Promotion of Excellence in Learning and Teaching in Higher Education (PELTHE)

WIL-ing the BA:
Work experience opportunities in the Australian Bachelor of Arts

Final Report 2016

Lead institution: The University of Queensland

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Acknowledgements

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The project team gratefully acknowledges the contributions of:

- **academic and administrative staff** across Australia who contributed data, verified the resulting datasets and provided commentary across the life of this project;
- **participants in the various fora** who provided critical feedback, particularly those from within Australia, Canada and New Zealand; and
- **student partners** who provided valuable insights and perspectives at various stages of the project.

List of Acronyms Used

ACDS   Australian Council of Deans of Sciences

ADT&L   Associate Dean, Teaching and Learning. Also known as Associate Dean Academic

BA   Bachelor of Arts

DASSH   Deans of Arts, Social Sciences and Humanities

HASS   Humanities, Arts and Social Science disciplines or subjects

OLT   Office for Learning and Teaching

PELTHE Promotion of Excellence in Learning and Teaching in Higher Education

WIL   Work Integrated Learning

Executive Summary

There is an increasing trend in Australian universities towards offering internship-based courses in undergraduate degree programs. In a professions-based program such as engineering or dentistry, the shape and nature of these courses may be obvious. It is less so in generalist programs such as the Bachelor of Arts and the Bachelor of Science. This project built on previous projects, *Nature and Roles of Arts Degrees*, *Employability of BA Graduates* and *Benchmarking the Australian BA* that had identified challenges in incorporating workplace learning opportunities into BA programs.

The project aimed to raise awareness of Work Integrated Learning (WIL) practices evident in the Australian Bachelor of Arts (BA) program. The project team worked with key stakeholders to collate, curate, and promote effective practices of workplace learning opportunities in the BA. The project:

- provided an updated and expanded web resource with examples of models of workplace learning opportunities evident in the contemporary Australian BA;
- facilitated a colloquium for BA academic leaders to develop and share models of workplace learning opportunities that meet the unique needs of the BA; and
- engaged in a range of dissemination activities to encourage awareness and implementation of workplace learning opportunities in the BA and other generalist undergraduate degree programs.

The project took a staged approach, drawing on an appreciative inquiry methodology. The first stage identified what is already being done in Australian BA programs. This stage mapped current WIL offerings objectives, activities and structure. In Stage 2 coordinators, associate deans (teaching and learning), school administrators and students were invited to a colloquium to explore the models identified in stage one. Participants explored models in practice using an appreciative inquiry approach, appreciating what works and envisioning what an ideal might be. The final stage resulted in the development of materials published on the DASSH website including:

- a dataset of current WIL practices in BA programs across Australia;
- a summary report outlining current trends in practice;
- a report that summarises project outcomes and describes models of WIL in the BA that were identified and proposed; and
- case studies and examples of the models in practice.

The project team utilised dissemination strategies intended to ensure a high degree of collaboration with key stakeholders and potential adopters. Project outcomes were disseminated to stakeholders through a number of relevant national and international conferences and through invitations to work with programs to review and implement changes that align to the models identified. In addition, there are three academic deliverables in the form of a book chapter and two articles in draft at the time of reporting.

The *WIL-ing the BA* project has had impact beyond the intended scope articulated in the initial proposal. The project is a contributing project underpinning the OLT National Fellowship program being conducted by Dr Deanne Gannaway in 2017. The Fellowship program provides an opportunity to disseminate deliverables from the *WIL-ing the BA* project, including ongoing engagement with a group of contributors who have indicated interest in continuing as a "*Coalition of the WILing*".

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1. Background and Aims

While Australian higher education has always been "*primarily concerned with preparation for the professions*" (Davis (2013), as quoted by Probert, 2015), Australian higher education is increasingly tasked with providing a workforce suited to an innovative, entrepreneurial economy (CEDA, 2015; Kinner, 2015). The inclusion of Work Integrated Learning (WIL) in contemporary higher education is often described as a means to meet the vocational aspirations of modern graduates (Abery, Drummond, & Bevan, 2015) and the societal and economic expectations of a work-ready workforce (Carr, 2009). WIL is commonly positioned in the literature as the "*integration of theory and practice knowledge whereby academic learning is aligned with its application in the workplace*" (Edwards, Perkins, Pearce, & Hong, 2015, p. 23). In professions-based programs such as engineering or dentistry, the shape and nature of WIL experiences may be obvious. It is less so in the Bachelor of Arts (BA), a program traditionally associated with generalist, less vocational outcomes (Parker, 2003; Barnett, 2004; Carr, 2009). Yet, BA programs across Australia are progressively including WIL activities in their core activities (Gannaway & Trent, 2008; Gannaway & Sheppard, 2013).

This shift towards an increasingly outcomes-orientated and vocations-focused education (Knight & Yorke, 2003; Marginson, 2004; Bridgstock, 2013) is at odds with the outcomes traditionally associated with liberal arts programs (Carr, 2009). The inclusion of WIL in the BA generates a tension between traditional perceptions of higher education as *"a developmental and transformational activity"* (Parker, 2003) and modern expectations of producing economically productive graduates (Barnett, 2000; Nussbaum, 2010). It is a difficult task to balance assuring graduate employment outcomes with maintaining the integrity of the BA as a liberal arts program. Getting it wrong can result in fragmented and unstable curricula (Gannaway, 2014), affecting student enrolment and attrition rates. In a time of increasing dependence on market share, volatile student enrolment numbers can result in program closures (Thornton, 2010).

While there are a number of studies that are related to the nature and scope of WIL in professions-based programs, there are few that exist for generalist programs. This absence is gradually changing, with recent studies focusing on the generalist STEM disciplines (see, for example, "Work Integrated Learning in STEM in Australian Universities" (Edwards et al., 2015) – an Australian Council for Educational Research (ACER) report offering new insight into WIL in the STEM disciplines). Yet, few studies have been conducted that have provided empirical data related to understanding the transition of liberal arts graduates into the world of work. While some have related liberal arts degrees with job outcomes (Lin, Sweet, & Anisef, 2003; Adamuti-Trache, Hawkey, Schuetze, & Glickman, 2006) and others explored the education and employment outcomes of Australian BA graduates (Harvey & Shahjahan, 2013), it is rare to find sector-wide studies that explore WIL for liberal arts students.

This extension grant project extended the findings of three previous projects funded by the OLT and its predecessors and a benchmarking project commissioned by the Council of Deans of Arts, Social Sciences and Humanities (DASSH). The first project, "*Nature and Roles of BA*" (Gannaway & Trent, 2008) provided datasets outlining the type and nature of work experiences evident in BA programs in 2008. This dataset was updated in 2012 in a project funded by the Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH) "*Benchmarking the Australian BA*" (Gannaway & Sheppard, 2013). A comparison between the two datasets indicated a number of changes. New models were observed to have

emerged; units have been closed in a relatively short period as institutions have experimented with implementing these types of experiences. A further project, "*Employability of BA Graduates*" (Harvey & Shahjahan, 2013), funded by the ALTC and completed in 2011, identified employers' expectations of graduate attributes and graduates' perceptions of skills and attributes attained as a consequence of engaging with the BA program.

Each of these projects identified that work experience or work integrated learning opportunities in the BA program did exist, but were not necessarily core aspects of the BA program curriculum. The reports identified a number of challenges in implementing these opportunities into BA programs. These challenges were attributed to the wide variety of potential employment paths taken by BA graduates and to the intrinsic nature of the BA that relies on students to self-select units of study.

These observations indicated a rationale for further investigation into the ways that WIL has been implemented in BA programs since 2007.

1.1. Aims

This project therefore aimed to update exemplars of work place learning opportunities identified in the *Nature and Roles of Arts Degrees* project to both raise awareness of and encourage uptake of effective WIL practices in BA programs.

To achieve this aim, the project was designed to:

- identify common features and models of effective WIL currently in use in Australian BA programs;
- identify exemplary cases and models with potential for translation to other contexts; and
- develop strategies to encourage adoption and translation of practices between disciplines and programs.

The project also aimed to identify a model of WIL that addresses the educational intentions of a generalist Australian BA degree program in a system that is increasingly focused on achieving vocational and employable outcomes.

2.   Approach and Methodology

Project activities were conducted between November 2015 and September 2016 and focused on all 35 Australian universities that offered a generalist BA during that period. A generalist BA was defined as an undergraduate program that:

- focuses on humanities, arts and social science (HASS) disciplines;
- requires students to engage in a breadth of study across disciplines;
- offers a range of majors and has little requirement for engagement with core units outside of the majors; and
- has a flexible structure allowing for student choice (Gannaway, 2015).

The project team also actively sought opportunities to identify the potential for expansion of project findings and outcomes to other generalist degrees, such as the Bachelor of Science.

2.1. Approach

The project took a staged approach, drawing on an appreciative inquiry methodology (D. Cooperrider & Whitney, 2005). Appreciative inquiry studies are typically conducted as incremental, participatory inquiry over four phases: (i) the **discovery** phase during which time participants *"reflect on and discuss the best of what is concerning the object of inquiry";* (ii) **dream** when participants consider an ideal that meets the *"common aspirations of system members"*; after which participants (iii) **design** *"concrete proposals"* for further consideration prior to implementation in (iv) the **delivery** or **destiny** phase (Bushe, 2011, pp. 88 – 89).

2.2. Project activities

This project focused on the first three phases associated with appreciative inquiry, as illustrated in Appendix B, Table 1. Appreciative inquiry advocates engagement with a large number of stakeholders and widespread active participation (D. L. Cooperrider & Sekerka, 2006). A list of people who participated in this project is available as Table 5 in Appendix E.

In Stage 1, current and emerging WIL practices in BA programs were identified via a desktop audit. The resulting data set was verified and refined through communication with unit and BA program conveners or similar across the 36 BA programs. Initial trends were identified. A scope of the current literature was also conducted, with a focus on what was being observed in WIL practices in disciplines outside of HASS-based programs. Emerging models from the BA data set were considered and reviewed against trends observed in the current literature.

In Stage 2, BA coordinators, Associate Deans Teaching and Learning (ADT&L), teachers and administrators further explored emergent models and trends at the colloquium event, meetings and conferences. The colloquium event was not included in the initial proposal. An action-planning workshop was to be held during the DASSH—ADT&L network meeting, initially planned for March 2016. When this meeting was postponed until later in the year an alternative opportunity was sought. A colloquium was held at The University of Queensland St Lucia campus on Friday 15th July 2016. A general invitation was sent to ADT&Ls and BA coordinators across institutions in Australia and New Zealand. Fifteen people plus five members of the project team attended the colloquium. There were two representatives from New Zealand and apart from local participants, a number of people came from institutions as widespread as Tasmania and South Australia. The day was designed to have tangible outcomes and produced an action plan for the future. Participants were asked to consider WIL opportunities that are unique to the generalist BA. The project team also continued to consider the outcomes at meetings.

Stage 3 included updating and expanding the existing datasets and resources, including gathering further information to develop case studies via interviews with academic and administrative staff with responsibilities for coordinating activities in the illustrative cases. Examples of models of workplace learning opportunities were disseminated through various means (see Appendix C for dissemination activities) to refine the models and to encourage awareness and implementation of work-place learning opportunities in the BA and other generalist programs.

3. Findings, Deliverables and Outcomes

This Extension Grant Project has successfully reviewed and updated workplace learning opportunities identified in the previous projects. WIL practices evident in BA programs across Australia have been collated, verified and contextualised into a single set of web based resources. Details of the full project findings are available in the Summary report and case studies overview reports on the HASSFutures.org and DASSH.edu.au websites.

This project built on the investigations of WIL that have been conducted over the last few years. Previously funded projects focused on understanding aspects of the BA. This project was the first project that focused on exploring how WIL activities are included in the BA.

3.1. Findings

The project determined that WIL activities were well established in 35 of the 39 universities that have a BA. Thirty of the 35 universities offer a WIL experience in their BA. Many of the WIL activities offered were discipline-based and embedded in the curriculum of specific majors. Examples of traditional opportunities in media and journalism, theatre arts and drama programs, anthropology and archaeological fieldwork and public relations and political internships were readily available. Typical WIL activities evident in BA programs include units that provided:

- internships or placements in workplaces related to disciplines (e.g. journalism, politics, cultural heritage)
- training in generic skills such as CV and interview skills, vocational, job related skills and employability outcomes;
- skills specific to particular professional outcomes;
- reflection pre, during and post WIL activity;
- industry projects;
- work simulations;
- field experience; and
- research experience opportunities.

Other WIL structures were less contingent on the discipline and more likely available across the BA program often at a program level. These WIL experiences provided an umbrella course for students to complete an internship, work experience or work in a volunteer capacity. These experiences also engaged the student in the world of "work" and depending on the mechanisms in place provided the student with the opportunity to make connections between their studies and their future employment opportunities. A few of these WIL programs were specifically designed to link the distinctive outcomes of the BA and what the graduate could "bring" to a job as a BA graduate. This more avowed intentionality seemed to be evolving even during the life of the project. These courses tended to be "capstone" in nature and operated as a type of "finishing school" attempting to draw the sometime disparate threads of the degree into a coherent whole. Few instances were identified where there was a conscious effort to explicitly transform students' understandings and integration of theoretical and discipline-based learning into the world of work.

Other structures of WIL available at a course and program level tended to be more prosaic in nature and designed to equip the student with employability skills at a transactional level.

These units of study included CV writing, interview skills and workplace behaviours as core components of study.

3.2. Deliverables

All the proposed deliverables of this extension project were achieved. Appendix B provides an overview of the deliverables that were proposed and what was delivered. A number of resources are available to the higher education sector and stakeholders. These include:

1. ***This final report***
   The final report outlines the project activities and will be hosted on the OLT website.
2. ***A database of WIL activities currently used in BA programs***
   The development of a database of WIL activities currently in use in Australian BA programs serves as a reminder of the constant change in the sector. This updated resource documents the type of WIL experience on offer, the structure and the promoted outcomes of the experience. This searchable database includes activities that were verified by ADT&L or BA conveners and will be available on the DASSH and HASSFutures websites.
3. ***Colloquium***
   The colloquium was attended by 20 people and included representatives from New Zealand and from institutions as widespread as Tasmania and South Australia (see Appendix A for a list of participants). The colloquium was designed to have tangible outcomes and to produce an action plan for the future. The program outline was developed around a series of perspectives (see Appendix D for full program). In keeping with the appreciative inquiry approach adopted for the project, the activities of the day addressed the following questions:
   * What's being done?
   * What's the ideal?
   * What's possible?

   The program began with highlighting a student perspective with two invited students providing personal insights into their experience of BA programs. This session led directly into a presentation of the project findings thus far. A group discussion followed, considering the need to meet the aspirations of students and the institutional perspectives that surround providing a WIL experience for each student. A number of participants shared their institutional experiences. After lunch, a series of spotlights provided insight into WIL in other disciplines. The final sessions were developed around a World Café format designed to produce some answers and to elicit a potential response and action plan for the future.
4. ***Engagement with the sector***
   Members of the project team have engaged with BA program coordinators and ADT&Ls across the sector through a range of means. These include awareness raising through conference presentations and newsletters and the development of academic outputs including a book chapter. In addition, meetings and personal communications have been conducted with BA champions. Full details are available in the dissemination section of this report and in Appendix C.
5. ***A Summary Report***
   Also hosted on the DASSH and HASSFutures websites, the summary report outlines detailed findings of the project:

a. trends and emerging themes from the project activities and the analysis of the database of current offerings of WIL in the BA; and

b. models of WIL that were evident in practice and aspirations.

6. *Case studies*

A small number of cases have been developed in consultation with coordinators of WIL experiences identified as potentially illustrating the emerging models. The case studies developed provide a more extensive understanding of the outcomes of the course at student and institutional level than those included in the database. The development of these cases and models has potential for translation to other contexts and across programs and institutions.

3.3. Outcomes

The life of the project has been too short to record many changes that have occurred as a result of the project, but there is evidence of tangible short-term outcomes that will be built on in future activities.

3.3.1. Models of WIL for the BA

Three models of WIL were identified. These models emerged from trends evident in the nature of the WIL activities offered in Australian BA programs and from discussions about aspirations for a BA-specific WIL experience.

- **Transactional**

  A transactional work experience provides the student with an opportunity to develop generic workplace skills or skills specific to a particular workplace. It is one that allows the student to function in the workplace of choice with some level of skills. A transactional work related experience is one that does not alter the fundamental understandings of a student's understanding of the workplace or the discipline. This kind of WIL experience is characterised by the following:
    - functional utilitarian skills based (such as CV writing, interview skills);
    - simple and predictable outcomes;
    - the experience does not alter the fundamental form, fit or function of what is known or understood in terms of theory or practice; and
    - tends to be directed, occasional, one-off and not independent.
- **Transitional**

  The transitional work experience is generally a two-way engagement of student-workplace and/or student-institution. The transitional work experience provides the student with the opportunity to build frameworks and understandings that can be adapted and further developed to wider applications. It is an interactive experience that usually provides the student with some degree of authenticity, if not proximity. This kind of WIL experience is characterised by the following:
    - simple yet unpredictable, or complex yet predictable outcomes;
    - raises an examination and refinement of what is known or understood; and
    - the experience is negotiated, repeated and moves towards a supported independence.
- **Transformational**

  The transformational work experience means that the student is able to reflect on workplace experiences and bring clarity and understanding to the experience. Ideally a

graduate is able to articulate what in their academic program makes them "employable" in different spaces and articulate what a BA graduate brings to a variety of future applications and work spaces. Some models with a focus on student agency are emerging where students are encouraged to engage in design-based thinking, whereby their career and professional identity are seen as something that they actively develop (D. L. Cooperrider & Sekerka, 2006; Zelenko & Bridgstock, 2014). For others, reflective learning is the key. This kind of WIL experience is characterised by the following:
- complex and unpredictable outcomes;
- there is a fundamental revision of what is known/understood; and
- independent decision making, incremental, building on previous experiences.

3.3.2. Coalition of the WILing

The majority of the participants at the colloquium agreed to become foundation members of a group, currently with a title "the Coalition of the WILing". This core group will serve as a community of practice supporting the further sustainability of the dissemination of the core values and outcomes of the project.

3.3.3. Links with generalist Science programs

The project engaged with a ACDS "Lighthouse" project that is trialling different modes of WIL in generalist Bachelor of Science programs across Australia, providing an opportunity to test the transferability of BA models into a different disciplinary context. Opportunities for interaction included WIL in Science Faculty planning workshops, ACEN WIL in Science webinars and the ACDS WIL National Forum 2015/2016. A member of the *WIL-ing the BA* team was included in the project team development of a Lighthouse project (SCIWILWORK) funded by the ACDS and implemented at The University of Queensland. The SCIWILWORK project is a new initiative in the Faculty of Science designed to help students realise their work capabilities. This prototype activity is a series of workshops that allow the students (Science) to use their current or former workplace experiences as stimulus for the course activities. This course not only recognises prior understanding and learning, it also caters for the time poor student. The first iteration of the course has been completed and initial assessment of the outcomes indicates that it has potential to be offered in other disciplines, albeit with different emphases.

3.3.4. Australian Teaching and Learning Fellowship

An OLT fellowship was recently awarded to Dr Deanne Gannaway. The fellowship application drew on this project and provides an opportunity to continue the work begun in this project. The fellowship seeks to build an Australian wide network of leading university HASS teachers and a HASS Teaching and Learning Centre that progresses teaching and learning of innovation, critical thinking and reasoning, entrepreneurship and creativity skills.

4. Impact, Dissemination and Evaluation

4.1. Impact

While it is still too soon to judge the longer-term impact of this project on the Australian BA, the project has already acted as a resource and discussion for changes contemplated to future BA programs in institutions across Australia.

Over a third of the institutions that have a generalist BA attended or registered interest in the colloquium. Almost all of the attendees either had reviewed their BA programs recently or was about to review their BA. The colloquium was thus timely and offered those who attended an opportunity for cross-institutional discussion in an informal space. The outcomes and understandings of the meeting have or will potentially be used to inform current transformations of the WIL in the BA space in a number of institutions.

Dr Gannaway has been invited to participate in meetings held at various institutions including UNE, University of Tasmania, The University of Queensland and The University of Newcastle during the life of the project. These meetings were specifically designed to review practices and programs with a view to changing practice, particularly in relation to WIL. Further invitations have been received to visit with UniSA, Victoria University, Flinders University and Federation University, to engage with similar meetings. These collaborations grew from initial project team contacts and from dissemination strategies. These collaborations are intended to result in changes to the BA programs at these institutions.

4.2. Dissemination

See Appendix C for a full list of dissemination activities conducted throughout the life of the project.

4.2.1. Newsletters

A series of communications were sent to a contact list created from previous interactions and in consultation with the DASSH Executive Officer. Newsletters and verification files formed the bulk of these communications and created a wave of interest in outcomes of the project. Due to the nature of the data verification, various institutional levels were engaged in the process. As a result almost a third of institutions that have a BA registered or showed interest in attending the colloquium organised in July.

4.2.2. Academic conferences and publications

The dissemination strategy also embraced traditional academic opportunities for dissemination including attendance at a selection of conferences. These conferences targeted groups wider than those involved in teaching in the BA. HERDSA is a conference aimed at those who have an interest in higher education in general. ACEN attracts a cohort of academics, industry experts and administrators who work in the area of WIL. Valuable feedback was received from these groups, which helped shape the thinking and to identify points of distinction of the unique characteristics of WIL activities in the BA context. It also provided opportunities to disseminate findings for potential transfer into different discipline areas. There are also three academic deliverables in the form of a book chapter and two articles in draft at the time of reporting which will further disseminate findings to a wider context. The book chapter is to be included in a book titled: *Where are we headed: Work-integrated learning in the 21st Century*. Edited by Tracey Bowen & Maureen Drysdale, the book is due for release early in 2017.

4.2.3. Engagement with champions and leaders

Over the life of the project, team members interacted with a number of different fellowships and project teams funded by OLT and ASDN. The alliances formed enabled the project team to build networks across Australia and across discipline areas. For example,

Ruth Bridgstock's Graduate Employability 2.0 fellowship consisted of a program of activities designed to foster a networked approach to graduate employability across the Australian higher education sector. The graduate employability focus of the senior fellowship had excellent synergies with the *WIL-ing the BA* projects. As mentioned earlier, members of the project team also engaged with an ACDS "Lighthouse" project that is trialling different modes of WIL in generalist Bachelor of Science programs across Australia. This engagement provided an opportunity to broaden discussions and disseminate findings beyond HASS disciplines into other generalist programs such as the Bachelor of Science.

DASSH has supported the preceding projects very strongly. DASSH provided advice and engagement with BA programs, as well as high profile dissemination through DASSH conferences. DASSH supported engagement with the outcomes of this extension grant through its national conferences and through the DASSH website which serves as a conduit to teaching and learning leaders in Humanities, Arts and Social Sciences. Further, this extension project aimed to disseminate findings via the Associate Deans Teaching and Learning Network. Members of this Network are ideally placed to influence and implement changes to BA curricula.

4.3. Evaluation

No independent evaluation was required for this pilot project. However, Dr Kathryn Sutherland from Victoria University of Wellington has provided an international perspective on the Australian experience. Kathryn was Associate Dean in the Faculty of Humanities and Social Sciences until July this year, when she returned to her substantive academic position in the Centre for Academic Development. As Associate Dean (Students, Learning and Teaching), her administrative responsibilities included the oversight of the programs of students taking the BA and GDipArts in the Faculty of Humanities and Social Sciences; the provision of academic advice to students and staff concerning courses and programs in the Faculty; and the management of issues concerning undergraduate students in the Faculty. She also created and still coordinates Victoria University of Wellington's well-regarded BA Internship program, and has presented research on this program at the HERDSA and DASSH conferences. Kathryn was an active member of the DASSH Associate Deans Teaching and Learning Network during her six years as Associate Dean at VUW. She participated in meetings and activities across the life of the WIL-ing the BA project, providing valuable insights and connections to New Zealand programs and networks. In particular, she attended the colloquium and affirmed afterwards the value of the three identified models, as well as noting the usefulness of the WIL database on the DASSH website.

4.4. Future Directions

The WIL in the BA is an evolving space and this characteristic alone provides the impetus for continued engagement. The project team recommends that research and work continue in the following areas:

1. The continuing dissemination of the *Wil-ing the BA* project findings and deliverables through the HASSfutures.org website alongside promotion of the utility of the data for informing curriculum transformation and renewal;
2. The continued development of interest groups (Coalition of the WIL-ing) created following the Wil-ing the BA colloquium;

3. Further involvement in the SCIWILWORK Lighthouse project, the outcomes of which are being closely monitored in order to determine the transferability of the course to other spaces, particularly the generalist BA; and
4. Closer examination of how WIL in the BA is assessed.

Many of these aspects will be able to be continued through the project leaders program of activities as an Australian Learning and Teaching Fellow over the next year.

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Appendix A: Certification

Certification by Deputy Vice-Chancellor

I certify that all parts of the final report for this OLT grant provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: *Professor Doune Macdonald (Acting DVCA)*   Date: *25/10/2016*

Appendix B: Project Activities and Deliverables

Table 1: Staged approach and timeline

Stage	Activities	Timeframe
Stage 1: What's being done (*discovery*)	*Develop models of WIL (currently in use and emerging)* • Update the existing data sets from previous studies • Map current state of offerings (purpose, content activities and structure). • Identify common features of practice in work experience opportunities in the BA curriculum.	November 2015 – February 2016
Stage 2: What's ideal (*dream*)	*Consider unique needs of the BA and develop contextualised models of WIL* • Consultation with sector • Action-planning workshop • Project team meetings • Review of exemplars and models • Engagement with ACDS Lighthouse projects	March 2016 – July 2016
Stage 3: What's possible (*design*)	*Consider the viability of models and outcomes* • DASSH ADT&L Network conference • Meetings with interested groups • Project team meetings • Engagement with ACDS Lighthouse projects • Finalise the dataset of exemplars and models of WIL in the BA • Publish on the DASSH website	July 2016 – September 2016

Table 2: Intended deliverables outlined in the initial proposal against those delivered

Proposed	Delivered
Deliverable 1: Workshop aligned with the DASSH ADT&L Network conference	
An action-planning workshop will be added to the planned conference in March. The workshop will (1) identify exemplary cases and models with potential for translation to other contexts; (2) develop strategies to encourage adoption and translation practices between disciplines or programs and (3) identify common features and models of WIL currently in use in Australian BA programs.	Reimagined as a colloquium held 15th July 2016 at The University of Queensland. Invited guests and presenters worked together in an action planning format .
Deliverable 2: Workplace learning opportunities exemplars	
Update and expand the current resources capturing Work Integrated Learning (WIL) activities, currently stored on the DASSH website to include information regarding objectives, activities and structure.	An updated WIL in BA resource, including objectives, activities and structure is now available on the DASSH site and also at *HASS futures*.
Deliverable 3: Dissemination activities	
Conference presentation: HERDSA 2016 (July 2016) *Audience*: ~ 350 academics from a range of discipline areas *Location*: Perth	Two showcase presentations informed by the project were presented at the HERDSA2016 conference. *WIL-ing the BA: Implementing workplace*

Impact: Raise awareness and encourage potential adoption at impact level of encouraging changes by opportunistic adopters beyond participating institutions.	*learning opportunities in the Bachelor of Arts* and *Work Integrated Learning(WIL) in generalist degrees: At what cost? And what should it look like?* Project team members took part in an ACEN Workshop presentation: *Capacity building for industry partners: designing resources to support industry engagement in WIL* http://herdsa.org.au/research-and-development-higher-education-vol-39
Webinar: Implementing WIL in the BA *Audience*: ~ 30 academics mostly from a range of Australian BA programs *Location*: online *Impact:* Raising awareness, encouraging participation from potential adopters.	The Colloquium was held as a substitute for this activity.
Conference presentation: Australian Conference on Science and Mathematics Education (ACSME) (September 2016) *Audience*: ~ 120 academics mostly from a range of Australian science disciplines *Location*: Brisbane *Impact*: Outcomes of this project have the potential for expansion to other generalist degrees such as BSc programs	Paper presentation within Transferable/WIL section on 29th September as part of Lighthouse project. Dr Deanne Gannaway was a member of the project. The potential for expansion to other degrees was also promoted by the project's team attendance in other spaces.
Conference presentation: DASSH Annual conference (September 2016) *Audience*: ~ 60 executive deans and ADT&Ls from Australia and New Zealand *Location*: Hobart *Impact*: Raise awareness and encourage potential adoption at impact level of encouraging systemic changes at partner institutions leading to changes for all students who are directly influenced.	*WIL in the BA: oxymoron or pleonasm?* Presentation to encourage adoption of understanding and framework at an impact level.
The ACDS WIL National Forum 2015 (December 2015) Attendance = 90 academics mostly from Australian Science disciplines *Location*: Melbourne *Impact*: Outcomes of this project have the potential for expansion to other generalist degrees such as BSc programs.	Project team attendance. Opportunities to interact with teams developing WIL in the generalist science degree.
Conference presentation: ACEN Annual conference (September 2016) *Audience*: ~ 200 WIL researchers and practitioners *Location*: Sydney *Impact*: Raise awareness and encourage potential adoption at impact level of encouraging systemic opportunistic changes at institutions beyond partner institutions.	*WIL-ing the BA: Who is implementing work integrated learning opportunities in the BA?* Developing changes and potential adoption beyond original partner institutions.
Journal article	In development

Audience: International readership *Location*: Arts and Humanities in Higher Education (tier 1 rated journal).	
<u>Book chapter</u> *Audience*: International readership *Book title*: *Chapter title*: WILing the BA: Approaches to WIL evident in Liberal Arts higher education.	Under review

Appendix C: Dissemination Activities Conducted

Table 3: Detailed list of dissemination activities conducted

Event Date	Event (location)	Nature of engagement	Purpose of the event	No participants
25th August 2016	WIL in Science Faculty Planning workshop – Brisbane	Workshop	Collaboration with Australian Council of Deans of Sciences	**12**
11 December 2015	National ACDS WIL Forum: Work integrated learning (WIL) in Science – Melbourne	Forum + keynotes	Collaboration with Australian Council of Deans of Sciences	**90**
3 April 2016	Lighthouse event – Melbourne	Workshop	As outcomes of this project have the potential for expansion to other generalist degrees such as BSc programs	**30**
3–6 July 2016	Presentation: HERDSA 2016 – Perth	Two conference presentations	Raise awareness and encourage potential adoption at impact level of encouraging changes by opportunistic adopters beyond participating institutions.	**50**
15 July 2016	Colloquium	Face to Face	Commitment to raise awareness and encourage change at an institutional level. Form the beginnings of the WIL in BA community of practice sharing practices and influencing at different levels.	**20**
31 August 2016	DASSH Annual conference – ADT&L forum Tasmania	Presentation/ workshop	Raise awareness and encourage potential adoption at impact level of encouraging systemic changes at partner institutions leading to changes for all students who are directly influenced.	**25**
September 2016	ACEN Annual conference	Showcase, panel discussion	Raise awareness and encourage potential adoption at impact level of encouraging changes by opportunistic adopters beyond participating institutions.	**30**
Across project life	Meetings	Skype, face to face project meetings	Communication between project team members and lead investigator.	4 x project team meetings 1 x colloquium
Across project life	Newsletters	Email	Information sharing and gathering, raising awareness of the project	3 x newsletters
Across project life	Email communication	Email	Requests for verification	2 invitations plus 1 reminder

Appendix D: Colloquium Details

Table 4: WIL-ing the BA: Action Planning Colloquium Program

Time	Activity
9:30 – 10:00	Morning tea
10:00 – 10:10	**Introduction and welcome** Speaker - Deanne Gannaway **Project Aims** Identify exemplary cases and models with potential for translation to other contexts Develop strategies to encourage adoption and translation of practices between disciplines and programs Identify common features and models of effective WIL currently in use in Australian BA programs
10:15 - 11:15	**Students' perspectives** Speaker 1: Alexa Sheppard Speaker 2: Emily Price
11:15 – 11:45	**Question 1: What's being done in the BA?** Speaker - Deanne Gannaway Findings so far Overview of models used elsewhere A conceptual model: Transactional, Transitional, Transformational *Group discussion: Are we meeting the aspirations of students?* Sharing institutional experiences Raising challenges and successes
11:45 – 12:30	**Question 2: What's the ideal?** World café *Why WIL the BA?* *What's unique to the BA?* *What's the optimal WIL experience in the BA?*
12:30-1:00	**Lunch**
1:00 – 1:45	**Spotlights: WIL in other disciplines** WIL as Extra mural – Speaker: Cate Clifford WIL as Project-based learning – Speaker: Bev Coulter and Greg Birkett WIL as Simulation – Speaker: Emma Bartle
1:45 – 2:30	**Question 3: What's possible?** World café *What can we cherry pick?* *What models used elsewhere can be implemented into the BA?* *Should we be implementing models available into the BA*
3:00 – 3:45	**Reporting back from discussion sessions** *What should we take to the DASSH ADT&L meeting?*
3:45 – 4:15	**Closing comments and where to next?** Coalition of the WILing?
4:30	**Saint Lucie's for a debrief**

Appendix E: Project Participants

Table 5: List of project participants

Name	Role	Institution	Engagement
Adrian Jones	Director of Teaching and Learning (Undergraduate)	La Trobe University	Colloquium participant
Alistair Swale	Senior Lecturer	University of Waikato	Colloquium participant
Carolyn Johnstone	Lecturer	Federation University	Colloquium participant
Chad Whelan	Assoc Head of School (Teaching & Learning)	Deakin University	Colloquium participant
James Cook	Lecturer	Australian Catholic University	Colloquium participant
Jonathan Crichton	Program Director	University of South Australia	Colloquium participant
Miriam Doi	Manager, Curriculum Innovation and Development	University of Tasmania	Colloquium participant
Mischel Luong	Student	The University of Queensland	Colloquium participant
Murray Noonan	Lecturer	Deakin University	Colloquium participant
Ruth Delagas	Experiential Learning Senior Advisor	La Trobe University	Colloquium participant
Tony Joel	Senior lecturer	Deakin University	Colloquium participant
Damian Blake	Associate Dean, T&L	Deakin University	Colloquium participant, Verification
Heather Monkhouse	Associate Dean, T&L	University of Tasmania	Colloquium participant, Verification
Alexa Sheppard	Student	The University of Queensland	Colloquium presenter
Bev Coulter	Industry Engagement Officer	School of Chemical Engineering, The University of Queensland	Colloquium presenter
Cate Clifford	Employability Specialist	The University of Queensland	Colloquium presenter
Emily Price	Student	The University of Queensland	Colloquium presenter
Emma Bartle	Lecturer	School of Dentistry, The University of Queensland	Colloquium presenter
Greg Birkett	Senior lecturer	School of Chemical Engineering, The University of Queensland	Colloquium presenter
Kathryn Sutherland	Associate Dean, T&L	Victoria University of Wellington	Critical friend, Colloquium participant
Giselle Bastin	BA convener	Flinders University	Project team member, Colloquium participant, Verification

Name	Role	Institution	Engagement
Julie Duck	Associate Dean, T&L	The University of Queensland	Project team member, Colloquium participant, Verification
Adele Wessell	Bachelor of Arts Course Coordinator	Southern Cross University	Project team member, Colloquium participant, Verification
Royston Gustavson	Associate Dean, T&L	Australian National University	Project team member, Verification
Bronwyn Cole	Associate Dean, T&L	University of Western Sydney	Verification
Cath Ellis	Associate Dean, T&L	University of New South Wales	Verification
Christopher Scanlon	Associate Dean, T&L	La Trobe University	Verification
Christopher Ziguras	Associate Dean, T&L	RMIT University	Verification
Deborah Gare	Associate Dean, T&L	The University of Notre Dame	Verification
Eric Bouvet	Associate Dean, T&L	Flinders University	Verification
Fiona Peterson	Associate Dean, T&L	RMIT University	Verification
Gary Davis	Associate Dean, T&L	Flinders University	Verification
Graham Williams	Associate Dean, T&L	University of Wollongong	Verification
Greg Shaw	Associate Dean, T&L	Charles Darwin University	Verification
Helene Jaccomard	Associate Dean, T&L	The University of Western Australia	Verification
Jenene Burke	Associate Dean, T&L	Federation University	Verification
Jill Lawrence	Associate Dean, T&L	University of Southern Queensland	Verification
Joanne Cys	Associate Dean, T&L	University of South Australia	Verification
Joy Wallace	Associate Dean, T&L	Charles Sturt University	Verification
Julie Perryman	Associate Dean, T&L	University of New England	Verification
Kerry Pedigo	Associate Dean, T&L	Curtin University	Verification
Lindy Abawi	Associate Dean, T&L	University of Southern Queensland	Verification
Lynette Sheridan Burns	Associate Dean, T&L	Western Sydney University	Verification
Maree Dinan Thompson	Associate Dean, T&L	James Cook University	Verification
Margaret Plunkett	Associate Dean, T&L	Federation University	Verification
Marguerite Johnson	Associate Dean, T&L	The University of Newcastle	Verification
Melissa Hardie	Associate Dean, T&L	The University of Sydney	Verification
Misha Kavka	Associate Dean, T&L	The University of Auckland	Verification
Nan Bahr	Associate Dean, T&L	Griffith University	Verification
Pam Allen	Associate Dean, T&L	University of Tasmania	Verification
Parshia Lee-Stecum	Associate Dean, T&L	The University of Melbourne	Verification
Paul Allatson	Associate Dean, T&L	University of Technology Sydney	Verification
Paul Duckett	Associate Dean, T&L	Victoria University	Verification

Name	Role	Institution	Engagement
Paula Geldens	Associate Dean, T&L	Swinburne University of Technology	Verification
Peter Dean	Associate Dean, T&L	Australian National University	Verification
Peter Keegan	Associate Dean, T&L	Macquarie University	Verification
Sally Burford	Associate Dean, T&L	University of Canberra	Verification
Susan Ash	Associate Dean, T&L	Edith Cowan University	Verification
Susanna Scarparo	Associate Dean, T&L	Monash University	Verification
Tracy Bowell	Associate Dean, T&L	The University of Waikato	Verification
Ute Walker	Associate Dean, T&L	Massey University	Verification
Wayne Errington	Associate Dean, T&L	The University of Adelaide	Verification

Note: "Verification" indicates the initial point of contact to determine veracity of data collected, usually the ADT&L .