

## Work Integrated Learning Policy

Date of Approval by Governing Board: 7<sup>th</sup> April 2016

Date of review: 7<sup>th</sup> April 2019

### 1. Purpose

1.1 This policy outlines the Institute's approach to work-integrated learning (WIL).

1.2 This policy informs the design and delivery of the Institute's programs' curricula and coursework.

### 2. Principles

2.1 The Institute values the benefits of WIL with respect to students' career development and their graduate attributes and outcomes.

2.2 The Institute values the benefits of WIL with respect to engagement with industry as a resource for sustaining the relevance of award curricula, academic staff currency of practice, and brand reputation.

2.3 WIL is a compulsory and assessable element of the Institutes' programs' curricula.

2.4 WIL is designed and delivered with respect to disciplinary and industry requirements.

2.5 WIL is designed and delivered with respect to reasonable limits of resource capacity to ensure the feasibility and sustainability of any given WIL initiative.

2.6 WIL initiatives meet ethical and legal requirements with regard to the safety and wellbeing of students, academic staff, host employers, and the public.

### 3. Definitions

3.1 *Work-Integrated Learning (WIL)*. WIL is an a pedagogical concept; it is an "umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum" (Patrick et al., 2008, p. iv). WIL is "the intersection and engagement of theoretical and practice learning. The process of bringing together formal learning and productive work, or theory and practice. Constructing one system using available knowledge from several separate sources. Other terms used to describe work integrated learning include practicum, internships, fieldwork, cooperative education, field education, sandwich course, service learning, international service learning." (Cooper, Orrell, & Bowden, 2010, p. xiii).

3.2 *Work-based Learning*. In a pedagogical sense, WIL is not the same as work-based learning, which is "learning programmes that are instigated by and begin within a workplace. Industries and organizations negotiate with universities to accredit learning and accumulated expertise that has developed through practice within the workplace and professional development. .... These programmes are driven by learning organizations that seek to enhance the capabilities of their existing workforce."(Cooper et al., 2010, pp. xiii-xiv)

3.3 *Work experience (legal definition)*. The term "work experience" is legally defined by the *Education (Work Experience) Act 1996*, which states, "However, an arrangement made by a registered higher education provider is not a work experience arrangement if—(a) it is for the provision of experience to a student enrolled in a course provided by the registered higher education provider; and (b) the experience is a mandatory or assessable part of the course." Therefore, according to this limitation, the Institute does not regard work experience as WIL

because WIL is a compulsory and assessable element of the Institutes' programs' curricula.

3.4 *Work experience (pedagogical definition)*. The legal definition of work experience should not be equated with the pedagogical meaning of work experience, which is “exploratory, observational programmes largely used by secondary education in which students are exposed to the world of work in order to gain some insight into potential life careers. This kind of experience does occur at the post-compulsory level of education, but it is largely a voluntary experience and notably is not an element of the formal curriculum.” (Cooper et al., 2010, p. 1). In this pedagogical sense, WIL is not the same as work experience. Therefore, the Institute does not regard work experience as WIL because WIL is a compulsory and assessable element of the Institutes' programs' curricula.

3.5 *Vocational placement*. WIL may involve a vocational placement which means “a placement that is: (a) undertaken with an employer for which a person is not entitled to be paid any remuneration; and (b) undertaken as a requirement of an education or training course; and (c) authorised under a law or an administrative arrangement of the Commonwealth, a State or a Territory.” (Australian Government, 2009)

#### **4. Scope**

4.1 This policy applies to all coursework programs of the Institute.

4.2 The Program Director is responsible for the quality of the design, delivery, and evaluation of WIL coursework.

4.3 The Institute recognizes the value of the National Strategy on Work Integrated Learning in University Education (2015).

4.4 The Institute complies with the regulations of WIL with respect to the Australian Government's *Fair Work Act 2009* and the authoritative guidelines provided by Workplace Ombudsman with particular regard to “vocational placements” and “unpaid work”.

4.5 The Institute complies with the Queensland Government's *Work Health and Safety Act (2011)* with respect to the definition of an employee apropos “work experience”.

4.6 This policy should be read in conjunction with the following documents:

- *Student Grievance and Mediation Policy*
- *Student Assessment Policy*
- *Student Assessment Guidelines*
- *Student Learning Support Policy*
- *Fair Work Act (2009)*
- *Work Health and Safety Act (2011)*
- *Education (Work Experience) Act (1996)*