

## Work-Integrated Learning at Griffith

<b>Approving authority</b>	Academic Committee
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<b>TRIM document</b>	2017/8006056
<b>Description</b>	This policy specifies how the University gives expression to the strategic target identified in the University's Strategic Plan, 2018 – 2019 that 'Griffith will prepare career-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](#)

[Student Form - Approval to undertake a Work Integrated Learning Placement](#)

[\[Introduction\]](#) [\[Rationale\]](#) [\[WIL Characteristics\]](#) [\[Selection of WIL Host Organisations\]](#)

## 1. INTRODUCTION

The University's Strategic Plan, 2018 - 2019 states that "Griffith will prepare career-ready graduates with the capacity to play an influential role in the world'. To enact this goal all undergraduate students are provided with the opportunity to undertake a capstone course that may include:

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

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 goal 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.

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## 3. 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.
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## 4. SELECTION OF WIL HOST ORGANISATIONS

Griffith considers a number of factors before host organisations are approved to offer WIL placements to students, these include, but are not limited to:

- The outcomes from a risk assessment (e.g. existence and implementation of emergency and incident reporting procedures).
- The outcomes from a work site evaluation.
- Alignment of Griffith University and the host organisations' values.
- That the host organisation is of a reasonable size.
- The outcomes from the staff interview with the intended placement's supervisor.

- Capacity of an organisation to fulfil requirements of student placements including a proposed outline of students' roles and duties over the duration of the placement, ensuring that both the student and the host organisation derive value from the arrangement.
  - Whether there is an existing relationship between the host organisation and Griffith University.
  - Past WIL student experiences.
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