

Report to the Department of Industry

Engaging Employers in Work Integrated Learning:

Current State and Future Priorities



September 2014



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1 Executive summary

Work Integrated Learning (WIL)—an umbrella term for work-based activities undertaken by university students as part of their learning experience—is viewed by both industry and universities as a key means for increasing graduate work readiness. However, while employers question the work readiness of Australian graduates WIL is currently underutilised in Australia across many disciplines and industry sectors. Employers are particularly critical of the inability of graduates to link the theoretical aspects of their degree with the practical realities of work.

There are major gaps in our knowledge of employer views on WIL concerning the barriers limiting their participation and the factors that encourage and assist them to engage students. This report provides new information on WIL from the perspective of employers. It identifies: the extent to which employers participate in WIL; the industries in which it is most common; the conditions that support their participation; and the value they attach to the WIL experiences of those they employ. The report also provides evidence of the barriers, benefits and enablers to employer participation in WIL.

This study, commissioned by the *Australian Workforce and Productivity Agency* prior to its amalgamation with the Australian Government Department of Industry, surveyed a stratified sample of 4,500 Australian businesses in August 2014. The survey collected a total of 264 responses from employers to a wide range of questions on the factors that influence their engagement, or lack of it, in WIL. The data includes highly informative qualitative comments on critical contextual issues.

The key findings to emerge from the analysis generally confirm much of what is known about the profile of organisations participating in WIL and the nature of the experiences they offer. However, the findings raise some important policy issues, challenges and opportunities that require consideration. Key findings include:

- Employers typically first participated in WIL after being approached by a university or student. Only 30 organisations took the initiative in approaching a university.
- A clear majority (88 per cent) of organisations participating in WIL plan to continue engaging university students over the next two years.
- Just one in five organisations not participating in WIL have thought about or attempted to engage a student.
- While the umbrella term ‘Work Integrated Learning’ is established among key stakeholders, almost half of the organisations surveyed are not familiar with term.
- Organisations most likely to be active in providing students with WIL experiences are those that have been in operation around 20 years and/or have more than 15 employees.



- For smaller organisations, ensuring the quality of the WIL experience is particularly challenging given their limited resources.
- The two main barriers for organisations currently providing WIL opportunities are lack of resources and time for supervision of the university student.
- The strongest factors encouraging ongoing employer engagement in WIL are support from universities, good personal links with universities, and effective university coordination of students.

The research raises fundamental questions concerning the strategic focus required to increase the level of WIL activity across a wide range of employers. Is there more to be gained by targeting organisations with the capacity to offer a valuable WIL experience to students? Or should priority be placed on assisting smaller organisations with less capacity to develop an economy of scale that will support their ongoing participation in WIL?

Small businesses make up over 90 per cent of employing businesses, which would exclude most Australian organisations if the strategic focus is solely on organisations with the capacity to provide a valuable WIL experience. Yet there are constraints on the ability of small organisations to engage in WIL, and evidence that those without the organisational capacity to participate struggle with managing the quality of the WIL experience.

The report suggests a number of strategies that might be adopted to increase the level of employer and university participation in WIL activities. For example:

- Differentiating the approach depending on the specific organisational characteristics shown to increase the likelihood of participation in WIL.
- Developing a rationale to embed the terminology of 'Work Integrated Learning' across businesses, to be advocated and communicated across all industry sectors.
- Investigating funding grants, programs and/or incentives to address identified barriers for organisations willing to participate in WIL and examine the contexts in which any incentives would have the most effect
- Developing guiding principles to increase understanding and structure for organisations wishing to engage students in WIL.
- Educating organisations through an advertising campaign about the importance of WIL to the future of industry, targeting organisations who are not well established, who do not participate in WIL, and industries where WIL is uncommon.
- Liaising with universities to understand how they can be supported to fulfil their critical function in the WIL process and investigate examples of effective university coordination and support strategies to be shared across the sector.
- Designating WIL ambassadors to spread the benefits of WIL to other organisations with the explicit aim of educating managers and executives.



- Exploring ways to facilitate initial engagement in WIL in thin markets and regional areas.

The scope for WIL to increase is considerable. This requires tapping into some of the key motives identified by employers in this research: providing graduates with the ability to integrate theory and practice; reenergising the workplace; and safeguarding the future of the industry.



2 Introduction

The former AWPA, now the Australian Government Department of Industry ('the Department of Industry') engaged PhillipsKPA to conduct a research project on the benefits, barriers and enablers to *employers* providing Work Integrated Learning (WIL) opportunities for university students.

The scoping paper developed by AWPA and attached to this report (AWPA 2014) argues that while there is considerable research investigating the benefits, barriers and enablers to WIL from the perspective of universities, the effect of these on employers:

Have had little investigation and there has been little work done to identify the types of employers who already participate in WIL placements.

The project is expected to directly contribute to filling the knowledge gap about the current state of university-partnered WIL across Australian industries. The research, conducted through a survey of Australian organisations, aimed to capture, analyse and synthesise the experiences of 80-100 employers to be presented in a final report.

2.1.1 Key research questions

This research project sought to answer four core questions in relation to Australian businesses and organisations ('organisations') and their experience with WIL:

1. To what extent do employers participate in WIL?
2. Within which industries or professions is WIL common?
3. What are the benefits, barriers and enablers to employers undertaking WIL?
4. To what extent do employers value the WIL experiences of those they employ?

The key consideration of the Department of Industry was to investigate the benefits, barriers and enablers to participation in WIL. Underpinning these core research questions were a series of supplementary questions.



Table 1: Supplementary research questions

Q	Supplementary research questions
1.	What are the benefits of WIL for the organisation?
2.	What are the perceived benefits (if any) of WIL for the industry or profession as a whole?
3.	What motivated the organisation to participate in WIL?
4.	What are the main factors that support successful WIL activities?
5.	What are the key barriers to participating in WIL?
6.	How can these barriers be overcome?
7.	What steps did the organisation take to participate in WIL?
8.	What is stopping the organisation from participating in WIL?
9.	What would encourage the organisation to participate (more) in WIL activities?

This research aspired to contribute to the goal outlined in the joint *Statement of Intent* (Universities Australia et al. 2014), co-signed by Universities Australia, the Australian Collaborative Education Network (ACEN), and Australia's major industry representative bodies, of establishing a profile and baseline of what happens now and what works.



3 Context

The deregulation of the Australian higher education system in 2012 increased the number of Australians participating in university. According to the Group of Eight (2014), a network of Australian research intensive universities, much of the growth attributable to the demand driven system has occurred within generalist degrees, in which career paths can be ill-defined (Group of Eight, 2014; 2). Recent media reports on the impact of the demand driven system suggest that graduates from some fields are now in oversupply and face poorer job prospects than in the past (Dodds 2014; Tadros 2014).

With increased competition for jobs, employers are increasingly looking for more than just a degree from applicants. A 2010 Graduate Careers Australia survey of 350 employers found that attributes such as teamwork skills, the ability to align with organisational and cultural values, and work experience, were important selection criteria when hiring university graduates (Graduate Careers Australia, 2010). Accordingly, WIL, which acts as a key means for increasing workplace and work readiness of university students, is becoming increasingly valued by both students and employers.

3.1 What is Work Integrated Learning?

WIL is an umbrella term used for a range of approaches and strategies through which university students integrate theory with the practice of work (Patrick et al. 2009). WIL incorporates a variety of applied and work-based experiences through which students are able both to contextualise their learning and gain relevant work experience. Examples of WIL include work placements, internships, project based learning, cadetships and industry based learning.

The 2009 national scoping study into WIL, titled *The WIL Report* (Patrick et al. 2009), illustrated the wide variety of WIL approaches in use across Australia, emphasising that:

‘WIL is about more than ‘just placements’ and this is reflected in the broad range of approaches adopted, including placements, project work, simulations and virtual WIL (Patrick et al. 2009, 13)’.

The *WIL Report* documents creative forms of WIL outside of the traditional work placement model and suggests that these are increasing across Australia within some disciplines. Varieties of WIL, such as project-based learning and work simulation, seek to link study and work through demonstrating the relevance of a students’ degree to a specific industry. However, the most common form of WIL involves a student placement or project within a workplace, creating authentic experiences of work or professional practices typically occurring within a workplace or community setting.



In a recent *Campus Review* article, Universities Australia and the Australian Industry Group both acknowledged the role that WIL plays in preparing university students for the workplace (Bastian 2014). However, in comparison to other English speaking countries such as Canada, the United Kingdom and the United States, WIL for Australian students is underused (Haddara and Skanes 2007). The *Australasian Survey of Student Engagement* (AUSSE) in 2009 estimated that about 19 per cent of Australian university students undertake WIL, with most programs concentrated in the areas of education, law and health and taking the form of practicum, internship, fieldwork or clinical placement (Radloff 2010).

In recent years, industry, government and other key stakeholders have strengthened calls to increase the use of WIL in higher education as a mechanism for developing graduate attributes and employability skills. The joint *Statement of Intent on Work Integrated Learning* signed by university and industry peak bodies (Universities Australia et al. 2014, 1) proposes 'to improve the scale, breadth and value of work integrated learning'. The *Statement of Intent*, along with other recent major studies about the role of WIL in Australia (Office of the Chief Scientist 2013; Patrick et al. 2009. Partridge et al. 2011; BIHECC 2009) all recognise the cumulative benefits of WIL to the economy, including as a mechanism for addressing skills gaps and as a driver of productivity growth.

3.2 WIL and employers

The Scoping Paper prepared by the AWPA as background for this study (see Appendix A) has identified that, in contrast to extensive exploration from the higher education perspective, little research exists exploring the characteristics of employers who currently participate in WIL placements in Australia (AWPA 2014, 22). It proposes that there is scope to characterise the types of employers across industries and occupations that are participating in WIL, while also calling for more research into the barriers that prevent employers from engaging more in WIL.

The scoping paper outlines some of the employer focussed challenges that are presumed to limit WIL across the economy. They include:

- identifying and engaging relevant and high-quality employers, particularly new employers, due especially to the absence of a formal, standardised network or communications platform between universities and employers
- establishing effective partnerships between universities and employers
- developing a full understanding of employers' motivation and role in WIL
- maximising benefits for employers
- responding to the clash between employers' ranking of work experience as the most important attribute needed in graduates and their identification of a lack of resources (time and money) as a barrier to offering more paid internships



- identifying relevant and sustainable incentives for employers, particularly for the small and medium-sized enterprises that make up the vast majority of Australian businesses.

A number of recent developments provide further context for employers' future considerations about participating in WIL partnerships with universities:

- changes arising from the May 2014 Federal Budget and associated state and territory budgets, including implications of proposed changes to the funding of higher education and to higher education fees, and the impact of proposed changes regarding Newstart and Work for the Dole processes
- strengthened commitment to Indigenous students and students from low SES circumstances, regional and remote locations and students with disability
- an increasing focus in some education courses on a 'clinical' model (see University of Melbourne Clinical Teaching model) thus adding to the number and duration of WIL arrangements required of employers in this sector
- raising of institutional expectations of the quality of employer supervision, mentoring and instruction for students in the workplace
- oversupply of qualified graduates in some areas such as law (Stewart & Owens 2013; Tadros 2014)
- the question of whether internships should be unpaid or paid and associated workplace relations implications.

The knock on effects of the above challenges to increasing WIL in Australia—such as increased demand, issues around workplace legislation, and shortfalls in university funding—will require consideration by universities, industry and policy makers to ensure that WIL continues to play a role in preparing Australian graduates for transition from study to work.

3.3 WIL and the health and education sectors

In a number of professions, particularly related to health and education, professional experience is a required part of a student's course. However, even in professions such as these where WIL placements have been long established, there are difficulties in finding enough placements for the large number of students. University staff perceive that although employers are enthusiastic about WIL experiences generally, often they are not as willing to provide WIL placements (Patrick et al. 2009).

An Australian Government Teacher Education Ministerial Advisory Group was established on 19 February 2014 to provide advice regarding how initial teacher education (ITE) programs could be improved to better prepare new teachers with the right mix of academic and practical



skills needed for the classroom. Like the many committees of inquiry into ITE before it, this Ministerial Advisory Group has a particular focus on professional experience, specifically the opportunity for pre-service teachers to put theory into practice through quality in-school learning experiences (Department of Education 2014).

As the Ministerial Advisory Group's (2014) *Issues Paper* notes, professional experience as it relates to ITE, is pre-service teacher engagement with workplaces and communities as a formal part of the teacher education program. It can include experiences such as supervised practicum, internships, observations and community placements. Professional experience in schools is a requirement of all teacher education programmes in Australia (Smigel and Harris 2008).

Similarly, WIL, including in the form of professional experience placements, has formed a key element of teaching and learning programs for other sectors. In particular, professional-entry health courses and some vocational education and training (VET) courses include mandatory clinical training as an essential part of their curricula.

In 2011, Health Workforce Australia commissioned the latest in a long history of investigations and reviews into clinical education in the health professions (Health Workforce Australia 2011). This, and other reviews into WIL within the health sector, have found almost universally that the main problem for employers, universities and students themselves is affordability. Both private and public providers of health services operate with increasingly circumscribed budgets which leave little room for bearing the additional burden of supervising students and providing facilities for the parallel tutoring and learning opportunities that are required to contextualise the hands-on experience. Where patient safety is a major issue students are rarely able to act as an extra pair of useful hands and therefore represent an extra cost. Similarly, education providers' budgets are stretched by the considerable workload of finding placements, maintaining relationships with employers and supporting and assessing tutors and students who are off site. This is a problem of some magnitude given the scale of the enterprise in the clinical professions, where many thousands of students require many hours of clinical experience at many different levels of skill, in many different curricula throughout the entire calendar year. From the student perspective, clinical placements are sometimes at considerable distance from the students' place of residence, sometimes requiring relocation for months or extensive travel costs which are also not factored into most training budgets or student allowances.

The breadth and depth of these issues where WIL is compulsory, systematised and a requirement of a student's course are well rehearsed in the Australian health and education sectors. We acknowledge that there is a considerable body of review and current work identifying and providing suggestions in relation to the challenges and opportunities for the diverse range of businesses which are, or might be, engaged in WIL partnerships with universities within these sectors. However, while these challenges for the health and



education sectors are well-understood, this is not the case for industries where WIL is ad hoc, unsystematised and reliant on small and medium enterprise.

3.4 This report

This report details the methodology and conduct of an online survey of a stratified sample of Australian organisations conducted in August 2014. It provides a detailed analysis of survey results, including qualitative responses to open-ended questions, and identifies some valuable key findings around participation in WIL and the barriers to, and enablers for, broader engagement of employers offering WIL to university students.

While analysis of survey data suggests that current arrangements around WIL are reasonably sound, the report outlines some areas for further investigation, as well as some focus areas that governments and key stakeholders might consider to target action and increase participation in WIL.



4 Survey design and implementation

4.1 Survey approach

A survey questionnaire investigating the benefits, barriers and enablers to WIL was agreed upon as the appropriate methodology for this project. Initial drafting of the survey questionnaire took place during a planning meeting in May 2014 involving representatives from PhillipsKPA and the Department of Industry.

The five groups behind the *Statement of Intent* (2014) tested and validated the draft survey questionnaire and provided feedback which was incorporated into a final draft. The draft was further refined through consultations and built as an online platform using *SurveyGizmo*. The final survey was sent to the Australian Bureau of Statistics (ABS) Statistical Clearing House for approval, which was received prior to the survey's distribution on 6 August 2014 (Statistical Clearing House Approval Number 02391 -- 01).

4.1.1 Sample design

The target set by the Department of Industry was to obtain between 80 and 100 responses to the survey of Australian employers. The sample developed was expected to provide coverage across all Australian state and territories, include representation across all industry groups, and include public, private and not-for-profit organisations.

In developing a sample of Australian organisations we took into consideration two key factors that would impact on our ability to address the questions posed in the Request for Quotation:

1. Ensuring that at least 100 responses were obtained
2. Ensuring that the sample contained enough employers with experience offering WIL to understand the barriers to, and enablers of, WIL.

In relation to the first point, response rates for online surveys randomly distributed to employers are notoriously low. This is consistent with our experience in surveying organisations and was confirmed through the consultations we held throughout the project. Combating this issue required the development of a sample large enough to target a response rate of five per cent.

With regard to the second consideration, our initial consultations with industry representatives revealed that a purely randomised sample of Australian businesses would run the risk of revealing little information on WIL. To ensure that the survey would elicit data on the benefits, barriers and enablers of WIL, we liaised with a group of Australian universities to collect details



of employers with known experience in offering WIL (see chapter 11, Statistical and Methodological notes).

The final sample of Australian organisations developed for the survey contained two distinct approaches to overcome the above issues. The first arm consisted of a stratified sample of 4,000 Australian businesses whose experience with WIL was unknown. Business names and contact details were obtained from the *Australian Business Register* (ABR) and included only businesses registered for GST. As reflected in table 2, state and territory was used as the stratum for the development of the sample.

Table 2: *Stratified sample of Australian organisations*

	Total number of businesses	% of total	Stratified sample
New South Wales	688,774	33.1%	1,325
Victoria	538,775	25.9%	1,036
Queensland	414,438	19.9%	797
South Australia	143,301	6.9%	276
Western Australia	215,972	10.4%	415
Tasmania	37,484	1.8%	72
Northern Territory	14,313	0.7%	28
Australian Capital Territory	25,245	1.2%	49
Currently Unknown	1,364	0.1%	2
Australia	2,079,666	100.0%	4,000

Source: PhillipsKPA 2014

The 4,000 organisations extracted from the ABR included information on their industry sector as per the *Australian and New Zealand Standard Industrial Classifications* (ANZSIC). The sample contained representation of all 19 industry sectors at proportions that were largely representative of the total population. The sample included public, private and not-for-profit organisations.

We created a second arm of the sample made up of organisations with WIL experience to complement the 4,000 organisations obtained from the ABR. To do so, we developed a stratified sample of 20 Australian universities based on the strata of: state and territory; location (metropolitan or regional); and size of the student body (see Statistical and Methodological Notes for more details). We then asked each university to supply up to 50 employer names from a variety of disciplines to include in the overall sample. Following this process we obtained contact details for 500 organisations from 15 of the 20 universities. No



institution contributed more than 50 organisations to the total. Contacts originating from universities are collated by state and territory in table 3.

Table 3: Organisation details received from Australian universities

State and territory	Number	% of total
New South Wales	118	23.6%
Victoria	114	22.8%
Queensland	155	31.0%
South Australia	47	9.4%
Western Australia	36	7.2%
Tasmania	26	5.2%
Northern Territory	0	0.0%
Australian Capital Territory	4	0.8%
Total	500	100.0%

Source: PhillipsKPA 2014

As shown in table 4, after combining both arms of the sampling strategy, the final 4,500 organisations remained largely representative of the proportion of Australian businesses in each state and territory.

Table 4: Final stratified sample of Australian organisations

	Australian businesses	% of total	Final sample	% of total
New South Wales	688,774	33.1%	1,443	32.0%
Victoria	538,775	25.9%	1,150	25.5%
Queensland	414,438	19.9%	952	21.2%
South Australia	143,301	6.9%	323	7.2%
Western Australia	215,972	10.4%	451	10.0%
Tasmania	37,484	1.8%	98	2.2%
Northern Territory	14,313	0.7%	28	0.6%
Australian Capital Territory	25,245	1.2%	53	1.2%
Currently Unknown	1,364	0.1%	2	0.1%
Australia	2,079,666	100.0%	4,500	100.0%

Source: PhillipsKPA 2014



An invitation for additional interested organisations to participate in the survey was also shared via the AWPAs website and through the *Australian Collaborative Education Network* (ACEN).

The above 4,500 organisations were provided with the online survey link on Wednesday 6 August 2014. Following three reminder emails to complete the survey, the survey link was closed after two weeks on Thursday 21 August 2014.

4.1.2 Limitations of the sample

Our sampling strategy deliberately included a proportion of organisations (11 per cent) known to have engaged in WIL. This limits the capability to generalise across the economy, however including these organisations in the sample ensures the sufficient capture of data on the barriers, benefits and enablers to WIL.

4.2 Profile of respondents

A total of 1,703 organisations opened the email survey invitation. One-hundred-and-ninety organisations completed the survey. This is a response rate of 4.2 per cent against the 4,500 making up the sample, and a response rate of 11.2 per cent of those who opened the email invitation.

The profile of responses includes representation from each state and territory, although Victoria (37 per cent of responses compared to 26 per cent of total organisations in Australia) is overrepresented, while New South Wales (25 per cent of responses compared to 33 per cent of total organisations in Australia) is underrepresented. The remaining distribution of responses across states and territories is generally in proportion to the population.

Responses are not representative of Australian industry sectors. While each of the 19 ANZSIC industry sectors are included within the 190 completed responses, industries in which employees are more likely to have undertaken university education are more prevalent in the survey. For example, while the construction industry makes up 16 per cent of all Australian businesses, organisations within this industry sector accounted for only 6 per cent of responses. Conversely, organisations in the education and training industry sector accounted for 10 per cent of responses to the survey, yet organisations in this sector comprise just 1 per cent of Australian businesses.

Sub groups of interest are also represented within the sample. Small businesses make up 55 per cent of respondents, with large and medium organisations both contributing 22 per cent. This is in contrast to the broader population of Australian businesses, where small businesses make up 93 per cent of employing businesses (ABS 2013).



Private enterprise constitutes 64 per cent of respondents, and there is an appropriate mixture of organisations from metropolitan (64 per cent), regional (26 per cent) and rural and remote (10 per cent) areas.

A more detailed breakdown of the profile of responses is provided within the data tables contained in Appendix B.

The following four chapters outline the results of the survey against the four key research questions we aimed to answer. While 190 respondents completed the survey, the threshold question around participation in WIL received 74 partial responses from organisations who began the survey but failed to complete all sections. In the discussion that follows, we have included these additional responses in the analysis when discussing the threshold question around participation in WIL, but not in other sections for which responses were not provided. This provides 264 responses to this first threshold question.



5 To what extent do employers participate in WIL?

Within this chapter we examine the extent to which respondents participate in WIL. To do so, we investigate the characteristics of organisations that participate in WIL to uncover any common contributing factors to participation and investigate the steps organisations took to participate in WIL.

This section also explores the typical WIL student's experience across the different organisations that responded, probing aspects of the WIL experience such as its duration, the type of WIL on offer and whether or not it is paid. It concludes by focusing on the organisations that have given thought to participating in WIL, but ultimately decided against it, to uncover if there are any clear reasons for this decision.

5.1 Which organisations participate in WIL?

The WIL participation rate of respondents to the survey—including completed and partial responses (n=264)—was relatively high at 60 per cent. However, this figure should not be considered a true reflection of the extent to which Australian organisations engage in WIL since our sampling strategy deliberately included a proportion of organisations known to participate in WIL (11 per cent of the sample).

Response rates to the survey provide an indication of the interest and knowledge of WIL across a broader sample of organisations. The 190 completed responses from 4,500 organisations equates to a response rate of 4.2 per cent. In addition, of the 4,500 Australian businesses which received the online survey link, only 1,703 (38 per cent) opened the email survey invitation. This suggests that many organisations may not be prepared to engage in WIL, or that the concept may be unfamiliar.

Respondents offering WIL are generally highly experienced in engaging university students. The majority of organisations who offer WIL responded that they have participated in WIL for more than one year (94 per cent), with the largest proportion (66 per cent) engaging students for more than five years.

Organisations operating in each state and territory responded to the survey. However, less than 10 organisations in each of Tasmania, the Northern Territory and the Australian Capital Territory responded to the survey (see Appendix B). Analysis of participation in WIL in jurisdictions with more than 10 responses reveals that organisations from Victoria were most likely to participate in WIL (79 per cent), followed by Western Australia (63 per cent) and South Australia (56 per cent). Respondent organisations within our sample from New South Wales



(43 per cent) and Queensland (49 per cent) both had participation rates of less than 50 per cent. A large proportion of organisations from metropolitan areas (66 per cent) participated in WIL. This is in contrast to organisations operating in regional centres (25 per cent) and rural or remote towns (10 per cent).

5.1.1 What organisational characteristics contribute to participation in WIL?

We combined the 190 completed responses and 74 partially completed responses to examine the tendency to participate in WIL based on the characteristics of responding organisations (n=264). The purpose of this analysis was to determine any clear factors influencing participation in WIL.

Almost all large organisations, classified as those having more than 200 employees, offer WIL to university students (97 per cent). The data suggests that smaller organisations are less likely to participate in WIL. For small businesses, those with between five and 20 employees, the participation rate drops to 59 per cent, while micro organisations (less than five employees) participate at a rate of 18 per cent (see Appendix B). A strong correlation between participation in WIL and organisation size ($V = .64, p < .001$) was observed within the data. Further testing found this correlation to be statistically significant (see Statistical and Methodological Note).

Related to this point, we examined the likelihood of participating in WIL based on an organisation's years in operation. Like organisation size, the data indicates that organisations are more likely to offer WIL the longer they have been in operation. Organisations in existence for over 100 years participate in WIL at a rate of 97 per cent, while for those in operation for less than 10 years, the participation rate falls to 28 per cent. We uncovered a moderate relationship between years in operation and participation in WIL ($V = .49, p < .001$) that is statistically significant (see Statistical and Methodological Note). While not as strong as the relationship between organisation size and participation in WIL, for respondents to this survey, years in operation is also an important factor to participation in WIL.

Organisations from across the public, private and not-for-profit sectors responded to the survey. The distribution of data was heavily slanted towards organisations from the private sector, which is consistent with the broader population. The data reveals that organisations within the public and not-for-profit sectors practise WIL extensively. Public sector organisations participated in WIL at a rate of 97 per cent. Respondents from the not-for-profit sector participated at a slightly lower rate (83 per cent), however both sectors were much more likely to participate in WIL than organisations from the private sector (41 per cent). We tested the relationship between participation in WIL and organisation sector and found a moderate association between participation in WIL and being a public sector organisation ($V = .52, p < .001$) that was statistically significant (see Statistical and Methodological Note).



However, a closer look at the characteristics of organisations from the private, public and not-for-profit sectors provides an explanation for the correlation. Public sector respondents consisted of a high proportion of large businesses (59 per cent) and were drawn predominately from the Health Care and Social Assistance and Education and Training sectors (71 per cent) where WIL is a requirement. This rationalises the high participation rate. Similarly, 66 per cent of not-for-profit organisations operated in these two industries in which WIL is well established.

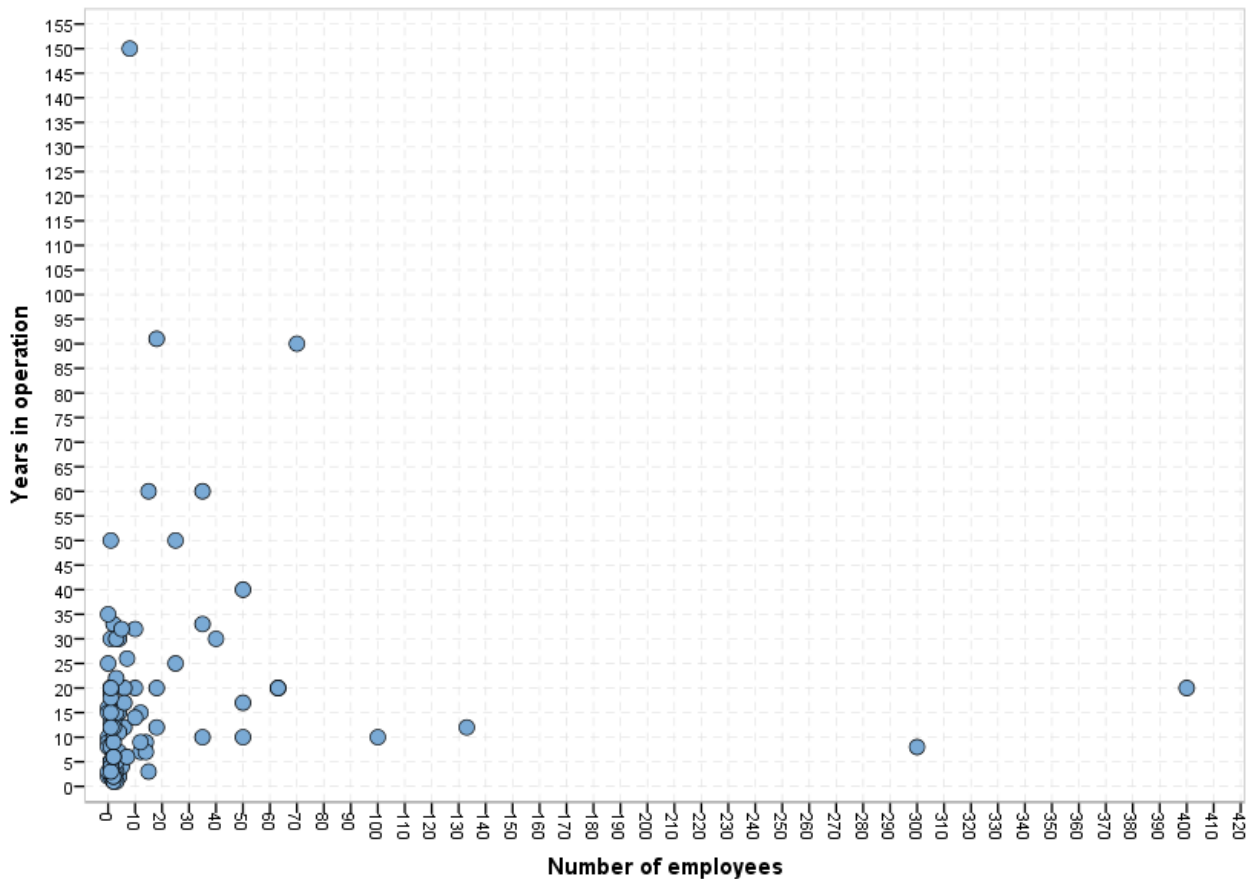
Conversely, private sector organisations were more likely to be small businesses with less than 20 employees (84 per cent), and more likely to have been in operation for less than 10 years (31 per cent) than both public sector (9 per cent) and not-for-profit (5 per cent) organisations. These two variables have been confirmed to have a statistically significant bearing on participation in WIL. The ABS, through its publication *Employee Earnings and Hours* (ABS 2012 Cat No. 6306.0), estimates that private sector employees comprised 80 per cent of the approximate 11 million Australian employees, which is equivalent to around 8.8 million employees. While difficult to generalise across the economy, results from the survey suggest that there is significant room for growth in WIL across the private sector.

The second conclusion to be drawn from this discussion is that variables relating to organisation size and years in operation were stronger factors than organisation sector in determining an organisation's participation in WIL. Considering there is also a strong positive, correlation between organisation size and years in operation (see Statistical and Methodological Note), the suggestion is that organisations take time to develop the foundations that will support their participation in WIL.

Is there an ideal point where organisations have laid these foundations and become more likely to participate in WIL? Analysis of respondent answers to the threshold question on participation in WIL provides a useful indication. Data outlining the distribution of survey data across the variables of organisation size and years in operation demonstrates that responses are reasonably evenly distributed across organisation size (see Appendix B). The variable years in operation is less evenly distributed but contains responses across each category. Figure 1 uses this data to plot the 105 organisations within the total (n=264) who stated they have never participated in WIL. The y axis corresponds to years in operation, while the x axis outlines number of employees.



Figure 1: Years in operation and organisation size, organisations not participating in WIL (n=105)



Source: PhillipsKPA Work Integrated Learning Survey 2014

The data reveals almost no activity outside of the bottom left corner of the chart. In other words, the large cluster of organisations who do not participate in WIL have been in operation for under 25 years and have less than 20 employees. The relatively 'clear sky' outside of these points of 25 years and 20 employees is evidence of the probable stage at which organisations become more likely to participate in WIL. Providing further weight to this finding is the fact that organisations that participate in WIL exhibit characteristics that are inverse to the data in figure 1 (see Appendix B).

Further examination of the data distribution allows us to hone in on a possible 'foundation point' where engagement in WIL increases. We considered 80 per cent as a figure that constitutes a large majority of cases and, therefore, a reasonable estimate of a foundation point. Using this figure of 80 per cent, we found that for the variable 'years in operation', 80 per cent of organisations not participating in WIL stated they have been in operation for less than 20 years. For the variable relating to organisation size, 82 per cent of organisations not participating in WIL had less than 15 employees. Therefore, we suggest that the conditions



that make organisations from our sample more likely to participate in WIL are employing 15 workers or reaching 20 years in operation.

5.1.2 What steps did organisations take to participate in WIL?

We asked all respondents who completed the survey (n=190) the question: *Prior to this survey were you familiar with the term 'Work Integrated Learning?'* Under half (48 per cent) of respondents indicated that they were familiar with the term. Further analysis shows that 40 per cent of organisations offering WIL to university students signified that they were unfamiliar with the term WIL, suggesting that they are more familiar with specific types of WIL than the umbrella term itself.

We provided all respondents who declared that they were unfamiliar with the term with a list of common forms of WIL and asked: *What term relating to Work Integrated Learning are you familiar with?* The terms most familiar to organisations were internships and work placements which received 52 responses. Organisations selected the term cadetships as the next most recognisable (33 responses). However, while familiar with the term, data in section 5.2 below demonstrates that respondents did not often engage students in cadetships (n=3).

The least familiar terms were sandwich year (7 responses) and practicum (10). A total of 17 respondents were not familiar with any term. In industries where WIL is well established and or a requirement for accreditation, such as Health Care and Social Assistance, Education and Training and Professional, Scientific and Technical Services, familiarity with the term WIL was also less than 50 per cent.

The survey asked organisations participating in WIL to select the method used to initially engage a university student in WIL. Respondents could select more than one option.

Table 5: How did you or your organisation first engage a university student in WIL?

Method of first participating in WIL	Number of responses
We were approached by a university	60
We were approached by a student	40
We contacted a university directly	30
Other	10
We contacted a student directly	4
A student was recommended to us by an Industry Association	2
Total	146

Source: PhillipsKPA Work Integrated Learning Survey 2014



Survey respondents are heavily reliant on approaches from universities or students to begin participating in WIL (100 responses), suggesting that contact from a university or a student is the most likely trigger for their engagement. In contrast, a smaller number of organisations actively sought out a university to engage students (30 responses). Analysis of the 10 respondents who selected ‘other’ and elaborated on their response uncovered no further themes.

What is missing from responses is third-party facilitation of a WIL student. Two respondents suggested that an Industry Association assisted them with finding a student, but no ‘other’ responses indicated third party involvement. This is an area which may be explored into the future and could be of assistance within certain contexts, such as regional areas and markets with limited university providers.

However, it is difficult to see any one-size-fits-all approach working to facilitate organisations to engage university students in WIL. Universities are cognisant of, and responsive to, student satisfaction surveys which include questions concerning the quality of students’ total experience, including engagement with industry and outside organisations. Universities have a sense of their obligation to provide students with a rounded experience, including WIL, and many see their industry contacts and WIL programs as central to their university mission statements and as a differentiation strategy against competitors (Patrick et al. 2009). Within individual universities there are likely differing strategies and varying approaches across faculties concerning the strength, visibility and importance of WIL.

However, as table 5 above illustrates, there is currently a reliance on universities and students to facilitate WIL. There may be a need to further involve employers in this process to provide greater balance between universities and employers—through the various industry associations— in facilitating increased WIL opportunities.

5.1.3 How many universities do organisations work with to offer WIL?

To further explore the extent to which organisations participate in WIL, respondents indicated the number of universities they work with to provide WIL opportunities for university students.

The 107 answers to this question ranged from zero to 12 universities. The data revealed six predominately large, government organisations from the Health Care and Social Assistance industry sector interacting with 10 or more universities. The reported mean was 2.87 universities and the standard deviation 2.64. The median number of universities was 2.00. With outliers in the data, the median figure of 2 universities is perhaps the most accurate indication of the number of universities which organisations typically engage with to offer WIL.

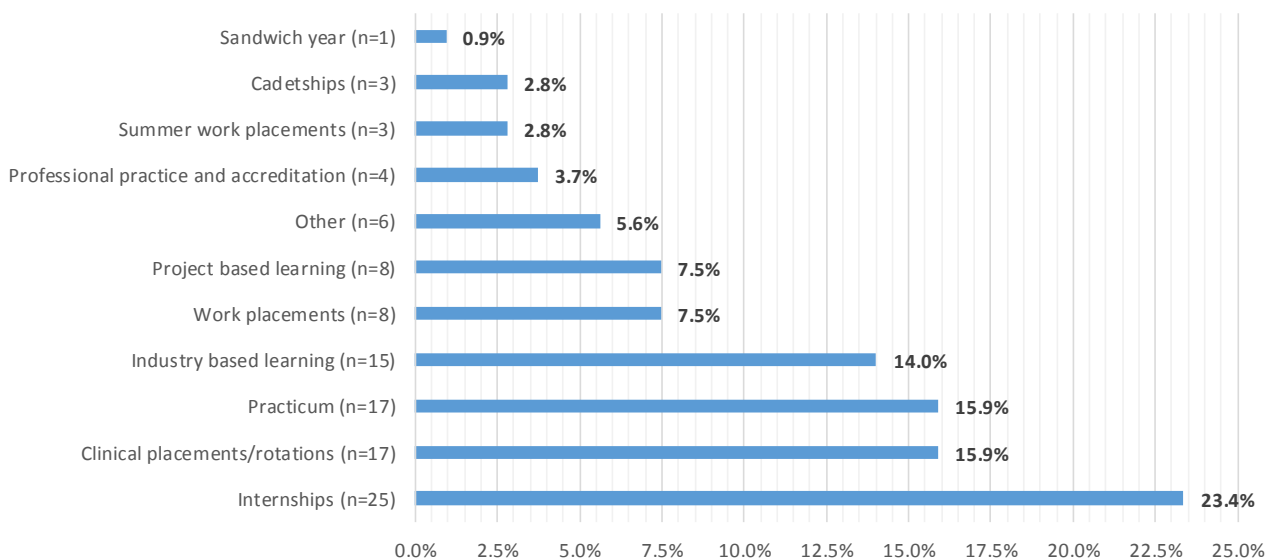


5.2 The typical WIL experience offered to students

We asked organisations who completed the survey (n=190) to consider a typical university student undertaking WIL in their organisation and elaborate on the illustrative WIL experience the organisation offers. Organisations answered a series of survey questions designed to better understand the type of WIL different organisations are likely to offer university students, and what that experience typically resembles.

The first of these questions was: *What form of WIL did the student undertake?* Respondents were provided with 11 mutually exclusive options to select from, each with a corresponding definition.

Figure 2: Form of WIL undertaken by a typical university student within the organisation (n= 107)



Source: PhillipsKPA Work Integrated Learning Survey 2014

No one type of WIL received more than 25 per cent of responses, suggesting a wide spread of diverse WIL arrangements rather than a concentration of any particular form. Internships are the most common type of WIL (23 per cent), followed by both clinical placements and practica (16 per cent), and industry based learning (14 per cent). Project based learning was ranked equal fifth with work placements (both 8 per cent). This supports the findings from the 2009 *Australasian Survey of Student Engagement* (Radloff 2010) WIL predominately takes the form of practicum, internship, fieldwork or clinical placement.



Respondents did not extensively offer some types of WIL to university students, including cadetships (3 per cent), summer work placements (3 per cent) or sandwich years (1 per cent). The latter two forms of WIL are considered popular internationally, particularly in the United Kingdom (AWPA 2014), but appear to be less customary in Australia.

Various types of WIL were more common to a particular sector than others. This is true for the top three responses, internships, clinical placements and practicum. More than half of all internships (52 per cent) were offered by organisations from the private sector. Clinical placements, which are typically a requirement of degrees allied to health and medicine and often undertaken within large public health institutions, were most common within the public sector (64 per cent). Practica were less popular for private sector organisations (17 per cent) than public sector (47 per cent) and not-for-profit organisations (35 per cent).

Other types of WIL common to the private sector included industry based learning (60 per cent), and work placements (62 per cent). Project based learning was slightly more prevalent in the public and not-for-profit sectors (both at 37 per cent) than the private sector (25 per cent).

Organisations classified as micro or small were more likely to offer internships than larger businesses (52 per cent). There were no obvious unexplainable patterns across other types of WIL when cut by the size of the organisation. When analysed by years in operation, different types of WIL were generally offered more by organisations in operation for larger periods of time, which is consistent with the correlation between participation in WIL and years in operation. Internships were the exception. Of the types of WIL contained in figure 2 that received more than 10 per cent of responses, internships (28 per cent) were the only form of WIL where less than 40 per cent of organisations had been in operation for at least 50 years. The suggestion here is that of all the types of WIL offered by respondents, internships appears to be the most popular with smaller and younger businesses.

5.2.1 The length of the WIL experience and issues around student payment

For a typical student, just over half of respondents offered WIL for between one and six months (55 per cent). A further 18 per cent of organisations indicated that the typical duration of WIL was between six months and a year. There were only two instances of WIL lasting for more than a year, while 15 per cent of respondents who offer WIL engage students for less than one month (see Appendix B). A sizeable number of organisations selected 'other' (10 per cent) when detailing the typical duration of WIL. Analysis of these answers revealed that organisations offering WIL in a series of 5 to 6 week blocks is also common.

The survey produced high proportions of respondents who stated that the typical student was unpaid for their WIL (64 per cent). This aligns with the recent report prepared for the Fair Work Ombudsman by Stewart and Owens (2013), *Experience or Exploitation*, which



investigated unpaid work experience, internships and trials. The report concluded that unpaid work experience is a growing feature of the Australian labour market. The results from this survey, although containing a small sample size, support this view.

The report for the Ombudsman also found that there was a misconception that a person undertaking any form of WIL is exempt from the *Fair Work Act (2009)* and can therefore be unpaid. In reality, the only current exemption from payment is if the WIL is a requirement of an education and training course (Stewart and Owens 2013). We analysed the responses of the 68 organisations offering unpaid WIL to determine how much of this WIL was a requirement of a student's course. Removing the two instances where this was unknown, the majority of the 66 organisations offering unpaid WIL suggested it was a requirement of the student's course (97 per cent). While drawing on a restricted evidence base, the data suggests a number of possibilities:

- the misconception uncovered by the Ombudsman has been addressed and organisations engaging students in WIL have received this message
- more university courses are embedding a form of WIL into course requirements to simplify WIL opportunities for employers
- issues around the legality of the WIL experience—suggested by the Ombudsman's report to be on the rise (Stewart and Owens 2013)—are perhaps more apparent for the types of WIL (such as internships and cadetships) that are undertaken *after* a student's graduation and where universities are no longer part of the WIL experience.

Removing the possibility of legal action due to misconceptions around payment rules by ensuring WIL is a requirement of a student's course would, in all likelihood, make WIL more attractive to employers. However, as the Ombudsman's report suggests (Stewart & Owens 2013), there is a fine line between experience and exploitation, and both universities and partner businesses will need to remain diligent to ensure that WIL for students is relevant and integrated. Similarly, where WIL is undertaken by graduates, relevant industry and professional bodies share responsibility with businesses to ensure that WIL is conducted legally, ethically and professionally.

The 36 organisations who indicated that the WIL experience was remunerated typically paid comparable earnings to a paid position (67 per cent). A third of respondents remunerated students through a stipend (33 per cent). Analysis found that there was a moderate correlation between being paid for WIL and the duration of the experience ($V = 0.402$, $p < .001$), which was statistically significant (see Statistical and Methodological Notes). This suggests that within the survey sample, the longer the duration of the WIL, the more likelihood of the student being paid.



Less than 20 per cent of students undertaking WIL in public or not-for-profit organisations were unpaid. This figure was higher for private sector organisations, with 58 per cent of students receiving payment. Where the student was paid, private sector organisations were more likely to pay earnings matching a paid position (38 per cent) than organisations from the public (14 per cent) and not-for-profit (8 per cent) sectors. Organisations in Queensland were more likely to pay WIL students (93 per cent) than Victoria (57 per cent) and New South Wales (60 per cent). Organisations operating nationally (33 per cent) or globally (47 per cent) were less likely to pay WIL students than those operating at the regional (77 per cent) or local level (89 per cent). For more detail on these figures refer to the data tables in Appendix B.

In 64 per cent of all cases, the student was paid by the organisation. The university paid 14 per cent of the time while a minimal amount of students (6 per cent) were paid via a scholarship. The remaining 16 per cent of respondents selected 'other'.

5.2.2 How many WIL students do organisations engage?

Organisations that completed the survey disclosed the average number of university students that they engage in WIL each year. The data was significantly impacted by three outlier cases of large organisations engaging over 1,000 students per year. With these outliers in the data, answers ranged from 0 to 2,500 university students engaged per year, with a mean of 80 students per organisation and a standard deviation of 323.41. A more useful interpretation for data that is both skewed and includes outliers, is to report the median, or the middle rank, which was four students per organisation per year.

The median average number of university students engaged in WIL each year changes slightly depending on the size of the business. For small businesses, the median is 2 students, which grows to 5 students for medium sizes businesses and 8 for large businesses with over 200 employees.

5.3 Organisations who have attempted to, or thought about, offering WIL

A total of 17 organisations who do not participate in WIL reported that they have thought about offering WIL in the past. This equates to just 20 per cent of all organisations who indicated they do not participate in WIL, which provides an indication of the extent to which WIL is known and understood among employers. One respondent had attempted to engage a student in the past. When asked to elaborate, the explanation provided offered no meaningful insight into why the attempt at WIL did not succeed.

The data suggests two possibilities: WIL is not something many organisations have ever considered probable in their individual context; or WIL is a concept that organisations are not



familiar with. Considering less than half of respondents were familiar with the term 'Work Integrated Learning', the suggestion is that the latter assumption is more plausible. However, qualitative data suggests that in reality, it is a combination of both contextual concerns and unfamiliarity.

Respondents who had considered WIL and decided against it cited the obvious impediments to their participation such as time and cost constraints, and limited resources. This issue is captured by a respondent from a regionally based organisation with less than five employees.

The administrative time required to productively use a student exceeds the benefits and we are not big enough to absorb the cost.

However, a further interesting pattern to be found within the qualitative data related to the uncertainty of respondents as to their capacity and suitability to offer a meaningful WIL experience to students. This issue had turned some organisations who indicated that they have considered engaging a university student away from offering WIL.

Our organisation does not have the free capacity to integrate a student. All staff are working beyond capacity and there is no additional time to give a student the proper attention they deserve.

(Our) company size is very small. Essentially work integrated learning should benefit the students and not the organisation. Hence, it (the time) was not right to engage (a student) with (the) current status of the firm.

What these qualitative quotes demonstrate is that it may not be solely a lack of interest that compels organisations to decide against participating in WIL. Other factors such as a lack of knowledge about WIL and contextual factors also contribute to this decision. The barriers to WIL participation for those organisations who have not engaged in WIL are further explored in chapter 7.

5.3.1 Does initial participation in WIL lead to continued engagement?

We asked respondents participating in WIL if they plan to continue engaging university students over the next two years. Emphatically, 88 per cent answered yes, while 11 per cent did not know or were unsure. This signifies a high level of ongoing engagement from respondents and suggests that organisations were more likely to continue offering WIL once they initially engaged a university student.

When this is added to the observation that the majority of organisations participating in WIL have done so for more than 5 years (66 per cent), a finding emerges that initial participation leads to continued engagement in WIL. This also implies that organisations receive substantial benefits from participating in WIL, otherwise there would be no incentive for their continued involvement.



We next asked organisations the number of students that they planned to engaged over the coming two year period.

Table 6: Approximately how many university students do you plan to engage over the next two years?

Responses	Total Students	Mean	Std. Dev	Median	Minimum	Maximum
93	10,684	114.88	515.103	6.00	0	4,500

Source: PhillipsKPA Work Integrated Learning Survey 2014

The 93 respondents who will continue offering WIL estimate they will provide places for a total of 10,684 students over the next two years, with a mean of 114.88 students ranging from 0 to 4,500.

However, the data is skewed by outliers where large organisations are planning to engage over 1,000 students over the next two years, resulting in the mean figure not providing a true indication of the number of students organisations plan to engage into the future. This is also backed by the large standard deviation. A more reliable estimate less affected by outliers and skewed data is the median. In this case, the median number of students that organisations plan to engage in WIL over the next two years is 6.00. Therefore, the median annual number of students organisations plan to engage is 3.

5.4 Summary

Although the proportion of organisations within our sample who stated that they engage university students in WIL was high (60 per cent), our sampling strategy deliberately included a proportion of organisations known to have engaged in WIL. Therefore the participation rate of 60 per cent is unlikely to be a true reflection of the extent to which Australian organisations participate in WIL. Response rates to the survey provide a signal of the interest and knowledge of WIL across a broader sample of organisations, and the low proportion of responses may provide a more accurate view of participation in WIL. However, this assumption requires further investigation via a truly random sample that can be used to generalise across the economy.

The extent to which organisations are familiar with the terminology ‘Work Integrated Learning’ is low. This signifies either a gap in the knowledge and understanding of individual respondents to the survey, or a possible disconnection between the language used by Government, universities and peak bodies, and organisations on the ground.

The data revealed three organisational characteristics which have a statistically significant correlation to participation in WIL: organisation size; years in operation; and business sector.



The key finding here is that organisations are more likely to participate in WIL if they have been in operation for some time, and have a larger number of employees. Public sector organisations are also more likely to participate in WIL than private sector organisations, however, the correlation here can be explained by the large proportion of small and young organisations from the private sector. We explored this issue further to investigate whether there was an ideal point at which organisations become more likely to participate in WIL. The data suggests that around 20 years or 15 employees is a reasonable estimate of a foundation point where WIL participation becomes probable.

Organisations are reliant on universities or students facilitating WIL, however, once they initially engage in WIL, it appears that there is a high level of continuous engagement across organisations. Respondents who have considered offering WIL but declined to do so make up 20 per cent of non-participating organisations, providing a further signal of how well WIL is known and understood by employers. For these organisations, the factors behind participation in WIL are more than just questions of desire. Limited knowledge about WIL and contextual factors unique to the organisation also contribute to the extent to which organisations participate in WIL.



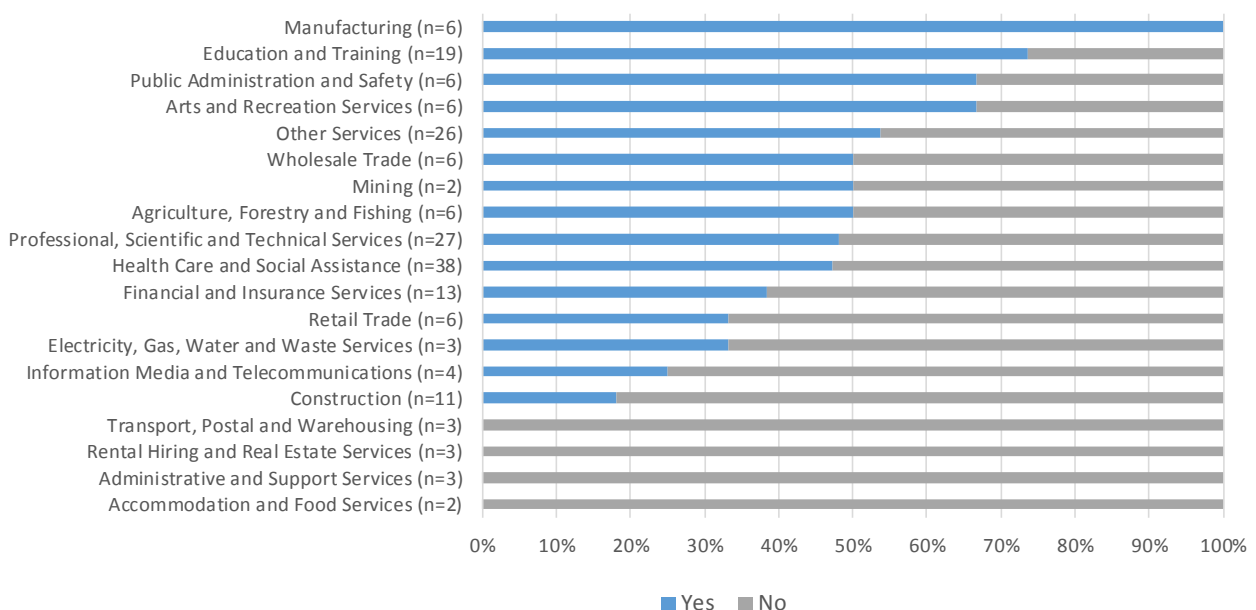
6 Within which industry sectors is WIL common?

AWPA's (2013b) *Future Focus* report modelled Australia's workforce needs in 2025. The report projects Australia's workforce to be increasingly higher skilled and that growth will be strongest at the higher qualification levels, particularly at the postgraduate and undergraduate level (AWPA 2013b; 37). The number of people employed as professionals is also expected to grow, and growth is expected to occur across the majority of industry sectors. Higher numbers of graduates are likely to increase the demand for WIL across industries. The focus of this chapter is to investigate if there are any industry sectors where WIL is either widespread or underrepresented. It considers whether there are certain industries where the term 'Work Integrated Learning' is more familiar than in others, and looks at subgroups of industries to determine if there are any broader patterns to be observed.

6.1 Familiarity and participation in WIL by industry

The survey invited all respondents regardless of whether they participate in WIL to stipulate whether or not they were familiar with the term 'Work Integrated Learning'. We analysed responses by industry sector as per the ANZSIC industry standards.

Figure 3: Familiarity with WIL by industry sector (n=190)



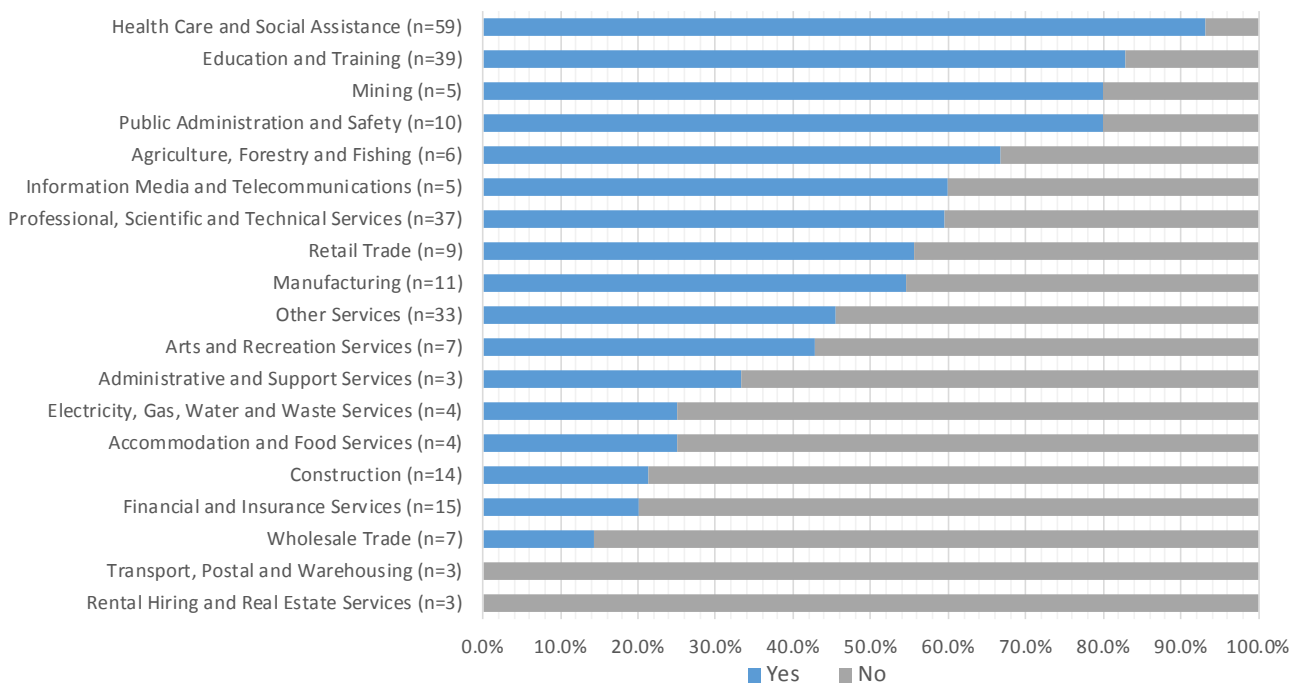
Source: PhillipsKPA Work Integrated Learning Survey 2014



While caution should be exercised in the interpretation of the above results due to small sample sizes, in 11 of the 19 industry sectors less than half of respondents stated that they were familiar with the term ‘Work Integrated Learning’. This included Health Care and Social Assistance (47 per cent)—an area where respondent participation rates was high and where WIL is a requirement for accreditation.

Completed and partial responses to the threshold question concerning participation in WIL were analysed by ANZSIC industry sectors (n=264) to show industries where WIL is commonplace, and industries where there may be room for growth in the number of WIL students.

Figure 4: Participation in WIL by ANZSIC industry sector (n=264)



Source: PhillipsKPA Work Integrated Learning Survey 2014

Organisations most likely to participate in WIL are from the Health Care and Social Assistance (93 per cent) and Education and Training (83 per cent) industry sectors. This finding is expected, as both disciplines require highly structured WIL as a requirement of a student’s university degree. While attracting only small numbers, Public Administration and Safety and Mining also demonstrated high participation in WIL, with 80 per cent of respondents in these categories engaging in WIL.

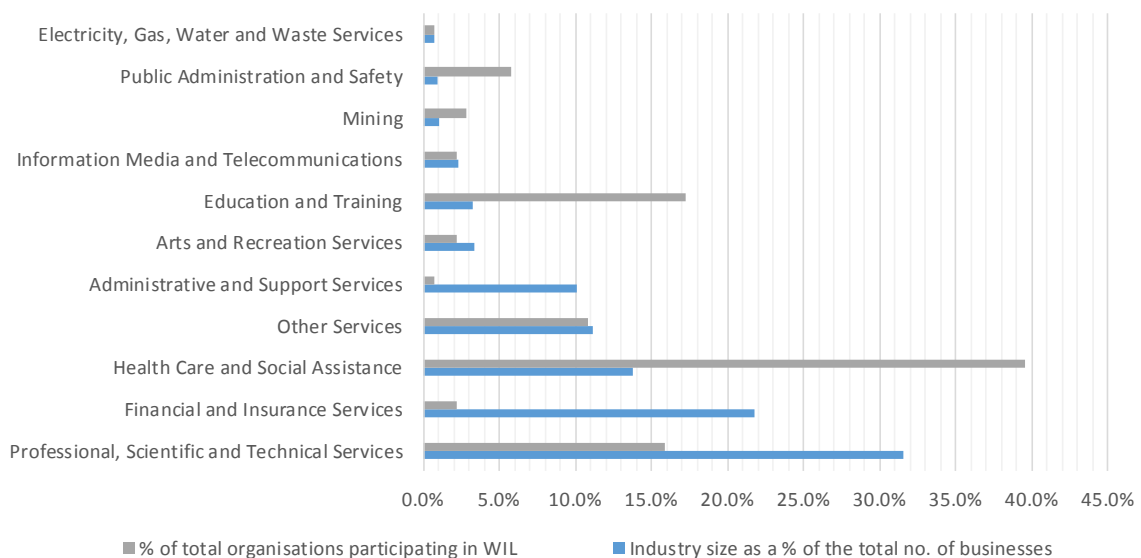
The other end of the scale consists predominately of industry sectors where a university degree is not a typical prerequisite to employment across many occupations. This includes



Rental Hiring and Real Estate Services, and Transport, Postal and Warehousing, where no organisations engaged in WIL. However, due to the sheer size of the Construction industry in Australia, which according to the ABS (2013) contains the largest number of businesses in Australia (328,486) and includes the Heavy and Civil Engineering Construction subdivision, the observed participation rate of 21 per cent may be less than could be expected.

Since higher education qualifications are not a dominant prerequisite to employment in a number of these industries, we removed eight industry divisions where a university degree is not essential to employment from the list of 19. We then used the 11 remaining industry divisions and analysed data from the last ABS *Count of Australian Businesses* publication (ABS 2013) against the survey results to provide an indication of industries where WIL might be increased.

Figure 5: Proportion of survey responses versus industry size



Source: PhillipsKPA Work Integrated Learning Survey 2014

Figure 5 illustrates that survey responses by industry sector are not reflective of each industry's share of the total number of businesses. Administrative and Support Services, Financial and Insurance Services, and Professional Scientific and Technical Services, are industry sectors where participation in WIL is below what might be expected as compared to their industry share. However, this analysis does not take into account organisation size.

In particular, Finance and Insurance Services is an industry in which the number of organisations participating in WIL could increase. AWPAs (2013a) *Financial and Insurance Services Industry Snapshot* for the sector reports that this industry, covering banking, investment, insurances and superannuation services, employs around 4 per cent of the total Australian workforce. The last ABS *Count of Australian Businesses* publication (ABS 2013)



reports a total of 166,998 businesses within the Financial and Insurance Services sector in operation. AWP (2013a) also reports that the industry has a young employment profile and 41 per cent of employees have completed a bachelor degree or higher. While acknowledging that the survey elicited a relatively small number of responses from this industry division (15 responses), it is noted that the 20 per cent of respondents in this industry who reported participating in WIL is below what could be reasonably expected.

For some industries, participation in WIL is significantly higher than the industry's share of the total number of businesses. Two of the three industry groups that AWP (2013b; 40) predicts will experience the highest growth to 2025, Education and Training and Health Care and Social Assistance, are in this category. The other, Professional, Scientific and Technical Services, is an industry where participation in WIL is below what might be expected.

The findings reveal that there are industries in which WIL is more common than others. With the exception of some obvious gaps, such as Financial and Insurance Services, the distribution of WIL by industry sector generally replicates the occupations and sectors for which a university degree is a requirement.

6.2 Type of WIL by industry sector

Although survey data provides an illustration of the industry sectors where WIL is common, are there types of WIL more likely across different industries? Table 7 considers the five most common types of WIL by the industry sectors in which they occur.



Table 7: Most common types of WIL undertaken by industry sector

	Internships (n=25)	Clinical placements (n=17)	Practica (n=17)	Industry based learning (n=15)	Project based learning (n=8)
Agriculture, Forestry and Fishing	-	-	-	-	12.5%
Arts and Recreation Services	8.0%	-	-	-	12.5%
Construction	-	-	-	-	12.5%
Education and Training	20.0%	-	29.4%	6.7%	12.5%
Electricity, Gas, Water and Waste Services	-	-	-	6.7%	-
Financial and Insurance Services	-	5.9%	-	6.7%	-
Health Care and Social Assistance	16.0%	94.1%	35.3%	26.7%	25.0%
Information Media and Telecommunications	-	-	-	6.7%	-
Manufacturing	-	-	-	13.3%	-
Other Services	20.0%	-	17.6%	6.7%	-
Professional, Scientific and Technical Services	16.0%	-	11.8%	20.0%	12.5%
Public Administration and Safety	4.0%	-	5.9%	-	12.5%
Retail Trade	8.0%	-	-	6.7%	-
Wholesale Trade	8.0%	-	-	-	-
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: PhillipsKPA Work Integrated Learning Survey 2014

Unsurprisingly, given their importance to graduation and employment, clinical placements were concentrated within one industry sector, Health Care and Social Assistance (94 per cent). Similarly, practica, which we defined as *'practical, work-place experience as part of a student's studies'*, were predominately offered within the Health Care and Social Assistance (35 per cent) and Education and Training (29 per cent) industry sectors.

The other three major types of WIL, internships, industry based learning and project based learning, were spread more evenly across the industry sectors. Of the eight respondents to the survey who indicated that they typically offer project based learning, 50 per cent of organisations were from industry sectors where WIL is not an overly common occurrence (such



as Arts and Recreation Services). Although based on limited evidence, the data indicates that this type of WIL may be conducive to facilitating WIL across industry sectors where WIL is not widespread.

6.2.1 Is WIL within various industries concentrated across fields of study?

We analysed the spread of WIL students by field of study across the 19 industry sectors (see Appendix B for details). The analysis revealed that for many fields of study, such as Health, Education and Natural and Physical Sciences, there was one type of WIL dominant within the sector. The mean number of industry sectors where WIL was occurring for each field of study was five.

In contrast, three fields of study were above the mean. In the fields of study management and commerce (ten), engineering and related technologies (seven), and information technology (six), WIL was spread across a variety of industry sectors. This suggests that these three fields provide greater flexibility in terms of the industry sectors in which students may find opportunities for WIL. Consequently, there is scope for future growth in WIL for students studying in these fields across multiple industry sectors.

6.1 Summary

The findings from this chapter confirm that there are industries in which WIL is more customary than others. With the exception of some obvious gaps, industries where WIL is common generally reflect those for which a university education is essential. Industry divisions where a higher education degree is not a typical prerequisite for employment, such as Transport, Postal and Warehousing, Rental Hiring and Real Estate Services, and Wholesale Trade, are naturally underrepresented.

Almost half of ANZSIC industry sectors (47 per cent) participated in WIL at a rate greater than 50 per cent. The industry sectors of Health Care and Social Assistance and Education and Training—the two major university study fields for which WIL is a requirement for accreditation— have participation rates of more than 80 per cent.

Of the three major types of WIL offered by respondents to this survey, only one, internships, was spread across a variety of industry sectors. Clinical placements were concentrated in Health Care and Social Assistance (94.1 per cent), while practica were clustered in two industry sectors, Health Care and Social Assistance (35 per cent) and Education and Training (29 per cent).

Analysis of a student's field of study by the industry group of the organisation offering WIL, reveals three out of eleven fields of study where WIL is spread across several industry sectors— Management and commerce, Engineering and related technologies, and Information



technology. The conclusion here is that there is greater flexibility for these students, because WIL opportunities for these three fields of study are not contained to a narrow set of industry divisions. Therefore, these three fields of study are potential areas of future WIL growth across multiple industry sectors. Industries in which immediate increases in WIL appear possible are Administrative and Support Services, Construction, Financial and Insurance Services, and Professional Scientific and Technical Services. This is because participation in WIL in these industry sectors is below what might be expected as compared to their industry share.



7 What are the benefits, barriers and enablers to employers undertaking WIL?

This section considers the benefits stemming from WIL for the organisation, the perceived benefits for the industry or profession, and includes an assessment of qualitative or free text answers provided in the survey. The barrier relating to monetary costs and budget concerns is explored in more detail and the perceived barriers to WIL are analysed across all respondents and for selected subgroups to determine if there are any barriers more influential in certain circumstances than others. For organisations who have considered participating in WIL, we explore the barriers that stopped their engagement, before the chapter concludes with a discussion of what facilitates organisations to participate in WIL.

7.1 What are the benefits to employers undertaking WIL?

7.1.1 Benefits to the organisation

The WIL scoping paper (AWPA 2014), identified eight benefits to participation in WIL which we validated through external consultations for this project. The survey asked respondents who had participated in WIL to select all benefits that apply to their organisation.

Table 8: What are the benefits to your organisation of WIL?

Identified benefits	No. of responses
To give back to the industry/profession	81
Ability to recruit graduates in the future	79
Access to new thinking and new ideas	71
Integration with the university sector and emerging research and practices	67
The ability to refresh the organisation	61
Improves corporate image and aligns with corporate responsibilities	52
To improve the organisation's skills and competitiveness	47
Access to additional funding and/or resource streams	22
I don't see any benefits of Work Integrated Learning	0
Total	480

Source: PhillipsKPA Work Integrated Learning Survey 2014



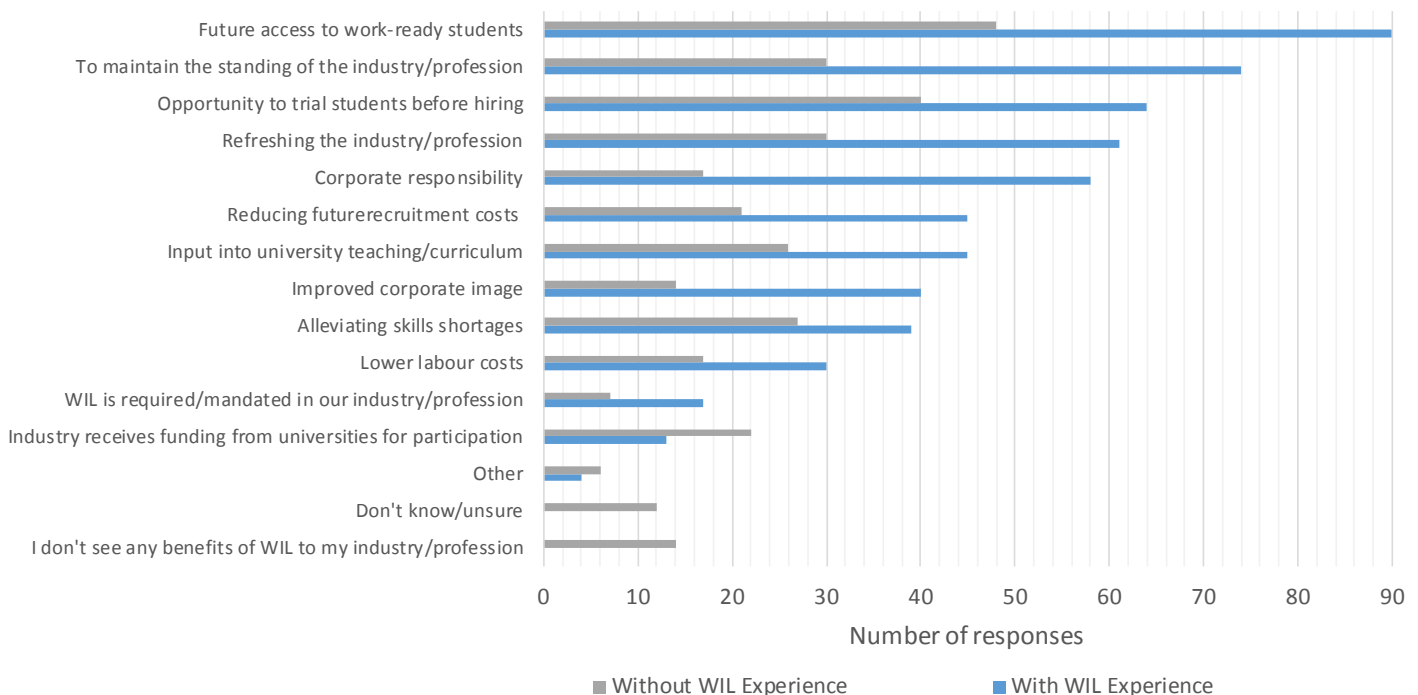
The two most obvious benefits to organisations participating in WIL are ‘to give back to the industry/profession (n=81)’ and ‘ability to recruit graduates in the future (n=79)’. The next highest ranked benefits were ‘access to new thinking and new ideas (n=71)’ and ‘integration with the university sector and emerging research and practices (n=67)’. The latter, while being a clear benefit to organisations, did not rank highly as a motivating factor for organisations to be involved in WIL, with the corresponding motivation, ‘Input into university teaching and curriculum design’, ranking ninth of 13 motivations (see chapter 8).

A small number of organisations (n=9) selected ‘other’ and provided qualitative comments. Analysis reveals that additional potential benefits to the organisation raised by respondents can be largely interpreted as serving three purposes: organisational development (in terms of accessing new staff), corporate consciousness and strategic positioning, that is, improved competitiveness and access to fresh thinking.

7.1.2 Benefits to the industry or profession

In addition to benefits to the organisations, we devised and validated through stakeholder consultations 15 potential benefits to industry. The survey asked all organisations, regardless of their participation in WIL, to select all the benefits that applied to their industry. Figure 6 outlines responses for organisations with and without experience participating in WIL.

Figure 6: Perceived benefits of participating in WIL for the industry or profession



Source: PhillipsKPA Work Integrated Learning Survey 2014



Across both groups, the most frequently identified benefit to industry or the profession was ‘future access to work-ready students’. Across other benefits there is some divergence between organisations with WIL experience and those without. In particular, organisations without WIL experience are more likely to be unsure (‘don’t know/unsure’) about how WIL would benefit their industry or profession and were more likely to not see any benefits of WIL to their industry or profession (‘I don’t see any benefits of WIL to my industry/profession’). Organisations with experience recorded a zero response rate to these factors.

This suggests that some further work advocating and educating businesses on the benefits of WIL may be required. The 14 respondents who do not see any benefit to WIL were all from the private sector, predominately small businesses, split between regional and metropolitan areas and spread across industries where WIL is not common. Therefore, organisations with these characteristics could be targeted.

Focussing only on organisations with WIL experience, a clear pattern emerges of the top two benefits to the industry or profession. Across all subgroups, ‘future access to work-ready students’ and ‘maintaining the standing of the industry/profession’ were the two most frequently identified benefits of WIL. Interestingly, these two benefits serve different purposes. One relates to the organisation’s self-interest, while the other is more altruistic.

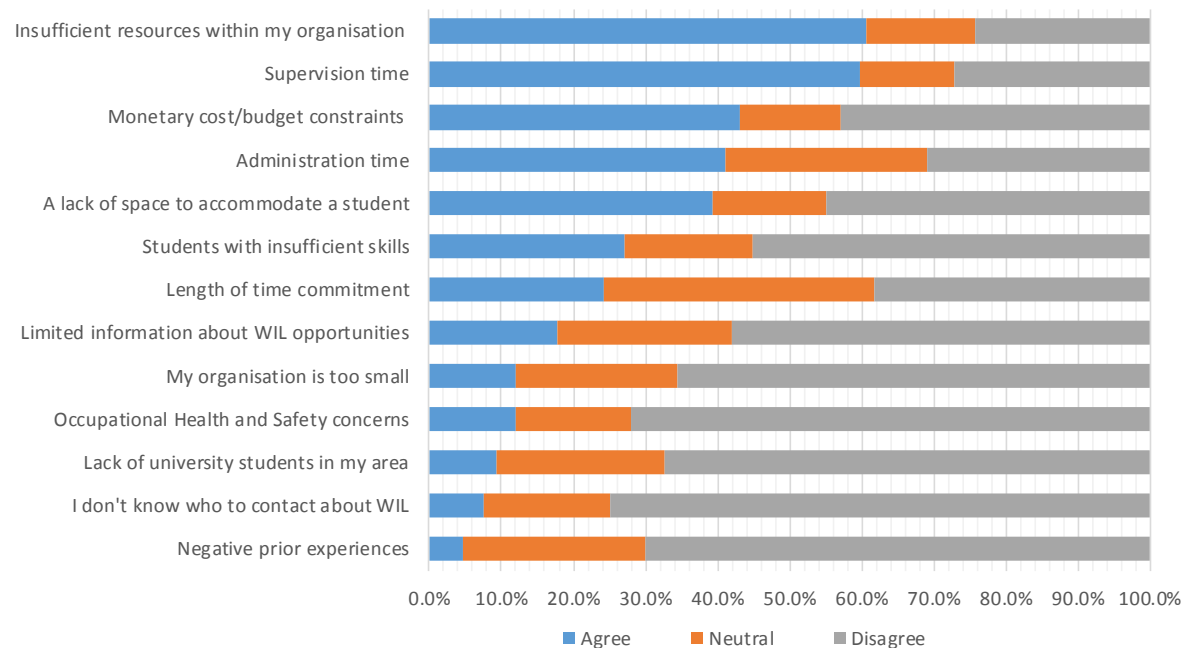
7.2 What are the barriers to increasing participation in WIL?

As per our approach to assessing the benefits of participation in WIL, we developed a set of predetermined barriers to test among survey respondents using existing information from the WIL Scoping Study (AWPA 2014). Key stakeholders validated these barriers through an external consultation process.

Figure 7 outlines the extent to which organisations with experience in WIL agree or disagree with the identified barriers to participation.



Figure 7: Proportion of respondents with WIL experience in agreement or disagreement with each identified barrier (n=107)



Source: PhillipsKPA Work Integrated Learning Survey 2014

For employers participating in WIL the two largest barriers are 'insufficient resources within my organisation (61 per cent)' and 'supervision time (60 per cent)'. Across all responses, these were the only barriers to record agreement rates of 50 per cent or more. The next highest ranked barriers include 'monetary/budget constraints (43 per cent)', 'administration time (41 per cent)' and 'a lack of space to accommodate a university student (39 per cent)'.

The majority of barriers recorded higher rates of disagreement than agreement. Low levels of agreement refutes the extent to which the following are actually significant barriers:

- I don't know who to contact about WIL (75 per cent disagreed)
- occupational Health and Safety concerns (72 per cent disagreed)
- negative prior experience (70 per cent disagreed)
- a lack of university students in my area (68 per cent disagreed)
- my organisation is too small (66 per cent disagreed)
- limited information about WIL opportunities (58 per cent disagreed)
- students with insufficient skills (55 per cent disagreed).



7.2.1 Monetary costs/budget concerns

Figure 7 reveals a split between agreement and disagreement across a number of barriers. One such barrier was ‘monetary cost/budget concerns’, which received agreement and disagreement rates of 43 per cent. Although respondents failed to agree at more than 50 per cent that the cost of WIL was a major limitation to participation in WIL, the fact that responses were split suggests that either organisations are ‘undecided’ as to how significant this barrier is, or that organisations with certain characteristics feel the impact of this barrier more than others. To test this second possibility, we investigated the demographics of the 43 per cent of organisations in agreement with this barrier. No obvious patterns across organisation size, location, sector or years in operation were uncovered, suggesting that organisations are indecisive about the extent to which monetary costs or budget concerns impact on participation in WIL.

There was moderate support within the qualitative responses to the survey for additional funding, but limited agreement on who should provide additional money or for what ends. What is clear, though, from the qualitative responses is the pressure that some organisations feel to continue offering WIL without funding and the risk this can create to ongoing engagement. The experience of a respondent from a large regional organisation from the Health Care and Social Assistance industry articulates these concerns.

We have been able to initiate (WIL) and achieve (results) due to opportunistic efforts to find funding under a variety of programs, and because of sheer determination to do it. We will be giving up in one year if we cannot source resources. This is a loss of expertise, good will and success, which will take another five years to build up. Successful outcomes require considerable resource and effort, (we are) not compensated by any funding that may be available. (WIL is) not possible without specific funding.

7.2.2 Do barriers dissipate over time?

As discussed in chapter 5, there appears to be a foundation stage where the likelihood of organisations participating in WIL increases. We estimate this juncture to be around 20 years in operation or 15 employees.

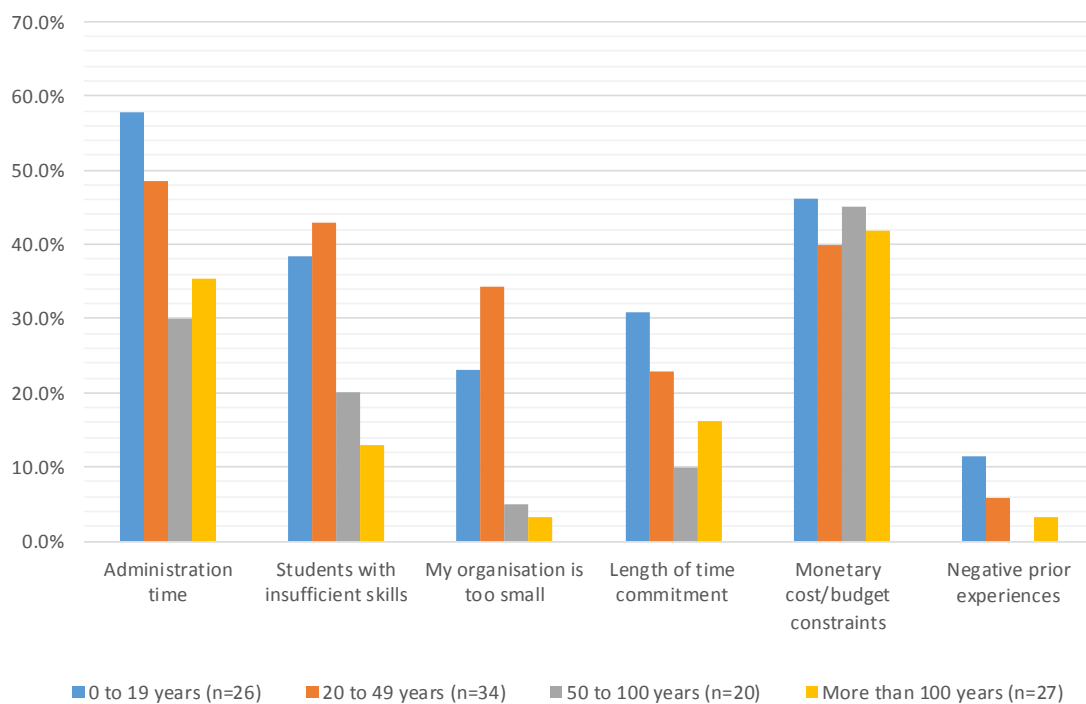
To explore this argument further, we analysed respondents’ opinions on the identified barriers to test if there is any indication that these concerns reduce over time, making it potentially easier to participate in WIL. To do so, we first organised respondents into three categories relating to organisation size (small, medium and large). We observed minor variances between organisation sizes, mostly in regard to small businesses. Small organisations are more likely to be concerned about ‘students with insufficient skills’ and, naturally, the barrier ‘my organisation is too small’ attracted over 30 per cent agreement as compared to large



businesses who did not register agreement with this barrier. Unsurprisingly, small businesses saw 'administration time' as a much greater barrier than medium and large businesses (a difference of 10 per cent).

Much more variance is evident when respondent opinions on the barriers to WIL are analysed by years in operation. Figure 8 illustrates respondent opinions on a selection of barriers according to their organisation's length of time in operation.

Figure 8: Respondent opinions of those participating in WIL on selected barriers to WIL by years in operation (n=107)



Source: PhillipsKPA Work Integrated Learning Survey 2014

Figure 8 reveals that there is a large reduction in the rate of agreement with each barrier when we contrast organisations operating for less than 20 years with those in operation for more than 100 years. Thus, organisations are less likely to agree with the six barriers in figure 8 as they grow older.

The data suggests the perception of barriers changes the longer an organisation is in operation. This reinforces the findings in chapter 5. While it is difficult to make assumptions against limited evidence and small samples, this data suggests that over time many of the logistical issues or barriers such as administration time, physical space and the time commitment required can be overcome. An organisation's perception of the ability of students also decreases with increased years in operation. The reflections on what would make WIL



more widespread within their organisation from a small business in South Australia participating in WIL for less than five years offers a suggestion regarding why these barriers dissipate.

'(We) need to have a clear strategy for our organisational structure, after which we can engage students in the areas where needed. If there was a change in leadership (in our organisation) and a more effective, proactive general manager was in place, we would be in a situation where staff can manage WIL as systems and processes would be in place to engage, facilitate and manage students.

The suggestion made here is that as time passes and organisations grow, processes and systems to accommodate WIL students are developed and refined and an economy of scale and learning curve is achieved. This suggestion appears to be confirmed in the response of this medium sized organisation that was asked if anything else would assist the organisation to take on WIL students.

We have most of this already covered as we have been conducting the legal cadet program for so long.

7.2.3 Are there any additional barriers that organisations face?

In addition to the barriers tested through the survey, respondents had the opportunity to nominate any further barriers they face. The 21 qualitative answers were grouped into themes for analysis. Approximately half (48 per cent) of qualitative comments related to barriers already captured in the survey instrument. These barriers specifically related to time and money, issues around university coordination, or access to university students.

Additional barriers were generally diverse. One pattern observed in the data relates to the role the organisation's management plays in the WIL experience. Respondents raised the concern that often management apathy is a barrier to effective WIL. A respondent from a large metropolitan Victorian organisation in operation for over 100 years articulates this issue.

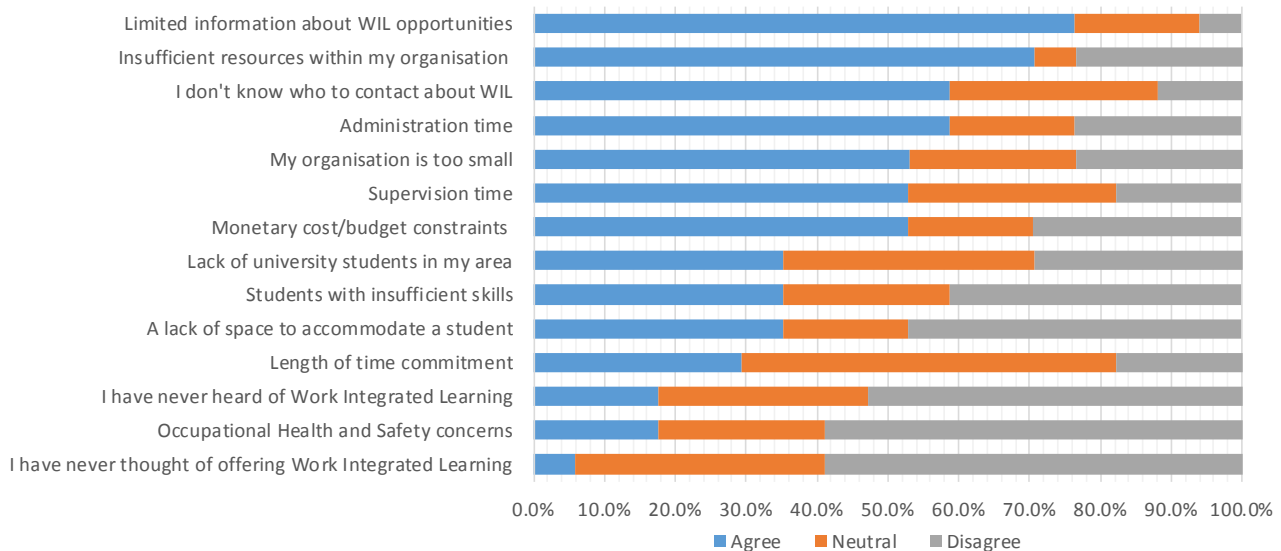
If the student is placed with a manager who does not understand the requirements of the student, and is not willing to put the time in, neither the student nor the organisation will get a benefit. Managers to my knowledge are not briefed on what is required of them (I never have been), nor are managers reviewed as to their suitability in being involved in the programs (I never was!).

7.3 What is stopping organisations from participating in WIL?

Seventeen organisations stated they do not participate in WIL, but have attempted to do so or thought about doing so in the past. The survey asked these organisations if they agreed that the following barriers had stopped them from participating.



Figure 9: Extent to which barriers have stopped organisations participating in WIL (n=17)



Source: PhillipsKPA Work Integrated Learning Survey 2014

While caution must be exercised due to the small sample, organisations who have attempted to, or thought about, participating in WIL suggested seven barriers had stopped them from doing so (agreement rates of 50 per cent or above):

- limited information about WIL opportunities (76 per cent)
- insufficient resources within my organisation (71 per cent)
- I don't know who to contact about WIL (59 per cent)
- administration time (59 per cent)
- my organisation is too small (53 per cent)
- supervision time (53 per cent)
- monetary cost/budget concerns (53 per cent).

The above barriers predominately relate to either resourcing concerns, or gaps in communication and information.

A large variance in barriers was observed between organisations participating in WIL and those without WIL experience. The average rate of difference across answers was 19 per cent. This was particularly evident in barriers relating to information (see Appendix B). Of the respondents with WIL experience, the barriers 'limited information about WIL opportunities' and 'I don't know who to contact about WIL' received agreement rates of 18 per cent and eight per cent of respondents respectively. This is in contrast to those without WIL experience, where 76 per cent of respondents agreed that 'limited information about WIL' was a barrier, and 59 per cent agreed that 'I don't know who to contact about WIL'.



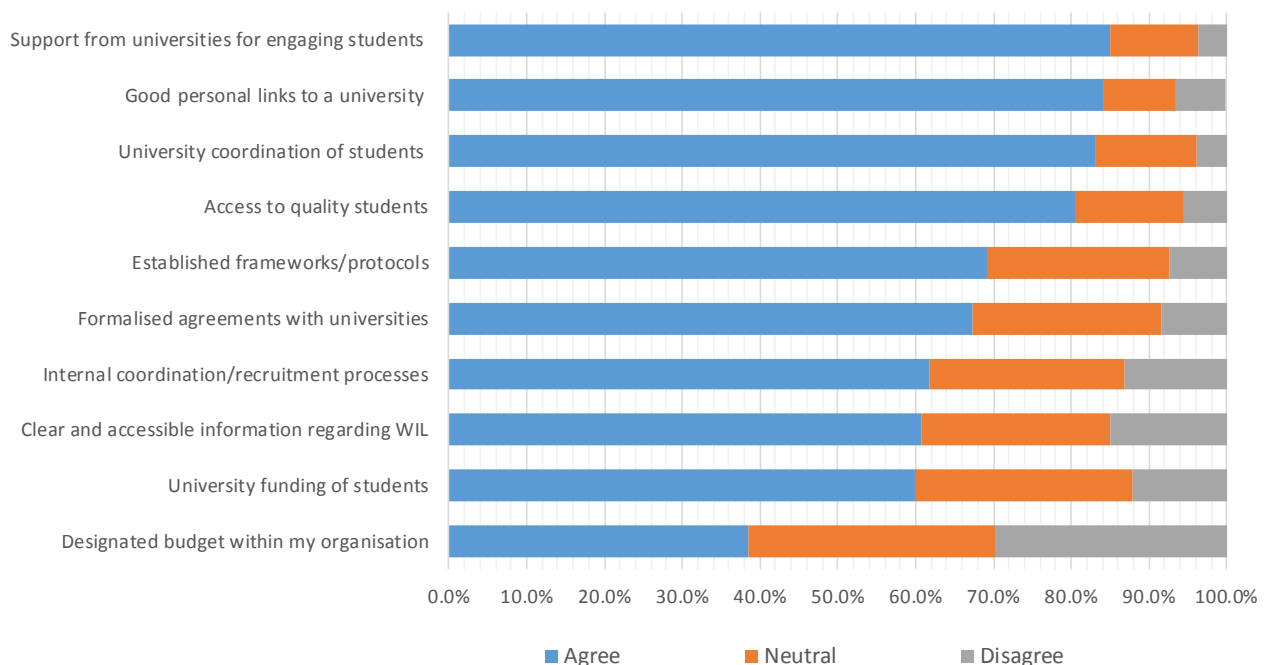
This suggests that there is an information asymmetry between employers with WIL experience and those without. While the sample size is small for those organisations who have attempted to, or thought about, participating in WIL but decided against participating (n=17), this finding warrants careful consideration into the future.

Respondents not participating in WIL provided qualitative information on additional barriers that stopped them from participating in WIL. A number of respondents reiterated time and cost constraints, however no other obvious patterns emerged.

7.4 What are the enablers of WIL?

The survey investigated ten potential enablers, validated through the consultation process, to assist organisations to participate in WIL through a Likert scale measuring agreement. Organisations participating in WIL expressed their rate of agreement for each enabler.

Figure 10: Proportion of respondents participating in WIL in agreement or disagreement with each identified enabler (n=107)



Source: PhillipsKPA Work Integrated Learning Survey 2014

All enablers listed attracted a minimum of a 60 per cent agreement rate, except 'designated budget within my organisation (38 per cent)'. The data demonstrates much higher rates of agreement for the predetermined set of enablers than for the barriers. The average rate of agreement across the barriers was 28 per cent, while agreement with the enablers is 72 per



cent. This is perhaps unsurprising, as once organisations participate in WIL the barriers may seem less significant. Nevertheless, strong support from organisations participating in WIL attaches a high value to the enablers in terms of increasing the quality and effectiveness of the WIL experience to students.

When the extent to which organisations agree with the enablers in figure 10 are unpacked, and access to quality students and university funding of students are removed from the analysis, two important themes of enablers emerge. The first theme contains enablers which relate to university engagement and coordination of students:

- support from universities for engaging students (85 per cent)
- good personal links to a university (84 per cent)
- university coordination of students (83 per cent)
- formalised agreements with universities (67 per cent).

When these four enablers are combined, the average rate of agreement across enablers relating to university support and coordination of students is 80 per cent.

The second theme can be described as relating to the resources and information within the organisation:

- established frameworks/protocols within my organisation (69 per cent)
- internal coordination/recruitment processes (61 per cent)
- clear and accessible information regarding WIL (61 per cent)
- designated budget within my organisation (38 per cent).

Rates of agreement for this second tier of barriers were not as strong. The average across all four enablers was 57 per cent.

This analysis suggests that support from universities is likely to have the biggest impact on assisting organisations to participate in WIL. As uncovered in chapter 5, the role of the university is also critical in initiating WIL in the first instance. Thus the importance of universities to the WIL process cannot be understated. As a small metropolitan organisation from the services industry suggested when asked to nominate the main success factors underpinning WIL, from the initial contact through to ongoing coordination, universities are central to the effectiveness and quality of the WIL experience.

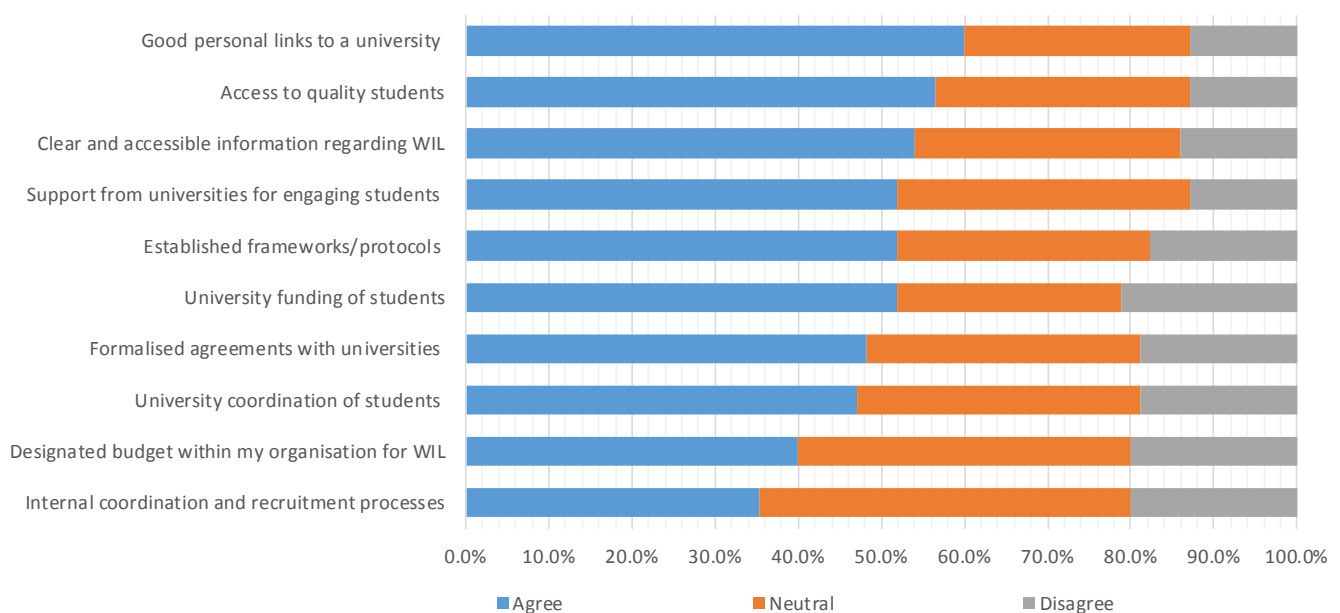
Information and cooperation with universities, together with an available approachable contact person. It is (successful WIL) all about the relationship.



7.4.1 What would support and encourage organisations not involved in WIL to participate?

The 85 respondents that completed the survey not participating in WIL were asked if each enabler would help their organisation to participate in WIL. The same Likert scale was provided to measure an organisation's agreement.

Figure 11: Proportion of respondents not participating in WIL in agreement or disagreement with each identified enabler (n=85)



Source: PhillipsKPA Work Integrated Learning Survey 2014

Organisations not participating in WIL did not view the enablers in the same light as organisations with WIL experience. Rates of agreement were generally lower for non-participating organisations across the board, with no enabler receiving an agreement rate above 60 per cent. The difference in agreement to organisations participating in WIL was highest for university coordination of students (36 per cent) and support from universities for engaging students (33 per cent), suggesting that the role of the university in the WIL process is not well understood by organisations not participating in WIL.

Respondents not participating in WIL saw value in some of the enablers, ranking good personal links to universities (60 per cent) and access to quality students (57 per cent) the highest. Clear and accessible information regarding WIL (54 per cent) was next highest, followed by support from universities for engaging students (51 per cent).



7.5 Summary

For organisations participating in WIL the most apparent benefits are to give back to the industry/profession and the ability to recruit graduates in the future, suggesting that both the individual benefits and the broader, altruistic gains of WIL to the industry/profession are valued and understood. Organisations without WIL experience were far less likely to see any benefit to the industry or profession. This option was not selected by any organisation participating in WIL. The finding suggests that greater education of organisations on the benefits of WIL may be required.

Organisations participating in WIL agreed that two barriers limit their ability to engage in WIL. The barriers are: insufficient resources within my organisation (61 per cent), and supervision time (60 per cent). Respondents recorded strong rates of disagreement (over 50 per cent) across all other identified barriers which questions their significance as limiting factors.

Across a number of barriers there is an observable split in opinion. One such barrier is monetary costs or budget constraints. Respondents are indecisive about the extent to which monetary costs/budget concerns impact on participation in WIL, and while there was support in the qualitative responses for additional funding, respondents did not agree on who should provide additional money and for what purposes. There is also evidence that organisations develop an economy of scale over time which allows the barriers to participating in WIL to dissipate, reinforcing the findings in chapter 5 around a foundation point that makes engagement in WIL more likely.

Analysis of the enabling factors of WIL reveals substantially higher rates of agreement for the enablers than for the barriers. Enablers fall into two categories: university engagement and coordination of students; and the resources and information within the organisation, with the former likely to have the largest impact on assisting organisations to participate in WIL.

In relation to the barriers and enablers to participation in WIL, the divergence of views between organisations with and without experience offering WIL is considerable. This implies that encouraging participation in WIL would require an approach that is tailored to the specific factors prohibiting and enabling participation for each group. A particular area that requires attention for organisations without experience in WIL is the availability of relevant information.



8 In what way do employers value the WIL experiences of those they employ?

This section examines respondent motivations to participate in WIL and explores in more depth the benefits to organisations and industry identified in the previous chapter, to question the extent to which employers value the WIL experiences of those they employ. We then examine qualitative responses to the survey to uncover any impediments that may diminish the value of the WIL experience, before finally considering the factors organisations believe make a successful WIL experience.

8.1 What motivated organisations to participate in WIL?

Organisations ranked their top five motivations to participate in WIL from a list of 13 potential motivations. The top motivation received a rank of one, the second most important motivation a rank of two, through to a ranking of five for the least important motivation. To interpret the results, we devised a scoring system which gave five points to a motivation each time it was ranked as most important, four points to a motivation ranked second, through to one point for each time a motivation was ranked fifth. We then tallied up the scores to provide an indication of the top motivations for participating in WIL (see table 9).



Table 9: Top motivations for participating in WIL

Motivation	Total score
Future access to work-ready graduates	290
To maintain the standing of the profession	190
Opportunity to trial students before hiring	188
Refreshing the work environment through new energy and ideas	180
Corporate responsibility	169
Alleviating skills shortages for my industry	111
Reducing the future costs of recruitment	66
Lower labour costs	66
Input into university teaching and curriculum design	64
As a public organisation we have to/are obliged to	63
We receive funding from universities	57
Improved corporate image	53
WIL is required/mandated in our profession/industry	44

Source: PhillipsKPA Work Integrated Learning Survey 2014

With a total score of 290 points, the motivation ‘future access to work-ready graduates’ was ranked first of 13 motivations for organisations to participate in WIL. This was considerably higher than the second ranked motivation ‘to maintain the standing of the profession’ (190 points), which is a more altruistic motivation. Both the top and the third highest motivation, the ‘opportunity to trial students before hiring’ (188 points), relate directly to organisational workforce development. The fourth highest motivation, ‘refreshing the work environment through new energy and ideas’ (180 points), relates to the development of the organisation itself.

To explore this analysis further, the motivations were grouped into six broad themes to address the question, what encourages organisations to participate in WIL? Because there was an uneven distribution of the number of motivations across categories, with one group comprising 3 motivations, an average score was calculated for each group which is outlined in table 10.



Table 10: Thematic grouping of motivations

Motivation Groups	Example motivations	Average score
Workforce development	<ul style="list-style-type: none"> • Future access to work-ready graduates • Opportunity to trial students before hiring • Reducing the future costs of recruitment 	181
Future development of industry or profession	<ul style="list-style-type: none"> • To maintain the standing of the industry or profession • Alleviating skills shortages for my industry 	151
Organisation development	<ul style="list-style-type: none"> • Refreshing the work environment through new energy and ideas • Lower labour costs 	123
Corporate consciousness	<ul style="list-style-type: none"> • Corporate responsibility • Improved corporate image 	111
Engagement with universities	<ul style="list-style-type: none"> • Input into university teaching and curriculum design • We receive funding from universities 	61
Mandated WIL	<ul style="list-style-type: none"> • WIL is required/mandated in our profession/industry • As a public organisation we have to/are obliged to 	45

Source: PhillipsKPA Work Integrated Learning Survey 2014

Organisations participating in WIL ranked the group of motivations relating to workforce development first, with an average score of 181 points. Concerns for the future of the industry or profession was the second highest motivation, receiving an average score of 151. Not as strong among respondents were the motivations relating to engagement with universities (average score of 61) and mandated WIL (average score of 45).

In addition to the above motivations, we asked respondents to nominate any additional motivations to participate in WIL. Patterns in the data were grouped into themes. The strongest theme that emerged related to the benefits students receive from undertaking WIL. Organisations commented that participation in WIL gives a student the chance to integrate theory and practice, in the process providing benefits to the organisation and industry through developing the ability of tomorrow's workforce to link the two concepts. This is demonstrated by the following response from a large Victorian organisation.

Of benefits that might accrue to employers the key one omitted is that the WIL opportunity assists the student by applying theory learned in a real world environment.



Additional benefits to students range from gaining exposure to work practices and certain industries through to developing employability skills and gaining a referee. Organisations also nominated personal satisfaction and employee growth associated with mentoring and assisting a student as an important motivation.

(WIL) provides opportunities for staff to develop mentoring skills and reflect on their professional practice.

What do the motivations reveal about the extent to which employers value WIL experiences in those they employ? Organisations are motivated by a number of experiences that WIL helps to provide, such as maintaining the standing of the industry or profession. Perhaps the most important motivations that reveal what organisations value about WIL experience in those they employ can be found in the qualitative responses. Specifically, this is the ability to integrate theory and practice that WIL typically provides graduates as opposed to graduates without industry experience, and the personal growth of existing employees supervising WIL students.

8.2 Future benefits of WIL for organisations

As discussed in the previous chapter, benefits accrue to both the organisation and the industry or profession from participation in WIL. In this context, it is valuable to engage with the benefits in greater detail to determine those that are related to the future. This will assist in determining the way organisations value the WIL experiences of those they employ.

A key finding from the previous chapter was that benefits belong to two broad categories, the first of which can be broadly described as self-interested benefits, the second as altruistic benefits. Typically, these correspond to benefits to the organisation and benefits to the industry or profession. In each category, there are benefits that can be classified as an immediate gain, such as accomplishing a strategic requirement around corporate responsibility, and a long-term benefit, such as alleviating skills shortages within an industry. In table 11, we have grouped long-term benefits for organisations and the industry in rank order from highest to lowest.



Table 11: Long-term benefits to the organisation and industry or profession

Benefits to the organisation	Benefits to the industry/profession
Ability to recruit graduates in the future	Future access to industry to work-ready students
Access to new thinking and new ideas	Maintaining the standing of the industry/profession
The ability to refresh the organisation	Refreshing the industry/profession through new energy and ideas
Improve the organisation's skills/competitiveness	Alleviating skills shortages

Source: PhillipsKPA Work Integrated Learning Survey 2014

The benefits contained in table 11 are the long-term, lasting gains that a WIL student can bring to both the organisation and the industry or profession. These are the aspects of the WIL experience that, arguably, provide organisations with the most value.

At the organisation level, the long-term value of the WIL experience is broadly about reenergising and driving the organisation forward.

If you have a WIL student who becomes a graduate employee, then they are already inducted into the company systems.

The quality of the students... we can identify the high performing students for our Graduate Development Program.

Similar benefits are true at the industry or profession level, however, an additional set of long-term benefits are evident, which are related to safeguarding the future of the industry.

(It is) rewarding and an opportunity to see the calibre of new graduates. (WIL) provides the opportunity for the recruitment and moulding of a skilled workforce... the new generation of Health professionals.

We are in a niche industry and I have a personal value in providing opportunities for students and new graduates to learn for the improvement of the industry overall.

The extent to which employers value the WIL experience of those they employ is significant. The above long-term outcomes of WIL provide lasting value to the organisation and to the industry.



8.3 Are there any impediments organisations suggest diminish the value of the WIL experience in those they employ?

The long-term benefits and value that employers gain from hiring graduates with WIL experience can be substantial. However, when students are not well prepared to undertake WIL there can be significant impacts on the value of the WIL experience for employers.

Almost half of respondents participating in WIL (46 per cent) indicated that students ill-equipped for the world of work was a disadvantage to participating in WIL. While this was not considered a significant barrier in chapter 7, respondents cautioned that when students are not well matched to the organisation, they can affect productivity and become a drain on time and money.

(The) only disadvantage is when you employ a student that doesn't have the same values or isn't the right fit for the organisation, for example (a student that) takes a lot of sick leave, is lazy or rude to clients and requires a lot of managing.

Sometimes you can get really disappointing placements, where it is a drain on the business to manage the intern, for the entire placement.

Although students with insufficient skills can produce adverse outcomes on an organisation's productivity, an insight into why this may not be considered an overly important barrier can be found in the response from this medium sized not-for-profit organisation in Queensland.

We now have an interviewing process before accepting undergraduates. Previously we were simply allocated students and that regularly caused issues with standards of work ethic, inappropriate dress standards, inability to accept criticism and generally poor attitudes. Now that they have to be interviewed and approved by someone in senior admin it is not a problem, but significantly more time consuming. The problem was the continual turnover of staff involved in placement process.

Similarly, some organisations from the Health Care and Social Assistance industry where WIL is compulsory for graduation and thus embedded, have developed internal processes to ensure the expectations of students are well understood. For example, a large private sector organisation from Victoria's Health Care and Social Assistance industry has created induction processes for WIL students.

One of our requirements is that students participate in an orientation or induction prior to starting a placement (because) students often have no or very little idea of their role expectations and the skills they require.



8.4 What are the main factors that support successful WIL activities?

One of the supplementary questions was to examine the main factors supporting successful WIL experiences. Many of these factors have been revealed in the preceding chapters. However, qualitative responses provide further insight into how respondents believe the value of WIL experiences can be maintained and improved.

Organisations participating in WIL nominated through free text the critical factors they believe support successful WIL. Qualitative responses provided totalled 134, and opinions were well spread across six themes, with no one theme receiving more than 25 per cent of responses (see Appendix B). The importance that organisations place on university involvement in organising WIL activities is reflected in the qualitative comments, with 25 per cent suggesting university coordination and support is the main factor supporting successful WIL. This supports the additional findings from chapters 5 and 7 on the initial importance of engagement with universities in commencing WIL, and the strong agreement with university engagement and coordination as an enabler of WIL. The importance of the university structures to WIL is outlined by a medium sized Western Australian public sector organisation.

Solid university organisation structures (is the main factor supporting successful WIL), and good communication channels. These are not always present.

Associated with this answer is the importance of quality information and communication flowing between organisations, universities and governments, which was the subject of 22 per cent of responses.

Additional themes well represented in responses related to the importance of engaged and motivated high-quality students (21 per cent), and management and staff support for, and engagement with, WIL (17 per cent).

Ten per cent of respondents nominated funding of WIL, or a potential increase in funding of WIL, as the main factor for successful WIL. Further analysis of responses revealed three main funding variables nominated as important. These were:

- more funding in general (46 per cent)
- more funding from Government (23 per cent)
- more funding from universities (31 per cent).

Respondents also considered ensuring adequate time and support for supervision an important factor supporting successful WIL, which has been shown to be a top ranking barrier limiting involvement in WIL in chapter 7.



8.5 Summary

Organisations value WIL experiences in those they employ for a variety of reasons. Motivations for organisations to participate in WIL provide important indicators of the value they place on WIL experiences, particularly that WIL ensures graduates have the ability to integrate theory and work, and that WIL fosters personal growth within existing employees supervising and mentoring students.

There are significant long-term benefits that WIL provides, both for organisations and the industry or profession. These future benefits include both self-interested and altruistic gains that provide lasting value to employers and industry sectors. These long-term benefits are what employers particularly value in the WIL experience of employees, and the extent to which they are valued is widespread.

Organisations signalled the possibility of students who are not well-equipped for the workforce creating a drag on productivity and organisational culture. However, some organisations outlined innovative practices and processes to limit this concern.

Finally, organisations evoked a number of factors that contribute to successful WIL activities, all of which are important to maintaining and improving the value employers place on WIL experiences in those they employ. Success factors are not condensed into an overarching factor, rather, they are spread across six broad themes.



9 Towards further engagement

This investigation into the role, benefits, barriers and enablers to employers providing WIL opportunities for university students generally confirms much of what is known about the profile of organisations participating in WIL and the nature of the experiences they offer. However, the research contributes evidence toward understanding the benefits, barriers and enablers to *employers* providing WIL opportunities for university students. The results of the survey also raise some important issues and considerations for policy and practice that we now explore.

9.1 Terminology and language

If the number of organisations in Australia participating in WIL is to expand, particularly among private sector organisations and smaller businesses without the capacity and capability to participate in WIL, the possible disconnection between the language and terminology of WIL used by policy makers, education authorities (including universities), industry peak bodies and organisations is an obvious first point for attention.

While the umbrella term ‘Work Integrated Learning’ is established and well recognised among key stakeholders within some parts of Government and university sectors, and within the various industry peak bodies, the survey results suggest that the term is yet to gain traction among employers. Less than half of respondents (48 per cent) were familiar with the term ‘WIL’. In industry divisions where WIL is well established and/or a requirement for accreditation, such as Health Care and Social Assistance, Education and Training and Professional, and Scientific and Technical Services, familiarity with the term WIL was less than 50 per cent. This suggests one of two things: either the terminology of WIL is outside of the knowledge base of individuals who completed the survey; or that it is the *type* of WIL that is the common terminology within individual organisations.

Among respondents, the umbrella term that is more recognisable is ‘work placements’, which received the equal highest number of responses as a recognisable term for WIL (52 responses). This appears to suggest a threshold issue of perspective and understanding exemplified in language. Many organisations appear to understand WIL as the notion of ‘work experience’, as opposed to education and industry policy bodies focusing on ‘experiential learning’.

Although difficult to generalise on the basis of responses to this survey, shifting the terminology and conceptualisation away from terms and notions familiar to a large proportion of the population of organisations to WIL is likely to require considerable effort and time, particularly within industries where traditional labels and terminology hold sway. If ensuring that the language and intent of WIL resonates with Australian organisations across all industry



sectors is a priority, on the strength of these survey results, greater effort is required on the part of governments, industry peak bodies and the higher education sector for a rationale to be developed, advocated and communicated across business.

While there is a risk in making assumptions on a limited evidence base, we suggest that this could be explored further. This might include the extent to which a shared understanding of the term 'WIL' and its subsets could assist in publicising the diversity of methods for engaging university students and the type of WIL likely to suit particular organisations or industry sectors.

9.2 Organisational capacity and capability to participate in WIL

Data from this survey suggests that both public sector and not-for profit organisation are more likely to engage in WIL than the private sector. However, closer examination of the characteristics of organisations from the private, public and not-for-profit sectors revealed that private sector businesses were more likely to be small businesses with less than 20 employees, and more likely to have been in operation for less than 10 years than respondents from public sector and not-for-profit organisations. Both variables were revealed to have statistically significant relationships with participation in WIL.

Therefore, the conclusion to be drawn is that variables relating to organisation size and years in operation were a stronger factor than organisation sector in relation to an organisation's ability to participate in WIL. Our analysis in chapter 5 suggests that there is a point where organisations have laid the necessary foundations and become more likely to participate in WIL. We suggest that this figure is somewhere around 20 years in operation or having 15 employees.

While this issue needs further exploration, it raises questions around where the strategic focus on increasing WIL should be. Is there more to be gained by focusing purely on organisations that reflect these characteristics and have developed the capacity to participate in WIL? Or should priority should be placed on assisting smaller organisations with less capacity and capability to participate in WIL?

These are difficult questions to answer. According to the ABS (2013), small businesses with less than 20 employees make up 93 per cent of all employing businesses, yet there are constraints on the ability of such organisations to engage in WIL. Further still, there is some suggestion within the data that small organisations grapple with managing the quality of the WIL experience.



9.3 Managing the quality of the WIL experience

For smaller organisations, there is an issue around ensuring the quality of the WIL experience that requires consideration. Respondents to the survey from organisations without a certain level of ‘critical mass’ are hesitant about the quality of experience they can offer students. While not universal, for some smaller organisations this creates a problem. While respondents are willing and motivated to participate in WIL, the contextual realities of their business can mean that the value of the WIL experience—though rewarding for the organisation and individuals involved—is questionable to the student. A respondent from an organisation with less than five employees that operates globally within the Professional, Scientific and Technical Services industry illustrates the issue for small organisations.

This concept appears to be targeted at organisations larger than mine. I have the ability and the interest in mentoring students, but I am unable to determine how that might actually operate in a home-office environment. (What’s required to make WIL more widespread) is widespread access to collaborative work-spaces like SpaceCubed.

The issue for many smaller organisations is not that they do not wish to be involved in WIL, rather, that the logistics create challenges that are difficult to overcome.

9.4 Challenges to participating in WIL

Aside from the two major barriers of ‘insufficient resources within my organisation’ and ‘supervision time’, we uncovered widespread levels of disagreement with the nominated barriers. The conclusion is that more barriers have been disproved than proven. Strong rates of disagreement indicate that, for the surveyed employers, the nominated barriers do not constitute a disincentive to participate in WIL. In a policy sense, this suggests that attention is perhaps better focussed elsewhere.

Nonetheless, there are some major challenges to participation in WIL that organisations communicated through the survey. These challenges are outlined in table 12 along with the respondents they affect.



Table 12: Challenges to participation in WIL

Challenge	Impact across the sample
<i>Insufficient resources within organisations</i>	All organisations regardless of size, sector or industry
<i>Supervision and administration time</i>	All organisations regardless of size, sector or industry
<i>Limited information on WIL</i>	Organisations not participating in WIL
<i>Terminology and language issues</i>	All organisations regardless of size, sector or industry
<i>Limited capacity and capability to participate in WIL</i>	Small organisations in existence for a limited number of years
<i>Management apathy to WIL</i>	Challenge varies across organisations dependent on individual circumstances
<i>Budget concerns</i>	Challenge varies across organisations dependent on individual circumstances
<i>Managing the quality of the WIL experience</i>	Small organisations in existence for a limited number of years

Source: PhillipsKPA Work Integrated Learning Survey 2014

The two main challenges common to all organisations participating in WIL, insufficient resources within organisations and supervision and administration time, can be broadly summarised as ‘time and resources’.

These two barriers are unlikely to subside. However, business concerns regarding the time and resources required to participate in WIL may be moderated through increasing the flexibility of WIL. Ensuring that WIL is flexible to the needs of business was a consistent theme within the qualitative responses from organisations discussing time and resourcing concerns. Comments suggested that some styles of placement, such as clinical placements in five or six blocks, were too restrictive, while others suggested that flexibility in what the WIL student can perform and when is desirable. A further theme evident in relation to the issues of time and resources was the certainty and coordination supports available when WIL is a requirement of a student’s course. Through the qualitative data collected through this survey, a pattern emerges that WIL with flexible timeframes that is a requirement of a course may facilitate employer engagement.

For organisations not participating in WIL, there is an asymmetry around information. These organisations are not as informed as those with WIL experience. This suggests that greater education, advocacy and publicity about WIL may be required.

An additional challenge outlined in table 12 that requires further discussion relates to budget concerns. Surprisingly, organisations were divided on the extent to which monetary concerns



and budget constraints limit their involvement in WIL, with 43 per cent in agreement that this is a barrier and 43 per cent disagreeing. However, analysis of the qualitative comments provided by organisations reveals moderate support for additional funding, but limited agreement on who should provide additional money or for what ends. Analysis of this barrier across the various sub groups revealed no one organisational characteristic in which this barrier was a significantly higher problem.

Although agreement with this barrier was below 50 per cent, we caution against dismissing issues relating to the funding of WIL completely. The flavour of qualitative comments demonstrated that for some organisations, a lack of available funding or monetary incentives was a considerable risk to their continued involvement in WIL. More importantly, the barrier relating to monetary costs and budget concerns is not divorced from other resourcing issues raised by organisations as limiting factors to their participation in WIL, such as supervision and administration time. These barriers are related to business costs and can take time and effort away from other staff in the organisation. This issue is illustrated by a respondent from the Health Care and Social Assistance sector in Victoria.

We are a small team, and when we are under the pump, it is difficult to make the time and space for students. The quality of output can sometimes be unpredictable too. Occasionally additional work is needed on top of what the student has produced and that can be a resource drain.

Some organisations, when asked what else would assist them to increase their participation in WIL, commented that WIL is a cost-burden that organisations must absorb, and suggested that funding or incentives are required to increase their ability to do so.

Incentives that would remunerate the time and resources required to take on a student who is learning on the job.

I don't get reimbursed for the time I spend with students which reduces my income whilst they are with me and extends my working hours with no additional pay.

Consequently, the issue of monetary costs and budget concerns as a barrier is not so easily dismissed.

There is some suggestion within chapter 7 that the perception of barriers changes the longer an organisation is in operation. While it is difficult to make assumptions based on limited evidence and small samples, the data implies that once an organisation participates in WIL, over time many of the logistical issues or barriers such as administration time, physical space and the time commitment required can be overcome. One possible explanation is that as years go by and organisations grow there is an economy of scale and learning curve that is achieved. That is, many of the upfront costs in terms of investment of time, finding a university and a student to engage, and working out other issues such as payment, integration between activities and the course, and insurance issues, attach themselves largely to the first WIL



placement. Once processes are in place around these concerns, and become automatic and less labour intensive the data and the qualitative comments suggests that engaging students may become easier.

The potential for organisations developing an economy of scale and a learning curve creates an additional enabler, or an opportunity that may assist organisations to participate in WIL.

9.5 Opportunities to increase participation in WIL

While there were high levels of disagreement across the majority of barriers, the opposite was found in relation to the enablers supporting participation in WIL. However, while there is a relationship between these two concepts, they should not be seen as mutually exclusive or a mirror image of one-another. Thus there must be caution exercised around assuming that fixing one will be a solution to the other.

The high support for the enablers fostering engagement in WIL can be seen as potential opportunities. In table 13, the enablers have been grouped and combined with additional themes we uncovered through the survey that facilitate engagement in WIL to provide a list of opportunities to be explored.

Table 13: Opportunities to increase participation in WIL

Opportunity	Impact across the sample
<i>Strengthen engagement with universities</i>	All organisations regardless of size, sector or industry, but particularly organisations not participating in WIL
<i>Support for alleviating resourcing issues</i>	All organisations regardless of size, sector or industry
<i>The development of more information that is clear and accessible</i>	Organisations not participating in WIL
<i>Support for budget pressures</i>	Pressures vary across organisations dependent on individual circumstances
<i>Support to develop of economies of scale</i>	Small organisations in existence for a limited number of years
<i>Establishment of personal links with universities</i>	Organisations not participating in WIL

Source: PhillipsKPA Work Integrated Learning Survey 2014

Central to most opportunities in table 13 is the relationship between employers and universities. The role of universities in initially engaging organisations to participate in WIL and subsequently easing the load on participating organisations through the process of embedding WIL cannot be downplayed. For policy makers, liaising with universities to understand how



they can be better supported to fulfil their critical function in the WIL process is an obvious starting point to advance these opportunities.

However, perhaps what is required is a greater balance between universities and employers—through the various industry associations representing them— in facilitating increased WIL opportunities. The *Statement of Intent* signed by the relevant university and industry organisations in 2014 is an important step to further involve employers in this process. Where governments can support these actors to facilitate WIL is to simplify the concept for employers through providing an overarching framework to their participation in WIL.

While we recognise the many past efforts to streamline WIL for employers and to provide guidance for those interested in engaging a student in WIL, such as the ACEN *WIL Portal*, an option to consider is the development of a set of employer-driven guiding principles to promote, inform, and support WIL among employers. In the survey, 93 organisations provided contact details to further discuss their answers. This provides a consolidated sample of Australian businesses with whom to explore such options.

In addition to these opportunities, there is potential scope to investigate engagement in WIL across industries where WIL is not common, and across types of WIL that may be underutilised. Survey results indicate that clinical placements and practica were almost exclusively the domain of health and education. However, internships, industry-based learning, and project based learning were spread across industries. There is potential to investigate the spread of project based learning across non-traditional industries by working with universities to understand the depth and breadth of project based learning across the various industry divisions. If, as results indicate, this form of WIL is uncovered as a creative method for engaging employers outside of traditional areas then the growth of this type of WIL will be important to increasing WIL opportunities for university students.

However, project based WIL can be procured without attending the workplace. In some instances projects can be undertaken for employers while the student remains on-campus. During consultations undertaken for this project, there were divergent views on the value of project based learning *without* a proportion of the learning occurring within the workplace. Without a student being immersed in the workplace, it is doubtful that a student will improve the soft, employability skills reportedly missing from the repertoire of some university graduates. This tension will need to be explored further in relation to using on-campus project based learning as a means to significantly increase WIL in Australia.

WIL opportunities for graduates studying Management and Commerce, Engineering and Related Technologies, and Information Technology are not limited to a narrow set of industry divisions. Therefore, these three fields of study provide opportunities for future growth in WIL opportunities across multiple industry sectors. Based on survey data comparing current WIL experiences in an industry with the relative size of that industry within the economy, industries



in which immediate increases in WIL appear possible are Administrative and Support Services, Construction, Financial and Insurance Services, and Professional Scientific and Technical Services.

What is clear is that the opportunities to increase participation in WIL and the tools at the disposal of governments to do so are many and varied. Accordingly, consideration of where governments' priority and effort should be focused will be essential.

9.6 Future priorities

The findings around the barriers, benefits and enablers to WIL reveal much higher rates of support for the enablers and contradiction across a number of barriers. This suggests that current arrangements around WIL are reasonably sound. However, there are some focus areas that governments and key stakeholders might consider to target action and increase participation in WIL.

To capitalise on the opportunities to increase participation in WIL, we believe a differentiated approach is required.

As chapter 5 demonstrates, the main factors contributing to participation are organisation size and years in operation. An estimate of a stage where the foundations to participate in WIL have been laid is around 20 years in operation or 15 employees. This is a logical demarcation from which to differentiate policy or strategy. A possible approach for small organisations without the capacity or capability to offer meaningful WIL, is to assist them to overcome the challenges identified above (table 12) specific to their context and encourage them to reach an economy of scale to alleviate some of these concerns.

Organisations with the foundations in place to provide a relevant and useful WIL experience for university students would benefit from a different approach. More important in this context will be devising ways of facilitating the enablers and opportunities (table 13) to increase their engagement. Of the identified enablers we examined, four received agreement rates of above 80 per cent. These enablers can be summarised as coordination and support of universities. This appears to be a critical enabler to participation in WIL. The most effective university approaches to coordinating WIL and supporting organisations to engage with WIL should be examined, evaluated and shared more broadly to increase participation in WIL.

While an overarching policy or strategy from governments that addresses some of these target areas would be appropriate, based on the data uncovered through this project we do not see any need or rationale to introduce any further bureaucratic layers to existing structures in place to facilitate WIL. The key question, in our opinion, is: *What value can be added to the existing structures and actors supporting WIL?*



A number of strategies can be adopted by governments to inject guidance and focus into the current agenda. We have grouped some potential strategies and approaches under key themes identified through the survey in table 14. Potential strategies have been arranged alongside the challenges and opportunities discussed above and the priority area they align with, to provide an overall picture of possible future priorities.

Table 14: Possible strategies and future priorities to increase employer participation in WIL

Challenge/priority	Opportunity(ies)	Potential strategy(ies)
Insufficient resources within organisations All organisations regardless of size, sector or industry	<ul style="list-style-type: none"> support for alleviating resourcing issues 	<ul style="list-style-type: none"> funding grants, programs and or incentives to address identified barriers for organisations willing to participate in WIL liaise with universities to understand how they can be better supported to fulfil their critical function in the WIL process
Supervision and administration time All organisations regardless of size, sector or industry	<ul style="list-style-type: none"> support for alleviating resourcing issues 	<ul style="list-style-type: none"> explore with universities and organisations methods to ensure WIL placements can become more flexible in terms of the tasks students might assist with and their availability to participate
Limited information on WIL Organisations not participating in WIL	<ul style="list-style-type: none"> the development of more information that is clear and accessible 	<ul style="list-style-type: none"> advertising campaign to educate organisations about the importance of WIL to the future of industry, targeting organisations who are not well established, who do not participate in WIL, and industries where WIL is uncommon
Terminology and language issues All organisations regardless of size, sector or industry	<ul style="list-style-type: none"> publicising the diversity of methods that organisations can use for engaging university students 	<ul style="list-style-type: none"> the development, in collaboration with universities and key stakeholders, of a rationale to embed the terminology of 'Work Integrated Learning' across businesses, to be advocated and communicated across all industry sectors
Limited capacity and capability to participate in WIL Small organisations in existence for a limited number of years	<ul style="list-style-type: none"> support to develop an economy of scale 	<ul style="list-style-type: none"> the development of guiding principles to increase understanding and structure for organisations wishing to participate in WIL investigate effective university coordination and support strategies to be shared across the sector
Management apathy to WIL Challenge varies across organisations dependent on individual circumstances	<ul style="list-style-type: none"> strengthen engagement with universities 	<ul style="list-style-type: none"> the development of WIL ambassadors to spread the benefits of WIL to other organisations with the explicit aim of educating managers and executives about the value of WIL
Budget concerns Challenge varies across organisations dependent on individual circumstances	<ul style="list-style-type: none"> support for budget pressures 	<ul style="list-style-type: none"> investigation of ways to increase funding available to WIL and examining the contexts in which this approach would have the most effect
Managing the quality of the WIL experience Small organisations in existence for a limited number of years	<ul style="list-style-type: none"> support to develop of economies of scale establishment of personal links with universities 	<ul style="list-style-type: none"> exploration of ways to facilitate initial engagement in WIL in thin markets and regional areas funding grants, programs and or incentives to address identified barriers for smaller organisations willing to participate in WIL.



Regardless of the strategies or approaches developed and adopted, what is clear in relation to the survey results is that there is significant scope for WIL to increase. AWP (2013b) modelling on the future composition of the Australian workforce suggests that the demand for university graduates will increase. WIL's role in developing work ready graduates and improving the transition between study and work, is likely to become even more important in the future.



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11 Statistical and methodological notes

11.1 Statistical testing of correlation

During the data analysis phase of this project, we performed statistical testing to determine the strength of the correlation between certain variables. This section provides more detail on the testing procedures, uses and describes the results in full.

As the variable relating to 'participation in WIL' has dichotomous categories (yes or no) it can be considered a nominal variable. 'Organisation size', on the other hand, is an ordinal variable in that it contains a select number of hierarchical categories organisations could select from. Since we are comparing the correlation between a nominal and ordinal variable, the measure of association used was Cramer's V test, which is suitable for this variable mix and appropriate when the data contains multiple rows or columns. The test returns a value between 0 and 1. To interpret this, a value of 0 confirms no relationship and a value of 1 reveals a perfect relationship.

Running the test confirms that there is a strong correlation between participation in WIL and organisation size (Cramer's $V=0.640$, $n=264$, $p<.001$) that is statistically significant at the .001 level. This result substantiates the hypothesis that the larger the organisation, the more likely they were to offer WIL.

Related to this point, we examined the tendency to participate in WIL based on an organisation's years in operation. The data suggested that organisations are more likely to offer WIL the longer they are in operation. We performed Cramer's V once more to determine the strength of this relationship and its statistical significance. The test confirmed that there was a moderate relationship between years in operation and experience with WIL (Cramer's $V=0.487$, $n=264$, $p<.001$), which was statistically significant.

Goodman's and Kruskal's Gamma test ($\gamma = .690$, $n=264$, $p>.001$) revealed a strong positive, statistically significant correlation between the above two variables of organisation size and years in operation.

Survey data revealed that participation in WIL is less common among private sector organisations, and almost universal among public sector organisations. We tested the link between being from the public sector and participation in WIL, again using Cramer's V test of association. The results showed that there is a moderate association between participation in WIL and being from the public sector (Cramer's $V=0.516$, $n=264$) that was statistically



significant ($p < .001$) at the .001 level. This confirms the observed correlation that private sector organisations are less likely to participate in WIL.

A test of association using Cramer's V was undertaken to examine the relationship between paid WIL and the duration of the WIL experience. The analysis found that there was a moderate correlation between being paid for WIL and the duration of the experience, which was statistically significant (Cramer's $V = 0.402$, $n = 106$, $p < .001$). This means that within the survey sample, the longer the duration of the WIL, the greater the likelihood of the student being paid.

11.2 Methodological notes

11.2.1 University sample framework

To ensure that the survey would elicit data on the benefits, barriers and enablers of WIL, we liaised with a group of Australian universities to collect details of employers with known experience in offering WIL. To provide rigour around the way we approached Universities, we developed a stratified sample of 20 universities using the strata of: state and territory, location, and size of the student body. This is shown in table i below.

Table i: Framework for the stratified sample of universities

Variable		University Population	Stratified sample
State and Territory	NSW	10	5
	VIC	8	4
	QLD	8	4
	SA	3	1
	WA	5	2
	TAS	1	1
	NT	2	1
	ACT	2	1
	Multi-state	1	1
Location	Metropolitan	27	13
	Regional	13	7
Size of Student body	Under 30,000 students	23	12
	Over 30,000 students	17	8

Source: PhillipsKPA 2014



The table above outlines the population of Australian universities (n=40) across the variables relating to each strata. It also shows the required number of universities for each variable to make up the stratified sample.

With the sampling framework in place, we selected 20 universities that satisfied the above criteria to approach for employer contacts. The stratified sample provides coverage across the strata that is in proportion to the population of Australian universities. It also provides coverage across Australia and across both metropolitan and regional settings. Table ii sets out the 20 universities included in the stratified sample.

Table ii: Stratified sample of Universities

University	State	No. of Students	Location
Charles Sturt University	NSW	38,356	Regional
Macquarie University	NSW	38,757	Metropolitan
Southern Cross University	NSW	14,665	Regional
The University of New England	NSW	19,931	Regional
University of Technology, Sydney	NSW	36,348	Metropolitan
Monash University	VIC	63,022	Metropolitan
RMIT University	VIC	54,956	Metropolitan
The University of Melbourne	VIC	49,521	Metropolitan
Federation University	VIC	12,442	Regional
Griffith University	QLD	42,057	Metropolitan
James Cook University	QLD	20,792	Regional
Queensland University of Technology	QLD	44,305	Metropolitan
University of the Sunshine Coast	QLD	9,749	Regional
Murdoch University	WA	22,589	Metropolitan
The University of Western Australia	WA	25,195	Metropolitan
The University of Adelaide	SA	25,736	Metropolitan
University of Tasmania	TAS	25,367	Metropolitan
Charles Darwin University	NT	9,899	Metropolitan
The Australian National University	ACT	20,087	Metropolitan
Australian Catholic University	MULTI	24,024	Regional

Source: PhillipsKPA 2014



11.3 Stakeholder organisations consulted

The list below documents the stakeholder organisations we consulted with throughout the project.

Australian Business Register
Australian Collaborative Education Network
Australian Council of Business Deans
Australian Council of Chamber and Commerce
Australian Council of Deans and Directors of Creative Arts
Australian Council of Deans for Information and Communications Technology
Australian Council of Deans of Education
Australian Council of Deans of Science
Australian Council of Engineering Deans
Australian Deans of Built Environment & Design
Australian Industry Group
Australian Technology Network
Business Council of Australia
Central Queensland University
Council of Australian Law Deans
Council of Deans of Nursing and Midwifery
Council of Small Businesses of Australia
Flinders University
Group of Eight Universities
Innovative Research Universities
Office for Learning and Teaching
Office of the Chief Scientist
Professionals Australia
Regional Universities Network
Universities Australia
University of Queensland
University of Sydney
Victorian College of the Arts



12 Appendix A – Work Integrated Learning scoping paper

Preface

With increasing numbers of young Australians participating in higher education, it is essential that study to work transitions are improved. Previous industry experience is one of the most highly sought after qualities in higher education graduates entering the workforce, and industry stakeholders report it is this element that is often lacking in our university graduates.

Work integrated learning (WIL)—which is the integration of work based experiences to complement theoretical learning in a higher education setting, can provide students with industry experience prior to graduation, which can facilitate their move into full-time employment.

This scoping paper, which is part of an Australian Workforce and Productivity Agency (AWPA) research project focusing on work integrated learning in Australian universities, aims to canvass the current academic literature and wider issues associated with work integrated learning.

The paper starts by providing a brief overview of work integrated learning, followed by a summary of its benefits, its current status in Australian universities and barriers to its uptake. It concludes with a discussion of options for enhancing WIL participation in Australia.

The AWPA Board has expressed its support for increased WIL practices in Australian universities, both in the agency's *ICT workforce study*¹ and in Recommendation 5.3 of its *Future focus, 2013 National Workforce Development Strategy* (from here on referred to as *Future focus*) which states that the Australian Government should:

work with VET and higher education stakeholders and peak industry bodies to support transitions from higher level VET and higher education to employment by expanding work-integrated learning and by establishing a co-funded professional cadetship program for identified specialised higher education occupations²

¹ AWPA, 2013, *Information and communications technology workforce study, 2013*.

² AWPA, 2013, *Future focus: 2013 National Workforce Development Strategy*.



Introduction

The role of universities has undergone a radical change—from being powerhouses of knowledge and research, their role has become an increasingly utilitarian one; that is, preparing students for the world of work. Universities have become more vocationally-oriented, although their role in training professions such as medicine and law has always been focussed on vocational outcomes.

This growing focus on job outcomes has been driven partly by pressure from governments to make university degrees ‘work-relevant’ and to produce graduates that would, in time, supply the workforce with the skills needed to drive economic growth. It is also a reflection of a trend towards mass higher education, away from an original focus on educating elites. With this new focus, the critical questions have become: are Australian universities adequately preparing students for the world of work; and are the demands of the workplace now more diverse and dynamic? The answers to these questions are not clear.

On the one hand, results from a survey of 500 employers, undertaken for the Australian Industry Group (AiG) in 2012, suggest that the proportion of employers satisfied or very satisfied with specific graduate skills is unacceptably low. For example, only 59 per cent of employers surveyed were happy with graduates’ ‘basic literacy and use of English’ and only 49 per cent were satisfied with ‘planning and organising’.³

Industry submissions and consultation for AWP’s *Future focus* suggest industry perceptions are that graduates are ‘not job ready’ and called for a greater emphasis on the teaching of core skills for work in universities and vocational education and training (VET). The *Future focus* report suggests that the issue of study to work progression is:

not so much a skills shortage [issue] but rather an experience shortage [issue], with employers hesitant to take on graduates who are not work ready.

In contrast to the AiG and *Future focus* consultations, the latest Graduate Outlook Survey⁴ from Graduate Careers Australia, suggests that from 2009–2013 an average of 89 per cent of employers found that the standard of graduate applications received met or exceeded average expectations. The Graduate Outlook Survey found in relation to specific characteristics of graduates in 2013, 94 per cent of employers found that graduates’ written communication skills met or exceeded average expectations, while this was 96 per cent for verbal

³ Speech by AiG Chief Executive, Innes Willox, to the Universities Australia Higher Education Conference, Canberra, February 2013.

⁴ Graduate Careers Australia, 2014, *Graduate Outlook 2013. The report of the Graduate Outlook Survey: Employers’ perspectives on graduate recruitment*.



communication skills. While this is at odds with AiG's data, it should be noted that the focus of the Australian Industry Group's survey was only on Australia's manufacturing and construction sectors. In addition, it assessed the satisfaction of employers with 'graduates of universities, higher education providers and the training system', suggesting that this may go beyond the scope of the Graduate Outlook Survey, which just focuses on university graduates.

Regardless of employers' perceptions on the employability of graduates, increasing the preparation of students for the world of work can only be beneficial. Work integrated learning, which combines academic theory with the practice of work, is widely seen as a key mechanism for increasing work readiness. It takes its cue from the apprenticeship model where learning is done through 'doing' within a workplace, rather than by simply learning theory in an academic setting.

Importantly, work integrated learning shifts the responsibility for making students work ready away from just universities onto a shared platform, where industry has just as much of a role to play in preparing students for the world of work. As stated in the *Future focus* report:

In our [AWPA's] view, more can be done to foster relationships with industry and formalised accredited work integrated learning opportunities in university degrees. This would encourage greater collaboration and increased industry ownership of skills development⁵

⁵ AWPA, 2013, *Future focus: 2013 National Workforce Development Strategy*, 2013.



What is work integrated learning?

Work integrated learning is an umbrella term used to describe a wide variety of mechanisms through which practical experience is used to complement the teaching of theoretical concepts. The table below lists common terms commonly used to describe WIL.

Table 1 Common WIL pedagogical methods

Internships	Practical projects
Cadetships	Practicum
Cooperative education	Professional practice
Work placements	Service learning
Industry-based learning	Experiential/experience-based learning
Community-based learning	Workplace learning
Clinical rotations/placements	Teaching professional experience
‘Sandwich’ year	Real world learning
Practice-oriented learning	Summer work placements

The characteristics of WIL models vary greatly between universities and indeed between faculties and courses within a university. A full description and analysis of WIL models is beyond the scope of this paper, but many WIL ‘vignettes’ can be found on the Australian Collaborative Education Network (ACEN) website.⁶

It appears that there is no standardised or ‘correct’ methodology applicable across the various forms of work integrated learning. Instead each WIL program is being developed according to the characteristics and needs of students, universities and employers. The *WIL Report—A National Scoping study*⁷ (referred to in this paper as the *WIL Report*) published in 2009, gives a good overview of these).

The following variables account for much of the diversity seen in work integrated learning:

- *Pay*—some students are paid by employers and some are unpaid
- *Length*—work placements can range from periods of a couple of weeks to a year
- *Integration into course*—learning processes can be a mix of study and work throughout a week, a separate semester focussing on a work placement, or a year without campus attendance
- *Accreditation*—work integrated learning may or may not be credited towards a qualification; may be a requirement of a degree or an optional extra

⁶ ACEN website: <http://acen.edu.au/wil-vignettes/>

⁷ Patrick C, Peach D and Pocknee C, 2009, *The WIL Report: A National Scoping Study*



- *Selectivity*—work integrated learning can be offered to only the best students or all students within a course
- *Timing*—can be during the academic year or during holidays
- *Stage of qualification*—can be undertaken during undergraduate or postgraduate degrees
- *Location*—placement can be national or international.

The concept of work integrated learning is not new in certain disciplines in universities, for example, in medicine, nursing and engineering professions. However, what is new is the idea of standardising WIL methodologies across all universities and the introduction of work integrated learning to disciplines not traditionally associated with a WIL methodology, such as philosophy, social sciences, visual arts and geography.

In Australia, work integrated learning in generalist degrees and in degrees that do not have a traditional vocational focus (unlike, for example, medicine and nursing), is regarded as still being in its infancy. According to the 2009 Australasian Survey of Student Engagement, only 19 per cent of Australian university students had participated in a ‘practicum, internship, fieldwork or clinical placement’.⁸

In contrast, WIL measures have been established for some time in other countries. For example, in the United States and Canada, cooperative education programs have been around for nearly a 100-years⁹, and as a result have become an integral part of university degrees. In the United States, 63 per cent of students graduating in 2013 participated in an internship or another cooperative WIL experience.¹⁰ In the United Kingdom, ‘sandwich years’—so called because they integrate a placement year or internship in between the remaining years of a degree—are common, although the number of students undertaking them has declined in the last ten years.¹¹ An overview of WIL models in Canada and the United States is at Attachment A.

⁸ ACER, 2010, *Doing more for learning: Enhancing engagement and outcomes*, Australasian Survey of Student Engagement Report.

⁹ Haddara M and Skanes H, 2007, *A reflection on cooperative education: from experience to experiential learning*, Asia-Pacific Journal of Cooperative Education.

¹⁰ National Association of Colleges and Employers, 2013, *The College Class of 2013*.

¹¹ Department of Business Innovation and Skills, 2012, *Following up the Wilson review of business-university collaboration*.



Benefits of work integrated learning

Proponents of work integrated learning report a variety of benefits to students, employers and universities when students undergo a WIL experience. Table 2 summarises these benefits.

Table 2 WIL participation—benefits and motivation

For students	For employers	For universities
<ul style="list-style-type: none"> Increased employment outcomes (a) Increased graduate salaries (8%) (a) Opportunities to test industry/company/career choice/professional identity(b) Clearer routes for career progression(b) Increased ability to gain income while enhancing careers through increased work experiences in areas that complement student study areas (c) Increased understanding of the applicability of theoretical knowledge to 'real life' Greater learning of complementary workplace skills not easily accessible through undergraduate university degrees* Increased personal benefits such as confidence and interpersonal skills (a,b) Increased student engagement (b) Increased understanding of workplace culture(b) 	<ul style="list-style-type: none"> Provision of work-ready graduates Alleviation of skills shortages Creation of opportunities to test students prior to hiring Decreased recruiting costs associated with finding a suitable graduate candidate Improvement in corporate image Creation of more dynamic work environments, and 'new blood' in a company Input into university curricula Contribution to their industry and community (b) 	<ul style="list-style-type: none"> Educational benefits for students(d) A competitive edge-WIL as a drawcard for students(b,d) Reputation of university teaching as relevant to the 'real world' Community participation and citizenship (b) Opportunity to build/strengthen relationships with industry (b)

Sources:

(a) Department of Business Innovation and Skills, United Kingdom, 2012, following up the Wilson Review of business–university collaboration.

(b) Patrick C, Peach D and Pocknee C, 2009. *The WIL Report: A National Scoping Study*.

(c) Universities Australia, 2008, 'A national internship scheme', position paper, No. 3, 2008.

(d) For example, in Canada the offering of a Cooperative Education Program is one of the most influential factor in students selecting particular universities.

Notes: * For example, communication skills, teamwork skills, stakeholder management, project coordination and management.



One of the largest pieces of Australian research on work integrated learning was the 2009 *WIL Report* referred to earlier.¹² This was the first large-scale report on work integrated learning in Australia, and used data from 35 universities and 600 participants. It found that Australian universities employ a variety of WIL approaches in their curricula and that they reported consistently positive benefits for students in undertaking work integrated learning. This was particularly the case in responses from university staff participants.

In this scoping study, the most common benefit of work integrated learning reported by all sectors was increased employment opportunities for students. The underlying theory for this outcome is that employers are more likely to take on a graduate who has undergone a WIL experience than not, since the WIL graduate is likely to be more able to contribute productively in their new workplace as soon as they graduate rather than taking months to become competent in their role.

A study by the United Kingdom's Department for Business Innovation and Skills¹³ found that:

Graduates from sandwich courses are more likely to enter employment 6 months after graduation (78 per cent vs. 71 per cent) and less likely to be unemployed (8 per cent vs. 9 per cent) than other graduates.

and that:

The average salary of students who have completed sandwich placements is 8 per cent higher than those that didn't six months after graduating

In contrast, there is limited evidence for an improvement in the employability and salaries of WIL graduates over non-WIL graduates in Australia. However, a study—Assessing the impact of work integrated learning on student work readiness—is currently being undertaken by Griffith University in association with 14 other universities. It aims to assess and analyse increased employability from WIL participation through an empirical evidence base. It is a multi-stage study and comprises: establishing a framework for measuring work readiness; applying these measures to a variety of WIL methods in Australian universities; ascertaining students' post-graduation perception of their WIL experience; and ascertaining the contribution of various WIL measures to students' work readiness.

The study, which began in 2011, is being funded by the Australian Government's Office of Learning and Teaching and its preliminary findings suggest that there are indeed positive employment benefits for those students who participate in work integrated learning.¹⁴ However, the study's scope extends beyond elements normally considered as work integrated learning. These are

¹² Patrick C, Peach D and Pocknee C, 2009. *The WIL Report: A National Scoping Study*.

¹³ Department of Business Innovation and Skills, 2012, *Following up the Wilson review of business-university collaboration*.

¹⁴ Personal communication with research team of 'Assessing Impact of WIL on student work readiness', September, 2013.



‘alternatives that meet certain WIL characteristic tests (such as simulations, university-based projects, role-plays)’ and include elements such as scientific practical classes.¹⁵ Despite the wide scope of the study, the information it produces will provide a critical evidence base for assessing the value of WIL experiences in Australian universities.

While most stakeholders consistently report educational (in addition to work-ready) benefits from work integrated learning, there is little quantifiable evidence of this in Australia. By learning through doing, and applying theoretical knowledge in a practical setting, students are able to understand concepts more readily than if they were taught these within a purely academic setting. In addition, it is commonly understood that work provides a unique and rich learning environment, which may be beneficial for students who do not excel in a strictly academic setting.

Research has been undertaken in the United Kingdom investigating the personal benefits that are gained from WIL involvement.¹⁶ This work has shown that for students participating in business work placements ‘confidence’, ‘teamwork’, and ‘interpersonal/communication’ skills were the main areas where students vastly improved, as judged by both employers and the students themselves.

Importantly, in the latest Graduate Outlook Survey, employers were asked to identify the most common selection criteria used when recruiting graduates. In every year from 2009 to 2013, and in every sector observed, ‘interpersonal and communication skills’ was the number one criterion identified.¹⁷

Given the importance of communication and teamwork skills as a criterion for employers recruiting graduates, it would be reasonable to assume that WIL experiences would lead to improved employability because of their role in students’ gaining these competences.

¹⁵ Griffith University, ‘Assessing the Impact of WIL on Student Work Readiness’, project’s website <http://www.griffith.edu.au/centre-learning-futures/research/assessing-wil-impact>.

¹⁶ Hall M, Higson H and Bullivant N, 2009, ‘The role of the undergraduate work placement in developing employment competences: results from a five year study of employers’, *Development of competencies in the world of work and education*, 2009..

¹⁷ Graduate Careers Australia, 2014, *Graduate Outlook 2013. The report of the Graduate Outlook Survey: Employers’ perspectives on graduate recruitment*.



Work integrated learning in Australia

State of play in Australian universities

Currently, most if not all Australian universities have some form of work integrated learning across a number of their faculties and these are growing in number and in scope. Substantial work-based learning, such as occurs in practicums and placements, is well established—and often mandatory—in faculties covering areas such as health, education, teaching and to some extent engineering and law.

However, from desktop research it is evident that the characteristics of these WIL programs are highly variable, and that there is no systematic method of practicing work integrated learning across all universities. This suggests that each university is adapting its WIL experiences to suit its own needs and strengths, particular of its student cohorts: and possibly the specific needs and interests of local industry and employers.

At the same time, according to the Graduate Outlook Survey 2013, in which 484 graduate employers were surveyed, a significant number of Australian employers are using WIL programs to recruit graduates. In 2013, the proportion of employers who used ‘undergraduate programs’ (including work experience placements, internships and vacation work), to recruit for graduate jobs ranged from 26 per cent (Communication, Technology, Utilities) to 65 per cent (Construction, Mining and Engineering). The next sector most likely to use WIL programs as a recruitment tool was Accounting and Finance at 57 per cent.¹⁸

Since the *WIL Report* scoping study was undertaken in Australia in 2009, no similar study has been carried out. And, while the 2009 study appears to have gathered much data on work integrated learning through face-to-face interviews, focus groups and surveys, little of this data is actually presented in the report.

A significant development is the Australian Government’s announcement of the New Colombo Plan that will provide Australian students with study opportunities, including internship options, in countries of the Asia-Pacific region. The Department of Foreign Affairs and Trade says:

Internships will be integral to the New Colombo Plan, with the aim of ensuring students are work ready, have professional connections in the region and can link their study experience directly to career opportunities.¹⁹

The plan will officially start in 2015, with a pilot phase in 2014 which will include providing approximately 40 students with one year of study and an internship in Japan, Indonesia, Singapore or Hong Kong. It is likely that the plan will significantly increase the number of Australian students experiencing WIL placements and, that in turn it will increase the status of work integrated learning in Australian universities.

¹⁸ Ibid.

¹⁹ Department of Foreign Affairs website: <http://www.dfat.gov.au/new-colombo-plan/>.



Proponents of work integrated learning

Interest in increasing participation in work integrated learning is coming from a variety of sources. It has strong support from industry, based on industry's reported concerns about what it sees as the poor work readiness of Australian graduates, and the subsequent impact of this on employers. In addition to the Australian Industry Group, support for increased opportunities for internships has come from the Australian Chamber of Commerce and Industry and the Business Council of Australia.

Some of the strongest proponents of work integrated learning are universities themselves. In February 2014, Universities Australia released a joint statement of intent they had signed on work integrated learning with the Business Council of Australia, the Australian Chamber of Commerce and Industry, the Australian Industry Group and the Australian Collaborative Education Network. The signatories to the statement agree to collaborate on:

- establishing a profile and baseline of what happens now and what works
- drawing on the resources and expertise that already exist, and developing them further
- identifying, promoting and disseminating best practice
- facilitating university business partnerships through work integrated learning and making it easier for participants—employers, educators and students—to find and work with the right people
- assisting our members to identify opportunities for increased scale, breadth and quality of WIL placements
- advocating for the research, scholarship and development of the evidence base to improve WIL effectiveness and outcomes for participants
- identifying and addressing Impediments to these objectives
- better informing students of WIL opportunities.

Earlier in 2008, Universities Australia released a policy paper outlining the need for a paid national internship scheme.²⁰ The paper advocates the establishment of a paid internship scheme to systematise and formalise work integrated learning across Australian universities. This reflected a view that while WIL opportunities are present in Australian universities, they are unstructured and ad-hoc, and that 'a broad integration of study and programs to enhance work readiness has not yet been achieved'. The paper proposes the establishment of a national internships council, which would have regulatory oversight of the proposed scheme via WIL placement approvals and an audit committee comprising education partners, industry associations and government representatives. However, there is little detail in either the policy paper or

²⁰ Universities Australia, 2008, *A National Internship Scheme*, Position Paper, No.3, 2008.



discussion paper²¹ on what this internship scheme would look like at a practical level. Another consideration is the fact that the paper was released amid significant public discussion on work integrated learning under the former Federal Government and during a time of less financial restraint.

Nevertheless, Universities Australia's paper provides options for facilitating the establishment of a national internship scheme which include: encouraging partners to adopt the scheme; government departments leading by example and increasing their intake of interns; and introducing a public subsidy (that is, wage supplementation) for employers who take on an intern.

The concept of a national internship scheme has subsequently been supported by the Australian Technology Network of Universities and the Business Council of Australia. In addition, there have been a variety of media articles urging the Australian Government to establish such a scheme (see Attachment B).

Universities Australia is not the only university association that is a strong advocate for increased participation in work integrated learning. The Innovative Research Universities group, which comprises seven research-intensive Australian universities, in association with the Australian Chamber of Commerce and Industry have developed factsheets aimed at increasing employers' understanding of and options for WIL placements.²² In 2012, Innovative Research Universities also produced a 'toolkit' for prospective and current employers of WIL students, as well as specific factsheets for WIL placements in the areas of law, business, creative arts and ICT.²³

Another university-centred proponent of work integrated learning is the Australian Collaborative Education Network (ACEN)—a WIL community of practice whose mission is to 'lead the advancement of work integrated learning in Australia in the areas of research, scholarship and practice, through collaboration with the tertiary education sector, students, industry, community and government'.²⁴ Its members are 35 of Australia's universities who pay membership fees and are represented through its board. The ACEN National Executive does not currently include industry representation.²⁵ ACEN holds a variety of meetings and events each year to disseminate knowledge of WIL theories and implementation practices and to provide grants for WIL research (of \$10,000), and scholarships (of \$1,500) that allow students to undertake WIL placements in regional areas of Australia. ACEN also provides a mechanism for employers to advertise WIL opportunities to ACEN member universities through its National WIL Portal, which is accessible via the ACEN website. However, there is no data on the website on how frequently the website is used to organise WIL placements in Australian universities.

²¹ Universities Australia, 2007, *A National Internship Scheme*, Discussion Paper, 2007.

²² Innovative Research Universities website: <http://www.iru.edu.au/our-activities/projects/work-integrated-learning.aspx>.

²³ Innovative Research Universities website: <http://www.iru.edu.au/our-activities/projects/work-integrated-learning-2012-toolkit-for-industry.aspx>.

²⁴ ACEN website: <http://acen.edu.au>.

²⁵ Ibid.



Work integrated learning options need not be limited to undergraduate degrees, and such experiences are equally relevant to postgraduate students. The Chief Scientist has recently advocated the value of work integrated learning for postgraduate students, with a particular focus on PhD students.²⁶ The Australian Technology Network of Universities has also expressed strong interest in work integrated learning for postgraduates. Additionally, the Australian Mathematical Science Institute leads a postgraduate internship program for PhDs, masters and honours students across all disciplines to work with industry on four- to five-month-long research placements. However, the Australian Mathematical Science Institute internship program does not seem to be integrated into degrees, and appears to target students (in particular PhD students) who are in the final stages of their degree, that is those writing their thesis or waiting thesis examiner comments.²⁷

According to the Australian Government's Department of Industry's 2012 National Research Investment Plan (the Investment Plan), employers often find that—much like undergraduate students—PhD students require improved 'soft skills' such as communication and teamwork skills upon graduation.²⁸ One of the department's Investment Plan recommendations to increase these skills is increased academia/industry collaboration with a particular focus on work integrated learning:

It is likely that providing a variety of PhD delivery models, including, for example, the option of placements in industry and/or formal communication skills training, will generate a mix of researchers with different emphases in their training that prepare them for different roles in business, academia or government.

As a consequence, Action 7 of the Investment Plan focuses on progressing the work of the Research Workforce Strategy: Research Skills for an Innovative Futures²⁹ by proposing measures to provide research students with skills to be productive in a wide range of employment contexts.

Current Australian research on work integrated learning

WIL research in Australia is still in its infancy, although a variety of research projects are currently being undertaken to examine WIL experiences in Australian universities. As mentioned earlier, Griffith University is leading an Office of Learning and Teaching-funded study on the impact of work integrated learning on the work readiness of graduates which is expected to be completed by the end of 2014. The Office of Learning and Teaching is also funding a Queensland University of Technology led research project—Building

²⁶ Department of Industry, Innovation, Science, Research and Tertiary Education, 2012, *2012 National Research Investment Plan*.

²⁷ Australian Mathematical Science Institute Intern website: <http://amsiintern.org.au/>

²⁸ Department of Industry, Innovation, Science, Research and Tertiary Education, 2012, *2012 National Research Investment Plan*.

²⁹ Department of Innovation, Industry, Science and Research, 2011, *Research skills for an innovative future: a research workforce strategy to cover the decade to 2020 and beyond*.



institutional capacity to enhance access, participation and progression in work integrated learning—which focuses on designing WIL experiences to fit the growing diversity of student cohorts.

In 2013, ACEN awarded two WIL research grants. One of these studies—Measuring, impact and evidence: playing and building WIL in the sandpit—will look at how authentic WIL experiences differ from simulations, case studies and problem based learning. The other—Work Integrated Learning in Social Work and Human Services: an assessment of financial stress—will address the financial impact of social work and human services students participating in work placements; and recommend how to reduce the stress associated with such placements.



Work integrated learning: barriers and concerns

There is general consensus among students, universities, employers and governments that work integrated learning is desirable in Australian universities and needs to be enhanced. So, a key issue to examine is why work integrated learning isn't occurring more often.

In order to address this question, we need to analyse the key concerns and barriers that have been identified as limiting or preventing work integrated learning.

Cost and resource intensiveness

The most commonly identified barrier to increasing participation in work integrated learning are the perceived high costs—both financial and in terms of resources. This relates to the costs of directly funding students during their placements and the costs incurred as a result of a higher burden on administration staff and resources, including both universities and the place of employment having to dedicate staff time to the process.

The Australian Government's Higher Education Base Funding Review (2011) highlighted the cost pressures universities face in providing increased work integrated learning.³⁰ According to ACEN's submission to the review, WIL placements cost approximately 15–21 per cent more than standard teaching and are highly resource intensive.³¹ However, the review noted the conflicting costing information provided to the review panel in response to its discussion paper Question 3.4, which was: 'What additional costs are involved in the provision of work integrated learning and should these be considered in setting the level of base funding?'

Accordingly, the review recommended:

To inform future funding policy and after consultation with universities, the Australian Government should develop an agreed ongoing cost measurement system that collects data on ... the internal and external costs of work-integrated learning.

and in Recommendation 9 that:

The Australian Government should provide appropriate funding support to institutions to develop the enhanced data base recommended in this report.

However, in January 2013 the Australian Government's response to the review requested no further action on either of these recommendations stating:

³⁰ Department of Education, Employment and Workplace Relations, 2011, *Higher Education Base Funding Review Final Report*.

³¹ ACEN response to the Consultation for Higher Education Base Funding Review, March 2011. Available at: http://www.innovation.gov.au/HigherEducation/Policy/BaseFundingReview/Documents/Submissions/AtoF/Australian_Collaborative_Education_Network.pdf.



There are complex methodological issues which would need to be agreed before any such study could proceed. The additional work to collect better cost data would be very resource intensive and unlikely to be cost-effective. No further action.³²

A paper prepared for the Australian Learning and Teaching Council (ALTC) National Association of Graduate Careers Advisory Services 2008 national symposium states:

WIL is undoubtedly resource intensive. The actual costs may vary with the particular type of WIL program and the setting but the transaction costs of maintaining partnerships with many employers, resourcing WIL opportunities, developing and evaluating curriculum for WIL and supporting a body of students who are geographically dispersed are considerable.³³

In universities with a decentralised WIL system—that is, without a university-wide WIL service that provides centralised administrative support for students, employers and university staff—much of the burden of work integrated learning is placed on teaching staff that carry out this role in addition to their normal teaching duties.³⁴ They receive no additional financial gain or support for this role, meaning that most WIL experiences are undertaken on an ad-hoc basis and sometimes only for particularly gifted students. This is reflected in University of Sydney's comments to the Universities Australia internship proposal:

Without dedicated resources by the university sector and from employers, the popularity of such schemes waxes and wanes. Unless work integrated learning becomes a core component of all curricula with a corresponding commitment by industry to establish relevant work placement opportunities, work integrated learning will remain an 'elective' rather than a core activity.³⁵

High costs and time constraints are not only a reported concern for the university sector but also for employers. In the 2009 *WIL Report*, out of 16 employers involved in a focus group, the vast majority stated that it was a lack of time which prevented more participation in work integrated learning. Interestingly, unlike the university sector, only a minority stated that it was finances that limited their participation in WIL activities. However, it must be recognised that for time-poor businesses, the two are inextricably linked.

It is not clear how universities are currently funding their WIL placements. According to ACEN, each university funds work integrated learning differently, at their own discretion.³⁶ University funding arrangements are complex, involving a wide range of specific programs (often partially funded, such as research grants), fees and other income. However, it is likely that universities

³² Australian Government response to the Higher Education Base Funding Review, January 2013. Available at: <http://www.innovation.gov.au/HIGHEREDUCATION/POLICY/BASEFUNDINGREVIEW/Pages/default.aspx>.

³³ McLennan B and Keating S, 2008, *Work integrated learning (WIL) in Australian universities: the challenges of mainstreaming WIL*. Paper for the ALTC NAGCAS National Symposium, Melbourne.

³⁴ Patrick C, Peach D and Pocknee C, 2009. *The WIL Report: A National Scoping Study*.

³⁵ Universities Australia, 2008, *A National Internship Scheme. Position Paper No.3, 2008*.

³⁶ Meeting with ACEN representative, 9 September 2013.



use Commonwealth-derived base funding, through the Commonwealth Grant Scheme (CGS) at least in part and student contributions, to fund WIL placements. There is currently no specific grant scheme for student participation in WIL experiences.

Funding for work integrated learning may not be as simple as using base funding provided through the CGS. Under the *Higher Education Support Act 2003*, which is the legislative basis for the CGS, funds for a Commonwealth supported place will not be given to a unit of study wholly consisting of work experience in industry, where the latter is defined as work:

- (a) that is done as a part of, or in connection with, a course of study undertaken with a higher education provider; and
- (b) in respect of which student learning and performance is not directed by the provider; and
- (c) the purpose of which is to obtain work experience relevant to the course of study; and
- (d) that meets any other requirements specified in the Administration Guidelines.³⁷

That is, whether or not a WIL placement is funded through the CGS is dependent on the extent of university involvement in the WIL experience.

Regardless of how universities are currently funding WIL placements, the financial concerns associated with these placements will only be heightened as calls for an increase in work integrated learning grow the future.

Increasing and mainstreaming WIL experiences

Increasing and mainstreaming WIL experiences for students presents challenges for universities and across the higher education sector.

The national internship scheme proposed by Universities Australia in 2008 suggested a standardised program across universities, but as stated earlier how this would work at a practical level is not clear. If, for example, engineering students are expected to undertake a standardised six-month placement at an engineering firm which includes an assessment element, how would this be standardised across universities and states which may have, for example, different engineering degrees, differing numbers of WIL related staff, variable access to engineering firms depending on location and different WIL funding mechanisms?

Universities Australia has proposed that a national internships council would provide oversight of the initiation, progress and assessment of WIL placements, but the viability of this, in light of increasing number of students in universities, limited government funding and the questionable capacity of many employers

³⁷ *Higher Education Support Act 2003*, Section 33-30.



to accommodate a significant increase in suitably skills-oriented placements could be a challenge.

An important consideration when mainstreaming WIL placements is the issue of providing WIL experiences for degrees which do not have linear or specific occupational links. Whilst it is easy to envisage the type of employer with whom an engineering, scientific, medical and media degree student could undertake a WIL placement, for degrees such as philosophy, arts, or archaeology this is less clear. And how would we incentivise different industries to take up such students who may not necessarily have the required background to undertake the roles provided by these industries?

The mainstreaming of WIL placements *within* universities poses its own challenges. First is the structural challenge of setting up streamlined systems to manage an increase in WIL participation, including by putting in place arrangements to relieve academic staff of the responsibility for organising WIL placements—which often require action on an ad-hoc basis—allowing them to concentrate on their academic duties. This could and already does take the form of establishing centralised or decentralised WIL units within universities. Decentralised units, using specialised staff, which are placed within faculties or departments, have the advantage of allowing WIL placements and administration to be tailored to specific industries. On the other hand, decentralised units hinder the mainstreaming and standardisation of WIL schemes in universities and indeed across all universities.

At the same time, the establishment of specialist units to manage WIL placements necessitates the recruitment or reassignment of staff members with the experience and capability to develop WIL curricula; engage with industry; organise WIL placements (including funding, HR and insurance requirements); provide support and oversight during placements where required; and potentially undertake assessment practices. These WIL units could potentially be large, as it is unlikely that any one staff member would have the capability or capacity to undertake all of these roles. In the current, tight fiscal environment efficient and sustainable operations, robust and enduring partnerships and well-designed and secure incentive structures will be needed to justify the allocation of the additional resources required to increase participation in work integrated learning.

Another hurdle to increasing the number of students participating in work integrated learning is the limited number of industry placements available. As stated by McLennan and Keating, 2008:³⁸

The increasing interest in Australia undoubtedly creates more competition for places for students.

There have been reports that even in the professions where work integrated learning has been established for some time (for example, nursing and

³⁸ McLennan B and Keating S, 2008, *Work integrated learning (WIL) in Australian universities: the challenges of mainstreaming WIL*. Paper for the ALTC NAGCAS National Symposium, Melbourne.



physiotherapy), there has been difficulties finding enough placements for increasing numbers of students. University staff also report that although employers are enthusiastic about work integrated learning generally, they are often not as willing to provide placements. As stated in the 2009 *WIL Report*:

there was ... a perceived gap: on the one hand between the professional mandates for inclusion of placement experiences within educational qualifications and on the other hand, the necessary capacity and willingness of professional members to work with universities to provide those placements.³⁹

If WIL placement numbers are to expand the number of quality, structured placements needs to increase and there will need to be incentives (financial or other) for more employers to take on students. See later sections for further discussion of this issue.

Workplace relations

A significant area of concern and legal uncertainty regarding work integrated learning is whether it falls under the Commonwealth's *Fair Work Act 2009*. It is important to clarify that any paid WIL placement does fall under the *Fair Work Act 2009*, and so has not been canvassed in this report.

In January 2013, the Fair Work Ombudsman released a report—*Experience or Exploitation*—which discussed the regulation of unpaid internships, other forms of work experience and trial periods in Australia.

The report noted that unpaid internships are growing in number in Australia, and are becoming increasingly common in areas where there is an oversupply of qualified graduates. The report identified the print and broadcast media, legal services, advertising, marketing, Public Relations and event management as being areas of particular concern. The report concludes:

a growing number of businesses are choosing to engage unpaid interns to perform work that might otherwise be done by paid employees.⁴⁰

The report suggests that this may be done intentionally in some companies to create a competitive advantage and that in other situations, that there may be a genuine:

misconception that, if a worker is undertaking some form of work integrated learning, then the worker would be exempt from the *Fair Work Act 2009* and therefore can be unpaid

This is likely due to the 'vocational placement' exemption which was first introduced under the Commonwealth's *Workplace Relations Act 1996*, which states students involved in work experience that is a mandatory course requirement, and which is authorised under a law or administrative arrangement of the Commonwealth, state or territory, are not required to be

³⁹ Patrick C, Peach D and Pocknee C, 2009. *The WIL Report: A National Scoping Study*.

⁴⁰ Fair Work Ombudsman, 2013, *Experience or Exploitation*.



paid.⁴¹ The Ombudsman's report also states that there are too few cases that explore the status of unpaid work experience arrangements and concludes that more cases will need to be brought forward to test the legality of unpaid work experience arrangements that at first appear to be in breach of the Act.

The report suggests there should be increased guidance and educational activities surrounding unpaid work, and that test cases involving unpaid work arrangements should be instigated. As part of this drive for increased information, in March 2013 the Fair Work Ombudsman released a factsheet for employers, which explained in detail the vocational placement exemption.⁴² The Fair Work Ombudsman also aims to specifically address compliance activities in the industries mentioned where unpaid work experience is common.

Accreditation, quality and assessment

The issue of quality placements is an important one. Merely attending the workplace may not be sufficient for work integrated learning to be effective. Billet, 1994⁴³ noted that:

learning arrangements which are situated in a setting of a culture of practice, is not, by itself, a sufficient quality for the optimum appropriation of skills and knowledge. Rather, for situated learning to be effective it needs to be embedded in the authentic activities and social relations which comprise cultural practice.

That is, carrying out low skills tasks, such as filing and photocopying, which may in the short term be beneficial to the employer, but are not necessarily authentic and preparative experiences for the student would not be true and enriching WIL experiences. However as stated by McLennan and Keating:

Maintaining academic standards and ensuring high quality learning outcomes for students in every placement is a challenge⁴⁴

This issue may be further compounded with the increased numbers of students undertaking work integrated learning. One of the driving forces behind University Australia's proposed national internships council may have been to ensure quality by organising and approving WIL placements through its own audit committee.

Currently many WIL placements are undertaken as an optional add-on to a degree, usually in the summer or in other holidays, and are not credited towards a degree despite a student's success in that placement. This is sometimes because placements are arranged independently of the university. If

⁴¹ Ibid.

⁴² Fair Work Ombudsman, 2013, *Internships, vocational placements and unpaid work* factsheet available at: <http://www.fairwork.gov.au/factsheets/FWO-fact-sheet-Internships-Vocational-Placements-Unpaid-Work.pdf>.

⁴³ Billet S, 1994, 'Situated learning-a workplace experience', *Australian Journal of Adult and Community Education*, 34 (2) 112-130.

⁴⁴ McLennan B and Keating S, 2008, *Work integrated learning (WIL) in Australian universities: the challenges of mainstreaming WIL*, paper for the ALTC NAGCAS National Symposium, Melbourne.



work integrated learning is to become an essential part of university degrees, then students and academics will likely advocate for it to be formally assessed and credited towards that degree. The need for a structured, credited WIL framework was reflected in *Future focus*:

In our view, more can be done to foster partnerships with industry and formalise accredited work-integrated learning opportunities

The assessment of WIL placements comes with its own issues and administrative requirements. Some questions which arise on assessments are:

- How can students that have different placement and experiences be compared against each other?
- Who would be carrying out the assessment (teaching staff, the employer, or both)?
- Is the assessment graded?
- Would the assessment be project based, an exam or self-reflection?

All these issues would require strong collaboration between the employers and universities for each student placement and at present this essential industry-university link may not always be strong. Increasing these linkages is a key prelude to increasing the availability of WIL placements.

Differing drivers of WIL participation

One of the key barriers to successful WIL placements is the fact that the different stakeholders participate in work integrated learning for very different reasons. For an academic in a university, it's about the educational benefits that can be derived for students through exposure to a work setting. For the university it may be a selling point, for the employer it may be the injection of fresh ideas, or a recruitment opportunity, and for the student it may be about gaining a competitive edge over those who may not have access to work integrated learning.

According to the the *WIL Report* most tension occurs between the academic world and the employer where there is a 'mismatch of objectives' (teaching vs working).⁴⁵ For some employers, the university system is too inflexible for the needs of their business, and does not suit their requirements or preferred delivery methods.⁴⁶ In contrast, for a university, the focus may well be on ensuring that all students within a course are given equal opportunities within a WIL placement.

Tension and a lack of understanding of the motivations and goals of each stakeholder in work integrated learning can produce a negative experience which can, in turn, dissuade parties from future involvement in WIL arrangements.

⁴⁵ Patrick C, Peach D and Pocknee C, 2009, *The WIL Report: A National Scoping Study*.

⁴⁶ Ibid.



The unique industry makeup in Australia

The United States and Canada are often held up by WIL proponents as examples of countries where WIL is an essential part of a university degree. It must be remembered, however, that the Australian industrial landscape is very different to that of the United States. For example, in Australia, small and medium enterprises (SMEs) make up the majority of companies, and it is these SMEs that often have the least resources and flexibility to accommodate WIL students.

While there appears to be no data comparing the rate of uptake of WIL students in SMEs versus larger companies in Australia, according to the latest Graduate Outlook Survey, 37.3 per cent of companies with 1 to 500 employees versus a much larger 58.2 per cent of companies with more than 500 employees used 'undergraduate programs' as a recruitment tool.⁴⁷ This indirectly suggests that in Australia it is the larger companies (>500 employees) that are participating in WIL experiences rather than the SMEs. In contrast, we understand that at Griffith University, the majority of employers involved in work integrated learning are SMEs.⁴⁸ If WIL experiences are to become mainstream in university degrees, then placements and mechanisms for these will need to be tailored to suit the needs of Australian SMEs, as well as larger companies, rather than just being modelled on overseas practices.

Equity issues

One of the bigger concerns when considering increasing WIL opportunities is one of access and equity, particularly in relation to students of lower socioeconomic backgrounds and those with a disability.⁴⁹

While some students may have access to financial support (for example, family or spouse support) during their WIL placements, some students who concurrently manage work and study may not have the same flexibility in taking up WIL placements. As the 2009 *WIL Report* states:

students from low socioeconomic backgrounds experience disadvantage whilst studying at university and compulsory, unpaid WIL placements might entrench that disadvantage if such students require additional travel costs or surrender of paid work

So while making WIL placements a mandated requirement of university degrees might seem like a positive way to increase work readiness, it may have an unintended, selective effect on the student population.

Additionally, if WIL placements are paid, the level of salary needs to be considered so that these placements do not financially disadvantage students who may already be working, especially those who may be under financial pressure.

⁴⁷ Graduate Careers Australia, 2014, *Graduate Outlook 2013, The report of the Graduate Outlook Survey: Employers' perspectives on graduate recruitment*.

⁴⁸ Meeting with ACEN representative, 9 September 2013.

⁴⁹ Patrick C, Peach D and Pocknee C, 2009, *The WIL Report: A National Scoping Study*.



Extra arrangements may be also be required to organise WIL placements for students with a disability, to ensure they have access to the same quality WIL experiences as their counterparts.⁵⁰

Lack of information

Another common barrier to increasing participation in work integrated learning is a lack of knowledge of the opportunities that exist. Where WIL experiences are offered as an option within a degree, or as an extra-curricular element that is not widely publicised within the university, students can be unaware of the opportunities that exist. Students usually find out about WIL opportunities from their lecturers and demonstrators, and if they in turn are not made aware of WIL opportunities, the information may not be transmitted to their students.

The *WIL Report* also found that some employers were unaware of WIL opportunities and the benefits that they could bring to their company. As mentioned earlier, Innovative Research Universities in collaboration with the Australian Chamber of Commerce and Industry have published a range of material which explains the basis and benefits of WIL placements to employers. It is hoped that such strategies are increasing employers' awareness of WIL opportunities.

⁵⁰ Ibid.



Options for enhancing work Integrated learning in Australia

A variety of options for increasing participation in work integrated learning amongst Australian universities and employers have been proposed. These are summarised below.

Funding models

Because of the increased costs associated with operating WIL programs, many proponents of work integrated learning have identified a need to significantly increase WIL funding to universities. ACEN proposes increasing CGS base funding as a way this could happen.⁵¹ While this is an option, because of the institutional autonomy associated with CGS base funding, it would be difficult for the Australian Government to ensure increased funds were used specifically for WIL programs.

Alternatively, there could be specialised WIL placement funds or grant set up at universities. This would be beneficial as it would earmark funds specifically for WIL experiences and hold universities to account by ensuring that contractual agreements include targets and performance indicators. The exact quantum of funds under such a grant scheme would have to be determined, noting the Base Funding Review recommendation regarding the need to properly estimate the costs of WIL delivery.

Universities Australia's 2008 policy paper outlines the estimated costs of the elements of its proposed national internship scheme. For example, the appointment of 80 internship officers to coordinate the scheme was estimated at \$16 million per annum; 10 sub-deans who would oversee WIL placements at \$29.9 million per annum; and wage subsidies for employers at \$105–\$263 million per annum. However, AWPAs notes that these estimates were made a number of years ago in a different financial climate, and may no longer be reliable.

Funding to industry to encourage its participation may be another possible option. Stakeholders contributing to the development of the *Future focus* strategy suggested barriers to work integrated learning are often at the industry end of the equation. Accordingly, *Future focus* suggests that:

Given its cost barriers, governments, industry and providers may need to investigate models and funding options to encourage employers to offer work-integrated learning and programs, particularly in the case of SMEs

Under its national internship scheme discussion paper Universities Australia has proposed a 10–25 per cent wage subsidy for employers taking on an intern.⁵² This would act to minimise the financial burden on the employer as students take time to generate productivity gains.

⁵¹ ACEN response to the Consultation for Higher Education Base Funding Review, March 2011.

⁵² Universities Australia, 2008, *A National Internship Scheme. Position Paper, No.3. 2008.*



Alternatively, much like the Australian Apprenticeship Incentives Program, some WIL proponents have called on the Australian Government to provide employers with incentives to take on a WIL student.^{53, 54, 55} Universities Australia states that although this is a common mechanism to incentivise apprenticeship take-up in the VET sector, regrettably, no such mechanism has been extended to the university sector. In *Future focus*, the use of employer incentives is recommended with different incentives at different stages of the WIL placement.

Another option directed at employers could be the establishment of a tax credit or tax relief for those employers taking on a WIL student. This would provide benefit by reducing an employers' taxable income. According to Universities Australia, this was the mechanism favoured by stakeholders that responded to its national internship discussion paper and is the funding model supported by the Australian Technology Network of Universities.

These last three employer-focused options could be particularly helpful for the often-financially limited SMEs which are so prevalent in the Australian economy.

Support options which focus on students could alleviate the equity issues associated with unpaid WIL placements raised earlier. One option would be for the Australian Government to provide loans for students to support themselves during WIL placements, which could operate like the recently announced apprenticeship Trade Support Loans. Like the apprenticeship loans, the WIL loans would be repaid only when students reach a minimum income threshold. For those university students with current FEE HELP loans, the WIL loan amount would simply be added to this, much like another semester of a degree. There would be no lower limit to the amount borrowed, with students able to designate themselves how much they would borrow based on their personal needs.

It is interesting to note that in a similar vein, ACEN provides a limited number of competitive scholarships (of \$1,500) to alleviate the stress of unpaid or lower paid WIL placements. However, these are limited in number each year (five in 2014) and to those students undertaking WIL placements in regional locations.

Non-financial options

As well as these direct financial options for increasing participation in work integrated learning, other options available that may not require direct funding, and which instead represent a change in structural systems or communication strategies.

One option based on improving communication and linkages between universities and industry, could be to set up a small brokerage body (or bodies) which would operate between universities and businesses, possibly drawing on

⁵³ Ibid.

⁵⁴ Patrick C, Peach D and Pocknee C, 2009, *The WIL Report: A National Scoping Study*.

⁵⁵ AWPA, 2013, *Future focus: 2013 National Workforce Development Strategy*.



existing resources (including the ACEN National WIL Portal) referred to previously. Additionally, demonstration projects could showcase innovative engagement between SMEs and universities; and employment outcomes for participating students.

Noting that in the 2009 *WIL Report*, the biggest barrier to employers—particularly SMEs—participating in work integrated learning was a shortage of time, perhaps the best way to increase WIL uptake from employers is to introduce systems that facilitate direct student supervision and/or assessment by the employer.

One option is to envisage work integrated learning as an integral part of all stages of the university experience rather than as an optional extra. For example, at Griffith University, WIL experiences are part of each year of a degree, with increasing work engagement as the degree progresses. Work integrated learning may take the form, in the first year, of a one month shadowing opportunity; in the second year, a group oriented WIL placement; and in third year, an individual placement with an employer. Increasing the amount of work exposure each year results in fewer productivity losses for the employer in the third year, as by then, the student knows what is expected of them and is able to produce good outcomes.

Another way of reducing employers' time losses is by ensuring students are adequately prepared prior to the WIL placement. This could be achieved through pre-placement training within the university, or as a joint university-employer solution. An example of this could be the student undertaking a pre-placement project in the employer's specialisation area.

However, all of these solutions require dedicated, specialist WIL administration and teaching staff at the university, and necessitate a change in the way that university systems are structured. For example, the establishment of centralised or decentralised WIL units as previously outlined.

Collaboration and communication

Lastly and importantly, communication pathways between all stakeholders need to be improved. Successful WIL placements require intensive cooperation between an employer and a university and lack of engagement or communication strategies between the two can result in WIL placements that are disconnected from the academic theories learnt by students. This in turn devalues the 'learning through work' experience. In addition, as mentioned previously, motivators and roles for the employer, versus those for the academic, need to be clearly articulated if tension is to be avoided during WIL placements.

It appears that teaching staff who currently organise WIL placements do so through personal links with employers rather than through a formal, standardised network or communications platform. This means interaction with new employers can be limited and can pose concerns if newer placements are required with increasing numbers of WIL students. So, there may be merit in



establishing or enhancing formalised platforms of communication between industry and academia.

As mentioned previously, some students are unaware of the WIL opportunities available to them and increased communication pathways between university WIL units and students, preferably involving lecturers and tutors is required to increase WIL participation.

Universities are already focusing on what needs to be done on their side to increase WIL practices, whether at a structural or at a curricular level. This is discussed in, for example, the Office of Learning and Teaching funded research project—Building institutional capacity to enhance access, participation and progression in work integrated learning—and Billet’s 2011 paper ‘Curriculum and pedagogic bases for effectively integrating practice-based experiences’.⁵⁶

In contrast, what appears to be missing is an analysis of the employer or industry end of the equation.

⁵⁶ Billet S, 2011, *Final Report: Curriculum and pedagogic bases for effectively integrating practice-based experiences*, Supported by the Australian Learning and Teaching Council, and initiative of the Australian Government Department of Education, Employment and Workplace Relations.



Conclusions and further steps

Although the inclusion of work integrated learning in university curricula for non-vocational or generalist degrees is still in its infancy in Australia, it is quickly gathering pace. Most, if not all, universities in Australia are now providing WIL placements for their students. The exact characteristics of these placements are highly variable and there is no one model that appears to be utilised in all institutions.

WIL participation appears to benefit students, employers and institutions in a variety of ways—but there has been little research done on it in Australia. However, research projects being funded by the Office of Learning and Teaching should provide a better evidence base on links between increased work readiness and graduates undertaking a WIL experience.

There is a desire from all stakeholders (government, industry, university and students themselves) to increase the number of WIL placements and opportunities; however, a variety of concerns and barriers to this remain. One of the barriers that is clearly identified, in particular from the university sector, is the resource investment required to deliver WIL experiences.

There is no clarity, however, on the method by which universities are currently funding their WIL placements. That is, on whether this is through the CGS, international student revenue, or FEE-HELP, for example. Any recommendation on increased funding or changes in funding mechanisms needs to be based on an understanding of the current funding mechanisms. This provides a rationale for current WIL funding mechanisms in Australian universities to be scoped and investigated.

In relation to the barriers to work integrated learning associated with university curricula and structures, there already appears to be work being undertaken by universities to identify the best teaching and structural frameworks to increase WIL participation.

In contrast, the barriers at the employer end of the equation have had little investigation and there has been little work done to identify the types of employers who already participate in WIL placements. While the 2009 *WIL Report* did focus on employers (90 people in total), the barriers and issues that employers face during WIL placements was not explored in any depth. In addition, many of the suggestions in the report on ways to reduce these barriers were based on financial drivers, and did not consider the usefulness of more creative, non-financial solutions.

So, there are good reasons to scope several areas. Firstly, to examine the types of employers that are currently participating in WIL placements and those that aren't. Secondly to investigate the difficulties employers face, and the barriers that prevent them from engaging more in work integrated learning. And, finally to recommend particular methods of engaging in work integrated learning which are likely to increase WIL participation by employers.



Attachment A

Brief overview of work integrated learning models in Canada and the United States

Canadian Cooperative Education Program

Background

The Canadian Cooperatives Education Program⁵⁷ combines academic studies with work experience. It allows students to gain up to two years of relevant work experience.

The University of Waterloo in Ontario, Canada, has the largest cooperative education program in the world, which has been running for approximately 50 years, with 4,500 employers currently hiring Waterloo cooperative education students. More than 50 per cent of students are enrolled in the cooperative education program at the university.

Cooperative Education and Career Action (CECA) manages the cooperative system and career-related services for the university and works with students, employers, alumni and other university faculties and departments to support students through the Cooperative Education Program. CECA performs several supportive functions including:

- offering career guidance to co-op students
- improving the co-op system and employment process
- determining employment needs and opportunities
- recruiting relevant and high-quality employers.

In partnership with students, employers, faculty and staff, CECA also:

- facilitates, through a competitive employment process, access to meaningful work opportunities related to students' academic studies and aspirations
- opens doors to diverse employment opportunities in Canada and internationally
- supports students in acquiring, reinforcing, and enhancing capabilities essential in a knowledge-driven economy and complex workplaces

Universities

Academic terms alternate with work terms forming study/work sequences which vary between programs and cohorts. In most study programs, the co-op program takes about five academic years to complete. There may be up to six, four-month work terms included in the curriculum.

⁵⁷ Information on the Canadian model was obtained from the University of Waterloo (Cooperative Education) website <https://uwaterloo.ca/co-operative-education/about-co-operative-education>.



Students typically find co-op jobs relating to their program of study, however students may apply for any job which they consider themselves qualified for as long as it meets faculty guidelines.

Role of employers

Studies of employers' perceptions about cooperative education has shown that employers participate in these programs in order to hire motivated new employees, improve their corporate image, save on operation costs, create more dynamic work environments, and create pools for recruitment (Hurd & Hendy, 1997 and Reeve, 2001, cited in Haddara & Skanes, 2007).

Studies have also demonstrated that cooperative education programs being offered by universities have been the most influential factor in students selecting particular universities (Martin 1997, cited in Haddara & Skanes, 2007).

At information sessions, employers are able to promote their organisation to University students. Employers generally hold information sessions prior to job postings, to inform students of upcoming jobs before they are provided with the opportunity to apply.

The North American model

North America's National Commission for Cooperative Education⁵⁸ defines cooperative education as 'a structured educational strategy integrating classroom studies with learning through productive work experiences in a field related to a student's academic or career goals.' A paper published by Groenwald, 2004⁵⁹ concludes that 'cooperative education can be reduced to four core dimensions namely: (a) an integrated curriculum, (b) learning derived from work experience, (c) cultivation of a support-base, and (d) the logistical organization and coordination of the learning experience.'

The four components refer to developing a curriculum which integrates the needs of industry with academic requirements; careful design of the work component to ensure its contribution to the experiential learning process; the cultivation of a loyal supporting industrial base; and establishing a structure which ensures sound practices of monitoring and evaluating students before, during, and after the work experience.⁶⁰

Background

As part of a long-standing tradition in the United States, over 900 universities and colleges offer co-op education programs, with many having co-op as a mandatory requirement. Several universities are close to celebrating 100 years of cooperative education.

⁵⁸ Information on the North American model was obtained from the Cooperative Education and Internship Association website <http://www.ceiainc.org/sub.asp?PageID=2>.

⁵⁹ Groenewald T, 2004, 'Towards a definition for cooperative education' in Coll RK and Eames (Eds.), *International handbook for cooperative education: An international perspective of the theory, research and practice of work-integrated learning*, pp. 17–25), Boston: World Association for Cooperative Education.



Differences between internships and cooperative education

There is generally a clear distinction made between internships and cooperative education. Internships are not necessarily paid, are open to most university students and not usually structured into the degree.

Cooperative education is often a mandatory requirement of a degree and is counted as credit and included on official student transcripts. Co-op experiences are paid and are usually for a set three or six month period.

Degree structures

This varies amongst universities, with some undergraduate degrees structured as six months of co-op followed by six months of on-campus study. Some universities offer a five year program with three co-op experiences, or a four year program with one co-op experience.

Attracting employers

It is common for a cost/benefit argument to be used to advocate benefits to employers, such as the following points featured on the Cooperative Education and Internship Association website:

- Looming talent crisis: The Bureau of Labor Statistics predicted that 4.6 million jobs may go unfilled by 2008, with three-quarters of these positions requiring college degrees.
- A survey of Fortune 500 companies reveals that hiring an interim co-op to a full-time position saves the company more than US\$6,000 in cost per hire.
- Over 80 per cent of Fortune 500 companies employ students as interns or co-ops. Studies show that interns are often as productive as regular employees and have more positive attitudes during their work period. In addition, when hiring former co-ops/interns to full-time positions, businesses realize higher productivity, higher retention rates and lower recruiting costs.
- It appears to be the case that in the United States, employers widely recognise that co-op programs are an important recruitment strategy to build their organisation or profession. However it's not clear from the literature whether there is a mix of small and large enterprises participating in co-op, or if it is mainly multi-nationals who offer the co-op experiences.

Benefits

Co-op's proponents identify benefits for students (including motivation, career clarity, enhanced employability, vocational maturity) and employers (labor force flexibility, recruitment/retention of trained workers, input into curricula) as well as educational institutions and society. Beyond informal and anecdotal evidence, however, a familiar refrain in the literature is the lack of good research that empirically demonstrates these benefits.



Support mechanisms

It is common for universities to have the equivalent of a career development centre which is a central point of reference for both employers and students. Typically universities will have a designated contact staff member to coordinate co-op experiences for employers.

Students are also offered a variety of support mechanisms ranging from staff guidance to intensive short courses on co-op and career management skills.

Professional development

Nationally in the United States, the National Academy for Work Integrated Learning offers a national corps of trainers with expertise in the area of experiential learning.

Associations

Internationally, the World Council and Assembly on Cooperative Education is a resource of information and assistance to schools, employers and governments that want to initiate or strengthen cooperative and work integrated learning programs.

The Cooperative Education and Internship Association is an American member-driven organisation. Membership grants employers connections to college and university representatives who can link them with interns, co-op candidates, faculty contacts and student organisations.

Case Study: Drexel University, Philadelphia

Cooperative education is a degree requirement for most undergraduate majors at Drexel University. Drexel offers two co-op programs: the five year program with three co-op experiences, or the four year with one co-op experience. The co-op programs are for a defined three or six month period. Co-op students do major related work within the guideline of their academic program. Most co-ops are paid positions, are counted as academic credit and included on the student's official transcript.

Drexel is now offering an increasing number of interstate and international co-op opportunities.

Over 92 per cent of undergraduate students (around 4200 students annually) participate in the co-op program. The university has a career development centre which helps students through the process.

Over 1,500 business, industrial, governmental, and other institutions 'cooperate' with Drexel in offering students the opportunity to acquire practical experience in employment related to college studies.

The centre employs over 20 co-op coordinators who are assigned to over 75 majors. Each employer is designated a co-op coordinator who is responsible for all hiring needs. At the end of the placement the employer completes an assessment of the student's performance.



Attachment B Media articles on Universities Australia's proposed national internship scheme

'Action needed on internship scheme' Article by Vicki Thomson, executive director of the Australian Technology Network of Universities

The Australian Financial Review, 5 August 2013

When Elvis Presley recorded his 1968 classic 'A Little Less Conversation', his lyrics could well have referred to the talkfest under way in Australia about our future workforce. There's a lot of talk and definitely no action and now the nation's peak business body, the Business Council of Australia has joined the conversation.

The topic? The desperate need for a nationwide internship scheme.

The Australian Technology Network of Universities has long been campaigning for such a scheme, underpinned by tax credits for employers as a way to future-proof our workforce.

Hardly rocket science surely, when this type of program works incredibly well overseas, with long-term positive results for industry and national productivity.

What doesn't make sense is that Australian politicians seem unable to get their collective heads around seeing just how much of a national positive an internship program can be.

Political response here is out-dated, tunnel-visioned and frankly it's ignorant. It's all the more perplexing that such a program was in fact publicly supported by Prime Minister Kevin Rudd in 2008.

Now the Business Council of Australia has joined the discussion by calling for an increase in internships as a way to improve graduate job readiness.

Barriers to paid internships

Earlier this year the Australian Industry Group chief executive, Innes Willox, highlighted an employer survey which indicated universities are producing graduates who do not have enough work experience.

The Australian Workforce Productivity Agency noted in its Future Focus paper that employers rank work experience as the most important attribute needed in graduates, but that a lack of resources was a barrier to offering more paid internships.

Back in 2008 the Australian Chamber of Commerce and Industry said it believed industry stood ready to pay student interns "some sort of minimum wage". Opportunities for students to do internships in Australia via work experience are limited, and employers, particularly small business, find it costly and time-consuming.

A national scheme, supported by the government through financial incentives, would ensure the value of internships is not limited to large enterprises recruiting top students into their own well-developed programs. Financial



incentives would encourage small and medium-sized companies, and a far wider group of students, to be involved.

Incentives vital

Incentives to offer internships are more vital in Australia than most other nations because 99.7 per cent of our businesses have fewer than 200 employees. They have just as much to gain from participating in an internship program as a larger company, but far less financial ability to participate.

While Australia twiddles its thumbs, other countries such as Canada have embraced internships for decades.

In that country, about 80,000 students – in disciplines as broad as economics, sport business and computing – undertake work placements for up to four months.

More than 4000 employers take part and students are paid at wages equivalent to the rate paid to a graduate.

Why is it that industry internships are thriving in Canada and not Australia? The answer lies in the incentives offered by governments.

Five of the 10 provinces in Canada have a tax credit or wage subsidy for industry. The Ontario government, for example, provides a \$C3000 (\$3243) tax credit for each student placed.

The Business Council of Australia's call for more internship opportunities is welcomed, but the time for talk is well past. Australia needs political action so that companies are incentivised to take on interns.

In a pre-election environment, and with the decline from the peak of the mining boom under way, we need politicians to heed the call of the Australian Technology Network, the Business Council of Australia, Australian Chamber of Commerce and Industry and many others, and consider the cost to the future workforce and national economic growth of further inaction.



‘Push for intern scheme’

Article by Caroline Milburn

The Age, 26 April 2010

Employers have urged the federal government to establish a national internship scheme for undergraduates to help deal with the nation's chronic shortage of highly skilled workers.

Heather Ridout, chief executive of the Australian Industry Group, said many employers were disappointed with graduates' work-readiness skills in self-management, problem-solving and teamwork. Yet these were the skills most prized by employers and could be learnt in internships, where university students blend on-the-job training with their course work.

"A lot of our members who employ graduates say they're theoretically competent but their practical and work-readiness competencies are not well developed," Ms Ridout said. "They describe their skills as basic rather than strong. That's why sandwich graduates who have done work experience during their degree are so highly sought after."

She said the federal government should give priority to setting up a national internship scheme for university students, in partnership with industry and tertiary institutions. "The government has been doing a lot of work around education with the Bradley review and other initiatives but this should not be lost in the process,"

Ms Ridout said. "We have talked about a national internship scheme for so long that its time has come."

About 19 per cent of Australian university students do internships, with most programs concentrated in the traditional areas of medicine, law and education.

Read more: <http://www.theage.com.au/national/push-for-intern-scheme-20100425-tloh.html#ixzz2kPi7ekRz>



13 Appendix B — Data tables

13.1.1 Respondent profile — completed responses (n=190)

Table iii: Organisation size

	No.	%
Micro (less than 5)	68	35.8%
Small (5 to 19)	36	18.9%
Medium (20 to 200)	43	22.6%
Large (more than 200)	43	22.6%
Total	190	100.0%

Table iv: State and territory

	No.	%
New South Wales	48	25.3%
Victoria	71	37.4%
Queensland	36	18.9%
South Australia	11	5.8%
Western Australia	19	10.0%
Tasmania	2	1.1%
Northern Territory	1	0.5%
Australian Capital Territory	2	1.1%
Total	190	100.0%

Table v: Organisation location

	No.	%
Metropolitan Centre	122	64.2%
Regional Centre	49	25.8%
Rural/remote town	19	10.0%
Total	190	100.0%



Table vi: Organisation sector

	No.	%
Public	38	20.0%
Not-for-profit	31	16.3%
Private	121	63.7%
Total	190	100.0%

Table vii: Organisation by industry sector

	No.	%
Accommodation and Food Services	2	1.1%
Administrative and Support Services	3	1.6%
Agriculture, Forestry and Fishing	6	3.2%
Arts and Recreation Services	6	3.2%
Construction	11	5.8%
Education and Training	19	10.0%
Electricity, Gas, Water and Waste Services	3	1.6%
Financial and Insurance Services	13	6.8%
Health Care and Social Assistance	38	20.0%
Information Media and Telecommunications	4	2.1%
Manufacturing	6	3.2%
Mining	2	1.1%
Other Services	26	13.7%
Professional, Scientific and Technical Services	27	14.2%
Public Administration and Safety	6	3.2%
Rental Hiring and Real Estate Services	3	1.6%
Retail Trade	6	3.2%
Transport, Postal and Warehousing	3	1.6%
Wholesale Trade	6	3.2%
Total	190	100.0%



Table viii: Organisation operating environment

	No.	%
Globally	28	14.7%
Nationally	39	20.5%
Regionally	50	26.3%
Locally	73	38.4%
Total	190	100.0%

13.1.2 To what extent do employers participate in WIL?

Table ix: Organisations participating in WIL

Yes		No		Total	
No.	%	No.	%	No.	%
159	60.2%	105	39.8%	264	100.0%

Table x: Participation in WIL by organisation size

	Yes		No		Total	
	No.	%	No.	%	No.	%
Micro, < 5 employees	15	18.1%	68	81.9%	83	100.0%
Small, 6 to 19 employees	30	58.8%	21	41.2%	51	100.0%
Medium, 20 to 199 employees	47	77.0%	14	23.0%	61	100.0%
Large, > 200 employees	67	97.1%	2	2.9%	69	100.0%
Total	159	60.2%	105	39.8%	264	100.0%



Table xi: WIL participation by organisation size and years in operation

Respondents by organisation size			Respondents by years in operation		
	No.	%		No.	%
Micro	83	31.4%	0 to 20	114	43.1%
Small	51	19.3%	20 to 49	81	30.7%
Medium	61	23.1%	50 to 99	35	13.3%
Large	69	26.1%	> 100	34	12.9%
Total	264	100.0%	Total	264	100.0%

Table xii: Participation in WIL by size of business – less or more than 15 employees

	Participates in WIL		Does not participate in WIL	
	No.	%	No.	%
Less than 15 employees	39	24.5%	86	81.9%
More than 15 employees	120	75.5%	19	18.1%

Table xiii: Participation in WIL by years in operation – less or more than 20 years

	Participates in WIL		Does not participate in WIL	
	No	%	No.	%
Less than 20 years in operation and under	49	30.8%	84	80.0%
More than 20 years in operation	110	69.2%	21	20.0%

Table xiv: For how long has your organisation been engaging university students in WIL?

	No.	%
Less than 1 year	9	5.7%
1 to 5 years	45	28.3%
More than 5 years	105	66.0%
Total	159	100.0%



Table xv: Prior to this survey, were you familiar with the term 'Work Integrated Learning'?

	No.	%
Yes	91	47.9%
No	99	52.1%
Total	190	100.0%

Table xvi: What was the duration of the WIL?

	No.	%
Less than 1 month	16	15.1%
1 to 6 months	58	54.7%
6 months to 1 year	19	17.9%
More than 1 year	2	1.9%
Other	11	10.4%
Total	106	100.0%

Table xvii: Was the student paid while undertaking the WIL?

	No.	%
Paid – earnings matching a paid position	24	22.6%
Paid – stipend, including additional benefits	12	11.3%
Unpaid	68	64.2%
Don't know/not sure	2	1.9%
Total	106	100.0%

Table xviii: Paid WIL by organisation sector

	Paid		Unpaid		Total	
	No.	%	No.	%	No.	%
Government	7	20.0%	28	80.0%	35	100.0%
Not-for-profit	3	12.5%	21	87.5%	24	100.0%
Private	26	57.8%	19	42.2%	45	100.0%
Total	36	34.6%	68	65.4%	104	100.0%



Table xix: Paid WIL by state and territory

	Paid		Unpaid		Total	
	No.	%	No.	%	No.	%
New South Wales	12	60.0%	8	40.0%	20	100.0%
Victoria	29	56.9%	22	43.1%	51	100.0%
Queensland	14	93.3%	1	6.7%	15	100.0%
South Australia	3	60.0%	2	40.0%	5	100.0%
Western Australia	8	80.0%	2	20.0%	10	100.0%
Tasmania	1	100.0%	0	0.0%	1	100.0%
Northern Territory	0	0.0%	1	100.0%	1	100.0%
ACT	1	100.0%	0	0.0%	1	100.0%
Total	68	65.4%	36	34.6%	104	100.0%



13.1.3 Within which industry sectors is WIL common?

Table xx: Organisations offering WIL by industry sector and field of study

	Agriculture Environ. and Related Sciences		Architecture and Building		Creative Arts		Education		Engineering and Related Tech.		Health		Information Technology		Mgt and Commerce		Natural and Physical Sciences		Society and Culture	
INDUSTRY SECTOR	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Accommodation and Food Services	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Administrative and Support Services	0	0.0	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Agriculture, Forestry and Fishing	4	57.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Arts and Recreation Services	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	2	9.5	0	0.0	0	0.0
Construction	0	0.0	0	0.0	0	0.0	0	0.0	2	20.0	1	3.4	0	0.0	0	0.0	0	0.0	0	0.0
Education and Training	0	0.0	0	0.0	1	50.0	6	75.0	0	0.0	0	0.0	0	0.0	5	23.8	1	20.0	1	12.5
Electricity, Gas, Water and Waste Services	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Financial and Insurance Services	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	1	4.8	0	0.0	0	0.0
Health Care and Social Assistance	0	0.	0	0.0	0	0.0	0	0.0	1	10.0	27	93.1	1	14.3	1	4.8	1	20.0	4	50.0
Information Media and	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	1	4.8	0	0.0	0	0.0



	Agriculture Environ. and Related Sciences		Architecture and Building		Creative Arts		Education		Engineering and Related Tech.		Health		Information Technology		Mgt and Commerce		Natural and Physical Sciences		Society and Culture	
INDUSTRY SECTOR	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Telecommunications																				
Manufacturing	0	0.0	0	0.0	0	0.0	0	0.0	2	20.0	0	0.0	0	0.0	1	4.8	0	0.0	0	0.0
Mining	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other Services	0	0.0	1	20.0	0	0.0	1	12.5	1	10.0	1	3.4	1	14.3	3	14.3	0	0.0	2	25.0
Professional, Scientific and Technical Services	2	28.6	1	20.0	0	0.0	0	0.0	2	20.0	0	0.0	1	14.3	5	23.8	3	60.0	0	0.0
Public Administration and Safety	1	14.3	2	40.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5
Rental Hiring and Real Estate Services	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Retail Trade	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	28.6	1	4.8	0	0.0	0	0.0
Transport, Postal and Warehousing	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Wholesale Trade	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	1	4.8	0	0.0	0	0.0



13.1.4 What are the benefits, barriers and enablers to employers undertaking WIL?

Table xxi: The following barriers limit the ability of my organisation to increase participation in Work Integrated Learning:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree	Total
Monetary cost/budget constraints	16.8%	26.2%	14.0%	29.0%	14.0%	100.0%
Limited information about WIL opportunities	22.4%	35.5%	24.3%	15.0%	2.8%	100.0%
Students with insufficient skills	19.6%	35.5%	17.8%	19.6%	7.5%	100.0%
Occupational Health and Safety concerns	31.8%	40.2%	15.9%	9.3%	2.8%	100.0%
Insufficient resources within my organisation	11.2%	13.1%	15.0%	43.9%	16.8%	100.0%
A lack of space to accommodate a student	12.1%	32.7%	15.9%	31.8%	7.5%	100.0%
Administration time	11.2%	19.6%	28.1%	35.5%	5.6%	100.0%
Supervision time	6.5%	20.6%	13.1%	47.7%	12.1%	100.0%
Length of time commitment	8.4%	29.9%	37.4%	20.6%	3.7%	100.0%
Negative prior experiences	34.6%	35.5%	25.3%	3.7%	0.9%	100.0%
Lack of university students in my area	32.7%	34.6%	23.4%	4.6%	4.7%	100.0%
My organisation is too small	33.7%	31.8%	22.4%	8.4%	3.7%	100.0%
I don't know who to contact about WIL	42.1%	32.7%	17.7%	4.7%	2.8%	100.0%



Table xxii: Major differences in agreement with barriers, organisations with WIL experience, and organisations who have previously attempted to, or thought about, participating in WIL

	Without WIL Experience (n=17)	With WIL experience (n=107)	Difference
Limited information about Work Integrated Learning opportunities	76.4%	17.8%	58.6%
I don't know who to contact about Work Integrated Learning	58.8%	7.5%	51.3%
My organisation is too small	53.0%	12.1%	40.9%
Lack of university students in my area	35.3%	9.3%	26.0%
Administration time	58.8%	41.1%	17.7%



Table xxiii: The following enables my organisation to participate in Work Integrated Learning:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree	Total
University coordination of students	1.9%	1.9%	13.1%	46.7%	36.4%	100.0%
University funding of students	3.7%	8.4%	28.0%	32.7%	27.2%	100.0%
Internal coordination/recruitment processes	1.9%	11.2%	25.2%	46.7%	15.0%	100.0%
Access to quality students	0.9%	4.7%	14.0%	52.3%	28.1%	100.0%
Good personal links to a university	0.9%	5.6%	9.3%	46.7%	37.4%	99.9%
Established frameworks/protocols within my organisation	1.9%	5.6%	23.4%	47.7%	21.5%	100.1%
Formalised agreements with universities	2.8%	5.6%	24.3%	37.4%	29.9%	100.0%
Support from universities for engaging students	0.9%	2.8%	11.2%	53.3%	31.8%	100.0%
Clear and accessible information regarding WIL	2.8%	12.1%	24.3%	43.0%	17.8%	100.0%
Designated budget within my organisation	9.3%	20.6%	31.8%	23.4%	15.0%	100.1%



13.1.5 To what extent do employers value the WIL experiences of those they employ?

Table xxiv: What are the main factors that support successful WIL activities?

	No.	%
Adequate support and time for supervision	8	6.0%
Funding WIL	13	9.7%
Management and staff support for, and engagement with, WIL	23	17.2%
Engaged and motivated high-quality students	28	20.9%
Quality information and communication	29	21.6%
University coordination and support	33	24.6%
Total	134	100.0%



14 Appendix C — Survey instrument

1. Introduction page

This survey examines the **benefits, barriers and aids to employers providing Work Integrated Learning opportunities for university students**. The survey is part of a research project initiated by the Australian Workforce and Productivity Agency (AWPA) and now being continued by the Department of Industry.

Work Integrated Learning is an umbrella term used for a range of approaches and strategies through which university students integrate theory with the practice of work. Examples include work placements, internships, project based learning, cadetships and industry based learning.

Employers sometimes raise concerns that university graduates do not have the skills or experience required to enter the workforce after graduation. Work Integrated Learning is a key mechanism to enhance students' work-readiness. This survey aims to understand how Work Integrated Learning is used across industry sectors.

The Australian Government strongly encourages your participation in this survey even if you have never hosted a Work Integrated Learning student before. For those organisations who are highly experienced with Work Integrated Learning and where Work Integrated Learning is a requirement for accreditation, we encourage your participation too, as there are valuable lessons for others to be learned from your experience.

Depending on your experience, it will take approximately **5 - 20 minutes** to complete the survey. All information in the survey will be treated with the **strictest confidence**. Your organisation will not be identified in reports.

The benefits to you and your organisation for participating in this survey include

- increased understanding of the challenges to employers involved in Work Integrated Learning
- sharing information on the benefits of Work Integrated Learning to employers, and
- contributing to meeting the challenges and opportunities of the Australian economy and society.

(Australian Government Statistical Clearing House Approval Number **02391 -- 01**).

=====



2. Background: your organisation

Please provide the following information about your organisation

1. How many employees does your organisation have (please input the number of employees)?

☐ Add number of employees
2. How does your organisation operate?

☐ Globally
☐ Nationally
☐ Regionally (e.g. within one state or territory)
☐ Locally
3. In which State or Territory is your organisation **primarily** located?

☐ NSW
☐ VIC
☐ QLD
☐ SA
☐ WA
☐ TAS
☐ NT
☐ ACT
4. In which location is your organisation **primarily** located?

☐ Metropolitan centre
☐ Regional city
☐ Rural/remote town
5. What is the **main** industry sector your organisation operates in?

☐ Accommodation and Food Services
☐ Administrative and Support Services
☐ Agriculture, Forestry and Fishing
☐ Arts and Recreation Services
☐ Construction
☐ Education and Training



- ☐ Electricity, Gas, Water and Waste Services
 - ☐ Financial and Insurance Services
 - ☐ Health Care and Social Assistance
 - ☐ Information Media and Telecommunications
 - ☐ Manufacturing
 - ☐ Mining
 - ☐ Other Services
 - ☐ Professional, Scientific and Technical Services
 - ☐ Public Administration and Safety
 - ☐ Rental Hiring and Real Estate Services
 - ☐ Retail Trade
 - ☐ Transport, Postal and Warehousing
 - ☐ Wholesale Trade
6. Is your organisation:
- ☐ Government
 - ☐ Not-for-profit
 - ☐ Private
7. Approximately how many years has your organisation been in operation?
- ☐ Years

=====

3. Your knowledge and experience of Work Integrated Learning

Information page: Work Integrated Learning is an umbrella term used for a range of approaches and strategies through which university students integrate theory with the practice of work. Examples include:

- Clinical placements/rotations
- Practicum
- Professional practice and accreditation
- Work placements
- Internships
- Project based learning (where a proportion of the learning is done within a workplace)
- Sandwich year
- Industry based learning
- Summer work placements
- Cadetships



8. Prior to this survey were you familiar with the term 'Work Integrated Learning'?

☐ Yes

☐ No

9. What term relating to Work Integrated Learning are you familiar with?

☐ Clinical placements/rotations

☐ Practicum

☐ Professional practice and accreditation

☐ Work placements

☐ Internships

☐ Project based learning (where a proportion of the learning is done within a workplace)

☐ Sandwich year

☐ Industry based learning

☐ Summer work placements

☐ Cadetships

☐ I'm not familiar with any term

☐ Other, please specify

10. For how long has your organisation been engaging university students in Work Integrated Learning?

☐ I've never engaged a university student in Work Integrated Learning

☐ Less than 1 year

☐ 1 to 5 Years

☐ More than 5 Years

IF YES, TO Q15; IF I'VE NEVER ENGAGED, MOVE TO Q110

11. Have you or your organisation ever attempted to engage a university student in Work Integrated Learning?

☐ Yes

☐ No

IF YES, MOVE TO Q12; IF NO, MOVE TO Q13.



12. How did you or your organisation try and engage a university student in Work Integrated Learning?

() Open text box

MOVE TO Q34.

13. Have you or your organisation ever thought about engaging a university student in Work Integrated Learning?

() Yes

() No

IF YES, MOVE TO Q14; IF NO, MOVE TO Q37.

14. Why did you decide against engaging a university student in Work Integrated Learning?

() Open text box

MOVE TO Q35.

15. On average, how many university students has your organisation engaged in Work Integrated Learning per year?

() Number (approximately)

() Don't know / not sure

16. How did you or your organisation first engage a university student in Work Integrated Learning?

() We were approached by a student

() We were you approached by a university

() A student was recommended to us by an Industry Association

() We contacted a university directly

() We contacted a student directly

() Other (please specify)

17. How many universities do you work with to provide students for Work Integrated Learning experiences in your organisation?

() Enter number



18. ***Thinking about a typical university student undertaking Work Integrated Learning with your organisation....***

(if your organisation doesn't have a 'typical' Work Integrated Learning student, please base your answer on the last Work Integrated Learning student that you engaged)

What form of Work Integrated Learning did the student undertake?

- ☐ Clinical placements/rotations
- ☐ Practicum
- ☐ Professional practice and accreditation
- ☐ Work placements
- ☐ Internships
- ☐ Project based learning (where a proportion of the learning is done within a workplace)
- ☐ Sandwich year
- ☐ Industry based learning
- ☐ Summer work placements
- ☐ Cadetships
- ☐ Other please specify

19. What was the duration of the Work Integrated Learning?

- ☐ Less than 1 month
- ☐ 1 to 6 months
- ☐ 6 months to 1 year
- ☐ More than 1 year
- ☐ Other (please specify)

20. Was the student paid (e.g. by the organisation, university funding etc.) or unpaid (e.g. volunteer work) while undertaking the Work Integrated Learning?

- ☐ Paid – earnings matching a paid position
- ☐ Paid – stipend, including additional benefits (e.g. travel accommodation, or expenses)
- ☐ Unpaid
- ☐ Don't know/not sure

IF EITHER 'PAID' OPTION IS SELECTED, MOVE TO Q201; IF UNPAID OR DON'T KNOW SELECTED, MOVE TO Q22



21. Who paid the university student undertaking Work Integrated Learning?
- ☐ The organisation
 - ☐ The university
 - ☐ A scholarship
 - ☐ Don't know/not sure
 - ☐ Other (please specify)
22. Was the Work Integrated Learning a requirement of the student's course?
- ☐ Yes
 - ☐ No
 - ☐ Don't know/unsure
23. What was the student's main area of study at university?
- ☐ Agriculture, Environmental and Related Sciences
 - ☐ Architecture and Building
 - ☐ Creative Arts
 - ☐ Education
 - ☐ Engineering and Related Technologies
 - ☐ Food, Hospitality and Personal Services
 - ☐ Health
 - ☐ Information Technology
 - ☐ Management and Commerce
 - ☐ Natural and Physical Sciences
 - ☐ Society and Culture
 - ☐ Don't know / not sure
24. Do you plan to engage any university students in Work Integrated Learning over the next two years?
- ☐ Yes
 - ☐ No
 - ☐ Don't know / not sure
- IF YES, MOVE TO Q25; IF NO, MOVE TO Q26.**
25. Approximately how many university students do you plan to engage over the next two years?
- ☐ Number
26. Why do you not plan to engage any students in Work Integrated Learning over the next two years?



() Open text box

=====

4. The barriers, benefits and motivations to Work Integrated Learning

27. Which of the following motivates your organisation to participate in Work Integrated Learning?

(Please rank your top 5 motivators, with 1 representing the main motivator, by filling in the corresponding circles on the right hand side. NB: If you don't have as many as 5 reasons, chose and rank the number most appropriate to you)

	1	2	3	4	5
Future access to work-ready graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To maintain the standing of the profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corporate responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved corporate image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allows me or my organisation to have input into university teaching and curriculum design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refreshing the work environment through new energy and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing the future costs of recruitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We receive funding from universities for participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to trial students before hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alleviating skills shortages for my industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lower labour costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Integrated Learning is required/mandated in our profession/industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a public/government organisation we have to/are obliged to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Is there anything else that motivates your organisation to participate in Work Integrated Learning?

() Open text box



29. The following barriers limit the ability of my organisation to increase participation in Work Integrated Learning:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Monetary cost/budget constraints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited information about Work Integrated Learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with insufficient skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupational Health and Safety concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient resources within my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of space to accommodate a university student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervision time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time required to train a student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length of time commitment over the period of Work Integrated Learning experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative prior experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of university students in my area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organisation is too small	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know who to contact about Work Integrated Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Please elaborate on the major barrier to your organisation and how this is a problem

() Open text box

31. Are there any other barriers that you believe restrict your organisation from participating in Work Integrated Learning?

() Open text box



32. The following helps my organisation to participate in Work Integrated Learning:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
University coordination of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University funding of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal coordination and recruitment processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to quality students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good links to a university (e.g. to a contact person)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established frameworks/protocols within my organisation for engaging in Work Integrated Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formalised agreements with universities for engaging students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better support from universities for engaging students (e.g. through information and resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear and accessible information regarding Work Integrated Learning (e.g. pamphlets from industry associations or university peak bodies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A designated budget within my organisation for Work Integrated Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Would anything else help your organisation take on university students for Work Integrated Learning?

() Open text box

34. What are the benefits, to your organisation of Work Integrated Learning (select all that apply)?

- () Ability to recruit graduates in the future
- () The ability to refresh the organisation
- () Improves corporate image and aligns with corporate responsibilities
- () Integration with the university sector and emerging research and practices
- () Access to additional funding and/or resource streams
- () Access to new thinking and new ideas
- () To give back to the industry/profession
- () To improve the organisation's skills and competitiveness



- () I don't see any benefits of Work Integrated Learning
 () Other (please specify)

RESPONDENTS IN THIS STREAM MOVE TO Q39

35. The following barriers have stopped my organisation from participating in Work Integrated learning:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<i>Monetary cost/budget constraints</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Limited information about Work Integrated Learning opportunities</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Students with insufficient skills</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Occupational Health and Safety concerns</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Insufficient resources within my organisation</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>A lack of space to accommodate a university student</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Administration time</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Supervision time</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Length of time commitment over the period of Work Integrated Learning experience</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Lack of university students in my area</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>My organisation is too small</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>I don't know who to contact about Work Integrated Learning</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>I have never heard of Work Integrated Learning</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>I have never thought of offering Work Integrated Learning</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Are there any other barriers that you believe restrict your organisation from participation in Work Integrated Learning?

- () Open text box



37. The following would help my organisation participate in Work Integrated Learning:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<i>University coordination of students</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>University funding of students</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Internal coordination and recruitment processes</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Access to quality students</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Good links to a university (e.g. to a contact person)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Established frameworks/protocols within my organisation for engaging in Work Integrated Learning</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Formalised agreements with universities for engaging students</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Better support from universities for engaging students (e.g. through information and resources)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Clear and accessible information regarding Work Integrated Learning (e.g. pamphlets from industry associations or university peak bodies)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>A designated budget within my organisation for Work Integrated Learning</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Is there anything else that would help your organisation take on university students for Work Integrated Learning?

() Open text box

39. **Thinking of your industry or profession...**

What are the benefits, if any, of Work Integrated Learning (select all that apply)?

- () Future access to work-ready students
- () To maintain the standing of the profession
- () Improved corporate responsibility
- () Improved corporate image
- () Allows my industry/profession to have input into university teaching and curriculum design
- () Refreshing the industry/profession through new energy and ideas
- () Reducing the future costs of recruitment



- () Industry receives funding from universities for participation
- () Opportunity for organisations to trial students before hiring
- () Alleviating skills shortages
- () Lower labour costs
- () Work Integrated Learning is required/mandated in our industry/profession
- () I don't see any benefits of Work Integrated Learning to my industry/profession
- () Don't know/not sure
- () Other please specify

=====

5. Disadvantages of Work Integrated Learning

40. Are there any disadvantages to Work Integrated Learning you would like to comment on?

() Open text box

41. Are there any further issues relating to Work integrated Learning you would like to raise?

() Open text box

RESPONDENTS WITH WIL EXPERIENCE MOVE TO Q42; RESPONDENTS WITH NO WIL EXPERIENCE MOVE TO Q43.

=====

6. Suggestions for the future

42. In your organisation's experience, what are the main factors that support successful Work Integrated Learning activities?

() Open text box

43. In the case of your organisation, what do you think needs to happen to make Work Integrated Learning more accessible and more widespread?

() Open text box



44. Before we conclude the survey we would like to know if you are happy to be contacted for any further information regarding your organisation's experience and thoughts on Work Integrated Learning?

☐ Yes

☐ No

IF YES; MOVE TO Q45; IF NO, MOVE TO SECTION 7 AND EXIT SURVEY.

45. Please provide your contact details.

☐ Your name

☐ Position/title

☐ Email address

☐ Phone number (optional)

=====

7. Completion of survey

Survey complete. Thank you!

On behalf of The Department of Industry and PhillipsKPA we thank you for your time and contribution. Your responses have been received. To exit, simply close your internet browser.



15 Disclaimer

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