



Self-Assessment Checklist for Innovative WIL Models:

A Guide for University Staff (Professional and Academic)

Students report that WIL helps them assess their career direction, makes them more employable and attractive to potential employers, and employers back this up, reporting WIL favourably influences their perception of student's abilities¹.

Newer models for work integrated learning are emerging that include, micro placements (2 days to a few weeks), online projects or placements, engagement with events, hackathons, or competitions, students undertaking consulting activities for industry partners and student engagement with start-ups or incubators.

This self-assessment checklist will assist you in designing and implementing quality innovative WIL activities.

Tick the box to indicate you have evidence to support the Quality Indicators listed below relating to your WIL activity.

Categories	Quality Indicators
Curriculum Design	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure curriculum design allows flexibility in time, space and duration. <input type="checkbox"/> Develop WIL curriculum from a whole of program perspective to enable progressive skill development with increasing complexity. <input type="checkbox"/> Design curriculum that is inclusive and accessible to a diverse student cohort. <input type="checkbox"/> Design curriculum in collaboration with industry/community partners and students. <input type="checkbox"/> Allow for multi-disciplinary experiences when designing WIL curriculum. <input type="checkbox"/> Scaffold WIL across the program to enable incremental skill development. <input type="checkbox"/> Design curriculum that incorporates authentic, real-world learning for the development of employability skills relevant to the future workplace. <input type="checkbox"/> Build career development learning into curriculum to support career planning through innovative WIL activities. <input type="checkbox"/> Develop a connected and coherent curriculum where WIL assessments are aligned to learning outcomes. <input type="checkbox"/> Design WIL curriculum that can be scaled and adapted for growing student numbers. <input type="checkbox"/> Ensure WIL activities build and strengthen students' entrepreneurial skills. <input type="checkbox"/> Ensure compliance with national and institutional regulatory requirements to facilitate approval of curriculum design <input type="checkbox"/> Design WIL curriculum such that preparation and debriefing are a core component allowing for personal reflection and continual improvement.
Learning activities/ during WIL	<ul style="list-style-type: none"> <input type="checkbox"/> Support students' learning and skill acquisition with high quality and supportive industry and academic supervision and mentoring. <input type="checkbox"/> Prepare, orientate and induct students to optimise outcomes. <input type="checkbox"/> Design and implement learning activities that actively engage and motivate students. <input type="checkbox"/> Design and implement learning activities that promote regular feedback and reflection. <input type="checkbox"/> Design and implement learning activities that use technology effectively. <input type="checkbox"/> Design and implement learning activities that allows students autonomy, and personal responsibility. <input type="checkbox"/> Develop diverse learning activities that are authentic and require active contribution.

¹ Patrick, C. Peach, D. & Pocknee, C. (2009) The WIL (Work Integrated Learning) report: A national scoping study, Australian Teaching and Learning Council

Due diligence	<input type="checkbox"/> Assess risks and identify mitigants of WIL activities for the safety and well-being of participants. <input type="checkbox"/> Where appropriate, negotiate and authorise a legal agreement with external parties that clarifies: <ul style="list-style-type: none"> ○ Roles and responsibilities ○ Intellectual property ownership ○ Insurance liabilities ○ Legal requirements regarding disclosure of information, confidentiality and privacy. ○ Ethical protocols ○ Health and safety requirements
Assessment	<input type="checkbox"/> Design assessment tasks and processes in collaboration with industry/community partners and students. <input type="checkbox"/> Design authentic assessments that incorporate the application of theoretical concepts in real-world scenarios. <input type="checkbox"/> Provide opportunities for practice and feedback in the assessment profile. <input type="checkbox"/> Ensure assessment tasks are reliable, valid and educationally effective in measuring student performance of learning outcomes. <input type="checkbox"/> Create assessment tasks that validate students' performance of skills required for the future workforce. <input type="checkbox"/> Design assessment tasks that are scalable and sustainable. <input type="checkbox"/> Build in opportunities for students to reflect on performance during WIL in the assessment profile.
Staff	<input type="checkbox"/> Provide leadership and vision that support staff to implement innovative and creative approaches to WIL <input type="checkbox"/> Promote a learning and teaching culture that encourages innovative approaches that challenge traditional modes of WIL. <input type="checkbox"/> Provide professional development and learning opportunities to build staff capability for industry engagement. <input type="checkbox"/> Allocate workload and recognition for involvement in WIL. <input type="checkbox"/> Allocate appropriate resources to support innovative models of WIL.
Quality assurance/ standards	<input type="checkbox"/> Reflect on and conduct regular quality reviews on WIL activities. <input type="checkbox"/> Gather data on quality and outcomes from staff, students and industry/community partners. <input type="checkbox"/> Identify evidence that validates student's achievement of the learning outcomes. <input type="checkbox"/> Comply with University policies and procedures, the Higher Education Standards Framework and professional accreditation requirements as required. <input type="checkbox"/> Conduct national and international benchmarking against specified standards for quality WIL activities.
Student Agency	<input type="checkbox"/> Establish a culture of shared responsibility between all parties for student outcomes. <input type="checkbox"/> Promote student ownership of their learning and proactive engagement in WIL experiences.
Evaluation	<input type="checkbox"/> Evaluate student outcomes and perceptions. <input type="checkbox"/> Evaluate industry and community partner outcomes and perceptions. <input type="checkbox"/> Evaluate staff outcomes and perceptions. <input type="checkbox"/> Promote self-reflection for continuous improvement.
Industry/ community engagement	<input type="checkbox"/> Promote benefits for stakeholders involved in WIL activities. <input type="checkbox"/> Articulate the purpose and value of the relationship. <input type="checkbox"/> Clarify roles and responsibilities of industry and community partners. <input type="checkbox"/> Evaluate relationship management processes.