



Bridging the gap: emerging strategies for WIL partnerships with industry and community

Western Sydney University : 2017 Learning Showcase

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Australian Context



- Focus on students employability and graduate outcomes
- WIL is a proven mechanism to prepare students for the workforce
- Authentic engagement with industry/ community partners is fundamental to quality outcomes
- WIL recognised as a mechanism for economic growth Significant disruption and change occurring in labour markets
- Benefits for industry engaging with WIL are clear
- Incremental changes with but challenges identified in “The WIL Report” persist.

Sometimes it is just easier to do nothing.....“

Employer in Tasmania discussing WIL

Challenges to Engagement

- Insufficient resources
- Limited clear and accessible information
- Costs of supervision and administration.
- Limited knowledge or concerns about legal responsibilities
- Unsure of capacity to manage a quality WIL Experience
- Misalignment of expectations
- Inflexibility of WIL (timelines, duration etc)
- Complexity of engagement with tertiary institutions/ lack of contacts

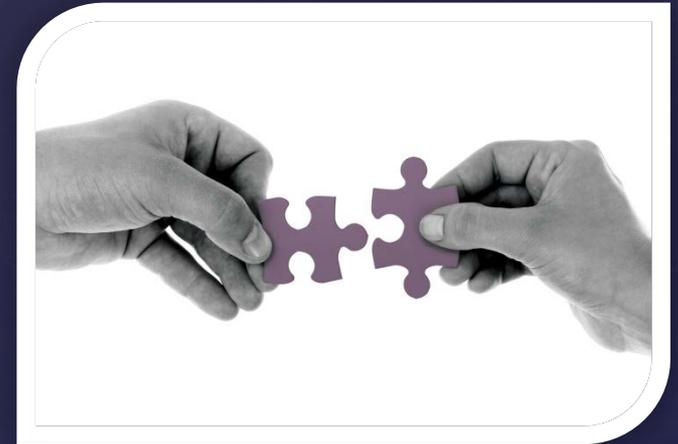
Enablers to Engagement

Strongest factor encouraging engagement was :

- University engagement and coordination :
 - University support
 - Personal links
 - University co-ordination of students
 - Formalised agreements
- Resources and information within the organisation :
 - Established frameworks / protocols
 - Clear accessible information about WIL
 - Designated budget
 - Internal co-ordination / recruitment processes

National WIL Strategy

- Partnership between the university sector, industry and government
- Aims to build capacity for universities and employers to engage in WIL



National WIL Strategy: Actions

- Provide national leadership to expand WIL
- Clarify government policy and regulatory settings to enable and support growth in WIL
- Build support among students, universities, employers across all sectors and governments - to increase participation in WIL
- Ensure the investment in WIL is well targeted and enables sustainable, high quality experiences, stakeholder participation and growth
- Develop university resources, processes and systems to grow WIL and engage business and community partners
- Build capacity for more employers to participate in WIL
- Address equity and access issues to enable students to participate in WIL
- Increase WIL opportunities for international students and for domestic students to study offshore

What has been achieved ?

International Education Strategy:

- Employability & WIL a focus
 - Engagement of businesses with international students (IEAA)
 - Audit of work-integrated learning: Universities Australia 2017 / 2018

Good Practice Report : Work Integrated Learning (WIL) by Judyth Sachs and Anna Rowe





Introduction to WIL for AI Group members

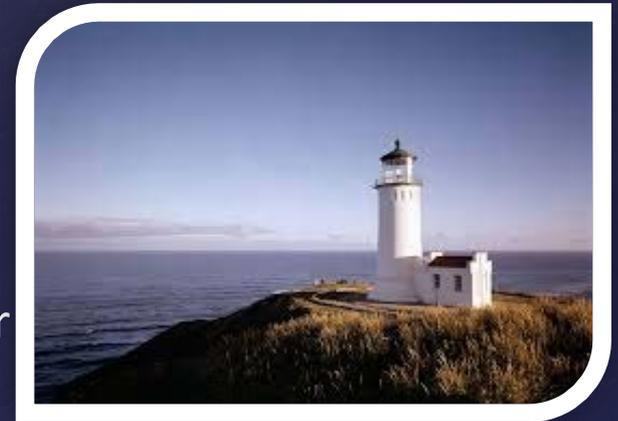
- Benefits
- Types of involvement
- Tips for successful student involvements
- Legal requirements
- Examples
- How to start

Employer Guide



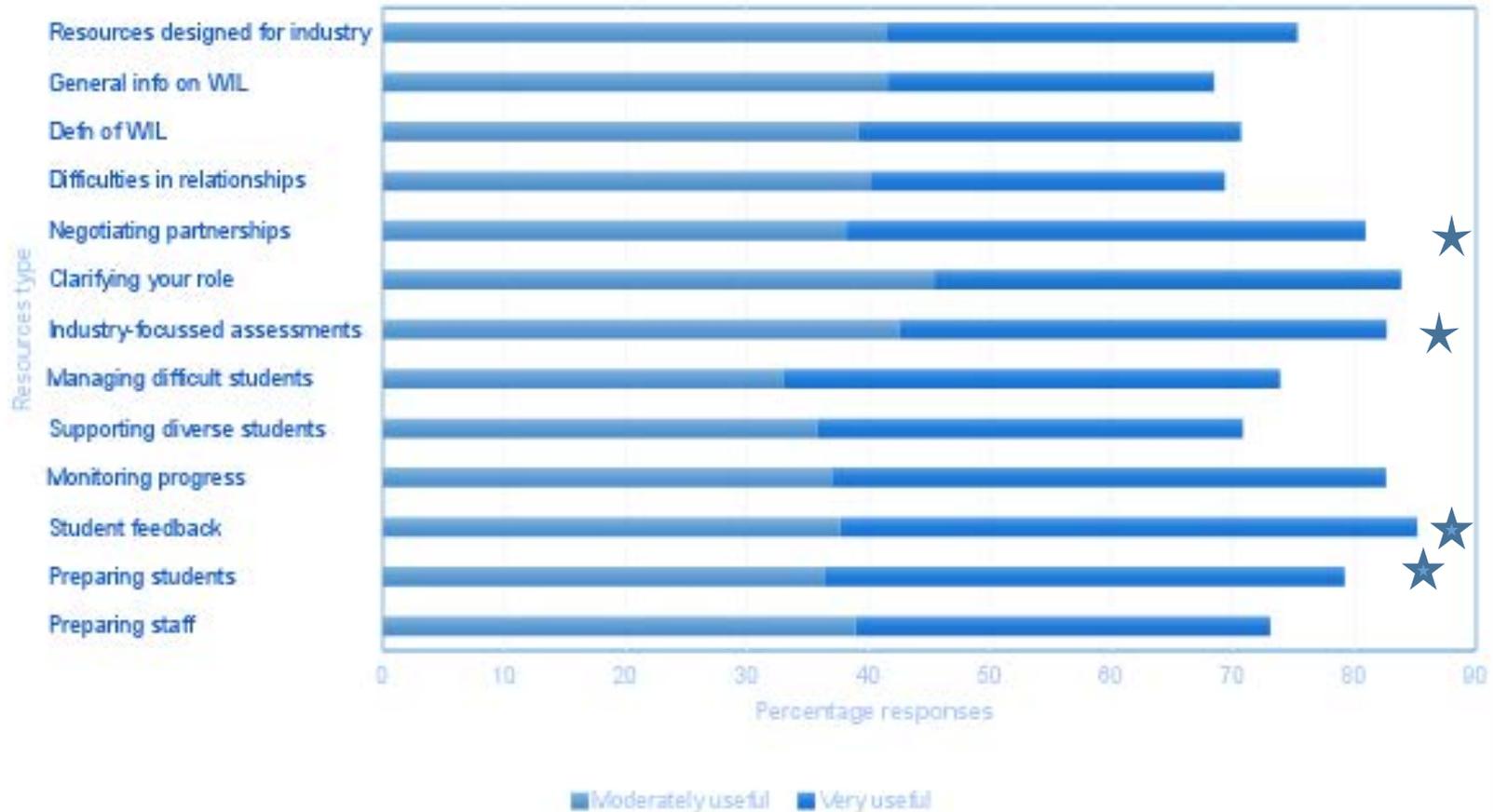
Australian Council of Deans of Science

- WIL in Science: Leadership for WIL Final project report 2015 – 2016.
- Successful WIL in Science,
- [The Lighthouse Case Studies](#): action learning projects in science faculties that explore key issues in WIL implementation
- [The WIL Guide for Science](#): tailored WIL in Science resources
- [Events](#): the National WIL Forum 2017 – 8 December 2017
- [Network meetings](#): regional networks in Queensland, NSW, Victoria, South Australia, Western Australia, and online webinars



Industry Resources

Resources industry deemed moderately useful and very useful



Industry Resources

- Managing relationships
- Preparation
- Assessment
- Feedback



Negotiating and Maintaining Relationships with Educational Institutions for Work Integrated learning (WIL)

Employers gain many benefits from engaging with students for placements or projects (WIL) during their studies including access to fresh ideas, current knowledge and a talent pool for recruitment.

Establishing and managing partnerships between educational institutions and your organisation is critical to your success in hosting students for projects or placements to ensure the benefits to both your organisation and the student(s) are realised. As each party has different priorities, cultures and approaches, establishing trust and open communication are key to building sustainable mutually beneficial relationships that can overcome any issues that may arise.

The following outlines some key approaches to consider when your organisation is establishing a relationship with an educational institution for WIL placements and projects whether your organisation has initiated the contact, or you have been approached by the educational institution

Establishing Relationship

- Clearly articulate your expectations and determine agreed goals
- Understand and respect the motivation and priorities of the educational institution, student and your organisation
- Check that the outcomes are mutually beneficial to your organisation, the student and the educational institution and determine how they will be measured
- Check that the outcomes you are expecting for your organization are achievable within the context of the learning experience for students
- Ensure that the roles and responsibilities are clearly outlined for your organisation, the student and the educational institution. Educational Institutions often use an agreement for this purpose which can include
 - o Roles, responsibilities, tasks and timelines
 - o Induction requirements such as occupational health and safety procedures
 - o Intellectual property ownership guidelines
 - o Professional liability and insurance details
- Agree on clear communication processes during the placement / project
- Identify a main contact in your organisation who can act for the whole organisation
- Ensure the resources required to support the placement / project are available

Managing and evaluating the relationship

- Use the established communication processes and be open in all communication
- Support your supervisors and give them opportunities to provide feedback
- Initiate a progress review particularly for longer placements
- Address any issues as they arise with the student or educational institution as appropriate
- Give feedback to both the student and educational institution to ensure goals are achieved
- Measure outcomes and evaluate involvement
- Utilise the outcomes and evaluation findings to jointly modify processes for future placements / projects
- Recognise all the stakeholders contribution
- Celebrate the outcomes



ACEN Initiatives

- WIL Employer Awards
 - Local Hero : Bakehouse studios (RMIT)
 - Collaboration Award: The Salvation Army, (Macquarie University)
- ACEN Research Grants
 - 4 grants awarded in 2017
- WIL Resources & Case studies
- Life Members Awarded
 - Prof. Jan Orell, Flinders University;
 - Freny Tayebjee, Western Sydney University
 - Carol-Joy Patrick, Griffith University.



What has been achieved ?

- Recognition that more focused strategic and collaborative national approach is required
- Articulation of a shared vision
- Increased dialogue and collaboration on key projects
- Shared understanding of the key challenges and enablers
- Greater alignment of organisations initiatives
- Advocacy and support from the Federal Government
- Recognition internationally by Government





Expanding Work Integrated learning (WIL) possibilities: enhancing student employability through innovative WIL models

Project team :

Judie Kay: RMIT University

Sonia Ferns: Curtin University

Leoni Russell: RMIT University

Jude Smith: Queensland University of Technology

An Australian Technologies Network (ATN) 2017 Project



Curtin University



Questions ?



- How do we expand the pool of opportunities for students?
- What WIL models will successfully engage SME's ?
- What WIL experiences will prepare students for the changing nature of work ?
- What innovation is occurring with WIL and why is it successful ?

Project Aims

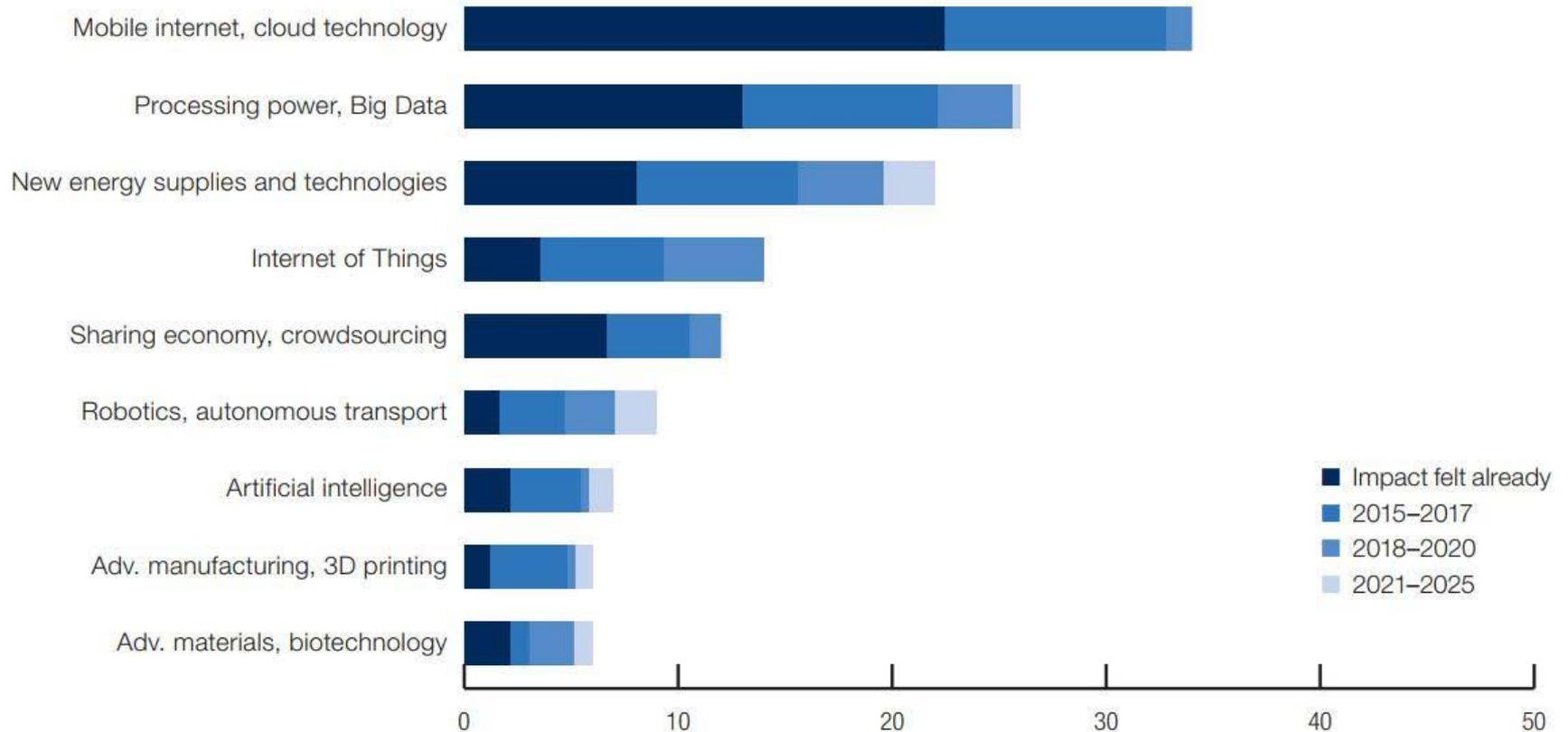
- Identifying and showcasing innovative WIL models eg. micro internships, WIL in Incubators, virtual WIL
- Focus on engagement with small to medium enterprises
- Identifying enablers, barriers and success factors
- Developing resources :
 - Students
 - SMEs
 - Staff at tertiary institutions
- Case studies
- Communication strategies



Global Labour Market

“We are today at the beginning of a Fourth Industrial Revolution. Developments in previously disjointed fields such as artificial intelligence and machine learning, robotics, nanotechnology, 3D printing and genetics and biotechnology are all building on and amplifying one another. These trends are projected to lead to a net employment impact of more than 5.1 million jobs lost to disruptive labour market changes over the period 2015–2020.” The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution, World Economic Forum, 2016

Trends, time to impact on employee skills. (% of survey respondents)



The Future Labour Market

“Traditional, linear career trajectories are rapidly becoming an antiquated notion. It's more likely that a 15-year-old today will experience a portfolio career, potentially having 17 different jobs over 5 careers in their lifetime.” *Foundation for Young Australians, New Work Order report series, 2017.*

Analysing over 20 billion hours of work completed by 12 million Australian workers each year, the Foundation for Young Australians, predicts that skills and capabilities of young people will ultimately determine their career success. By 2030, it is predicted that:

Workers will spend...



30%

more time
learning on the job

Workers will spend...



Almost **100%**
more time at work
solving problems



41% more time
on critical thinking
and judgment



77% more time
using science and
mathematics skills



17% more time per
week using verbal
communication and
interpersonal skills

Workers will use...

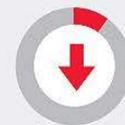
Workers will need to
develop an entrepreneurial
mindset due to



26% less
management



14% less
organisational
coordination



10% less
teaching

Future Skills

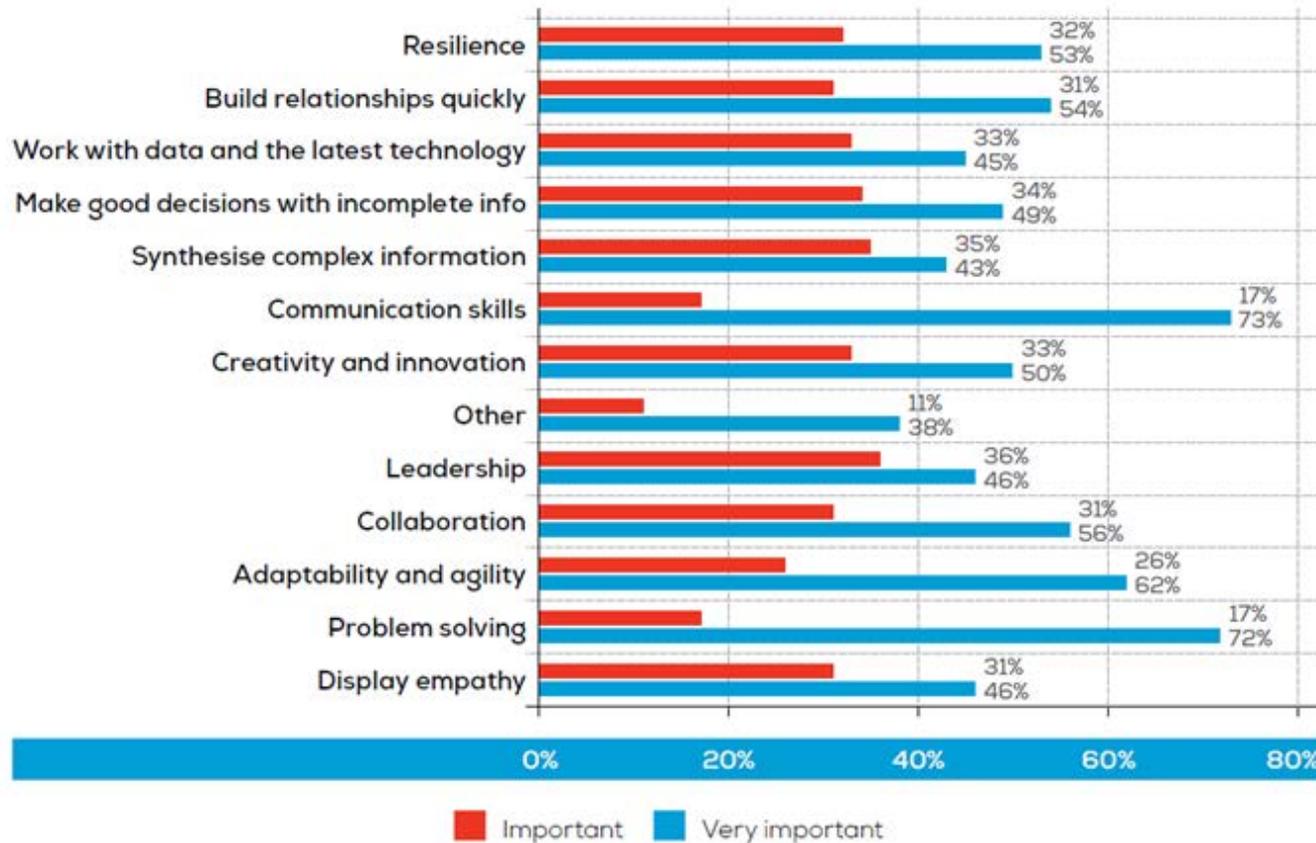


Figure 1 Skills rated by business as important for the future

Australian Labour Market

While Australia's labour market is continually changing, the current rate of change is significant with a combination of forces disrupting the market resulting in greater, faster and different transitions than previously experienced. These include:



Increases in **computing power, device connectivity, data volumes**



Influence of **platform economics/peer-to-peer marketplaces (Airtasker, Freelancer etc)**



Rise of jobs requiring workers that **design, develop, maintain or support mobile apps**



The increasing demand for **entrepreneurial skills and aptitudes**



Automation raising the complexity of tasks and requiring higher skill levels for entry-level positions.



Increase in service sector jobs, **social interaction skills and emotional intelligence**

*Sources: Tomorrow's Digitally Enabled Workforce, CSIRO, 2016
and The Rise of the Australian App Economy, Mandel and Long, 2017*

21st Century World of Work

- Students now anticipate very different career paths with up to 17 jobs over a lifetime
- Up to 40 % students and recent alumni in some universities are starting their own businesses
- Start ups are the largest contributor to job creation in Australia
- Small to medium enterprises (SMEs) make up over 95 per cent of employing businesses in Australia (ACCI)

Start Up Smarts: Universities and the Start up Economy, UA
The New Work Mindset ,FYA

Trends

- Building flexibility into traditional WIL placements/projects
- Alternatives to WIL placement
- Broadening the concept of WIL
- Expansion of Partnerships
 - Elements include: formal/informal/sustainable /ROI for partner / scalability/ broadens disciplinary reach
- Brokering industry / community and students together / third party providers
 - Elements include: Partners involved such as Govt, university, industry associations/use of systems / support or incentives provided / additional support for preparation



Scan of Existing Innovative Models

1. Micro placements
2. Online projects or placements
3. Hackathons / events / competitions
4. Incubators/ start-ups (entrepreneurial WIL)
5. Consulting / advising (students providing advice to clients not projects / placements)



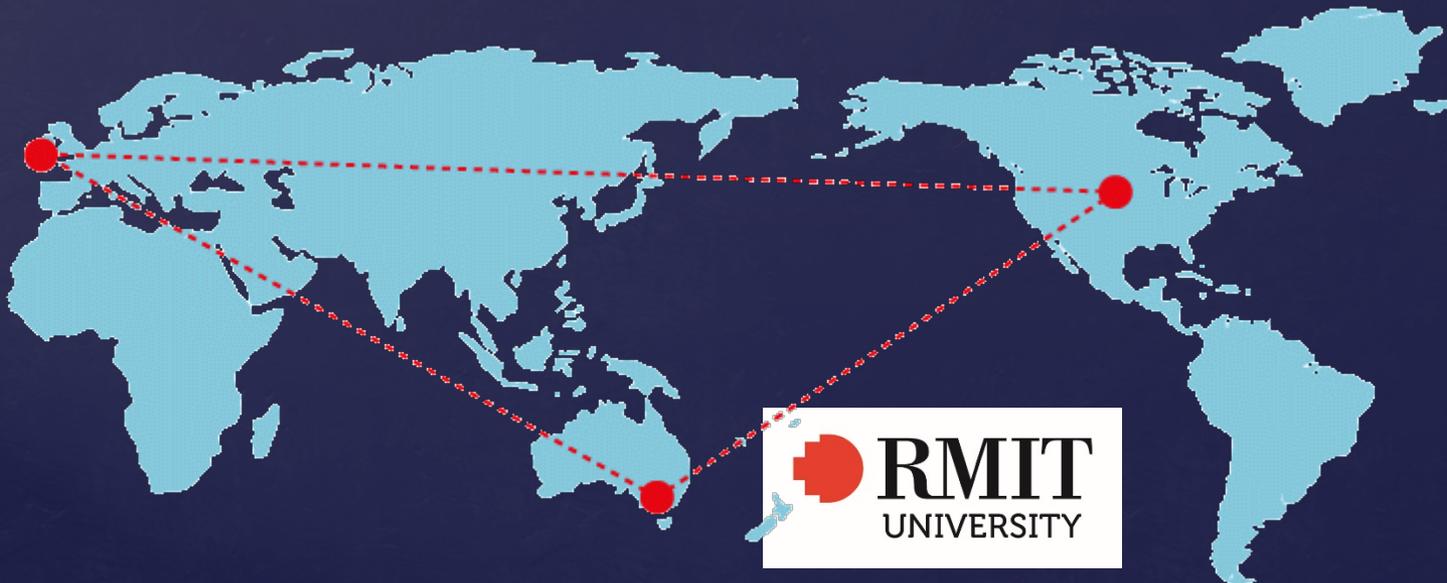
Emerging Features

- Multi disciplinary
- Flexible (length, place)
- Multi sector
- Engagement of alumni
- Increased engagement with community
- Deep Partnerships
- Entrepreneurial elements
- Utilisation of one off experiences
- Co-designed with industry
- Work arrangements aligned to WIL
 - Focus on scalability and sustainability



Global WIL

- Students from one or more countries working on an assessable industry project.
- Collaborate on a project across countries, time zones and cultures
- eg. Public relations students: Irish Tourism project, students from USA, Ireland and Australia



NISSP



- Brokerage model that involves 4 tertiary institutions, Victorian Government and regional industry association
- Outreach to companies including SME's
- Opportunities presented to all institutions

Northern Industry Student Placement Program – NISPP

The image displays the logos of the partner organizations for the Northern Industry Student Placement Program (NISPP). On the left is the NORTHLink logo, which includes a stylized lightbulb icon and the text 'NORTHLink' and 'Networking for Economic Development'. In the center is the logo for Regional Development, featuring a green and blue leaf-like icon and the text 'Regional Development' and 'Regional Development Australia and Regional Development Victoria NORTHERN MELBOURNE'. On the right, under the heading 'Partners', are the logos for KANGAN INSTITUTE, MELBOURNE POLYTECHNIC, RMIT UNIVERSITY, and LA TROBE UNIVERSITY.

UTAS Auditing WIL Project

- 24 teams of 5 students B.Bus Accounting
- Linked to Not for Profits across Tasmania to provide advice on their internal financial controls for WIL
- Mentors : Professional auditor from accounting firms
- Response to concerns about lack of Industry experience raised by Northern business representative Group
- Students get industry experience, access to professional auditors and experience in the not for profit sector
- Joint induction for all stakeholders



Micro Placements

- 2-5 day projects over a week (3 times per year)
- 120 Domestic & International /UG & PG
- Highly structured process
 - Preparation of both students and organisations
 - Detailed and explicit project briefs
 - Vetting of projects , focus on quality
- Strong alumni engagement



Commonwealth Games 2018



- Griffith University has an exclusive partnership with the Gold Coast Organising Committee
- 250 full time 12 week internships to students from multiple disciplines integrated into the full \ operational structure of the organisation of the games for credit
- Several students have now been offered continuing employment in the 1,500 workforce



Next steps

- Refine key trends , constraints and enablers
- Develop snapshots
- Invite insights / ideas from WIL practitioners
- Develop resources for students , industry and institutions
- Disseminate resources
- More information or to share your snapshot www.acen.edu.au





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