

WORK INTEGRATED LEARNING (WIL) POLICY

Policy Code	ACA11
Policy Lead	Academic Dean
Approving Authority	Academic Board
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Version	2025.1
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 Procedure 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 Policy is to provide information on the Work-Integrated Learning (**WIL**) arrangements that give opportunities for ASA Institute of Higher Education (**ASA**) students to gain practical learning experience in industry to be work ready graduates.

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.

3. Principles

Work integrated learning at ASA is governed by the following principles:

- a. ASA is committed to providing learning experiences for students that prepare them for work through incorporating work integrated learning activities into courses.
- b. ASA values community engagement through WIL with industry partners and the professional associations and community.
- c. ASA monitors and reviews work integrated learning activities to ensure they meet quality and compliance standards, including the Higher Education Standards Framework (Threshold Standards) 2021 (HESFs). Work integrated learning premises and facilities used by ASA are fit for purpose of student placements and accommodate the numbers of students requiring placements.
- d. ASA will make reasonable adjustments to assist students to have equitable access to WIL, in accordance with the *Diversity and Equity Policy and Procedure*, *Reasonable Adjustment Policy and Procedure*, and the relevant Anti-Discrimination legislation and Inherent Requirements.
- e. ASA retains ultimate responsibility for student safety and wellbeing whilst on placement. WIL activities are compliant with legislative and regulatory requirements.

4. Definitions

Term	Definition
academic staff	A member of staff appointed to undertake a teaching function at ASA, whether full-time, part-time, casual, or sessional.
agreement	ASA may enter into an agreement with educational partners. These may include: • joint, twin, or dual award arrangements • transnational delivery of courses arrangements • licensing or hosting arrangements • collaborative articulation arrangements; and • third party arrangements. The agreement is the binding instrument between a registered provider and each entity involved in an arrangement. It sets out the specific goals of the arrangement, the terms and expectations of the parties, and includes effective controls on the educational quality of delivery. The agreement is designed to be commensurate with the nature, scale, and purpose of the arrangement.
Course Coordinator	The Course Coordinator is a member of the academic team who is responsible for overseeing academic course operations.
Director/ Manager	The Director/ Manager of the Host Organisation who has sufficient authority to approve the placement arrangements.
host organisations	Host organisations are industry workplaces providing a work integrated learning placement environment for an ASA student.
industry component	Industry workplaces will show students relevant and suitable aspects or components of the workplaces. These applied learning situations for students will integrate work-based learning activities with classroom learning to provide exposure to solving problems in the workforce.
industry workplace	An organisation suitable for ASA student internships. They must meet the criteria on the selection and approval of work placement sites.
mentor	Mentors are support persons within a host organisation for WIL students.
placement	Students will be assigned to an appropriate organisation where they will be immersed in a workplace environment related to their study discipline, course and/or career goals. The placements will be combined with learning, which is structured and supported by workplace activities, and will include opportunities to reflect on their learning and seek timely feedback on their performance.

Reasonable Adjustment	These are administrative, environmental, or procedural alterations in the learning situation which remove barriers for people so that they can perform the inherent requirements of the course of study. For students, this could mean adjustments to the mode of delivery or written material or the assessment process and timeframe. An adjustment is reasonable if it takes into account the requirements of the person and balances the interests of all parties affected.
WIL Manager	The WIL Manager is responsible for the management, planning, and coordination of professional work integrated learning placements were identified in ASA courses.
WIL Support Officer	The WIL Support Officer is responsible for the administrative processes associated with WIL placements.
work-integrated learning (WIL)	Encompasses any arrangement where students undertake learning in a workplace outside of their higher education provider (or one operated jointly with an external partner) as a part of their course of study.

5. Policy Statement

ASA is committed to providing opportunities for students to undertake WIL as part of a course of study where such activities provide opportunities for students to use and enhance skills and knowledge relevant to the course they are studying.

WIL activities, and related assessments, support the achievement of course and unit learning outcomes, and provide evidence of course integrity.

ASA provides appropriate processes, preparation and guidance for all stakeholders involved in work integrated learning activities. This helps to ensure that maximum benefit is received and that the wellbeing and safety of students are promoted and fostered.

WIL introduces students to the environments and requirements of professional practice and provides them with:

- exposure to the competencies necessary for professional practice
- awareness of workplace culture and expectations
- an understanding of the proficiencies required for professional practice
- the opportunity to demonstrate their capabilities for professional practice.

5.1 Reasonable Adjustment

If a student applies for consideration of reasonable adjustment for their course or unit of study, then an *Academic Integration Plan* will be created in conjunction with the Academic Dean, or delegate.

Any adjustments which are to be implemented in order to enable a student to participate safely in WIL be documented in an *Academic Integrated Plan* which is outlined in the *Reasonable Adjustment Policy and Procedure*, and the *Academic Integrated Plan Guidelines*.

Please refer to the *Diversity and Equity Policy and Procedure* and the *Reasonable Adjustment Policy and Procedure* for more information. Student are encouraged to disclose any circumstances that may require reasonable adjustment to assist ASA in supporting their success.

6. Compliance

WIL is provided by ASA, consistent with requirements and guidelines contained within relevant legislation.

WIL arrangements must be consistent with the guidance available from Fair Work Australia on work experience and internships. For students on overseas placements, workplace arrangements conform with local employment and workplace legislation, including safety.

ASA will ensure that the WIL arrangements meet compliance requirements by undertaking the following:

- Organising, documenting, and approving WIL arrangements according to the ASA's policies and procedures, including this document;
- Providing timely and appropriate information and preparation for students, staff, and organisations involved in WIL.
- Providing ongoing supervision of the students undertaking their work placements;
- Monitoring the students' safety, wellbeing, performance, and academic progress in an ongoing manner;
- Providing appropriate grievance resolution contacts and processes to support all parties; and
- Assessing students' work placement performances according to the criteria of the WIL units with a credit average weighting relevant to the course undertaken.

The WIL Team must find host organisations that comply to the criteria on which the selection and approval of work placements is based on:

- The workplace must be fit for purpose;
- WIL activities will support the achievement of course / unit / assessment learning outcomes; and
- The partner must meet all the necessary Work Health and Safety (**WHS**) requirements.

ASA's quality assurance mechanisms will demonstrate that the WIL placement meets the requirements of the relevant HESFs (as applicable to the particular context).

ASA will seek student feedback for continuous improvement for future WIL placements.

ASA's arrangements for WIL will be formalised in a written agreement, setting out the expectations of the parties involved, and the outcomes sought for students. ASA will monitor the placement to demonstrate compliance with the written agreement and make a periodic on-site or electronic contact with a student in the workplace and their supervisor.

Any staff providing academic input into WIL will need to meet the HESFs on Staffing or otherwise be supervised by those who do meet the regulation. Further information is provided within the *Professional Equivalence Academic Qualifications Policy* and associated procedure.

If professional accreditation of an ASA course requires students to complete a form of Work-Integrated Learning placement, the satisfactory completion of a placement component will be a compulsory requirement to complete the course.

7. Risk Management

The Chief Executive Officer (CEO) or Academic Dean are responsible for reducing risks associated with WIL through actions consistent with ASA's *Risk Management Framework* and associated policy and procedure. This includes, but is not limited to:

- managing formal memoranda of understanding with the industry partners;
- site inspections and visits are carried out as required to ensure that facilities remain fit for purpose;

- monitoring written agreements with host partners;
- ensuring that students have appropriate preparation and information for WIL activities;
- ensuring that appropriate supervision, support, and monitoring of WIL students is carried out; and
- accurate records are maintained.

It is essential that students, in collaboration with their ASA Course Coordinator, WIL Manager or WIL Support Officer:

- are monitored whilst engaged in WIL;
- are provided with educational and other support as required;
- manage their wellbeing and seek support as relevant from identified contacts; and
- manage / follow directions during critical incidents should they eventuate.

8. Relevant HESFs

This Policy and the associated Procedure comply with the Higher Education Standards Framework (Threshold Standards) 2021. The following are relevant excerpts and specify that:

Standard 1.4 Learning Outcomes and Assessment

1. The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators. [...]
3. Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.
4. On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination. [...]

Standard 2.3 Wellbeing and Safety

1. All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.
2. Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services.
3. The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.
4. A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.
5. There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow-up required.

Standard 2.4 Student Grievances and Complaints

1. Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.
2. There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.

3. Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.
4. Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.
5. If a formal complaint or appeal is upheld, any action required is initiated promptly.

Standard 3.1 Course Design

1. The design for each course of study is specified and the specification includes:
 - a. the qualification(s) to be awarded on completion
 - b. structure, duration and modes of delivery
 - c. the units of study (or equivalent) that comprise the course of study
 - d. entry requirements and pathways
 - e. expected learning outcomes, methods of assessment and indicative student workload
 - f. compulsory requirements for completion
 - g. exit pathways, articulation arrangements, pathways to further learning, and
 - h. for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.
2. The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:
 - a. current knowledge and scholarship in relevant academic disciplines
 - b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
 - c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.
3. Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.
4. Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.
5. Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.

Standard 5.4.1 Delivery with Other Parties

1. Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.

9. Version Control

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

This Policy, and the associated Procedure, 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:
2025.1	Director Learning and Innovation	Updated policy to accommodate new courses with WIL units.	26/01/2025	06/03/2025
2024.1	Quality and Policy 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.	11/12/2023	18/12/2023
Previous version archived. New Policy code and numbering system implemented.				
3.1		Academic Board approval	20/04/2021	
2.0		New course accreditation		
1.0		Council approval		