Australian Government

Department of Education, Skills and Employment

NPILF Pilot (2022-24)
Guidance Document
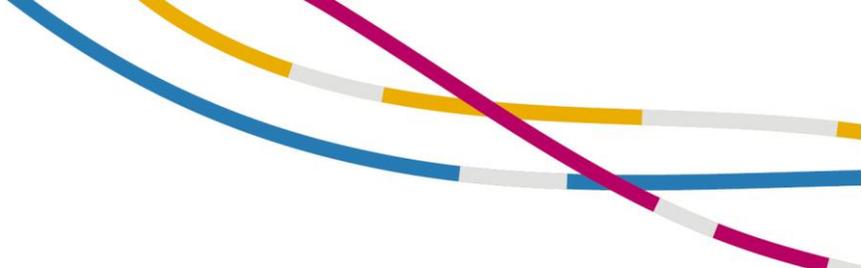
Introduction

1.1 Purpose

This document is a practical guide developed to support Table A providers to implement NPILF. It provides templates, metric definitions and explains requirements of providers for the NPILF pilot, which will be from 2022-24.

1.2 NPILF

The NPILF will allocate block grants to providers to support enhanced engagement with providers and industry to produce job-ready graduates. The key objectives of the NPILF are to:

a) increase the number of internships, practicums and other innovative approaches to work-integrated learning across all disciplines

b) increase the number of STEM-skilled graduates and improve their employment outcomes

c) reward providers for the development of partnerships and collaborations with industry.

1.3 Key terms

In this document, the following definitions apply:

Industry is inclusive of business, government, NGOs and the community sector.

Provider or institution are used intermittently and refer to Table A providers, to which NPILF funding applies.

STEM-skilled refers to the skills expected to be gained from tertiary fields of education such as science, technology, engineering and maths. STEM-skills include (but are not limited to) critical thinking, creativity, collaboration and problem-solving. The concept considers both broad education in discipline content as well as the scientific method.

University-industry engagement refers to partnerships between providers and industry (encompassing business, Government, NGOs and the wider community) through teaching, learning and research, which provide for the mutually beneficial exchange of knowledge and resources.

Work-integrated learning refers to student experiences of work within curriculum (or as co-curricular), undertaken in partnership, through engagement with authentic and genuine activities with and for industry, business or community partners, and which are credit-bearing and assessed.

1. Work-integrated learning

Institutional data

Objective

To understand the integration of WIL across the sector. Work-integrated learning refers to student experiences of work within curriculum (or as co-curricular), undertaken in partnership, through engagement with authentic and genuine activities with and for industry, business or community partners, and which are credit-bearing and assessed.

By focusing only on 'credit bearing' WIL, it will focus on the significant investments made in implementing better WIL practices across all domestic students and courses of study.

Definition/data requirements

Consistent with the ACEN definition of work-integrated learning, the WIL experience must be credit-bearing and assessed. As adopted from *Universities Australia*, to be eligible under this NPILF metric, a WIL experience needs to meet three out of four of the following criteria:

1. Integrated theory with the practice of work

2. Engagement with industry and community partners (industry is inclusive of business, government and the community sector whereby NGOs and not for profit organisations are suitable for a WIL experience)

3. Planned, authentic activities

4. Purposeful links to curriculum and specifically designed assessment.

The experience will constitute a minimum of 3-4 weeks duration (or equivalent, depending on the nature of experience) to ensure meaningful engagement with professionals in the workplace and practising application of technical skills.

The five categories of WIL, definitions and examples are taken from Universities Australia report *Work-integrated learning in universities* (2019) and are listed below:

1. **Placements** – where a student is placed within a workplace for any period of time.

Examples: Accreditation placement, Cadetships, Clinical placement, Clinical practicum, Clinical education, Clinical experience, Co-curricular work placements, Community organisation placements, Corporate internship, Extra-mural placement, Industry placement, Internships, Intra-mural placement, Practical placements, Practical work placement, Practicum, Practicum placement, Professional experience placement, Professional internship, Professional placement, Professional work placement, Research practicum, Service learning, Teaching professional practice, Voluntary placement, Work placement

2. **Projects** – an activity designed with and for business with authentic engagement

Examples: Capstone project, Client driven project, Collaborative research project, Community development project, Community projects, Design project, Group project, Group research project, Individual project, Industry based projects, Industry projects, Industry-linked projects, Innovation project, Multidisciplinary project, Projects in the workplace, Research projects, Provider-based projects, Work-based projects

3. **Fieldwork** – learning activities that occur off-campus and in person

Examples: Field experience, Field observation, Field placement, Field study, Field trips

4. **Simulation/virtual** – where a student experiences all of the attributes of a placement or workplace task in a provider setting

Examples: Moot courts, Simulated work environment, Simulated work experiences, Simulated workplace experiences, Simulated workplace learning, Simulated workplace practice, Virtual businesses, Virtual learning, Virtual work environment, Work simulations

5. **Other** – activities that do not fall within the above categories but meet the four criteria.

This metric is analysed based on number of WIL experiences undertaken. This means that a student that undertakes more than one WIL experience over the relevant time period will be counted multiple times.

Where possible, the department would like to receive WIL data by categories (i.e. placement, project, fieldwork, simulation or other). However, this will not be a requirement until after the pilot.