# Multiple Campus Operation – Challenges and Opportunities in Implementing Work Integrated Learning

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This project *Building Capacity for Work Integrated Learning (WIL)* was funded in part by a small portion of an Australian Learning and Teaching Council (ALTC) grant under the auspices of the James Cook University (JCU) Curriculum Refresh process. JCU academics from the Faculty of Law, Business and the Creative Arts visited key WIL academics and practitioners in other Queensland and Victoria universities in order to understand their commitment and approaches to WIL. The overall purpose of this research was to provide workable recommendations to the Faculty on how it could increase capacity to develop and sustain a range of WIL programs that meet the needs of a multi-campus university.

The Faculty of Law, Business and the Creative Arts offers programs at various locations including Townsville, Cairns, Brisbane and Singapore. Each location has its own unique challenges in delivering WIL programs; Townsville and Cairns have regional economic constraints; Brisbane has a high proportion of international students; and Singapore is constrained by a legal system that restricts certain WIL programs that impacts a large proportion of its student cohort. The WIL working team is endeavouring to share knowledge, align practices and develop a strategy to formally integrate WIL practices into the curriculum that is consistent across the Faculty yet still meets the unique vagrancies of each campus location.

The project has explored a diverse range of both placement based and non-placement based approaches to WIL. Comparative baseline data focusing upon Work Integrated Learning has been gathered to support strategic and tactical decision-making relating to teaching practices, student engagement, assessment and curriculum renewal. The final recommendation made to the Faculty was to adopt a hybrid version of the Victoria University's WIL model of assessment targets and findings of other universities visited during the project that suit the challenges facing JCU as a multi-campus operation.

**Keywords:** Multi-location, Capacity building, Best practices, Integration, partnerships

## Introduction

Work Integrated Learning (WIL) is defined by the Australian Collaborative Education Network (ACEN) as 'An umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum' (Patrick, et al., 2008, p. iv). Although there is a tendency to refer to WIL as 'work placement' it also refers to broad range of approaches including service learning, project work, simulation and virtual WIL.

Workplace learning provides students with the opportunity to demonstrate their learning in authentic and meaningful contexts (Patrick, et al., 2008) as well as to test and develop their graduate attributes (Barrie et al., 2009). Due to the emerging pedagogical value of WIL many universities have sought to incorporate WIL into the core curriculum, thus providing a range of experiential learning opportunities for students which are relevant to the real world (Billett 2001). In addition to industry placement, and constrained by the resource intensive implications of placement, some scholars are recommending serious consideration be given to less resource intensive options (Billett, 2010). These non-placement options are seen as viable alternatives and appeal to many institutions as they seek financially viable ways of providing WIL experiences to all students decoupled from finding them industry placements. In addition some students are not suited to industry placements as representatives of a university for a variety of pedagogical or professional reasons (Patrick, et al., 2008).

Embedded in the discussion of WIL provision is the risk assessment to students, employers and the university; this may take the form of OH&S, legal indemnity, staff burnout and potential student exploitation which must also be considered in designing an effective WIL program.

To achieve our stated goal of providing workable recommendations to the Faculty on how it could increase capacity to develop and sustain a range of Work Integrated Learning (WIL) programs that meet the needs of a multi-campus university, funding was sourced through the Curriculum Refresh initiative. A large part of this project has drawn on external expertise through a scoping study at a range of Innovative Research Universities Australia (IRUA) members and other universities which have developed sustainable models of Work Integrated Learning. Queensland Universities visited include Queensland University of Technology (QUT), Griffith, University of Southern Queensland (USQ) and Bond; Victorian Universities visited included Victoria University (VU), Monash, Swinburne, La Trobe, Royal Melbourne Institute of Technology (RMIT) and University of Melbourne.

The project has been lead by Dr Pierre Benckendorff (School of Business - Townsville) with a team of Faculty members included Professor Ryan Daniel (School of Creative Arts-Townsville), Ms Mandy Shircore (School of Law - Cairns), Mr Abhishek Bhati (JCU Singapore) and Mr Paul Kidd (JCUB - Brisbane). As the initial phase of this investigation has drawn together a series of findings from a literature review, observations of JCU pedagogical practices and the visits to the IRUA members (and others) which consider student, staff, employer and institutional input in how WIL programs are conceptualised, structured and positioned in their respective curriculum. It is from this data that recommendations to the Faculty have been made.

## Literature

In recent years the abundance of literature relating to the theme of WIL has both showcased the varied nature of the initiative and highlighted its challenges.  In the recent Australian Learning and Teaching Council (ALTC) *Work Integrated Learning: A National Scoping Study*  (Patrick, et al., 2008) the authors acknowledged the benefits of WIL and the significant uptake of variations of the model. One of the key findings was the integration of 'authentic learning experiences' both within and outside the university settings (Patrick, et al., 2008). Key findings from the ALTC report mirror the challenges and issues that face the Faculty of Law, Business and the Creative Arts, these issues include:

Ensuring equity and access: ... not all students have easy or equal access to WIL experiences even those for whom the experience is mandated by professional accreditation requirements. International students, for example, are constrained by visa restrictions and/or by language and cultural differences.

Managing expectations and competing demands: ...  perception by students that engaging with work placements is unjust, unfair, or too costly may overshadow the perceived benefits of the learning experience. Participants highlighted the need for a 'stakeholder integrated approach.'

Improving communication and coordination... improved communication and coordination are essential to the enhancement of a stakeholder approach that better reflects the working environment.

Ensuring worthwhile WIL experiences: ... stakeholders [need] to move towards a shared understanding of the purpose of the experience and how their different roles impact on the quality of the WIL experience. The study identifies the importance of designing WIL as an integral and integrated part of the curriculum, rather than as a 'bolt on' experience;

Adequately resourcing WIL: ... workload and time constraints for staff of universities and employers, the financial cost of placements to employers, and the inflexibility of university

timetables in enabling students to spend appropriate time in the workplace. (Patrick, et al., 2008: 23-32)

The other key feature addressed in the literature is the varied nature of approaches taken by institutions ranging from placements and internships to virtual WIL environments or E-WIL and the full gamut of blended models in-between. The point of consistency, acknowledged by all literature, is the clear benefits associated with linking theory to academic skills giving students opportunities to engage with professional bodies in order to develop work readiness skills. This in turn will assist graduates in their transition from academic culture into a workplace setting. The importance of developing generic skills to augment discipline knowledge is fundamental in all WIL discourse (Barrie, 2007; Billett, 2001).

In order to develop a successful WIL scheme it is deemed essential to focus upon clear outcomes of the program, these must be clarified and effectively communicated to all stakeholders and all material (legal contracts, rights and responsibilities, monitoring roles, assessment strategies and instruments, and reporting) must be clearly documented. If these key features can drive the program then the remaining issue of adequate resourcing becomes the final component of making WIL function effectively within the University context.

The value of the literature associated with WIL is the degree to which WIL programs are broad in their appearance; it would appear that no two institutions have the same program operating and variance, innovation and customisation are the common threads associated with WIL. The value of building a WIL program around the needs of students, local/national/international industry, institutional resources and the engagement with local communities has become a vital feature of many Australian Universities. WIL has also become a proxy for 'real engagement' with stakeholders; this can assist academics to engage with industry and seek greater comprehension of the needs and expectations of professional bodies. The knowledge gained through an effective liaison with industry and professional bodies is fundamental in the design, maintenance and growth of any WIL program. The subtle shifts in focus can be telling, as some universities develop industry links which can assist in future revenue sources through professional training programs for industry, others cement the reputation of their graduates within the industry through exposing them to potential employers. Some WIL programs work towards developing social capital though linking in with Non Government Organisations (NGOs), the recycled book project for China is a good example of how WIL can develop excellent learning opportunities across cultural borders developing strong business skills within a student cohort (Kenworthy-U'Ren, 2008).

WIL is an established part of the curriculum in some disciplines such as education (teaching), health (nursing) architecture and engineering where it is a mandatory component of the professional accreditation process (Cedercreutz & Cates, 2008). This accreditation process is a major driver and enabler of WIL in these disciplines. However for students undertaking a general Business or Creative Arts degree, WIL is not a mandatory qualification or professional practice requirement for these graduates. As a result WIL remains an elective subject in most however, the value of learning in the workplace cannot be overstated (Billet 2001; (Eames, 2000). Cedercreutz & Cates (2008) contrast the importance of subject specific technical skills with the importance of soft-skills mastery as experienced during a WIL placement program, they note:

> Individual subjects…have almost no impact on student ratings because of the tremendous variety exhibited by employers in their projects and work situations…. The biggest impacts are seen in broader skills such as communication, analytical ability, problem solving etc. (Cedercreutz & Cates, 2008 p. 20)

Unlike the professions mentioned earlier many graduates from Business and the Creative Arts do not join a profession *per se*, as they not have a clearly defined technical skill-set as does a doctor, architect or an engineer therefore soft-skills mastery honed through WIL placement experiences are crucial for these graduates.

WIL has also been a catalyst in developing an opportunity to think laterally regarding the use of Information and Communication Technologies (ICT); the introduction of virtual WIL experiences have shown increased momentum and given organisations, especially those that must operate within Government restrictions associated with work visa's, greater power to provide meaningful WIL programs (Fong. & Sims., 2010). Not only do ICT facilitate opportunities but they can also aid in creating accurate documentation of the program. 'The archival feature of communication media such as email and threaded discussion boards provides rich support for review and reflection for students and academics' (Fong. & Sims., 2010, p. 56).

The literature also recognises that every WIL program requires a framework to operate successfully; the scoping study has seen the impact of good policy and institutional focus. Where processes are aligned and largely driven by a funded program leader the coordination of the pedagogy, facilitation, regulatory responsibilities, guidance, mentoring of both staff and students plus the networking and industry liaison can be achieved with great success and efficiency (Fong. & Sims., 2010, pp. 55-56).

## Existing scenarios at each Campus

### JCU Townsville/Cairns

Many schools and disciplines based at Townsville and Cairns have fully instituted work placement programs, however, the Faculty of Law, Business and the Creative Arts have sought to adopt a range of WIL based initiatives outside of traditional placements and internships. The newly designed Bachelor of Business has offered BU2050/3050 - Work Integrated Learning, as an elective subject which allows students who are already working in paid employment or voluntary positions to integrate real-world skills and experience with concepts from preceding and concurrent subjects. The subject involves a limited series of workshops through which students develop, share and reflect on professional practice and behaviours in the workplace. Students participate in workplace-based projects for business, industry, government or community-based organisations with which they are associated. Activities may include a field-based project, individual case studies or industry/corporate analysis. The subject also provides an opportunity for students to begin identifying and collecting data for potential areas of study, in preparation for enrolment into an honours year. A quota applies to this subject and students are selected on the basis of GPA or at the discretion of the Head of School.

In the School of Creative Arts students have been offered GA3020 - Creative Industries Research and Placement. Here students explore the creative arts industries via research projects, industry networking, professional placements and collaboration with peers. The outcomes of the research and investigation provide students with a number of additional pathways for further exploration and engagement with the creative industries.

More recently in the Bachelor of New Media Arts all third year students undertake NM3104 - Creative Exchange Project. This capstone subject allows students to contribute their acquired generic skills and discipline specific expertise to the planning, organisation and performance of a major creative project or to the production of a larger scale published work. All projects involve aspects of the wider community and industry whilst students have the opportunity to explore team-based synergies working with an internally elected Director and design/production team. This subject has proven very successful in exposing students to industry and allowing a diverse range of activities to be undertaken through team based projects utilising the expertise of most staff in the school and the economies of scale for formal instruction and reporting. Students from Business, Information Technology (IT) and Law can enrol into this subject to develop additional skills and experiences associated with WIL.

Schools within the Faculty recognise the need to develop work readiness skills throughout the degree program; these have occurred spasmodically over time and generally included the introduction of guest speakers and field work visits in first year and a range of work related activities leading to eventual work placements or project work in final year. Some of the individual scenarios that have

been used include: Manager for a day – Shadow Manager, case examples, simulations such as 'my future' career development website, role plays, bringing businesses to campus: 'Consultancy clinics'; on campus presentation, non-financial audit (marketing strategy, competitive review, HR plan, training, market analysis), business venture simulation, in-house innovation challenge, Practice Firms, capstone report or workplace dissertation, ePortfolio's, traineeships, workshops (problem solving skills, interview techniques, soft skills) and also some IT students do workplace simulations.

In a quest to develop a holistic learning environment James Cook University is also currently piloting a new initiative the Tropical Advantage Graduate Award (TAGA) which recognises and rewards students who undertake an active program of personal and career development whilst completing their degree. To achieve the TAGA, students develop and reflect upon their skills and experiences in four broad areas: academic study, work experience, personal interests, and elective activities, including workshops, external courses and training.

It is intended that working towards achievement of the TAGA will provide a structured system for degree students to develop their transferable, career-development skills, while providing a formal way of demonstrating these skills to potential employers. Graduating students must apply to join the program which requires students to complete their degree and submit an ePortfolio which demonstrates the accrual of personal skills and graduate attributes. In addition, students earn points for development of, and reflection on, their achievements in the four broad areas outlined above, they must accrue at least 100 points before submitting their application for the TAGA. Additional requirements, including an interview conducted by leaders in industry or University Alumni, are part of the 'ready for work' concept of the program. This initiative will be extended to other campuses after the initial pilot program has been completed at the end of 2010.

## JCU Brisbane

James Cook University Brisbane (JCUB) is a purpose-built, inner city, higher educational facility focusing on teaching and learning primarily targeted at international students. A team of highly qualified and experienced academic and support personnel are continually improving international student's access to diverse broad-based industry experience through workplace training, industry placements, internships, part-time work, and graduate employment. The Brisbane campus has developed an innovative and comprehensive suite of work placement programs (the majority of these programs however are not integrated with the curriculum and therefore are not WIL but are by definition – work experience) which ensure international students have an experiential pathway that progressively enhances their critical employability skills while providing access to real world industry experiences.

A key part of the WIL portfolio is the post-graduate capstone internship program. The Business & Industry - Professional Internship (LB5213) is an advanced elective subject in the MBA program and is normally taken in the last semester of study. This subject provides students with an opportunity to explore and utilise their theoretical knowledge along with their graduate skills and abilities in the context of a professional work environment. The student spends 20 hours per week at an organisation's office/location working on projects relevant to their studies and skill level. While there are significant academic assignments to be completed, it is implied that students also demonstrate and provide positive measurable outcomes for the business during their 12 week tenure. The Internship has proven an invaluable opportunity for students to gain credible industry experience needed for future employment in a highly competitive global market.

The internship program is only available to high achieving students that have a GPA of 5.5 or higher as these students serve as JCU ambassadors to business and industry. In addition to the GPA prerequisite students must have completed at least two semesters of postgraduate study, have three positive references from campus lecturers, have no academic misconduct reports or sanctions, and demonstrate strong social and teamwork capabilities as observed by campus professional staff. As

internship students representing JCU in the marketplace only students who meet these criteria are considered.

The supervised student undertakes a subject-relevant/project-oriented internship with a suitable professional employer. Specific work assignments, duties and learning outcomes are determined in discussion with the internship sponsor, campus internship manager, the campus academic supervisor and the student in order to ensure that appropriate standards are maintained and are relevant to the student's study. The appointed campus academic supervisors are primarily responsible to liaise closely with the internship students and their business hosts in the management and supervision of this subject. The campus academic supervisor makes regular contact with host organisations and the student to track the internship progress and address any issues.

The program aims to recognise and build on the skills, capabilities and knowledge which students have acquired during their studies to develop postgraduate level professional awareness and practical skills in the context of the wider social, cultural and global environment of the workplace. It provides a learning situation that reflects the real world of business and integrates many of the business theories studied during their Masters degree. The assessment items are designed so that students are required to link theory to practice and critically analyse the congruence/discrepancy between such; this analysis is assessed according to normal postgraduate standards. In addition to receiving academic feedback (weighting 80%) students are given structured feedback from employers (20% weighting) preparing them for real world situations.

Students are placed in organisations that align with their studies. The placement organisation and related projects are congruent with study streams. Topics within subjects are used as benchmark indicators of this congruence. Projects are of a professional or semi-professional nature, appropriate to a near completed postgraduate level program. The internship program does not include task orientated manual labour. No interns are hosted by organisations that require a blue card or work with children under 18.

The internship student-application process is rigorous. If students meet the prerequisites they are required to submit a formal internship application, professional CV and letter of motivation outlining that they possess an adequate level of knowledge and skills to undertake the internship. Their application and references are examined and if considered viable are then jointly interviewed by an academic panel. If suitable, students are linked to suitable organisations based upon preferences and studies. JCU Brisbane finds and secures internship placements for its students. Students are then interviewed by potential host organisations and assessed as to suitability. If suitable, projects are developed and the student commences the internship. If a host organisation rejects the intern then alternate suitable organisations may be approached, ultimately though host organisations' decide. This is made clear to potential interns. Thus the intern's level of engagement, motivation and postgraduate attributes and professional skills are critical and the intern is required to demonstrate a high level of responsibility for the process.

**JCU Singapore**

The Singapore Campus of James Cook University (JCUS) is its foot print in Asia. University operations in Singapore are part of Singapore Government's long term plan of converting the island nation into an Education hub (Singapore Education, 2010). The Faculty of Law, Business and the Creative Arts offers the Bachelor of Business and MBA programs in Singapore. The courses offered in Singapore are identical to offerings at other campuses in terms of learning outcomes and graduate attributes, however the need to incorporate local requirements such as work legislations and international student needs complicates curriculum design. For instance, local legislations in Singapore prohibit international students from working paid or otherwise, thus, minimising opportunities to offer internships as part of curriculum. Local requirements in Singapore make it difficult to employ WIL pedagogy in development of subjects and courses and standardising curriculum design across campuses.

The Singapore Government seeks to host 150,000 international students in the tertiary education sector by year 2015. At present close to 86000 international students are studying in Singapore (Economic Development Board Singapore, 2010). This may lead to a rapid influx of international students entering the Singapore population and eventually the workforce leading to serious implications on the local job market. Thus, in order to protect employability of Singaporeans, the Government, through its Ministry of Manpower (MOM) has regulated international student employment options. The Ministry prohibits international students on a Student Pass to work either paid employment or voluntary work. Some specialist institutions may gain exemption from the above rule; however James Cook University is not included in the exempted institution list. JCU students aspiring for learning opportunities through work experience, internships or work placement must obtain a Training Work Pass or Training Employment Pass in addition to Student Pass in advance of being deputed to a work assignment (Ministry of Manpower, 2010). Since 75% of the Business student population at the Singapore Campus of James Cook University are international; these students are restricted by law from participating in higher order WIL options such as work placement or internships.

During the past decades, Singapore has seen the arrival of a growing number of international students from diverse cultural backgrounds and learning styles. These international students face several challenges including transition to university learning, acclimatising to a new living environment and forming fresh social bonds. These students are not always ready to participate in certain WIL activities such as internships and placements. Exposing them to WIL approaches of working in a foreign environment impedes learning as they are not ready to apply theory to practice and experience the world of work due to cultural differences. This calls for a "scaffolding-based" approach to introducing WIL options to enhance student readiness for higher order WIL options. The incremental model should begin with mentoring opportunities to build student confidence initially to gradually expose them to technical and conceptual subject content related to discipline of study and finally provide opportunities to application based learning to reinforce knowledge and authentic learning.

Nonetheless, being a vibrant economy Singapore offers several opportunities for industry engagement. It is possible to bring industry to the students by organising guest lectures by industry experts and to conduct student field trips to develop greater understandings of businesses. Other WIL options such as observation based research, real life case studies; business projects for small enterprises (such as 'Students in Free Enterprise' SIFE) and scenario based learning may eventually replace internships as higher order WIL activities.

## Findings from Scoping Studies

### Major Finding 1 – Paid placement (The invoice-scholarship model)

It was the general consensus of the JCU team that Victorian universities were more advanced and more competitively aware of the value of WIL than Queensland universities including JCU. One major manifestation of this difference was the uptake of co-op education in Victoria which provided year long paid WIL placements for students. Co-op placement is normally run in the third year of a four year bachelor program (the degree is extended due to the one year placement) and runs for approximately two semesters or 12 months. The majority of co-op students are domestic, the proportion was generally 90% domestic to 10% international. All universities in the study expressed degrees of difficulty in providing paid co-op (and unpaid placement) for international students. Most of the universities in Victoria have active co-op programs for business students in which on average 400 students a year were enrolled. The invoice-scholarship co-op model used by the majority of Victorian universities is a simplistic yet effective means of addressing how to pay students engaged in WIL placements. The invoice-scholarship model works as follows: the host company is invoiced $28,000 - $32,000 by the university; the company claims the payment as a tax deduction as a contribution to an educational institution, the university then retains a small administrative proportion, not generally exceeding 10% of the invoice value, and the remainder is paid to the student via the scholarship model. The invoice-scholarship model relieves the host company of employment

contracts, insurance coverage and other organisational factors as these inhibitors are addressed by the scholarship structure.

Queensland Business schools have not developed the same level of co-op or alternative paid placement WIL options for students when compared to Victoria, although there is an intention to move in this direction.

**Major Finding 2 – Articulated vision, articulated target**

As the team completed its tour of the nine universities it was recognised that strengths and innovative programs existed in all institutions in both states. However the Victoria University (VU) model was favoured by the JCU Team for its institutional wide approach. VU have set a target of 25% of WIL related assessment items (placement or non-placement mix) across a whole program. Not every subject had to have assessment tied into a workplace but the focus was on a holistic notion of work readiness, thereby allowing flexibility at the subject and discipline level. In addition this approach has allowed academics who are pro-WIL to include a larger proportion of WIL assessment components within their subjects while simultaneously relieving the pressure on other academics who believed WIL was not appropriate in their subjects and to refrain from integrating WIL into their subject at this time. This was made possible because the 25% WIL target was across a program and not at the subject level.

**Major Finding 3 – Leadership**

The success of the VU model was in a large part due to top-down university wide management support. In all universities with successful WIL programs – leadership and commitment from the Vice-Chancellor down was the key success indicator. Swinburne University's plan to appoint a Professor of Industry Learning re-emphasises the importance of leadership at the pedagogical and research level. One university at the request of the VC engaged external consultants to conduct university wide research and benchmarking to ascertain the cost of implementing WIL institutionally – the results from the consultants indicated that millions of dollars would be required to do so, however these consultations again reiterate the leadership required to implement WIL successfully.

**General Findings**

As the JCU Team members were drawn from the Faculty of Law, Business and the Creative Arts it was a stated aim of the project to explore both WIL and non-WIL innovations from the nine universities in these three disciplines. This broad approach informed the team's final recommendations for the Faculty which would serve the needs of each school with multi-campus operations.

Other models which provided varied approaches to non-WIL industry interactions included the University of Melbourne's (UM) Law School mentorship program; whereby Alumni act as a mentor and a UM coordinator matches students to mentors – students are not given options or involved in matching process. Mentors and students meet three to four times per year, and it is the student's responsibility to facilitate the meeting and maintain contact with the mentor. Mentor-student interactions can be as simple as coffee shop meetings or attending appropriate conferences with the mentor. Even though this mentoring program is not WIL, be in the strict definition of the term, it is none-the-less a successful and relevant program in the context of UM's Law School. Sustained engagement with Alumni is a crucial component in the mentoring program.

As in other successful WIL universities RMIT has a top-down policy approach to WIL which has resulted in WIL be incorporated into all its schools. RMIT has over 400 students out on paid co-op per annum. The undergraduate Communication Design program was an exemplar area for showcasing WIL activities particularly as RMIT has a Singaporean campus like JCU and is constrained by legal requirements to the provision of WIL. RMIT's 'in sourcing' of real client briefs for students to work on, is an approach to WIL that addresses both legal constraints limiting external placement while

simultaneously overcoming the difficulties of placing a large undergraduate cohort in external WIL experiences.

Swinburne University runs a Volunteer Work Program of two weeks duration with approximately 400 students out on co-op at any one time. No international students were involved in the co-op WIL program.

USQ's School of Psychology has purposefully redesigned its undergraduate psychology degree to incorporate increasing levels of WIL experiences as a student progresses through the degree. A scaffold approach to introducing WIL interactions from years one to three systematically increases the student's exposure to the industry, other industry professionals and then clients. The intensity of the student-client interaction was increased as students progressed thorough the degree – these client-student interactions were a mandatory component of the degree.

One university undertook a program wide WIL audit to determine its benchmark position. The 'hot spot mapping' of all of their programs revealed problems between espoused graduate attributes teaching and actual teaching, learning and assessment aligned realities. Part of the process was to map current WIL hot or cold spots. Finally a comprehensive model was developed to provide leadership with a costing model of rolling out WIL into every program.

## Synthesis of Findings

Through the literature review and scoping studies it is the view of the JCU Project Team that setting a program-based WIL assessment-target is a realistic proposition. The literature review and the findings of the scoping study uncovered congruent issues that can be addressed through a program wide assessment-target approach. The VU model, while not without its own challenges, provides a guiding vision upon which pedagogy, policy and process can be articulated. The assessment-target approach allows for academics and discipline heads to scope the raft of WIL options presented in this paper for use within their subjects and programs. The benefit of the assessment-target approach coupled with 'hot-spot mapping' should foster a more institutional or faculty wide approach to WIL, advancing both policy and coordination.

The integration of WIL into the Faculty must be cognisant of scaffolding strategies that create work ready students. Many universities have clear pedagogical pathways for undergraduates to develop graduate attributes in structured subjects that increase in complexity and industry interaction over time. It is proposed that the Faculty of Law Business and the Creative Arts develop a series of generic capstone subjects that could encompass a range of WIL approaches; these could be either in the workplace, a virtual workplace or in a University based location. Recognition of the Faculty's legal and academic charter, need to be managed by a funded WIL coordinator and a team of academics to deal with specific projects and industry liaisons.

Recommendations made by the JCU Project Team to the Faculty are as follows:

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| **Recommendation 1** | Provide clear academic leadership that is supported by academic policy and senior management |
| **Recommendation 2** | Adopt a hybrid version of the Victoria University assessment-target model |
| **Recommendation 3** | Conduct 'hot spot mapping' of all Faculty programs and benchmark current WIL experiences |
| **Recommendation 4** | Consider all available WIL initiatives for use in an assessment-target model |

Further to the recommendations a peripheral issue recognises that much of the current literature tends to explore aspects of international students' language proficiency, different learning styles and different writing values, which may affect their academic performance in higher education. However, there seems to be insufficient literature focusing on specific strategies to gain authentic learning

opportunities (Tranab, 2008). There is also need for a structured study to analyse needs of these students in a multinational education environment and to develop an informed approach to incorporating WIL in curriculum design. It should be noted that these multi-campus operations also create opportunities, such as student exchanges to gain international work experience.

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