A collaborative governance framework to maximise the benefits of work-based learning

Amanda Henderson
National Senior Teaching Fellow
Professor, Griffith University
Nursing Director, Princess Alexandra Hospital
INTRODUCTION

Work-integrated-learning is becoming a significant consideration in curriculum. Graduate capability and employability are regarded as critical success factors for degree programs by universities, industry, and the students.
‘Work integrated learning’ - refers to student learning supported by learning and teaching strategies that occur in real world contexts under organised supervision and counts towards academic credit as part of a compulsory component of a degree course.
GOVERNANCE and WIL

There are many existing well established and highly performing structures and processes around work integrated learning.

Governance explores the organisation and coalescence of these structures, processes, and purposes to ensure the attainment of relevant outcomes for students.
ANALYSIS OF SITUATION

Universities are responsible for managing the work based program, however the learning environment is distal to the university campus. The challenge is therefore to assure attainment of learning outcomes desired by the student, university, and industry.
COLLABORATIVE GOVERNANCE

WHY?

Collaborative governance is a framework to guide and organise the structures and processes of university, industry and student to facilitate work based experiences that support the realisation of the learning outcomes desired by the student, university, and industry.
COLLABORATIVE GOVERNANCE
DEFINITION

‘A governing arrangement where one or more public agencies directly engage non-state stakeholders in a collective decision-making process that is formal, consensus-oriented, and deliberative and that aims to make or implement public policy or manage public programs or assets’.

(Ansell & Gash 2008)
## FRAMEWORK AT A GLANCE

<table>
<thead>
<tr>
<th>STRUCTURES</th>
<th>PROCESSES</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY</td>
<td>Curriculum Facilities</td>
<td>Communicate and partner</td>
</tr>
<tr>
<td>INDUSTRY</td>
<td>Workplace health and safety</td>
<td>Learning culture</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>Student led learning Strategy for identity formation</td>
<td>Facilitating student access to explore their capabilities with needs of industry</td>
</tr>
</tbody>
</table>
## FRAMEWORK AT A GLANCE

<table>
<thead>
<tr>
<th>STRUCTURES</th>
<th>PROCESSES</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY</td>
<td>Curriculum Facilities</td>
<td>Communicate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDUSTRY</td>
<td>Workplace health and safety</td>
<td>Learning culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENTS</td>
<td></td>
<td>Provisions to explore their capability with needs of industry</td>
</tr>
<tr>
<td></td>
<td>Student led learning Strategy for identity formation</td>
<td></td>
</tr>
</tbody>
</table>

*Plan pathway*
UNIVERSITY STRUCTURES

Work based learning (WBL) written in University vision and mission statement;
Learning outcomes specified;
Curriculum effectively structured to reach learning outcomes during WBL;
Appropriate assessment for WBL;
Facilities & infrastructure support WBL;
Sufficient staff complement & capabilities to support WBL;
Adequate resourcing for oversight during WBL;
Clear communication plan before, during, after WBL;
Structures to manage student well-being.
Contracts and/or agreements with industry.
INDUSTRY STRUCTURES

The *vision* and *values* statement of industry welcomes potential contribution of students; *Contract/agreement* with University outlining specifics.

Internal *policies* in place regarding WBL including placement and supervision;

*Logistics* implementation plan eg time/opportunity for staff to supervise students, enacting communication plan with university around student needs/progress and escalation of concerns;

*Recognition* regime for staff who supervise.
STUDENT STRUCTURES

Students locate and familiarise themselves with *learning outcomes* (in university degree information) and engage with learning outcomes (co-creation).

Resources and opportunities for students to explore *self-awareness* and *professional identity*.
STUDENT STRUCTURES

Familiarise students with *learning outcomes*.

Reference points:
- Australian Council of Graduate Research
- Australian Qualifications Framework
- Learning Outcomes statements developed by disciplines (LTAS and other ALTC/OLT funded projects)
- Professional Accreditation Requirements
STUDENT STRUCTURES

Resources and opportunities for students to explore self-awareness and professional identity.

Teaching, Identity, Learning, Engagement (TILE)
*From Dawn Bennett, Curtin University, WA.*

- Things I like and do well
- Things I don’t like and do well
- Things I like but find difficult
- Things I don’t like and find difficult

From from thetileapproach.ning.com
Teaching, Identity, Learning, Engagement (TILE)

From Dawn Bennett, Curtin University, WA.

Name 3 characteristics of an engineer.
How do you know?
What differences are there between you and these characteristics (if any)
Why are you considering this profession?
What do you want to achieve in the work based learning unit?

Resources adapted from thetileapproach.ning.com
UNIVERSITY-INDUSTRY PROCESSES

Create connections;
Develop relationships;
Progress arrangements...

DVC/PVC/Heads of school – CEO (buy-in/approval)
Course Co-ordinators – industry middle managers
(alignment of work with learning)
Tutors/lecturers – industry staff
(daily logistics/operational issues)
UNIVERSITY PROCESSES

*Communicate* with industry around student capacities, abilities, and expectations of the learning outcomes that should be achieved through WBL. Enact and progress communication plan with industry and students (developed in Structure).

*Support* for students to build capabilities through curriculum, eg, managing dilemmas

Refer www.flipcurric.edu.au.
INDUSTRY PROCESSES

*Discuss* learning opportunities and industry circumstances, supervision of activities and/or sequenced progression of project.

Establish a *learning culture* that accepts student, integrates them into the team, promotes belongingness, encourages exploration of knowledge and contribution of student ideas.

*Prepare staff* to engage with students, effectively supervise, provide feedback, and assessment (where relevant).
STUDENT PROCESSES

Students need to:
become acquainted with *different languages* of the university and workplace to communicate effectively during WIL (opportunity for interaction);
develop *agency* to organise their learning (eg through curriculum) so as to engage in appropriate workplace activities.
 Appreciate nuances of the workplace to better enact agency and develop a sound understanding of the work of the industry setting (identify fit with learning outcomes).
UNIVERSITY OUTCOMES

Demonstrated *compliance* according to regulatory bodies eg Tertiary Education Quality Standards Agency (TEQSA), and relevant accreditation agencies.

Demonstrated achievement through *feedback from students* about their education experience; *feedback from industry* about the preparedness of student and their participation; and *feedback from academics* about contribution of work based learning to support their desired teaching and learning.
INDUSTRY OUTCOMES

Informal, less tangible benefits such as, contemporary knowledge and best practices based on research evidence; supply of ‘work-ready’ graduates that facilitates recruitment; engaging with university with possible access to university facilities and resources; opportunities for staff professional development, growth and mentoring; Increasing exposure of organization through linkages with the university.
STUDENT OUTCOMES

Student collaboratively (with university and industry nominees) determines:

- Problem to be solved
- Question to be answered
- Issue to be addressed
- Position to be critiqued or defended that forms the assessment.
STUDENT OUTCOMES

Further to a defined task workplace behaviour is an important factor in assessing outcomes.

In many health professional disciplines determining behaviour performance is assisted by ‘cues’.

Also, student reflections on their experience can advance workplace behaviour.
KEY POINTS

Students are critical to connecting the governance framework for work integrated learning

University and Industry need to effectively scaffold experience for student

Suggestions for scaffolding:
• Connect students with learning outcomes
• Flip the curriculum from the outset of the program so student enculturated as active learners
• Engaging students in activities that promote development of the self identity
• Facilitate student engagement in expectations of workplace behaviour
ACKNOWLEDGEMENTS

• Franziska Trede, Charles Sturt University
• Office for Learning and Teaching, Canberra
• Learning Futures, Alf Lizzio