WORK INTEGRATED LEARNING (WIL) PROCEDURE

Policy Code	ACA11
Policy Lead	Academic Dean
Approving Authority	Academic Board
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Version	2023.1
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) Tertiary Education Quality and Standards Agency (TEQSA) Australian Qualifications Framework (AQF) Work Health and Safety Act 2011 (NSW)
Related ASA Documents	Work Integrated Learning Policy Student Assessment Policy Student Assessment Procedure Quality Assurance Framework Course Design and Development Policy Course Design and Development Procedure

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 Work Integrated Learning policy.

2. Scope

This Procedure applies to WIL activities that cover the ASA students who have been placed within approved internship program with industry partners. These procedures should be read in conjunction with the associated Work Integrated Learning (WIL) policy.

3. Procedure

The following procedure outlines the steps involved in work integrated learning.

3.1 Setting up a WIL placement

1. Before establishing a student WIL placement agreement with a work placement provider, ASA will:

    a. Confirm that the activity complies with the Fair Work Act,

    b. Ensure that a Placement Coordinator has been appointed,

    c. Ensure that a Placement Guide has been developed.

2. The Academic Dean or delegate must appoint a Placement Coordinator.

3. The Placement Coordinator must use the Placement Guide, which describes the following:

    a. ASA's expectations of the host supervisor, placement coordinator and student regarding the conduct and assessment of any placement,

b.   Processes for ensuring the safety and well-being of students during placements,

c.   Processes for maintaining regular contact with students during placements, and

d.   Processes dealing with absences, conflict, misconduct or other difficulties encountered during the placement, including the breakdown of the professional placement due to student performance or other circumstances.

4. The Placement Coordinator must provide the following to the student and the host supervisor before the placement commences:

i.   The placement Agreement between the student, the host organisation, and ASA,

ii.   The unit outline for which the placement forms a component, and

iii.   The Placement Guide.

5. The Academic Dean or delegate must on a yearly basis:

a.   Review any units that incorporate placements to ensure compliance with the associated policy and any other relevant ASA processes and guidelines, and

b.   Provide a report to the Academic Board describing all current placement activities and partners, and any other incidents that have occurred.

6. Students who require reasonable adjustments to be made must formally disclose their disability prior to the allocation of a professional placement and consent to the release of the necessary information to the placement organisation host and staff for the purposes of making adjustments. Adjustment must be reasonable and cannot conflict with the undertaking or achievement of inherent requirements (core participation requirements).

7. Host Supervisors of students undertaking a placement:

a.   Must be a professional in the relevant field with at least two years' professional experience, or a designated individual supervisor of equivalent professional experience, and

b.   Must be approved by the Course Coordinator.

8. Where a professional placement is unable to continue due to matters relating to the host organisation, the placement coordinator must consult with the Course Coordinator and endeavour to:

a.   Provide an alternative professional placement for the student, and

b.   Determine the length of the alternative professional placement required to satisfy placement requirements for the course.

9. ASA and the host organisation have a right to refuse a professional placement if either considers that there is a danger to the student, workers or clients of the host organisation.

3.2   Responsibilities

3.2.1 ASA

ASA will be responsible for:

a.   Ensuring that External Organisation agreements are arranged with reputable providers and regular monitoring and review of the third-party provider is carried out,

b.   Ensuring that insurance policies are in place,

c. Ensuring compliance with any relevant policies and procedures (either of ASA or the third-party provider), legislation and acts,

d. Marketing and advertising student placement opportunities,

e. Providing students with any third-party providers policies and procedures in relation to the management of records and privacy prior to providing the External Organisation with information on students,

f. Providing students information to the third-party provider upon receiving consent from the student,

g. Assisting any third-party providers with contacting difficult to reach students,

h. Investigating and escalating to the third-party provider when required any complaints or appeals in relation to placements,

i. Processing any withdrawal or refund requests in relation to placements,

j. Ensuring the third-party provider is paid all fees,

k. Ensuring students are orientated prior to a placement either by ASA or the third-party provider,

l. Conduct or assist External Organisation providers as requested with student screening to ensure suitability for placement, and

m. Update the student's record when the student successfully completes a placement.

3.2.2 External Organisations

The key responsibilities of host organisations for WIL activities include the following:

1. Orient the student to the workplace by providing an induction process that includes WHS and emergency procedures plus any other relevant workplace policies or procedures.

2. Ensure the tasks undertaken are as closely aligned as possible with your course learning outcomes.

3. Set clear expectations of how the WIL activity will occur and provide the student with a supervisor to be the first point of contact.

4. Provide the student with ongoing feedback, guidance, and advice on your workplace performance.

5. Provide feedback and reporting where required to ASA in relation to the WIL activity.

3.2.3 Students

Students will be responsible for:

a. Providing the required documentation to determine eligibility for placements,

b. Participating in any eligibility screening interviews,

c. Attending orientation,

d. Complying with required policies and procedures of the ASA or the third-party provider,

e. Maintaining satisfactory progress during the placement,

f. Responding to any warning letters,

g. Not behaving in an inappropriate manner during the placement (refer to the Student Code of Conduct for further information on what constitutes inappropriate behaviour),

h.   Arriving on time and attend the host placement site during agreed attendance times,

i.   Providing the host company and the ASA with a medical certificate if absent for 2 or more days,

j.   Following the dress code and standards of conduct as set out by the host company,

k.   Notifying the third-party provider and the ASA immediately if there are any issues or concerns in relation to the placement or the host company,

l.   Completing any assessments as required and submit by the due date,

m.   Sign a Work Integrated Learning Agreement,

n.   Pay all due fees to the ASA in accordance with the Fees and Charges Policy and Procedure, and

o.   Participate in any required check point discussions.

4.   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.

5. Version Control

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

This Procedure, and the associated policy, are published and available on the Australian School of Accounting 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:
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.				
4.0		Academic Board approval	06/10/2021	
3.0		Academic Board approval		
2.0		New course accreditation		
1.0		Council approval		