

Work Integrated Learning Policy

Section 1 - Purpose

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

Section 2 - Scope

(2) This Policy applies to all University courses determined under the [University of Canberra Courses and Awards \(Courses of Study\) Rules 2023](#).

Section 3 - Principles

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

(4) WIL is designed to be sustainable, inclusive, equitable and accessible.

(5) WIL is authentic and relevant to the discipline.

(6) 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.

(7) Continuous improvement is embedded into the WIL Program through evaluation processes.

WIL Framework

(8) The WIL Framework provides fundamental standards and systems required to implement the WIL principles.

WIL Categories

(9) The University uses four WIL categories:

- a. Field Work
- b. Projects
- c. Placements and Internships, and
- d. Simulation.

(10) WIL may be industry, research and/or community focused.

WIL Partnership Model

(11) The WIL Program is implemented through the WIL Partnership Model. This model is characterised by collaboration, cooperation and co-ownership.

(12) 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

(13) Stakeholders share responsibilities in the development, preparation, delivery and evaluation of WIL.

(14) 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 and 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 and 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

(15) The University provides a range of services and systems to support the implementation of WIL.

Table 2: University Services and Systems

Student services	Staff services	Systems
Careers UC Complaints & Appeals Graduate Research School InclusionUC Student Wellbeing & International Support 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 Student Wellbeing & International Support	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

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

- a. Academic Quality and Standards Committee (AQSC)
- b. Academic Board;
- c. Audit and Risk Management Committee (ARMC); and the
- d. Student Representative Council.

Evaluation

(17) 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.

Section 4 - Procedure

(18) Refer [Work Integrated Learning Procedure](#).

Section 5 - 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.
Field work	An approved activity that involves observing, collating information and/or collecting data/specimens.
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.

Terms	Definitions
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.
Work integrated learning 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.
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.

Status and Details

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