Imperial Engineering Education

For an innovative tomorrow

Work Integrated Learning Partner Framework

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Purpose of Working Integrated Learning (WIL)

WIL refers to an arrangement where students undertake learning in a work context as part of course requirements.

The Institute's courses have been designed with WIL as a cornerstone of each program to provide valuable opportunities for students to apply what they have learnt to practical, work-based situations, identify further areas to improve their skills and knowledge, and develop their understanding of engineering workplace skills and practices.

The implementation of WIL at the Institute is guided by the Institute's *Work Integrated Learning Policy and Procedure*, which includes provisions for establishing agreements between the Institute and potential WIL providers, the responsibilities of parties involved, and maintaining a focus on student unit and course learning outcomes as students undergo the WIL programs.

The Institute remains responsible for the wellbeing and learning outcomes of students while they undertake WIL activities or activities with any third party as part of their course.

Please contact the WIL Coordinator if you have any questions regarding WIL and the Institute.

WIL Unit Details:

Work Integrated Learning (WIL)

Unit Name	Unit Description	Unit Credit Points	Hours	Duration	Remarks
ENP300 Engineering Practice 5: Industry Project	Unit description This unit of study aims to provide students with a supervised and supported industry focused WIL project experience in the area relevant to their engineering technology discipline. The unit will assist students in developing their employability skills and attributes by working on an industry linked project interacting with a variety of professionals in order to expose them to the professional work environment. Students are encouraged to liaise	20	Total Hours for WIL 320 Total workload hours per week 20 No. timetabled hours per week 15. No. personal study hours per week 5	Duration of the unit is 16 weeks; 12 weeks will be spent doing the unit and 4 weeks for completing assessment tasks	Students will be able to enroll in ENP300 after successfully completing a minimum of 160 credit points of study. This will typically occur in the first semester of final year. IEE will cover the expenses related to running the WIL unit.

	positively and cooperate with the WIL Coordinator in finding a suitable organisation to undertake their WIL activity with. The Institute must approve any WIL placements before they are undertaken				

Benefits of hosting a student

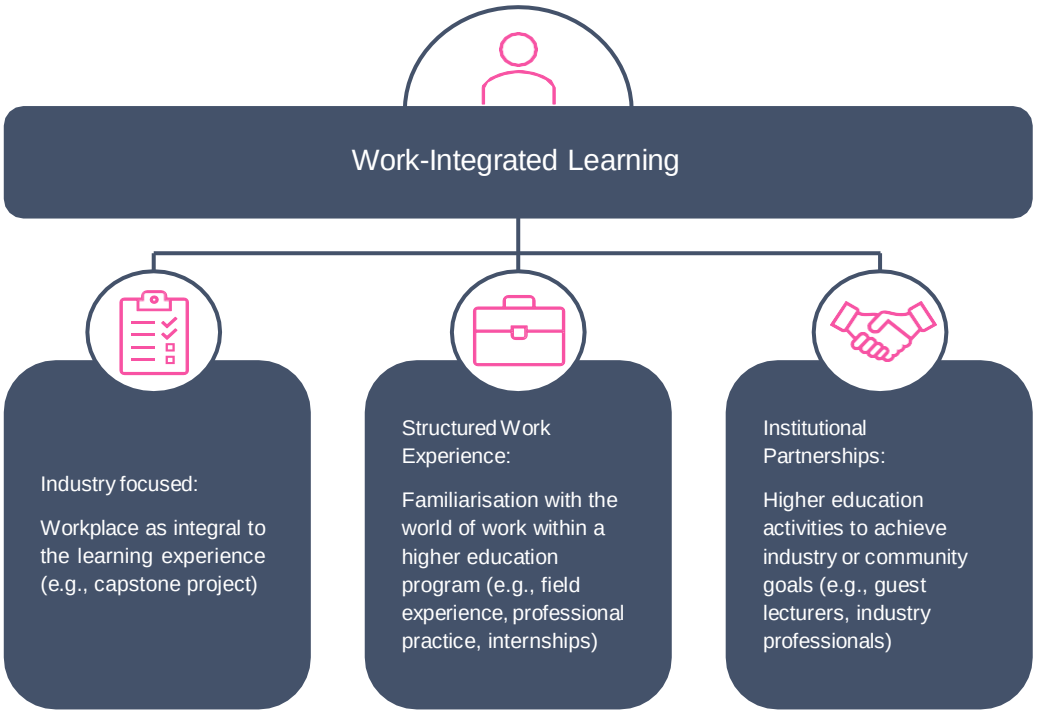
- The assistance of an enthusiastic, motivated student who brings the latest ideas, theories, and techniques to your organisation
- Support of WIL staff and promotion of your organisation to students and the wider community
- Access to a dedicated person on projects
- The opportunity to plan new ideas or complete existing projects
- 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
- A strategic partnership with the Institute

Types of WIL

'Work-Integrated Learning' (WIL) is often used interchangeably with work-based learning, practice-based learning, vocational training, experiential learning, clinical education, internships and apprenticeships, to name a few. Sattler's (2011) typology distinguishes between three broad varieties of WIL. These have been updated and adapted to suit Imperial's context as follows:

1. Industry focused: where the workplace acts as the central piece of learning,
2. Structured Work Experience: where students are made familiar with the workplace within a higher education program,
3. Institutional Partnerships: where higher education activities are designed to achieve industry or community goals.

Figure 1 | Sattler's typology of WIL[1]



Dimensions of Meaningful Work-Integrated Learning

Imperial has adopted the 'CANWILL' framework to guide the values it strives to achieve in the development and delivery of each successful WIL program.

[1] *Sattler, P. (2011). 'Work-Integrated learning in Ontario's postsecondary sector'. Toronto: Higher Education Quality Council of Ontario. In: Higher Education Quality Council of Ontario: An agency of the Government of Ontario. (2016). 'A Practical Guide*

for Work-Integrated Learning: Effective Practices to Enhance the Educational Quality of Structured Work Experiences Offered through Colleges and Universities'. (p.5)

Figure 2 | CANWILL WIL values and dimensions[2]

WIL activities must build toward the Institute's Graduate Attributes. These are:

1. Technically Proficient

   Ability to apply knowledge of science and engineering fundamentals and in-depth competence and understanding of at least one engineering discipline.

2. Collaborative and Communicative

   Ability to communicate and collaborate effectively with other engineering professionals and with the broader community.

3. Problem Solver

   Ability to use a systems approach to design and operational performance.

   Ability to undertake problem identification formulation and solution.

4. Socially Responsible

[2] *Cantalini-Williams, M. (2015). 'Teacher candidates' experiences in non-traditional practicum placements: developing dimensions for innovative work-integrated learning models.' In N. Maynes & B. E. Hatt, (eds.), 'The complexity of hiring, supporting, and retaining new teachers across Canada'. Canadian Association for Teacher Education. In: ibid (p.6)*

Understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development.

Understanding of the principles of sustainable design and development.

Developing empathy and understanding the dynamics of working in teams and with communities and stakeholders.

5. Lifelong Learner

Understanding of professional and ethical responsibilities and commitment to them.

Deep learning and understanding of fundamental principles to inform advanced knowledge and developing practices.

The expectation of the need to undertake lifelong learning and the capacity to do so.

Responsibilities for WIL Activities in the Institute

Institute

The Institute will:

1. manage risk in WIL activities through the appropriate identification of the roles of and allocation of responsibilities to staff, students and WIL partners (including health and safety risk management measures, such as medical clearances and criminal record checks).
2. maintain adequate insurance cover for students engaged in unpaid WIL activities, noting:
    a. WIL partners are expected to provide appropriate insurance cover for students receiving payment for WIL activities.
3. inform students of their rights and responsibilities regarding intellectual property, including the provisions of the Institute's *Intellectual Property Policy and Procedure*.
4. provide appropriate training
5. facilitate Institute staff engagement in WIL.

WIL Coordinator

The WIL Coordinator will:

1. consult with potential partner organisations and identify opportunities for WIL programs and allocate students to those activities;
2. provide adequate and appropriate information for partner organisations about the Institute's expectations of all parties involved in WIL activities;
3. consult frequently with partner organisations about the performance of students placed in those organisations, record outcomes and provide details of timely feedback to students engaged in WIL activities.
4. liaise with students engaged in WIL activities and ensure that assessment is conducted in accordance with the Institute's *Assessment Policy and Procedure*;

Students

The student(s) undertaking a WIL activity will:

1. comply with all applicable policies, procedures and requirements of the partner organisation;
2. comply with and, where relevant, provide evidence of meeting any prerequisites for attendance at the workplace, including certification requirements and participation in induction programs;
3. alert the Institute and the partner organisation to any medical condition or disability that might impact their capacity to carry out their responsibilities regarding a WIL program;
4. commit themselves to full and active participation in the WIL activity and its assessment;
5. at the earliest opportunity, raise with the WIL Coordinator any issues impacting adversely on their participation in the WIL activity, including issues relating to their supervision, intellectual property rights, conflicts of interest or inter-personal conflicts; and

6. act in a professional manner consistent with the *Student Code of Conduct* and in accordance with the provisions of relevant Institute policies.

Partner Organisation

A partner organisation is responsible for:

1. active and responsive participation in all aspects of a WIL activity, including:
    a. providing supportive supervision by staff members of the organisation unless alternative supervision arrangements have been agreed upon;
    b. providing regular feedback on student's progress in their WIL activity; and
    c. responding in a constructive and timely manner to requests by the Institute or a student for changes in arrangements for a WIL activity.
2. providing a safe workplace and adequate training, including induction programs, in occupational health and safety policies, procedures and practices;
3. ensuring that adequate and appropriate information is provided to students about its relevant policies and procedures; and
4. unless alternative supervision arrangements have been agreed upon, appointing an individual workplace supervisor for each student placed in the organisation, with responsibility for:
    a. supporting and mentoring the student throughout the WIL activity, including providing adequate induction and information about the organisation's policies and procedures;
    b. being aware of the expectations for the student which are inherent in the WIL activity, including those relating to the range of experiences and learning opportunities to be provided to the student;
    c. providing regular feedback to the student and the WIL Coordinator about the student's progress and maintaining records of such feedback;
    d. 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 (as prescribed by the WIL Coordinator); and
    e. consulting the WIL Coordinator at the earliest opportunity if concerns arise about the student's progress or conduct during the WIL activity or if interpersonal disputes involving the student occur in the workplace.
5. ensuring that the student is subject to the rules, regulations and workplace requirements as they apply to staff employed by the partner organisation;
6. informing all staff at the WIL activity location that the student is engaged in a WIL activity and describe the nature and purpose of the program;
7. contacting the WIL Coordinator immediately if the student is absent from the WIL activity, ill, injured, or asked to leave before the end date of this agreement; and,
8. notifying and inducting the student into the appropriate Occupational Health & Safety systems within the WIL workplace including but not limited to:
    a. health and safety policies
    b. emergency and evacuation procedures (including emergency numbers)
    c. first aid arrangements (including names and phone numbers of first-aiders)
    d. procedures for reporting accidents/incidents/risks

e. name and location of health and safety representative

f. details on the process for managing and resolving health and safety issues.

Workplace Supervisor Guidelines and Responsibilities

Workplace supervisors are critical in the success of WIL activity programs and developing students' academic progression through their WIL activity. It is the responsibility of the Workplace Supervisor to ensure the student is given adequate opportunities and resources to meet the planned outcomes of the WIL activity as outlined in the agreement between the Institute and the relevant partner organisation.

Scope of WIL activity

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

Placement preparation

- Ensure workplace staff are aware the student will be coming on the WIL activity and the purpose of their work. Workplace staff are very important to the value and enjoyment a student gains form the workplace experience.
- If required, given the nature of the WIL activity or activity, ensure the student has a workstation and the necessary equipment.
- Agree on the start and finish dates and the day(s) they will be attending the workplace during this period.

Project outcomes

If applicable, negotiate the project/program of work with the student at the beginning of their WIL activity. This will include the student's roles and responsibilities during the WIL activity and expected outcomes/deliverables upon completing the project.

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.

Suggested first-day activities:

- Introduce the student to key team members
- Provide the student with a tour of the work location and surroundings
- If required, set them up with IT, phones, computers, stationery and access passes
- Set up a signature for their email address
- Provide an OH&S briefing for the organisation
- Provide background reading on the organisation/department
- Demonstrate office systems such as how to log on to computers
- Agree to regular meeting times, goals and work plans
- Explain the lines of authority or workplace structure – provide an organisational chart
- Confirm contact details, starting times, finishing times.
- Provide information about general office conduct, etiquette and dress code (e.g., mobile phones, noise, Facebook/social media)
- Provide information about breaks and lunch – lunch times, where to eat, office kitchen - tea/coffee, water

Ongoing supervision

Unless alternative supervision arrangements are agreed upon with the Institute, supervise the student in a manner that enhances their learning experience. Practices may include:

- Setting realistic and measurable goals with the student at the beginning of the WIL activity 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 WIL activity.
- 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 teamwork, 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.

- Contacting the WIL Coordinator if any concerns arise during the WIL activity.

Evaluating performance

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

Confidentiality

The student and the Institute acknowledge the need to respect commercial-in-confidence and other material owned by the partner organisation. Students may have access to confidential information in the course of their WIL activities. In such cases, the partner organisation may require the student to sign a confidentiality agreement.

Communication with the Institute

Subject to any alternative arrangements that are agreed upon between the partner organisation and the Institute for a particular course, host organisations are asked to contact the WIL Coordinator if there are any issues that arise.

End of WIL activity

Program Evaluation

The host organisation will be requested and encouraged to complete an evaluation of the WIL program and experience with the student, and will be used by the WIL team to evaluate and improve future WIL programs. The evaluation will include questions relating to the student's academic and workplace learning, including any commendations or recommendations for improvement, as well as feedback for the Institute.

Wrapping up

The partner organisation may discuss with the student:

- Keeping in touch with colleagues through LinkedIn, networking or even future work opportunities
- Endorsing the student on LinkedIn for skills and professional attributes
- Offering to act as a referee

Insurance

The Institute insures students while they are on WIL activities, as per its *Financial Management Policy and Procedure (refer clauses on insurance)*. This insurance is not applicable when a student is on a WIL activity that is paid in an employment arrangement.

The Institute will not allow a student to be placed with any organisation that cannot demonstrate they hold both insurance for employees and Public Liability (or equivalent) insurance.

If there is a critical incident, accident or event at your organisation and the student is present, involved or affected in any way, contact the WIL Coordinator.

Remuneration

Under the Fair Work Act 2009 (Commonwealth), WIL activities such as those offered as part of the Institute's WIL program are lawfully unpaid**,** as the student is undertaking the WIL activity as a requirement of their course of study. Please note that if your student continues working with your organisation after the official end date for their WIL activity, they are no longer considered to be undertaking a 'WIL activity' and so may be entitled to be paid.

A student undertaking a work WIL activity is generally considered to be lawfully unpaid in the following circumstances:

1. There must be a WIL activity
2. There must be no entitlement to pay for the work the student undertakes
3. The WIL activity must be done as a requirement of an education or training course
4. The WIL activity must be one that is approved by the Institute.

A host organisation may choose, at their own discretion and under no obligation, to pay a remuneration to a student undertaking a vocational WIL activity as determined above. The Institute will not be responsible for approval of these payment arrangements.

For more information, please refer to the following section of the Fair Work Ombudsman website: www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/unpaid- work/student-student-placements.

Definitions

For the purposes of this document:

Term	Definition
Academic supervisor	Relating to an educational institution or environment. Responsible for specific academic units, including assessment within the academic environment.
Bachelor Degree	The degree awarded on successful completion of an undergraduate course.
Partner organisation	The organisation where a student proposes to undertake their WIL activity. Partner organisations can include but are not limited to: research centres, higher education providers, government agencies, private companies and not-for-profit organisations.
Workplace supervisor	Supervisors provide guidance to WIL students for their daily work, and ensure clear links between theoretical knowledge and the practical experience gained within the organisation.

Work Integrated Learning (WIL)	Any arrangement where students undertake learning in a work context as part of their course requirements. Types of WIL include for example: internship, field WIL activities, industry-based learning, simulated workplace practice or work shadowing.

Version Control

Version	Changes	Approval Body	Approval Date
1.0	Initial Version	Board of Directors	24.10.2022
1.1	Review and update to standard changes	CEO	Jul.2024