Work Integrated Learning Policy

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1. Purpose

a. Work Integrated Learning (WIL) is the broad term referring to any structured and purposefully designed learning and assessment activity in a course curriculum that integrates theory with the practice of work. This encompasses experiences with industry or community partners, including professional workplace placements (locally, interstate or internationally), online or virtual WIL (e.g. telehealth), industry-partnered projects in the classroom, and simulated work environments.

b. WIL is a key element of Flinders University's commitment to high quality learning and teaching. It is recognised as making a significant contribution to the transition of graduates to the workplace.

c. This policy provides a framework and principles for WIL at Flinders University. It is intended to ensure that students are provided with an effective and constructive learning experience integral to a course of study by:

   i. embedding WIL into course curricula

   ii. ensuring each WIL activity meets the needs of students, host organisations and the University, and

   iii. ensuring compliance with the Higher Education Standards Framework (Threshold Standards) 2015, other relevant legislation and external professional accreditation requirements in respect of WIL.

2. Scope

a. This policy applies to any WIL activity that is undertaken:

   i. outside the University environment with a host organisation

   ii. within the University environment in conjunction with an external partner,

   iii. within the University environment where the activity authentically simulates a work environment

   iv. within the University environment where the partner is the University in its capacity as an employer

   —both onshore and offshore.

b. This policy applies to all students, all staff and all external host organisations or partners (e.g. industry, government, professional or community organisations) involved in WIL at Flinders University.

c. This policy does not apply to:

   i. non-award courses

   ii. Higher Degree by Research courses

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    iii. work experience that is not assessed, or

    iv. any other learning experiences not specified in a. above.

3.   Policy statement

a. There are two categories of WIL:

    i. that which enables students to demonstrate development towards meeting required professional standards of practice, in accordance with professional accreditation requirements, and

    ii. that which introduces students to practices of work relevant to their degree where workplace experience is not a prerequisite for entry into a vocation.

b. All WIL activities must:

    i. be embedded into the curriculum to support the integration of theoretical learning with its applications in the workplace or community environment.

    ii. include consideration of inclusive, equitable and accessible WIL experiences design.

    iii. have clearly articulated learning outcomes and assessments related to the WIL environment

    iv. be monitored and supervised and include actionable feedback to enable students to reflect on their practice

    v. comply with relevant legislative and regulatory requirements for WIL placements and University policies, and

    vi. include opportunities for students to reflect on their experience and develop knowledge and skills relevant to their future profession or career.

4.   WIL principles

4.1. Inclusion in curriculum

a. All undergraduate and, where relevant, postgraduate coursework courses must include an opportunity for students to undertake a WIL activity as a core or elective component of at least one topic in a course. If the professional accreditation of a course requires students to complete specified WIL placement/s, all such placements must be provided, and satisfactory completion must be a compulsory requirement for successful completion of the course.

b. Where applicable, WIL activities must be tailored to the vocational skills related to the course in which they are offered.

c. The needs of students who may require reasonable adjustment must be taken into account, in accordance with the Disability Policy.

4.2. WIL activities

a. Negotiations for WIL activities must take account of the need to provide mutually beneficial outcomes for students, the University and host organisations.

b. A WIL activity may only be undertaken where a written WIL Letter of Agreement, or any other legally binding agreement capturing the requirements of the placement, is in place.

c. Students must provide evidence that they have completed WIL compliance obligations before they begin their WIL activity, and must continue to comply with all WIL obligations throughout the activity.

d. Risks associated with WIL must be managed by all stakeholders including staff, students and host organisations.

e. Staff with responsibilities for any aspect of WIL design, decision-making, implementation, review or reporting must support students throughout the placement, including monitoring students' experience and progress, and regularly assessing their work.

f. The University may refuse to allow a student to commence a WIL activity, or may withdraw a student from a WIL activity, in any of the circumstances described in the WIL Procedures including, but not limited to, circumstances where it reasonably believes that the student presents a risk to themselves or others in undertaking the WIL activity.

4.3. Assessment and evaluation

a. Assessment of WIL must be consistent with the University's Assessment Policy and supporting procedures, taking into account the context and situation of each student's WIL experience.

b. The assessment of WIL learning outcomes must:

   i. align with the relevant topic and course learning outcomes

   ii. reflect the appropriate level of the Australian Qualifications Framework

   iii. reflect professional accreditation requirements, where relevant.

c. Topic Coordinators are responsible for the final assessment of each WIL activity in their topic but may be informed by external WIL supervisors and/or other academic staff.

d. Assessment and evaluation must be informed by and relevant to the needs of business, industry and/or the community.

e. WIL activities must be regularly evaluated and align with professional accreditation standards where relevant.

5. Supporting procedures

Supporting procedures are part of this policy and provide additional detail to give practical effect to the policy principles.

Work Integrated Learning Procedures

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Responsible Officer	Pro Vice-Chancellor (Curriculum Impact)
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* Unless otherwise indicated, this policy or procedures still apply beyond the review date.

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