ACEN National Conference 2010

Work Integrated Learning (WIL): Responding to Challenges

September 27 – October 1 2010

Curtin University, Bentley Campus
Perth Western Australia

acen

ACEN 2011 Scholarship

The ACEN Scholarship aims to support students who face economic hardship in undertaking a work integrated learning/internship placement. In 2011 the ACEN Scholarship will award three $1000 scholarships. Applications will be opening soon. Further information and scholarship guidelines will be available on the ACEN website after the conference. (www.acen.edu.au)

Message from the Chair Conference Program Committee

The Australian Collaborative Education Network (ACEN) 2010 National Conference, held at Curtin University, in Perth, Western Australia, promises to be a great success. With in excess of 115 delegates and papers the program offers a wonderful cross-section of research in the area of work-integrated-learning (WIL) in its many forms.

The official program commences on Wednesday 29th September, 2010, with a range of symposia, papers and vignettes being presented. The presentations are spread across five parallel sessions across the three days of the conference. In total we have 121 presentations, which indicates a very full and comprehensive program.

In addition to the paper presentations the program is supported through the keynote addresses of Professor Mantz Yorke, Ms Mary Hicks and Mr Peter Tyree. Professor Yorke will also be hosting a Keynote Workshop following his presentation on Wednesday morning for those interested in engaging with his ideas further. Further to these the program also contains three panel discussions with focus on emergent topics in WIL.

The conference program contains 54 full-refereed papers. This represents an acceptance rate of 80% of submitted papers for review.

To ensure the smooth running of the program presenters are encouraged to have their presentations already loaded and ready to go in each of the rooms they are to be presenting in. Adherence to the schedule is critically important for such a full program, with presenters and delegates needing to be punctual to the presentations and not exceeding their allotted time.

All in all, it is expected that this conference will provide a comprehensive review of current practice and research in the area of WIL in Australia and that growing from this experience will be greater collaboration moving forward to an interesting future in this area. I would like to express my gratitude to all presenters and delegates for the contribution you will make to this conference and hope that you receive the full benefit of being able to engage in such a diverse and interesting array of ideas.

Matthew Campbell
Chair Conference Program Committee

ACEN National Conference Organising Committee

- **Matthew Campbell**
  Lecturer - Professional & Educational Studies
  Australian Catholic University

- **Rick Cummings**
  Manager – Educational Development
  Murdoch University

- **Jim Elliott**
  Associate Director, Student Relations
  Curtin University

- **Sonia Ferns**
  Manager Course Review
  Office of Assessment Teaching and Learning Department
  Curtin University

- **Judie Kay**
  Associate Director
  Portfolio of Learning for Work and Community Service VU College
  Victoria University

- **Verity Kingsmill**
  Graduate Skills Development Coordinator
  Flinders University

- **Megan Le Clus**
  Lecturer - Edith Cowan University

- **Freny Tayebjee**
  Manager Careers & Cooperative Education
  University of Western Sydney

The organising committee also acknowledges the preliminary work done by Mrs Jennie Walsh in preparing for this conference.

ACEN National Committee

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Portfolio: Research Scholarship

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Ms Sonia Ferns

Keynote Speakers

Mantz Yorke

Mantz Yorkes' early career was in teaching and teacher education, after which he turned to staff development and educational research at Manchester Polytechnic. He then spent six years as a senior manager at Liverpool Polytechnic followed by two years on secondment as Director of Quality Enhancement at the Higher Education Quality Council. He returned to his institution in 1994, continuing as Professor of Higher Education. Following retirement in 2005, he is Visiting Professor in the Department of Educational Research, Lancaster University.

He has worked on various projects related to graduate employability, the most significant of which involved membership of the Enhancing Student Employability Co-ordination Team [ESECT] whose activities spanned higher education in England (and spread further afield).

This work led to his general editorship of the Learning and Employability series of publications by the Higher Education Academy.

In addition to working on employability, he has researched, presented and published on various aspects of higher education, including the first year experience, retention and assessment.

Mary Hicks

Ms Mary Hicks is the Director of Employment, Education and Training for the Australian Chamber of Commerce and Industry (ACCI). In this position Ms Hicks plays a catalytic role in consulting with ACCI business and industry member organisations to develop employment, education and training policy and in representing ACCI views with stakeholders. She provides leadership and support to ACCI member organisations in this process.

Previously Ms Hicks was a senior secondary school teacher and has also worked in Government and business. Ms Hicks has extensive community experience including work with the Alliance Francaise. She was awarded the National Order of Merit by the President of France for her services to the study of French in 2005.

Ms Hicks has a well-rounded background and an extensive knowledge of the needs of business and industry. She is committed to and passionate about achieving quality outcomes in employment, education and training for the benefit of the Australian community.

She is the Deputy Chair of the National Quality Council of the Ministerial Council for tertiary Education and Employment, a member of the Australia Pacific Technical College Advisory Group, the Skilled Migration Consultative Panel, Mature Aged Consultative Forum, Green Skills Forum and on the Board of World Skills Australia.

Peter Tyree

Peter is the former Chairman of the Tyree Group of Companies, one of the largest non public companies in Australia. As an Electrical Engineer he has attained a diverse knowledge in the areas of energy, waste water treatment facilities, and electrical conductors. Peter's "give to society" attitude has seen him work in charitable and industry bodies as well as keeping long term relationships with several universities.

In his relationships with universities, his involvement has been as a member of a number of "visiting" Committees, School and Faculty Advisory Boards and Foundations, particularly the University of Wollongong, University of Sydney and the University of NSW, each of which has given Peter deep insights into how important the Business/ Higher Education relationships are. Peter took on the role of President, Business/ Higher Education Round Table in February 2010.

ACEN Conference Panels

Panel 1

Collaboration and Engagement with external stakeholders: Challenges and benefits for the university community.

Wednesday 29 September 1pm to 2.15pm

Venue: Tim Winton Lecture Theatre Building 213

This session will provide an opportunity for delegates to explore strategies for enhancing relationships with external stakeholders. This is an interactive session with an expert panel consisting of student, industry and University representatives.

Chair: Professor Ian Goulter, Vice Chancellor and President of Charles Sturt University.
Panel Members:

Panel Members:
- Natasha Seymour: Student
- Industry Representative:
  Karly George, Recruitment Consultant Ernst & Young (to be confirmed)
- Dr Paul Stonely:
  CEO World Association for Cooperative Education (WACE)
- Professor Brenda Cheridnichenko:
  PVC (Engagement, Equity and Indigenous), Executive Dean, Faculty of Education and Arts, Edith Cowan University
- Dr Ranil Corey:
  Lecturer, School of Public Health, Curtin University

Parallel papers and workshops

Wednesday 29 September

Time	Room 211.226	Room 211.222	Room 211.223	Room 211.221	Room 211.230	Room 209.131	Room 209.133	Room 213.104	Room 213.101
10.50am – 12.15pm	Leong, R. & Kavanagh, M. - A Work Integrated Learning (WIL) framework to incorporate accounting graduate skills and attributes through accounting and business courses	Russell, L., Nguyen, C., Wyder, A. & Avenell, S. - Costing Learning in the Workplace and Community: the outcomes and challenges	Keele, S., Sturre, V., von Treuer, K. & Feenstra, F. - Evaluation of the use of Assessment Centre methodology to enhance developmental planning, placement outcomes and work readiness, for postgraduate students.	Henderson, F. - Working on Campus: Simulation, 'Half-way House' or genuine WIL?	Billett, S., Crump, S., Cummings, R., Westcott, L. & MacLeod, C. - Generating institution-wide commitment to WIL: Institutional Coordinators' perspectives	Marchioro, G., Ryan, M. & Cripps, H. - WIL: Perceptions of Students	Woodley, C. & Johnstone, S. - Engaging Industry in Professionally Relevant Learning: preparing students for the recruitment process	Mantz Yorke -Keynote workshop	Forbes, A. - Reflecting and Learning in Journalism: Are Journalists Born or Made?
	Snowden, L., Freeman, J. & Parish, C. - From student to global minded professional: why we need more collaborative international WIL opportunities	Sacre, S., et al. - Developing a resource to promote resilience in international students undertaking health degrees	Baker, L. - The role of WIL in assessing and developing graduate attributes and employability skills.	Black, J., Kay, J. & Penagandara, M. - Earning and Learning on Campus - The Students as Staff Program		Patrick, R. & Capetola, T. - Education for Health & Sustainability: Developing Interdisciplinary partnerships through Work Integrated Learning	Papadopoulos. T., et. al. - Engaging industry: Embedding Professionally Relevant Learning in the Business Curriculum		Trede, F. & Smith, M. - Reflective practice in the transition phase from final year student to novice graduate: evaluating work-integrated learning
	Leon, L. - Achieving successful work integrated learning for students with disabilities: The challenge of social inclusion	Caldicott, J. - Fitting the critical reflection training wheels prior to the WIL journey - embedding preparation into the tourism and hospitality curriculum.	von Treuer, K., Sturre, V. & Keele, S. - Evaluation methodology for work integrated learning placements.	McNamara, J., Beatson, A. & Larkin, I. - Poster Presentations as Assessment of Work Integrated Learning		Ferns, S., Taylor, L., Howell, J. & Kosovich, A. - Quality curriculum and career development: using an evidence based approach to embed career development learning in the curriculum	Hendricks, J. & Cope, V. - Engaging the community: responding to the 'nay sayers'		Jervis-Tracey, P. & Lang, W. - Rethinking Professional Experiences: Selling the Bush

A Work Integrated Learning framework to incorporate accounting graduate skills and attributes through accounting and business courses

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Background: For many years emphasis has been placed on the production of 'work-ready' graduates, competent in their disciplinary field and able to cope in a changing work environment (Bowden, Hart, King, Trigwell, & Watts, 2000; Barrie, 2006). Graduates must be able to proactively navigate the world of work and self-manage the career building process (Bridgestock, 2009). Universities are being placed under increasing pressure to produce employable graduates with governments making public funding for universities contingent upon demonstrable graduate outcomes. At USQ Springfield, undergraduate students in commerce and business have the opportunity to experience WIL as part of their learning.

Aims: To reduce the expectations gap of industry and produce graduates that are equipped with good generic skills and attributes that will improve employability.

Method: Students in their first year will engage in work training involving participation in talks by visiting industry speakers and an organised career-oriented activity by career consultants involving students to assess their current levels of generic skills and attributes. Ten percent of the assessment in the course is set aside for participation in, and reflection on these activities.   They will be exposed to first hand information on what skills matter at the workplace through such social/networking activities. Students in their second year will participate in a community project which puts their knowledge and theory into practice. Small teams of students will be formed to approach small business to solve a real world project as a case study for assessment. A number of skills including teamwork, communication and problem-solving skills will be assessed in this course. Final year students have the option of completing an elective capstone course BUS3000 Work Integrated Learning. Students will undertake a work placement or professional practicum for one semester to continue to develop their professional competencies, ethics and standards. Students will be assessed on the writing of a resumé, a project proposal, reflective diaries, a written report about their experience and a verbal presentation in order to test them on their requisite skills before they transit into the working environment. Students will have to utilise the skills that they have learnt in the classroom and extend them in an external environment and demonstrate their learning through a process of reflection, verbal and written communication. The project will culminate in a deliverable document to the host organisation.

Results: Through the careful planning, implementation and execution of the assessments of these 3 course, students will appreciate that to be successful in the working environment, they will need to be equipped with not only the technical skills, but they would also need transferable generic skills like communications, teamwork and problem-solving that can be applied to a variety of workplace situations.

Conclusion: This framework would incorporate many aspects of employable skills and attributes expected of a university graduate into business and commerce programs. It would close the expectations gap between industry and academia. Graduates would be more readily employable, adaptable and be positive contributors at the workplace.