Considerations for university WIL practitioners and educators

Why is this resource needed?

Navigating generative artificial intelligence (GenAI) is complex, especially in work-integrated learning (WIL) where students in industry settings encounter new approaches, perspectives and policies regarding GenAI access and use. While we crave certainty in these uncertain times, there are no straightforward solutions or simple answers for how to support students to work with GenAI when traversing work and university contexts. Therefore, this resource aims to provide customisable resources for WIL practitioners and educators to open up thinking, discussions, and applications to support students and their industry partners in using GenAI within WIL contexts.

Who is it for?

This resource is for university WIL practitioners and educators who hold a range of roles and responsibilities through WIL programs such as placements, internships, industry projects, or other industry-based activities that are part of a higher education student's studies. You play a crucial role in guiding students on the practical and ethical use of GenAI tools across university and organisational settings. This resource helps orient students to the policies, norms, practices, and tools they will encounter during their WIL experiences, and explores the benefits or possibilities for engaging in GenAI through WIL.

What is GenAI?

GenAI is changing the way we work, learn, and produce information. By GenAI we mean computer-based learning models that generate text, images, and other content based on the data on which they are trained and in response to human inputs.[1] While there are many publicly accessible tools, your university may also subscribe to secure AI tools.[2]

How to use this resource

This resource offers a series of reflective questions to help you explore and enhance GenAI in WIL. Adapt and use it to support your WIL conversations. Similar guides exist for university WIL practitioners and students. Encourage students to use their guides independently, or collaboratively with peers or workplace supervisors, before, throughout, and after their WIL program. For practical GenAI ideas, see the *Examples of GenAI in WIL* table.

[1] Examples of GenAI tools include ChatGPT, Claude and Co-Pilot; however, there are an increasing number entering the market, including AI apps beyond chatbots.

[2] A secure GenAI tool is authenticated (using your organisation's IT credentials), logged (sessions are archived), and secured (data stays within the organisation and is not accessible to AI companies).

Things to think about

Setting up the WIL experience	
Guidelines and agreements	• How could you integrate considerations for GenAI use into existing WIL documents, such as the WIL learning agreement, intellectual property agreement, legal documents, or confidentiality forms? • What strategies will you use to verify that students understand which uses of GenAI are formally permitted or not permitted by both the university for this WIL experience and the industry partner hosting them? • Who would you contact to discuss reviewing the institution's policy regarding GenAI use in WIL settings?
Ethics, privacy and data security	• How can you ensure all students have access to university and organisation-specific policies, tools, and support for working with GenAI? • How will you address any potential conflicts between university policies and workplace practices regarding GenAI? • How could you raise students' awareness of the ethical, privacy, and data security requirements associated with GenAI use before they begin their WIL experience? • What is the university's process to support you if you encounter any privacy or security issues during a student's WIL experience?
Future considerations	• How might you explore other possibilities for GenAI in WIL administrative and learning processes, to increase your productivity and students' learning experiences?

Assessment and feedback design	
Designing assessment materials	• How might you work with GenAI to generate and manage assessment materials, such as developing rubrics and descriptors of practice? • What are the potential benefits and limitations of using GenAI for different types of assessments in the WIL experience? • How will you address the contextual nature of WIL assessments, considering that their use of GenAI depends on the specific learning site and practices involved?
Feedback processes	• How might you explore possibilities for GenAI to prepare feedback to students, being mindful that entering student data is not permissible in these tools?
Ethical considerations	• How will you ensure ethical use of GenAI in assessments, prevent misuse, and align rules with both university and organisational policies?
Stakeholder involvement	• How could you involve industry partners in the design and evaluation of GenAI-based assessments to ensure they are relevant and practical?
Training and support	• What training and resources will you provide to help students understand how to use GenAI tools effectively and ethically in their assessments? • How could GenAI tools, such as chatbots, enhance students' understanding of assessment requirements and expectations? • How will you support students in developing the skills needed to critically evaluate the outputs generated by GenAI tools? • How could students work with GenAI as a source of feedback information and what considerations would they need to be mindful of when doing so?
Continuous improvement	• How will you evaluate and continuously improve the effectiveness and relevance of GenAI-based assessments and feedback design over time?

Preparing students for WIL	
Awareness and understanding	• What are the most important things students must be aware of when using GenAI before entering any WIL experience? • What activities could you facilitate to encourage students to explore their own perspectives on GenAI? • How could you find out what previous teaching activities or workplace experiences students have had with GenAI? • How could you find out what tools students currently use and how confident they are in their use? • What additional support might be needed for students with varying levels of familiarity and confidence with GenAI tools?

Ethical conduct and risk management	• How will you prepare students to recognise and address ethical 'red flags' prior to their WIL experiences? Including:
	  ○ Entering client, patient, organisational or human data into an unsecured or public GenAI tool.
	  ○ Claiming GenAI work as one's own or hiding, omitting, or obscuring use of GenAI to produce work.
	  ○ Not verifying facts or resources in GenAI output.
	• How could you encourage students to consider potential risks and benefits of using GenAI in different roles and tasks within the WIL experience?

Support systems	• What mechanisms will you put in place to provide ongoing support and guidance to students about GenAI use during their WIL experience?

Working with students during WIL	
Workplace orientation	• How can you confirm students are aware of their host organisation's position and policies on GenAI use? • How can you encourage students to reflect on the different settings for WIL, both at university and in the workplace, and explain how these settings influence the guiding policies? • How can you ensure students know who to go to if they have a question about GenAI access and use during their WIL experience?
Working with dissonance	• How could you prepare students to navigate potential dissonance or uncertainty when using GenAI, such as conflicts between expectations and skills or concerns with ethical conduct?
Ethical and practical considerations	• How will you address any ethical concerns that arise from the use of GenAI in the workplace? • What are the potential challenges students might face when using GenAI in the workplace, and how can these be mitigated?
Reflective practice	• How can you encourage students to reflect on their experiences with GenAI during their WIL experience?

Debriefing students after WIL	
Reflective practice	• What reflective activities could you facilitate to help students critically evaluate their use of GenAI tools after their WIL experience? • How could you encourage students to reflect on how they might apply the skills and knowledge gained from using GenAI tools in their future roles?
Career development and applications	• How can you help students to document and communicate their digital or GenAI skills and tools to future employers? • How can you engage students to connect their GenAI learning and use with their views of professional practice to identify strengths and areas for growth?
Debriefing and feedback	• How might you debrief with students and supervisors to gather feedback on GenAI use during the WIL experience?
Continuous learning	• How can you encourage students to continue learning about GenAI tools and their applications beyond the WIL experience?

Where do I go from here if I'm not sure?

If you require more support understanding, accessing or using GenAI, but are unsure where to go, consider the following options:

- **Explore institutional resources**: Consider exploring various resources within your institution for additional support and information on GenAI, such as workshops, seminars, or online resources provided by your academic department or library.
- **Seek advice:** Chat to your WIL advisor, peers, lecturers and tutors, as well as staff in Student Support services including academic learning advisors, library staff, or IT staff.
- **Source professional learning:** Take the initiative to educate yourself through platforms like LinkedIn Learning or other online modules.
- **Be self-directed:** Experiment with GenAI tools within your institution's policy framework. This proactive approach will help you navigate and leverage GenAI effectively.

This resource has been supported by the Centre for Research and Assessment in Digital Learning (CRADLE), which translates research into practice-based possibilities. In October 2024, a group of education and work-integrated learning researchers got together to discuss the implications of GenAI for WIL for students, educators, and workplace supervisors. This resource was developed as a result, and refined with input from students, industry partners, and educators.

Please cite this work as: Dean, Bonnie Amelia, Tai, Joanna, Walton, Jack, Nicola-Richmond, Kelli, and Cormier, Dave. (2025). Generative Artificial Intelligence for Work-Integrated Learning: Resources for university staff, students, and industry partners. Centre for Research in Assessment and Digital Learning, Deakin University, Melbourne, Australia. DOI:10.6084/m9.figshare.28578638.