Strategies for Inclusive WIL

Build Staff Capacity

Institutional capacity for Inclusive WIL relies heavily on the ability of university teaching staff to meet the diverse needs of their students' through professional development and workload management.

Build Student Capacity

Successful WIL experiences rely heavily on students' ability to see the value and relevance of WIL to their emerging professional identity. Support students by providing key supports such as clear learning objectives, training and support to acquire key skills, scholarships and financial support, equity counselling and career advice.

Build Workplace Capacity

Ensure immediate workplace supervisors or mentors are familiar with and understand how to supervise in a workplace setting, the learning objectives of the course, how much and how to adapt tasks for students with diverse learning needs, clear communication with the university, who to go to for assistance. Sustainable WIL partnerships are built on goodwill between partners when arrangements are mutually beneficial.
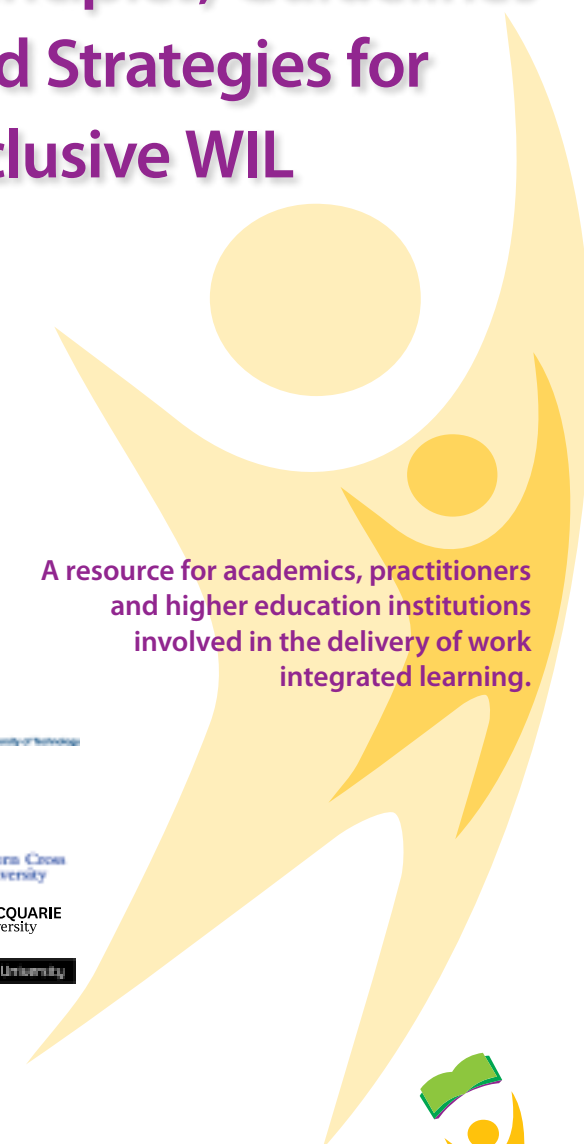
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To find out more details, visit the project website: acen.edu.au/access-participation-progression/

Access, participation and progression in
Work Integrated Learning

Principles, Guidelines and Strategies for Inclusive WIL

A resource for academics, practitioners and higher education institutions involved in the delivery of work integrated learning.

QUT
Queensland University of Technology

Griffith
UNIVERSITY

Southern Cross
University

MACQUARIE
University

Curtin University

Access, participation and progression in
Work Integrated Learning

Australian Government

Office for
Learning & Teaching

Principles for Inclusive WIL

Inclusive WIL:

Enables all students to have **access** to quality WIL

It is imperative that all students have the opportunity to participate in WIL irrespective of their personal circumstances, background, financial or other situations. Students must be able to fully participate and gain benefit from WIL experiences. These experiences will not be the same for all students but they must be afforded equal opportunity to learn, develop skills and meet course requirements and pursue and fulfil their aspirations. All aspects of WIL including institutional policies, practices, design and delivery of WIL must enable and enhance access, participation and progression of all students.

Encourages awareness, respect and valuing of **diversity**

Awareness, respect and valuing of diversity must underpin Inclusive WIL, and be reflected in policies, practices, design and delivery. It is important that students and all other partners value and engage with diversity. Inclusive WIL recognizes and respects students' individuality, unique knowledge, experiences, capabilities and expectations.

Is practicable, workable and **sustainable in different stakeholder contexts**

Inclusive WIL is underpinned by policies, practices, design and delivery that ensure these experiences accommodate the requirements of all partners in practical and workable ways. Inclusive WIL must actively enhance the experience of partners and look to long-term sustainability by taking into account aspects such as context and disciplinary/professional requirements, time, workload, costs, resourcing, needs and preferences of partners.

Takes a **holistic** view of students' lives including their WIL experiences

Policies, practices, design and delivery of WIL needs to take into account all aspects of students' lives and circumstances, and the implications for WIL activities. Taking a holistic view of students and their lives will ensure enablers for success are identified and maximised, and barriers minimised. Inclusive WIL ensures that activities 'work with' students, their circumstances and needs.

Is **proactive and collaborative**

This involves planning ahead and putting in place processes and practices to identify the needs and potential difficulties for partners (physical, emotional, financial, reputational etc) and seeks solutions to ensure positive outcomes. Collaborative relationships between universities and partners are essential for ensuring a supportive learning environment for students and a quality, mutually beneficial WIL experience.

Guidelines for Inclusive WIL

These guidelines assist universities to put the Principles of Inclusive WIL into practice. They relate to WIL policies, practices, design and delivery. The guidelines are recommendations, intended to assist in determining the best course of action and are aimed primarily at building university capacity to provide Inclusive WIL. To maximise utility, these guidelines should be read in conjunction with the Principles of Inclusive WIL and the examples of practice.

Good practice for Inclusive WIL should:

- **Adopt a flexible approach** for policies, practices, design and delivery of WIL
- **Provide support for students** that takes a holistic and inclusive view of students' lives
- **Provide support for staff** to implement inclusive principles and guidelines
- **Provide support for partner organisations** to implement inclusive principles and guidelines
- Incorporate **inclusive curriculum design** and teaching practices
- Form **collaborative relationships** and partnerships
- **Cultivate an institutional culture** that promotes Inclusive WIL
- Ensure **adequate resources** are available
- **Manage expectations**
- Undertake **ongoing review** and evaluation
- Develop **sustainable approaches** and practices

Strategies for Inclusive WIL

Build Success
Recognise, celebrate and reward Inclusive WIL practices through communities of practice, webinars, institutional awards and showcases.

Build Evidence
Gather evidence to inform decision-making about curriculum, program design and delivery, and individual practice from a range of sources, including program reviews and evaluations, peer review and benchmarking, external expert advice, industry reports and scholarly literature.

Build Inclusive Curriculum
WIL curriculum should be delivered to develop qualities and capabilities such as interpersonal and reflective skills, resilience, confidence and persistence.

Approaches may include, the use of individual learning plans, scaffolding learning opportunities, consideration of alternative models to placement WIL, development of online and support resources for all students.