

Work-Integrated Learning at Griffith

Approving authority	Academic Committee
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Description	This policy specifies how the University gives expression to the strategic target identified in the University's Strategic Plan, 2013 – 2017 that 'Griffith will prepare work-ready graduates with the capacity to play an influential role in the world.
Related documents	
Structure and Requirements of Qualifications Awarded by Griffith University	
Bachelor Degree (AQF Level 7) Policy	
The Griffith Graduate	
[Introduction] [Rationale] [WIL Characteristics]	

1. INTRODUCTION

The University's Strategic Plan, 2013 - 2017 states that "Griffith will prepare work-ready graduates with the capacity to play an influential role in the world'. To enact this goal all students are to experience at least one of the following by 2017:

- Work-integrated learning (WIL)
- Service learning
- A research project/practicum
- An international study experience.

to facilitate the development of the Griffith graduate attributes. WIL activities come in various forms, and may include, for example:

- professional practice/work placements,
- industry projects performed at the university or in a workplace,
- industry experience where students engage as employees in a work environment to meet practical experience requirements specified by professional or industry bodies,
- volunteer work for organisations such as not-for-profit organisations,
- learning activities within virtual and simulated work environments allowing the development and application of work-related skills and knowledge.

This document specifies how the University gives expression to its strategic target of providing all students with identifiable work-integrated learning opportunities in all of its programs through identifying the minimum requirements that qualify learning experiences as Griffith University WIL.

2. RATIONALE

WIL has been selected as a Griffith experience, because it:

- develops and reinforces relevance of academic study to life goals beyond Griffith;
- assists in developing professional/workplace skills and networks;

- provides experiential contexts for the development and application of conceptual knowledge and so reinforces learning;
- enables the creation of new knowledge through the application of existing knowledge to new problems;
- enhances the reciprocal flow of knowledge and its application between the University and the workplaces or community settings in which students experience practice;
- promotes engagement between the University and employers; and
- improves professional/workplace opportunities for students.

The pedagogical structuring of learning experiences that comprise WIL recognises and utilises contributions from both academic and practice settings. It intentionally integrates the learning arising in both settings to realise the knowledge and skills students need to move smoothly into and be effective in their selected graduate destination.

3. GRIFFITH UNIVERSITY WIL CHARACTERISTICS

WIL activities at Griffith will exhibit the following characteristics:

- students engage in authentic or near-authentic experiences of professional service or workplace practice (this could include such things as placements, industry projects, clinical practicum, simulations, role-plays, university-based projects and course-bound capstone activities); and
- WIL activities are formally assessed towards the award of a grade; and
- there is an intentional integration between theory and practice, including, where applicable, the structured application of broad disciplinary knowledge or theory in the practice setting; and
- students are informed about their personal responsibilities for health and safety during WIL activities conducted in professional/work settings.

For a WIL activity to be eligible for funding under the Commonwealth Government Support Scheme (CGS) the following characteristics must also be manifest in addition to those specified above:

- the on-going work and learning is monitored and directed by a Griffith staff member, and where appropriate, a workplace/placement supervisor; and
- the responsibilities and mutual expectations of the student, academic supervisor; and workplace/placement supervisor and the intended learning outcomes are clearly articulated and agreed; and where appropriate, the agreement is formalised in writing.