

## WORK INTEGRATED LEARNING POLICY

<b>Approving authority</b>	Academic Board
<b>Purpose</b>	This policy provides the framework to support and incorporate work integrated learning in all courses at the Institute
<b>Responsible Officer</b>	Academic Leadership team (Academic Dean and/or Head of Academic Programs)
<b>Next scheduled review</b>	<b>April 2031</b>
<b>Document Location</b>	<a href="http://www.ozford.edu.au/higher-education/policies-and-procedures/">http://www.ozford.edu.au/higher-education/policies-and-procedures/</a>
<b>Associated documents</b>	Work Integrated Learning Procedure Academic Appeals Policy and Procedure Academic Integrity Policy and Procedure Academic Progress Policy and Procedure Anti-Bullying and Harassment Policy and Procedure Anti-Discrimination Policy and Procedure Assessment Policy and Procedure Assessment Moderation Policy and Procedure Academic Integrity Policy and Procedure Course and Unit Development, Approval and Review Policy and Procedure Diversity and Equity Policy and Procedure Records Management Policy and Procedure Student Code of Conduct Policy and Procedure Student Grievances and Appeals Policy and Procedure Sexual Assault and Sexual Harassment Policy and Procedure Student Support and Services Policy and Procedure Student Placement Agreement Internship Memorandum of Understanding Workplace Health and Safety Risk Assessment

### 1. PRINCIPLES

It is one of the strategic goals of the Ozford Institute of Higher Education (henceforth 'the Institute') to integrate students' classroom learning with its applications in the workplace to broaden their learning experience and enhance their career development and work readiness.

WIL is designed to provide students with an opportunity to meaningfully interact with business and community organisations in a real work context and to learn and experience by applying and

demonstrating skills and knowledge relevant to their course of study, their career or profession.

WIL should help students develop work-readiness and employability skills. WIL will be offered as a component of one or more units in a course. WIL will be accessible for all students, whether local or international.

If the professional accreditation of a course requires students to satisfactorily complete a particular type of WIL and related assessment, the WIL will be included in the course in such a way as to meet these requirements.

The Institute will make adequate provision to assist students requiring special assistance in order to ensure equitable access to WIL for minority groups such as Aborigines and Torres Strait Islanders in accordance with the *Anti-Bullying and Harassment Policy and Procedure, Anti-Discrimination Policy and Procedure, Sexual Assault and Sexual Harassment Policy and Procedure Diversity and Equity Policy and Procedure*, and relevant Anti-Discrimination legislation.

## 2. SCOPE

This policy applies to all students, staff, industry partners, host professional and community organisations involved in WIL for the Institute.

The WIL Policy applies to all WIL activities in accredited courses. It does not apply to non-award courses.

## 3. DEFINITIONS

### *Host Workplace Partner*

Host Workplace Partner is an external organisation (third party) that has a formal agreement with the Institute and/or WIL Service Providers to offer WIL experiences for Institute students. Host Workplace Partners may act as a host site for Individual physical workplace-based internships, Group-based virtual project-based internships, or Group-based virtual project-based internships.

### *Simulation*

Simulation, which can be a project or activity, involves authentic work experience that is undertaken in an imitated work environment, under the guidance of a supervisor. Simulation may be in the physical environment or virtual.

### *Work Integrated Learning (WIL)*

*Work Integrated Learning* is an umbrella term for a range of experiential educational activities that integrate theoretical learning with its application to workplace and business. These experiential engaging activities are intentionally designed to provide a meaningful experience of the workplace application that is organised, controlled and are recognised by the Institution as necessary to achieving learning outcomes and assessment requirements of the course.

### *WIL Service Provider*

WIL Service Provider is an organisation that assists the Institute in the placement of WIL students. WIL Service Providers have networks of contacts and contracts with local companies who can place intending WIL students with suitable Host Workplace Partners.

## 4. POLICY

### General Requirements

- 4.1 The Academic Leadership team have responsibility for all WIL activities, and WIL assessments must comply with the Institute's *Assessment Policy and Procedure*.
- 4.2 WIL programs are designed to improve student learning and engagement and support the achievement of work readiness and graduate employability. These experiences are designed to be safe, productive and, where relevant, aligned with professional accreditation requirements or standards. WIL is developed in collaboration and consultation with WIL partners and students.
- 4.3 WIL is considered in the design of all accredited courses and as such WIL activities and programs will be integrated and designed to meet the learning outcomes of the relevant unit(s) of study as set out in the *Course and Unit Development, Approval and Review Policy and Procedure*.
- 4.4 All WIL activities will be designed to integrate work-related practice with teaching and learning and must provide for proper monitoring and assessment as set out in the *Assessment Policy and Procedure*.
- 4.5 If other parties such as WIL Service Providers are involved in the identification, negotiation or facilitation of WIL activities, the Institute as the primary education provider takes full responsibility for quality assurance.
- 4.6 WIL programs and activities must meet relevant TEQSA Compliance Frameworks requirements.

### Types of WIL

- 4.7 WIL at the Institute can take the following forms:
  - Individual physical workplace-based (traditional) internship – This is mostly for students who have relevant employment or are able to secure relevant work opportunities for themselves.
  - Group-based virtual project-based internship – This involves a third-party agency that sources projects from companies and the Institute's students work in teams on the projects virtually.
  - Individual virtual workplace-based internship – This involves a third-party provider that individually places students to companies to undertake tasks virtually in a way similar to other employees in the same workplace.
  - WIL Capstone Projects - Work-related projects that are designed for or with a workplace or WIL partner from a relevant industry or profession. WIL projects may be undertaken in conjunction with a partner organisation at the Institute or other sites, depending on the nature of the project.
  - WIL simulated work environment – Industry input or consultation that provides a simulated environment for activities and/or assessment.
  - WIL classroom activities – WIL classroom activities that may involve industry or community partners.

### Availability of WIL

- 4.8 The WIL may be embedded in units in the Institute's accredited courses or be a standalone WIL Unit.
- 4.9 WIL, and preparation for WIL, will be scaffolded to enable students to achieve WIL learning outcomes and Graduate Qualities. This includes developing employability skills, and the identification of career pathways. First year units will not have a WIL experience.
- 4.10 Students will be
- receive clear documentation that sets out any inherent requirements before commencing WIL. These include
    - a. pre-requisite study or assessment requirements for the WIL
    - b. fitness requirements for WIL participation which may include academic preparedness, health or other checks, or a student self-declaration about their fitness to undertake the WIL activity, and may change over time.
    - c. essential knowledge and how the WIL fits into the course or unit learning outcomes
    - d. standards of conduct
    - e. skills and capacities relevant to the particular discipline, which may be specified by accrediting or professional bodies.
    - f. the specific WIL objectives
    - g. the total number of weeks and hours per week that students are required to participate in WIL activities including learning outcomes and assessments of learning outcomes.
    - h. The percentage marks or grades for WIL and assessment criteria.
    - i. how the WIL will be assessed, including the assessment methods used to measure achievement of the learning outcomes and any records the student must keep during the WIL activity
    - j. insurance details
    - k. any applicable intellectual property provisions
  - academically, professionally, and personally prepared for WIL as it is essential in achieving the best outcomes for the student.
  - have the opportunity to discuss WIL information with Academic staff
  - well prepared in principles of confidentiality and privacy, and ethical and appropriate behaviour, when engaging with WIL partners. The consequences of breaches will be clearly articulated and transparent to students.
  - have access to support, supervision and progress monitoring appropriate to the type of WIL
  - provided with details of key Academic staff to seek support, or to notify of any issues, concerns, or incidents arising during the WIL activity.
  - procedures for dealing with absences, conflict or difficulties encountered during the WIL activity, including non-completion due to student performance or other unforeseen circumstances

- information about the circumstances in which students may be eligible to apply for an exemption from a WIL activity and the related requirements and process
  - given an opportunity to provide feedback about their WIL experience.
- 4.11 Before starting their WIL activity, students must participate in appropriate general occupational health and safety training. This training will inform students of their obligation to follow the host organisation's safety procedures and instructions, including any procedures for reporting injury or safety incidents.
- 4.12 Acknowledging the diversity and range of WIL programs, individual courses may adapt approaches and practices appropriate to the relevant field(s) of employment.
- 4.13 WIL activities for international students will comply with the students' visa conditions.
- 4.14 Students who cannot demonstrate fitness to undertake a WIL activity, or who refuse to fulfil any fitness for participation requirements or make a self-declaration confirming their fitness for participation, may be refused the WIL activity. Such decisions will be made by the Academic Leadership team.

## **Integrating WIL in the Course and Unit Design and Curriculum**

- 4.15 The WIL will be a formal part of all accredited course structures and integrated as part of the Unit.
- 4.16 WIL will:
- provide authentic, work-based activities that integrate theory with practice and form part of a coherent program of study. Students will have authentic opportunities to apply theory to practice and develop important employment and industry engagement skills.
  - have clearly articulated learning outcomes and assessments to support these outcomes. The WIL forms part of a defined course of study with comprehensive constructive alignment between course and unit learning outcomes and assessment items, and the learning content covered in WIL.
  - will meet pedagogical models, while aligning with WIL partners' capacity, aims and objectives.
  - be fit for purpose, accessible and inclusive where possible, while meeting professional accreditation or registration requirements, where applicable.
  - be inclusive, cater for student diversity, and not create undue hardship for students to maximise their participation where reasonably practicable
  - include student preparation, supervision, and monitoring of progress, and enable students to reflect on their practice
  - be reviewed regularly, taking into account student and WIL partner feedback.
- 4.17 Units requiring WIL will be clearly identified and communicated to students. The relevant Unit Outlines (or Profiles) must explicitly state
- 4.18 Students in a WIL program
- must be supervised by Academic staff for all types of WIL activities.

- when in a physical workplace-based (traditional) internship, will also be supervised by a workplace supervisor.
- 4.19 For individual physical workplace-based internships, the Academic staff in collaboration with the workplace supervisor will provide feedback to each student in a timely manner.
- 4.20 For individual virtual work-based WIL tasks and group-based virtual project-based internship, the Academic staff will provide feedback to each student in a timely manner.
- 4.21 Students undertaking WIL are responsible for communicating any issues to the Academic staff and seeking feedback on an ongoing basis.

## **Involvement of WIL Service Providers**

- 4.22 All service and financial agreements with any external WIL service provider or agent will be approved by the President and CEO.
- 4.23 The ultimate responsibility of the quality and management of the WIL program remains with the Institute even if a WIL Service Provider is engaged in finding suitable Host Workplace Partners.
- 4.24 There will be written agreements between the Institute, WIL Service Providers, and/or Host Workplace Partners detailing mutual obligations and responsibilities of all parties.
- 4.25 WIL Service Providers and Host Workplace Partners are not responsible for the assessment or grading of students' work emanating from the WIL activity. The Institute's Academic staff have this responsibility.

## **Resources for WIL Management**

- 4.26 The Institute will be responsible for providing all resources to support WIL activities for:
- academic workload allocations.
  - professional development costs.
  - incidental expenses related to WIL.

## **Compliance With Legislation**

- 4.27 All WIL activities must comply with the Institute's policies and relevant government legislation relating to ethical requirements, insurance arrangements, occupational health and safety, Fair Work, risk management, intellectual property, equal educational opportunity and disability access and rights.

## **Risk Management**

- 4.28 The Institute will manage WIL related risks through clear identification of workplaces, assessment of the suitability of workplaces and written specifications of roles and responsibilities of academic staff and written agreements with Host Workplace Partners and work placement service providers. This will include occupational health and safety procedures and mandatory criminal history record checks.
- 4.29 The Institute will ensure that there are appropriate insurance arrangements in place to cover students

involved in WIL programs.

4.30 All conflicts of interest must be declared and managed.

## Reasonable Adjustment

4.31 The Institute's *Diversity and Equity Policy and Procedure* sets out the Institute's process for reasonable adjustment and access and equity principles. Reasonable adjustment will be provided for WIL participants with special learning needs (such as a disability or learning difficulty). The work placement service providers, the Host Workplace Partners and Academic staff will work together to ensure that no student is disadvantaged because of any disability.

## Students at Risk

4.32 The *Academic Progress Policy and Procedure* sets out how the Institute identifies and manages Students 'at risk' of unsatisfactory course progress.

4.33 Academic staff are encouraged to raise a concern about a student's Fitness for WIL, either before or during the activity, including when a student may not meet the inherent requirements for WIL

- A preliminary assessment of the concern will be undertaken by the Academic team, who will assess the validity and/or seriousness of the concern.
- Initial strategies for resolving concerns may include:
  - providing increased academic support
  - engagement with support services
  - recommending a period of leave from study (international student visa holders must demonstrate compelling or compassionate circumstances).
- If the concerns are either unfounded, or are able to be appropriately managed, the student may commence or continue the WIL activity.
- If the concerns cannot be resolved, and permitting the student to commence or continue the WIL activity presents a risk of harm to the student, then an alternative approach to the WIL will be established by the Academic team.

## Moderation of WIL Assessment

4.34 WIL assessment tasks will be moderated as set out in the *Assessment Moderation Policy and Procedure*.

## WIL records

4.35 The Institute will create and maintain WIL records as set out in the *Records Management Policy and Procedure*.

## Monitoring and Reporting

- 4.36 WIL units are required to be endorsed by the Institute’s Education Committee and approved by the Academic Board as set out in the ***Course and Unit Development, Approval and Review Policy and Procedure***.
- 4.37 At the conclusion of each assessment period, the Academic Leadership team submits a report to the Academic Board that:
- provides student cohort analysis including the results of all students for the trimester including students completing WIL units.
  - provides student feedback including in respect to WIL units
- 4.38 The Education Committee will provide advice on any changes to WIL units and assessments and report this to the Academic Board.

## 5. QUALITY ASSURANCE

To ensure that this policy is fit for purpose and meet the requirements of the TEQSA Compliance Frameworks the policy will be:

- 5.1 internally endorsed by the Executive Management Team on development or review, prior to approval by Governing Board, or the Academic Board or other delegated authority.
- 5.2 externally reviewed as part of any independent review against the TEQSA Compliance Frameworks as approved by the Governing Board.
- 5.3 internally reviewed by the Responsible Officer every five years from the date of approval (if not earlier).
- 5.4 referenced to the applicable TEQSA Compliance Frameworks and/or other legislation/regulation.

## 6. FEEDBACK

Feedback or comments on this policy are welcomed by the listed Responsible Officers of the Institute.

## 7. ACKNOWLEDGEMENT

This policy was developed with reference to the following :

- CQ University, Work Integrated Learning Policy and Procedure, 2024 ([Work-Integrated Learning Policy and Procedure](#))
- Murdoch University, Work Integrated Learning Policy, 2024 ([Work Integrated Learning Policy](#) )
- Adelaide University, Work Integrated Learning Policy, 2025 ([Work Integrated Learning Policy | Policies and Procedures | Adelaide University](#))
- University of Canberra, Work Integrated Learning Policy, 2026 ([Work Integrated Learning \(WIL\) Policy / Document / Policy Library](#))
- University of Sunshine Coast, Work Integrated Learning – Academic Policy, 2024 ([Work Integrated Learning - Academic Policy | UniSC | University of the Sunshine Coast, Queensland, Australia](#))

- TEQSA, Guidance note: Work-integrated learning, Version 2.0, 2022 ([Guidance note: Work-integrated learning | Tertiary Education Quality and Standards Agency](#))

## 8. VERSION CONTROL

Version	Date approved	Description	Approved by:
1.0	August 2018	Initial issue	AB
1.1	October 2020	Internal review	AB
2.0	June 2021	Revised following feedback from TEQSA review	AB
3.0	July 2023	Minor edits to Position titles Definition of types of WIL	AB
3.1	September 2023	Minor edits to policy to align to other policies, updated benchmarking Review of Types of WIL ie. integrate students' classroom learning	AB
3.2	April 2026	Internal review	AB
Related legislation/ regulation/standard	Tertiary Education Quality and Standards Act 2011 (Cth) Higher Education Standards Framework (Threshold Standards) 2021 (Cth) Education Services for Overseas Students Act (ESOS) 2000 (Cth) Education Services for Overseas Students Regulations 2019 (Cth) The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)		

Note: AB = Academic Board