



Work Integrated Learning Policy

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In developing this policy the University had regard to the provisions of section 40B(1)(b) of the Human Rights Act 2004 (ACT).

1. PURPOSE:

Developing career-ready professionals for the future

1.1. This Policy provides the University's approach to managing the Work Integrated Learning (WIL) Program.

2. SCOPE:

2.1. This Policy applies to all University of Canberra courses determined under the [University of Canberra Courses and Awards \(Courses of Study\) Rules 2013](#)

3. PRINCIPLE:

3.1. Quality WIL is designed and delivered collaboratively through internal and external partnerships, aligning with course, student, community, industry, and external accreditation requirements, where appropriate.

3.2. WIL is designed to be sustainable, inclusive, equitable and accessible.

3.3. WIL is authentic and relevant to the discipline.

3.4. WIL is linked to the curriculum and includes scaffolded learning and assessment that is designed to integrate theoretical and discipline knowledge and skills, and employability skills.

3.5. Continuous improvement is embedded into the WIL Program through evaluation processes.

WIL FRAMEWORK

Providing the fundamental standards and systems required to implement the WIL principles.

WIL categories

- 3.6 The University uses four WIL categories: Field Work, Projects, Placements and Internships, and Simulation. WIL may be industry, research and/or community focused.

WIL partnership model

- 3.7 The WIL Program is implemented through the WIL Partnership Model. This model is characterised by collaboration, cooperation and co-ownership.
- 3.8 Stakeholder responsibilities are inter-related, with the shared vision of facilitating student acquisition of discipline knowledge and skills and employability knowledge and skills.

Quality features of WIL

- 3.9 Stakeholders share responsibilities in the development, preparation, delivery and evaluation of WIL.
- 3.10 Quality WIL assures a positive student experience that enables demonstration of discipline knowledge and skills and employability knowledge and skills through integration of the following features:

Table 1: Quality features of WIL

| Quality feature | Description | Key outcomes |
|-----------------------------------|--|--|
| Authenticity | The degree to which the WIL activity is real, and its proximity to the workplace. | The WIL activity enables demonstration and application of discipline knowledge and skills, and employability knowledge and skills within a professional context. |
| Integrated with curriculum | WIL is intentionally integrated within a course and is designed to link theory and practice. | Discipline-specific learning outcomes that are aligned with scaffolded development of graduate attributes. |
| Assessment | Assessment is authentic, focused on integration of theory and practice, and aligns with learning outcomes. | Demonstration of discipline knowledge and skills and employability knowledge and skills. |
| Inclusive practice | All students have equitable access to full participation in WIL. | Scholarships and bursaries, reasonable adjustments, and culturally appropriate service provision. |
| Student preparation | Students require a clear and facilitated induction to WIL. | Understanding of roles and responsibilities of all stakeholders (student, host organisation & University). |
| Student participation | Students actively engage with the WIL experience in a manner aligning with professional requirements. | Application and demonstration of discipline knowledge and skills and employability knowledge and skills. |

| | | |
|---------------------------------|---|--|
| Supervisor preparation | Supervisors require a clear induction to their role relevant to the WIL category. | Understanding of roles and responsibilities of all stakeholders (student, host organisation & University). |
| Supervisor participation | Qualified academic and industry supervisors actively engage in supervision. | Application of supervisory knowledge and skills, such as monitoring student progress, provision of feedback, debriefing and assessing performance. |
| Evaluation | Staff, students and industry are active participants in evaluating WIL. | Focused feedback on WIL experiences that contribute to ongoing improvement. |

Services

3.11 The University provides a range of services and systems to support the implementation of WIL.

Table 2: UC services and systems

| Student services | Staff services | Systems |
|--|---|---|
| Careers UC Complaints & Appeals Graduate Research Inclusion & Engagement International Student Support Service Medical & Counselling Ngunnawal Centre Safe Campus (online portal) Student Advocacy Service Student Centre Study Skills UC Course Onboarding and Student Toolkit UC Student Mentor Program Welfare Office | Careers UC Safe Campus (online portal) Professional Development (Coordinated through Learning & Teaching) Curriculum design support (Educational designers) Demos and Discuss External Expert Workshops The SHED online UCLearn Staff Support Drop-in WIL-in-Action (Community of Practice) WIL Module (in Contemporary Approaches to University Teaching (CAUT) | Curriculum Management System Career Hub Course Planner CRM: Communications Data Warehouse InPlace: Student placement software MyUC Staff portal MyUC Student portal UCLearn |

Governance and accountability

3.12 The following committees are involved in the development, consultation and/or approval process for matters related to the WIL Program:

- Work Integrated Learning Steering Committee (WILSC);
- Indigenous Australian Completions Taskforce;
- University Education Committee;
- University Research Committee;
- Academic Board;
- Audit and Risk Management Committee (ARMC); and the
- Student Representative Council.

Evaluation

3.13 Evaluation of the WIL Program includes:

- a. Opportunity for student and industry perspectives;
- b. An annual audit of the WIL Program to assure the quality of work integrated learning opportunities; and
- c. An annual evaluation of the WIL Framework to ensure the WIL Program is responsive to the dynamic work environment.

4. LEGISLATION:

External governing legislation

- [Disability Standards for Education 2005](#)
- [Higher Education Standards Framework \(Threshold Standards\) 2015](#)
- [Education Services for Overseas Students \(ESOS\) Act 2000](#)
- [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
- [Fair Work Act 2009](#)
- [Health Practitioner Regulation National Law, in force in each state and territory from 2009](#)
- [Work Health and Safety Act 2000](#), and legislation in force in each state and territory

University of Canberra legislation and rules

- [University of Canberra Act 1989](#)
- [University of Canberra \(Courses and Awards\) Statute 2010](#)
- [University of Canberra Courses and Awards \(Courses of Study\) Rules 2013](#)
- [University of Canberra \(Academic Progress\) Statute 2017](#)
- [University of Canberra Academic Progress Rules 2017](#)

5. SUPPORTING INFORMATION:

University of Canberra policies and procedures

- [Academic Progress Policy](#)
- [Academic Progress \(Coursework Units\) Procedure](#)
- [Assessment Policy](#)
- [Assessment Procedures](#)
- [Completion within the Expected Duration of Study for International Students - Policy](#)
- [Completion within the Expected Duration of Study for International Students - Procedure](#)
- [Course Policy](#)
- [Course Delivery by Third Party Providers Policy](#)
- [Course Delivery by Third Party Providers Procedure](#)
- [Disability Policy](#)
- [Deferring, Suspending or Cancelling an International Student's Enrolment Procedure](#)
- [Enrolment Policy](#)
- [Privacy Policy](#)

- [Student Charter](#)
- [Student Mental Health Support Policy](#)
- [Welfare Arrangements for Under 18 International Students Policy](#)
- [Welfare Arrangements for Under 18 International Students Procedure](#)
- Third Party Providers Agreements and Operations Manual

6. DEFINITIONS:

| Terms | Definitions |
|---------------------------------|--|
| Experiential learning | A pedagogical strategy that purposefully engages the learner in direct experience and focussed reflection, in the education setting, workplace and the community and/or through simulation, including virtual simulation, to increase knowledge, develop skills, clarify values, and develop students' capacity to contribute constructively to their communities. |
| Work integrated learning | A form of experiential learning where theoretical knowledge and disciplinary skills are integrated with authentic work experiences and practices within relevant professional contexts. |
| Field work | An approved activity that involves observing, collating information and/or collecting data/specimens. |
| WIL project | A project, or activity, that engages individuals or teams to respond to a real-world problem or opportunity under the guidance of the faculty and client, or the faculty. |
| Placement and internship | A placement and internship involves work experience (that takes place at the workplace) under the supervision of the faculty and the workplace supervisor. |
| Simulation | Simulation, which can be a project or activity, involves authentic work experience that is undertaken in an imitated work environment, under the guidance of a supervisor. Simulation may be in the physical environment or virtual. |

7. NOTES:

Appendix A

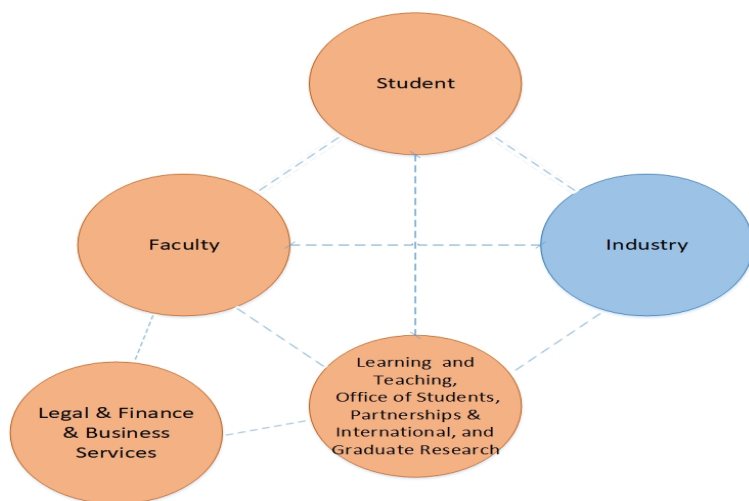


Figure 1: WIL Partnership Model