

WORK INTEGRATED LEARNING (WIL) PROCEDURE

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Relevant legislation or external requirements	National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 1.4, 2.3, 2.4, 3.1, 5.4.1) Education Services for Overseas Students Act 2000 (ESOS Act 2000) Tertiary Education Quality and Standards Agency (TEQSA) Australian Qualifications Framework (AQF) Work Health and Safety Act 2011 (Cth) Workplace Relations Act 1996 (Cth) Work Health and Safety Act 2011 (NSW) Disability Discrimination Act 1992 (Cth) Equal Opportunity Act 2010 (Cth) Fair Work Act 2009 (Cth) Fair Work Ombudsman Student Placement Fact Sheet (2023)
Related ASA Documents	Work Integrated Learning Policy Course Design and Development Policy Course Design and Development Procedure Discrimination, Bullying and Harassment Policy and Procedure Mental Health Framework Quality Assurance Framework Reasonable Adjustment Policy Reasonable Adjustment Procedure Sexual Assault and Sexual Harassment Policy and Procedure Student Assessment Policy Student Assessment Procedure Student Code of Conduct Student Grievance Policy Student Grievance Procedure Student Support Framework

1. Purpose

The purpose of this Procedure is to specify the processes and responsibilities of identifying and implementing Work Integrated Learning (**WIL**) opportunities and ensuring that WIL activities comply with the ASA Institute of Higher Education's (**ASA's**) *Work Integrated Learning Policy*.

2. Scope

This policy applies to all ASA students, staff, and host organisations who support these processes.

This policy applies to WIL arrangements that form components of ASA accredited courses and units.

This Procedure should be read in conjunction with the associated *Work Integrated Learning (WIL) Policy* and the course specific *Work Integrated Handbooks*.

3. Roles and responsibilities

3.1 ASA Institute of Higher Education

3.1.1 ASA Course Coordinator

The Course-Coordinator is employed by ASA and will liaise with the host organisation and the student. The Course Coordinator may be responsible for visiting students on site or may allocate a suitably qualified member of the academic team. General roles include:

- Ensure academic staff are suitably trained in their responsibilities for visiting and assessing students whilst on placement.
- Ensure the site is visited and assessed for suitability prior to arrangements being approved.
- Visit a placed student at least once for placements equivalent to six weeks full-time work or twice for longer placements.
- Collaborate with the Mentor staff member to offer feedback and guidance on both interim and final reports.
- Provide students with the opportunity to give feedback about their placement to the Course Coordinator.
- Ensure the Course Coordinator and the student understand their obligations to comply with ASA's *Student Code of Conduct*, the *Work Health and Safety Act 2011 (NSW)*, and any form of behaviour code as stipulated by the host organisation.
- Monitor the progress of students, using the 'at Risk' process to address any issues and promote a successful placement.

3.1.2 ASA WIL Academic Supervisor

The ASA Supervisor would be responsible for supporting and visiting the students and Mentors. General roles include:

- Contact the Host Organisation to introduce yourself and provide the Mentor with your contact details and intended observation schedule.
- Conduct an observation visits.
- Ensure observation of the student interacting on in relevant activities for the duration of the observation and schedule a time that will include an opportunity to observe transition and a variety of routines in the workplace.
- Review the student's Curriculum Portfolio and provide feedback.
- Provide feedback to the student as a verbal conversation and written report/s. Feedback should address a student's strengths and areas for improvement in practice skills, knowledge, and engagement criteria.
- Complete the report/s and provide the student with a copy.
- Notify Course Coordinator if any concerns or issues arise.
- Discuss the student's performance with the Mentor.

3.1.3 ASA Academic Staff

Academic staff are employed by ASA and perform duties as requested by the Course Coordinator. General roles include:

- Prepare students for each of their Work Integrated Learning placements with information

sessions a week prior to their placement requirements.

- After each WIL placement, provide an opportunity to discuss with the academic team their performance, any concerns they may have, and finalisation of their assessments.

3.1.4 WIL Manager

The WIL Manager is responsible for the management, planning, and coordination of professional Work Integrated Learning placements as identified in ASA courses.

- Conduct a risk assessment with a host organisation if one does not already exist.
- Ensure the placement environment is accessible in accordance with the *Disability Discrimination Act 1992 (Cth)* and obtain the host organisation's agreement to implement an individual student's reasonable adjustments where identified.
- Ensure the placement arrangements comply with any relevant professional accreditation requirements.
- Ensure the Course Coordinator, host organisation and student understand:
 - the inherent requirements of the course;
 - the tasks to be undertaken during the placement;
 - the duration of the placement; and
 - the processes for managing a student at risk of not satisfactorily completing a placement.
- Keep a written record of the criteria used for selecting and approving individual placements, including the host organisation's address, contact details, and placement sites.
- Take measures to prevent future placements at organisations that do not offer a safe and suitable environment for students and communicate these actions to the relevant ASA staff.
- Oversee all aspects of the placement units and coordinates communications with students regarding placements and site visits.
- In conjunction with the Academic Dean, deliver management of placement contracts, development of placement opportunities in industry and the community, placement of individual students in their placement, and support for students and placement providers for assessment tasks and return of results.
- Responsible for ensuring the process and organisation of placements is as streamlined as possible and all cumbersome and unnecessary processes are eliminated.
- Responsible for ensuring all aspects of student's placement and work experience is in place including, skills tracking, timetables, site information, learning agreements, supervisors reports, assessment.
- Ensure the Course Coordinator, the placement host organisation and the student understand the assessment requirements and the role of each person in the assessment process.
- Ensure the student is covered by adequate insurance for the placement, including providing the host organisation, if requested, with a copy of the relevant insurance policy.

- Ensure all parties are aware of the processes when a student experiences unlawful or inappropriate behaviour from an employer, colleague or other person whilst on placement.

3.1.5 WIL Support Officer

- Liaise with sites to organise placement opportunities for all students.
- Monitor student's document compliance.
- Monitor and generate reports for ASA.
- Assist with identifying and establishing work integrated learning providers.
- Provide advice and information to students.
- Identify, liaising with, and the provision of information to placement providers.
- Allocate of students to placement opportunities, and academic liaisons to placements.
- Complete the administration required for placements including the preparation of contracts and processing all forms and paperwork.
- Process and monitor professional experience reports, evaluations and completions.
- Work collaboratively with ASA stakeholders in order to provide a coordinated and professional service for students and industry.
- Maintain positive relationships with host organisations to enable all students to have access to suitable and safe WIL experiences, ensuring a signed WIL Letter of Agreement is in place.
- Support students to obtain their Working With Children Check (WWCC) and National Police Check (NPC) in a timely manner, as required.

3.1.6 ASA Students

Students are required to complete placements as part of their unit or course schedule and should inform ASA of any significant issues that disrupt their placement.

Before undertaking placements, students will:

- Confirm that they meet the inherent requirements of the course.
- Familiarise themselves with the learning outcomes related to the placement.
- Complete all course requirements or prerequisites.
- Fulfill any specific requirements set by the host organisation, including ensuring compliance with mandatory legal checks such as police and working with children clearances.
- Complete all necessary documentation.
- Inform the Course Coordinator of any disability or health condition that may impact their placement and collaborate with them to create a tailored *Academic Integration Plan*.
- After discussing with the Course Coordinator, give consent for the release of any required information to the host organisation in order to be able to undertake the placement with the adjustments in place.
- Contact to the host organisation as directed by the Course Coordinator.

While undertaking placements, students are expected to:

- Maintain high standards of professional conduct.
- Handle the host organisation's equipment and property with care.
- Adhere to all applicable laws in the relevant jurisdiction, including work health and safety regulations, child protection laws, and privacy requirements.
- Be present at the designated site during agreed-upon working hours, fully engaging in assigned tasks, activities, and any necessary training.
- Wear their ASA name badge and identification at all times if required by the host organisation.
- Keep in regular contact with the Course Coordinator to update them on their placement progress.
- Inform both the Course Coordinator and the host organisation of any issues that may impact their ability to undertake or continue the placement or any related tasks.
- Follow all safety instructions, policies, rules, and procedures set by the host organisation.
- Notify the Course Coordinator and the host organisation of any absences from the placement as soon as possible.
- Immediately report any accidents or incidents that occur during the placement to both the Course Coordinator and the host organisation.
- Share any concerns regarding the placement environment with the Course Coordinator.
- Inform the Course Coordinator of any requests from the host organisation that require them to perform tasks beyond the agreed scope.
- Cover any expenses related to the placement as specified by ASA (excluding insurance and reasonable adjustment costs), including accommodation, travel to and from the placement, specific attire requirements, and any attendance-related levies imposed by ASA.
- Notify and consult with their Course Coordinator before withdrawing from a placement.

After undertaking placements, students are expected to:

- Attend debriefing sessions as scheduled.
- Provide feedback on the host organisation and their experiences
- Complete any assessments or administration required by the unit.

3.2 Host Organisation

3.2.1 Host Organisation

ASA will provide the Host organisation with a copy of the *ASA WIL Placements Host Handbook* as well as other relevant contracts and agreements for the practical placement.

Host organisations are responsible for:

- Hold appropriate and current public liability insurance, where applicable.
- Ensure, so far as is reasonably practicable, the health and safety of student/s so that they are not put at risk during the placement and the placement environment complies with any applicable work health and safety legislation.
- Understand the expectations for the student/s which are inherent in the WIL activity, including those relating to the range of experiences and learning opportunities to be

provided to the student.

- Provide a suitably qualified person to supervise the student/s while at the organisation, including monitoring any work health and safety and other risks, and assessing their performance against the defined criteria.
- Provide the necessary equipment, other resources and training to the student to undertake assigned tasks and activities.
- Support and mentor the student throughout the WIL activity, including providing adequate induction and information about the organisation's policies and procedures.
- Provide regular feedback to the student about their performance and consulting with the Course Coordinator about any circumstances which may affect the student successfully completing the placement.
- Maintain adequate records of host requirements, such as insurance, the student/s attendance and performance, and feedback provide to the student.
- Work with the ASA Course Coordinator (or delegate) and the student to implement any reasonable adjustments required under an *Academic Integration Plan*.

3.2.2 Director/ Manager

ASA values the time, commitment and energy and appreciate the efforts of the host organisation to assist ASA students embark on their professional preparation.

Please note that student/s are not qualified or responsible in the same manner as employed staff. As such they should not be left in sole charge of children or vulnerable persons, perform actions that requires a license or qualification, and / or perform any duties that have legal obligations or restrictions.

- Ensure the Mentor staff member/s are informed of the placement and have access to the *ASA WIL Placements Host Handbook*.
- Identify appropriate experiences, tasks, and projects for student/s to perform if this has not already been determined.
- Manage, or delegate, administrative tasks such as:
 - Organise supervision/workload and communicate with your staff.
 - Contact the ASA Course Coordinator or the ASA WIL Manager and establish communication strategies.
 - Set up access to facilities, infrastructure, and/or technology as appropriate.
- If not already completed by the student/s, make contact with the student/s to provide relevant starting information e.g. starting date and time, security access details and parking arrangements.
- Welcome the student/s into the host organisation.
- Introduce the student/s to staff and induct the student/s into the service context.
- Advise student/s of the host organisation's dress code.
- Provide information on the location of relevant resources.
- Provide student with information on Workplace Health and Safety procedures, including emergency procedures and evacuation / critical incident responses.
- Provide access to any specific policies such as social media and privacy, to protect the

reputational risk of all parties.

- Mediate between the student/s and the Mentor if grievances arise.
- Identify preferred communication and reporting methods.

3.2.3 Mentor

Mentors play a crucial role in supporting students as they transition into professional work.

Mentors should:

- Model effective techniques and strategies.
- Co-plan or guidance student planning.
- Advise and support the student/s.
- Engage in problem-solving discussions.
- Conduct formal observation/s.
- Provide written and verbal feedback.
- Discuss student's progress with the student.
- Develop and monitor improvement plans and goals.
- Review the student's professional experience file / portfolio, and offer comments on its quality and suggestions for improvement.
- Contact the Course Coordinator and/or WIL Manager if the student is deemed 'At Risk'.
- Collaborate with the Course Coordinator to complete the At Risk Form.
- An additional visit may be necessary for a student identified as At Risk.
- Foster a supportive learning atmosphere by inviting students to ask questions, share their ideas, and approach you or their lecturer with any challenges they face.
- Encourage students to seek solutions independently before reaching out for assistance.
- Prompt students to reflect on both their successes and setbacks to develop their professional evaluative judgment skills.
- Demonstrate the behaviours student/s should display.
- Help students grasp the "big picture" so they can see how their contributions align with the goals of the host organisation.
- Be patient and empathetic, recognising that this may be their first encounter with work-related tasks.
- Whenever possible, give students a sense of ownership over their projects, such as assigning them specific tasks.
- Provide consistent feedback and positive reinforcement when they perform well.
- Schedule regular meetings or check-ins with students and/or ASA to maintain communication.
- Verify understanding by asking students to paraphrase what you expect them to do.
- Provide the student and the ASA Course Coordinator with final feedback on the students and the placement overall after the WIL experience.
- Request the student and ASA to provide feedback on their experience with you as the

Mentor.

4. Pre-WIL activity preparation

The following procedure outlines the steps involved in establishing and preparing work integrated learning agreements and activities.

4.1 WIL curriculum design

ASA ensures that course curriculum is designed so that:

1. All ASA students have the opportunity to undertake a WIL activity during their course of study.
2. WIL opportunities form part of a coherent course of study, including through constructive alignment between expected learning outcomes and methods of assessments, and the teaching and learning content of a WIL activity.
3. Theoretical learning is integrated with practical application in professional, industry, community, or other work-related contexts;
4. A quality learning experience is supported that aligns with the unit and course learning outcomes and reflects the appropriate level of the Australian Qualification Framework.
5. The necessary duration and structure of WIL activities are defined to enable WIL learning objectives and, where appropriate, professional body requirements are met
6. Sessions for student preparation, supervision and monitoring of progress, and enables students to reflect on their practice are provided; and
7. WIL opportunities comply with relevant legislation, external professional accreditation requirements and ASA policies.

For more information on curriculum design, refer to the *Course Design and Development Policy* and related procedure.

4.2 WIL agreements

4.2.1 Analysis and Risk Assessment

ASA will liaise with industry to identify potential WIL placement arrangements. All WIL arrangements with third-party organisations and individuals must be preceded by an analysis and risk assessment process. In each case the following is required:

1. Confirmation of the current operation of the prospective host organisations and their suitability to support student learning and specific learning outcomes for the proposed WIL arrangement;
2. Confirmation of the suitability of the facilities for the activities and for the number of students using them;
3. Assurance of currency of business registration and legal trading, where relevant; and
4. Completion of a risk assessment for the placement environment including identification of any specific risk management requirements for each site. A site visit or further investigation may be required where specific risk have been identified.

The completed *Risk Assessment* is reviewed and approved by the Academic Dean or delegate. The WIL team are responsible for maintaining records of the *Risk Assessments*.

4.2.2 Insurance

Where a student is engaged in a WIL activity, they will be covered by ASA'S Personal Accident,

Public Liability, Professional Indemnity insurance policy. This policy indemnifies the student against third-party claims arising from any negligence, error or omission and/ or for any injury that occurs in relation to their WIL participation.

4.2.3 Agreement Development and Approval for WIL Host Organisations

The *WIL Agreement* must include:

- Responsibilities of ASA, the host organisation, and students undertaking the placement.
- Any specific requirements for the students, including Health, Safety and Wellbeing requirements.
- Any insurance requirements for ASA, and/ or the host organisation.
- Privacy and confidentiality requirements relevant to the agreement.

For agreements for students who are studying online this will depend on location and will be subject to Academic Dean's approval.

4.3 Planning placements with Host Organisations

1. ASA WIL Manager will ensure that the potential host organisation:
 - aligns with and sustains the expected learning outcomes and/ or assessment strategy of the unit and course;
 - offers appropriate supervision; and
 - implements and follows work health and safety protocols.
2. The ASA WIL Manager will arrange pre-placement interviews with students to ensure that students are suitable for the host organisation and ensure that students have obtained necessary pre-placement checks e.g. National Police Check specific to their placement.
3. The ASA WIL Manager will, in conjunction with the Academic Dean, create placement contracts and manage the delivery of the placement contracts to students and host organisations.

4.4 ASA WIL Staff Preparation

ASA WIL Staff will prepare the following to guide both the students and host organisations on their roles and responsibilities within the WIL activity:

1. Establish processes for recording student attendance and student progress on an ASA approved attendance record and reporting non-attendance, which may include timesheets, absence notification protocols,
2. Establish processes for assessing and recording student progress.
3. Establish processes for communicating emergencies notification procedures and recording incidences or accidents.

4.4.1 Preparation of Students prior to Commencing WIL

ASA takes very seriously the duty of care to ASA students. Prior to the commencement of the WIL activity all parties (ASA, WIL staff, students, host organisations, and any other relevant party in particular circumstances) must be adequately prepared for WIL and informed of their duties, roles and responsibilities.

Prior to a student undertaking a WIL activity the following will be provided for orientation and onboarding information:

- the WIL activity requirements, including dress code, working hours, code of conduct, privacy and confidentiality protocols, and duty of care;
- their *Placement Contract*;
- their WIL activity risk assessment, including health and safety requirements;
- any associated student costs, including WIL course fees and, where relevant, additional WIL activity fees;
- any arrangements that they will be responsible for;
- their rights and responsibilities throughout the WIL activity;
- workplace behaviour expectations;
- how their progress will contribute to assessment and how their learning and progress will be supervised and monitored;
- how they will be supported by, and maintain communication with WIL staff and Academic staff;
- how to report attendance, absences, accidents/ emergencies, or grievances to ASA and host organisation.
- how to inform WIL staff if they have a disability, long term illness, mental health condition or other personal circumstances that may affect their capacity to perform the WIL activity; and
- relevant ASA policies and procedures and other legislative requirements.

The above WIL information will be provided to students in sufficient time to enable them to make necessary individual arrangements e.g. parental care arrangements. These arrangements will be the responsibility of the students and they should be clearly advised of this in writing as part of the preparation for the WIL activity.

Prior to commencing their WIL activity, students must submit their signed *Placement Contract*. Either before or during their workplace induction. Depending on the course, some students may need to complete a risk assessment of their WIL activity.

Where relevant, students may also need to submit any required documentation (e.g. police check, working with children check) and complete training (e.g. risk and confidentiality).

Where a host organisation or professional accreditation body requires the student to submit a satisfactory police check and/or working with children check before commencement of the WIL activity, this must be submitted to the WIL staff by the specified deadline prior to commencing the WIL activity.

4.4.2 Preparation of the Host Organisation prior to commencing WIL

The ASA WIL Manager will:

- inform the host organisations of all their responsibilities and obligations, including:
 - the requirements of the *WIL Agreement*;
 - the WIL course accreditation requirements;
 - responsibilities for supervising and monitoring student progress; and
 - inducting students in required safety, workplace business and harassment policies and procedures in their workplace.

The ASA WIL Manager must provide host organisations with:

- information of whom to contact at ASA during the student WIL activity;
- processes of attendance, absences and accident/ emergency procedures or discontinuation of WIL activity or students at risk;
- any special requirements or specific adjustments that an ASA student may require to be able to complete their WIL activity and will be given a copy of the *Academic Integration Plan (AIP)*; and
- a copy of the student/s' *Placement Contract/s*.

The Host organisation needs to provide ASA with a copy of:

- their insurance policy prior to the commencement of the WIL activity; and
- their code of conduct.

5. During a WIL activity

To ensure that the WIL activity meets the needs of students, host organisations and ASA, support will be offered through the following:

- handbooks;
- regular communication.
- site visits;
- monitoring experience and progress, and assessment;
- managing risks and duty of care;
- changes to arrangements or circumstances;
- discontinuation of a WIL activity; and
- special requirements.

5.1 Handbooks

Conditions of and requirements for students, host organisations, and academic staff participation in the WIL activity will be clearly stated in ASA course specific WIL handbooks, including:

- The duration and broad type of activity and how it will be adapted for differing cohorts, modes of delivery and locations;
- Any academic requirements for participation in required activities in accordance with the regulatory requirements, including course and unit learning outcomes; and
- Any non-academic requirements for participation requirements for documentation such as a national police check or working with children check to be obtained by students.

5.2 Regular communication

ASA WIL staff and Course Coordinator will regularly contact students undertaking a WIL activity to ensure the wellbeing of the students.

5.3 Site visits

The Course Coordinator, or delegate, will conduct at least one site visit to check that the host organisation is performing its responsibilities satisfactorily.

5.4 Monitoring experience and progress, and assessment

Monitoring and supervising students' learning, and progress is the responsibility of the WIL and Academic staff, and the host organisation. This includes providing feedback on student progress by the host organisation mentors during the course of the WIL activity and providing end of activity feedback on student achievement.

Grade Analysis sheets for the WIL units will be presented to the Board of Examiners with analysis of performance and continuous improvement recommendations where appropriate.

5.4.1 WIL student/s identified at risk

If an ASA student is identified as being 'at risk' of not satisfactorily meeting the expectations of the Work Integrated Learning placement the host organisation must notify the WIL Manager as soon as possible. The WIL Manager will liaise with the Course Coordinator to determine what actions can be taken to assist the student who is experiencing difficulty in achieving a 'satisfactory achievement' for their Work Integrated Learning placement.

In most cases, students will make satisfactory progress towards meeting the placement outcomes. However, some students may encounter difficulties in fulfilling the placement requirements for various reasons, such as:

- Professionalism: Issues with attendance and punctuality.
- Communication: Challenges in accepting and acting upon advice and instruction. This also includes teamwork and adherence to professional standards and ethics.
- Personal attributes: Lack of initiative, reflective practice, empathy, warmth, enthusiasm, commitment, and appropriate attitudes and behaviour towards others.
- Unit requirements: Not meeting the standards as documented in the Unit Learning Outline.

The WIL Manager will:

- Speak to the student to determine if there are any exceptional circumstances causing the problem.
- Contact the Course Coordinator and discuss the situation.

The Course Coordinator will contact the Work Integrated Learning placement host organisation and the student to discuss the reasons and actions to follow.

A student may have their placement terminated for any of the following reasons:

- Inability to effectively cooperate with staff and adapt to the environment.
- Displaying attitudes and actions that are detrimental to the relevant profession.
- Persistent unprofessional behaviour.
- Unapproved absences from the Work Integrated Learning placement or frequent absences.
- Significant communication skill deficiencies.
- Violations of service requirements, ASA regulations, or the law.

If a student exhibits significant deficiencies or misconduct in any of the aforementioned areas, they may face further action in accordance with ASA's *Academic Integrity Policy*, *Academic Misconduct Procedure*, and/or the *Student Code of Conduct*.

5.5 Managing risks and duty of care

If an emergency, critical incident, accident, or any other wellbeing issue arises during the WIL activity a student must follow the appropriate procedure identified in their WIL activity risk assessment completed as part of their pre-WIL preparation.

If an unforeseen risk issue arises (such as an injury or sexual misconduct) students should contact their workplace mentor or ASA WIL staff or Course Coordinator.

5.6 Changes to arrangements or circumstances

An alternative WIL activity will be organised, where possible and appropriate, by WIL staff when:

- The host organisation alters their involvement such that the WIL activity is unacceptably changed or cancelled;
- The WIL placement circumstances prove untenable for the student (e.g. workplace harassment or bullying or other circumstances of concern such as an unacceptable level of risk to the student); or
- The student's circumstances change such that the original WIL activity is no longer suitable.

An alternative WIL activity will not be arranged when a WIL placement has been terminated due to student performance or conduct. A student may re-enrol in that WIL unit in a subsequent study period in order to complete mandatory course requirements.

5.7 Discontinuation of a WIL activity

WIL placements can be discontinued by the host organisation, student, or ASA.

If a student discontinues their WIL placement, they must immediately notify the ASA Course Coordinator in writing to determine what further actions are required.

If the host organisation seeks to terminate the WIL placement, they must consult with the ASA Course Coordinator and the WIL Manager. If the placement is terminated, the student may receive a Fail grade for the WIL placement unit/s of study. This may result in an exclusion from the course by the Academic Dean, depending on the circumstances of the placement termination.

5.8 Special requirements

ASA is committed to ensuring equality of access to all programs and courses and will provide reasonable adjustments to the learning environment to meet the needs of their students. This can include making reasonable adjustments to teaching, learning, assessment, Work Integrated Learning placements, and other activities to support students in their courses.

5.8.1 Inherent requirements

Inherent requirements refer to the fundamental attributes, skills and abilities that an individual must be able to achieve in order to demonstrate the essential learning outcomes of the studied degree. These requirements ensure the academic integrity of ASA's learning, assessment, and professional accreditation processes. All students must meet these inherent requirements to complete the course. For example, such restrictions may include but are not limited to the following:

- Inability to secure a current Working with Children Check or Police Check precluding students being able to undertake mandatory placements in a course that requires these checks.
- Lack of possible reasonable adjustment for a disability.

ASA advises that successful completion of a qualification does not necessarily guarantee registration in an associated profession. It is the applicants/student's responsibility to seek information on any restrictions that might apply to them in the applicable registration process prior to making decisions on a choice of course. This could include specific requirements in different states other than NSW.

5.8.2 Reasonable adjustment plans

Occasionally, ASA is legally bound to provide a Reasonable Adjustment. If a student applies for consideration of reasonable adjustment for their course or unit of study then an *Academic Integration Plan (AIP)* will be created in conjunction with the Academic Dean or delegate.

These plans are tailored for a student who needs specific adjustments during their Work Integrated Learning placements. Despite these adjustments, the student must still meet ASA's inherent requirements for the placement.

Before starting a placement, students with an AIP should meet with the Course Coordinator to discuss any potential limitations on their ability to perform certain tasks and to identify necessary, reasonable adjustments to enhance their participation and success. Please refer to ASA's *Reasonable Adjustment Policy and Procedure*.

The host organisation will be informed before the placement begins if a student requires adjustments due to an active AIP.

Once approved, an AIP becomes a legal document, and its guidelines and adjustments must be implemented by ASA, the student, and the placement service hosting the practicum.

6. After completion of a WIL activity

Students will complete final assessments, as set, and finalise the WIL activity. Some courses may run a Review and Finalisation Week/s to allow students time to complete their assessments.

Students are given the opportunity to provide feedback on their learning experiences during and after each WIL activity. Academic staff will use this student feedback to undertake a review and continuous improvement of WIL activities.

7. Version Control

This Procedure has been reviewed and approved by the ASA Academic Board as at February 2025 and is reviewed every three years.

This Procedure, and the associated policy, are published and available on the ASA website <https://www.asahe.edu.au/policies-and-forms/>.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2025.2	Director Learning and Innovation	Minor updates to ensure coverage of all courses.	14/02/2025	06/03/2025
2025.1	Director Learning and Innovation	Updated policy to provide more detail within the procedure. Benchmarked against 12 other Higher Education Providers.	29/01/2025	06/03/2025
2024.1	Project Officer	Document formatting updated to reflect change of Trading Name to ASA Institute of Higher Education	28/06/2024 by CEO	01/07/2024

2023.1	Director Learning and Innovation	Updated policy to include HESF references, changes in regulatory compliances. Benchmarked against 6 other Higher Education Providers.	12/12/2023	18/12/2023
Previous version archived. New Policy code and numbering system implemented.				
4.0		Academic Board approval	06/10/2021	
3.0		Academic Board approval		
2.0		New course accreditation		
1.0		Council approval		