

A stylized illustration on a purple circular background. At the top, a person's head and shoulders are drawn in black outlines, with a large eye and a smiling mouth. Below the person is a dark grey laptop with a blue outline of a screen and keyboard. Two white, brush-stroke-like lines extend from the person's hands towards the laptop. At the bottom of the circle, a black grid pattern represents a net or a mesh. Two green rectangular bars are positioned on the left and right sides of the upper part of the circle.

Risk and Real World Learning

Roxanne Egeskov

Associate Director – Health and Safety

Judith Smith

QUT Real World Learning Coordinator

Queensland University of Technology

Our focus:

- Context and scope
- Defining Work Integrated Learning
- Project objectives
- Challenges
- Supporting cultural change
- Lessons learnt



Context for project

- University priority to strengthen real world learning and work integrated learning (WIL) in the curriculum
- Review of WIL risk management approach - Significant gaps in practice, practices vary across faculties and schools
- Breadth of WIL activity
 - present different risk profiles - includes but not limited to Health and Safety
 - need to provide clear guidelines that support stakeholders' understanding of their roles and responsibilities
- Current requirements and future challenges of harmonisation of H & S legislation - Mutual obligation



**Learning experiences
using real world problems
and contexts**

**Professional identity and
career development**

**Real World
Learning
What students
experience**

**Engagement by industry
on campus**

Work Integrated Learning

Work Integrated Learning

- ... encompasses many models and integrative approaches that involve students learning through engagement with industry and community partners
- ... approximately 15,000 projects and placements in 2010
- ... vary across faculties and disciplines

placements

practicum

industry projects

WIL in industry & community

shadowing

community service
learning projects

fieldwork

site visits

internships

Work Integrated Learning contexts

For example:

- paid or unpaid
- student or QUT initiated
- domestic or international
- mandatory, elective or voluntary
- for credit or not for credit
- large and small partner
- physical or virtual
- working at home



Project objectives

In collaboration with key university and industry stakeholders, this project is developing:

- WIL related risk management policy and protocol
- Educative resources, templates, checklists and online modules for staff, students, and industry partners to support implementation of policy
- Professional development for WIL staff
- A framework for implementing, sustaining and supporting our faculty based approaches to WIL risk management

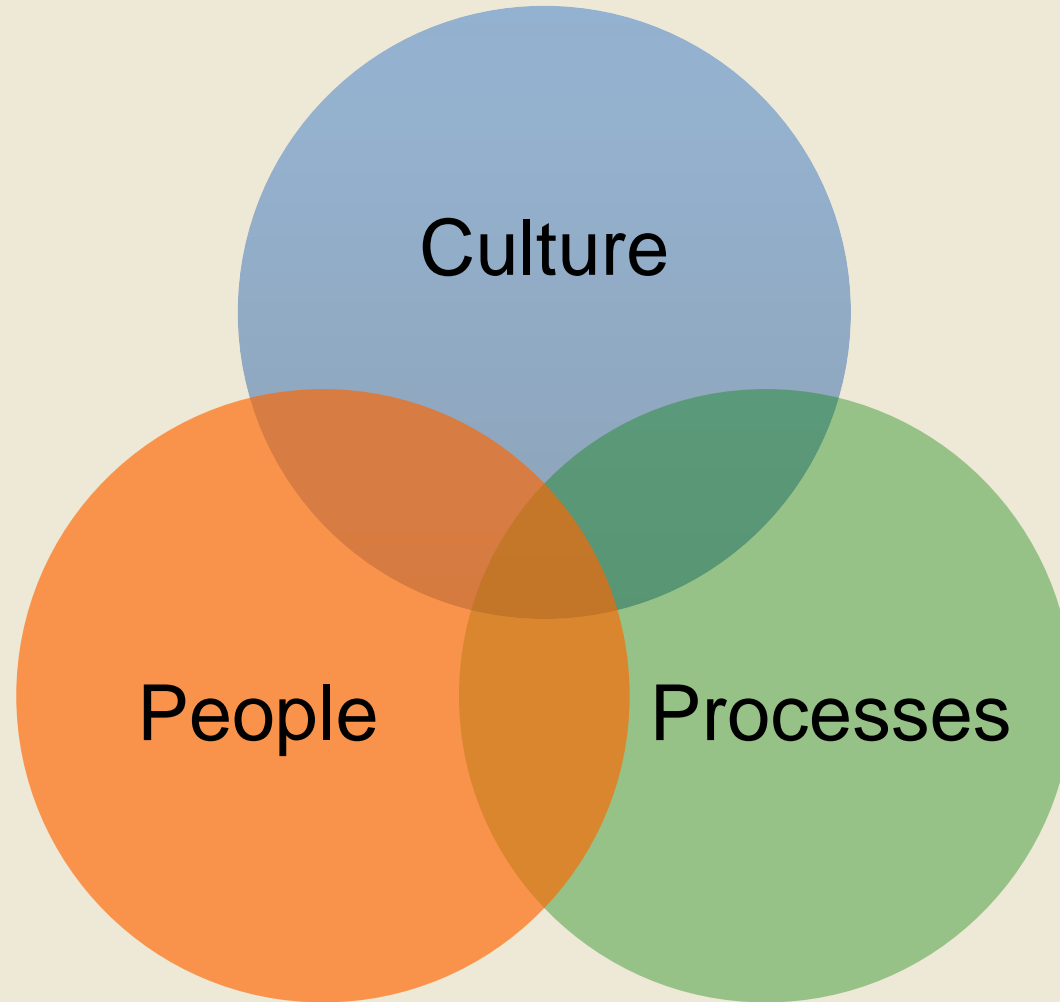


Challenges for project

- No common approach – Difficult for students and staff working across faculty boundaries
- Not a joined up approach to agreements with industry partners – Need a long term vision for relationship management
- Managing competing pressures from stakeholders
- Encouraging academic staff buy-in
- Minimising processes
- Communicating complex information to various stakeholders - Finding a balance



Cultural changes requires attention to:



WIL community of practice

Health and Safety Forum

WILIS User Groups

Real World Learning Committee

enabling partnerships

WIL Risk Management
Working Party

stakeholder communication
strategies

People: Engagement of stakeholders

- WIL Risk Management Working Party- Membership includes key divisional and representative faculty staff (e.g legal, insurance, H & S, Equity, faculty management, WIL staff)
- H & S Project officer initially seconded
- Involvement of WIL Community of Practice and Faculty H & S officers – through development and initial implementation phase
- Real World Learning Committee guides the ongoing development, implementation monitoring and review of RWL including WIL.



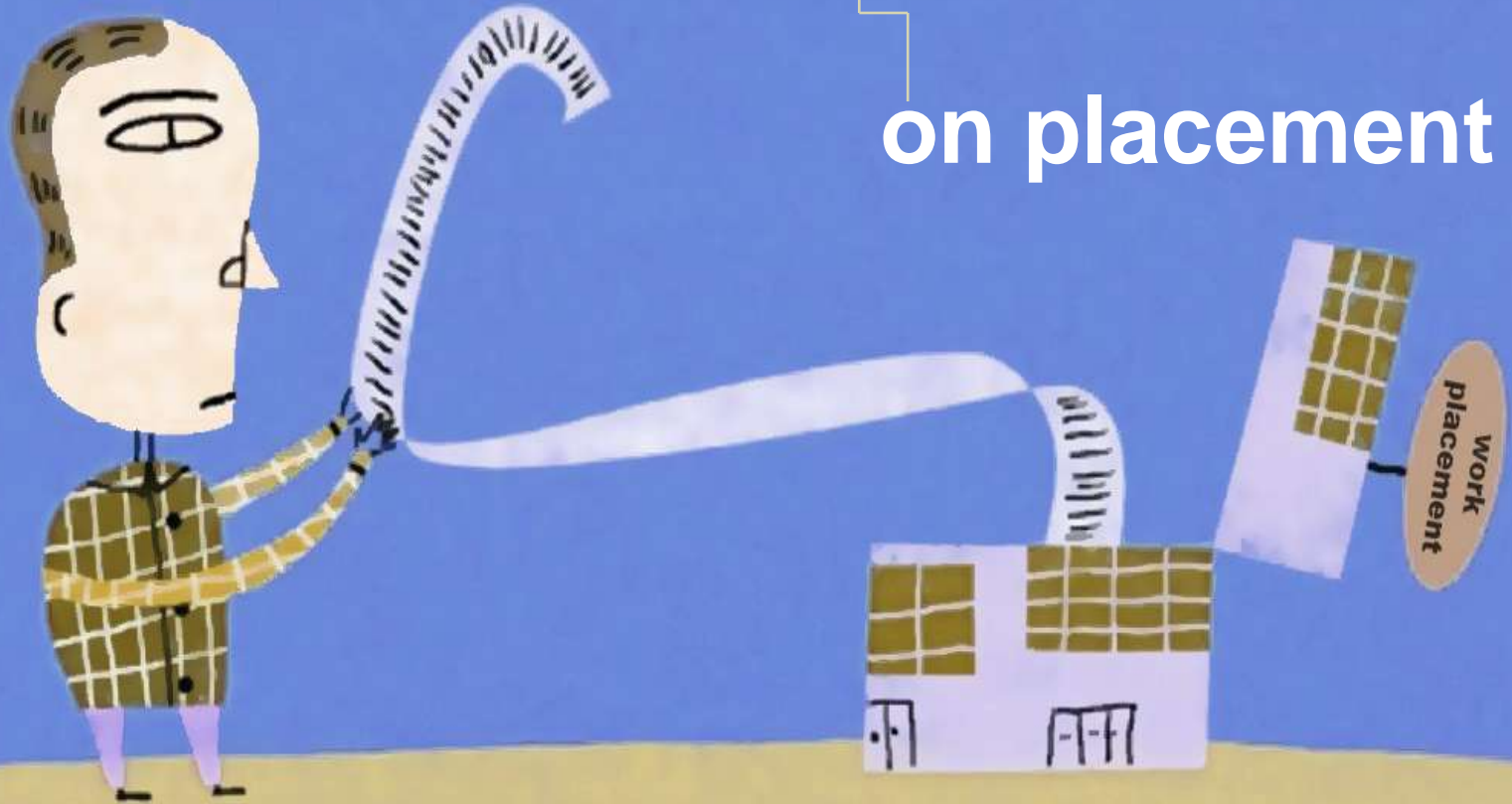
Processes: Protocol, Templates and Tools

- WIL Risk Management protocols and policy
- Options for WIL placement agreements between university, industry partners and students
- OHS checklists for employers
- Checklists for Unit Coordinators responsible for different forms of WIL
- Student resources 'Managing your rights, responsibilities and safety on placement' - For unit coordinators to use when inducting students in WIL units



Managing your rights, responsibilities and safety

on placement



For QUT students undertaking placements
Semester 1 2011

Processes: Protocol, Templates and Tools

- WIL Risk Management protocols and policy
- Options for WIL placement agreements between university, industry partners and students
- OHS checklists for employers
- Checklists for Unit Coordinators responsible for different forms of WIL
- Student resources 'Managing your rights, responsibilities and safety on placement' - For unit coordinators to use when inducting students in WIL units
- **WIL Risk profiling strategies, risk assessment template and discipline based examples**



WIL Risk Profile and Suggestions for Risk Reducing Actions

All WIL activity in industry and community involve some level of risk however many of these activities would be consider lower risks that only require normal risk precautions to be undertaken. Other activities with medium to high risks will require additional specific action or controls to reduce risks.

This resource has been provided as a guide to help you to profile the level of risk associated with your WIL in industry and community activities. The resource also provides examples of possible specific actions and controls.

Please note this is only a guide. You are encouraged to develop and tailor your risk profiling to address issues that could arise from the types of activities students may undertake. When determine appropriate actions and controls to reduce risks it is appropriate to involve a Faculty Health and Safety Officer and/or a Student Disability Advisor to help you consider the specific activities, related risks and actions.

Factor	Risk Profile	Indications	Possible specific action or control to reduce risk
Work factors	High	Work with hazards that have potential to cause permanent injury or fatalities, including: Construction site with work at height, dusts, moving machinery, electrical systems. Operation of machinery with mechanical hazards such as high speed rotating parts, crushing or entanglement risks. Laboratory work with toxic/hazardous materials. Community work with known high risk groups of clients or locations (drug abuse, homeless, violent patients). Work with animal bedding or large or dangerous animals Activities requiring specific licences or qualifications (e.g. diving, flying aircraft, crewing an aerial device). Work involving significant hazards in small companies that do not have professional health and safety procedures in place.	Ensure appropriate training & supervision is provided to reduce risks. In some cases alternative arrangements may need to be considered. Seek confirmation from industry provider about expectations of student's prior competency in high risk activities, and ensure student meets these. Confirm that training & supervision will be provided by the industry partner throughout the activity Include in the written communication with the industry partner. Consider pre-activity site visit. In some cases alternative arrangements may need to be considered.
	Medium	Working in proximity to high risk factors (but not directly with them).	Seek confirmation from industry partner that the student will not be expected to participate in high risk activities, and will be appropriately supervised in medium risk activities. Include in the written communication with the industry partner.
	Low	Office work or other low hazard environments and activities	None.
Travel and transportation factors	High	Significant travel to reach WIL activity, prolonged or on local transport facilities known to be high risk (poor driving or vehicle safety standards). Demanding travel during WIL activity.	Brief student on travel arrangements, discuss implications with them. Consider their experience. Get confirmation from them that they have relevant driving licences and insurances. Consider reducing risks by providing accompanied travel where practicable. Specify



Work Integrated Learning - RISK MANAGEMENT PLAN - for identified higher risk activities

This form consists of three sections: a WIL activity summary, Risk Assessment Worksheet and Potential Hazards List. To navigate between sections, click the TABS at the bottom of the screen.

To print all three sections, select the 'ENTIRE WORKBOOK' option in the PRINT pop up window.

Project/Activity Title -						
WIL activity type (tick appropriate box / boxes)						
Projects (Student, staff or industry initiated)		Site Visits / Tours		Placements (Internship, practicum, field experience, clinical placement, cooperative education)		Practical work (Labs, studios, workshops)
CommunityService/ Service learning		Field work		Performances		Other
In Australia		Overseas		On campus		Off campus
Organisational Areas involved in activity						
Faculty/Institute/Division:						
School/Portfolio:						
Unit Code and Title:						
Unit Coordinator:						
External Collaborators (name non- QUT parties involved):						
Other:						
WIL activity details (Provide details of the exact nature of work – If space insufficient, add a page) You may attach copies of standard operating procedure, sketch, design, permit, authority or other relevant documents						
DRAFT TEMPLATE FOR FEEDBACK						
Project Location (site, space, etc)					Proposed commencement date	
Academic Supervisor/s Name/s (Please Print)				Phone No.		
Students/ Team Members, if applicable (Attach list if necessary)	Names: (Please Print)		Student ID No.		Contact Phone / Mobile No.	

Processes: Protocol, Templates and Tools

- WIL Risk Management protocols and policy
- Options for WIL placement agreements between university, industry partners and students
- OHS checklists for employers
- Checklists for Unit Coordinators responsible for different forms of WIL
- Student resources 'Managing your rights, responsibilities and safety on placement' - For unit coordinators to use when inducting students in WIL units
- WIL Risk profiling strategies, risk assessment template and discipline based examples
- **WILIS Project – An institutional wide WIL management system supporting business processes and risk management**



WILIS Project – Risk strategies

- Options for online click through agreements
- Uploading and sharing of written agreements/deeds
- Issues register – Managed through Health and Safety
- Flexible and customizable reporting





provide us with a strong
'safety net'

Q

How can we try to ensure that the change we make is 'sticky' change?



Changing the Culture

- Influencing the drivers to ensure uptake both (positive and negative drivers)
- Focusing on changing risk perception
- Building understanding and embedding expectations of demonstrated risk management behavior through:
 - workshops including discipline relevant case studies
 - sharing approaches within WIL Community of Practice
 - Measuring and reporting on outcomes of implementation of WIL Risk Management Framework at course and unit level (e.g. WILIS reporting to provide avenue for data collection)



Changing the Culture

- Assessing gaps in WIL practices and implement additional risk management strategies where necessary
- Broader monitoring and continuous improvement of institutional wide framework through QUT Real World Learning Committee
- Resourcing (human, time, funds)
- Document and communicate personal responsibilities – Assign KPIs



Lessons learnt

- Collaboration between risk managers and WIL practitioners is essential
- One step at a time
- Remember local contexts are very different
- Listening to practitioners - asking Qs could this work in your faculty and discipline context
- Expect conflict and prepare to respond
- Integrate WIL risk management activity into other existing management systems and reporting cycles



QUESTIONS

Contact details:

Roxanne Egeskov

Associate Director – Health and Safety
roxanne.egeskov@qut.edu.au

Jude Smith

Real World Learning Coordinator
Office of Teaching Quality
je.smith@qut.edu.au

