

## WORK INTEGRATED LEARNING (WIL) POLICY

<b>Policy Code</b>	ACA11
<b>Policy Lead</b>	Academic Dean
<b>Approving Authority</b>	Academic Board
<b>Approval date</b>	11 December 2023
<b>Commencement date</b>	18 December 2023
<b>Next Review Date</b>	December 2026
<b>Version</b>	2023.1
<b>Relevant legislation or external requirements</b>	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)  Tertiary Education Quality and Standards Agency (TEQSA) Australian Qualifications Framework (AQF) Work Health and Safety Act 2011 (NSW)
<b>Related ASA Documents</b>	Student Assessment Policy Student Assessment Procedure Quality Assurance Framework Course Design and Development Policy Course Design and Development Procedure Work Integrated Learning Procedure

### 1. Purpose

The purpose of this Policy is to provide information on the Work-Integrated Learning (WIL) arrangements that give opportunities for Australian School of Accounting (ASA) students to gain practical learning experience in industry in the last quarter of their course through internships to be 'work ready graduates'.

### 2. Scope

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

This policy applies to WIL arrangements that form part of the ASA course of study for which industry partners have agreed to take students into an internship program.

The internship programs will be arranged and/or approved by the ASA Academic Board and the Board of Directors.

### 3. Principles

ASA values community engagement through WIL with industry partners and the professional accounting and business community.

### 4. Definitions

Term	Definition
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.
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.
industry component	Industry partners 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. There will be no cost to students in undertaking this work-integrated learning activity with an industry partner. The industry component enables students to address the application of knowledge and skills they have learnt in their course.
formal arrangement	ASA and industry partner will have formal arrangements (memorandum of understanding) to provide students with the opportunity for work-integrated learning with host partners.
industry partner	Organisation suitable for ASA student internships. They must meet the criteria on the selection and approval of work placement sites.
host partners	The industry partner finds the host partner that meets the criteria on the selection and approval of work placement sites

## 5. Policy Statement

A key element of ASA’s commitment to student’s work-integrated learning is BUS301 Internship, which is a unit in our courses.

The following is the rationale for this unit:

- The internship will give added value to the degree but at no extra cost.
- The internship is offered over a quarter. As there will be only one other unit to be studied during this time, the student will be able to concentrate on their internship and get the most from the experience.
- The duration of the degree is not extended by the inclusion of the internship, which means that students can still complete their bachelor’s degrees in the required time.
- The internship positions are found by ASA in collaboration with our industry partner, Red 6 Recruitment.
- The student will need to have undertaken the relevant prerequisite units, completion of which will ensure that they have the knowledge to succeed in an Australian working environment.

### 5.1 Work-integrated learning opportunities

ASA is committed to providing opportunities for students to undertake WIL as part of the internship program in their course. 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.

## 5.2 Work integrated learning 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 must be in conformity with local employment and workplace legislation, including safety.

ASA will ensure that the work placement meets government requirements by undertaking the following:

- Organising and approving the student placement according to the school's policies and procedures, including this document;
- Providing ongoing supervision of the students undertaking their internships;
- Monitoring the students' safety, wellbeing, work and academic progress; and
- Assessing students' internship performances according to the criteria of BUS301 Internship with a credit average weighting relevant to the course undertaken.

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

- The workplace must be fit for purpose; 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 Standards in the HES Framework (as applicable to the particular context).

ASA will require students to provide feedback after they have completed their internship. ASA will use that information to improve or make changes for any 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 HES Framework Standards on Staffing or otherwise be supervised by those who do meet the regulation.

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.

## 5.3 Associated risks with work-integrated learning

The Principal is responsible for reducing risks associated with WIL through actions consistent with ASA's risk management policy, managing formal memoranda of understanding with the industry partners for written agreements with host partners, students' orientation to the WIL activity, keeping an accurate record, and keeping and maintaining regular supervision. It is essential that students, in collaboration with their ASA academic supervisor:

- are monitored whilst engaged in WIL;
- manage their wellbeing;
- are provided with educational and other support as required; and

- manage critical incidents should they eventuate.

## 6. 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:

### 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. [...]

### 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.

### 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.

### 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.

#### 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.

## 7. Version Control

This Policy has been reviewed and approved by the Australian School of Accounting Academic Board as at December 2023 and is reviewed every three years.

This Policy, and the associated Procedure, are published and available on the Australian School of Accounting website <https://www.asahe.edu.au/policies-and-forms/>.

<b>Change and Version Control</b>				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved:</b>	<b>Effective Date:</b>
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 Bopard approval	20/04/2021	
2.0		New course accreditation		
1.0		Council approval		