

# Work Integrated Learning Policy

RSY-ACA-PY-v1.0-Work Integrated Learning Policy

**Document History**

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**Distribution List**

To: All RCDC Staff  
All RCDC Students  
Work Placement Provider

Cc: Chair, Council

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## 1 Objective

The objective of this policy is to provide the framework to support and embed Work Integrated Learning curriculum and opportunities for students at Raffles College of Design and Commerce (herein referred to as (RCDC)).

## 2 Scope

- a) This policy applies to academic and administrative staff, undergraduate, postgraduate and Vocational Education and Training (VET), industry partners and professional and community organisations involved in Work Integrated Learning.
- b) This policy does not apply:
  - to activities (such as work experience and guest lectures) that fall outside of the Work Integrated Learning definition (refer 3.1, below); or
  - where a student:
    - is placed in paid employment with a work placement provider; or
    - undertakes workplace or community-based activities external to degree, course or subject requirements.
- c) RCDC does however, encourage the inclusion of such innovative work related teaching and learning activities across the curriculum of our courses.

## 3 Policy Provisions

### 3.1 Defining Work Integrated Learning

- 3.1.1 RCDC recognises Work Integrated Learning as a purposeful, organised, supervised and assessed educational activity that integrates theoretical learning with its applications in the workplace.
- 3.1.2 Work Integrated Learning can occur:
  - as work practice through placement in an industry, professional or community organisation workplace (e.g. a professional placement experience, field placement, or internship);
  - as work practice through placement in a simulated workplace practice setting on or off campus; or
  - through an assessment activity designed to simulate an authentic workplace activity.

### 3.2 General Principles

- 3.2.1 RCDC is committed to the provision of purposeful Work Integrated Learning for students. RCDC values community engagement through Work Integrated Learning based partnerships with industry partners and professional and community organisations.
- 3.2.2 RCDC has an obligation to meet Commonwealth and State government legislative and regulatory requirements relating to Work Integrated Learning student placements.

### 3.3 Student Learning

RCDC provides Work Integrated Learning to support student learning through:

- the application of academic theory in related workplace practice; and
- the development of skills and refinement of attitudes learned in academic contexts through experience in Work Integrated Learning environments.

### **3.4 Career Development Learning**

RCDC supports Work Integrated Learning as one vehicle for career development learning, pertaining to the learning domains of self-awareness, opportunity awareness, decision making, and transition learning in relation to lifelong learning and employability.

### **3.5 Community Engagement**

RCDC will endeavour to engage with local, national and international communities to build and maintain the three way relationship that optimises successful Work Integrated Learning; the student, the community and RCDC.

### **3.6 Student Opportunity for Work Integrated Learning**

3.6.1 Options are available for students to engage in Work Integrated Learning through:

- enrolment in RCDC degree programs and/or subjects encompassing Work Integrated Learning; or
- participating in Work Integrated Learning activities which are requirements for completion of subjects or degrees.

3.6.2 All students must have the capacity to safely undertake the inherent requirements of Work Integrated Learning activities.

3.6.3 Students participating in Work Integrated Learning are required to:

- act in accordance with RCDC's policies, respecting confidentiality and intellectual property issues;
- act in accordance with their Work Placement Provider's rules and policies;
- undertake orientation and induction to the workplace;
- comply with work health and safety requirements and any other workplace or professional ethical guidelines;
- take responsibility for learning by participating fully in the learning process and undertaking all learning opportunities provided;
- communicate with the Work Placement Provider's Student Supervisor and notify RCDC's academic coordinator of any problems that arise; and
- ensure that all attendance and assessment requirements for the subject are satisfactorily completed.

3.6.4 Where a student fails to comply with these obligations they may be:

- removed from a Work Integrated Learning placement; and/or
- be deducted grades or not pass that part of the subject or course.

### **3.7 Work Integrated Learning Curriculum**

3.7.1 RCDC supports the incorporation of Work Integrated Learning into accredited courses, subjects and activities. Courses, subjects and activities which encompass Work Integrated Learning must be designed in accordance with the following principles:

- a) Work Integrated Learning curriculum will:

- place primary relevance on the student's area of academic study, with secondary focus on the student's career aspirations;
- identify workplace tasks which derive from and are underpinned by academic theory and scholarly activities with defined linkages to the knowledge and skill base of the industry/profession;
- predetermine periods of time that the student will spend placed in the workplace or engaged with industry/professional individuals and workplace tasks;
- establish that the work to be undertaken by the student will be productive and meaningful and has defined benefit to the workplace;
- arrange for the work placement to be structured, with formal (academic and workplace) direction, supervision and monitoring with increasing levels of autonomy for the student;
- link the assessment to the academic theory and measurable workplace learning outcomes.

b) Work Integrated Learning courses, subjects and activities will be developed through:

i) collaboration between academics and industry/professional partners to explicitly link academic theory and work practice through the definition of industry/profession specific:

- standards/knowledge and competency/skill base; and
- related inherent requirements.

ii) learning outcomes to be derived from:

- the inherent degree, course or subject requirements;
- industry/professional standards, competencies or Training Packages;
- graduate and employability attributes; and
- career development learning domains.

iii) teaching, learning and assessment components to support students before, during and after Work Integrated Learning placements.

3.7.2 Where Work Integrated Learning involves student placement with a Work Placement Provider there are three components required:

a) Preparatory component - prior to placement where:

- objectives, intentions and approaches are established;
- placement learning outcomes and assessment methods are set; and
- students are informed of the inherent requirements of the placement.

b) Placement component - the work placement duration where the:

- approach is applied in practice; and
- outcomes are observed, evaluated and reflected upon.

c) Retrospective component - follows the placement where there is:

- debriefing and reflective learning on the placement;
- formalised assessment; and
- an opportunity to provide feedback

3.7.3 Work placement units must meet the Work Experience in Industry requirements of any of the governing authorities to which RCDC is subject to at the time of implementation.

### **3.8 Co-ordination and Management of Work Integrated Learning Placements**

3.8.1 RCDC requires Program Directors of degrees and programs delivering Work Integrated Learning placements to:

- a) engage with industry partners and professional and community organisations to identify and support the allocation of Work Integrated Learning opportunities;
- b) undertake administration of agreements, including:
  - RCDC and Work Integrated Learning Placement Agreements (or equivalent contractual agreement), made between RCDC and Work Placement Providers, which articulate the RCDC and placement provider obligations, placement arrangements and quality assurance mechanisms; and
  - Student Placement Agreements (or equivalent contractual agreement), made between RCDC and students, that provide a mechanism for students to make all course and subject declarations, and authorise the transfer of personal information in accordance with the Privacy Policy;
  - liaison with RCDC legal advisors where legal advice regarding agreements is required; and
  - ensuring compliance of agreements and arrangements with the Work Integrated Learning Policy.
- c) provide adequate preparation (e.g. briefing, training and resources) for the Work Placement Provider;
- d) in conjunction with any internship coordinator:
  - provide course, unit and placement information to students and Work Placement Providers;
  - allocate, monitor and track student Work Integrated Learning placements;
  - implement a monitoring and evaluation plan or process to evaluate Work Integrated Learning placement arrangements and outcomes; and
  - implement quality assurance processes.

### **3.9 Quality Assurance**

This Work Integrated Learning Policy and its implementation will be monitored, evaluated and improved through compliance with the requirements of the *Framework for Quality Assurance* and any other relevant RCDC guidelines, and regular review in accordance with RCDC's schedule of policy review.

### **3.10 Risk Management**

RCDC will manage risk in Work Integrated Learning placements through the identification of roles and allocation of responsibilities for RCDC academic and administrative staff, students and Work Placement Providers.

This will include health and safety procedures where required by Work Placement Providers.

### **3.11 Insurance**

RCDC maintains appropriate insurance for enrolled students undertaking Work Integrated Learning placements.

### **3.12 Travel and Accommodation**

RCDC will establish procedures regarding the criteria (and reimbursement rate) for students who may be deemed eligible for financial support for travel and accommodation. This will be considered on a case by case basis, however, it will normally be the case that the student is liable for any costs related to travel and accommodation in relation to Work Integrated Learning placements, where the student has nominated a particular workplace placement and location, outside of the metropolitan area.

### **3.13 Intellectual Property**

RCDC's Intellectual Property guidelines will apply to students undertaking Work Integrated Learning, in that generally, students personally own the intellectual property that they generate. Under RCDC's guidelines, in certain rare circumstances students may be requested to assign their intellectual property to enable RCDC to meet its legal obligations to industry partners and professional and community organisations.

### **3.14 Conflict of Interest**

All conflicts of interest must be declared and managed.

### **3.15 Interstate and International Placements**

3.15.1 RCDC supports, in principle, students undertaking Work Integrated Learning placements interstate or overseas. Arrangements will be made on a case-by-case basis to:

- ensure parity of learning outcomes with local placements;
- ensure compliance with local, state and federal regulations; and
- ensure adherence to the requirements of international jurisdictions.

3.15.2 Interstate and international Work Integrated Learning placements can only be considered when:

- a Student Placement Agreement (or equivalent contractual agreement) is in place between RCDC and student; and
- a RCDC and Work Integrated Learning Placement Agreement (or equivalent contractual agreement) has been negotiated and completed.

### **3.16 Local Work Integrated Learning Procedures**

RCDC requires staff delivering Work Integrated Learning programs, courses and subjects to implement this Policy via the accompanying Work Integrated Learning Procedure, unless they have existing contractual agreements which comply with the Work Integrated Learning Policy provisions.

## **4 Definitions and Acronyms**

- DET - Department of Education and Training (Cth)
- Inherent Requirements - The mandatory, not negotiable, components specific to a position of employment or educational program to be undertaken by a person.
- TEQSA - The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's national regulator of the higher education sector.
- Work Placement Providers - Industry partners and professional and community organisations who provide work integrated learning opportunities.



## **5 Supporting Documentation**

- Work Integrated Learning Procedure
- Police Records Check Policy (Students)
- Privacy Policy
- Safe to Practice Policy and Procedure or WHS Policy
- Intellectual Property
- Framework for Quality Assurance