

Experiential Learning @ Melbourne

The MPPF, NPILF and Ivory Towers

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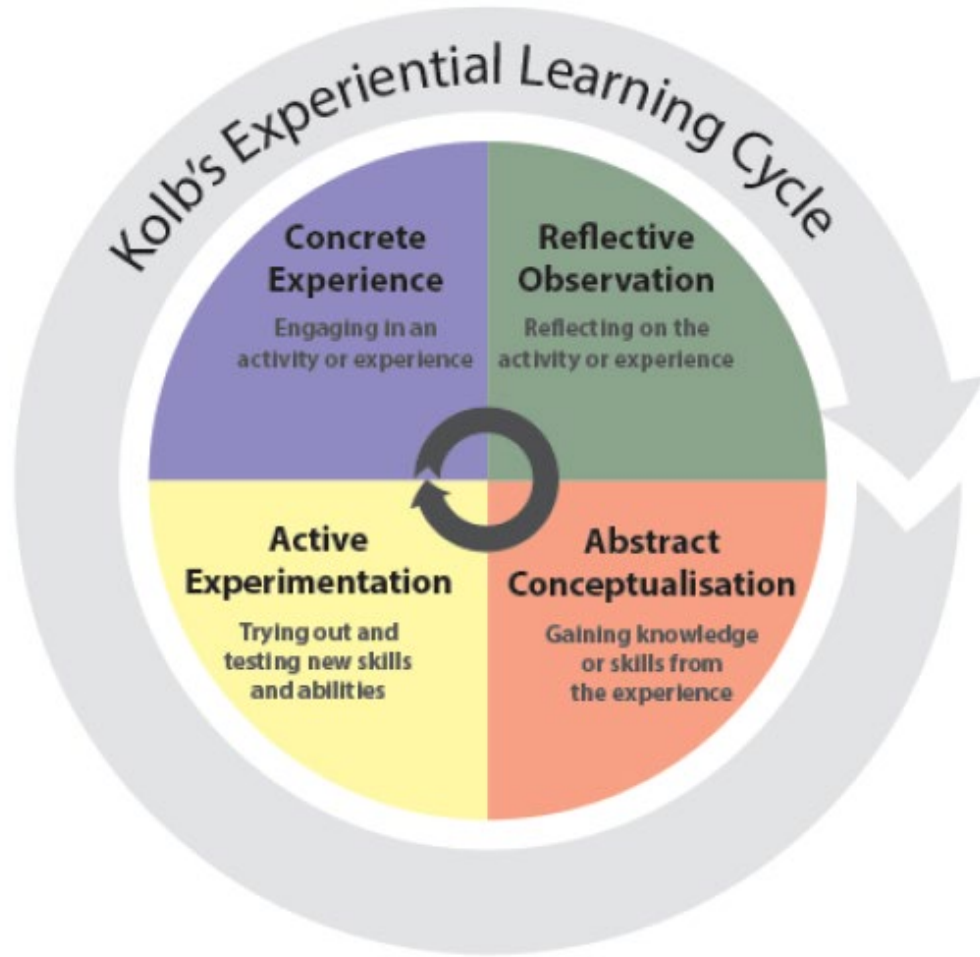


Figure 1. Kolb's experiential learning cycle

This is a very special and important book. I say that at the outset because the book is written with such grace and gentleness, with such clarity and directness, that you will know that David Kolb has written an excellent treatise on learning theory, certainly for educators and quite possibly for Educated Persons, whatever that means. But as you read on—as I read on, I had to catch my breath every once in a while, wondering if the velocity of my excitement would ever cease.

Foreword to Kolb (1984) by Warren Bennis

Authentic assessment

Multidisciplinary

Discovery

Hands-on

Real world

Employability skills

Industry projects

Student directed

Practical understanding

Relevant

Problem-based learning

Reflection

Inquiry-based learning

Work integrated learning

Holistic understanding

Applied

Collaboration

External partners

Applied research

Fieldwork

Theory into practice



Man in blue t-shirt with arms crossed

Woman in yellow and purple cardigan holding blueprints and a white hard hat

Man in plaid shirt and yellow safety vest standing next to a surveying instrument on a tripod

Woman in white lab coat sitting on an orange crate, holding a bottle

Woman in grey sweater with a white collar holding a human skull

Woman in dark blue sequined top sitting with a laptop

Man in blue button-down shirt sitting on a green crate, holding a small electronic component

Some History

- Melbourne Practice and Partnerships Framework (MPPF) developed to offer strategic framing and guidance for the University community through the lens of experiential learning (EL) (September 2018)
- Summary of feedback released (March 2019)
- EL Roadmap released outlining three EL learning priorities and nine actions to support them (August 2019)
- And then ...

[The Melbourne Practice and Partnership Framework](#)

A Discussion Paper

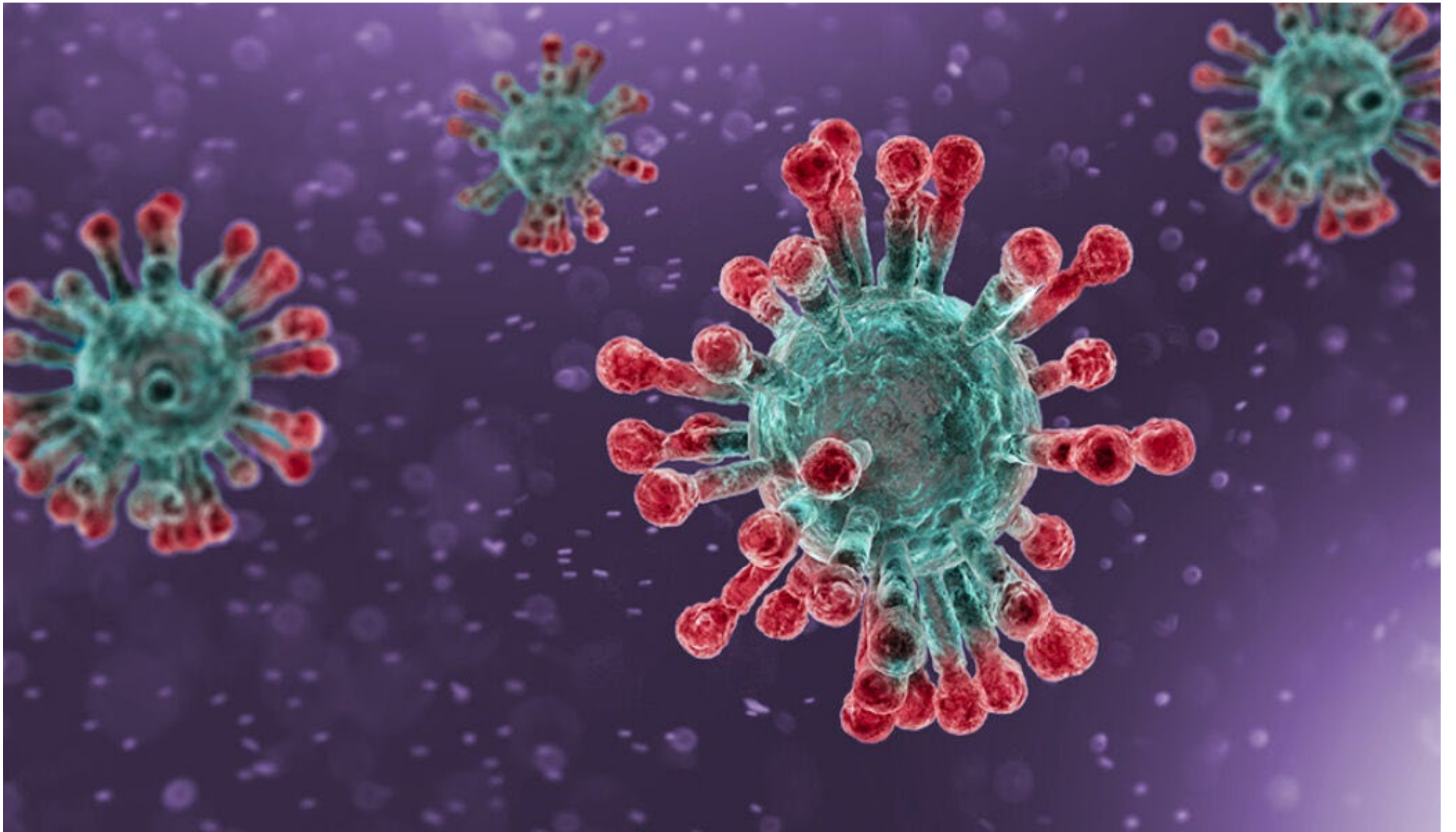
Prepared by Gregor Kennedy and Jacqui Williams

Chancellery, Academic and International

September 2018

[Summary of feedback received on the
Melbourne Practice and Partnership Framework discussion paper](#)

[An Experiential Learning Roadmap
Priorities and actions for the implementation of
the Melbourne Practice and Partnership Framework](#)



<https://www.nps.org.au/coronavirus>

Addressing student, industry and government demand for well-rounded graduates will require Melbourne to build on its existing experiential and WIL activities in a way that is coordinated, strategic and ensures a quality experience for students and partner organisations. While WIL and experiential learning opportunities are already present in many of the teaching and learning activities at the University of Melbourne, the Melbourne Practice and Partnership framework has been developed to offer a strategic framing and guidance for the University community. The MPP framework is hopefully a useful starting point for a more coordinated approach to the provision of experiential learning across the educational programs of the University.

[The Melbourne Practice and Partnership Framework](#)

A Discussion Paper

Work on the Melbourne Practice and Partnership Framework (Melbourne PPF) began in 2018 in response to feedback from internal and external stakeholders. Outside the University, government, employers and the broader community are calling for graduates with experience and employability skills to bridge the gap between theoretical expertise and real-world practice. Internally, students seeking improved career prospects are demanding more opportunities within curriculum to develop their employability skills and engage with industry and the community. Collectively, this feedback highlights the need for an institution-wide approach to developing students' employability skills.

An Experiential Learning Roadmap
Priorities and actions for the implementation of
the Melbourne Practice and Partnership Framework

MPPF

The Melbourne PPF outlines four domains of activity:

1. University-led projects;
2. Partner-led projects;
3. Authentic practice activities; and
4. Partner placements.



MPPF

The educational activities and assessment tasks designed within these domains aim to provide students with opportunities to:

- Apply deep disciplinary knowledge;
- Develop employability skills, including team-work, problem-solving, planning and organising, self-management and communication;
- Have multi- and interdisciplinary learning experiences; and
- Work on authentic projects and activities that are both inspired and posed by industry and community partners.



National Priorities and
Industry Linkages Fund
(NPILF)

From NPILF Pilot (2022-24) Guidance Document ...

1.2 NPILF

The NPILF will allocate block grants to providers to support enhanced engagement with providers and industry to produce job-ready graduates. The key objectives of the NPILF are to:

- a) increase the number of internships, practicums and other innovative approaches to work-integrated learning across all disciplines
- b) increase the number of STEM-skilled graduates and improve their employment outcomes
- c) reward providers for the development of partnerships and collaborations with industry.

For UniMelb, the block grant is \$8.75M per annum from 2022 to 2024. From 2025 a portion of funding will be redistributed based on performance against our targets.

Table 2: List of metrics that a provider can select a target against

WIL	STEM-skilled	Industry partnerships
<ul style="list-style-type: none"> 1. Work-integrated learning 2. HDR students undertaking internship/placement 3. Work experience in industry (WEI) units 4. Co-designed courses 	<ul style="list-style-type: none"> 5. Employment outcomes for STEM degree graduates 6. STEM course graduates 7. STEM-skilled graduates 8. Equity groups undertaking 'core' STEM courses (excluding health/architecture) 	<ul style="list-style-type: none"> 9. Industry-linked programs, collaboration or partnerships 10. Income from industry engagement 11. Income from research 12. Academic workforce actively from industry 13. Graduate employment outcomes 14. Co-designed courses 15. Shared facilities, infrastructure or co-location by industry

Green font denotes data already collected by government

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The WIL Metric

Definition/data requirements

Consistent with the ACEN definition of work-integrated learning, the WIL experience must be **credit-bearing and assessed**. As adopted from *Universities Australia*, to be eligible under this NPILF metric, a WIL experience needs to meet three out of four of the following criteria:

1. Integrated theory with the practice of work
2. Engagement with industry and community partners (industry is inclusive of business, government and the community sector whereby NGOs and not for profit organisations are suitable for a WIL experience)
3. Planned, authentic activities
4. Purposeful links to curriculum and specifically designed assessment.

The experience will constitute a **minimum of 3-4 weeks duration** (or equivalent, depending on the nature of experience) to ensure meaningful engagement with professionals in the workplace and practising application of technical skills.

The five categories of WIL, definitions and examples are taken from Universities Australia report *Work-integrated learning in universities* (2019) and are listed below:

1. **Placements** – where a student is placed within a workplace for any period of time.
2. **Projects** – an activity designed with and for business with authentic engagement
3. **Fieldwork** – learning activities that occur off-campus and in person
4. **Simulation/virtual** – where a student experiences all of the attributes of a placement or workplace task in a provider setting
5. **Other** – activities that do not fall within the above categories but meet the four criteria.

WIL Metric

Data source	<p>This metric will be based on domestic student participation in undergraduate subjects in the Melbourne curriculum that meet the definition of providing a 'WIL experience' adopted by <i>Universities Australia</i>. In accordance with this definition, undergraduate subjects will be classified as 'WIL experience' if they have an activity consistent with one of the five <i>Universities Australia</i> WIL categories (placements, projects, fieldwork, simulation/virtual or other). The metric will be based on the total number of participations by domestic students in 'WIL experience' undergraduate subjects per annum. Students who undertake more than one 'WIL experience' subject will be counted multiple times.</p>
Target	<p>The target for this metric is based on increases of 3% per year in both 2023 and 2024 in the total number of domestic enrolments in 'WIL experience' undergraduate subjects. This corresponds to a compound target of 6.1% growth by the end of the NPILF pilot period. The University's performance against this growth target will be measured against a baseline to be established in 2022.</p>

Observations

- Great opportunity to increase WIL experiences for our undergraduate students
- Aligns strongly with the experiential learning priorities identified in the Melbourne Practice and Partnerships Framework (MPPF)
- Aligns with FlexAP Foundational Curriculum program and Next Generation Capstones signature initiative
- Need structures, systems and resources to be able to accredit WIL subjects, and to incentivise and support development of more WIL subjects (through transformation of existing subjects and/or new subjects)

Advancing Students and Education

The University is developing a new Advancing Students and Education (ASE) strategy to ensure students are right at the heart of our community and everything we do as a University. The new strategy will outline the ways in which the student experience and teaching and learning priorities of Advancing Melbourne will be realised over the coming years.



Advancing Students and Education

The new strategy aims to:

- unite our approach to delivering exemplary teaching, learning and assessment with the broader student experience
- be forward looking, drawing both on Advancing Melbourne and our collective experiences of the past two years of the pandemic
- set the direction for the future of education and the student experience at the University.



Provocations

- We are sometimes seen as highfalutin, disconnected, too theoretical etc. Is this fair, do we care?
- How could we change this perception?
- Does EL/WIL “weaken” a strong generalist education?
- Can you really do experiential learning in large (undergraduate) classes?
- Should all students have to do (or have the option to do) a placement/internship?

