UTS WIL Quality Framework

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Work Integrated Learning (WIL) is a key component of the UTS Strategy and strengthens the idea of the **civic university** evidenced in UTS 2027 with strategic external partnerships, excellence in Indigenous higher education and commitment to social justice as well as personalised learning, lifetime of learning, the UTS Model of Learning and Learning.Futures. WIL is a vehicle to engage in public and private sector and community partnerships, design real-world relevant courses, prepare educated future professionals and strengthen graduate employability.

Purpose of the Framework

This UTS WIL Quality Framework is a discussion starter and catalyst for designing WIL into the curriculum. It is a capacity building framework for professional and academic UTS staff outlining possibilities and choice for a unique and customised WIL. The Framework can be used at subject, course, school, faculty and university level. There is not one best practice of WIL because best practice in one context might not be best practice in another. WIL practices are dependent on internal and external course requirements, external partners' capacities and students' individual employability needs.

Different players and their purposes for WIL

WIL purposes vary widely:
- accreditation bodies want assurance of disciplinary knowledge, skills, and professional capability
- academics want to expand graduates' scholarly, evidence-based, critical, and creative thinking
- communities want professional services
- employers want job-ready graduates
- students have diverse goals depending on their individual students' biographies and diversity. These range from exposure to the professional world for undergraduate students with low cultural capital, to upskilling and reskilling of postgraduate students.

Educational WIL Partnership

WIL is an educational partnership between students, industry (community, employers, professionals) and university. The university cannot prepare graduates for professional roles alone; it requires collaboration with external partners. The goal of WIL is to educate and prepare graduates as technical, practical as well as ethical, responsible professionals and active citizens who can make a difference in the world.

WIL Educational Partnership

University

External Collaborations

Students

WIL
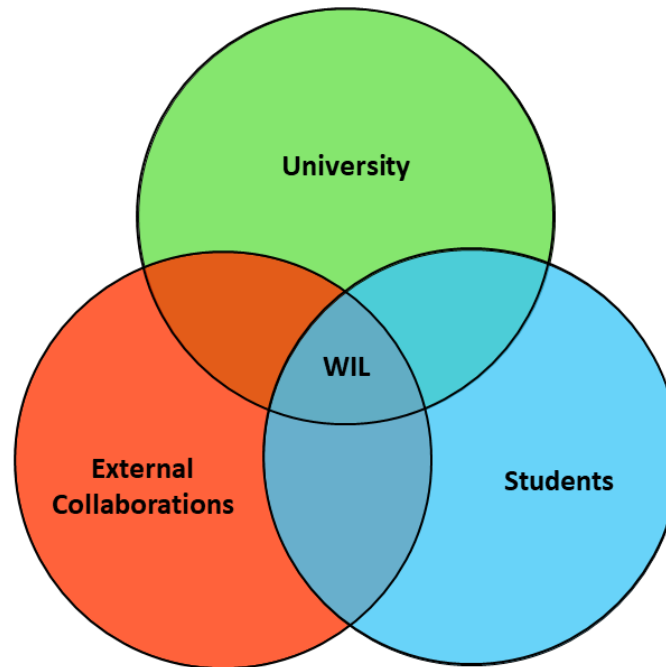
The Definition and three Distinctive Features of WIL

WIL: Work Integrated Learning is specifically integrated into a purposeful professional practice curriculum where relevant skills and attributes are developed and assessed

There are three pillars that make WIL distinctive:
- **External partnerships** are the foundation and transition spaces for students to be and become professionals
- **Curriculum integration** provides a scaffolded approach to educating future professionals equipped with practice and employability skills aligned with career goals
- **Professional practice pedagogy** facilitates participatory, embodied, collaborative, connected, relational, creative and critical learning for practice
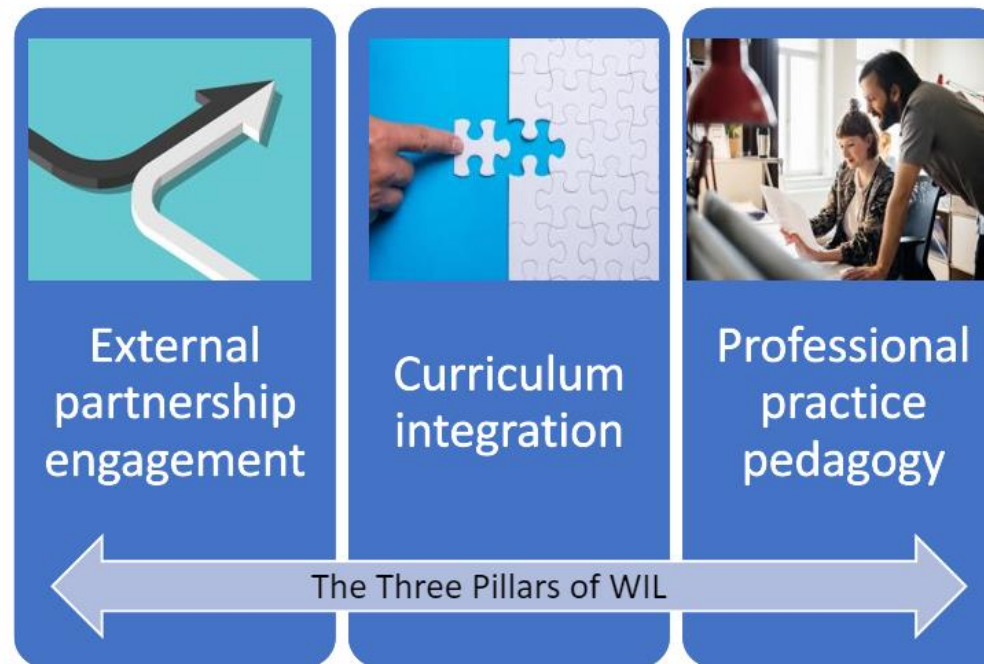
Five WIL Principles

The five WIL principles - purposeful, authentic, evidenced, collaborative and supported - assure that quality WIL experiences and opportunities to try out professional practices are integrated into the course curriculum. Professional knowledge, skills and attributes need to be identified for each course and intentionally scaffolded and co-designed to meet accreditation standards. These principles are based on the pertinent scholarly literature, WIL research and the Higher Education standards.

Purposeful
Purposefully designed and assessed in curriculum aligned with internal and external accreditation requirements

Authentic
Authentic, learner-centred, personalised and professionally relevant

Supported
Supervised and mentored before, during and after

WIL Principles

Collaborative
Value-add for all, equitable, integrative, reciprocal

Evidenced
Evidence-informed, scholarly, evaluated

Evidenced	WIL practices are underpinned by sound pedagogical theory and evidenced by research and professional practice. Processes are evaluated reviewed and redesigned on a regular basis based upon data analysis and recommendations.
Purposeful	WIL activities that align with external requirements, accrediting bodies and the needs of community, are designed throughout the curriculum. Participants learn and develop skills that equip them to be well rounded, responsible, transdisciplinary focused professionals and citizens
Authentic	Learner relevant WIL activities are designed with flexibility and multiple stakeholders' interests in mind. These outcomes focused, real-world engagement opportunities consider clients, students, the curriculum, partnerships and sustainability.
Collaborative	Connected to an integrated, meaningful curriculum, **WIL** opportunities add value for all stakeholders and are equitable, accessible and affordable for students.
Supported	WIL opportunities are well structured and resourced for sustainability and forecast future requirements. Students are well prepared, mentored throughout and have opportunities for debriefing and feedback dialogues. Community partners, academics, staff, and other partners are prepared and supported and contribute to the design and evaluation of the process.

UTS WIL Typology

The typology is a progressive, scaffolded, systematic, coherent approach to map curricula against three developmental stages to enhance the learning life cycle. These stages are based on the purpose of WIL, considerate of engagement with external partners and assessment. They privilege student learning of professional practice capabilities and graduate attribute development and how these may be assessed across the program or course, signposting the importance of WIL integration. The categories relate with each other and align with the purpose, key features, and Circle of WIL (which follows) in the UTS WIL Quality Framework.

| UTS WIL Typologies mapped to Circle of WIL developmental stages		
Developmental Stages →	**1.Foundational**	**2.Developmental**	**3.Professional**
Categories ↓	Building awareness and knowledge of what it takes to attain practice capabilities	Working towards Increased responsibility/decision making; dialogues	Attainment of professional practice capabilities: Experienced, performed, evidenced, leadership
P Performance of professional practice capabilities	Examples: compare CiLOs and industry accreditation competencies and set future goals (students begin to plot their WIL journey and career narrative); analyse practice videos/case studies, virtual environments, career development modules, ideation and odyssey mapping, teamwork process	Examples: Using initiative to suggest a change to a process; developing relational agency with colleagues, professional identity	Examples: inclusive and ethical behaviours, creating professional artifacts, contribute to diverse environments, facing disruptions and taking educated risks
E Type of engagement and interaction with external partners/real world problem	Establishing opportunities for students to encounter contemporary real-world challenges; disciplinary and social focused; practised with peers; no direct interaction with	Developing and sustaining external partners' relationships: supervision meetings, mentoring sessions; feedback; dialogues	Working with or for external partners, life projects (research, consultancy, activity/event), with regular engagement with

	external partners; teacher guidance Examples: guest lecture by external partner, peer role play scenarios such as interviewing a client, telehealth style, mock meetings, mock interviews (also with Careers Service), field trips, hackathons	Examples: interview an expert, interview to apply for a WIL opportunity, contributing to an expo, industry panel interaction, networking, virtual interactive experience or simulation, actively participate in professional development event	external partners (in the workplace, online) Examples: showing initiative and agency; collaborative project opportunities; working in trans-disciplinary teams, entrepreneurships, reciprocal
A Assessment methods	Feedback from academics, automated feedback self-reflection/ comparative Artefacts: pitch a solution to an authentic problem to a group Reflective learning journal (start professional portfolio) Feedback: quiz on technical, ethical skills (automated)	Feedback from academics with input from external partners on student performance, peers, critical self-reflection Artefacts: professional/technical reports, case studies Feedback: peer review, formative assessment	Feedback from academics with input from external partners, informed by peer feedback, critical reflexivity Personalised, future focussed Artefacts: portfolio, multimedia presentation, research project report, reflection on changes to practice after performance review Feedback: loops, performance review, self-measurement, evaluative judgment

Gold star for embedded in the core curriculum
Silver star for co-curricular WIL activity
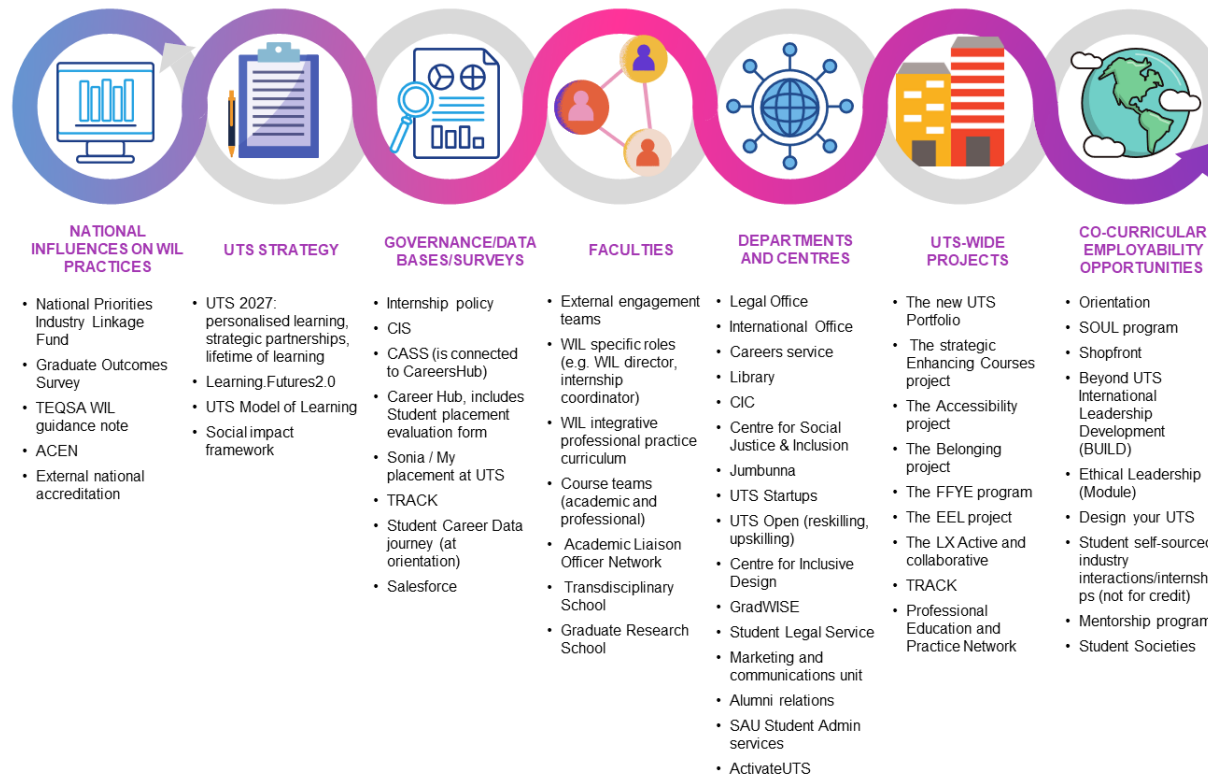
The Circle of WIL

This Circle of WIL visualises the interconnectedness of the three distinctive features of WIL and positions various WIL activities across the curriculum from foundational (low stakes), developmental (embedded) to professional (high stakes).
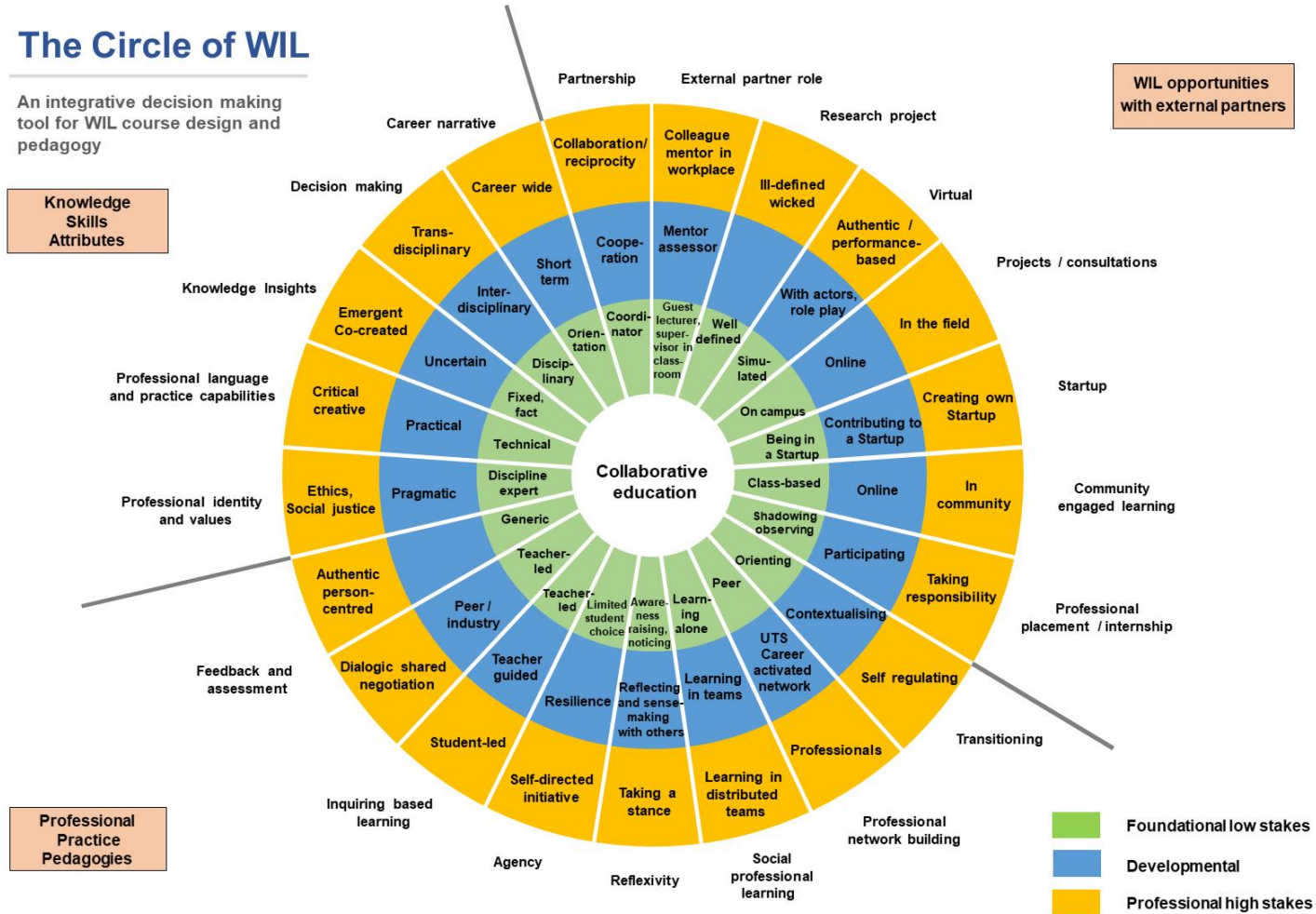
WIL in the Employability Ecosystem

WIL is supported by the wider UTS **Employability Ecosystem** integrating people, projects and systems across and beyond the university. UTS "has shifted towards a whole of university approach to embedding employability into every aspect of the student experience through a focus on development of professional identity " (Alexander et al., 2019, p.117). Connecting these systems, building on the projects and embedding co-curricular activities promises a greater equitable impact for all.

Employability Ecosystem Map

NATIONAL INFLUENCES ON WIL PRACTICES	UTS STRATEGY	GOVERNANCE/DATA BASES/SURVEYS	FACULTIES	DEPARTMENTS AND CENTRES	UTS-WIDE PROJECTS	CO-CURRICULAR EMPLOYABILITY OPPORTUNITIES
• National Priorities Industry Linkage Fund	• UTS 2027: personalised learning, strategic partnerships, lifetime of learning	• Internship policy	• External engagement teams	• Legal Office	• The new UTS Portfolio	• Orientation
• Graduate Outcomes Survey	• Learning.Futures2.0	• CIS	• WIL specific roles (e.g. WIL director, internship coordinator)	• International Office	• The strategic Enhancing Courses project	• SOUL program
• TEQSA WIL guidance note	• UTS Model of Learning	• CASS (is connected to CareersHub)	• WIL integrative professional practice curriculum	• Careers service	• The Accessibility project	• Shopfront
• ACEN	• Social impact framework	• Career Hub, includes Student placement evaluation form	• Course teams (academic and professional)	• Library	• The Belonging project	• Beyond UTS International Leadership Development (BUILD)
• External national accreditation		• Sonia / My placement at UTS	• Academic Liaison Officer Network	• CIC	• The FFYE program	• Ethical Leadership (Module)
		• TRACK	• Transdisciplinary School	• Centre for Social Justice & Inclusion	• The EEL project	• Design your UTS
		• Student Career Data journey (at orientation)	• Graduate Research School	• Jumbunna	• The LX Active and collaborative	• Student self-sourced industry interactions/internshi ps (not for credit)
		• Salesforce		• UTS Startups	• TRACK	• Mentorship programs
				• UTS Open (reskilling, upskilling)	• Professional Education and Practice Network	• Student Societies
				• Centre for Inclusive Design		
				• GradWISE		
				• Student Legal Service		
				• Marketing and communications unit		
				• Alumni relations		
				• SAU Student Admin services		
				• ActivateUTS		

Glossary of Terms

Agency: an ability to act, influence a situation and take initiative; agency may support dynamic, creative collaborations.

Authentic: learning activities and assessments that include real-world problems, industry-related outcomes/processes, community projects, and the production of artefacts relevant to a chosen profession.

Co- curricular: employability experience that is not in a credit bearing subject but compliments curriculum.

Extra –curricular: activities that fall outside of the scope of curriculum.

Employability: capabilities and attributes that equip someone to seek, select and secure sustainable and satisfying occupations throughout life.

Employability Ecosystem: an integrative approach involving people, projects and systems to embed and intertwine employability into every aspect of the student experience.

External Partners: community, employers, professionals providing authentic, foundational and transitional spaces for students to practise their professional skills and attributes.

High stakes: activities or situations that may involve risk or serious consequences if done poorly.

Low stakes: situations are low risk, something with very minimal loss or consequences if achievement is below par.

Professional Practice: knowledge, skills and values that underpin activities people undertake in fulfilling professional roles. Professional bodies may set standards of ethics, performance and competence, to assure quality across the sector or industry.

Simulated environment: mimics a professional context as realistically and authentically as possible to provide students with exposure to experts and tasks that they perform in the workplace.

Virtual environment: reproduces the physical world digitally within the computer system and displays it to the user in such a way that they can interact with it in a wide range of situations.

WIL: Work Integrated Learning is purposeful student learning specifically integrated into the curriculum where relevant professional practice skills and attributes are developed with engagement of external partners, and assessed.

Foundational WIL: the initial phase in the WIL continuum where WIL experiences don't require direct participation in work practices but build on theoretical knowledge and relate to professional skills and attributes. Students may explore observe, analyse and reflect.

Developing WIL: the middle phase in the WIL continuum where WIL experiences apply more directly to professional practices and may include simulations, professional projects and case studies. There is a connection to an external partner at some level. Students may produce, investigate, experiment and reflect.

Professional WIL: the culminating phase in the WIL continuum where WIL experiences relate directly to professional practice and students are exposed to authentic tasks, decision making scenarios and connections with diverse professionals. Students may reflect and adapt behaviours based on higher stakes experiences.

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The WIL Good Practice Guide

The Table below lists the **five WIL principles** - purposeful, authentic, evidenced, collaborative and supported accompanied by guiding questions, examples from UTS and three columns for professional practice pedagogies, within the curriculum and external partnerships respectively. The purpose of the table is to be a discussion starter for course directors and their teams to design or evaluate their course.

WIL Principles	Guiding Questions	Examples	Professional Practice (Active) Pedagogy facilitates participatory, embodied, collaborative, connected, creative and critical learning	Within Curriculum scaffolded student learning journey aligned with career goals	External Partnership foundation and transition spaces for students to be and become professionals
1. **Purposeful** Purposefully designed and assessed in curriculum aligned with internal and external accreditation requirements	1.1 Is the WIL experience aligned with institution-wide requirements? • UTS Model of Learning • Learning.futures • Graduate Attributes			♥	
	1.2 Is the WIL experience aligned and integrated with academic curricula learning experiences and assessment tasks on campus and online?			♥	

	1.3 Is the WIL experience aligned with intended learning and teaching goals at subject and course level?			♥	
	1.4 Is the WIL experience measured against external requirements? • Industry accreditation requirements of the external partner • the appropriate Australian Qualifications Framework (AQF) level				♥
2. **Authentic** Authentic learner centred and professionally relevant	2.1 Does the course/program have integrated professional roles and skill sets embedded within curriculum elements and concepts? • collaborating with agency • engaging with at least one of these: complexity, trans-discipline, uncertainty, ambiguity and diversity		♥	♥	

	2.2 Are assessment tasks and artefacts authentic in their approximation to the professional tasks and competencies required for students to demonstrate? Considering: • pain points and problems that students experience in practice context • feedback points, • reflexive tasks • portfolium		♥	♥	
	2.3 Are there virtual opportunities, project-based assessments, case studies' analysis?		♥		
	2.4 Is student engagement with external WIL partners (placements) integrated into coursework, teamwork, studios and tutorials?		♥	♥	♥
3. **Evidenced** Evidenced informed scholarly and evaluated	3.1 Does curricula revision and renewal ensure industry-relevant curriculum with ideas gathered from internship evaluations/external partners?			♥	♥
	3.2 Are External WIL opportunities evaluated before, during and post experience?				♥

	3.3 Is feedback to industry/external partners and from industry/external partners ensured?				♥
	3.4 Is there evidence of WIL scholarship?				
4. **Collaborative** Value add for all, equitable, integrative, reciprocal	4.1 Are WIL opportunities inclusive ensuring equity and accessibility for students with disability, low cultural capital?				♥
	4.2 Are ethics, mental health training, Indigenous perspectives, and professional etiquette embedded into curricula?		♥	♥	
	4.3 Have opportunities for external partners to contribute to: curriculum renewal, teaching opportunities, providing students with projects, research partnerships etc been considered?				
	4.4 Do students have opportunity to co-design with supervisors appropriate learning goals, activities, including formative assessment to support effective WIL experiences?		♥	♥	♥
	4.5 How are WIL opportunities/internships/placements sourced (university selected or student selected) and supported for				♥

5. **Supported** Supervised and mentored before, during and after	Question				
	sustainability/longevity with external partners?				
	5.1 Is dialogue with and mentorship for host supervisors provided before, during and after WIL activities?				♥
	5.2 Are students prepared for learning in professional settings and with professionals/community? Consider • preparation for emotional, cultural and other challenges • attendance, responsibility, and accountability • staying safe and professional				
	5.3 Are there regular check in points for students at different stages of the WIL experience? Is technology used to stay connected?		♥		♥
	5.4 Is there space in subjects in the course/program for collective debriefing and storytelling (sense making opportunities for students, sharing, reflecting and future planning) from WIL experiences?		♥	♥	
	5.5 Have quality and safety measures of external partners been assessed?				♥

WIL Audit and Action Plan

Transfer those answers to the questions in the above table that the course team wants to work on in left column.
Then complete the other columns
Establish realistic nature of change
Set priorities by choosing 1-3 changes to work on
Review the plan at suitable milestones

WIL Principles to work on	Current rating / why change	Nature of change	Action Steps and responsibility	Time frame