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### WIL@UOW: WIL Pegagogy Overview

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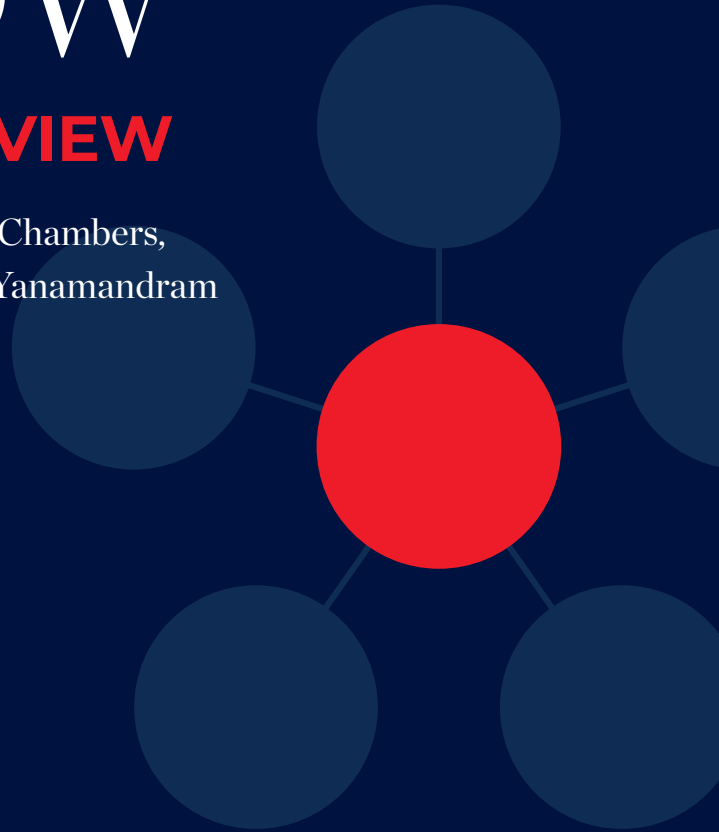
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# WIL@UOW

## WIL PEDAGOGY OVERVIEW

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# WIL Pedagogy Overview

## Vision

To provide opportunity for every UOW student to engage in a variety of scaffolded, purposefully-designed and learner-centred WIL experiences within their degree.

## UOW Definition of Work Integrated Learning

Work Integrated Learning (WIL) describes activities that integrate work practices with learning in an academic institution.

Through WIL, students undertake authentic, experiential learning relevant to their program of study.

WIL may occur in person or remotely, in a physical or simulated workplace, or in the classroom. It includes practicums, placements, internships, service learning, industry projects and experiences, workplace simulations and professional activities.

WIL activities at UOW:

- are purposefully designed
- are informed by design principles
- draw on industry expertise, where relevant
- foster opportunities for reflection and engaged feedback
- shape and support students' career goals through alignment with career development frameworks

## WIL Design Principles

Six WIL design principles guide the design of WIL experiences embedded in UOW educational programs. The principles are useful for those developing new WIL experiences or looking to improve an existing WIL experience.

The design principles are: Learner-centered experiences; purposefully designed; benefits all stakeholders; evidences students' engaged feedback; supported; and, monitored, evaluated & compliant.



## WIL Curriculum Classification (WILCC) Framework

The WILCC Framework supports a university-wide approach for the mapping, reporting and development of WIL, promoting the visibility of WIL across the institution. It provides a common WIL discourse across all disciplinary contexts from which WIL can be discussed and planned. It aligns with and extends Kaider, Hains-Wesson & Young's (2017) WIL typology and Universities Australia's (2019) WIL delivery modes. The purpose of the WILCC Framework is to:

- Map various WIL activities across subjects and degree programs
- Scaffold WIL activities across a degree program
- Enable institutional reporting and development of WIL
- Enhance the employability of UOW students through increasing access to WIL opportunities

# Work Integrated Learning Curriculum Classification (WILCC) Framework

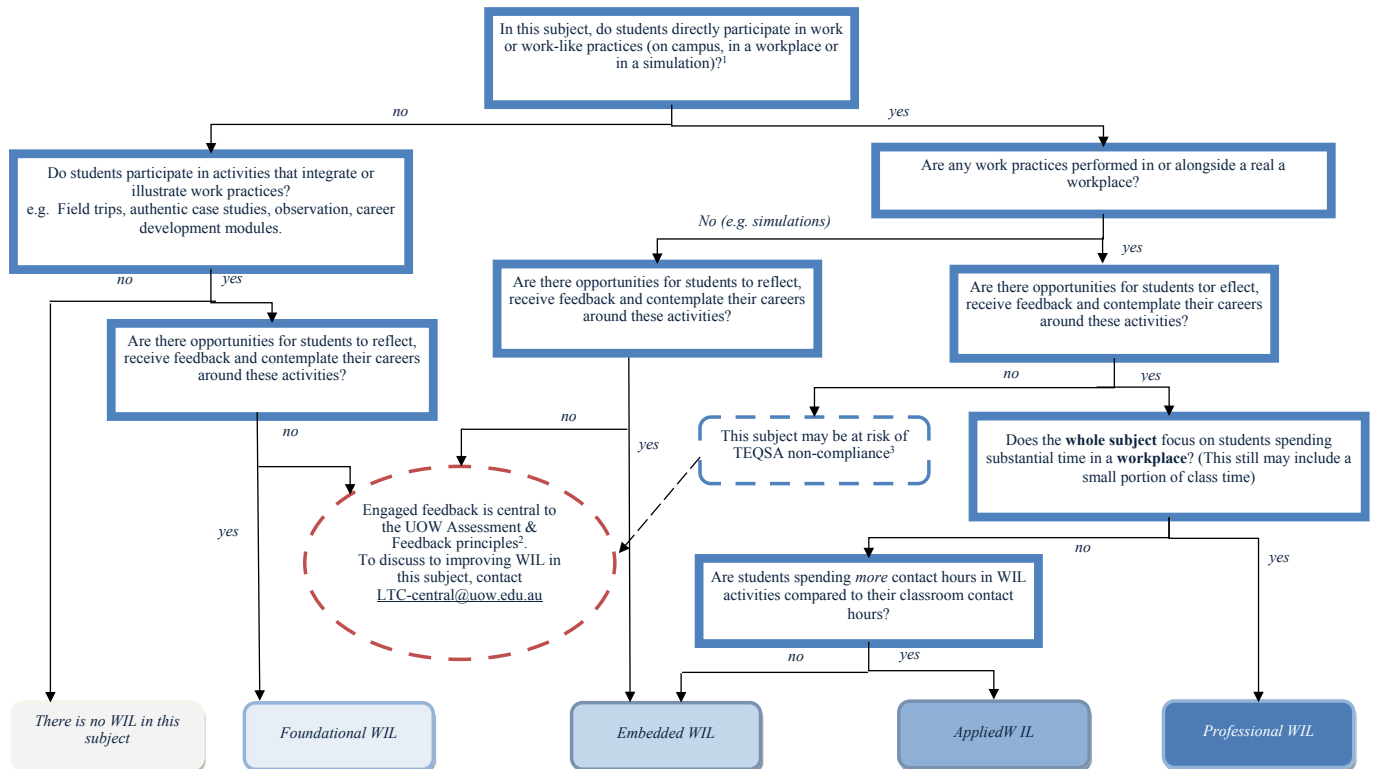
*Includes opportunities for reflection, dialogue around feedback and career development learning.*

Co-Curricular WIL		Not in a credit-bearing subject		Test, create, synthesise, reflect	e.g. UOWx
Foundational WIL		No direct participation in work practices	WIL activities exemplify and illustrate workplace practice	Observe, explore, analyse, reflect	e.g. Field trips, authentic case studies, observation, career development modules
Embedded WIL		Participation in work practices (simulation, workplace or work-based)	<b>Less contact hours in workplace</b> or work-based activities compared to lectures/tutorials/workshops/labs	Apply, produce, investigate, experiment, reflect	e.g. Workplace simulations, role play, industry projects, micro-placements
Applied WIL		Participation in work practices (workplace or work-based)	<b>More or equivalent contact hours</b> in workplace or work-based activities compared to lectures/tutorials/workshops/labs	Practice, adapt, reflect	e.g. Internships, consultations, substantial industry projects
Professional WIL		Participation in work practices over sustained periods of time (workplace)	A subject wholly devoted to workplace activity (May include some class* time)	Practice, appraise, reflect	e.g. Extended internships, professional experiences, industry or community placements

\*Classrooms may be physical or online.

# WILCC Framework Question Matrix

A resource to assist Subject Coordinators classify their subject.



<sup>1</sup>The nature and definition of work will vary across discipline understandings however in this context *work* refers to tasks undertaken for typical employment in the discipline.

<sup>2</sup> <https://www.uow.edu.au/curriculum-transformation/principles/index.html>

<sup>3</sup>When feedback is not provided to student places the subject at risk, according to the TEQSA WIL Guidance Note see <https://www.teqsa.gov.au/latest-news/publications/guidance-note-work-integrated-learning>

## Contact

For more information please contact the UOW WIL Advisory Committee ([wil-advisory-committee@uow.edu.au](mailto:wil-advisory-committee@uow.edu.au))

## References

Kaider, F., Hains-Wesson, R. & Young, K. (2017). Typology of authentic WIL activities and assessment. *Asia-Pacific Journal of Cooperative Education*, 18(2), 153-165.

Universities Australia (2019). *Career Ready Graduates*. Deakin, ACT: Universities Australia.

