

A framework to support assurance of institution-wide quality in Work Integrated Learning

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A framework for assuring quality in Work Integrated Learning

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A framework for the institutional quality assurance of work integrated learning.



Background

Background

Work-integrated learning (WIL), as a pedagogical practice, is a complex interaction of student learning in, and through, partnership with industry, community, business, and the university. This framework has been developed based on a definition of WIL as student experiences of work within curriculum, undertaken in partnership, through engagement with authentic and genuine activities for the industry, business or community partner, which are assessed.

Drawing on previous work which has developed an understanding of WIL practice, this evidence-based framework has been developed to reflect the intersections of four domains of practice (student experience, curriculum design, institutional requirements, stakeholder engagement) (Sachs, Rowe, and Wilson, 2016), experienced across three temporal phases (before, during and after) of a WIL experience (Billett, 2011).

The framework has been informed by a matrix of elements of work integrated learning which highlight the value of pedagogy, experience, assessment and evaluation, and reflection in shaping the WIL opportunity (McRae, Pretti and Church, 2018).

Through the combination of domains of practice, temporal phases, and the matrix of elements, the framework aims to provide a comprehensive overview of the key principles and standards of practice that should be evident in a high quality WIL opportunity.

It is acknowledged that a WIL opportunity may be experienced quite differently in varying contexts. However, there exists common underlying principles and standards which can define whether a particular opportunity is high quality.

The primary purpose of this framework is to provide guidance to the review of WIL practice across an institution. The framework presents a holistic representation of quality practice in WIL. Therefore, the quality of WIL within an institution should be judged against all aspects of the framework, collectively, rather than different parts in isolation.

The framework is presented across the four domains of practice, under which is noted a number of standards of quality. These standards have been developed through a review of current literature around quality in tertiary education and WIL, consultation with an expert panel, and review through workshops and surveys with staff involved in the delivery of WIL across Australian universities.

Under each standard are examples of desired practice and evidence which would demonstrate the presence of the standard within the institution. The evidence identified is not a definitive list and should not be used as a checklist. It would not be expected that every institution would have all this available evidence. Instead it would be intended that an institution should be able to identify some evidence against each standard. Importantly each person using the framework should consider the quality of the evidence (e.g. how wide spread is the evidence, what impact is that having).

The framework should provide a model for the collection and collation of evidence about the quality of WIL practice across an institution. Using this evidence, alongside the framework, it is anticipated that institutions (whether at a departmental, faculty or global level) should be able to benchmark their activity, contributing to an ongoing cycle of quality improvement.

Overview of framework

1. Student experience

DOMAINS	Student Experience	Curriculum Design	Institutional Requirements	Stakeholder Engagement
Guiding principle	A quality WIL experience should provide students with a scaffolded, connected and supported pedagogical experience.	A quality WIL curriculum should contain embedded, accessible and transformative learning and assessment within an intended and enacted curriculum.	Quality WIL activity across institutions should be evidenced by the proper management of staff, risk management and reporting around WIL experiences supporting continual improvement.	Quality WIL experiences are supported by engagement, connection and responsiveness to the dynamic expectations of diverse stakeholders (industry, community, government, higher education sector, professional bodies, students).
Before	<p>Standard 1.1 Ensure student readiness and preparation for learning in the workplace context</p> <p>Standard 1.2 Student WIL experiences are connected to prior and future learning and work</p> <p>Standard 1.3 Student WIL experiences align with their learning goals and capabilities</p>	<p>Standard 2.1 WIL experiences are embedded through a whole-of-qualification curriculum design underpinned by current research and scholarship</p> <p>Standard 2.2 Students and industry are partners in the design of WIL curriculum</p>	<p>Standard 3.1 Institutions have shared goals, policies, principles and values about WIL</p> <p>Standard 3.2 Institutions have identifiable leadership and governance structures for WIL</p> <p>Standard 3.3 WIL is supported by adequate and effective IT and administrative systems</p>	<p>Standard 4.1 Diverse stakeholders are active participants across WIL activities</p> <p>Standard 4.2 Partner sites are reviewed for health and safety, and suitability for WIL activities</p>
During	<p>Standard 1.4 Student WIL experiences are safe and supportive</p> <p>Standard 1.5 Student WIL experiences offer scaffolded learning opportunities</p> <p>Standard 1.6 Support and guidance is provided for students within the WIL experience</p>	<p>Standard 2.3 WIL curriculum design reflects professional accreditation requirements and ongoing career and employability development</p> <p>Standard 2.4 WIL curriculum design provides inclusive, equitable and accessible experiences</p> <p>Standard 2.5 WIL assessment design is supported by authentic tasks, aligned with learning goals and graduate outcomes</p>	<p>Standard 3.4 Institutions provide targeted professional development for academic and professional staff, and industry and community partners</p> <p>Standard 3.5 Enacted legal and risk management frameworks, compliance procedures and processes</p>	<p>Standard 4.3 Institution has effective policies and procedures in place for ongoing quality assurance of stakeholders including partner agreements, financial arrangements, and supervision quality</p> <p>Standard 4.4 Institutions undertake site contact and stakeholder communication</p> <p>Standard 4.5 Effective and sustainable relationship management including appropriate communication, reward and recognition</p>
After	Standard 1.7 Students receive, use, and provide feedback on WIL experience to ensure progress towards learning goals	<p>Standard 2.6 Student learning gains are measurable against intended outcomes</p> <p>Standard 2.7 Benchmarking of WIL assessment and identification of areas for improvement</p>	<p>Standard 3.6 Provision of funding, resourcing, support, and recognition necessary to achieve WIL strategic goals</p> <p>Standard 3.7 Evaluation and tracking of short to long term WIL outcomes for continuous quality improvement</p>	<p>Standard 4.6 Partnership arrangements are regularly reviewed</p>

1. Student experience

A quality WIL experience provides students with a scaffolded, connected and supported pedagogical experience.

Standard 1.1 Ensure student readiness and preparation for learning in the workplace context

Achievement of this standard may be evidenced by:

- Effective student orientation and preparation activities
- Auditable student induction reports, checklists and preparation for managing risks
- Accessible student resources and support for the development of skills in risk identification and management, industry induction and WIL preparation
- Where students are required to be proactive in the acquisition of a WIL placement, the tertiary institution must provide adequate guidance and support

Illustration of practice

The University of Sydney holds a barrier exam - Readiness For Practice Quiz - in first year of the Master of Pharmacy program to ensure students have the necessary communication and technical skills prior to undertaking their first placement. An online component of the exam requires students to “navigate” various aspects of a prescription, select appropriate resources to address typical scenarios encountered in pharmacy - therapeutic (AMH, APF, MIMS), legal (Poisons and Therapeutic Goods Act 1966) and professional/ethical (PSA Professional Practice Standards). Students are required to demonstrate their medical information gathering and communication skills (verbal and non-verbal) in an oral role-play, and their ability to dispense prescription medicines through a computer-simulated patient and pharmacy dispensary (MyDispense) prior to commencing placement.

Standard 1.2 Student WIL experiences are connected to prior and future learning and work

Achievement of this standard may be evidenced by:

- Mapping of authentic learning across the student experience
- Connections between WIL experiences and broader career development learning pathways and / or frameworks are clearly mapped
- Integrated career development learning framework linked to WIL activities
- Student reflective journals clearly express connection between the WIL experience and future learning and work
- Articulation by students of connection of WIL experience to employment outcomes, career development and employability

Illustration of practice

Learning can be connected across a whole course (qualification) or unit / subject. This illustration highlights how learning in and through a WIL experience is connected to a broader development of professional capabilities through the integration of WIL within a unit of study in interior design at RMIT. The following is captured in the unit outline:

You will develop an appreciation of decoration and design via a research project in collaboration with industry. Workplace practice will be observed in real time and will involve mentoring from a practicing professional.

You will explore the business, creative and personal skills required to succeed in the interiors industry. You will design, assemble and refine a concept that demonstrates a range of your design skills and knowledge. You will respond to a brief set by an industry partner, present concepts to industry, and will be provided with feedback. Work with industry to develop and promote a globally sustainable practice of good design and decoration with a focus to the future. Communicate your ideas and designs through a broad range of technology and presentation techniques to a range of stakeholders including clients and relevant industry practitioners.

On successful completion of this subject you will be able to: Demonstrate skills in initiative, enterprise and problem solving in order to recommend suitable decorative solutions. Independently review information to ensure project needs are met.

Standard 1.3 Student WIL experiences align with their learning goals and capabilities

Achievement of this standard may be evidenced by:

- Mapping of the scope of learning available at a work context
- Learning goals for the WIL experience are identified in course and unit outlines
- Effective communication with industry and community supervisors to establish expectations of learning and experiences
- Students are supported in developing a learning plan for the WIL experience mapping personal learning goals alongside possible practice

Illustration of practice

Within the Master of Mental Health Practice at Griffith University students are required to complete either a practicum or praxis WIL experience, depending on current experience of the workplace. Students completing the praxis experience are usually already working and undertake new practice in their existing workplace setting. In preparing for their praxis students undertake a reflective exercise drawing on their previous learning and workplace experiences to propose a practice focus for the WIL experience, and then develop a learning contract which outlines their intended learning outcomes. The learning contract is developed in negotiation between the student, the workplace supervisor and academic mentor. Across the praxis experience students maintain a learning journal reflecting on their experience, professional formation and progress towards their learning goals.

Standard 1.4 Student WIL experiences are safe and supportive

Achievement of this standard may be evidenced by:

- Students and industry partners undertake training around the proper management of discrimination, bullying and harassment
- Students complete appropriate workplace health and safety induction and training
- Appropriate procedures for identification, responding and management of incidents

Illustration of practice

RMIT students and staff (including industry practitioners engaged to teach the WIL component of some programs) are encouraged to complete the WIL Ready credentials program which includes management of discrimination, bullying, and harassment, and awareness of workplace health and safety requirements. Newly appointed teaching staff at RMIT receive induction training in these areas.

The RMIT WIL Agreement, signed by students and by external industry partners, assigns responsibilities to each stakeholder, and this covers discrimination, bullying, and harassment, and workplace health and safety. Placement hosts are received by RMIT schools to ensure compliance with the Fair Work Act 2009, Safe Work Australia, and other relevant professional standards. External industry partners are asked to complete a Working with Children Check if they are supervising a young student under the age of 18 years.

Standard 1.5 Student WIL experiences offer scaffolded learning opportunities

Achievement of this standard may be evidenced by:

- Industry and community partners are prepared in scaffolding student experiences
- Students have access to a diverse and flexible range of activities and settings suitable to their capabilities and curriculum goals
- Assessment and curriculum design supports a transition from simple, familiar to complex, unfamiliar tasks

Illustration of practice

All students in the Faculty of Arts and Design at the University of Canberra undertake the Professional Orientation program in their first year of study. In this program, students meet a variety of industry professionals and learn about the ethics, skills, and workplace standards expected in their industries. In second and third years, students are offered a choice of WIL options in two mandatory, faculty-wide WIL units. Choice of WIL options is dependent on the students' degree, aspirations, interests and capabilities. Options for WIL include workplace internships; multi-disciplinary small teams working with real clients in a Project Hub; a multidisciplinary Industry Studio with a real client; production of an individual creative work whilst working with industry tutors to identify markets and creative communities of practice; and, if working full time in their field, producing a research report with the support of their workplace and academic supervisors that identifies, addresses and resolves a workplace issue. Students receive preparation, support throughout the WIL, and debriefing in all WIL options. Capstone units are used to synthesise and demonstrate learning through significant industry projects and studios which are displayed in a faculty-wide graduate exhibition at the end of the year; this is developed, branded and promoted by students from all programs through WIL projects.



Standard 1.6 Support and guidance is provided for students within the WIL experience

Achievement of this standard may be evidenced by:

- Clear and effective learning plans in use which map intended learning goals, experiences and support required
- Accessible and identifiable student support services and contacts (e.g. career and counselling services)
- Accessible fitness for practice protocol and processes in place
- Articulated statements of inherent requirements which are shared with and guide student participation in WIL

Illustration of practice

Western Sydney University has developed a suite of inherent requirements for each of their fields of study. These requirements are located on a publicly accessible website (www.westernsydney.edu.au/ir) to enable future students to fully understand the expectations of study at the university. These requirements do not relate specifically to work placements but study across a whole of course. However, within these requirements much of the expectations relate directly to professional practice and can shape guidance around work integrated learning. The Student Placement Policy makes reference to responsibilities for students to meet the inherent requirements to undertake placement, but students are supported to meet these expectations through reasonable adjustments and student support services.



Standard 1.7 Students receive, use, and provide feedback on WIL experience to ensure progress towards learning goals

Achievement of this standard may be evidenced by:

- Clear and timely feedback provided by industry or community partner to students to support future learning
- Students are provided opportunities to provide feedback to industry or community partners for ongoing improvement of their WIL experience
- Students are provided opportunities to provide feedback to institutional partners for ongoing improvement of WIL experiences

Illustration of practice

Social work students at QUT are required to complete a minimum of three guided reflections as part of their professional placements. Workplace supervisors support this reflection through the use of a guide developed with reference to the Australian Association of Social Workers (AASW) Practice Standards. Students are asked to consider issues, events or practices that are meaningful for them and reflect on those which were positive, negative, prompted significant learning or that just want to explore further. Workplace supervisors are supported with structured templates in which to guide the reflection and discussion, with the intent to continually shape the learning and experiences of students. Completion of the reflections must record completion of the reflection in the final placement report.

2. Curriculum design

A quality WIL curriculum should contain embedded, accessible and authentic learning and assessment within an intended and enacted curriculum.

Standard 2.1 WIL experiences are embedded through a whole-of-qualification curriculum design underpinned by current research and scholarship

Achievement of this standard may be evidenced by:

- WIL experiences are mapped to learning outcomes and assessment across the curriculum
- Mapping with purpose of WIL curriculum to appropriate level of study (e.g. AQF level)
- Threading of key skills required for success in WIL across a whole-of-qualification design
- Recognised and respected scholarly practice informing curriculum design
- Appropriate professional development of academic / teaching staff to develop capability in designing quality WIL curriculum.

Illustration of practice

The RMIT Bachelor of Landscape Architectural Design is designed to offer three designated WIL courses that are embedded developmentally, one into each year of the three-year degree. As well, these designated WIL courses are sequenced to develop the depth of engagement with landscape architectural practitioners as well as engaging with increasingly complex and real types of experiences found in industry practice.

The WIL experiences occur as live or simulated projects, commonly delivered via a series of vertically integrated classes led by current industry practitioners often hired as sessional academics. Sometimes, there are as many as 12 different studios within the one course / unit of study, available for students to select from. This means that class sizes can be kept small and so experiences can be customised by the academic to better suit student and curriculum needs. The designated WIL courses are sequenced within the distinct stream of 'Environments'. The Environments stream is one of three 'streams' that are designed to augment and support student learning in the design studio component of the program. The design studios are non-designated but similarly designed in relation to WIL courses run in other streams. They engage students in real world issues, are often led by current leading practitioners within the field of Landscape Architecture and partner with a range of organisations including state and local government departments, NGO's and community groups. Current respected industry practice, and current research and scholarship, are embedded at the heart of the program through on-going, continually improving, co-design with academics and practitioners.

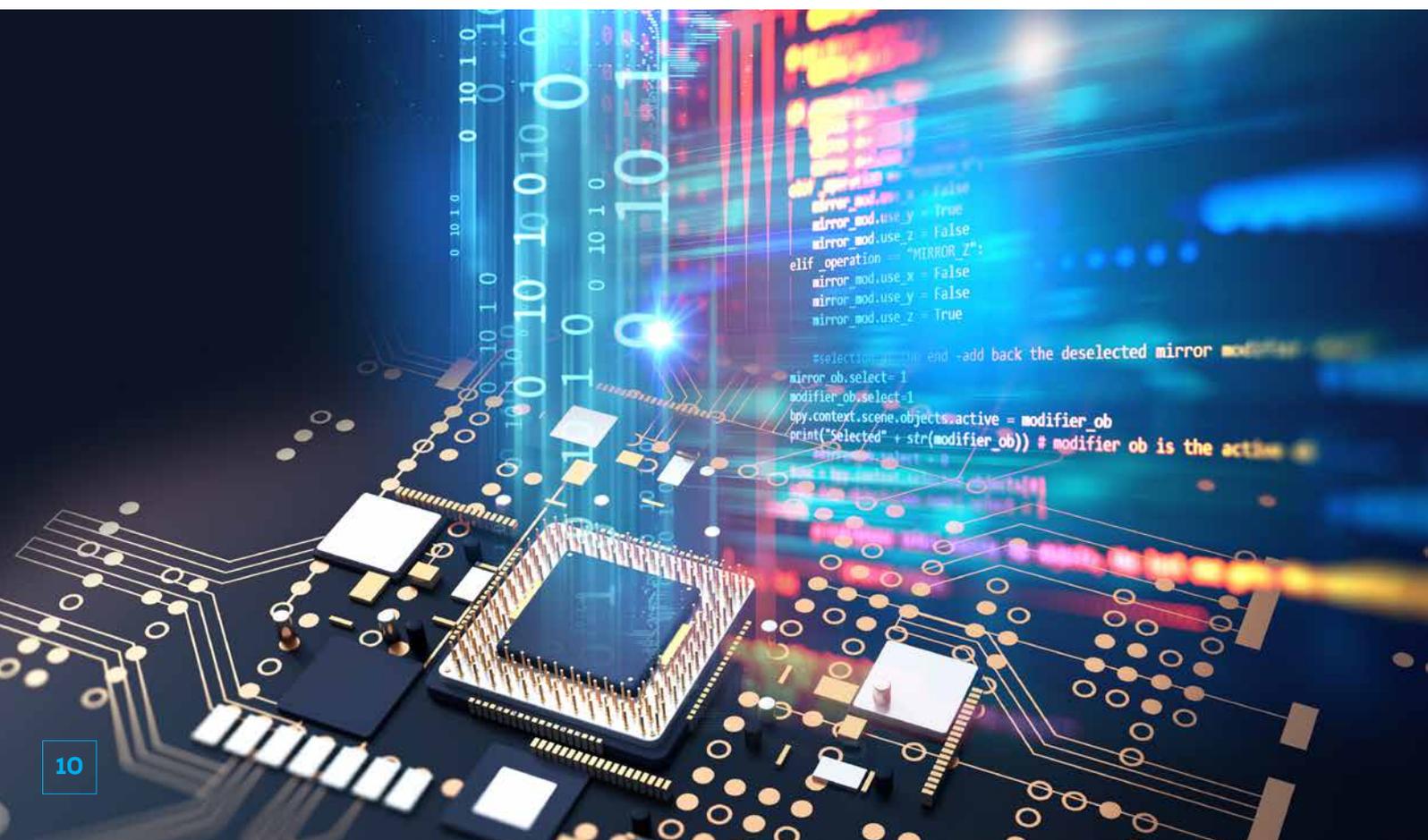
Standard 2.2 Students and industry are partners in the design of WIL curriculum

Achievement of this standard may be evidenced by:

- Engagement of key industry and community leaders in curriculum design advisory panels
- Use of past and prospective students in supporting the curriculum design process
- Execution and use of student and industry feedback to inform curriculum design and ongoing improvement
- Positive perceptions by students and industry of the appropriateness and relevance of the curriculum design

Illustration of practice

Across QUT, industry panels are constituted by key business and industry leaders from the particular discipline area. These panels provide a point of consultation around the intent of any curriculum change and review of proposed changes. Engagement with these panels occur across the curriculum design lifecycle, with the panellists encouraged to share what they see as the future opportunities in their discipline area, as well as the types of experiences and learning that would be necessary to harness these opportunities. Minutes and notes from these meetings are shared with the entire curriculum design team to inform decisions.



Standard 2.3 WIL curriculum design reflects professional accreditation requirements and ongoing career and employability development

Achievement of this standard may be evidenced by:

- Curriculum is mapped against professional accreditation requirements
- Continuing accreditation with appropriate professional accreditation bodies
- Documentation of ongoing and regular consultation with professional accreditation bodies

Standard 2.4 WIL curriculum design provides inclusive, equitable and accessible experiences

Achievement of this standard may be evidenced by strategies which:

- Support diverse student participation in WIL activities
- Provide equity-based financial and non-financial support
- Develop awareness of inclusivity, cultural safety, and diversity across the curriculum
- Support development of student self-efficacy through structured goal setting and mentoring, before, during and after a WIL experience
- Provide appropriate alternative arrangements for students to meet requirements of the professional accrediting body

Illustration of practice

QUT offers Equity Work Integrated Learning (WIL) bursaries valued up to \$750 to students undertaking placement and experiencing financial hardship, which is assessed by a Welfare Officer and administered through Counselling Services. Students meet with a Welfare Officer to receive appropriate and relevant advice and resources to assist with any financial issues at the time of being assessed for the bursary. The Bachelor of Nursing also includes a variety of placement models in addition to block placement. Students who are unable to undertake block mode are able to undertake a program that is more flexible and completed over a longer period of time. This allows students with extenuating personal circumstances to undertake placement two to three days per week during the semester. Documented extenuating circumstances are also considered as part of the allocation process. Within the curriculum, students complete subjects/units prior to placement that prepare them to participate in an inclusive, culturally safe manner.

Standard 2.5 WIL assessment design is supported by authentic tasks, aligned with learning goals and graduate outcomes

Achievement of this standard may be evidenced by:

- An assessment map that demonstrates engagement with industry partners, builds in increasing complexity, through a diversity of tasks which supports evidencing of graduate outcomes
- Formative and summative tasks designed to support assessment as, for and of learning
- Students being provided opportunities to demonstrate critical reflection on the nexus between professional practice, learning and graduate outcomes
- Guidelines articulating who is assessing, what is assessed, and standards of achievement
- Authentic activities which enable students to demonstrate achievement of learning goals

Illustration of practice

'Engaging with Europe: Professional Skills' is a non-assessed compulsory course for all taught masters students at the European Institute, London School of Economics. The programme embeds professional skills training workshops in the context of a high-profile professional speaker series. Both lecture and workshop segments are purposefully grounded within European institutions, public policies and contemporary political debates. As a result, the professional skills content clearly maps onto the academic content of the degrees. Guest speakers, wherever possible programme alumni, introduce a specific professional skill (e.g., blog writing, speech writing, legislative drafting), contextualising it within a relevant 'European' institutional setting (for example, Parliament or Commission) or issue area (for example, monetary union or freedom of movement). The following week, students attend a workshop on that same skill. Workshops use a variety of learning activities including individual work (such as interviewing), group work (such as speech writing and blogging) as well as simulation exercises (such as lobbying and legislative drafting). Students receive feedback on the professional outputs that they produce. All final (revised) outputs are uploaded onto an electronic portfolio system that students can share with prospective employers. The course receives positive feedback from students who value its unique approach to subject-relevant professional skills development.

Standard 2.6 Student learning gains are measurable against intended outcomes

Achievement of this standard may be evidenced by:

- Assessment criteria and standards are clearly mapped to intended learning outcomes (e.g. assessment rubric)
- Demonstration of the application of key learnings within student WIL experiences (e.g. practice examples, reflective journals)
- Demonstration of the transfer of knowledge and skills beyond the WIL experience (e.g. learning application within subsequent units of study)
- Student portfolios of practice demonstrating attainment of intended outcomes

Illustration of practice

Griffith University have developed a 'flipped WIL' model of practice within the Bachelor of Journalism which is designed to scaffold professional learning across the three years of the degree and support better transfer into practice upon graduation. The 'flipped model' employs continuous feedback loops to support students learning in and through action, as well as collaborative approaches to learning and practice to ensure sustained learning and development. The structure of the WIL experiences across the degree increases with complexity and expectations as students progress in their study. In doing so it supports students recalling and building on past experiences to enhance future learning, setting them up well for the transition into the workplace.

Standard 2.7 Benchmarking of WIL assessment and identification of areas for improvement

Achievement of this standard may be evidenced by:

- Collection of data (e.g. student performance data, including assessment reports, retention, industry and student feedback) to enable benchmarking and quality improvement
- Regular internal reviews of WIL
- External review and benchmarking of assessment tasks, feedback and students outcomes (e.g. moderation process)
- Action plans and strategies arising from reviews and benchmarking

Illustration of Practice

Over the past 7 years, RMIT has collected WIL data through a range of internal program audits, Inplace data and reviews. The most recent audit of numerous programs focussed on the curriculum and practice aspects of WIL, identifying: authentic assessment, preparation of students and industry partners, inclusive and equitable WIL activities, alignment of WIL activities with intended learning outcomes and use of WIL Agreements. This internal review has highlighted key areas for improvement, action plans for future practice and examples of good practice.

3. Institutional requirements

Quality WIL activity across tertiary institutions requires effective leadership, management of risk and resources, and reporting around WIL experiences supporting continual improvement.

Standard 3.1 Institutions have shared goals, policies, principles and values about WIL

Achievement of this standard may be evidenced by:

- Clear and accessible institutional policy, protocols and guidelines
- WIL embedded in broad institutional values
- Information flow and effective communication across different areas of the university

Illustration of Practice

University of New South Wales (UNSW) has developed a Work Integrated Learning Procedure under its governance policies that sets out the requirements and processes for managing WIL offered as a part of coursework programs. It is designed to ensure subjects and programs are of high quality, with minimal risks to students, UNSW and partner organisations, and that they comply with relevant legislation and requirements of professional registration and accrediting bodies. To provide advice and support to stakeholders about optimal design and delivery of WIL subjects, the WIL Procedure is supplemented by guidelines of what constitutes WIL at UNSW, checklists for students, staff, and partner organisations, and the WIL Student Supervision and Support Guidelines. Led by the Office of the Pro Vice Chancellor (Education), the process of developing the WIL Procedure spanned two years, during which two factors were key to fostering a shared vision across the university. Firstly, WIL was identified in the University's strategy (UNSW Strategy 2025) as key to the student experience. Secondly, extensive consultation took place with WIL staff, both academic and professional, at all levels and from all parts of the university. This consultative approach embodies the distributed leadership advocated by The WIL Leadership Framework.

Standard 3.2 Institutions have identifiable leadership and governance structures for WIL

Achievement of this standard may be evidenced by:

- Identifiable and names leadership roles for work integrated learning
- An active community of practice for staff engaged in WIL across an institution
- Institutional committees and working parties charged with leadership of WIL across an institution

Illustration of practice

The Work Integrated Learning Community of Practice (WILCOP) is a core part of the operation of WIL at the University of New South Wales (UNSW). This is an umbrella group, chaired by the Academic Director of WIL Central (situated in the Office of the Pro Vice Chancellor (Education)), that brings together academic and professional WIL staff from all parts and levels of the University. The purpose of the group is to pool expertise and knowledge, to collaborate in generating solutions to complex issues, and to promote excellence in all aspects of WIL. The UNSW WILCOP consists of several smaller specialist working groups that focus on different aspects of the design and delivery of WIL including: development of supporting documents and resources for the WIL Procedure; development and management of industry and community partnerships; improving student services relating to WIL; and curriculum design and scholarship. The working groups change over time in response to the current needs of the WILCOP. In turn, the WILCOP enables swift communication as well as sharing of resources and knowledge. Most importantly it provides a space for honest and open discussion about the joys and concerns of staff, and a place to explore ideas and options for further development of WIL.

Standard 3.3 WIL is supported by adequate and effective IT and administrative systems

Achievement of this standard may be evidenced by:

- Usable IT support systems with effective record management processes (including planning of needs across the university)
- Regular communication and quality improvement meetings with staff involved in the administration and record management for WIL

Illustration of practice

QUT has deployed the InPlace Placement System across the whole university as an approach to collecting a shared data set of student placements and industry projects, as well as delivering some standardisation of practice and engagement with industry. To support the ongoing use of the system, the integrity of data, and also future improvements, QUT has constituted a User Reference Group which meets bi-monthly. This group is comprised of identified InPlace Faculty Administrators and other key users of the system, alongside IT service managers and support staff.

Standard 3.4 Institutions provide targeted professional development for academic and professional staff, and industry and community partners

Achievement of this standard may be evidenced by:

- Articulated professional learning strategy
- Records of staff professional learning in WIL related activities
- Documentation of industry and community training and engagement
- Professional development programs developed based on published scholarship and research, and stakeholder feedback

Illustration of practice

One of the keystones of WIL is quality supervision from both academics and the workplace. In recognition of this, University of New South Wales (UNSW) has developed the WIL Student Supervision and Support Guidelines document, designed to inform stakeholders about UNSW's WIL policy and procedures, and to provide advice about best practice based on current scholarship, including the role of supervisors and good supervision practice. The section for university staff includes advice on student preparation for their WIL activity, provision of structured learning experiences, feedback, monitoring and managing student progress, debriefing, pastoral care, and student safety. The section for workplace supervisors covers collaborative design of WIL activities, how to provide opportunities to learn, setting a welcoming environment, holding regular and effective meetings, feedback, liaising with university staff, and student safety and well-being. The final section designed for students outlines how to prepare for their WIL activity, making the most of opportunities during the WIL activity, keeping up with program requirements, getting the best out of feedback, professional conduct, and what to do if there are concerns or difficulties.

Standard 3.5 Enacted legal and risk management frameworks, compliance procedures and processes

Achievement of this standard may be evidenced by:

- Identifiable and usable risk management instruments
- Documented risk management profiles for WIL activities
- Completed student risk assessments and health and safety checklists
- Appropriate management of agreements, intellectual property and confidentiality deed (see Standard 4.3)
- Appropriate insurance coverage and processes
- Policy Register of relevant government and university regulations
- Records of compliance actions

Illustration of practice

The Student Compliance team within the Placements Hub at Western Sydney University, is a central team that works closely with Schools to provide management and maintenance of student compliance requirements and data. Multilingual guides covering English, Chinese, Vietnamese and Nepalese languages and including student compliance checklists have been prepared to assist students in completing compliance for placements.



Standard 3.6 Provision of funding, resourcing, support, and recognition necessary to achieve WIL strategic goals

Achievement of this standard may be evidenced by:

- Dedicated resourcing for the administration and delivery of WIL
- Regular and effective institutional review and audit processes
- Institutional audit reports and associated action plans
- Reward and recognition of staff involved in the implementation and leadership of WIL

Illustration of practice

A central WIL team is funded and resourced at RMIT to provide advice, support, website, policy and processes, and reporting to the University, colleges and schools, and externally to other institutions and out to industry. Some colleges also have dedicated resources in the form of roles, funding, websites and processes. These are regularly reviewed and improved in response to need / feedback specific to the individual College. Schools also have dedicated WIL resources dependent on their own particular needs. Big WIL schools such as Education and Global, Urban, and Social Studies have large WIL teams that deal with a range of WIL responsibilities from industry engagement to administration around agreements.

The RMIT Vice-Chancellor's Award for Strategic Contributions to Learning and Teaching - Industry/Community Partnerships that Foster Student Learning, Engagement or Experience award is open to VE, HE teaching staff and professional staff. The University and Colleges also recognise staff involved in the implementation and leadership of WIL through the regular publication of official RMIT news stories and newsletters.

Standard 3.7 Evaluation and tracking of short to long term WIL outcomes for continuous quality improvement

Achievement of this standard may be evidenced by:

- Improvements against key student and institutional performance indicators
- Student performance, attrition, and satisfaction data
- Evaluation and feedback from industry and community partners
- Benchmarking of institutional processes and practices with external partners

Illustration of practice

Students in Creative Industries at QUT are required to complete a wide range of professional experiences. Each student experience can commence, and conclude, at different times across the year. Therefore, it is not easily possible to evaluate student experiences as a singular cohort. To evaluate the experience of students a short online survey is used to capture the student experience, for example how well the experience supported their understanding of workplace culture, the support they received from their mentor, and confidence of transition to future professional practice. An online survey is also distributed to industry partners to affirm compliance with requirements, and also to gather information about the employment of students as an outcome of the internship.

4. Stakeholder engagement

Quality WIL experiences are supported by connection and responsiveness to the dynamic expectations of diverse stakeholders (industry, community, government, tertiary education sector, professional bodies).

Standard 4.1 Diverse stakeholders are active participants across WIL activities

Achievement of this standard may be evidenced by:

- Clear protocols and practices for stakeholder engagement, including a stakeholder engagement matrix
- Stakeholders participate in course and curriculum design processes and advisory committees
- Written and verbal feedback to and from stakeholders
- Stakeholder participation in WIL review and quality improvement processes
- Engagement with professional representative and accreditation bodies (see Standard 2.3)
- Appropriate preparation of industry and workplace supervisors (see Standards 1.5 & 3.4)

Illustration of practice

The Bachelor of Medical Imaging and Bachelor of Radiation Therapy has been developed through extensive consultation with key stakeholders: students, academic staff, industry partners, community partners and accreditation bodies. An Advisory committee with the key stakeholders meet at least twice per year as a forum to provide input and feedback regarding the curricula. During curriculum reviews, stakeholders are engaged in a formal process. At QUT, Students as Partners has become an institutional-wide approach to curriculum development, embedded within university culture and within curriculum review processes.

Standard 4.2 Partner sites are reviewed for health and safety, and suitability for WIL activities

Achievement of this standard may be evidenced by:

- Recorded complete site reports and audits
- Documentation of issues related to discrimination, harassment and bullying being investigated and informing the review of continued engagement with certain partners
- Partner compliance with equal opportunity and anti-discrimination legislation
- Partner policy and procedures to support diversity and inclusion across the workforce
- Records of suitable qualifications of stakeholder staff providing academic input into workplace learning and supervision

Illustration of practice

In the Faculty of Health at QUT, regular reports are provided from central Health, Safety and Environment personnel on incidents that have occurred during a WIL experience. All incidents on placement are recorded in a central system and reviewed on a regular basis. An annual report is conducted to identify any patterns or issues with individual industry partners or whether curriculum changes are required to respond to student practices on placement (such as needle stick injuries or use of particular equipment or plant). Any identified patterns or issues form part of the review process regarding continuation with an industry partner within the WIL program.

Standard 4.3 Institution has effective policies and procedures in place for ongoing quality assurance of stakeholders including partner agreements, financial arrangements, and supervision quality

Achievement of this standard may be evidenced by:

- Effective use and repository of appropriate forms, agreements and documentation
- Established quality assurance cycle and review timeline
- Workplace supervisor training and accreditation

Illustration of practice

QUT has employed the use of partner agreements with all WIL partners. These documents, prepared by legal, are short contracts which clearly outline the obligations of all parties (university, industry and students). A single agreement has a maximum term of 3 years, meaning that every agreement must be regularly reviewed. It is an expectation of the university that all signed agreements are stored within the central WIL IT system and/or the university document management system. These systems support the regular review of WIL agreements. The university is currently developing a more comprehensive contract management system which will better support the execution, storage and review of agreements.

Standard 4.4 Institutions undertake site contact and stakeholder communication

Achievement of this standard may be evidenced by:

- Auditable records of contacts at discipline and university level WIL sites
- Field notes from site visits
- Records of electronic communications with sites

Illustration of practice

Within the discipline of Exercise Sports Science and Exercise Clinical Physiology at QUT, the Unit Coordinator of WIL is responsible for undertaking and documenting site visits. A schedule of visits is developed with the aim of visiting all sites over a certain period (i.e. at least once in a two-year period or less if a critical incident occurs). Other staff within the School are involved to lessen the burden for the Unit Coordinator; and, where staff have existing connections with industry partners, this provides an opportunity to maintain and strengthen the partnership. Where industry partners are located in a more distant or remote location, phone interviews are undertaken. The assessment process is also utilised to gather information about the student experience at the interim and summative phase to inform the continued partnership between QUT and the site.

Standard 4.5 Effective and sustainable relationship management including appropriate communication, reward and recognition

Achievement of this standard may be evidenced by:

- Communication matrix and protocols
- Briefing information and/or sessions for stakeholders prior to WIL experiences
- Visible reward and recognition, e.g., certificates of appreciation, series of awards for stakeholders (individual and organisation levels)
- Guidelines for university staff to offer debriefing (e.g., as a result of an incident), and how to respond to stakeholder-initiated debriefing
- Debriefing with stakeholders to identify areas of improvement and future learning opportunities

Illustration of practice

The School of Media and Communications, and School of Design at RMIT have a trained and experienced shared professional team supporting industry engagement generally, and, in particular, relationship management. Their aim is to create sustainable, on-going, innovative WIL opportunities that benefit all stakeholders. Communication protocols include informative marketing packages (e and web versions) targeted to industry partners and to students; email templates for student / industry comms; stepped out processes for managing and building out new leads and opportunities that come into the team; training on approaching new potential partners; consistent advice / use of selected language and terminology when advising students, academics and hosts; industry-friendly processes for expressions of interest and for selecting students for placement; etc. The team regularly visits and presents at industry job/careers/internship fairs which are also used to network and broker WIL opportunities. The team briefs students, academics and industry hosts before internships begin either face to face, in a class / group session, or via email / phone comms. Formal de-briefs are arranged when requested by the partners. The team always asks hosts for feedback on every placement it arranges, and continually encourages feedback from staff. Industry hosts are encouraged to consider awards and recognitions for exceptional internships, and many do this. The University sometimes offers reduced rates for Short Courses to valued WIL industry partners. Recognition of good WIL partnerships also occurs through RMIT website news stories. Major industry partners are recognised through the benefit of being assigned a dedicated RMIT WIL Account Manager. The University has guidelines for responding to and managing incidents and these are described in the WIL Agreement, the Staff WILReady Cred, and on the WIL webpages of the RMIT website.

Standard 4.6 Partnership arrangements are regularly reviewed

Achievement of this standard may be evidenced by:

- Schedule of review for WIL agreements informing future partnership arrangements
- Documented reviews of stakeholder issues, student and stakeholder feedback

Illustration of practice

Through the use of a centralised WIL IT system, QUT has been able to develop a university-wide notification protocol for issues with regards to industry and business partners. Where an issue has been identified, for example a report of misconduct directed towards a student, the faculty administrator is able to request a notification flag be placed on that partner's entry in the IT system. These requests are reviewed and monitored by the system administrator and once approved where another staff attempts to use this partner for a student placement or project a notification is provided directing them to contact the person who originally requested the flag. These notifications can be used for serious matters of misconduct, as well as, for example, where a partner may request a period of time without students, or similar issues which mean they are temporarily or permanently not suitable for student engagement.

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