

Raffles

COLLEGE OF DESIGN

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Work Integrated Learning Procedure

RSY-ACA-PY-v1.1-Work Integrated learning Procedure

Document History

Version	Date of Review	Date of Approval	Change(s)
1.0	June 2017	13 June 2017	-
1.1	May 2018	11 May 2018	Section 3.2 (Procedure for Management of Work Integrated Learning Placements) updated: <ul style="list-style-type: none"> • Responsible parties updated in “Responsibility” column • Steps 3 and 4 in part A. consolidated to be more concise • Part C. added

Approved by: Academic board on 11 May 2018

Distribution List

To: All RCDC Staff
 All RCDC Students
 Work Placement Provider

CC: Chair, Council

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1 Objective

To provide a procedure, relating to the Work Integrated Learning Policy, that clearly communicates the expectations, roles and responsibilities of all stakeholders involved in work integrated learning at and with Raffles College of Design and Commerce (herein referred to as RCDC).

These procedures should be read in conjunction with the Work Integrated Learning Policy.

2 Scope

This procedure applies to all RCDC staff, students, industry partners and professional and community organisations involved in work integrated learning as defined in the Work Integrated Learning Policy.

This procedure does not apply in cases where a student:

- is placed in paid employment with a work placement provider; or
- undertakes workplace or community-based activities additional to degree, course or subject requirements.

3 Procedures

3.1 Developing Work Integrated Learning Curriculum

3.1.1 Work Integrated Learning curriculum is to be developed via the following pedagogical principles:

- 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 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.

3.1.2 Develop Work Integrated Learning courses, subjects and activities through the following:

- 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.
- 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.
- Teaching, learning and assessment components to support students before, during and after Work Integrated Learning placements.

3.2 Procedure for Management of Work Integrated Learning Placements

It is recommended that Program Directors aim to establish relationships, which have the potential to develop into long standing relationships with industry and community organisations (work placement providers) that provide student placement sites for Work Integrated Learning. These relationships are often governed by formal agreements (e.g. Memorandums of Understanding) between RCDC and the work placement providers and are supported by a framework of established contractual arrangements.

This procedure for management of Work Integrated Learning placements and the supporting agreement templates is not meant to override existing contractual arrangements, as long as these existing arrangements comply with the Work Integrated Learning Policy provisions.

Procedure	Responsibility
A. Prior to Placement	
Designate a responsible person (usually the Program Director or other delegate) to manage work integrated learning student placements for each specific course or subject. This person will be the primary contact for matters relating to these placements.	Program Directors
Conduct due diligence on proposed Work Placement Providers and the proposed responsibilities and tasks that the students will undertake during their Work Integrated Learning placement. This is to ensure that the Work Placement Provider is of good repute and has appropriate policies in place to protect the student; and that the student will be undertaking work that adds value to their learning experience.	Program Directors
Complete and sign the Work Integrated Learning Placement Agreement. <ul style="list-style-type: none"> course/subject learning outcomes; relevant policy, course and subject declarations, such as, safe to practice check, criminal record check; and consent to transfer of personal information. Each Student Placement Agreement can have coverage for up to, but not exceeding one year.	Work Placement Provider Authorised Person, Program Directors and students.
Provide adequate briefing, training and resources for the Work Placement Provider.	Program Directors and Coordinators
Allocate, monitor and track student placements, and evaluate work integrated learning placement outcomes.	Program Directors and Coordinators
Fulfill the requirements identified in the Student Placement Agreement and complete, sign and submit a hardcopy to the Program Director.	Students
Meet all pre-conditions for the subject (e.g. declarations for safe to practice and police record check, attending induction/orientation programs and reading all materials provided.	Students
B. During Placement	
Manage all aspects of the student placement as they relate to: <ul style="list-style-type: none"> course/subject curriculum; RCDC responsibilities under both the Work Integrated Learning Placement and Student Placement Agreements are met; provision of academic counselling and advice to students undertaking the placement; liaison with the Work Placement Provider's Student Supervisor, including resolving any arising disputes; and monitoring and assessment of student progress in consultation with the on-site supervisor. 	Program Directors and Coordinators
Manage all aspects of the student placement as they relate to provision of: <ul style="list-style-type: none"> a positive learning environment with opportunities for varied 	Work Placement Provider

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<p>learning experiences in keeping with the course/subject requirements;</p> <ul style="list-style-type: none"> • orientation to the work environment, including workplace colleagues and equipment; and • induction to on-site policies and procedures, including workplace health and safety requirements and ethical guidelines. 	
<p>Manage supervision of the student in the workplace through:</p> <ul style="list-style-type: none"> • provision of guidance and mentoring; • consultation with RCDC regarding any impediments to the student's performance; • participation in the evaluation of the student's progress and performance, including written documentation of assessment tasks; and • acting as a role model in introducing students to professional behaviour. 	Work Placement Provider
<p>Manage obligations when undertaking work integrated learning work placement by:</p> <ul style="list-style-type: none"> • acting in accordance with RCDC's ethical guidelines, respecting confidentiality and intellectual property issues; • undertaking orientation and induction to the workplace; • complying with workplace health and safety requirements and any other workplace or professional ethical guidelines; • taking responsibility for learning by participating fully in the learning process and undertaking all learning opportunities provided; • communicating with on-site supervisors and notifying the RCDC Program Director of any problems that arise; and • ensuring that all attendance and assessment requirements for the subject are satisfactorily completed. <p>Failure to comply can result in a student being removed from a placement and not being awarded a grade for that part of the subject or course</p>	Student
C. Administration	
Maintain a record of student internship in each discipline on the system	Learning Support Officer, Program Directors and Coordinators
Maintain students' signed RCDC Work Integrated Learning Contract Agreement and relevant documentations on the system	Program Directors and Coordinators.
Complete, sign and submit the RCDC Work Integrated Contract Agreement and relevant forms to Program Director and Coordinator	Students
Provide the RCDC Work Integrated Learning Contract Agreement to the host employer for reference and signing	Students
Ensure all the internship forms are updated and accessible to relevant students and staff	Learning Support Officer
Maintain contact with and keep a record of email correspondence with relevant staff and students	Program Directors, Coordinators and Learning Support Officer
Provide supplementary support to students as required with report writing assessment task.	Learning Support Officer
Maintain and update details of student work placements	Program Directors and Coordinators
Report any breaches of workplace rules and other relevant issues to the Program Director or Coordinator for appropriate action.	Students
Act as a point of contact to resolve any breaches of RCDC internship policies and procedures, and issues with work placement.	Program Directors and Coordinators
Maintain a record of any student breaches of RCDC policies and regulations and action taken by Program Director or Coordinator.	Learning Support Officer

4 Definitions and Acronyms

Inherent Requirements	The mandatory, not negotiable, components specific to a work integrated learning placement activity to be undertaken by a student.
Student Placement Agreement	A written agreement between RCDC and a student undertaking a placement, which sets out the rights, responsibilities and expectations of the two parties for the placement.
Work Integrated Learning	Is a purposeful, organised, supervised and assessed educational activity that integrates theoretical learning with its applications in the workplace.
Work Placement Providers	Industry partners and professional and community organisations who provide work integrated learning practice sites.
Work Placement Agreement	A written agreement between RCDC and a placement agency setting out the rights, responsibilities and expectations of the two parties for each student placement.
Work Placement Provider's Student Supervisor	Is an employee of the Work Placement Provider who manages the student's participation and learning in the workplace.

5 Supporting Documentation

- Work Integrated Learning Policy
- Privacy Policy