

Time	Speaker	Details
<b>27 August</b>	<b>Session 1 Teaching</b>	Opening the Symposium
8.55	Professor Lewis Bizo (5min)	
9.00	Associate Professor Julian Parker-McLeod, Head of School Policing Studies.	<a href="#">The Development Of 'Professional Knowledge' And Competence Through Work-Integrated Learning</a>
9.20	Dr. Charles Vandeppeer Senior Lecturer Intelligence and National Security AGSPS	<a href="#">'Why Might I Be Wrong?' - Teaching Students to Self-Critique</a>
9.40	Dr. Rubina Ahmed, Lecturer Management School of Business.	<a href="#">Enhancing Student Engagement Through Reflective Teaching Practices and Assessment Design</a>
10.00	Dr. Virginia Small, Lecturer School of Policing Studies	<a href="#">Developing A Teaching Framework Around Peel's Principles Using the Socratic Method</a>
10.20	Dr. Nicola Thomas, Lecturer School of Business	<a href="#">Economic Educators and Pop Culture</a>
10.40	The Virtual Education Team – Sgt Michael Fleming, S/C Mladen Zecevic, Mr. David Ferguson, Ms Kim MacDonald, Dr. Fiona Wade	<a href="#">The Virtual Education Mentor (VEM) Program</a>
11.00	Dr. Brett Shipton, Senior Lecturer in Policing & Criminal Justice, Centre for Law & Justice	<a href="#">Problem-Based Learning in Policing</a>
11.20	Mr. David Ferguson, Ms Kim MacDonald, and Ms. Catherine McCarthy School of Policing Studies	<a href="#">Student-centred learning in Year 1 of the Associate Degree in Policing Practice</a>
11.40	Ms. Lauren Hookham, Faculty Librarian (BJBS) & Ms. Jane Bowland, Copyright & Open Content Librarian Division of Library Services	<a href="#">Open Educational Resources and Free Textbooks</a>
12.00	<b>20min Break</b>	
	<b>Session 2 Assessment</b>	
12.20	Dr. Ruth Delaforce, Lecturer, Criminology and Policing, Centre for Law and Justice	<a href="#">'Me In Three' – A Student-Centred Assessment</a>

<b>12.40</b>	Dr. Nicole Sugden, Dr. Leigh Grant, Dr. Jenni Greig, School of Psychology, Ms. Amita Krautloher, Division of Learning and Teaching.	<a href="#">An Evaluation of The Introduction of Interactive Oral Assessments In Biopsychology</a>
<b>1.00</b>	Dr Antony Stephenson Lecturer and Ms. Melissa Lachlan, Lecturer School of Policing Studies	<a href="#">Interact Voice Assessment as Authentic Assessment</a>
<b>1.20</b>	Dr. Louise Skilling Lecturer, School of Policing Studies	<a href="#">Authentic Assessments and Policing Education</a>
<b>1.40</b>	Dr Quazi Mamun, Senior Lecturer School of Computing, Mathematics, and Engineering	<a href="#">Evaluating The Infeasibility of Fair Online Exams In The Era Of Generative AI</a>
<b>2.00</b>	Dr. Rachael Fox, Dr. Jenni Greig, Associate Professor Andrew McGrath, Dr. Bianca Spaccavento, Dr Lester Watson, School of Psychology	<a href="#">Assessment Design: Engaging in Research with Students In Undergraduate Subjects</a>
<b>28 August</b>	<b>Session 3 Student Support</b>	
<b>9.00</b>	Professor Anna Shillabeer, Head of School, Maths, Computing, and Engineering	<a href="#">Demystifying Neurodiversity and Managing Its Potential in The Classroom</a>
<b>9.20</b>	Associate Professor Fion Lim, Associate Dean, CSU Sydney	<a href="#">Fighting For Attention - The Challenge of Engaging International Students In Classrooms Post-COVID.</a>
<b>9.40</b>	Mr. David Ferguson, Ms Kim MacDonald, and Sgt Lani Donovan School of Policing Studies	<a href="#">Academic Support of Policing Students in The Field.</a>
<b>10.00</b>	Sgt Leighton Burnes, School of Policing	Mental Health Facilitated Education Program (MHFEP) Within The CEP-ADPP CSU
<b>10.20</b>	Dr. Faith Valencia-Forrester Academic Lead (Work-integrated Learning)	<a href="#">Embedding Support for Mental Health and Wellbeing in Virtual Work-Integrated Learning</a>
	<b>Session 4 Professional Development</b>	
<b>10.40</b>	Associate Professor Koshila Kumar, Sub-Dean (Academic Development) and Director of Teaching Academy	<a href="#">Getting Started in Researching Learning and Teaching In BJBS</a>
<b>11.00</b>	Dr. Sheeja Samuel, Office of Academic Integrity	<a href="#">Reflective Teaching Practices</a>
<b>11.20</b>	Ms. Nicole Roberts	<a href="#">NSW Police Academy Mentoring Program</a>
<b>11.40</b>	<b>Close</b>	

**Dr Nicola Thomas, Lecturer. School of Business**

Economic Educators and Pop Culture

Many economic educators have been teaching with pop culture since the start of this century but until recently the focus was almost exclusively on English-language media. We expand on the work of Ben Abdesslem & Picault (2023a, 2023b), who use Netflix Originals from across the globe. In this paper, we compile a series of lesson plans using material from Bollywood, the Hindi-language film industry based in Mumbai, India, to illustrate economic concepts typically taught at principles-level. This paper adds diversity to the classroom materials currently available for lecturers. We hope that over time educators will embrace diverse and inclusive media as a cornerstone of effective teaching.

**Associate Professor Fion Lim, Associate Dean, CSU Sydney**

Fighting for attention - the challenge of engaging international students in classrooms post-COVID.

‘They are just not engaging’—these are common words heard by those of us teaching international students. International students, particularly those from Confucius-influenced learning cultures, are often labelled passive learners (Xu, 2022, Clark and Gieve, 2006). For those preferring active discussions and engagement in classrooms, the passiveness of a large cohort of international students could present teaching challenges. Post covid, international students who started their degree in 2024 would have spent at least one full year of their pre-university education fully online. Coupled with the short attention span resulting from extensive social media use (Caloia, 2022), the transition back to in-person classrooms has made teaching and learning challenging.

This presentation drew from literature to debunk some misconceptions about international students. The presenter will also share some techniques she used in her recent teaching assignment to successfully engage with over 250 international students in the classroom.

**Rachael Fox, Jenni Greig, Andrew McGrath, Bianca Spaccavento, Lester Watson, School of Psychology**

Assessment Design: Engaging in Research with Students in Undergraduate Subjects

For assessment, PSY309/PSY469 Qualitative Research Methods engages in a concrete research project. In 2024 the teaching team implemented a new project, designed to be: genuine contribution to knowledge; something the teaching team have interest in researching; manageable for student assessment; not high risk ethically; and deliverable across 150 students and 5 cohorts.

In 2022 psychology staff undertook research with young rural Australians, exploring their direct experiences of the 2019/2020 Australian Black Summer Bushfires: young people made art, were interviewed, and quotes and art formed an exhibition and booklet. But what impact do such exhibitions have on the public? To answer that question, the students engaged with the booklet then interviewed each other on the impact of the art.

The presentation will discuss: implementation; the experience; feedback from students; and how we managed ethics and peer reviewed outputs.

### **Associate Professor Julian Parker-McLeod, Head of School, Policing Studies**

The development of 'Professional Knowledge' and Competence through Work-integrated Learning

This presentation is predicated on the notion that 'Professional Knowledge' is derived from both theoretical and practical knowledge underpinned by structured reflective practice (Svensson, Ellstrom & Aberg, 2004). It is through the cyclical integration of theory and practice and associated reflection, practitioners can develop and demonstrate the required professional knowledge and competences within their field. Further to this these practices embed the skills of lifelong learning and the ability to engage with autonomous continuous professional development, both of which are seen as part of an integrated framework of key characteristics of professions (Green & Gates, 2014).

In considering the above, the presentation will consider approaches to best support the development of 'professional reflective practitioners', in doing so consideration will be given to maximising the opportunities for work integrated learning within professional programmes. Work integrated learning situates the workplace as the primary source of learning (Bravenboer, 2011). This approach allows for the true integration of theory and practice affording students the opportunity to capitalise on critical reflective learning opportunities. The 70:20:10 model of learning promotes the most effective learning is achieved through real life or simulated experiences which should take primacy within learning opportunities.

The presentation will further recognise it is not always possible to take the classroom to the field as such, to maximise learning opportunities wherever possible the field should be brought into the classroom through simulation. In all cases work integrated learning pedagogies should be supported by relevant and authentic assessment strategies.

### **Prof. Anna Shillabeer Head of School, School of Maths, Computing and Engineering**

Demystifying neurodiversity and managing its potential in the classroom

Neurodiversity covers many diagnoses and according to the CDC an estimated 15-20 percent of the world's population exhibits a neurodiverse (ND) way of thinking, acting and, engaging with the world. Additionally, there is an overrepresentation in STEM fields. Why should we care? Studies by Harvard University have found that neurodiverse individuals possess unique strengths that can improve productivity, quality, innovation, and engagement. The ND have the potential to be some of our highest achievers in the workplace but are often some of our lowest achievers in the classroom. This presentation will highlight the unique needs of our ND communities and present ideas for how we can better support their learning environment and journey to graduation.

### **Dr Sheeja Samuel, Senior Lecturer, Office of Academic Integrity**

Reflective Teaching Practices

Reflective practice, characterised by cognitive, emotional, and somatic contemplation, is recognised for its transformative impact on education. It is a core element of teachers' work that empowers teachers to critically evaluate their methods in making informed judgments and professional decisions. Liberating educators from rigid teaching structures, reflective teaching fosters continuous introspection to identify strengths and areas for improvement and set personal goals through strategic adaptations for improved effectiveness.

The presentation will define reflective teaching practice, examine ways to approach reflection and highlight its relevance in higher education for continuous improvement and professional development. Furthermore, it will discuss how reflective practice can enable educators to evaluate teaching methods, identify areas for improvement, and implement strategic adaptations, enhancing teaching effectiveness, enhancing student learning outcomes and contributing to personal and professional growth.

### **Associate Professor Koshila Kumar**

Getting started in researching learning and teaching in BJBS

Are you getting started in researching your learning and teaching practices, and wondering how you determine what to research? In this presentation Koshila will engage you in thinking about evaluation and research, and phenomenon and context as a backdrop to considering how to identify what to research and why, using the Problem-Gap-Hook model.

### **Ms. Lauren Hookham**

Open Educational Resources and free textbooks

The Library supports open education practices as a way of reducing costs for students. The Library has access to the Pressbooks publishing platform which allows for the creation, adaptation, and sharing of accessible and interactive Open Educational Resources (OER), including Open Textbooks.

Open Educational Resources (OER) are learning and teaching materials such as textbooks, courses, images, videos or software which can be freely copied, used, adapted and re-shared. OER are either in the public domain (zero copyright restrictions), or published under open licenses (e.g. Creative Commons) that specify how materials can be used according to specific needs.

In the session participants will learn more about OERs and how the Library can assist to create or adapt an open textbook for use in subjects on the Pressbooks platform.

### **Dr Quazi Mamun, Senior Lecturer School of Computing, Mathematics, and Engineering**

Evaluating the Infeasibility of Fair Online Exams in the Era of Generative AI

The advent of generative AI has revolutionized many fields, including education, by providing powerful tools for knowledge creation and problem-solving. However, this technological

advancement poses significant challenges to the fairness and integrity of online exams. In this presentation, I will argue that there is currently no foolproof method to ensure that online exams are fair for all students, using insights from my experience teaching ITC 161/ITC544.

Focusing on any specific chapter from the ITC 161 Textbook (e.g., Number Systems for Computers), I will demonstrate how generative AI platforms can solve any problem set effortlessly, rendering traditional assessment items ineffective. Through live demonstrations, I will show how these AI tools can provide accurate and instant answers to questions that are typically used in online exams, highlighting the limitations of our current assessment methods.

Given this context, I will advocate returning to face-to-face exams as the only reliable way to ensure fairness in evaluations. Drawing on Einstein's metaphor about the regression of warfare technology ("I know not with what weapons World War III will be fought, but World War IV will be fought with sticks and stones." - Einstein), I will compare the situation in education, suggesting that we may need to revert to more traditional methods to maintain integrity in assessments.

Furthermore, I want to share my prediction that within the next 50 years, the formal education system as we know it will undergo a radical transformation or even become obsolete, much like the disappearance of once-promising technologies such as CDs and DVDs.

This presentation aims to provoke a critical discussion on the future of education and the urgent need to rethink our evaluation methods in light of rapid technological advancements.

**Dr Ruth Delaforce, Lecturer, Criminology and Policing, Centre for Law and Justice,**

**'Me In Three' – A Student-Centred Assessment**

This assessment was developed to address two themes: getting to know our students and linking academic study to employment. Firstly, students can often feel isolated when commencing at university, particularly those who are studying online. Secondly, there has been an increasing focus on linking degrees to post-graduation employment. In the Criminal Justice degree, a first-year subject was introduced in 2021 on Preparing for Criminal Justice Practice; the intent was to link academic study to employment preferences, in a course with no accreditation requirements. The first assessment focuses on the student – tell us who you are! The assessment comprises a three-slide, pre-recorded, PowerPoint presentation, where the student outlines their life and hobbies, connects their interests in criminal justice to the degree, and identifies their employment aspirations. 'Meeting' the student (and their pets, family and music) became an engaging and recommended exercise.

**Dr Brett Shipton, Senior Lecturer, Senior Lecturer in Policing & Criminal Justice Centre for Law & Justice**

Problem-based learning as a signature pedagogy in police education.

Learning and teaching for police recruits has historically struggled to fully exploit learner-centred methods, even as police academies proclaim their use of these approaches. One such method is

problem-based learning (PBL), which in spite of its successful application across other fields of professional education, has experienced limited uptake within policing. Part of this problematic uptake can be attributed to a lack of understanding of its fundamental principles and in particular, the role of facilitator in guiding student thinking to solve and learn from holistic real-world problems. This discussion of PBL is set within a broader curriculum model that seeks to synergise multiple methods and techniques that maximise learning and crucially, assist policing students to translate theory into practice in preparation for their crucial field training phase. More specifically, it examines how student thinking is scaffolded to develop a range of functional skills applicable to everyday policing practice.

### **Dr Charles Vandeppeer**

#### **'Why might I be wrong?' - Teaching Students to Self-Critique**

The ability to teach and learn through asking and answering deep questions is a critical aspect of developing critical thinking and reasoning skills. The use of deep questions ('why', 'why not', 'how' and 'what if') have been demonstrated to be an effective teaching methodology and one which has been adopted by CSU's Intelligence program. As part of the redesign of intelligence assessments, the continued use of deep questions was coupled with a deliberate consideration of what skills academics in the program could assist students in developing and which would have a positive impact on their workplaces (many of whom are intelligence practitioners, or seeking to get into the field). Coupled with this was a recognition of enduring priorities within the field of intelligence, namely efforts at building critical thinking, strong argumentation, and written communication skills within their workforces. The intelligence literature also highlights concerns about the ability of intelligence analysts to explain their assumptions, reasoning and information gaps in relation to intelligence products as well as a reluctance of some analysts to have their work questioned or critiqued.

Building on the recognised benefit of asking and answering deep questions and recognition of these concerns within the intelligence field, a new two-part assessment written was developed. In the first part, students are asked to develop an intelligence report based on their judgements of threats and opportunities drawing on publicly available sources of information. The second part of the assessment students are asked to critically evaluate their own report, identifying identify gaps in information, alternative perspectives as well as being able to explain why their final judgement could be incorrect. By having students deliberately consider and answer 'Why might I be wrong?' the aim is to encourage critical thinking, foster a willingness to critically engage with their own assessments, and promote a deliberate consideration of alternative perspectives. A review of the initial submissions as well as verbal feedback from a number of students indicates that this has been both a challenging and productive assessment for students with a recognition of the benefits of deliberately questioning their own judgements and assumptions.

**Dr Rubina Ahmed Lecturer of Management, School of Business**

Enhancing Student Engagement through Reflective Teaching Practices and Assessment Design

Reflective teaching practices have been instrumental in reshaping my approach to assessment design, resulting in heightened student engagement and improved learning outcomes. By continuously evaluating and refining my teaching methods, I have developed assessments that are not only aligned with subject objectives but also tailored to meet the diverse needs of my students. Reflective practice has enabled me to identify gaps in traditional assessment methods, leading to the creation of more interactive and student-centered assessments. These refined assessments foster critical thinking, collaboration, and practical application of knowledge, thereby enhancing student engagement and motivation. The iterative process of reflection and adjustment has proven beneficial in creating a dynamic learning environment where students are more invested in their educational journey. This presentation will share insights and strategies on how reflective practices can be leveraged to design effective assessments that promote active learning and sustained student engagement.

**Dr Nicole Sugden Dr Leigh Grant , Dr Jenni Greig, Amita Krautloher (DLT)**

An Evaluation of the Introduction of Interactive Oral Assessments in Biopsychology

In this presentation, we evaluate the introduction of an Interactive Oral Assessment (IOA) in Biopsychology (PSY208/458). The IOA took the form of a 10-minute mock podcast interview, where students debunked myths/misconceptions about the brain. Approximately 170 students completed the IOA over 8 days. IOAs were booked using a WordPress scheduling system, and the IOAs were completed via Zoom with a team of 7 markers. The subject coordinators and markers found this authentic task to be an effective and efficient assessment method. Students' IOA positive experience ratings were similar to ratings for online tests and written assessments. Students also perceived IOAs to be less than half as vulnerable to cheating compared to other assessment types. Qualitative feedback suggested students experienced some anxiety prior to the IOA and highlighted the importance of scaffolded preparation activities. However overall, students found the IOA to be "better than expected", resulting in deeper learning experiences.

**David Ferguson, Kim MacDonald and Sgt Lani Donovan**

Academic support of policing students in the field.

As part of the ADPP, once policing students complete all study at the Academy proper, they become Probationary Constables attached to a police station anywhere in the state. This phase is known as Year 2. During Year 2, students are supported by teaching staff at the Academy as they continue their academic studies and develop the required skills to become police officers. The critical role of academic and field training tutors has been noted for helping recruits integrate theoretical learning with practical skills (Belur et al. 2021). Academy teaching staff remain in contact with the students and their Education and Training officers in the field. Academic study now aligns with operational experiences, engaging students in discussions, oral and written assessments, and online exams within the context of their duties. While this online environment is necessary for the cohort, it presents certain challenges in delivery. An additional, more vocational approach in Year 2 is highlighted by the overarching Operational Portfolio, which must be successfully completed at the end of each of the three sessions in this phase. This presentation will discuss how WIR principles are employed to enable students to engage in authentic, university-partnered and assessed work learning experiences that integrate academic learning with workplace application.



## **David Ferguson, Kim MacDonald and Catherine McCarthy**

### Student-centred learning in Year 1 of the Associate Degree in Policing Practice

In the School of Policing Studies, practical policing is the pinnacle of student learning, putting theory into practice. Policing students gain theoretical knowledge in academic classes, then test this knowledge in 'Police Practicals'. Availing literature emphasises that the aim of such training is that, when the participants "are forced" to act in different ways, active learning takes place. (Lindgren, 2012). For this, the NSWPF Academy has spent considerable resources in constructing a village on the Goulburn campus that houses a number of small businesses, parklands, train stations and the like. In essence, mimicking simulating real-world situations and confines that police respond to operationally in the everyday. During these Practicals, the students interact with role players who are provided a script on being the victim of a crime and/or the actual offender. Academic classes for the week have had as their basis, the crime/offence being utilised in the Practical ensuring constructive alignment within course learning outcomes. Prior learning is also used in these classes as students are required to also display communications, note-taking, and investigative skills. A marking rubric is assigned to each student undertaking the police officer role. The presentation will discuss how the characteristics of simulated learning enable the transfer of learning from the classroom to a training environment and provide for authentic assessment.

### **The Virtual Education Team –**

#### **Sgt Michael Fleming, S/C Mladen Zecevic, David Ferguson, Kim MacDonald, Dr Fiona Wade**

The Virtual Education Mentor (VEM) program.

The Virtual Education Mentor (VEM) program is a project currently underway in SOPS. It uses an Artificial Intelligence (AI) interface that interacts with the student in the taking of a victim statement and provides feedback to the student about the quality of the statement. Anecdotal evidence from both education facilitators of the ADPP and the field suggest that student/probationary constables' abilities in this domain is currently lacking.

VEM aims to bridge the gap between theoretical knowledge and practical application, enhancing students' confidence and competence in this vocational skill essential for policing. Through interactive simulations and tailored feedback, VEM ensures that students receive high-quality educational experiences, fostering inclusivity and accommodating diverse learning needs.

The project aligns with key principles outlined in CSU's AI Principles, emphasising human-AI partnership, transparency, and accountability. The project uses only open-source documents, and promotes ethical and responsible AI use, safeguarding academic integrity of the educational experience, and using responsible oversight (Bassett, 2024).

This presentation will illustrate how the VEM project seeks to explore and establish within the AI environs how such a learning support tool will assist in student learning application in interviewing skills and techniques. A focus group is envisioned as part of the research and development. This will allow illustration of proof of concept as well as fit for purpose.

### **Dr Virginia Small**

Developing a teaching framework around Peel's Principles using the Socratic method

The principles of modern policing first articulated by Sir Robert Peel when he founded the London Metropolitan Police in 1829 are a key starting point for police officer training at the NSW Police Academy. The challenge is to make the principles relevant to contemporary NSW society where criticism of the teaching of Peel's Principles has been seen as lacking "specificity, sufficiency and status" in contemporary society (Loader, 2014). The principles are based on human rights, justice,

safety and protection.

Using the Socratic method of teaching through dialogue and posing arguments students can challenge their thinking and understand the gravitas of the ethical principles in a practical way where “learning is a dialogic process in which meanings are mediated by language. Dialogue allows meanings to be co-constructed, new understandings to emerge and professional learning to develop” (Mann and Walsh, 2017) while also offering students the opportunity for joint reflection and give confidence in voicing values (Abenoza & Lozano, 2024).

Current demands are that the teaching of professional police practice are such that “professionalism as a subject must be taught explicitly” (Cruess, 2006) and in police education Peel’s Principles are the foundation. In an increasingly complex, discordant world, enmeshed in digitisation, AI and social media, it is argued that there is a growing need for integrating ethical content throughout the police training curriculum (Corbo Crehan, 2019). Socratic dialogue can help align police practice with ideas.

### **Dr Antony Stephenson and Melissa Lachlan**

#### Interact Voice Assessment as Authentic Assessment

Interactive Voice Assessment (IVA) (Sotiriadou et al., 2019) is a method of assessment that requires the assessor and student(s) to adopt different roles within a given scenario-based conversation and interact with each other to deal with issues that develop during the conversation. These interactions are authentic assessment opportunities in that they draw on operational scenarios and they prompt students to demonstrate the reflective and critical thinking required to inform their professional response to such situations.

They allow examiners to assess a student's knowledge, problem-solving abilities, and interpersonal competence and to distinguish between superficial and deep knowledge through in-depth questioning. As interactive dialogic activities, IVAs enable students to showcase their strengths as practice professionals and communicators. As a live and dynamic human interaction, IVAs cannot be compromised by generative AI or using scripted answers. This presentation outlines how IVAs are used in the Associate Degree in Policing Practice program.

### **Nicole Roberts**

#### Mentoring Program

The NSW Police Academy promotes a collaborative work environment with NSW Police officers working alongside CSU staff to teach new recruits. While many new staff members are former or serving police, knowledge of the content and its application in the field does not assure the individual is adept at teaching others these concepts (O’Shea and Bartkowiak-Théron, 2019, p.289).

The mentoring program at the Academy is set to not only provide an induction into the role of an adult educator, but also to promote reflective practice among staff while developing the teaching style of the mentee as they are adjusting to the workplace.

The mentoring program runs formally over a six-month period. The mentor and mentee meet to discuss the expectations and goals for the program. These goals will serve to guide future meetings and reflective practice. The mentee shadows the mentor, until the mentor deems them sufficiently confident to teach alone.

New teachers are not rostered on the teaching timetable until they feel confident to teach alone. The mentor/mentee relationship continues for about six months, with the mentor checking in with the mentee on a less-regular basis, as time goes on.

To further the program, video equipment can be used to record lessons. This provides the opportunity for reflective practice, identifying and discussing positive and negative areas with the

mentor on regular meetings.

### **Dr Louise Skilling**

Authentic assessments and policing education

There is often too much emphasis placed on students' short-term recall and less about their behaviour and practices. Wiggins (1989) believes real ability is where a student can consistently perform well in tasks related to professional practices. The aim of the Associate Degree in Policing Practice (ADPP) is to produce graduates who are able to effectively undertake the duties of a confirmed Constable of Police by the end of their programme. With this goal in mind, this paper will consider assessments within the ADPP that replicate the context of professional practice, which enable students to evidence how they transition from being a 'novice' student police officer to a 'competent' police officer (Dreyfus and Dreyfus, 1986). This paper will discuss authentic assessments that are currently utilised within the ADPP - such as simulated-based learning and learning in the workplace - and explore opportunities to develop authentic assessments further within the programme.

References

Dreyfus, H.L. and Dreyfus, S.E. (1986) *Mind over machine: the power of human intuition and expertise in the era of the computer*. New York: The Free Press.

Wiggins, G. (1989) 'A true test: toward more authentic and equitable assessment'. *Phi Delta Kappan* 70, (9) pp. 703-713

### **Dr. Faith Valencia-Forrester**

Embedding Support for Mental Health and Wellbeing in Virtual Work-integrated Learning

Practical skills development is increasingly being pushed onto tertiary providers, work-integrated learning (WIL) has become increasingly prominent within degree programs and is considered one of the most effective ways of preparing students for the workplace (Goulter & Patrick 2012). Students are increasingly raising the issue of support for their mental health and wellbeing while on placement (Gillett-Swan, et.al. 2018, Fleming & Hay, 2021). This presentation analyses the effectiveness of purposefully embedding mental health support strategies within a pilot series of Social Impact internships conducted entirely online. Students worked in multidisciplinary teams to address complex social justice issues as an alternative to face-to-face internship placements. Results suggest students were quick to embrace the opportunity to engage in mental health support strategies and described the experience as life-changing in terms of the impact on their learning and how they engaged with the world. Students reported appreciating the 'active engagement' within the sessions and that it was 'not just someone talking about mental health'. They valued the support provided as part of their internship structure, and believed it contributed to their personal and professional wellbeing, and enhanced students' confidence as graduates.