

Work-integrated Learning: Principles of good practice to guide member universities in the strategic development and management of WIL

As identified by participants in the IRU Australia Leadership in Learning and Teaching Forum, October 2008

TOPIC	SUB-TOPIC	IDENTIFIED PRINCIPLES
1. Policy	Work-integrated learning	<p>1.1 The University has a WIL policy which:</p> <ul style="list-style-type: none"> (a) Positions WIL as a higher education learning experience which <ul style="list-style-type: none"> - integrates contributions from practice settings with the curriculum, with the learning arising from these contributions granted credit¹ - may or may not be linked to a particular occupation (b) Allows for a diversity of WIL models, while broadly defining the generic characteristics of WIL (c) Is clearly aligned with policies relating to graduate attributes (d) Integrates WIL into broader learning experiences directed towards career development learning and work readiness (e) Is developed with input from students and external WIL partners. <p>1.2 The University has developed and implemented quality assurance processes and procedures for WIL programs, including evaluations by students and employers.</p>

¹ The Forum canvassed differing views about the need for WIL to bear credit, however, the majority view was that WIL learning experiences would be optimised when learning objectives were clearly defined and assessed.

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	Staffing	<p>1.3 Academic workload policies recognise workload demands associated with the enactment and management of WIL programs.</p> <p>1.4 Academic promotions policies recognise leadership and/or contributions to the development and implementation of WIL programs.</p> <p>1.5 General staff policies recognise the professional capabilities required to manage WIL programs.</p>
	Resources and capacity-building	<p>1.6 Resourcing policies recognise and allocate appropriate resources to support the WIL function at university and faculty levels.</p> <p>1.7 The university has implemented strategies to support institutional capacity-building in relation to WIL. This includes, for example:</p> <ul style="list-style-type: none"> (a) Promoting and supporting research and scholarship in WIL and related areas to inform WIL policy and practice (b) Establishing university-wide steering mechanisms to provide leadership in the development of WIL (c) Establishing mechanisms for sharing and promoting good practice across the diversity of WIL delivery models.
2. Pedagogy and curriculum practices	Embedding WIL in the curriculum	<p>2.1 At the program/course level, WIL experiences are designed and delivered with appropriate attention paid to:</p> <ul style="list-style-type: none"> (a) The specific context of the discipline/professional area (b) The appropriate positioning of WIL experience(s) within the overall program/course curriculum design and sequencing of units/subjects (c) Defining the necessary duration of WIL experiences to enable the learning objectives to be met.

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	Preparation for WIL	<p>2.2 At the program/course level, all stakeholders are appropriately prepared to ensure the effectiveness of the WIL experience. This includes:</p> <ul style="list-style-type: none"> (a) Identifying the competencies and knowledge students require before undertaking the WIL experience and embedding appropriate preparation in the curriculum (b) Aligning expectations of all stakeholders through discussion and negotiation of contracts/agreements, including the kinds of guidance available in the WIL experience (c) Using assessment outcomes and stakeholder feedback to evaluate students' experiences, inform curriculum change and improve WIL practices. <p>2.3 Procedures are in place to identify when students may not be appropriately prepared for undertaking a WIL experience.</p>
	Assessment	<p>2.4 At the program/course level, there is an academically sound approach to assessing student learning outcomes with:</p> <ul style="list-style-type: none"> (a) Identification of defined learning objectives that are codifiable, schematisable, observable and those which require more subjective assessment regimes (b) Assessment protocols developed in collaboration with the employer (c) An appropriate compromise being negotiated between employer needs (e.g. for brevity), university needs (e.g. for assuring quality learning) and student needs (e.g. for career development).

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3. Partnerships	Engaging and informing WIL partners	3.1 The university has put in place deliberate strategies for engaging with industry, business and community to develop mutual understandings in relation to WIL.
	Relationship management	3.2 The university has in place an appropriate WIL partner relationship management system (e.g. CRM) to: <ul style="list-style-type: none"> (a) Protect against the risk of losing partner relationships through staff turnover (b) Ensure coordination across the university in relationship management (c) Record employer evaluative feedback to support relationship management and improve the university's design and delivery of WIL experiences