

Work Integrated Learning Policy

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1. Purpose

This document outlines the policy for Work Integrated Learning (WIL) at the Higher Education Leadership Institute (HELI). WIL provides students with opportunities to integrate academic learning with its application in the workplace.

The purpose of this policy is to establish the principles and conditions for the implementation and management of WIL in accordance with accreditation standards. It aims to ensure that WIL experiences are high-quality, safe, and beneficial for all stakeholders, including students, staff, the Institute, and partner organisations.

2. Scope

This policy applies to:

- all approved WIL activities in undergraduate and postgraduate units and courses;
- all students engaged in approved WIL activities;
- all staff; and
- all partner organisations.

3. Definitions

| Item | Definition |
|--------------------------------|---|
| Work Integrated Learning (WIL) | Educational activities that integrate theory with the practice of work within a purposefully designed curriculum as part of a course. As per TEQSA's WIL Guidance Note , WIL activities may include: <ul style="list-style-type: none">• professional workplace placements (also known as internships, clinical placements, fieldwork, practicums) whether local, interstate, or international.• online or virtual WIL (e.g., telehealth) with real clients or industry input.• industry-partnered projects in the classroom (e.g., hackathons, incubators/start-ups) that involve industry, community, or professional partners.• a simulated work environment with industry input, consultation, or assessment, or activities in other contexts involving industry or community partners. |
| Partner organisation | An external entity that provides WIL opportunities for students. |

4. Policy Statement

HELI is committed to providing high-quality WIL experiences that enhance student learning, employability, and professional development.

All WIL activities must align with the Institute's academic standards, comply with relevant legislation and accreditation requirements, adhere to ethical practices, and ensure the safety and wellbeing of students, staff and partner organisations and their staff.

5. Principles

WIL must:

- be purposefully aligned with course learning outcomes and relevant professional standards and be assessed against those outcomes and standards;
- prioritise student learning and development, especially in creating opportunities for the application of theory to real-world practice;
- cultivate and maintain mutually beneficial relationships with partner organisations;
- ensure equitable access for all students;
- be regularly reviewed and improved to maintain high standards.

6. Practices

- Design and Approval:** All WIL must comply with relevant state or Commonwealth legislation, professional accreditation requirements, and HELI policies. WIL activities are designed to ensure that graduates meet industry standards. In accordance with the [Course Development, Review and Improvement Policy](#), WIL must be approved by the Academic Board and build towards the learning outcomes of a course and meet other HESF 2021 requirements, including those relating to staff qualifications, professional accreditation and student support tailored to the needs of the cohort.
- Student Preparation:** Students must be thoroughly briefed on their rights, responsibilities, and expectations before commencing WIL.
- Student Supervision and Support:** Students must receive structured and formalised supervision and support during WIL. WIL Educators (workplace supervisors) must be suitably qualified, experienced, and meet all requirements of the HESF 2021 and any other prescribed requirements, including professional accreditation requirements.
- Assessment:** Assessment in WIL must reflect both academic and workplace learning outcomes and align with the [Assessment and Moderation Policy](#) and [Assessment and Moderation Procedure](#), and relevant industry, practice and professional standards.
- Partner Organisation Engagement:** HELI will establish formal agreements with partner organisations that outline roles and responsibilities to ensure the success of WIL.
- Risk Management:** HELI will secure adequate insurance coverage for WIL and will implement comprehensive risk assessments for all WIL activities to ensure student safety and compliance with relevant policies.
- Evaluation and Quality Assurance:** HELI will implement a quality assurance process for WIL, ensuring they meet both Institutional and industry standards.
- Student Performance and Conduct:** Students are expected to maintain high academic performance, professional behaviour, and ethical conduct, in line with the HELI [Student Code of Conduct](#).
- Grievances and Conflict Resolution:** HELI is committed to facilitating fair and timely resolution of grievances and conflicts during WIL, in line with the [Student Academic Grievances and Appeals Policy and Procedure](#).

A full description of the procedures related to each of these WIL practices can be found in the *Work Integrated Learning Procedure* for each course.

7. Roles and Responsibilities

Students participating in WIL are responsible for:

- a) completing any preparation obligations for the WIL in accordance with HELI and WIL partners' requirements;
- b) meeting the expectations of professional behaviour;
- c) observing reasonable directions from the WIL partner organisation;
- d) maintaining satisfactory performance and progression during WIL; and
- e) contacting the Institute promptly should an issue or incident occur during WIL.

The Higher Education Leadership Institute (HELI) is responsible for:

- a) developing, implementing, and maintaining policies, processes and systems that promote a high quality, safe and regulatory compliant WIL for students and partners;
- b) taking effective steps to monitor and support the wellbeing and safety of students engaged in WIL;
- c) providing appropriate resourcing, staffing, and academic oversight for the delivery of WIL;
- d) ensuring there are clear process capable of resolving issues students may have with WIL aspects of their course, as well as managing critical incidents should they eventuate;
- e) providing appropriate academic and/or other support if needed;
- f) monitoring the partner organisations engaged in WIL and providing appropriate feedback and/or other support if needed; and
- g) reporting to external agencies and accrediting bodies about WIL experiences as required.

WIL partner organisations are responsible for:

- a) meeting preparation obligations for the WIL experience in accordance with HELI's requirements;
- b) providing a safe workplace environment with appropriate supervision and feedback to support the student's learning through WIL;
- c) communicating with and providing feedback to HELI and the student(s) as required;
- d) appropriately inducting students to the workplace as part of WIL; and
- e) contacting HELI promptly should an issue or incident occur during WIL.

8. Governance, quality, and reporting

WIL will be appropriately documented, with records to be retained and stored in accordance with the [Records Management and Security Procedures](#).

Reports on WIL will be provided annually to the Academic Board, which will monitor matters including, but not limited to:

- resources and staffing for WIL;
- the quality of WIL opportunities for, and experiences of, students in units and courses;
- outcomes across student cohorts, of units and courses that incorporate WIL experiences; and
- the ability of the Institute's WIL framework to respond to changes in the settings for WIL delivery.

The Dean (Academic) and Deputy Dean (Programs) are responsible for regulatory compliance and reporting to external agencies, such as accrediting bodies.

9. Related Documents

- Academic Integrity Policy and Procedures
- Assessment and Moderation Policy
- Assessment and Moderation Procedure
- Award of Grades Policy
- Course Development, Review and Improvement Policy and Procedure
- Critical Incident Policy and Procedure
- Equity and Diversity Policy
- Records Management and Security Procedures
- Risk Management Framework
- Sexual Harassment and Sexual Assault Prevention Policy and Procedure
- Student Academic Grievances and Appeals Policy and Procedure
- Student Code of Conduct
- Work Health and Safety Policy
- Work Integrated Learning Agreement
- Work Integrated Learning Procedure

10. Related Legislation

- Higher Education Standards Framework (Threshold Standards) 2021
- Education Services for Overseas Students (ESOS) Act 2000
- Australian Qualifications Framework (AQF).
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018
- Higher Education Support Act 2003 (Cth)
- Privacy Act 1988 (Cth)
- Fair Work Act 2009

New South Wales

- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2017
- Workers Compensation Act 1987 No 70

Victoria

- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2017
- Workers Compensation Act 1958
- Workplace Injury Rehabilitation and Compensation Act 2013

Queensland

- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Workers' Compensation and Rehabilitation Act 2003

South Australia

- Work Health and Safety Act 2012
- Work Health and Safety Regulations 2012
- Return to Work Act 2014

11. Version Control

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