

Good Practice Principles

- Students are sufficiently prepared and fit for the workplace demands.
- Sufficient resources and infrastructure are available to ensure duty of care to student safety and effective learning experiences that add to students' education.
- All students have equal access to full participation in a WIL experience where a degree program offers such experiences.
- Indigenous students receive appropriate support in their WIL placements.
- Students with disabilities have access to WIL programs in their course of study and receive appropriate support in their placement.

Good Practice Report : Work – Integrated Learning Prof. Janice Orrell , 2011

Good Practice Principles

- International students receive support to understand and adapt to Australian socio-cultural workplace environments, and their personal cultural background and prior knowledge are recognised as valued attributes.
- WIL programs meet the requirements of professional registration and accreditation organisations.
- WIL programs are designed to be mutually beneficial to all stakeholders.
- WIL programs are integrated into the curriculum so that they have clear educational expectations, and are a vehicle for integrating theory and practice learning.
- Evidence from a variety of sources is used to monitor, evaluate and improve the effectiveness of diverse WIL program arrangements.

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Victoria University Overview

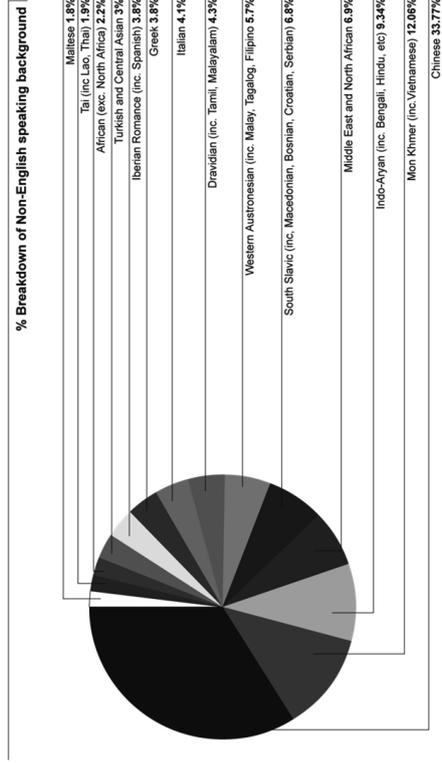


Vision : to be excellent , engaged and accessible and internationally recognised for its leadership in :

- Empowering students to grow their capabilities and transform their lives
- Engage with industry and community to make the world a better place
- Large multi campus university in Melbourne 's west which is significantly disadvantaged but growing rapidly
- Most culturally and linguistically diverse student population in Australia
- 58,000 local & international students in 650 courses, on and offshore in China , Malaysia, India

CULTURAL DIVERSITY

VU has over 90 different nationalities within its staff and student population



Learning in the Workplace and Community (LiWC) at VU

- While many Australian universities are offering work-integrated learning (WIL), VU's approach is different in the following ways:
- LiWC applies to **all** students and **all** courses
- Assessment is the focus, with LiWC activities very flexible and broad including projects, simulated environments, engaged research, as well as placements

A minimum of 25% of all course assessment must be devoted to LiWC activities



Learning in the Workplace and Community (LiWC) at VU

Victoria University is dedicated to ensuring that students experience High quality learning activities that integrate practical experience With the application or development of theoretical knowledge.

- LiWC activities will be flexible and suited to the needs of various disciplines and students and be characterised by:
- student preparation for LiWC and subsequent debriefing
 - engagement with stakeholders underpinned by mutual benefit
 - negotiated learning and assessment that is planned and intentional
 - the provision of rich and contextualised learning experiences that promote reflection and self-directed, action learning

VU LiWC Policy

LiWC Aims at VU

- Deepen students' knowledge of practice in realistic contexts
- Further develop students employability and generic skills
- Contribute to students graduate work and career readiness

These models and approaches may include but are not limited to :

- projects in a workplace,
- practical, co-operative and clinical placements,
- fieldwork,
- simulated learning environments,
- apprenticeships, traineeships

VU Principles for LiWC

- The activity is beneficial for all parties: learner, university and partner organisation.
- Learning in the workplace and community is an **integral** part of the curriculum.
- Intended learning outcomes that include generic skills and attributes are clearly defined.
- Critical reflection and debriefing on learning from experiences in the workplace and community is an integral part of the activity.
- Assessment tasks accurately reflect intended learning outcomes and emphasise authentic products and processes.
- Assessment criteria, including levels and standards, are clearly defined.
- All parties are adequately prepared for the activity.
- Learners are supported in the workplace and community.
- The quality of the activity is subject to continuous review and improvement.
- The activity is resourced appropriately.

Short Placement

- Donna was a qualified chef but the chemistry of food really interested her
- Enrolled in a Bachelor of Science, Medical, Forensic and Analytical Chemistry
- Undertook four-week placement with the Department of Primary Industries where she worked on a research program looking at the right tomatoes for optimum nutritional benefit.
- Research results were acknowledged in a conference poster

"The Learning in the Workplace and Community program allowed me to put theory into practice and my confidence has grown considerably as a result."

"I now know with certainty that this is what I want to do for the rest of my career."



Longer Placement

- Kellie Monger is a Bachelor of Business (Tourism Management) graduate undertook a placement at Tourism Victoria as an online marketing co-ordinator.

- Benefits of the placement for Kelly included :
 - experience networking with a variety of tourism business
 - built her knowledge of the tourism industry
 - strengthened her passion for the industry

"It played an important role in securing my current job as senior marketing co-ordinator at Destination Melbourne "



Simulated Environments

A veterinary nursing student working at the campus based simulated veterinary clinic



A graphic design student working in at the campus based design studio with a client



Community Project

- Each year the Australia Health Minister sets a design project for Victoria University graphic design students. In 2011 the challenge was to create a new anti-smoking campaign.
- All students in the course developed a poster and series of postcards for a national campaign to reduce the number of Australians who smoke.

"The students received detailed research and project objectives, and they were expected to treat this in the same way as a brief from any external client, provided students with an authentic experience in communicating on behalf of a client "



Industry Project

The Honourable John So, former Lord Mayor of Melbourne, unveils the new logo of the Melbourne Business Network – designed by Victoria University student Tim Bradfield



Diploma of Arts (Graphic Arts)



- Over 300 students involved
- Involving students from various disciplines including :
 - Early childhood education
 - Event Management
 - Marketing
 - Public relations & communications
 - Hospitality & Culinary
 - Tourism



Conclusions:

- WIL is a catalyst for teaching that links theory with practice
- Integration into the curriculum is a key element of most WIL in Australia
- Growth of WIL and expansion of disciplines involved
- WIL is integral to strategic mission of many universities
- Diverse models characterised by innovation and creativity
- Rich relevant learning for students that positively impacts on graduate outcomes seen as highly beneficial and supported by employers
- Resource intensive from all stakeholder perspectives but is currently inadequately resourced
- Mechanisms to improve industry / tertiary education engagement for WIL needed
- Access and equity issues remain and will increase with social inclusion agenda
- National approaches to WIL research, resourcing, capacity building and leadership development

More Information ?

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