



Program for OLT Specialist Social Professions Symposium

Symposium purposes:

- To share findings from the OLT fellowship on sustainability for specialist social professions courses in Australian Universities.
- To raise awareness about the decline in availability of specialist courses in Australia and to discuss how this might be addressed,
- To examine options and make future plans for collaboration to support and extend availability of small special courses in social professions in Australian and New Zealand Universities.

Time	Activity	Notes
10:30 11:00	Arrivals and coffee/tea	See Arrival Notes (below).
11:00 - 11:20	Introductions	1) Acknowledgement of country 2) Introduction to the purposes of the Symposium 3) Participant introduce and share expectations from the symposium 4) Outline symposium process and outcomes.
11:20 - 12:30	Specialist social professions –Analysis of current trends. (presentation) Discussion: Strengths, weaknesses, opportunities and threats for each discipline/ profession.	Background to current situation and discussions of opportunities, barriers and risks. 1) 11.20 Presentation Current trends (20 mins, Trudi) 2) 11.40 Separate into two groups 1) YW 2) Social gerontology/ disability. Rapporteurs for each group. Suggested focus questions: <ul style="list-style-type: none"> • What surprised you? • Begin SWOT analysis for each area • Difference between locations/settings 3) 12.15 Share with whole group. = draw out similarities and differences Equipment needed: Two separate Zoom links.
12.30- 13.30	Lunch and networking	Opportunities for informal discussions
13:30- 14:15	Balancing expectations: Stakeholder perceptions, present and future needs (presentations). Discussion: Balancing public good and stakeholder perspectives. Implications for education research and leadership for specialist social professions	Specialist social professions and the role of universities. Present needs, future needs, student demand, employer needs, university competition, and public good. 13.30 Presentations (20 mins total): <ul style="list-style-type: none"> • Stakeholders and relative power (Trudi) • Professional bodies (feedback) 13.50 Discussion (probably in a single group) Suggested focus questions:



		<ul style="list-style-type: none"> • What needs to happen to redress iniquities in current power relationships? • How are the different disciplines situated? • What can be learnt from NZ and v/v • Make any additions to SWOT analyses <p>Make notes of key points on flip chart</p>
5 minute break		
14:20 - 15:30	<p>Higher Education policy and social professions: The effects of the HE policy environment, internal and external competition, incentives and options for improvement. Discussion of options. Where to from here?</p>	<p>Action plan and feedback on recommendations.</p> <p>14.20 Presentation: The HE Policy environment in Australia (20 minutes)</p> <p>14.40 Discussion (sub-groups)</p> <p>Suggested focus questions:</p> <ol style="list-style-type: none"> 1. Potential for collaboration (barriers and opportunities). 2. how to build mutual support between profession bodies, universities and policy bodies (barriers and opportunities) 3. Local, and national commitments to action on policy and practice. 4. Review SWOT analyses and amend/add 5. Next steps –where to from here. <p>Groups share</p>
15:30 - 16:00	Afternoon tea and farewell	Networking and final informal discussions

References

This paper provides background to some of the presentations. The paper won the best scholarly paper award. There will be further publications when the Fellowship is complete.

Cooper, T. (2018). Student choice and skill shortages: some effects of demand-driven funding. Paper presented at the *HERDSA Conference*, Adelaide, 2nd-5th July 2018, <http://www.herdsa.org.au/publications/conference-proceedings/research-and-development-higher-education-re-valuing-higher-2>

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