Work Integrated Learning (WIL)  
Simulated Workplace Environment  
Guidelines and Checklist

Simulated Workplace Environments

RMIT’s WIL Guideline states that there are numerous types of WIL activities that integrate theory with practice. WIL activities at RMIT are aligned to course learning outcomes and program objectives. These WIL activities are assessed, involve authentic engagement with industry and community, are integrated across the whole-of-program and undertaken in a workplace context including on or off campus, in simulated workplace environments or online. All programs should include a variety of scaffolded WIL approaches that build in complexity, responsibility and authenticity.
**WIL Guidelines and Checklist**

**Simulated Workplace Environments**

1. **Why do WIL in a Simulated Workplace Environment?**
   WIL activities in simulated workplace learning environments are sometimes necessary for ethical, safety or professional reasons, or when other forms of WIL are not available. In many situations, doing WIL in a simulated workplace environment provides the necessary practice and preparation for other types of WIL.
   Simulated workplace environments are designed to reflect real workplaces in their function, equipment and mode of operation, where students can experience a variety of scenarios and interrelated activities. WIL in simulated workplace environments may take place on or off campus.
   WIL in simulated workplace environments provides students with the physical experiences and range of activities that reflect real work experience. The simulated workplace should allow the performance of all the required skills and demonstration of the required knowledge and graduate attributes. For example, problem solving activities and handling of contingencies that commonly arise in workplaces could be replicated in the simulated workplace environment.

**Examples**
   Simulated workplace environments that expose students to work settings and situations may include:
   - engineering labs with real-world equipment
   - mock hospital wards or clinics
   - radio, TV, design and art studios
   - practice firms
   - moot courts
   - science and chemistry laboratories.

2. **Industry support, feedback and involvement**
   To ensure that WIL and assessment activities in simulated workplace environments reflect authentic work contexts, processes and experiences, industry input and feedback into their design and function should be sought. Professionals who represent a range of industries and professions in the appropriate field will attest to the authenticity and validity of the simulated workplace environment and the activities that take place within it.
   Industry validation that the simulated workplace environment resembles that of the workplace will convey to students the link between their discipline and its integrated practical application, and will confirm the authenticity of the WIL experience.
   Sessional staff who work in the industry and/or professionals that contribute to Programs Advisory Committees are generally a great resource to assist in designing WIL activities in simulated workplace environments. If your program entails a significant amount of WIL in these environments then it may be worth considering setting up an Industry Advisory Group at the School or program level.

3. **Evaluation and continuous improvement**
   All WIL activities should be evaluated, regardless of where and when they occur. It is important to build into the WIL process, opportunities to provide and receive feedback throughout and at the completion of the activity to give you an informed understanding of what can be improved. You can use online survey tools and/or interview the participants to get student views on:
   - planning and preparation for the activity
   - opportunities to apply theory in practice and reflect on this
   - what the experience taught them and
   - the professional skills and knowledge required to complete WIL activities in a simulated workplace environment.

**For further information**
   Please refer to the RMIT WIL Guideline and Program and Course Policy for further information about the processes and requirements for managing Work Integrated Learning (WIL) activities.

<table>
<thead>
<tr>
<th>Are there opportunities for students to:</th>
<th>Yes/No/NA</th>
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<tbody>
<tr>
<td>Follow standard operating/workplace procedures</td>
<td></td>
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<tr>
<td>Use up-to-date software and equipment</td>
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<td>Work within stated timelines to meet deadlines</td>
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<tr>
<td>Gain experience in the challenges and complexities of dealing with multiple tasks</td>
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<tr>
<td>Experience prioritising competing tasks and dealing with contingencies</td>
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<tr>
<td>Deal with customers, clients, other colleagues (including difficult ones)</td>
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<tr>
<td>Work with others in a team</td>
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<tr>
<td>Communicate with diverse groups</td>
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<td>Find, discuss and test solutions to problems</td>
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<tr>
<td>Explore health and safety issues in the workplace environment</td>
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<tr>
<td>Answer practically oriented, applied knowledge questions</td>
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<tr>
<td>Show the level of written and verbal expression sufficient for the work requirements</td>
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<tr>
<td>Work independently and manage workload</td>
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</tbody>
</table>

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