WORK-INTEGRATED LEARNING POLICY AND PROCEDURE

CONTENTS

1   PURPOSE

1.1   This document establishes the governing principles and procedures applicable to student work-integrated learning at CQUniversity. Its purpose is to ensure work-integrated learning meets the needs of students, staff and partner organisations and complies with relevant legislation, education standards[1], and University and external accreditation requirements.

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[1] Legislation and standards relevant to WIL are listed in related legislation and documents.

2   SCOPE

2.1   This policy and procedure applies to:

   a) work-integrated learning (WIL) in higher education coursework and vocational education and training (VET) units undertaken by domestic and international students at a CQUniversity campus or other site in Australia or overseas, and

   b) CQUniversity staff with responsibilities for any aspect of work-integrated learning design, decision-making, implementation, review or reporting.

2.2   This policy and procedure is inclusive of all types of WIL, which must meet specified requirements in the Higher Education Standards, Registered Training Organisation (RTO) Standards, National Code, and VET training packages relevant to the course and unit. Some sections indicate that they apply specifically to work placements, but they may be applied to other types of WIL if relevant.

2.3   This policy and procedure does not apply to:

   a) non-award courses

   b) apprenticeships and traineeships[2]

   c) research higher degree courses, or

   d) work experience.

2.4   Work experience is not work-integrated learning as it is not an approved or assessable part of a student's course or unit. Work experience is an extracurricular work or learning opportunity that a student may choose to undertake independently of their study at CQUniversity, whether or not it relates to their area of study.

3   POLICY STATEMENT

3.1   Work-integrated learning (WIL) is a structured and purposefully designed learning and assessment activity in the course curriculum that integrates theory with the practice of work.

3.2   WIL offers students an opportunity to interact with industry and/or the community in a real or simulated work context and to learn, apply and demonstrate skills and knowledge relevant to their course of study and future profession or career. WIL assists students to develop their work-readiness and employability.

3.3   WIL may be offered as a core or elective component of one or more units in a course.

3.4   International students are allowed to undertake work placements in core or elective units if they are necessary for the student to gain the qualification.

3.5   If University or professional accreditation of a course or relevant training package requires students to satisfactorily complete a particular type of WIL and related assessment, the WIL activity must be included in the course as a requirement for course completion.

WIL types

3.6   WIL is a learning and assessment activity that may be delivered in various forms, which are broadly grouped into three types:

   a) work placements

   b) WIL projects (not involving a work placement), and

   c) WIL in simulated workplace settings.

   These WIL types are described in terms and definitions.

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[2] Apprenticeships and traineeships as defined in and governed by the Queensland *Further Education and Training Act 2014*.

WIL design

3.7   WIL must be designed to:

   a) integrate theoretical learning with practical application in professional, industry, community or other work-related contexts

   b) align with and be assessed in relation to the expected learning outcomes and/or assessment strategy of the course and unit in which WIL is a component

   c) align with the inherent requirements of the course

   d) prepare and support students throughout the course (scaffolding) to enable students to achieve the course and unit learning outcomes

   e) include student preparation, supervision and monitoring of progress and enable students to reflect on their practice

   f) be inclusive, cater for student diversity and not create undue hardship for students to maximise their participation

   g) meet the accreditation requirements of CQUniversity, professional, registration or licencing bodies and/or relevant VET training package requirements, where applicable

   h) minimise risks to students, partner organisations, the community, and CQUniversity, and

   i) comply with relevant legislation, the National Code, education and training standards, and CQUniversity policies and procedures.

WIL information to students

3.8   Students and prospective students must be given current, accurate, clear and comprehensive information about the WIL components in units of a course.

3.9   The information must include sufficient detail to enable students to make informed decisions before admission into the course or enrolment in units. This includes details of any conditions of enrolment or participation applicable to the WIL component, and information about eligibility for an exemption from a WIL activity (e.g. exceptional circumstances, credit for prior learning).

3.10   Units with WIL must include current and accurate information in course promotional material, the CQUni Handbook, and unit profiles/unit descriptions about the WIL activity. Information to be given to students is in communicating information to students.

3.11   Students enrolled in a unit with WIL must be given sufficient information about the WIL activity before it begins to ensure students are appropriately prepared. Information to be given to students is in preparing students for WIL.

WIL delivery and review

3.12   WIL management and decision-making must be fair, equitable and documented to ensure transparency. Students must be given reasons for WIL-related decisions, particularly those which adversely impact on a student's WIL participation or completion.

3.13   WIL that involves a third party organisation (e.g. WIL partner or contracted service-provider) requires a signed written agreement between the parties.

3.14   WIL agreements must aim to be mutually-beneficial for all parties, and negotiated and managed in accordance with approved legal advice and with the Partnerships Policy and Procedure.

3.15   Students undertaking units that include WIL must be given:

   a) adequate guidance and support if identifying potential WIL activities, work placements in particular (the school is responsible for deciding, negotiating, and risk assessing all WIL arrangements before they begin)

   b) access to support, supervision and progress monitoring appropriate to the type of WIL

    c) work-related responsibilities relevant to the expected learning outcomes, and

    d) structured opportunities for critical reflection on their WIL experience.

3.16   WIL must be assessed in relation to expected learning outcomes and in accordance with relevant CQUniversity assessment policies and procedures[3] and training package assessment requirements[4].

3.17   Student academic progression must be monitored in accordance with relevant CQUniversity monitoring academic progression (MAP) policies and procedures[5] for domestic and international students. MAP procedure timelines may be varied to accommodate WIL timelines.

3.18   Students, CQUniversity staff and external WIL partners must be given an opportunity to provide feedback about their WIL experience.

3.19   WIL must be quality-assured and reviewed as part of course and unit evaluation in accordance with CQUniversity qualifications policies and procedures[6].

3.20   Each school/division is responsible for assigning appropriately skilled staff, allocating sufficient resources and establishing documented processes for the types of WIL offered to enable WIL to be implemented effectively and in a way that meets relevant legislative and other requirements.

3.21   Where possible, staff in schools/divisions with responsibility for implementing WIL are expected to contribute to developing and implementing consistent University-wide WIL procedures and resources.

4   PROCEDURE

4.1   WIL often requires students to learn and practice their skills in various work-related settings outside the student's normal learning environment and to interact with staff and community members in an external workplace.

4.2   WIL can therefore pose challenges and potential risks for students, CQUniversity and WIL partners, which must be managed effectively to ensure students experience safe, authentic work-related learning. This procedure aims to assist CQUniversity's schools to implement effective processes for managing WIL and associated potential risks.

WIL implementation: an overview

4.3   Implementing WIL involves many processes that can be broadly grouped into three stages. For each stage, these processes are more fully described in corresponding sections of this procedure.

    a) WIL preparation: includes activities undertaken before a WIL activity begins, such as design and approval; communicating information to students; establishing and ensuring the quality of the WIL activity (e.g. partner engagement, risk assessments, WIL supervisor qualifications, agreement negotiation); student orientation and preparation; student allocation; pre-WIL checks; recordkeeping.

    b) WIL delivery: includes activities undertaken during WIL delivery, such as supervision and monitoring student progress; maintaining contact with students and WIL partners; managing issues arising from WIL activities impacting on students, partners or CQUniversity; WIL assessment and feedback; recordkeeping.

    c) WIL review and improvement: includes activities undertaken to evaluate and improve future practice as part of academic governance such as evaluating, reporting on and responding to feedback; evaluating the value of ongoing partner agreements; recordkeeping.

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[3] Assessment policies and procedures are listed in related legislation and documents.

[4] Training packages are accessible via the Department of Education and Training website (www.training.gov.au).

[5] MAP policies and procedures are listed in related legislation and documents.

[6] Qualifications policies and procedures are listed in related legislation and documents.

WIL preparation

Design, approval and implementation

4.4 Unit Coordinators (or equivalent) are responsible for planning, designing, seeking approval for and implementing WIL in units for which they have responsibility.

4.5 These activities are governed by this policy and procedure and CQUniversity's qualifications and assessment policies and procedures relevant to VET and higher education coursework courses.

4.6 Unit Coordinators (or equivalent) work in conjunction with assigned CQUniversity staff who provide operational or other support to implement WIL.

4.7 Schools that offer WIL as a core or elective component of a unit must ensure staff, procedures, resources and any other arrangements needed to enable students to participate successfully in the WIL activities are in place. These arrangements will vary depending on the type of WIL offered.

4.8 When designing courses and units to include WIL, Unit Coordinators (or equivalent) must consider the implications for international students. Under the National Code, CRICOS registration of a course requires specific conditions to be met regarding course duration, scheduled contact hours, employment, and work-based training (i.e. work placement) for international students.

Communicating information to students

4.9 CQUniversity must provide information to students and prospective students before admission in a course or enrolment in a unit that includes particular conditions for student enrolment or participation that may not apply to courses more generally.

4.10 This information must include details about WIL, including work placements, where students must meet certain requirements or conditions (e.g. health and security checks, vaccination, language requirements) to participate in the WIL activity.

4.11 Heads of Course (or equivalent) must include this information in course promotional material, the CQUni Handbook, and unit profiles/unit descriptions before student admission or enrolment in any given term. The details provided will vary depending on the type of WIL offered in the unit.

4.12 The minimum information students and prospective students must be given before admission or enrolment includes, but is not limited to the following:

a) how the WIL fits into the course or unit learning objectives

b) whether the WIL is a core or elective unit component, and whether it is required to obtain relevant professional accreditation, registration or a licence, or meet training package requirements

c) the specific WIL objectives

d) how the WIL is to be assessed, including the assessment methods used to measure achievement of the learning objectives and any records the student must keep during the WIL activity (e.g. work placement log)

e) responsibility for identifying the WIL activity or a potential WIL partner (see section 3.15a in WIL delivery and review)

f) any criteria and processes used for selecting and allocating students with reference to:

- conditions to decide student fitness for WIL participation, including criminal history checks, health checks

- any additional requirements such as vaccination, or first aid certificate or other prior training requirements

- alternative activities where the intended WIL activity is impracticable for any reason

- procedures for students with a disability, illness, injury, medical, mental health condition or exceptional circumstances seeking to negotiate reasonable adjustments to WIL

g) staff responsibilities including supervision and monitoring

h) the contact students will have with CQUniversity staff during their WIL activity

i) WIL partner responsibilities

j) student responsibilities during the WIL activity in the real or simulated work-related setting, including any attendance requirements, and expected standards of behaviour and performance

k) procedures for dealing with absences, conflict or difficulties encountered during the WIL activity, including non-completion due to student performance or other unforeseen circumstances

l) information regarding CQUniversity's legal obligations under the Health Practitioner Regulation National Law (Queensland) to report a student's impairment if it poses a risk to the public

m) provisions regarding suspension or withdrawal from the WIL activity

n) requirements for student compliance with privacy or other legislation applicable to the WIL partner during the WIL activity

o) work health and safety provision, insurance arrangements and implications

p) details of any fees that students may be required to pay, e.g. unapproved non-attendance

q) any costs involved with the WIL activity and who must pay them, e.g. travel, accommodation, incidental costs

r) whether the WIL activity is unpaid, or the conditions in which students may undertake WIL as an employee who is paid for the work undertaken during the WIL activity

s) any requirements for students to submit reports, over and above assessment requirements, on completing the WIL activity

t) where the WIL activity involves research, the relevant CQUniversity research policies and procedures

u) any applicable intellectual property provisions

v) any WIL-related requirements for students who are exempt from undertaking a WIL activity

w) a recommendation that students with a disability contact the relevant Unit Coordinator (or equivalent) before admission to discuss possible reasonable adjustments so the student can make an informed decision about meeting the inherent requirements of the course

x) period of notice to prepare for the WIL activity, particularly for work placements.

Establishing quality-assured WIL

4.13 Schools that offer WIL are responsible for undertaking risk assessment and managing WIL, including:

a) assigning appropriate staff with clearly defined responsibilities and allocating resources for managing WIL activities

b) ensuring that staff responsible for coordinating and supervising WIL are appropriately qualified and experienced or undertake relevant training

c) arranging, negotiating and managing student participation/placement in WIL activities

d) documenting procedures for quality assurance of WIL, including written criteria for selecting and approving WIL host partners and sites, to ensure WIL will be well managed on the intended WIL site; meets educational requirements; and risks are managed to protect the reputation of CQUniversity and the WIL partner

e) assessing risks and implementing risk management strategies to ensure WIL partners have facilities that are fit for purpose to accommodate the numbers of students and the WIL activities. For work placements this may include WIL host site inspections or other strategies for assessing WIL host sites.

f) ensuring WIL partners have documented policies and procedures for meeting their legislative obligations including those regarding health, safety, sexual harassment, bullying and non-discrimination. WIL partners must be able to accommodate student diversity (i.e. based on personal characteristics such as sex, race, ethnic background, marital status, age, sexual preference, religion, disability and other characteristics for which discrimination is unlawful)

g) monitoring the quality and effectiveness of WIL activities

h) ensuring a written agreement with relevant terms and conditions is established and signed by all parties to the agreement.

4.14 WIL activities must be risk assessed and risk mitigation strategies decided before WIL agreements are finalised and students are allocated to or begin WIL activities.

4.15 Risks must be assessed, managed and documented in accordance with the Risk Management Policy and Procedure (FMPM). The nature of each risk assessment will vary depending on the type of WIL and associated potential risks.

Establishing and managing WIL agreements

4.16 WIL agreements are documented arrangements between CQUniversity and an external organisation (WIL partner) to enable students to undertake a WIL activity. A WIL agreement is a form of partnership, which must comply with advice from CQUniversity's Legal Adviser and Partnerships Policy and Procedure.

4.17 The terms and conditions of WIL agreements will vary depending on the type of WIL, the expected obligations of each party, and associated requirements (e.g. work placements that require the partner to host and closely supervise students; work-related projects that require students to access staff or commercially-sensitive data; paid work placements where an employment agreement exists between the host and the student).

4.18 Where students undertake WIL that requires an agreement with a partner, students must be given a copy of relevant details applicable to the expectations, responsibilities and/or obligations of the student regarding the WIL activity and be required to acknowledge their acceptance in writing.

4.19 If a CQUniversity school, division or entity hosts a WIL activity (i.e. school/division/entity acts as a workplace that hosts a work placement), the host must meet the same requirements as an external WIL partner.

4.20 Schools may enter a contract (business agreement) with an organisation to deliver WIL-related services (e.g. Australian Internships deliver internship placement services for students on CQUniversity's behalf). Although the contracted service is agreed in a contractual agreement, the WIL undertaken is subject to this policy and procedure and any agreement with the host/WIL partner.

4.21 Where partnership agreements involve provision of education or support services to students, the partner (third party) must demonstrate the capacity to service students in the same manner and equivalent standard as services provided directly by CQUniversity. For details about quality assurance requirements regarding educational partnerships, refer to the Partnerships Policy and Procedure. For advice on establishing, managing and quality-assuring these contractual partnership agreements, contact CQUniversity's Procurement Advice Team.

4.22 WIL agreements may be in the form of an overarching agreement with a WIL partner, supplemented with communications regarding individual WIL/student requirements, or this may be combined in a single agreement. As a guide, agreements should include the following:

a) the names (and signatures) of all parties to the agreement or their authorised representative

b) the nature, purpose, scope and any limitations of the WIL activity (e.g. the work, task/s or project to be undertaken, related learning outcomes in the unit, level of competency for the practical task/s, etc.)

c) details relating to hours of duty, dress requirements, etc.

d) conditions that students must meet to demonstrate their fitness for work placement (e.g. health checks, English language, security, police check or other specifications such as vaccinations and prior training)

e) each parties' responsibilities for learning, assessment, supervision, monitoring student progression or service provided

f) the nature of supervision provided by CQUniversity and WIL partner staff

g) student responsibilities to the WIL partner organisation

h) each parties' responsibilities for work health and safety, insurance, indemnity, intellectual property, confidentiality and privacy

    i)   any student rights to intellectual property ownership resulting from the WIL activity, and

    j)   the agreement's duration and provisions for termination.

4.23   Where a WIL agreement is required, it must be finalised before students are allocated to or begin their WIL activity.

Preparing students for WIL

4.24   The Unit Coordinator (or equivalent) must ensure students enrolled in units with a WIL component are given sufficient information appropriate to the type of WIL activity before it begins to ensure students are appropriately prepared.

4.25   The minimum information students must be given in preparation for WIL includes but is not limited to the following:

    a)   details of the WIL activity, including assessment requirements and related learning outcomes

    b)   details of the WIL context and associated potential risks relating to the work context, particularly if it is outside the student's usual learning environment, such as location (Australian city or region or overseas); real or simulated context; workplace in government, industry or community setting

    c)   details of any academic and work-related performance and conduct expectations

    d)   information to enable students to monitor their own performance and to recognise signs of risk to their performance or wellbeing, such as stress or fatigue

    e)   details of the support and complaint mechanisms available to students and how to access support or raise concerns during the WIL activity

    f)   details about supervision and/or how student progress will be monitored and recorded

    g)   details of the consequences and/or available remedies if the WIL activity is delayed or not completed, or the student fails due to poor performance or is found to have engaged in academic or behavioural misconduct

    h)   a copy of the WIL agreement, if any, or a copy of relevant details applicable to the expectations, responsibilities and/or obligations of the student regarding the WIL activity, and

    i)   information about the circumstances in which students may be eligible to apply for an exemption from a WIL activity and the related process.

Ensuring student fitness for WIL

4.26   Ensuring student fitness for participation in WIL is required for work placements, and other types of WIL activities if relevant.

4.27   Schools must have documented equitable processes and staff assigned with responsibility for managing and deciding student fitness for participating in WIL activities, including:

    a)   requirements students must fulfil to demonstrate their fitness for WIL participation (these requirements must be educationally and legally defensible)

    b)   processes for ensuring students meet the above requirements, and for refusing or removing students from a WIL activity, and

    c)   processes for making reasonable adjustments to a WIL activity for students with a disability, illness, injury, medical or mental health condition or those impacted by exceptional circumstances (see reasonable adjustments to WIL).

4.28   School staff may manage and decide student fitness for WIL participation in consultation with WIL partners.

4.29   Fitness requirements for WIL participation may include health or other checks or a student self-declaration about their fitness to undertake the WIL activity, and may change over time.

4.30   Student fitness for WIL participation requirements must be:

   a) applicable to all students who undertake the WIL activity, unless otherwise approved by the Deputy Dean (Learning and Teaching) (e.g. approved reasonable adjustment)

   b) related to the inherent requirements[7] of the course, and duties or functions to be undertaken during the WIL activity, and

   c) consistent with legislation, education and training standards, and CQUniversity's policies and procedures relating to equal opportunity and non-discrimination[8].

4.31   Students who cannot demonstrate fitness to undertake a WIL activity, or who refuse to fulfil any fitness for participation requirements or make a self-declaration confirming their fitness for participation, may be refused the WIL activity.

Reasonable adjustments to WIL

4.32   Reasonable adjustments may be made for students with a disability, illness, injury, medical or mental health condition to ensure students can participate in WIL on the same basis as students without disability. Such arrangements must be negotiated with CQUniversity and the WIL partner.

4.33   Adjustments to WIL to support students with a disability, illness, injury, medical or mental health condition or those impacted by exceptional circumstances must be implemented in a way that is equitable without compromising the integrity of the assessment and course accreditation requirements. Students must still meet the inherent requirements of their course and units.

4.34   For details about reasonable adjustment to assessment in higher education coursework, refer to the Assessment Policy and Procedure (Higher Education Coursework). For advice about reasonable adjustment arrangements in higher education and VET, contact the Inclusion and Accessibility Service at accessibility@cqu.edu.au.

4.35   Schools may refuse to allow a student to undertake a WIL activity or may withdraw a student found not to be fit to participate in the WIL activity.

4.36   If it is decided that a student is not fit to participate or continue their participation in a WIL activity, the school must inform the student in writing of the following:

   a) the decision-maker for deciding fitness for participation in the WIL activity

   b) the reasons for the decision

   c) the consequence of the decision for course and unit completion, and any remedial action that the student can take

   d) the process for seeking a review of the decision, including academic appeals, and

   e) whether an alternative WIL activity (of the same or other type) or other arrangement is possible to enable the student to meet the course/unit requirement.

Meeting pre-WIL compulsory conditions

4.37   Ensuring students meet any compulsory conditions before they participate in WIL is required for work placements, and other types of WIL activities if relevant.

4.38   Pre-participation compulsory conditions and timelines applicable to a WIL activity must be outlined in course and unit information and other specific WIL information provided to students. Students must be given reasonable notice of and time to meet pre-WIL compulsory conditions before the WIL activity begins.

4.39   Extensions of the specified time for completing pre-participation compulsory conditions will be given only in exceptional circumstances and the student provides supporting evidence.

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[7] The inherent requirements for CQUniversity courses are published in the 'Inherent Requirements' document on the Learning and Teaching StaffNet website (staff access only).

[8] Relevant policies and procedures include the Equity Policy, Disability Policy and the Disability Support Procedure – Students.

4.40   Non-compliance with pre-participation mandatory conditions for a WIL activity or failure to comply according to a specified timeline will result in cancellation of the student's scheduled WIL activity and may result in cancellation of course or unit enrolment.

4.41   Students may be required to provide evidence to the WIL partner (e.g. host organisation for work placement) that they have met the compulsory conditions when they begin the WIL activity. Students may not be allowed to continue if they cannot provide this evidence at that time, as requested.

4.42   Before starting their WIL activity, students must participate in appropriate general occupational health and safety training organised through the relevant school. This training must inform students of their obligation to follow the host organisation's safety procedures and instructions, including any procedures for reporting injury or safety incidents.

Allocating students to a WIL activity

4.43   Schools must ensure students are given information on the criteria and processes for selecting and allocating students to particular WIL activities, where allocation is relevant, such as work placements.

4.44   Academic staff are responsible for deciding the suitability of each WIL activity in terms of meeting course or unit objectives.

4.45   Each student undertaking a WIL activity must be assigned an identified CQUniversity WIL/Placement Coordinator (who may be the Unit Coordinator). The WIL/Placement Coordinator is responsible for allocating students to a WIL activity site before notifying students.

4.46   Students must be advised of any timelines for early enrolment or application for reasonable adjustment that apply to WIL units and student allocation to a WIL activity.

4.47   Students are required to participate in/attend the WIL activity (e.g. work placements) once the allocation has been decided, unless the student is eligible for and granted an adjustment to the WIL activity allocation.

4.48   The relevant Deputy Dean (Learning and Teaching) will decide if an adjustment to the WIL activity allocation will be granted (see reasonable adjustments to WIL).

4.49   Reasonable adjustments will be considered only in the following circumstances, subject to students providing the relevant supporting documents[9] as evidence:

   a) the student has a disability, illness, injury, medical or mental health condition, is registered with the Inclusion and Accessibility Service and has an accessibility plan, or can otherwise confirm these circumstances (e.g. certificate from the student's healthcare/medical practitioner)

   b) the student is a registered carer for a dependent with a disability, illness, injury, medical or mental health condition and can confirm their circumstances

   c) the student has a major health condition requiring frequent specialised treatment at a certain location and can confirm their circumstances, or

   d) other exceptional circumstances that can be confirmed.

4.50   Students who cannot attend the WIL activity and who are not eligible for reasonable adjustment to the WIL activity are required to withdraw from the unit as soon as possible after the WIL activity allocation is notified and must contact the Unit Coordinator to discuss their situation and seek advice about course progression.

4.51   Students who do not formally withdraw or notify their Unit Coordinator and who do not participate in an allocated WIL activity may receive a Fail grade. Students may also be required to pay a WIL activity forfeiture fee as specified in the unit profile or other pre-enrolment course/unit information made available to the student.

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[9] Examples of supporting documents that may be applied to higher education and VET WIL are in the Assessment Policy and Procedure (Higher Education Coursework).

WIL delivery

Supervising and monitoring student progress

4.52   Schools must have documented processes and staff assigned with clearly defined responsibilities for supervising students and monitoring academic progress during their participation in WIL activities, work placements in particular. See also section 4.13 in establishing quality-assured WIL.

4.53   The degree of supervision required for a student undertaking a WIL activity will vary according to the nature of each discipline's requirements and the type of WIL activity. Supervision must be appropriate to the student's level of training, education and experience.

4.54   The nature of supervision and responsibilities of assigned WIL supervisors must be specified in advance of the WIL activity, and documented in any required WIL agreement, to ensure all parties clearly understand supervision expectations.

4.55   Unit Coordinators (or assigned WIL/Placement Coordinators) are responsible for giving students specific guidance, before their WIL activity, on student responsibilities, the nature of supervision to be provided, and the scope of any approved activities and procedures expected or permitted. This information, including any changes during the WIL activity, must be shared with relevant teaching staff and onsite WIL supervisors.

4.56   While undertaking the WIL activity, students should be accepted as an integral team member, permitted to participate in team activities, where applicable, and expected to demonstrate a level of competency appropriate for their educational level.

Managing unsatisfactory student progress

4.57   Students may be identified as at risk of failing to maintain satisfactory progress in the unit if the student fails any of the following:

   a)   satisfactory attendance during the WIL activity

   b)   completion at a satisfactory standard in academic or professional components specified for the WIL activity, or

   c)   appropriate standard of conduct while participating in WIL.

4.58   WIL supervisors, at CQUniversity or the host organisation, are responsible for monitoring student progress. This includes identifying students at risk of unsatisfactory progress according to documented criteria provided to students before they begin their WIL activity.

4.59   The Unit Coordinator must notify students in writing if they have been identified as at risk, and include the following:

   a)   the reason why they are at risk of unsatisfactory progress

   b)   possible remedial action

   c)   the timeframe for taking remedial action, and

   d)   the consequences of failing to maintain satisfactory progress, i.e. the WIL activity may be terminated and result in a Fail grade.

4.60   If a student's progress is deemed to be unsatisfactory, the Unit Coordinator (or equivalent) may recommend to terminate a WIL activity, approve or recommend an alternative WIL activity and/or recommend a Fail grade for unit. In this case, the student will be advised in writing of the decision, the reasons, and the process for requesting a review of the decision.

Students withdrawing from a unit with WIL

4.61   Students may be eligible to withdraw from a unit with a WIL activity before the census date without academic penalty or financial liability similar to other units of study.[10] Before deciding to withdraw, students should consider the implications, for example, on the duration of their study to complete the course.

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[10] Refer to withdrawal policies and procedure relevant to higher education and VET students.

4.62 Students who decide to withdraw must do so formally as soon as possible following their decision, particularly in units requiring allocation to a WIL activity such as a work placement. This will allow the student's allocation to be made available to another student.

4.63 Students who withdraw may be required to pay a WIL activity forfeiture fee (see section 4.51).

University withdrawing students from a WIL activity

4.64 The following sections apply to work placements, but may also be relevant to other WIL activities.

4.65 Schools must have documented processes for responding to unsatisfactory student progress, including withdrawal of students from WIL activities and its implications for students, WIL partners/hosts, and CQUniversity. These processes must address the following:

a) a specified decision-maker for deciding student withdrawal

b) advice to the student in writing of the reason for withdrawal, the consequences for course completion and any remedial action the student can take

c) a procedure to enable the decision to be reviewed on request, which addresses the rights and responsibilities of the student, the WIL partner/host and the school

d) the possibility of relocating a student to an alternative WIL activity and associated timeframes and procedures.

4.66 Schools may withdraw a student from a WIL activity for a specified period and subject to specific conditions or for the rest of the WIL period where:

a) despite considerable guidance, the student still requires a significant degree of supervision for their level of practice, with respect to:

- skills involving a client's comfort or safety within a WIL partner's organisation

- the performance of technical procedures already taught, demonstrated and practised in a prior clinical or practical situation

b) the student performs in a manner detrimental to the professional experience of other students

c) the student breaches the legal, ethical or professional codes of the WIL partner

d) the student demonstrates negligence and/or unsafe practice in performing an assigned duty

e) the WIL partner is unable or unwilling to maintain an appropriate WIL experience for the student as required by a registration body in accordance with relevant legislation.

4.67 Students who are withdrawn by the school for the rest of the WIL activity for reasons stated above in sections 4.65a–d will receive a Fail result.

4.68 Students whose WIL activity is terminated due to lack of appropriate support stated above in section 4.65e will be assisted to find an alternative WIL activity to enable them to complete the unit and receive a final result.

4.69 Students who are withdrawn from a WIL activity due to a direction or order of a registration body for reasons other than those relating to professional conduct or performance will receive a Withdraw, Not Fail final grade.

Managing delays in WIL and preparatory activities

4.70 The level of skills necessary for students to successfully complete WIL activities (e.g. clinical or other profession-based work placements) may require students to complete preparatory units or attend a residential school before the WIL activity. This is to ensure students can meet the profession's performance expectations in the limited specified time between the required preparatory units or residential school and the related WIL activity.

4.71 School's must have documented processes to manage delays to the WIL activity when students have not completed the required preparatory units, residential schools and/or any pre-placement conditions in specified timelines.

4.72   Students required to complete these WIL activities must meet all requirements stated in the school's procedures for managing delays arising from failure to complete preparatory units, and any pre-WIL compulsory conditions, within timeframes specified by the school.

4.73   Students who have completed all other assessment tasks and whose WIL activity and/or preparatory requirements have been delayed will receive an interim result in accordance with the Grades and Results Policy. Students will be awarded a final grade when they have completed the outstanding WIL activity and preparatory requirements in the specified timeline.

WIL review and improvement

4.74   Unit Coordinators (or equivalent) must review WIL components as part of course and unit evaluation to maintain and improve the quality of WIL, including the experience of participating students, staff and WIL partners.

4.75   Reviewing WIL requires the collection of relevant feedback from participating students, CQUniversity staff and WIL partners as a basis for WIL evaluation and improvement. Key areas of focus for evaluating the quality of WIL may include but is not limited to:

   a) WIL design, staffing and resources

   b) WIL preparation of students and ongoing communication

   c) teaching practice

   d) student learning and conduct

   e) supervision and assessment practice

   f) WIL coordination and decision-making

   g) WIL agreement terms and conditions

   h) WIL partner staff, resources, facilities and practices

   i) engagement with WIL partners.

Reviews, appeals and complaints

4.76   Students enrolled in a VET course may apply for a review of an assessment decision in accordance with the Student Rules Policy (VET).

4.77   Students enrolled in a higher education course may apply for a review of grade in accordance with the Review of Grade Procedure.

4.78   Students who reasonably believe they have been disadvantaged by a decision in relation to a WIL activity may challenge the decision, and/or may challenge the outcome of a review of an assessment decision or review of grade (as stated above) by submitting an appeal in accordance with the Academic Appeals Policy and Procedure.

4.79   Students who have a complaint, which may or may not relate to a decision or request for review or appeal, may make a complaint in accordance with the Student Feedback – Compliments and Complaints Policy and Procedure. Complaints and requests for review or appeal, even if related, may be managed separately to ensure independence and both matters can be finalised as soon as possible.

5   RESPONSIBILITIES

Compliance, monitoring and review

5.1   The Pro-Vice Chancellor (Learning and Teaching) is responsible for overseeing University-wide compliance with this policy and procedure, monitoring its effectiveness, and undertaking periodic reviews to ensure it continues to achieve its purpose.

5.2 Deputy Deans (Learning and Teaching) are responsible for overseeing compliance with this policy and procedure and monitoring its effectiveness in their school (e.g. ensuring the responsibilities assigned to the school, such as establishing procedures, practices and systems, are implemented, monitored and issues addressed).

5.3 Heads of Course are responsible for ensuring the requirements of this policy and procedure are effectively implemented in the courses for which they are responsible, including but not limited to:

a) information required to be given to students and prospective students about WIL before admission and enrolment and to enrolled students before they begin WIL

b) quality assurance requirements, including risk assessment and management processes and, in particular, quality assurance of WIL involving third parties (WIL partners), and

c) establishment of appropriate written agreements with third parties (WIL partners).

Reporting

5.4 Schools will provide quantitative and qualitative data on WIL in their reports to Academic Board on unit evaluations. This is to support quality and retention improvement and continuing attainment of CQUniversity's goal to enhance student learning by extending WIL into the curriculum.

Records management

5.5 Staff must manage assessment-related records in accordance with the Records Management Policy and Procedure. This includes retaining these records in a recognised recordkeeping system, preferably SONIA, CQUniversity's WIL information management system.

5.6 University records relating to WIL administration and decision-making must be retained for the minimum periods specified in the University Sector Retention and Disposal Schedule on the Queensland State Archives website.

5.7 Completed WIL-related assessment must be retained in accordance with CQUniversity's assessment policies and procedures relevant to higher education coursework and VET.

6 DEFINITIONS

6.1 Terms not defined in this document may be in the University glossary.

Terms and definitions

Exceptional circumstances: are those that occur beyond a student's control due to disability (defined in the Disability Policy), medical or health-related condition, hardship or trauma, compassionate circumstances or unavoidable commitment that by its nature cannot be rescheduled.

Vocational placement: as defined in the *Fair Work Act 2009 (Cwlth)*. Vocational placement is an unpaid work placement. Students who undertake these placements are not employees. Also see **work placement**.

Vocational placements must meet specific criteria, i.e. the placement must be a requirement of an education or training course, provided by an authorised education or training provider (e.g. CQUniversity), and there must be no entitlement to pay for the work the student undertakes (Source: Fair Work Ombudsman website: Vocational Placements Fact Sheet, June 2017).

WIL in simulated workplace settings: simulated workplace learning experience where WIL in a real workplace may not be practical, ethical, safe or cost effective. Simulated WIL may be undertaken in conjunction with a partner organisation at CQUniversity or other sites. Simulated or online WIL experiences must meet the Higher Education and RTO Standards. Those not involving a placement with an external organisation are outside the scope of section 5.4 of the Higher Education Standards (i.e. Delivery with other parties).

WIL partner: a generic term to mean an external organisation (third party) that has a written partnership agreement with CQUniversity to offer WIL experiences for CQUniversity students. For example, WIL partners may act as a host site for work placements or simulated WIL activities, or they may engage with students on an industry-, profession-, or research-related project.

WIL/placement coordinator: the generic term to mean a CQUniversity staff member assigned to coordinate student participation, allocation and/or placement in WIL activities. This role may be undertaken by the Unit Coordinator or other assigned staff with various position titles (e.g. Placement Officer, Industry Placement Officer, or Internship Development Officer).

WIL projects: work-related projects or research projects that are designed for or with a workplace or WIL partner from a relevant industry or profession. WIL projects may be undertaken in conjunction with a partner organisation at CQUniversity or other sites depending on the nature of the project. WIL projects must meet the Higher Education and RTO standards. Those not involving a placement with a WIL partner are outside the scope of section 5.4 of the Higher Education Standards (i.e. Delivery with other parties).

WIL supervisor: a generic term to mean the profession-based or industry representative who supervises CQUniversity students undertaking work placements, practicum, work- or industry-based projects or any other supervised WIL activities. The position title of this person may vary across disciplines and contexts and may include, but is not limited to site educator, clinical facilitator, clinical supervisor, clinical mentor, mentor teacher, preceptor, industry supervisor, placement/practicum supervisor, project supervisor.

Work-based training, **work-based learning** and **community-based learning**: terms used in the National Code that mean 'work placement' in this document.

Work experience: work independently undertaken by students as a work or learning opportunity. It is not work-integrated learning because it is not designed, approved and assessed as a course or unit requirement and does not contribute as credit towards a student's course.

Work-integrated learning (WIL): a structured and purposefully designed learning and assessment activity in a unit that integrates theory with the practice of work and is assessed in relation to the unit's learning outcomes. WIL enables students to interact with industry and/or the community in a real or simulated work context to learn, apply and demonstrate skills and knowledge applicable to their course of study.

Work placement: a type of work-integrated learning in a work, industry or community setting with a host organisation. Work placements may also be known as vocational placement, work-based training, community-based learning, cooperative education, professional placements (practicums), clinical placements, internships, service learning or voluntary community work.

Work placements are lawfully unpaid (see **vocational placements**). However, this does not preclude a host employer electing to pay the student for work undertaken in the work placement, in which case the student becomes an employee of the host organisation, regardless of period of employment, and the laws governing employment in the State or Territory in which the employment is offered will apply.

Work placement may include a wide range of learning activities (e.g. observation, professional practice, workplace projects). Work placements hosted by a CQUniversity school, division or entity, acting as a workplace, are treated in the same way as external placements and must meet the Higher Education and RTO Standards, although section 5.4 of the Higher Education Standards (i.e. Delivery with other parties) may not apply.

7   RELATED LEGISLATION AND DOCUMENTS

Academic Appeals Policy and Procedure

ASQA User's Guide: Standards for RTOs 2015

Assessment and Tracking (VET) Procedure

Assessment Policy and Procedure (Higher Education Coursework)

Australian Qualifications Framework

CQUGlobal Outbound Program Policy and Procedure

Disability Standards for Education 2005 (Cwlth)

Disability Policy

Disability Support Procedure – Students

Equity Policy

Fair Work Act 2009 (Cwlth) and Fair Work Ombudsman website

Grades and Results Policy

Health Practitioner Regulation National Law (Queensland)

Higher Education Standards Framework (Threshold Standards) 2015 (Cwlth) (Higher Education Standards)

Inherent Requirements at CQUniversity (see the Learning and Teaching StaffNet website, staff access only)

Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students

Monitoring Academic Progress (MAP) Policy and Procedure – International Students

National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cwlth) (National Code)

Partnerships Policy and Procedure

Review of Grade Procedure

Risk Management Policy and Procedure (FMPM)

Standards for Registered Training Organisations (RTOs) 2015 (Cwlth) (RTO Standards)

Student Rules (VET)

TEQSA Guidance Note: Work Integrated Learning

Vaccination Principles

VET Training Packages, Qualifications and Assessment and Work Placement Guides (via Department of Education and Training, www.training.gov.au)

Additional resources

Australian Collaborative Education Network (ACEN) website

CQUniversity Work-Related Learning Community of Practice (see the Learning and Teaching StaffNet website, staff access only)

Good Practice Report: Work-integrated learning (2011), Professor Janice Orrell (see the Australian Awards for University Teaching AAUT website)

Principles, Guidelines and Strategies for Inclusive WIL (2015) (see the ACEN website)

The WIL Report: Work Integrate Learning – A national scoping study (2009) (see the AAUT website)

Work Integrated Learning: A guide to effective practice (2010), Lesley Cooper, Janice Orrell and Margaret Bowden. Abington, Oxon: Routledge.

8   FEEDBACK

8.1   Feedback about this document can be emailed to policy@cqu.edu.au.

9 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
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Administrator	Provost
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Notes	This document replaced the Work-Integrated Learning/Student Placements Policy and Procedure (effective date 25/05/2016).