WIL website provided a number of videos of students reporting on their internship experience. Below are the voices a few students found on this site who were positive in their comments about their WIL experience. One student - a third year fashion major - completed an education events internship at Queensland Ballet reported:

“I took a lot of my campus based knowledge and then incorporated into my internship … I’ve learnt so much more within the creative environment and I can definitely use those skills that will be transferable for me being a practitioner in the fashion industry … all the skills I’ve learnt here I would never have been able to learn. Doing an internship within a fashion environment will definitely make me an interdisciplinary practitioner in the future.”

Two other students undertook an internship at Artslink, which is a multi-art organisation that delivers live arts, and a range of community arts programs to rural, regional and remote parts of Queensland. This student worked on a variety of tasks during her internship including preparation for a donor appeal. In her words “I was able to use a variety of skills and knowledge I had learnt at University. Researching skills were a vital skills at Artslink as were verbal and written communication.” Another student at Artslink comments:
“When you are at University its very theory based and it’s really great to apply that theory directly into working in an organisation. Working with passionate people and people with a wealth of experience in the industry is something that you don’t get at university. Although your lecturers and tutors are incredible people, working with people who are there in the moment has been a really great experience for me.”

22. Cooperative Education for Enterprise Development (CEED)

Keywords: industry partnerships, STEM

This case study describes a partnership between QUT (and other universities) to provide opportunities for students to undertake industry-based projects. This long-standing relationship has enabled students in STEM and professional areas to undertake projects with various businesses.

Cooperative Education for Enterprise Development (CEED) is an industry program linking students with company-based projects. These projects can be completed as part of students’ coursework (final year undergraduate or Masters). Selections are made via a competitive application/interview process coordinated by CEED on behalf of host companies. A scholarship is paid to each student, and academic credit.

Since 1992 CEED has undertaken over 800 industry-based projects and currently conducts approximately 80 projects per annum, awarding a similar number of student scholarships. CEED is now a respected leader in South-East Queensland, Australia for industry-based training of senior undergraduate (and postgraduate) students from the University of Queensland (UQ), Queensland University of Technology (QUT); the University of Southern Queensland (USQ); and the University of Sydney (USYDNEY).

CEED currently offers students from the disciplines of Engineering (undergraduate and Masters level), Information Technology (undergraduate and Masters level), Business – MBA, Marketing, Human Resources and Finance (Masters level only); Mathematics (Honours) and Science - Biotechnology and Biology (Honours and Masters level only), Sustainable Management (Masters), and Food Technology / Food Studies (undergraduate and Masters level).

Regular clients include: Oracle, Carlton & United Breweries, Airbus Group, Downer Mining, Hastings Deering, Amcor, to name a few – plus local and state government departments

Some projects currently available:

Airbus Group Australia Pacific - #1
Project Title: Eng/IT - Develop ARH Grips Trainer (training software for helicopter crew)

Fitness Sport and Recreation Industry Training Council
Project Title: Develop a web portal - eLearning for Volunteers

Ozervr
Project Title: 2 students required: Web and Mobile App development (front and back end)
23. Faculty of Science and Engineering

Keywords: IT, professional practice, interdisciplinary curriculum

This case study provides an example of a new program that has been designed around principles of interdisciplinary learning, team-work and the development of a prototype that can be presented to an industry partner for comment.

Within the Faculty of Science and Engineering there are various opportunities for student to engage in ‘real world learning’ the tag QUT uses to refer to WIL.

Work Placements and Projects

The Faculty offers work experience and job placement opportunities in our courses, so students have the opportunity to apply his/her skills in ‘the real world’ before graduation.

Work Integrated Learning (WIL)

The Work Integrated Learning (WIL) program is an opportunity for academic and practice-based professional learning within a work environment as part of students’ formal course of study. The flexible and diverse program will allow students to:

- network and form working relationships with practitioners, consultants and suppliers within the industry;
- see what is required on a day-to-day basis in your prospective career;
- experience a project from beginning to completion;
- expand business, personal and academic skills be more competitive on graduation.

Bachelor of Games and Interactive Entertainment

The development of a new degree in games and interactive entertainment provided the basis for a rethinking of how best to integrate the university’s aspiration of real life learning into its degree design.

Previous degrees had a Professional Practice in IT as a requirement for students in 3rd year but there was little support from students – mainly because they found it difficult to find individual placements.

In the new games degree a 36 CP capstone unit is a requirement. In this unit students are required to put together an interdisciplinary team, which demonstrates a diversity of skills. Students are embedded in their team for 6 months. Through the team experience they develop CVs, pitching skills and ideas to other teams, design, scope and build a prototype, which they then test and refine.

Some teams are engaged in independent game development – they develop a production pipeline, publish, market they game and then pitch it to an industry group.

Not only are business and product development skills developed a number of other skills which are seen by industry as important are developed. These include:

- effective communication – pitching to a client, sharp and clear vision;
24. Real World Learning

Keywords: whole of institution strategy, employability, curriculum transformation

QUT’s Real World Learning 2020 Vision outlines the University’s clear aspirations for graduates and learner experiences, consistent with the distinctive identity as a university for the real world.

To enact this vision over the coming years the University will continue to make a commitment to a culture of collaboration, working closely with staff and students and with industry and community partners to support the evolving needs of students.

Graduates

QUT graduates will thrive in volatile environments over the long-term, contribute productively as individuals and in teams and combine depth in professional knowledge with broad perspectives based on exposure to new ideas and different cultures.

Graduates will:

- be curious, agile and resilient learners;
- employ different ways of thinking, broad perspectives and evidence-based decision making to inform practice, and to imagine and realise change;
- contribute to and impact on the world around them in ethical and sustainable ways;
- be effective collaborators and communicators in disciplinary and interdisciplinary contexts;
- employ digital literacies and use technology strategically to leverage information and to collaborate; and
- interact in local and global cultural contexts with knowledge of and respect for diverse cultural perspectives.

Learner Experience

QUT’s real world learning experience will reflect the physical and digital nature of the world in which we live and work. The QUT learner experience, encompassing curricular and co-curricular activities, will:

- provide authentic learning and assessment in all units;
- have work-integrated learning (WIL) in all courses;
- value our learners and the knowledge and experience they bring;
- enable learners to develop depth in professional knowledge with broad perspectives, including exposure to other disciplines and ways of thinking;
- purposefully engage learners with diverse cultural perspectives, with specific inclusion of Aboriginal and Torres Strait Islander knowledges;
- support learners to develop their professional profiles, networks and employability to find and create meaningful work and self-manage their careers;
• enable learner connectedness and support;
• be personalised, flexible and adaptable to better meet learners’ ongoing learning needs; and
• be enhanced through online and blended learning technologies and tools.

Strategies for Achieving the Vision

Curriculum and learning transformation

We will invest in curriculum and learning transformation through:
• using the five-year course transformation and reaccreditation cycle to strengthen and assure the QUT learner experience;
• providing strategic support and resources to curriculum leaders and teams to enable high impact transformation in courses;
• expanding on market-driven, high quality, continuing professional learning offerings; and
• using a broad evidence base and multiple perspectives to inform our decision making.

RMIT University

25. Simulated Work Environments

Keywords: simulations, transnational education, international experience

WIL activities in simulated workplace learning environments are sometimes necessary for ethical, safety or professional reasons, or when other forms of WIL are not available.

Simulated workplace environments are designed to reflect real workplaces in their function, equipment and mode of operation, where students can experience a variety of scenarios and inter-related activities. WIL in simulated workplace environments may take place on or off campus.

WIL in simulated workplace environments provides students with the physical experiences and range of activities that reflect real work experience. The simulated workplace should allow the performance of all the required skills and demonstration of the required knowledge and graduate attributes. For example, problem solving activities and handling of contingencies that commonly arise in workplaces could be replicated in the simulated workplace environment.

Trading Floor Simulation

The School of Economics, Finance and Marketing developed financial markets trading games and exercises that can be carried out in a classroom setting and via an online portal to equip students with the required concepts, jargon and mechanics in professional finance work practices prior to undertaking trading sessions in the RMIT University Trading Facility (RTF).

International finance is a final-year-final-semester Finance course in the Bachelor of Business Economics & Finance. This course also provides the capstone experience in the program. The
outcome, which includes SimEx (an online trading platform) and in-class and online financial markets simulation games has meant student have an authentic floor trading learning experience. The three in-class simulation games developed include introduction to financial markets game, the Purchasing Power Parity trading games and news games. The two online simulation games that have been developed are ‘bid-ask game’ and ‘Does PPP trading rule work?’

This project developed necessary IT infrastructure to enable real-time information exchange between students and financial database and exchange of information between instructors and students so that real-time feedback can be provided during a simulation session. It also aims to develop in-class trading games to be aligned with online trading games so that the transition from a classroom setting to the online platform is efficient for students and their learning experience and outcomes are maximised.

The online platform provides real-time feedback to students during a simulation session and can perform automated marking based on pre-set assessment criteria. The platform will also be used to facilitate a transnational trading competition to develop global connectivity among staff, students and practitioners in the near future.

This initiative meets a number of the University’s strategic goals.

It will internationalise curriculum in finance courses by developing financial markets trading simulations that are portable and usable in Melbourne, Singapore, Vietnam and other locations. An online trading platform has been developed and a major objective is that students from all locations collaborate and compete with each other on the simulated trading floor. Students from diverse background develop inter-cultural competencies by exchanging knowledge and experience from different national, social and socio-economic contexts.

The project connects teaching staff and industry practitioners in Melbourne, Singapore and Vietnam in order to contribute to the development of various outcomes, including: the trading simulations, transnational WIL projects and a short-term placement program. The knowledge and experience of the personnel from different locations will enrich the curriculum, activities and assessments in finance courses. From an employability perspective graduates develop professional readiness and inter-cultural competencies to seek employment in an international workforce.

This project is based on developing a transnational and sustainable approach for WIL and work-related activities in order to equip our teaching staff with the appropriate knowledge to operate a transnational education program, to help them develop connection with industry practitioners across countries, to create an internationally connected community of academics, students and practitioners, and to expand the connection with workforce from domestic to international for our students by preparing them and engaging them in international markets.

26. Engineering and Learning Factory

Keywords: faculty level, industry partnerships, projects

This case study describes an initiative in the Faculty of Engineering – the Engineering Learning Factory - that provides student with an opportunity to work in team –based and
industry oriented projects.

Work Integrated Learning (WIL) integrates academic learning with practical workplace experiences. It is designed to integrate academic learning with practical workplace experiences. It includes placements, internships, cooperative and field education, vocational and professional practices projects with industry and workplace simulations using industry technology, equipment and processes.

It aims to increase students’ exposure to real-world scenarios within a discipline by introducing them to industry practices and contacts, which may increase students’ employability after completing a degree.

**WIL in Engineering**

The Engineering Learning Factory at the AMP provides students with unique learning experiences on real industry problems and products in a work-emulating environment. It helps them understand industry needs, professional requirements and the product realisation process. Projects are team-based and involve higher education and vocational education students from different disciplines.

Being associated with the Engineering Learning Factory enables industry practitioners to work together with RMIT University academic staff to scope and supervise projects. The industry practitioner role is to support practical education and training that is aligned to modern professional and industry needs and that connects students and staff to industry and professional experience. These partners are experienced professional engineers across mechanical, manufacturing, electronics and other relevant engineering disciplines.

**Student responsibilities**

While students are undertaking a WIL activity at an industry partner’s workplace students should:

- Behave in a professional manner (i.e. be punctual, dress appropriately, etc.);
- Adhere to any professional ethics or codes of conduct appropriate to the profession;
- Comply with the industry partner’s policies, procedures, directions and requirements (including OHS, privacy and equal opportunity);
- Treat confidential material and information gained about workplaces appropriately;
- Maintain communication with the University and your course coordinator;
- Advise the industry partner and RMIT University if any issue or concern arises in the workplace or if any accident or incident occurs; and
- Advise your course coordinator of any factor that may affect your ability to undertake the WIL activity such as a disability or personal difficulty.

- **FYP (final year projects) undergraduate & masters by course:**
  - These are 12 month in duration, generally based around a calendar year;
  - Project summaries are offered around October each year in order to recruit students ready for the following year;
  - Summary does not need to be comprehensive. Once the students are engaged, a more detailed project scope can be established based on company & student needs/wants;
  - Groups of students work as teams. These teams can be cross functional.

- **WBL or IBL (work/industry based learning):**
– All students must complete 12 weeks full time work. This does not have to be 12 consecutive weeks however when linked to a FYP there are continuity advantages for a company to offer the 12 weeks as a block.

Work Integrated Learning (Part 1) consists of two components: completion of early phases of a research project; and a Work integrated learning (WIL) experience in engineering.

The research project is intended to represent the first half (initiation phase) of a project that as a new graduate students might be expected to undertake: an investigation of a research topic relevant to the profession. During this course students plan his/her project, conduct a critical review of relevant published material (a “literature review”) and undertake sufficient work to produce some initial findings that will be further explored and finally reported in a subsequent course (OENG 1042 Integrated Workplace Project 2).

The research topic will give students the opportunity to integrate relevant knowledge and skills from previous courses. This research project activity is undertaken in conjunction with industry or simulates a real engineering work environment, thereby contributing to your experience of Work Integrated Learning. Students will be supervised by an internal School supervisor (academic), but may also have an external supervisor (such as an industry-based practitioner).

The second component of the course is Engineering Work Experience. Students are required to participate in a minimum of 12 weeks of approved engineering experience (or apply for recognition of prior engineering work experience) in order to complete this component and the course. This experience can be accumulated through a single 12 week block, or a number of shorter periods which total at least 12 weeks.

27. Global WIL

Keywords: global experience, team projects, technology enabled

This case study offers an example of how students can undertake a Global Work Integrated Learning (WIL) project. It offers a level of organisational complexity in that students from three institutions work together on an industry identified ‘problem’ and come up with a deliverable for the industry partner. Managing technology, different time zones, communication and cultural differences, this project gives students an experience of what it means to work in an international business environment. These mirror the manner in which global business operates, and thereby providing students with valuable graduate employability skills.

Global WIL projects have been running at RMIT University University for some years and a variety of good practice examples have been captured through videos, photos and resource materials. Some of these projects have been run entirely online (and often called Virtual Global WIL), others involve an element of a study tour.

There are a number of YouTube videos where students describe their experiences and the value of this type of experience. See for example: https://www.youtube.com/watch?v=_35cvW5U10o&feature=youtu.be

There are various useful resources that support staff in the design, integration and delivery of these multi-faceted cross institutional programs. See for example:
Work Integrated Learning on a Global Scale: Three way project with students from RMIT University, Kirkwood Community College USA and Dundalk Institute for Technology Ireland.

This project provides Public Relations students with the opportunity to develop an integrated marketing communications plan for Dundalk tourism in Ireland. Students participated in a global project across three time zones, mirroring the manner in which global business operates, and thereby providing them with valuable employability skills and developing graduate attributes. This WIL activity provided them with the opportunity to apply the knowledge and content they developed during their course to respond to a real-world challenge.

Working as a part of a team, students take on various roles in their teams, and communicate virtually with teams from the other institutions using Skype and various social media technologies. From these interactions they come to understand the challenges of cross cultural interaction, different ways of expression and different cultural assumptions.

This project did present a number of challenges including having to operate in three time zones, but the upside was that it provided a rich student experience and an authentic context for the development of global business communication skills.

The Global WIL project was the major assessment for the course in which it was embedded. This project was for final year students, and addressed graduate communication attributes. It also became apparent that participation in such programs requires a level of maturity and motivation from students.

Through participation in this program students developed skills in:

- Global business communications, both written and oral;
- Working in teams, both locally and globally;
- Working to a client brief, producing a report;
- Time management;
- Problem-solving;
- Negotiation; and
- Reflective practice.

Students also develop a deeper understanding of cultural differences and how this influences communication and teamwork—while gaining valuable experience, which will prove advantageous when seeking employment.

Implementation of this virtual global WIL activity required careful consideration of many factors, including:

- Multiple time zones (difficulties in scheduling meetings and discussions, for both staff and student teams);
- Cultural nuances/differences (potentially language difficulties);
- Variance in academic calendars between institutions;
- Variance in curriculum and assessment between institutions;
- IT—e.g. reliance on Skype or other virtual communications, as well as need for broadband internet;
- Need for teacher/tutor support (commitment, skills, motivation); and
- Student cohort capability, relevance and interest.

**28. Advertising Capstone**

Keywords: international WIL, capstone, study tour

This is the designated Work Integrated Learning (WIL) course for BP219 Bachelor of Communications (Advertising). This course includes a work integrated learning experience in which students’ knowledge and skills will be applied and assessed in a real or simulated workplace context and where feedback from industry and/or community is integral to his/her learning experience.

Through this capstone course students have the opportunity to showcase the knowledge and skills they have acquired throughout the program. It also provides preparation for them to launch into professional practice or future study.

Students propose and work on a project of his/her choice (individually or collaboratively), or have the chance to participate in an internship (local or international). In whatever mode they choose students will work closely with, and receive valuable feedback from, industry partners in this work-integrated learning course.

Students get a real taste of life in industry as they work with advertising mentors and RMIT University staff to develop a folio, CV, presentation and networking skills. The course culminates in ‘Pitch Night’ where students will present themselves and their folio to key industry people.

On completion of the course student will:

- Produce innovative and professional solutions to advertising communication briefs using creative art direction and/or copywriting skills;
- Apply a body of theoretical and practical knowledge and specific skills in your discipline in which to base professional practice or future study;
- Critically analyse, synthesise and reflect on your discipline in both local and international contexts;
- Demonstrate creativity, critical thinking and innovation when identifying and solving problems in diverse contexts within the discipline;
- Communicate using diverse formats and strategies to audiences within and external to your discipline;
- Work with others in a range of roles and contexts, demonstrating cultural, environmental and social awareness and ethical and reflective practice;
- Apply initiative and judgment in planning, problem solving and decision making in your practice or future study.

**29. Professional Practice Study Tour to New York City**

Keywords: capstone, employability, professional practice

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This case study provides evidence of the articulation of a capstone unit and a professional practice study tour and how student gain an authentic international industry experience, while at the same time developing a clear set of employability skills. 

The 2015 Professional Practice study tour to New York City gave 20 students from postgraduate and undergraduate Advertising, Public Relations and Communication programs an opportunity to collaborate on real-life projects with American industry professionals and work in the offices of leading global advertising, design and social enterprises – including Sesame Workshop, the organisation behind Sesame Street.

The development of specific employability skills was integral student learning. These included: cultural awareness, communication and collaboration, social and ethical responsibility, and creativity and innovation which were aligned to assessment and the learning experiences students. Assessment involved: reflecting and documenting the experience using social media, post, reflect and collaborate on G+ community, and creating an autographical promotional video/case study as evidence.

Bachelor of Communications (Public Relations) student Clinton Elliott was enticed by the opportunity to gain international experience overseas.

“RMIT’s global mobility program is fantastic and New York is the ideal destination for ambitious and creative students searching for transformative professional growth and development.”

Apart from working with and meeting the community behind Sesame Street, Elliott has learnt about the power of networking.

“I’ve learnt that networking and making friends sets you up wherever you go – for example there’s a digital PR agency there that wants to expand and collect contacts in Australia”

“I also learnt that there are subtle differences in the way industries work in other countries.”

“In New York, there is more finance and government PR and their role is less about selling and more about connecting businesses with the community by developing meaningful relationships.”

Students undertook six days work in an agency working in teams on projects and tasks – in one they had to work through a concept and pitch the final ideas back to their New York based supervisors. They also had time to enjoy the pleasures offered in NYC, staying in Greenwich Village. They received some financial support but in the main this study tour was self funded. Undergraduate students were able to access HECS fee help.

To be eligible to apply students must be enrolled in the Professional Practice or Advertising Capstone courses.

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32 We wish to acknowledge to assistance provided by Kerin Elsum in writing this case study.
33 [https://www.youtube.com/watch?v=0r31hHQSezg](https://www.youtube.com/watch?v=0r31hHQSezg)
In terms of the future operation of this international initiative two learnings from this project were identified to ensure future success:

- Making employability skills explicit should be incorporated into all PBL projects, studios, WIL placements and study tours;
- One way of doing this is through the collection of artefacts on social media and then collaborating and reflecting through a structured process and media rich learning environment. A final biographical video is then created as evidence of the employability skills gained.

**Swinburne University of Technology**

30. The Swinburne Advantage

Keywords: whole of institution strategy, professional placement, professional internship, industry-based learning

In the 2015 Annual Report the Vice Chancellor Professor Linda Christjason endorsed the importance and centrality of university - industry partnerships and emphasised the importance of these connections to enhancing student employability on graduation. She wrote:

“We will continue to build partnerships with industry, our community and other universities in Australia and internationally to achieve outcomes that benefit our economy and society. We have engaging new courses, state-of-the-art facilities and students who are poised to use their talents, passions and energies to build strong careers.”

This case study describes the whole of institution approach to ensuring employability of Swinburne students. It presents a number of ways in which students are able to develop employability skills through an industry placement.

Through the introduction in 2016 of the Swinburne Advantage, every Swinburne undergraduate student will now be provided the opportunity to undertake a work integrated learning experience. Guaranteed placements are also offered as part of professional degrees and throughout 2016, this work will be expanded on through the co-development of a suite of accredited WIL units.

The Swinburne Advantage is a whole of institution initiative offering Work Integrated Learning as part of a degree. There are a variety of ways for students to engage in WIL activities ranging from professional degree requirements, to professional placements and internships; industry like projects; study tours and accreditation placements. Some of these activities provide students with payment for their participation, while others do not as they are a course accreditation requirement. Time involvement also varies depending on the type of activity in which the students is involved.

**Professional Degrees**

Professional degrees feature a mandatory 12-month work placement, which is normally undertaken during a students’ third year of study. Students are paid for the placement,
receive academic credit and gain invaluable skills that will help them to be job-ready upon graduation. It is possible to complete the degree, including the 12-month placement, in as little as 3.5 years.

These degrees allow students to:
- Put their knowledge into practice in a real work situation;
- Explore the avenues that a career in a profession could take;
- Build a professional network;
- Test work capabilities;
- Receive valuable mentoring and unique industry insights before graduation;
- Maintain student benefits;
- Add substantial, discipline-specific experience to a CV.

Professional Placement

A professional placement is optional but can be undertaken for either six or 12 months full-time, depending on the placements available. In a professional placement students are paid and receive academic credit towards their degree.

A professional placement gives students the chance to:
- Put theory into practice in authentic work situations;
- Develop critical and creating thinking;
- Widen your horizons and learn "how the world works";
- Explore career options;
- Network with colleagues and potential employers.

From a student’s perspective Communication student Rebecca34 indicates the significance of her Industry-based learning experience:

“I did a two-week internship at The Age. I wrote (and had published!) 14 articles, reported from Federation Square during the Queen’s visit and investigated various story leads. I do not believe any of this would have been possible without the knowledge I gained through IBL.”

“For me, the placement was not just about getting a job for a year that would lead to another job later on. To me the placement was about attaining the confidence to be able to shine and really achieve my goals. It made my path clearer and my love of writing and journalism ever stronger. Without taking part in the program I do not think that I would have the passion and direction I now have. I know that journalism is a tough industry to crack but I believe that with my current experience and enough will power I may one day have my name on a few more stories.”

Professional Internship

A professional internship is an elective unit worth 12.5 credit points and students are not usually paid for undertaking this program. Students are paired with a leading employer in his/her area of study. Workplace experience will be enriched by the guidance of your employer and an academic from your degree, plus participation in regular on-campus seminars.

34 http://www.swinburne.edu.au/current-students/work-integrated-learning/testimonials/rebecca/
Internships give students the chance to:

- Observe and participate in real projects and day-to-day work, under the guidance of industry professionals;
- Develop professional and practical skills in your field;
- Understand what it means to apply your knowledge in a real work setting.

They are part-time over one semester and normally involve interactions with an industry partner for one or two days per week — occasionally they are undertaken intensively during the summer or winter break.

For Liem35, an IT student the value of the internship was:

*I did an industry placement at the National Australia Bank working as a demand and supply analyst.*

*It was great to get an opportunity to undertake full-time work in my chosen field while still being a student. It was very satisfying to see what I had learnt in my studies had practical application in the workplace.*

*It was challenging at first but I adapted. I now know what the workforce expects of me and won’t succumb to any nasty surprises post graduation.*

*This placement allowed me to shadow project managers and other IT staff to see if their career path and lifestyle suited my goals. Working with well-seasoned professionals gave me a different outlook on life.*

**Industry Linked Internships**

An industry linked internship is an elective part-time unit worth 12.5 credit points undertaken over one semester. They normally involve interactions with an industry partner for one or two days per week — occasionally they are undertaken intensively during the summer or winter break.

These internships give students the chance to:

- Observe and participate in real projects and day-to-day work, under the guidance of industry professionals.
- Develop professional and practical skills in your field.
- Understand what it means to apply your knowledge in a real work setting.

**Accreditation Placements**

Some degrees include a mandatory work placement as a requirement of professional accreditation. Some professional experiences or clinical placements are credited to your degree, others not, but all are compulsory. They are generally unpaid. The length of an accreditation placement varies according to the requirements of the profession.

**Industry Study Tours**

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Industry study tours are elective units lasting from 15 to 30 days. They are normally taken in Summer and Winter term breaks. The tours give students 12.5 credit points towards a degree.

The experience of an industry study tour will allow students to:
- Develop a broad range of work skills and attributes that are particularly valuable in a globalised economy;
- Understand international professional practice in your discipline;
- Challenge your values, perceptions and assumptions;
- Gain an insight into another culture.

Volunteering

Swinburne students have the opportunity to get involved in charitable works. As well as helping others, such experiences develop valuable life skills and are personally enriching. Students can gain new skills, try out various industries in order to broaden his/her professional and social contacts.

Industry Responses

The reciprocal nature of these placements is evident in this testimonial from Lewis Vuong from Cummins South Pacific.36

“... 12 month professional placements program (formerly Industry Based Learning), Swinburne has become an invaluable partner in the identification and placement of talented students into our organisation.”

“Annually, Cummins South Pacific has an intake of 15 students spread across a wide range of disciplines from engineering to business and information technology. Year-on-year our placement students make a profound impact on our organisation through their enthusiasm, desire to learn and professionalism. These skills are complemented by professional mentorship, structured training, development plans and access to industry leading technologies, all of which help set students up for success as they embark on the beginning of their careers.”

“As an organisation we pride ourselves in investing in the talent of the future, so we get a tremendous sense of fulfilment and reward seeing the growth personally and professionally that students demonstrate during their 12 months with us.”

31. Design Factory Melbourne

Keywords: interdisciplinary students, real-world issues, industry collaboration

Design Factory (DFM) located within Swinburne University of Technology, is a dynamic innovation ecosystem empowering cross university and industry collaboration through a culture of co-creation. Interdisciplinary industry engaged R+D facilitated through user centred design and research methods positions the human at the core of any problem.

Students, researchers, industry partners and entrepreneurs aim together to solve complex problems and generate innovative solutions. DFM offers students new learning experiences through interdisciplinary and international activities.

The research and learning conducted connects end-users and researchers with companies and other organisations in the early stages of product and service development, to experiment with concepts and their potential value.

Through the projects offered students have the freedom and resources to create solutions to contemporary needs, from idea generation and proof-of-concept to prototyping and testing. Projects bring together student teams from relevant business, design, engineering and information technology disciplines to collaborate on challenging, externally sponsored projects. Students gain experience from the collaboration across disciplinary boundaries and the opportunity to develop fundamentally new ideas. They learn about the nature of products and services while being exposed to the conceptual frameworks and methods needed to create change for organisations, but most importantly for people. Project sponsors gain access to project teams comprised of the next generation of innovators to work on their most challenging, ‘what if’ projects.

Employment-ready Skills

The projects offer students work embedded experiences which challenge team members to move outside of their taken for granted experience and assumptions about work and product design to develop and create new thinking and practices around innovation.

Over the course of a project, students gain skills that prepare them for the employment market, developing competencies such as:

- Interdisciplinary team work;
- Communication and collaboration;
- Project management;
- Creative problem solving; and
- Client interaction.

Students have responded positively to their involvement. The words of one DFM student capture the positive nature of the experience:

"The opportunity to participate in the Design Factory has been a pleasurable experience which has assisted in the growth of development of key skills I have learnt as a commerce student at Swinburne University of Technology. The Design Factory allowed me to work on a real life project relevant to current global and economic issues. Being able to work on a real project as opposed to a case study has provided me to further develop my analytical, problem solving skills in relation to working within diverse teams as well as to overcome business challenges. At Design Factory we work with interdisciplinary students from all degree types. This itself posed challenges and opportunities to grow as a person as well as to meet some great life long friends."

DFMelbourne Projects

http://www.swinburne.edu.au/fhad/schools/design/design-factory/projects.html
The projects presented below demonstrate the diversity of projects, challenges and outcomes of these projects and industries in which they are associated.

The 24 week collaboration model, the longest of the models involves two parts, which align with students’ university semesters. Students work in teams to deliver a proof of concept including – working prototype ideas and final reports, visualisations and presentations. Part 1 involves framing the problem and creating a vision. During this phase the team are guided through a process to research the problem, and generate a range of ideas, in collaboration with the Project champions. The goal during this phase is to identify and prototype a vision for a solution, which fits the team and the partner. Part 2 involves the testing and refinement phase of the project where the team is taken through a process to iteratively develop, test and refine a solution. During this phase the goal is to present a proof of concept and working prototype, which is supported by research and evidence of process. The team provides the sponsor/client with a formal presentation.

Recent projects include:

1. **Embrace**
   - **Industry Partner:** TOTTO
   - **Program:** ME310 Global Innovation Program
   - **Challenge:** Design a smart container, which anticipates the needs of the future urban traveller.
   - **Solution:** The global team of designers and engineers developed an item tracking system and hardware capable of monitoring the users personal belongings and reminding users if an item is forgotten.
   - **The Impact:** The proof of concept prototype is being taken to the manufacturing stage by the project sponsor as part of strategy to move into new international markets.

2. **Crate**
   - **Industry Partner:** VISY
   - **Program:** Product Innovation Program
   - **Challenge:** Redesign the milk crate to reduce costs associated with storage, cleaning and theft.
   - **Solution:** Four diverse concepts were presented. The preferred concept was a flat-pack, one-way, recyclable packaging solution that significantly reduces material and transport costs, offers safer manual handling, and negates cleaning and theft issues.
   - **The Impact:** VISY took the concept under further development with supply chain stakeholders.

3. **Acoustic Angle**
   - **Industry Partner:** Involve Audio
   - **Program:** Product Innovation Program
   - **Challenge:** Design a speaker, which showcases an advanced audio technology.
   - **The Solution:** Holistic speaker system “Y”, which enables a perfect surround sound audio experience at any location with no ‘dead’ spots.
   - **The Impact:** The proof of concept prototype was taken to the manufacturing stage with a commercial product launch in 2015. The student group’s project manager Christopher Coller has been employed by the Involve Audio to continue developing the product in a full time position.
International Opportunities

Design Factory Melbourne at Swinburne is part of the Design Factory Global Network – a global network of 10 universities\(^{38}\) offering innovative education, research and partnerships. Students have the opportunity to work on international collaborative projects by connecting with students from these universities. In order to be involved in these projects students are required to achieve a minimum GPA and supporting references.

32. The Business Analysis Internship Program

Keywords: work placement, mentoring, employability

The internship program was part of the Study Melbourne Internship Program aimed specifically at postgraduate international students. The program, sponsored by the Department of Economic Development’s Study Melbourne Internship Program, implemented a newly designed internship model aimed at increasing the employability and career development of international students by focusing on a holistic work integrated learning experience covering cultural understanding and skills, work placements and graduate mentoring from industry professionals.

The Business Analysis Internship Program reinforces the Swinburne Advantage, a suite of WIL opportunities made available to all undergraduate students. A pilot internship program developed by Swinburne received recognition at the 2015 Victorian International Education Awards for providing international students with a variety of industry engagement experiences. The Business Analysis Internship Program received a Highly Commended award for Excellence in International Student Employability and Career Development. The program involved each student being matched with a professional business analyst over a six-month period to help improve the student’s employability outcomes. The program helped international students build workplace competencies during their studies and in the critical early stages of their career.

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\(^{38}\) The Design Factory Global Network includes:

- **Aalto Design Factory** at Aalto University, Helsinki, Finland
- **Aalto-Tongji Design Factory**, at Tongji University in Shanghai, China
- **Design Factory Korea** at Yonsei University, Seoul, Korea
- **Duoc Design Factory** at Duoc UC, Santiago, Chile
- **Frisian Design Factory**, NHL University of Applied Science, Netherlands
- **IdeaSquare** at CERN research centre, Switzerland
- **PACE University**, New York
- **Philadelphia University**, Philadelphia
- **Porto Design Factory** at Porto Polytechnic in Porto, Portugal
- **Riga Design Factory**, Riga Technical University, Latvia
University of Newcastle

33. Simulation WIL: Oral Health Simulation Laboratory

Keywords: simulation, learner-centred, health sciences

This case study describes a recent initiative at the University of Newcastle – the Oral Health Simulation Laboratory. The university’s oral health program has a long tradition of using WIL simulation activities for both undergraduate and postgraduate students, and in 2015 a purpose built facility was established at the Ourimbah campus to provide evidence based simulation and pre-clinical experiences for undergraduate students enrolled in the Bachelor of Oral Health Therapy (BOHT). In the lab, students learn and practice oral health related procedures before undertaking them in a real clinical setting. The lab thus directly links on-campus classroom learning to clinical settings.

Different courses within the degree program utilise the lab, where students work under supervision to learn and perform a variety of procedures including cutting and restoring cavities in teeth to working through 15 procedures in permanent teeth and 10 in primary teeth. They perform these tasks on a magnetic model that fits into a life like mannequin. Learning is scaffolded so that students have an opportunity to practice and are assessed on all procedures at least once before undertaking a placement in a patient clinic. They are thus safe to practice before going into a clinical setting in second year.

The lab represents a shift away from the traditional apprenticeship model where students learn on real patients in a clinic, to one where they gain exposure to practice in a controlled standardised environment (i.e. with all students encountering the same version of scenarios). This learner centred model of care enables students to build up the confidence to progress to a clinical experience which is patient centred, thus allowing for the incorporation of both models of learning rather than giving preference to one over the other, as well as offering protection for both students and patients. A range of both clinical (e.g. pre-clinical skills include oral screening to periodontal probing, scaling, cutting cavities, extractions, taking radiographs) and non-clinical skills (e.g. communication, teamwork, professionalism) are developed through the lab sessions. Sessions involve scenarios where students work in teams to perform authentic tasks as they would in a real dental surgery, e.g. they are required to communicate with each other regarding equipment and materials.

The following testimonial from a second year BOHT student highlights the link between skills developed in the lab and the application of those skills within a clinical setting.

"During my time in the simulated session, I was able to conduct one of the most exhilarating procedure in oral health therapy, a Stainless steel crown on a model. As time went on and I started to see patients, I was able to put my skills and abilities from the simulated session to practice and apply my skills to actual patients. I performed a stainless steel crown on a child with absolute confidence and skill, thanks to the simulated sessions provided by [UON simulation staff]."

The lab sessions provide a complete simulation experience, structured around three components: preparation/briefing, the actual simulation experience, and debriefing. Preparation involves the following, and is required before students are permitted to attend simulation sessions:
Reading lectures
Listening to audio recorded version of lectures (Echo recorded lecture)
Reading a manual that includes step-by-step colour still photographs of the task/s to be completed

Watching video/s
Videos are written and produced by the oral health therapy staff and filmed by the Blended and Online Development Lab (BOLD Lab). They are modulated and designed to be watched individually or in a sequence that can be individualised to the student learner. The videos are stored on Blackboard and can be watched repeatedly. They also help to standardise the procedure as the simulation educators can watch them and know exactly what is required for that task.

Students attend a briefing lecture immediately before the simulation session that includes all of the essential information to successfully complete the task such as materials and equipment to use, estimated time that it should take for each part of the task, comprehensive instructions as well as providing an opportunity for questions and answers. Following this preparation, students then proceed to the simulation session, where they are supported by regular feedback from supervisors and peers, and opportunities to debrief and reflect on activities performed before subsequent tasks.

Given the lab has only been open a short time, its contribution to improving employability outcomes is yet to be formally evaluated. However, anecdotal evidence from employers, such as the local health district and external advisory board is positive, noting the high quality of students attending clinical placements.

University of Technology Sydney

34. Faculty-based Programs

Keywords: faculty-based programs, internships

These case studies describes UTS’S practice-based courses which are designed to ensure students graduate with as much hands-on experience as possible, increasing their professional skills and making them more attractive to prospective employers. Examples from three faculties are presented.

UTS courses are designed to be highly relevant to industry and the professions, taught with important global issues in mind. UTS courses integrate professional practice into students’ learning experience through:

- case study-based assessments;
- work placements in industry;
- clinical placements and simulations;
- projects for community organisations;
- consulting projects; and
- high levels of industry engagement, in the classroom and in course design.
At UTS, internships is the nomenclature for a WIL type experience. The examples from UTS are from three diverse discipline areas- Design, Sports Science and Management, and Engineering.

Faculty of Design Architecture and Building

Bachelor of Design in Visual Communication

The Bachelor of Design in Visual Communication equips students with a global vision of design and access to a broad range of careers in the industry.

Through a variety of interdiscipliary subjects, industry projects, internships, competitions and international studios, students learn the hands-on skills and theoretical understanding required to work across the diverse elements that constitute contemporary design practice.

Teamwork, professionalism and a human-centred approach to design form the basis of this subject. As members of design teams, students take part in live projects, responding to the needs of a community-based organisation as their client. This subject allows students to refine their design practice and learn to work at a professional level. Typical project work includes team and project management, client briefings, empathy research, user testing and product sourcing and specification. Design projects are developed iteratively and are assessed through a series of formal presentation to the client and peer group.

The Professional Experience Program (PEP) is a compulsory work experience component students undertake in the Autumn Semester of their third year. The subject 87665 VC Project: Socially Responsive Design requires students to undertake 20 days or 140 hours of workplace experience and is part of 87655 a 6 credit point subject. Students are to write a written report of the PEP experience, which forms 10% of the assessment for this subject.

While students do, in the main, have to find their own placements DAB have ongoing industry links which provide opportunities for internships. These are competitive and are offered to the best-suited students; the process for students to get a particular industry placement is application and portfolio interview. Weaker students are encouraged and supported to find placements that are relevant to their specialisation.

Faculty of Health

Bachelor of Sport and Exercise Science

Third year Sport and Exercise Science (SES) and Sport and Exercise Management (SEM) students undertake a 210 hour internship with an organisation related to their professional aspirations. Internships allow students to gain practical experience in a professional environment and are a great opportunity to develop industry contacts. A number of subjects provide the basis for a work-industry placement. This work placement has had positive feedback from students who in the words of one student "... it provided a strong overview of a very broad and diverse industry, with a variety of opportunities to apply the theory learnt." And for another student “The professional internship program in the degree is excellent and really helps students focus their career options in the sports management area. I can honestly say that, after completing my degree, I entered the workforce confident and ready to contribute to an employer.”

An internship requires students to:
• Negotiate a program of work with an appropriate organisation in order to achieve a defined set of learning objectives;
• Work a minimum of 210 hours in one approved organisation (This is equivalent to 30 days’ full-time experience, seven hours per day, excluding breaks.); and
• Reflect on the learning outcomes in an academic report and journal.

92550 Sport and Exercise Science Practicum
This subject requires students to undertake a professional practicum/internship with an organisation in the sport and exercise industry aligned with the sports science criteria established by Exercise and Sports Science Australia (ESSA). This assists in developing knowledge, employment skills, vocational experience and contacts identified as essential to career success. Through the practicum placement, students engage with the managerial functions and practical activities of their chosen industry. Students are required to undertake 210 hours of work with an appropriate industry organisation and complete an agreed program of work based on predetermined learning objectives.

21651 Professional Internship
In this subject, students undertake a professional internship with an organisation in the sport, tourism or events industry. This assists in developing employment skills, knowledge and contacts, which contribute to the achievement of their future career goals. Through their internship, students are exposed to the managerial functions and activities of their chosen industry, and are given an opportunity to apply and/or extend the skills and knowledge they have developed in other subjects. Students are required to undertake a minimum of 210 hours of work with an industry-based organisation and to complete an agreed program of work designed to achieve predetermined learning objectives. Students must keep a reflective journal throughout their internship and present a report on their learning outcomes at its conclusion.

Students are required to undertake the following assessment tasks:
Assessment task 1: Internship Proposal (25%); Assessment task 2: Reflective Journal (30%); Assessment task 3: Internship Report (30%); Assessment task 4: Evaluation by workplace supervisor (15%).

27350 Professional Internship (Capstone)
In this subject, students undertake a professional internship with an organisation in the sports, tourism leisure or events industry. This assists in developing employment skills, knowledge and contacts identified as essential to career goals. Through their internship, students are exposed to the managerial functions and activities of their chosen industry. A written reflection on each period of internship is required. Students must undertake up to 240 hours of work with an industry organisation and complete an agreed program of work based on predetermined learning objectives.

All students are required to:
• Complete a minimum of 210 hours in an approved workplace;
• Complete one placement only; and
• Keep an accurate account of their hours worked and include this as a formal part of the assessment for the subject.

Students are required to undertake the following assessment tasks:
Assessment task 1: Internship Proposal (25%); Assessment task 2: Reflective Journal (30%); Assessment task 3: Internship Report (30%); Assessment task 4: Evaluation by workplace supervisor (15%).

Faculty of Engineering and Information Technology

Bachelor of Engineering and Diploma in Engineering Practice

Internship programs have been a central part of the UTS Engineering degree for more than 30 years. As a result of this long-standing approach to professional practice UTS Engineering graduates have a strong foundation in Engineering practice and are highly sought after by employers.

Students must complete 48 weeks of workplace learning by the required deadline to meet course requirements in order to graduate. They must complete the following six subjects: Engineering Practice Preparation; Engineering Professional Experience; Work Integrated Learning; Engineering Practice Reflection 1; Engineering Practice Preparation 2; Engineering Professional Experience 2; Work Integrated Learning 2; Engineering Practice Reflection 2.

The Engineering Practice Program prepares students for engineering work experience. The program also supports the integration of this experiential learning with the theoretical and practical aspects of the academic curriculum. This is affirmed by comments from students. The following quotes indicate their positive responses to the experience and how it helped them to understand the nature of work and the skills required: ”My internship trained me in essential communication and technical skills, both of which are important in my current role.” For another student ”The technical knowledge I gained from my degree helped me to understand emerging technologies and how they work.”

Students are required to develop the ability to learn in a wide variety of modes and contexts and to critique and contribute to those learning environments on a lifelong basis.

Internships are organised into two blocks of six months each. Students are required to undertake the relevant prerequisite subjects prior to undertaking their internships and in a semester following an internship are required to enrol in the appropriate review subjects.

35. Faculty of Science Placements at UTS

Keywords: internships, research projects

In the Faculty of Science a number of initiatives have been developed to respond to the development of employability skills for students through placements, internships and research projects. At UTS opportunities to develop employability skills are called placement or internships. The focus of this case study is on a whole of program approach, using an example of a project with an industry partner CHOICE.

The guiding question in developing a whole of program approach at UTS was “How can we do things differently?” The University’s Learning Futures Strategy provides the response by

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focusing on practice-oriented learning and teaching which is linked to the development of graduate attributes and curriculum design that values diversity and inclusivity.

The Learning Futures Strategy focuses on UTS graduates acquiring skills and knowledge which will ensure they:

- Are equipped for ongoing learning and inquiry in their personal development and professional practice;
- Operate effectively with the body of knowledge that underpin professional practice; and
- Are committed to the actions and responsibilities of a professional and global citizen.

In the Faculty of Science doing things differently was translated into a ‘whole of program’ approach where WIL was integrated into subjects and ensuring there was clear collaboration between industry and teaching.

**Product Testing for CHOICE**

UTS students worked with CHOICE to put a range of domestic appliances to the test. The School of Physics and Advanced Materials in UTS Science launched a collaborative program with the consumer advocacy organisation, in which students are conducting comparative testing of consumer goods like vacuums, ceiling fans, LCD TVs and hair dryers using samples provided by CHOICE. Students were developing the practical skills or testing and designing – which they would use in future careers in science.

The program provides a practical component to physics studies in the first-year subject Physical Modelling.

"Physics classes are traditionally not well received by engineering students because of the theoretical delivery method" (Dr Jurgen Schulte, UTS Science's lead in the collaboration).

Prior to testing, students were briefed by both CHOICE and UTS Science lecturers and tasked to compare the various models of each appliance based on a series of testing criteria.

CHOICE staff members were also involved in the delivery of the program, collaborating in the lectures and question times, giving the UTS students the opportunity to interact with industry.

A major motivation in starting the collaboration was “to give students an authentic workplace experience very early in their course and to provide opportunities to put theory into practice. This activity enables students to apply workplace skills through authentic workplace activities. Teamwork, in particular is emphasised – students focus on particular tasks and then come together to discuss their findings” (Dr Jurgen Schulte).

Students have responded positively to this initiative: “the class had given me great insights into the world of employment and potential careers” (electrical engineering and medical science student).

And for another student “When I’m doing the practical I get to experience different situations and where and how I can apply the theory to them. I love every single bit of it.”

The experiments were seen by students to be useful as they provided the opportunity to apply theory-based skills in real-world environments. “It actually gives you a chance to put into practice what you are learning in the lecture theatre and it’s good because it’s a bit different” (Second-year civil construction student).

The collaboration with CHOICE may well be a springboard to many more similar projects and opportunities, “allowing UTS students to make a real contribution to the community while gaining real-world practical skills” (UTS academic).

Research Internships

60701 Undergraduate Project (Research Internship)
This is a 6 credit point project offering students the opportunity to complete a short supervised research project either in a research laboratory at the University or with an industry partner. There are a small number of students undertaking this mainly because of limited availability of appropriate projects and supervisors. To be able to enroll in this subject student must demonstrate a weighted average mark of 75 per cent or more.

This subject can only be undertaken following prior negotiation on the part of the student with a full-time member of academic staff regarding supervision, and, where relevant, with an industry co-supervisor. Students and supervisor must provide the head of department with a short written project proposal, including assessment criteria and, where the project involves laboratory or fieldwork, a completed risk assessment form.

Students, in collaboration with their UTS supervisor and, where appropriate, their industry co-supervisor, formulate the scope of the research project, including planning of the research work within an appropriate time scale and establishment of effective channels of communication. They are responsible for carrying out the work productively and cooperatively, for appropriate and critical analysis of the data or information obtained, and are required to present their findings in a formal written report. They may also be required to present a seminar to other students, staff and industry partners.

University of Southern Queensland (Ipswich)

36. Bachelor of Psychology (Hons) 41

Keywords: career adaptability, assessment

The Bachelor of Psychology (Hons) at USQ Ipswich, is a four year undergraduate psychology degree, has been designed to address a lack of focus on employability outcomes for exiting third and fourth year psychology students. It also provides specialist training experiences for those students who have identified that they wish to train as psychologists in the future. In addition to the standard core psychology curriculum, across the first three years students enrol in six compulsory professional skills (WIL) courses. These courses are designed to provide a scaffolded learning experience, with increasing levels of autonomy required of the

41 We wish to acknowledge the contribution Annissa O’Shea made in writing this case study.
student as their learning moves from a university-based, first year experience to a wholly industry-based, third-year WIL experience.

Curriculum Design

The WIL curriculum was developed with the intent to promote students’ ‘career adaptability.’ The four components of career adaptability are: career planning, career exploration, career decision-making and career self-efficacy/confidence, which is the capacity to feel capable while performing these career-related activities. Together these components have been found to enhance employability in a range of contexts, including tertiary studies.

The first three of the courses focus on career planning and career exploration (developing self-awareness, occupational awareness and deeper knowledge of industry requirements) through a mixed curriculum of career development learning, practitioner skill and knowledge development and practice. The later three courses involve a team-based WIL placement of 80 hours, and two individual industry-based WIL placements of 100 hours each. Team-based placements are campus-based experiences, supervised by an academic member of staff with an interest in a specific area of industry/practice. These placements generally involve the WIL team identifying a client issue, developing and delivering a solution to the client. And, individual WIL placements are run within host organisations in a number of directly psychology-related (e.g. counselling, education and developmental school services, police and custodial services) and less directly psychology-related industries (e.g. aged-care facilities, legal offices and tenancy advocacy services). Between the two placements, students will generally complete one project/research-focused experience, and one focused on the delivery of service to clients. This combination provides separate opportunities for focusing on integrating theory and research with practice, and focusing on developing their occupational skills set, awareness of professional capabilities and expectations, as well as identifying future developmental needs.

Assessment

Within the first three courses, assessment is a mixture of reflection, demonstration of skill acquisition and checking of knowledge acquisition and application. Emphasis is on ensuring students have understood the theoretical grounding of a specific area (e.g. theories of ethics and professional identity development, different forms of psychotherapies and different ways to conduct psychological assessments) as well demonstrating a novice-to-intermediate level of skill in applying their skills in these areas.

Within the later three courses, assessment includes reflective journals, as well as integrated literature reviews and presentations. Students select one or more models of employability, work-based learning, career development or psychological literacy, and use these as the means to explain and demonstrate their personal and professional development during their placements.

Comments from students are positive regarding the balance between skills development and application. The following capture a number of student responses. For this first year student doing career development:

“In undertaking career development, initially I didn’t expect any involvement of self-reflective aspects such as understanding my own personality attributes and consideration of how my interests and achievements influence my career choices.”
Having learnt a great deal about myself in this process, a few completed tools had more of an impact than that of others. Some activities for this task have pushed me to become more honest with myself than what I’d normally feel comfortable with, although I feel that this kind of self-awareness is critical when aiming to reach positive change to achieve career goals.”

For a third year student undertaking an Individual WIL placement:

“From a personal stand point, this experience has significantly increased my confidence and ability to deal with individuals in a professional capacity. I’ve had the opportunity to transform skills which I had learned at an academic level into real world experience. Additionally, I have been given permission to use my own initiative, under the supervision of my supervisor, to research and source interventions to use for specific issues pertaining to clients, when appropriate material is not readily available at the workplace... I feel this experience has been invaluable to my personal development as a psychologist in training. This placement has also enabled me to liaise on a professional basis with other employees of the organisation, along with government organisations. The breadth of the professional experience I have gained from this placement is extensive, which is why I continue in my role as a case worker at [the organisation] in a volunteering capacity.”

University of Wollongong

37. An Institutional Approach to Employability

Keywords: employability strategy, equity, access

In the inaugural Australian Financial Review Higher Education Awards, 2015, the University of Wollongong (UoW) received the major prize in the ‘employability’ category for their whole of institution UoW Employability Strategy. This institutional strategy focused on those students who traditionally have difficulty accessing work-integrated learning (WIL) opportunities and gaining employment. The UoW initiative focuses particularly on cohorts who are faced with barriers to achieving positive graduate outcomes, including international, low socio-economic status (LSES), persons with disabilities, Indigenous, rural/regional and those students in non-vocational disciplines. Of particular note was the AFR judges’ comments regarding the ‘high value for investment’, and ‘clear impact on employment outcomes’.

Underpinned by the UoW Student Career Development and Employability Strategy, the iUnivative program was a designed response to identified challenges for international students and Arts, Science, Creative Arts, Management, and several Health-based disciplines. Designed around student ‘consulting’ teams made up of different scholarly disciplines, cultures and genders, host organisations brief participating teams on structure, culture, business processes and then present them with a business challenge which they solve offsite.

The iUnivative program has enabled a significant numbers of students from varied backgrounds to access invaluable workplace experience without being a significant time or resource commitment for host industry partners. One of the strengths of iUnivative is that it can be replicated each year and adapted to new and emerging industry themes and priorities in the areas of entrepreneurial, indigenous, environmental, regional, corporate, all of which have an employability focus. The team orientated focus of Univative makes it an efficient and inclusive model to expose students to real-world employment contexts and helping them apply and integrate their theoretical learning to workplace requirements and practices.

An iUnivative host partner commented on the productive real-world implications of iUnivative and its ability to foster innovative and digitally-enhanced solutions to business problems.

"The iUnivative program is one such initiative that has given local businesses innovative solutions to business problems by utilising digital technology. We are thrilled that our businesses have had access to teams of motivated students from a diverse range of disciplines and backgrounds, from which they have benefitted greatly” (Host, iUnivative 2014).

Highlighting the multiple benefits of the iUnivative program for resident host companies, the GM of iAccelerate observed:

"iUnivative provides a unique opportunity for our resident companies to obtain critical support from groups of highly motivated students in order to address important Strategic issues. To date, diverse student groups have provided our participating companies with well researched insights, and actionable ideas” (GM, iAccelerate 2016).

Two student participants recounted the invaluable opportunity provided by the IUnivative program, challenging them to apply their research, problem-solving, teamwork and disciplinary skills and knowledge to come up with new ways of thinking for approaching current business problems or issues.

“Companies have high expectations and you really get pushed to think outside the box. I have gained so much new knowledge from this experience which will be priceless when I enter the workforce” (Participant, Univative Sydney 2014).

“I can do more than I thought, it’s good to go outside of yourself and your own capabilities . . . you might find you are not as out of depth as you thought” (Participant, iUnivative Woolyungah 2013).

The iUnivative program is informed by the UoW National Strategy on Work Integrated Learning in University Education. The UoW national strategy proposes action in eight key areas:

1. Provide national leadership to expand Work Integrated Learning (WIL);
2. Clarify government policy and regulatory settings to enable and support growth in WIL;
3. Build support - among students, universities, employers across all sectors and governments - to increase participation in WIL;
4. Ensure the investment in WIL is well targeted and enables sustainable, high quality experiences, stakeholder participation and growth;
5. Develop university resources, processes and systems to grow WIL and engage business and community partners;
6. Build capacity for more employers to participate in WIL;
7. Address equity and access issues to enable students to participate in WIL;
8. Increase WIL opportunities for international students and for domestic students to study off-shore.

This whole of institution employability and career development strategy offers a clear and well-articulated vision for UoW in the areas of employability, career development, experiential and technology-enhanced learning, student access to work-integrated opportunities, with an emphasis on linking these outcomes to broader social and community impacts.

Cross-Institutional

38. The Aurora Project Internship Program

Keywords: cross-institutional, Aboriginal and Torres Strait Islander groups, native title

The Aurora Education Foundation’s vision is to transform the lives of Aboriginal and Torres Strait Islander Australians through education, one life at a time, growing the numbers of Indigenous leaders, mentors and academic role models. Under the banner of The Aspiration Initiative (TAI), we provide interconnected education programs, products and services that challenge low expectations, build aspirations and support Aboriginal and Torres Strait Islander Australians to realise their academic potential.

The Internship Program commenced in 2004 with the placement of legal interns at a limited number of Native Title Review Boards (NTRB) and other organisations working in the broader Indigenous sector. To address the needs of anthropology and research staff at NTRBs and PBCs, the Program expanded to include anthropology students and graduates in 2006 and other social science (namely archeology, cultural heritage, environmental management, human geography, history and sociology) students and graduates in 2007.

The Program places Aboriginal, Torres Strait Islander and non-Indigenous students and graduates (including mature aged) in full-time unpaid four to six week internships, at over 120 organisations Australia-wide, all with an Indigenous focus, working in the areas of:

- Native title
- Land rights
- Policy development
- Advocacy
- Social justice
- Social welfare
- Human rights
- Community development
- Environmental policy.

The Program offers candidates an opportunity to gain professional work experience and improve career opportunities available at NTRBs, PBCs and other organisations working in the broader Indigenous sector. It is aimed at candidates who are seeking work experience and a keen interest in native title, land rights, social justice, policy development and research, all with an Indigenous focus. All placements are 4 - 6 week unpaid and are available in all major cities and some remote areas of Australia.

The Program not only provides much needed assistance to under-resourced host organisations but also promotes career opportunities by raising awareness of the native title system and the broader Indigenous sector, attracting students and graduates to work in the sector. The quality of the interns is demonstrated by the eagerness of Aurora Hosts to retain alumni of the Program on a longer-term basis. The following quote from a previous participant indicates the value of the program:

“The best aspects of the program is that you are able to gain an unvarnished view of what working in native title law involves and able to learn from your mentors’ experiences. During my placement I was confronted with the many obstacles, challenges and frustrations that NTRBs face, which has given me a whole new level of respect for people working in native title.”

Outcomes of the Internship Program:

- Over 5,000 applications received;
- 2,040 internships arranged have provided over 380,000 hours of additional capacity to more than 120 organisations working in the native title and broader Indigenous sector;
- Approx. $11.5 million of cost savings and productivity gains;
- The Program has led to 511 internship alumni (28% of all alumni), including 18 alumni of Aboriginal or Torres Strait Islander (ATSI) decent, going on to be employed in Indigenous sector organisations;
- 63 legal internship alumni taken in full-time employment at 15 NTRBs, which is over 80% of the number of full-time lawyers (76) in the NTRB system at the time of our April 2005 Report;
- 35 anthropology internship alumni in full-time employment at 14 NTRBs, which is over 45% of the number of full-time anthropologists (74) in the NTRB system at the time of a recent survey;
- 4 social science internship alumni (one archaeology, two researchers and one communications officer) have taken up full-time employment at 4 NTRBs;
- All of these alumni noted that their decision to work in the sector was greatly influenced by their Aurora internship;
- Placement of Indigenous students is a high priority – 90% of Indigenous applicants are selected for placement, compared to 46% of non-Indigenous applicants;
- Of our 114 Indigenous interns placed to date, 18 (29%) have undertaken 14 paid roles in the Indigenous sector;
- 8 alumni have been awarded Rhodes scholarships.

To date the following universities have offered assistance to students participating in the Aurora Internship Program:

- Flinders University of South Australia
- Griffith University
International

39. University of Waterloo, Canada

Keywords: co-operative learning, student-initiated, whole of institution

The University of Waterloo (UW) offers a number of WIL programs, but there is a strong emphasis on cooperative education. Whilst internship placements are available through some departments at UW, these are mostly student-initiated. However, there are two internships which are actively promoted by the University. There is substantial evidence in a report by DeClou et al. (2013) to suggest that WIL at UW has influenced employers, faculty and especially students professionally and personally in a robust and consistent way.

The University of Waterloo and Work-Integrated Learning: Three Perspectives (DeClou, Peters & Sattler) report written for the University of Waterloo by the Higher Education Quality Council of Ontario (HECQO) and Academica Group Inc. highlights work-integrated learning (WIL) at the University of Waterloo, but pays particular attention to co-op programs compared to other kinds of WIL activities. The report represents a significant monitoring and evaluation strategy, providing a basis for the collection of survey-based evidence to improve faculty and institutional WIL activities and outcomes.

The report summarises findings from three surveys that were administered in 2011 and 2012. These surveys asked graduating college and university students, postsecondary faculty, and Ontario employers about their experiences with and perspectives of WIL. The results presented in the report focus on University of Waterloo graduates and faculty, as well as employers most likely to hire University of Waterloo graduates. Key findings from the report are presented below.

Students

Overall, students who participated in co-operative programs were more satisfied with their overall university experience than those students who were involved in other WIL programs. When compared with students who did not participate in any type of WIL program, co-op students were significantly more satisfied with their university experience. For non-WIL participating students, if given the chance to recommence their university education, the majority indicated that they would choose to participate in a program with a WIL component, citing employment outcomes for this retrospective decision.

Co-op students were found to be significantly more likely than students participating in other forms of WIL to agree with the statement that their WIL experiences benefited them professionally and personally.
Faculty

Faculty participants were observed to agree that students, faculty and the institution more generally benefited from WIL participation, in particular, through the opportunity to develop industry contacts and networks for future employment and to understand the realities of professional work and associated expectations. Faculty members who participated in WIL as students themselves were more likely to support increasing the availability of WIL opportunities.

Employers

The most commonly cited reasons for providing WIL by employers were pre-screening potential employees, developing industry/profession workforce skills in post-secondary education and recruiting specific skills and talent. Co-op employers were also more likely to hire WIL students than other WIL employers who had completed placements in their workplace.

A number of challenges were identified in the report relating to the provision of Co-op/WIL experiences. Due to a general economic downturn and lack of suitable work opportunities, a number of employers had stopped offering WIL. Other issues for non-participation in WIL or cessation of WIL-participation included staffing issues and the time-commitment to recruit, train and supervise students. In order to alleviate some of these concerns, employers recommended financial incentives from the university and improving the scheduling of student placements to align with business cycles. However, over a half of co-op employers cited no challenges associated with offering WIL experiences for students.

Co-operative Education at UWaterloo

Overview

The University of Waterloo operates the largest post-secondary co-op program of its kind in the world. Currently, there are approximately 19,000 work terms per year (four month full-time employment) which alternates with academic terms offered in 120+ programs. 6,300 employers hire Waterloo co-op students. More than 60 per cent of undergraduate students are enrolled in the co-op program.

Student Support

In terms of student support, the Co-operative Education & Career Action (CECA) manages the co-operative education system and career-related services for the University of Waterloo. CECA staff liaise with students, employers, alumni, and the UW faculties and departments to promote and facilitate employment opportunities. There are over 160 full-time staff in the CECA department.

William M. Tatham Centre for Co-operative Education and Career Action (TC)

The Centre is home to the Co-operative Education & Career Action. It serves both co-op students through the employment process and non-co-op students (regular, graduating, alumni, and part-time) through career development. It is the largest building dedicated to such services at a Canadian university. Approximately 50,000 interviews are conducted each year by more than 6,000 recruiters.

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Co-op Connection
The mission of the Co-op Connection service is to connect students on co-op work terms in the same cities by providing social programming, peer support and information from the Federation of Students in order to enhance communication and advocate for the needs of co-op students.

Internal partners
UW relies on a number of internal partners to provide and facilitate opportunities for co-op students. For example, The Centre for Career Action’s mission is to educate and motivate all Waterloo students (regular and co-op) and alumni to develop and take action to achieve current and future career goals. This is accomplished through high quality in-person and online services in partnership with students, alumni, employers, faculty, and staff.

WatPD (Waterloo Professional Development Program)
WatPD is a Professional Development Program that strives to enhance the overall learning experience of co-op students by providing engaging and relevant online courses, which improve their employability and workplace productivity. Students are required to complete 4 or 5 PD courses (depending on their program), one each work term until their requirements have been completed. Courses include topics such as Communication, Teamwork, Project Management. Over 6,000 students are enrolled in PD courses each semester.

WatPD Engineering (Waterloo Professional Development Program Engineering)
Waterloo Engineering, in partnership with WatPD, offers an innovative, second generation, online professional development program for engineering students. Engineering students take two mandatory WatPD Engineering courses and then take three elective courses from the WatPD Program.

WatCACE (Waterloo Centre for the Advancement of Co-operative Education)
WatCACE is designed to capture and share some of the best practices of work-integrated learning through the conduct, facilitation, and application of research, and to increase our understanding of co-op as a pedagogical model and the consequences of the co-op experience for students.

Enterprise Co-op
Enterprise Co-op offers advice on starting one’s own business to undergraduates who are interested in creating their own business full-time, during a summer term, or on a co-op work term. Enterprise Co-op offers an initiative (E Co-op) in which students can earn a co-op work term credit.

Waterloo co-op student’s Top 5 motivations for choosing a Work Integrated Learning program
1. Gaining practical work experience;
2. Enhancing their resume;
3. Earning money;
4. Determining their fit with a specific career or industry;
5. Improving employability skills.

45 https://uwaterloo.ca/co-operative-education-career-action/blog/post/why-students-choose-co-op-waterloo
Nottingham Trent University (NTU) has links to over 8,000 regional, national and international business and organisations as part of its paid work placement programmes.

One of the strengths of the NTU programme is its centralised employability team. The team is structured in a stakeholder model which has enabled the ‘business facing’ team to adopt and develop commercial B2B engagement approaches, excellent customer service and create a pipeline for employer engagement opportunities, which can be cross and up sold across different disciplines and to provide more employer engagement support for wider School initiatives. Nottingham Trent University have implemented an account management approach with employers, with the objective of building quality opportunities to develop greater and more strategic engagement and maximise repeat business cycles. Their aim is to work efficiently to create a pipeline of customers and consistently move contacts to the next level of engagement.

Employability Team

The NTU employability team is the main source of placement support for students, with auxiliaries on several of Nottingham Trent campuses. Career consultants and Employability Advisers provide individual and ongoing placement and career guidance.

InPlace, the university placement management system, has been deployed across all Faculties and is managed by Employability Advisers. Immediate benefits have included access to all placement data managed by employability. Other benefits have included improved staff supervision, transparency of data, management reporting, improved compliance, reduction in risks and access to market intelligence. The single branded portal has enhanced student engagement.

The Student Recruitment Process

- InPlace is used to manage the recruitment process which may involve matching or a competitive recruitment process;
- Interviews with students are then held at the University, workplace or online;
- Stakeholders and the university confirm the placement, start and end dates, terms of condition and employment.

The Supervision Process

- Employability prepare students for placement and all students complete an online health and safety briefing and assessment;
- A university member of staff and industry ‘mentor’ provide workplace induction and introduction at start of placement.
Placement support

- Employability and Placement Contact Tutor support partners and student during placement and monitor progress of student during placement;
- Students receive at least two contacts from Employability and two visits from a member of the academic staff, the first within three months of the start of the placement (UK placements only).

Assessment

Upon successful completion of a sandwich placement, students receive a Placement Diploma in Professional Practice. To achieve this award, they are required to undertake a minimum of 36 weeks on placement and undertake assessment, which may include for example a log book, prepare a report, reflective journal, deliver a presentation.

Students are expected to keep a weekly log / journal of work in order to trace their growth in skills and knowledge and also to show how they have bridged the gap between their academic study and the practical use of the subject.

Evidence of Success

Nottingham Trent University students stated that the following contributed to a successful and rewarding work placement experience;

- Having clear goals and objectives;
- Receiving frequent feedback from their employer;
- Working in an area of specific interest or building on specific skills;
- Having the right level of responsibility; and
- Having an awareness of the organisational culture and ways of working.

Students provided positive comments about the benefits of their experience:

“My placement was superbly aligned to my course and has made me more focused on what I want to get out of my degree. I was given a lot of responsibility during my placement and my biggest challenge was giving a presentation to 200 people about the launch of our new touch-screen laptops. It was quite nerve racking but it has given me valuable experience in public speaking and looks excellent on my CV”

(Dominic Smith, BSc (Hons) Information Systems, Debenhams).

“Work placements for my course are optional but highly recommended. My job was lab based. For the first month I was highly supervised to make sure that I met the requirements for working safely in the lab. This supervision decreased with experience and at the end I was almost independent. Everyone in the company was really friendly and helpful. My placement fitted exactly into my studies and it enabled me to see the application of Chemistry and realise that it is, above anything else, a practical science. I really enjoyed my work, especially the project that I undertook over six months. It was a great opportunity for me to see how a chemical company is run and also a great place to meet people who did the same degree and followed different paths after.... I think a placement is a great opportunity to find out what you want or don’t want to do. It helps you to gain skills but also to recognise the ones you already have. It enables you to have an insight into the field you want
to work in and also to make contacts that can be useful after your graduation.”
(Muriel Funck, MChem Chemistry with Professional Practice, Key Organics Ltd).
## Appendix: Approaches to WIL x University

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