

# Work Integrated Learning Policy



## Purpose/objective

This Policy provides the framework and principles that underpin the design, implementation and evaluation of Work Integrated Learning (WIL) at the Australasian Academy of Higher Education (AAHE). Its purpose is to ensure that:

- all parties involved in the design, implementation, support and evaluation of WIL are provided a quality framework that guides WIL activities at AAHE
- WIL is incorporated as an explicit feature of an AAHE degree through purposefully designed educational experiences and authentic, work-relevant assessment
- AAHE students are given the opportunity to apply the knowledge and skills that they have acquired throughout their course of study in a practical work-related context
- WIL contributes to the students' awareness of and transition to the workplace and enhances their employability
- the experience is beneficial to and meets the needs of students, host organisations and AAHE
- appropriate safeguards are in place to protect students, host organisations and AAHE during WIL activities
- AAHE complies with the Higher Education Standards Framework (Threshold Standards) 2021 and the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

The Procedure that follows explains how to implement the Policy. It explains the processes that facilitate a quality experience for students who undertake WIL at AAHE and for clients and host organisations that provide real world WIL opportunities for the students. The Procedure also specifies the roles and responsibilities of the key participants in WIL.

## Scope

This Policy applies to all AAHE staff and students, industry-based clients, external supervisors, host organisations or partners (eg industry, professional or community organisations, local, state or federal government) and third-party providers involved in WIL design, implementation, support and evaluation.

## Definitions

Work integrated learning (WIL)	a formal, credit bearing feature embedded in AAHE undergraduate and postgraduate courses, which can take many forms, each of which has the objective of enabling students to consolidate and practically apply their academic learning in a work environment as part of their course of study
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Other terms used in this document are defined in the [AAHE Glossary](#).

## Policy

### 1. Key principles

- 1.1 In accordance with AAHE's Teaching and Learning Plan, an AAHE course develops the student's knowledge and skills in their discipline, building towards an authentic work integrated learning experience that allows them to apply what they have learnt to real world problems in a professional context and environment.
- 1.2 AAHE is committed to providing its students with the latest discipline-specific knowledge and skills that are required by industry, and the opportunity to apply these to real world scenarios in work-related contexts.
- 1.3 All students shall be provided equitable access to WIL activities in accordance with the AAHE's Equity and Diversity Policy and Procedure.
- 1.4 AAHE Graduate Attributes are embedded in the curriculum and provide the qualities and generic skills that prepare students for work, global citizenship and participation in society. AAHE Graduate Attributes should be included as core components in WIL assessments.
- 1.5 Students will be exposed to contemporary tools, work practices and real-world problems in an authentic experiential learning environment that enhances their employability.
- 1.6 If there are inherent requirements for undertaking WIL, they must be stipulated in advertised course information.
- 1.7 WIL activities and the wellbeing of students are quality assured and monitored through each stage of WIL design, preparation, implementation, assessment and evaluation.
- 1.8 WIL activities must comply with the relevant standards in the Higher Education Standards Framework (Threshold Standards) 2021 and relevant legislation.

### 2. WIL in the curriculum

- 2.1 All AAHE undergraduate and postgraduate degree courses must include a substantial WIL activity in at least one core unit of the course.
- 2.2 WIL activities must align with and be assessed against the course and unit learning outcomes.
- 2.3 WIL activities must be meaningful, underpinned by the academic theory, knowledge and skills base required by the profession and designed to provide students with an authentic learning experience where they can apply the knowledge, skills and attributes developed throughout their course of study.
- 2.4 WIL activities and units must be developed in consultation with academic and industry experts.
- 2.5 Where WIL is required in order to meet professional accreditation requirements, the accrediting body must be consulted about the WIL design, intended learning outcomes and body of evidence required for accreditation.

### 3. Preparing for WIL activities

- 3.1 WIL activities that involve an industry client or host organisation must be approved by AAHE and can only be undertaken after a formal WIL Agreement has been executed between the student, the client/host organisation and AAHE.

- 3.2 In the case of AAHE students being hosted by an external organisation, a workplace assessment must be undertaken by AAHE before students commence their placement.
- 3.3 A formal WIL Agreement must be prepared and signed by AAHE, the WIL provider and the student. The Agreement will include:
- roles and responsibilities of AAHE, the WIL provider and the student
  - the purpose and details of the WIL activity and the expected outcomes
  - communication, monitoring and supervision arrangements and processes
  - insurance and WHS requirements
  - statement regarding intellectual property and confidentiality
  - compliance requirements.
- 3.4 Every student will be assigned an academic supervisor by AAHE and a workplace supervisor by the host organisation.
- 3.5 Students must be adequately prepared before commencing their WIL activity, including an induction and orientation program by the host organisation (if relevant) that includes workplace health and safety matters.

#### **4. Conducting WIL activities**

- 4.1 Students must be supported throughout their WIL activities by AAHE academic and professional staff, including monitoring the students' wellbeing and adjustment to their work environment, progress in their work assignments, adherence to their obligations and assessment of the overall suitability and quality of their experience.
- 4.2 The academic supervisor must regularly stay in touch with the student during WIL activities and provide support and feedback on their work.
- 4.3 An AAHE representative must undertake a site visit of the workplace at least once during a student's work placement.
- 4.4 Students must continue to comply with all rules, regulations, policies and procedures of AAHE and the host organisation during their WIL experience.

#### **5. Assessing WIL activities**

- 5.1 Assessment of WIL must comply with the AAHE Assessment Policy and Procedures.
- 5.2 The unit coordinator is responsible for the final assessment of WIL activities, but they should seek input from clients, external supervisors and other relevant sources.
- 5.3 Assessment of WIL must align with learning outcomes and be appropriate for the Australian Qualifications Framework level of the course.
- 5.4 Formal student feedback of all WIL experiences will be collected via the AAHE WIL Student Feedback form.
- 5.5 Feedback from industry clients and host organisations will be garnered and used to improve future WIL offerings.

#### **6. Withdrawal from WIL activities**

- 6.1 A student may be withdrawn from a WIL activity for a specific period, subject to conditions or for the remainder of the duration of WIL, where:
- the student or the host organisation has acted unlawfully
  - there has been a serious breach of the policies, procedures, guidelines or the ethical and professional codes expected by AAHE or the host organisation

- there are reasonable grounds to suspect that the student may pose a risk to the health, safety or wellbeing of themselves or others
- the student demonstrates gross negligence in the performance of their assigned duties
- the student fails to comply with the terms, conditions or expectations of the WIL Agreement
- the host organisation is in serious breach of the terms in the WIL Agreement
- the host organisation is unable or unwilling to provide the expected level of supervision and guidance to the student
- the host organisation is not providing the student with work activities that align with the course/unit learning outcome.

## Related documents and relevant legislation

[Higher Education Standards Framework \(Threshold Standards\) 2021](#)

TEQSA Guidance Note: Work Integrated Learning

[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)

Academic Progress Policy and Procedure

Assessment Policy and Procedure

Course and Unit Development Policy and Procedure

Credit for Learning Undertaken Elsewhere Policy and Procedure

Equity and Diversity Policy and Procedure

Education Services for Overseas Students Act 2000 (Cth)

Fair Work Act 2009 (Cth)

AAHE Workforce Plan

Health and Safety Policy and Procedure

Intellectual Property Policy and Procedure

Privacy Policy and Procedure

Quality Assurance Policy and Procedure

Risk Management Policy, Plan and Measurement

Sexual Assault and Sexual Harassment Policy and Procedure

Student Code of Conduct

Student Support Framework

Student WIL Survey

Teaching and Learning Plan

WIL Agreement template

WIL Assessment Form

## Document information

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1	Academic Board	17/8/21	1/10/23	

# Work Integrated Learning Procedure

## 1. WIL in the curriculum

The Course/Unit Coordinator is responsible for ensuring that:

- the design and delivery of WIL activities are directly relevant to the course of study and intended learning outcomes and reflect the appropriate AQF level
- when developing WIL units, WIL activities demonstrate an underpinning of the academic theory of the discipline and linkage to the knowledge and skills base of the industry/profession
- industry specific considerations, work practices and AAHE's graduate attributes inform the knowledge, skills base and inherent requirements that define the intended learning outcomes and WIL assessment
- reasonable attempts are made to accommodate student diversity by providing alternative WIL activities or reasonable adjustments in line with the AAHE Equity and Diversity Policy and Procedures
- the design of WIL units is a collaboration between academics and industry professionals, and will incorporate professional accreditation requirements and standards where necessary, in conjunction with the Course Advisory Committee.

## 2. Preparing for WIL activities

- 2.1 The Dean and Course Coordinators should aim to establish enduring relationships with industry clients and host organisations that can provide AAHE students with WIL assignments and work placements. Establishing an ongoing relationship with reputable and proven industry and community organisations mitigates risks, creates a steady supply of WIL opportunities, helps to assure quality WIL experiences and develops meaningful partnerships that deliver positive outcomes for all parties.
- 2.2 The Dean must approve and sign all WIL Agreements prior to the commencement of any industry-based assignments or work placements.
- 2.3 The Course/Unit Coordinator will ensure offsite WIL activities are conducted in facilities that are fit for purpose in supporting learning, including through provision of adequate external supervision.
- 2.4 The Course/Unit Coordinator will assign an AAHE academic supervisor to each student.
- 2.5 The WIL Coordinator will complete the Risk Assessment template for each WIL industry-based assignment and work placement with particular regard to:
  - safeguarding student wellbeing and health and safety
  - adequate induction and orientation of the student to the workplace
  - provision of any specific workplace requirements, such as reasonable adjustments for students with disabilities
  - students' medical, physical, mental and behavioural fitness and preparedness to undertake the WIL activity.
- 2.6 The WIL Coordinator will confirm each student is aware of and has met all compliance requirements before commencing the WIL activity (eg. Working With Children Check, Criminal History Check, Immunisation Check).

- 2.7 The WIL Coordinator will provide students with a WIL Handbook that includes all relevant information regarding roles and responsibilities of the student, the host organisation and AAHE before, during and after the WIL activity, as well as support information and contact details.
- 2.8 The Host Organisation will sign the WIL Agreement between the host organisation, the student and AAHE.
- 2.9 The Host Organisation will ensure the workplace is ready to accommodate the student and has organised the following prior to commencement of the placement:
- assigned a suitable workplace supervisor to each student
  - an induction and orientation program that includes:
    - the work environment
    - important policies and procedures
    - Work Health and Safety (WHS)
    - staff guidelines and behavioural expectations
    - introduction to colleagues
  - a suitable work environment that facilitates good health, comfort and the achievement of the work assignment
  - all the equipment (eg computer, software applications etc) that is required to undertake the work assignment.
- 2.10 The student must
- notify the Unit Coordinator of any pre-existing medical, physical, mental or behavioural conditions which may impair the student's ability to undertake the WIL activity
  - ensure all compliance requirements have been met and that evidence has been provided to AAHE
  - formally agree to the terms and conditions of the WIL activity by signing the WIL Agreement
  - undertake any preparatory activities and become familiar with the WIL Handbook.

### 3. Conducting WIL activities

- 3.1 The Dean / Course Coordinator will ensure that all AAHE obligations and responsibilities are met under the WIL Agreement.
- 3.2 The Dean / Course Coordinator will facilitate a process for conflict resolution and mediation in the case of issues or disputes that cannot be resolved by the host organisation, student and/or AAHE staff.
- 3.3 The AAHE Academic Supervisor will
- confirm that students have been assigned a workplace supervisor by the host organisation and that they have been adequately briefed on their obligations and the intended learning outcomes and assessment criteria for the placement
  - manage all aspects of student placement that relates to the course and unit curriculum
  - liaise with the student on a regular basis and provide academic advice and counselling as required
  - liaise with the workplace supervisor on a regular basis to ensure the placement is running smoothly and to resolve any issues in a timely manner

### 3.4 The WIL Coordinator will

- arrange at least one site visit around the midpoint of the work placement to meet with the student and the host supervisor
- follow up any student concerns or issues regarding inappropriate workplace behaviour (eg bullying and harassment) and attempt to resolve them, where appropriate. Document all incidents.
- monitor and assess the student's progress on a regular basis and maintain regular contact with the student throughout their placement

### 3.5 The Workplace Supervisor will

- ensure the student undertakes the workplace induction and orientation program at the commencement of their placement
- establish a positive work environment with opportunities for varied learning experiences in keeping with the course/unit requirements
- provide guidance and mentoring throughout the work placement
- act as a role model in introducing students to professional behaviour
- liaise with the AAHE WIL Coordinator on a regular basis to ensure the placement is running smoothly, issues are resolved in a timely manner and to notify of any impediments to the student's ability to perform the assignment

### 3.6 The Student will

- undertake all required induction and orientation to the host organisation's workplace
- act in accordance with the AAHE and host organisation's policies, guidelines and ethical and behavioural expectations
- comply with WHS requirements and report any personal issues or workplace observations that constitute a breach of the WHS rules or that present a risk to persons, property or reputation
- maintain regular contact with the AAHE WIL Coordinator throughout the placement and notify them of any issues that could impede the ability to perform the assignment
- notify the WIL Coordinator about any concerns or conflicts (eg bullying or harassment) that arise and constructively participate in attempting to resolve them, where appropriate
- take personal responsibility to fully exploit the learning opportunity by actively participating in workplace activities and the learning process
- ensure all workplace attendance and assessment requirements for the unit are satisfactorily completed.

## 4. Assessing WIL activities

### 4.1 The Course/Unit Coordinator will

- at the completion of the WIL activity, provide the workplace supervisor with a WIL Assessment Form to evaluate the student's performance and to provide their opinion regarding the effectiveness and quality of the placement outcomes
- provide students access to the Student WIL Survey and ensure they have an opportunity to debrief and reflect on their experience

- confirm that the WIL activity is aligned with the course and unit learning outcomes and can therefore be meaningfully assessed
- make assessment outcome decisions and incorporate other inputs as appropriate (eg Workplace Supervisor evaluation, student feedback)
- evaluate the efficacy of the WIL activity and consider ways to improve the program for future applications.

4.2 The Workplace Supervisor will evaluate the student’s performance and provide their opinion about the effectiveness and quality of the placement outcomes.

4.3 The student will complete the Student WIL Survey and reflect on and provide constructive feedback about the experience.

## 5. Withdrawal from a WIL activity

A withdrawal from a WIL activity must be approved by the Dean, who will notify the student, client and host organisation in writing about:

- the reason for the withdrawal
- whether the withdrawal is for a period of time, permanent or conditional
- possible remedial action
- timeframe for the remedial action to be undertaken
- consequences of the withdrawal and of failing to satisfactorily undertake the remedial action within the timeframe specified
- the student’s right to appeal the decision.

## 6. Exemption from WIL activities

A student may apply for exemption from a WIL activity in line with the AAHE Credit for Learning Undertaken Elsewhere Policy.

## Document information

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1	Academic Board	17/8/21	1/10/23	