



## 1. What is Work Integrated Learning?

Work Integrated Learning (WIL) is the intentional integration of theory and practice. It is the process whereby students learn through experience in practical settings. WIL is learning which is embedded in the experience of work, whether it is paid or unpaid, full-time or part-time. It may be embedded into a course or unit, or completed as an extra or co-curricular activity.

WIL at Elsenburg aims to enhance the skills and attributes that have been identified as being critical to the success of graduates – making significant contribution to graduates' work and industry readiness. During WIL, students have the opportunity to learn by doing and be provided with valuable feedback – providing them with the opportunity to develop the skills and capabilities that employers and community expect.

## 2. The benefits of Work Integrated Learning

Your organisation can benefit from participating in this program in the following ways:

- Access to motivated, enthusiastic and willing students
- The assistance of motivated students who bring the latest theory, techniques and ideas to the organisation
- The opportunity to plan new ideas and establish new projects
- The opportunity to complete existing projects
- The advantage of having a dedicated person to work on special projects and tasks
- Staff development through interaction and engagement with students
- The opportunity to identify prospective employees
- The opportunity to provide feedback that shapes what future students are taught

## Work Integrated Learning General Guidelines

These Guidelines describe the respective responsibilities of the Institution (including those of relevant members of staff), students and Host Organisations ("Host") engaged in Work Integrated Learning ("WIL") placements generally.

### 1. Definitions

"Work Integrated Learning" ("WIL") is a generic term used to describe organised strategies and practices that integrate theoretical learning with directly related workplace experience in credit-earning activities that contribute to final results in units. Structured assessment is an essential component of WIL.

The Host is the organisation responsible for ensuring that appropriate provisions are made for a student on a WIL placement.

### 2. WIL Curriculum

The curriculum for a WIL activity must:

- a) be primarily related to students' academic study, with a secondary emphasis on the career aspirations of individuals;
- b) focus on productive and meaningful workplace tasks that build on students' theoretical knowledge base in a structured and appropriately supervised manner;

- c) have explicitly defined learning outcomes and an assessment methodology that relates academic theory to the workplace experience of students; and
- d) specify in detail the time commitment expected of students for the duration of the WIL activity.

### **3. Responsibilities for WIL Activities**

#### **Host's Responsibilities**

A Host is responsible for:

- a) committing itself to active and responsive participation in all aspects of a WIL placement, including:
  - o providing supportive supervision by staff members of the organisation;
  - o providing regular feedback on student's progress in placements; and
  - o responding in a constructive and timely manner to requests by the Institution or a student for changes in arrangements for a placement.
- b) providing a safe workplace and adequate training, including induction programs, in occupational health and safety policies, procedures and practices;
- c) ensuring that adequate and appropriate information is provided to students about the organisation's relevant policies and procedures; and
- d) appointing an individual workplace supervisor for each student placed in the organisation, with responsibility for:
  - o supporting and mentoring the student throughout the placement, including providing adequate induction and information about the organisation's policies and procedures;
  - o being aware of the expectations for the student which are inherent in the placement, including those relating to the range of experiences and learning opportunities to be provided to the student;
  - o providing regular feedback to the student and the Institution supervisor about the student's progress and maintaining records of such feedback;
  - o contributing to the assessment of the student by providing periodic evaluations of their performance and participating in the determination of their final result in the unit; and
  - o consulting the Institution supervisor at the earliest opportunity if concerns arise about the student's progress or conduct during the placement or if inter-personal disputes involving the student occur in the workplace.

In addition to the responsibilities outlined above, Hosts must also:

- a) ensure that the student is subject to the rules, regulations and workplace requirements as they apply to staff employed by the Host;
- b) inform all staff at the placement location that the student is engaged in a WIL or Placement Program and describe the nature and purpose of the program;
- c) notify and induct the student into the appropriate Occupational Health & Safety systems within the Placement workplace including but without limitation:
  - o Health and safety policies
  - o Emergency and evacuation procedures (including emergency numbers)
  - o First aid arrangements (including names and phone numbers of first-aiders)
  - o Procedures for reporting accidents/incidents/risks
  - o Name and location of health and safety representative
  - o Details on the process for managing and resolving health and safety issues.

#### **Confidentiality**

The Student and the Institution acknowledge the need to respect commercial-in-confidence and other material owned by the Host. Elsenburg students may have access to privileged or confidential information in the course of their WIL placements. In such cases, the Host may require the student to sign a confidentiality deed. If the student's WIL placement includes assessment, the student wishing to include confidential information in their assessments may also be required to sign a confidentiality deed.

## Host Supervisor Guidelines and Responsibilities

Workplace supervisors are critical in the success of placement programs and developing students through on-the-job training, coaching and mentoring. Students are very keen to observe and evaluate other professionals in the workplace and engage in feedback and self-reflection to further develop and refine their own skills for professional success.

### Guidelines for Hosts in WIL supervision:

#### 1. Project/program of work scope

Consider the scope of the proposed work the student will complete, outlining thoughts on the nature of the project/program of work and the required student skills. This clarifies, for all parties, the type of work the student will be completing during their placement.

#### 2. Placement preparation

- Ensure colleagues in the work area are aware the student will be coming on placement and the purpose of their work. Workplace colleagues are very important to the value and enjoyment a student gains from the workplace experience;
- ensure the student has a work station and the necessary equipment such as internet access; and
- agree on the start and finish dates and the day(s) they will be attending the workplace during this period.

#### 3. Project outcomes

Negotiate the project/program of work with the student at the beginning of their placement. This will include the student's roles and responsibilities during the placement and expected outcomes/deliverables upon completing the project.

#### 4. Facilitating learning

Provide adequate workspace and equipment for the student and agree on the time schedule for completing the project work.

#### 5. Workplace induction

Ensure students are given a warm welcome and are suitably inducted to matters relating to Occupational Health and Safety; confidentiality; ethical behaviour; organisational culture; dress code; professional conduct; organisational structure; reporting requirements; and organisational policies and procedures.

#### 6. Ongoing supervision

Supervise the student in a manner that enhances their learning experience and the organisation's return on investment. Practices may include:

- Setting realistic and measurable goals with the student at the beginning of the placement and evaluating completed tasks and achieved outcomes to enhance their future performance;
- making time for informal and open discussions on the student's strengths and any areas requiring improvement;
- conducting regular performance management meetings, drawing on the input and feedback of other supervisors, peers and/or mentors as appropriate;
- encouraging student participation in team meetings to understand the bigger picture and to gain a better understanding of what is required of them and others within the workplace;
- enabling participation, if appropriate, in professional development workshops, seminars or similar events in the workplace;
- developing greater student awareness of organisational protocol and industry expectations of their role and responsibilities. Inadequate preparation in these areas can cause students to feel inferior and lack confidence during their placement;
- adopting a mentoring role by encouraging students to reflect on their performance and ways they could improve in the future. Asking questions is critical to student learning as it encourages them to relate theory to practice and checks their disciplinary knowledge and understanding. It is also important to encourage students to reflect on their performance in employability skills such as team work, self-management and communication;
- helping students gain a better understanding of what constitutes professional demeanour, ethical behaviour and efficient working practices through discussion, meetings, direct observation and feedback;

- providing adequate support or advice regarding career choices and job requirements to enable students to gain an insight into what their profession entails on a day-to-day basis; and
- contacting the WIL Co-ordinator if any issues or concerns arise during the placement.

#### **7. Evaluating performance**

Evaluate student performance to assess whether the project outcomes and learning goals have been met. This should involve a de-briefing with the student at the end of the placement and completing a supervisor's evaluation which may form part of the student's assessments for the unit.

1. *Workplace supervisor evaluation form*

This forms part of the student's assessment for the academic unit associated with the placement. The completed form should align with the feedback given to students (and the WIL Coordinator) during the placement. If you have any concerns or questions when completing the evaluation, please discuss these with the WIL Coordinator. This form needs to be completed and returned during the last week of the student's placement or by the last day of the academic semester (please liaise with your student on which day comes first).

**Sample Workplace Supervisor Evaluation Form**

<b>Name of workplace supervisor</b>	<b>Name of organisation</b>
<b>Name of student</b>	<b>Number of hours completed on placement</b>

1. Please provide a very brief description of the project/program of work undertaken by the student.

---

---

---

2. Were the objectives of the project/program of work fulfilled to your satisfaction? Please explain why, or why not.

---

---

---

3. Please provide a brief statement as to the student's performance – highlighting strengths and areas for improvement.

---

---

---

4. Did the student present their findings/work in:  Report  Oral presentation  
If so, please provide some comments on the quality of their report/oral presentation:

---

---

---

5. Did the student possess the skills and knowledge necessary to adequately perform her/his duties? If not, what skills would have been useful?

---

---

---

6. In your professional opinion, please rate the performance of the student during their placement in the areas listed below (highlighted orange). Could you also please consider by ticking in the final column (or not), if the student has demonstrated improvement in that particular area during their placement

	Very poor	Poor	Average	Good	Excellent	N/A	Improvement?
Communicates effectively in a work environment							
Works effectively with others							
Pursues tasks and responsibilities with commitment and interest							
Accepts and uses feedback in a constructive manner							
Generates and suggests new ideas							
Accepts responsibility and accountability for own tasks and actions							
Shows initiative							
Manages time effectively to achieve defined goals							
Demonstrates self-awareness							
Shows resilience							
Upholds professional conduct, including following protocols, processes and dress codes							
Exhibits technical expertise and knowledge at the expected level							
Exhibits professional judgement and reasoning ability							
Displays confidence in manner and approach							
Demonstrates a sense of purpose and self-esteem							
Able to apply their skills and knowledge in the work context							
Shows interest in and commitment to professional development and future learning							

7. Further comments

---

---

---

Signed

Date