

# A Collaborative Governance Framework for assuring learning outcomes in Work Integrated Learning

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Graduate capability and employability is regarded as a critical success factor for undergraduate degree programs by universities, industry, and the students.

The higher education sector has responded to this challenge by developing and furthering practice based experiences/ Work-integrated learning within degree programs.

# HIGHER EDUCATION STANDARDS FRAMEWORK (THRESHOLD STANDARDS 2015)

## 5.4 Delivery with Other Parties

1. Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.
2. When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the *Higher Education Standards Framework* that relate to the specific arrangement.

# Collaborative governance

Definition: It involves government, community, private sectors communicating with each other and working together to achieve more than any one sector could achieve on its own.

Governance – ‘rules and forms that guide collective decision-making’

# Why collaborative governance?

Ensures sustainability

Optimal outcomes

# What is needed for collaborative governance?

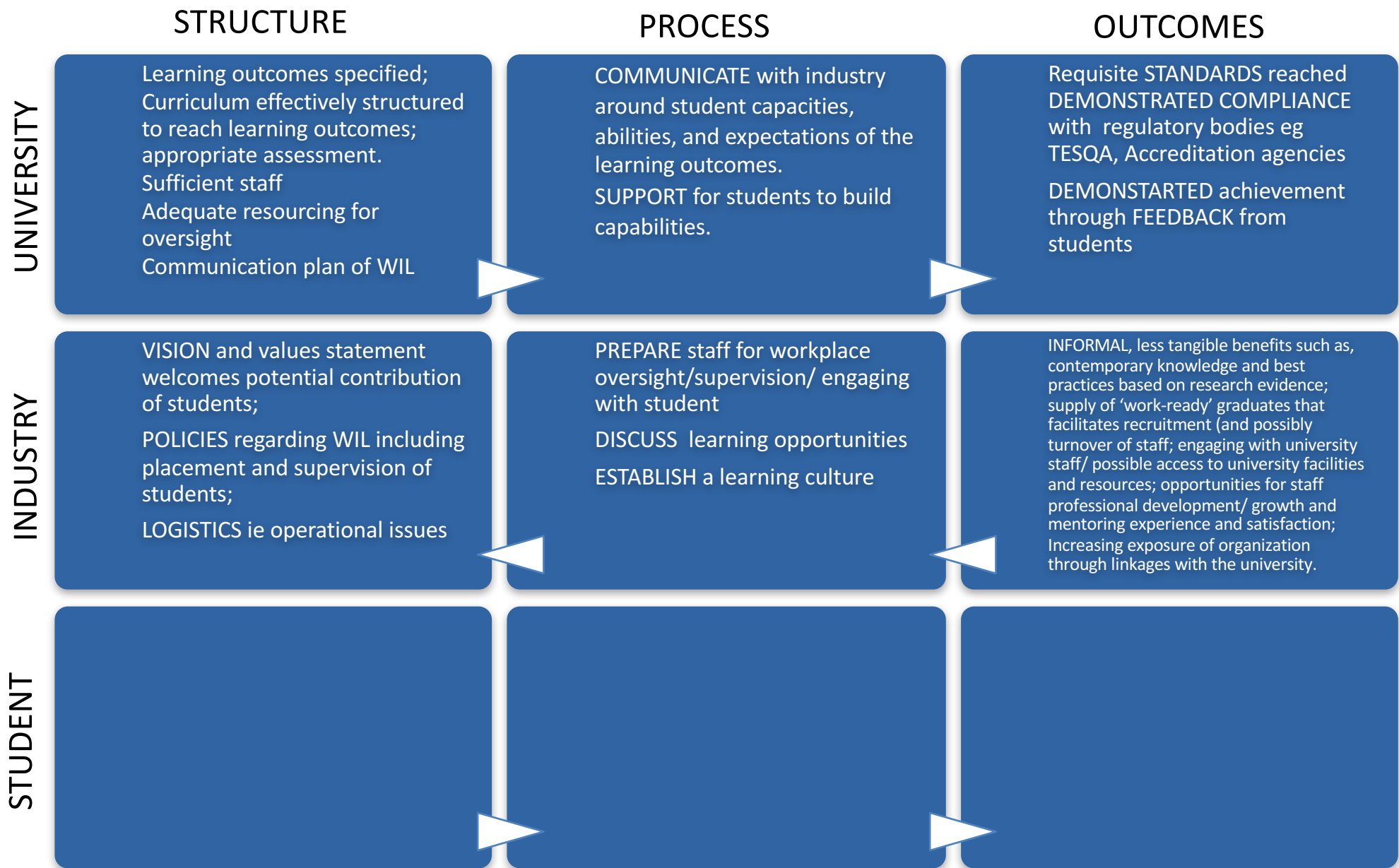
Shared understanding (conversations and communication)

Commitment

Trust

# What is needed for collaborative governance?

Tangibles –  
leadership (vision/ commitment)  
resources (staff and rewards)  
institutional design





## **UNIVERSITY STRUCTURES**

### *1.4 LEARNING OUTCOMES & ASSESSMENT*

1.4.1 WIL relevant to the course of study

1.4.2 WIL learning outcomes include generic and discipline specific knowledge, skills and abilities

1.4.3 WIL assessment authentic (valid and reliable assessment of LOs) and reflect course level.

### *2.1 FACILITIES & INFRASTRUCTURE*

2.1.1 WIL facilities are fit for purpose

2.1.2 Access to electronic information as needed for learning and assessment

2.1.3 WIL is a supportive learning environment

### *2.3 WELL-BEING & SAFETY*

2.3.1 Staff are physically & emotionally supported & safe during WIL experience

### *3.2 STAFFING*

3.2.1 Sufficient staff to meet students needs (including administration of WIL)

3.2.2 Academic profile of staff appropriate to deliver course (see 4).

3.2.3 Academic staff supervisors have contemporary knowledge, skills, experience and requisite qualification to provide oversight of WIL experiences.

3.2.4. Teachers 'who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision have their teaching guided and overseen by staff who meet the standard.'  
(refer 3.2.3)

3.2.5. Staff are accessible to students with respect to WIL experience.

### *5.3 MONITORING REVIEW AND IMPROVEMENT*

5.3.2 Integration of WIL, ie its design, content, contribution to LOs, is reviewed and is contemporary/ evidence based.

5.3.3 WIL experiences are monitored ie feedback from students and staff.

5.3.4 Reviews of WIL informed by feedback, performance, outcomes

## STRUCTURE

## PROCESS

## OUTCOMES

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## **UNIVERSITY PROCESSES**

### *3.1 COURSE DESIGN*

3.1.3 Communicate with industry to ensure WIL activities foster progressive and coherent achievement of learning outcomes.

3.1.4 Communicate with industry to ensure learning outcomes can be reached in WIL experience.

### *3.2 STAFFING*

3.2.4. Collaborate with WIL practitioners to ensure effective supervision of students on WIL. University may need to provide education (refer 3.2.3)

### *3.3 LEARNING RESOURCES AND EDUCATIONAL SUPPORT*

3.3.1 Collaborate with industry to ensure provision of necessary supports for learning during WIL.

3.3.2 Collaborate with industry to ensure students have learning support for special needs and requirements when students off campus.

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