Work Integrated Learning

1.0 Purpose

This Policy sets out the principles and requirements which govern work integrated learning (WIL) activities at Griffith University. This Policy should be read in conjunction with the *Work Integrated Learning Procedure*.

2.0 Scope

This Policy applies to all:

- WIL activities that form components of Griffith undergraduate, postgraduate, and higher degree by research (HDR) programs; and

- Undergraduate and postgraduate students, HDR candidates, staff, partner organisations and supervisors (Griffith and/or partner).

This Policy does not apply to academic delivery with other parties, student mobility (study abroad and student exchange), articulation agreements, credit transfer arrangements, non-award programs, nor cross-institutional study. Details of such arrangements are governed by their respective policies and procedures.

3.0 Policy statement

At Griffith, WIL includes all practical learning experiences that integrate academic knowledge with professional workplace skills within a purposefully designed curriculum. It is offered within an academic framework as part of a program of study, with a work learning context provided in partnership with an organisation to ensure the practical and realistic application of learning. WIL plays a crucial role in preparing Griffith students for successful careers by fostering a deeper understanding of their chosen field, enhancing their employability, and cultivating strong industry connections.

At Griffith WIL can be:

- embedded across a program, where a range of WIL activities are offered across more than one course; and/or

- a program requirement for those professions that require a minimum level and number of hours of work experience to receive accreditation; and/or

- embedded into a WIL designated course where WIL is the principal component of the course.

This policy outlines the principles, definitions, and requirements for implementing WIL activities.

3.1 Principles

Griffith adheres to the following principles in the implementation of WIL activities:

- **Design:** WIL at Griffith is purposefully designed, relevant to the discipline of study, and forms part of a coherent program of study with constructive alignment between learning outcomes, methods of assessment, and WIL activities. Assessment must be appropriate for the level and nature of learning outcomes and be supported by reflection and scaffolded career development learning.

- **Quality assurance:** All WIL activities are evidence-based and continuously monitored and improved to ensure academic rigor, alignment with learning outcomes, and compliance with the Higher Education Standards Framework, the Fair Work Act, the Australian Code for the Responsible Conduct of Research, professional registration and accrediting bodies, and Griffith policies.

- **Equity and inclusion:** All programs are expected to include the opportunity for a student to undertake WIL activities. All WIL activities and associated facilities, infrastructure and formats of delivery are designed to be inclusive, equitable, flexible, and accessible.

- **Real world:** WIL is co-designed with partner organisations to align with current and emerging work and research practices and to integrate theory with practice to benefit Griffith, its partner organisations, and students.

- **Student support:** Adequate support mechanisms, facilities and infrastructure will be in place to assist students throughout their WIL experiences, including sourcing of WIL activities, orientation, supervision, monitoring, evaluation, clear student grievance processes, and opportunities for feedback.

- **Safety and risk:** Risks and due diligence associated with WIL are monitored and managed by Griffith and the partner organisation to ensure the health, safety and wellbeing of students and compliance with legislative and regulatory work health and safety requirements. Griffith remains responsible for the quality of its programs and courses, and for the health, safety, and wellbeing of its students.

3.2 Program and Course Requirements

3.2.1 Design requirements

WIL that is undertaken as a course and/or program requirement must be designed in accordance with the *Program and Course Policy* and the program design structure principles outlined in the *Program Structure Design Principles Schedule*. For a course to be considered a WIL designated course, the course must:

- require students to undertake learning in a work learning context;

- integrate engagement with a partner organisation;

- require students to complete an authentic task; and

- include authentic assessment tasks (as per Griffith's assessment policy suite) that comprise at least 50% of the course assessment weighting.

Programs Committee can approve exemptions from the program and course requirements where professional accreditation requirements prevent WIL being offered within the normal program duration or where, in a double degree, requirements for programs prevent WIL activities from being offered.

3.2.2 Types of WIL

WIL activities can be conducted face-to-face, online or in a blended approach, and may be on-campus or at a workplace site, research facility or institute, community setting, or a combination of these locations. WIL also can be local, interstate, international, may be paid or unpaid, and may fall under one of the following broad categories:

- **Placements and internships:** (also known as clinical placements, clinical rotations, practicum, internships, industry placements, field practice, professional practice, clinical practice, teaching practice, and work placements) consist of students undertaking learning activities within a work environment supervised by a partner organisation.

- **Partnered projects and student consulting:** usually overseen by an academic lead, involve partner organisations and require teams or individual students to undertake a project and/or consultancy that is based on a real-world problem or addresses an industry or community need. Other types of partnered projects and student consultancies include hackathons, start-ups, incubators, and competitions.

- **Simulated work environments:** provide students with authentic, hands-on experiences within virtual workplaces or simulation labs using the equipment or practices of a partner organisation to develop practical skills and decision-making capabilities.

- **Embedded HDR research projects:** involve HDR candidates embedded with partner organisations and undertaking research and development activities which contribute towards the progression of their research outputs and outcomes.

4.0 Roles, responsibilities, and delegations

The initiation, management, quality assurance, review and reporting of WIL agreements, including WIL delegations, and WIL agreement variations, breaches, and terminations, is managed through the *Work Integrated Learning Procedure*.

WIL program and course quality assurance and review is managed through the *Program and Course Procedure* and the *Program and Course Review Procedure*.

Breaches of Academic Integrity, which amount to academic misconduct, are managed through the *Student Academic Integrity Policy* and the *Student Breaches of Academic Integrity Procedure.*

Student misconduct or poor student performance during a WIL activity is managed through the *Student Conduct, Safety and Wellbeing Policy* and the *Inability to Complete Required Components of Professional Qualification Policy* where WIL is a core component of the program of study.

5.0 Definitions

For the purposes of this policy, the following definitions apply:

Academic lead refers to academic staff members with delegated responsibility for the design, delivery and quality assurance of WIL courses and/or WIL activities. Examples of roles include HDR supervisors, WIL course coordinators, clinical facilitators.

Higher Degree by Research (HDR) refers to a Research Masters or Research Doctorate where:

- Research Masters means a Level 9 qualification as described in the AQF and where a minimum of two-thirds of the program of learning is for research, research training and independent study.

- Research Doctorate means a Level 10 qualification as described in the AQF and where a minimum of two years of the program of learning, and typically two-thirds of the qualification, is research.

Partner organisation refers to any for profit or not-for-profit industry, community and/or research organisation, centre, institution, employer, sole trader, agency, enterprise, workplace, or body that provides a WIL activity to Griffith students.

WIL is an umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum and/or program. Examples of these approaches include

placements, internships, partnered projects, student consulting, simulations, and embedded HDR research projects.

WIL activity a form of work integrated learning whereby a student engages in authentic and purposeful learning experience within a work context that is assessed as the principal component of a WIL designated course and/or program.

Work learning context refers to a workplace-like environment or situation in which learning takes place which enables students to practically apply their learning within a work context. Work learning contexts can be on or off campus, face-to-face or online, simulated, work-based, or field-based.

6.0 Information

Title	Work Integrated Learning Policy
Document number	2024/0000005
Purpose	This Policy sets out the principles and requirements which govern any work integrated learning arrangement undertaken by Griffith students. Please refer to the *Work Integrated Procedure* for specific processes.
Audience	Staff
Category	Academic
Subcategory	Learning & Teaching
UN Sustainable Development Goals (SDGs)	This document aligns with Sustainable Development Goal/s: 4: Quality Education 17: Partnerships for the Goals
Approval date	16 May 2024
Effective date	Trimester 2, 2024
Review date	2029
Policy advisor	Dean, Student Experience and Employability
Approving authority	Academic Committee

7.0 Related Policy Documents and Supporting Documents

Legislation	Higher Education Standards Framework (Threshold Standards) 2021
Policy	Admission Policy
	Academic Delivery with Other Parties Policy
	Assessment Policy
	Program and Course Policy
	Risk and Resilience Management Policy
Procedure	Work Integrated Learning Procedure
Local Protocol	Delegations Register