

# Workplace, Industry and Community Experience Policy

## Section 1 - Purpose

(1) Workplace, Industry and Community Experiences are a key element of Melbourne Polytechnic's commitment to high quality learning and teaching. The activities are recognised as making a significant contribution to the transition of graduates to the workplace. This Policy defines principles and requirements that assure the quality, safety and educational effectiveness of all Workplace, Industry and Community Experiences which are offered through Melbourne Polytechnic to support the completion of course requirements.

## Section 2 - Scope

(2) This Policy:

- a. applies to Melbourne Polytechnic staff, partner organisations and students involved in Workplace, Industry and Community Experiences to meet the requirements of Melbourne Polytechnic onshore delivery across Higher Education, VET and Foundation learning programs.
- b. covers various types of Workplace, Industry and Community Experiences including:
  - i. Capstone projects,
  - ii. Client driven projects,
  - iii. Clinical placement,
  - iv. Field work,
  - v. Internships,
  - vi. Practical placement,
  - vii. Structure workplace learning,
  - viii. Work placements,
  - ix. Work simulations,
  - x. Work Integrated Learning (WIL).
- c. does not apply to:
  - i. students enrolled at secondary schools undertaking VET Delivered for Secondary Students (VDSS) at Melbourne Polytechnic. Any work placements associated with their VDSS studies are the responsibility of their home school,
  - ii. Apprenticeships or traineeships,
  - iii. Offshore/International work placements,
  - iv. Institute Accredited Courses (IACs).

# Section 3 - Policy

## Policy Statement

(3) Melbourne Polytechnic's approach to Workplace, Industry and Community Experiences reflects the Institute's commitment to providing students an applied learning and teaching experience, through high-quality education that develops skills and capabilities valued by industry and community.

(4) Workplace, Industry and Community Experiences support enhanced graduate employability outcomes and student readiness for professional practice by facilitating students' self-reflective practices and supporting their professional development in relation to their career path and aspirations.

(5) The experiences are designed and developed collaboratively through involving industry or community partners and teaching staff.

(6) The Workplace, Industry and Community Experiences are aligned with [Melbourne Polytechnic's Education Strategy](#) and actively promotes the principles for Inquiry as Practice and Applied Learning principles, which foster deep disciplinary knowledge, practical skills application, and alignment with course objectives and accreditation standards.

## Policy Principles

(7) Melbourne Polytechnic's Workplace, Industry and Community Experiences Policy complies with relevant legislative and regulatory requirements including the:

- a. [Child Wellbeing and Safety Act 2005](#)
- b. [Education and Training Reform Act 2006](#)
- c. [Practical Placement Guidelines as at 7 October 2022](#)
- d. [ESOS Act - National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
- e. [Higher Education Threshold Standards 2021 \(HESF\)](#)
- f. [TEQSA Guidance Note: note: Course design \(including learning outcomes and assessment\)](#)
- g. [TEQSA Guidance Note: Work-integrated learning](#)
- h. [Australian Skill Quality Authority \(ASQA\) Standards for Registered Training Organisations \(RTOs\) 2015](#)
- i. [Workplace Injury Rehabilitation Compensation Act 2013](#)
- j. [Workplace learning: information for RTOs – Victorian Department of Education](#)
- k. [Users' Guide to Standards for RTOs 2015](#)
- l. [Victorian Curriculum and Assessment Authority \(VCAA\)](#)
- m. [Victorian Registration and Qualifications Authority \(VRQA\)](#) as applicable
- n. [Tertiary Education Quality and Standards Agency \(TEQSA\)](#) and relevant Professional Accrediting Bodies as applicable.
- o. [Ministerial Order 1414 – Structured Workplace Learning Arrangements \(Non School Providers\)](#).

## Policy Topics

### Workplace, Industry & Community Experiences reflect current professional practice

(8) The Institute commits to providing Workplace, Industry and Community Experiences for students where they can apply theoretical and practical learning in real-world contexts.

(9) Every teaching program will endeavour to include Workplace, Industry & Community Experiences to help ensure the qualification is industry-connected and supports the professional preparation of students.

(10) The experiences will enable students with opportunities to learn from mentors and peers directly from industry, community and workplaces who are experts in their field and support student's development of teamwork skills.

### **Workplace, Industry & Community Experiences are embedded in integrative curriculum**

(11) The design and development of Workplace, Industry and Community Experiences meet relevant licencing, professional and external accreditation body requirements.

(12) The relevant Workplace, Industry and Community Experiences activity is designed and embedded into a course, unit or subject which is aligned with the associated Training Package or accredited curriculum requirements.

### **Workplace, Industry and Community Experiences are inclusive, safe and fair**

(13) Melbourne Polytechnic will work collaboratively with stakeholders to provide appropriate preparation, guidance and support for students, staff and workplace supervisors, including ongoing access to essential learning resources and support services for students.

(14) All Workplace, Industry and Community Experiences will be conducted in alignment with the following Melbourne Polytechnic policies and guidelines:

- a. [Student Code of Conduct Guidelines](#)
- b. [Supporting Students with Disabilities Policy](#)
- c. [Student Equal Opportunity, Discrimination and Harassment Policy](#)
- d. [Staff and Student Diversity and Inclusion Policy](#)

### **Workplace, Industry and Community Experiences partnerships benefit all stakeholders**

(15) The relationship with all relevant industry and community partners is developed and maintained in accordance with Melbourne Polytechnic's [Partnering Framework](#). The responsibility is shared and the any agreement adheres to the requirements of appropriate workplaces and the experience opportunities provided.

(16) Students will only be offered opportunities to participate in Workplace, Industry and Community Experiences that are commensurate with their level of skills and knowledge.

(17) Workplace, Industry and Community Experiences arrangements are co-designed between Melbourne Polytechnic, industry or community, and where applicable, the relevant professional registration bodies. The experiences provide mutually beneficial outcomes for the partner, students, Melbourne Polytechnic and the broader community.

### **Monitoring of Workplace, Industry and Community Experiences Agreements, quality assurance and continuous improvement**

(18) Workplace, Industry and Community Experiences are reviewed to ensure they are providing a quality and meaningful student experience, including transferable skills and work-readiness.

(19) Workplace, Industry & Community Experiences can only begin upon completion and signing of approved documentation by relevant parties (refer to the appropriate procedure). Any records related to these experiences must be documented in an approved records management system, following the Institute's Records Management [Policy](#) and [Procedure](#).

(20) The Institute will monitor Workplace, Industry and Community Experiences and the outcomes for students including transferable skills and work-readiness as part of the program review process. The findings will be used to inform continuous improvement to Workplace, Industry and Community Experiences.

(21) Monitoring of the type of activity, outcomes and the overall student experience form part of the program review

process. Melbourne Polytechnic will analyse findings to inform changes to academic processes relating to Workplace, Industry and Community Experiences.

## Section 4 - Responsibility and Accountability

(22) Students are responsible for:

- a. undertaking the learning and skills development to be adequately prepared for Workplace, Industry and Community Experiences
- b. obtaining all minimum requirements of the host/Melbourne Polytechnic (e.g. vaccinations, Working with Children and Police Checks) and providing evidence of these to Melbourne Polytechnic according to the specified timelines
- c. signing the relevant agreement prior to the Workplace, Industry and Community Experiences
- d. behaving in a professional and ethical manner on placement
- e. following all lawful and reasonable requests of the employer and Melbourne Polytechnic staff while on a Workplace, Industry and Community Experiences
- f. abiding by the Melbourne Polytechnic [Student Code of Conduct Guidelines](#) while on a Workplace, Industry and Community Experiences.

(23) Managers/Heads of Program/Program Leaders and Placement Coordinators/WIL Coordinators are responsible for:

- a. Coordinating to source host employers for experiences
- b. regularly reviewing the effectiveness and organisation of experiences and development of action plans for continuous improvement
- c. ensuring required records are maintained
- d. sharing best practice with other areas of Melbourne Polytechnic involved in similar work.

(24) The Manager Delivery Innovations and Projects is responsible for:

- a. leading implementation of this Policy sharing best practice, and collaborating with others to develop strategies to improve this Policy,
- b. coordinating record-keeping and storage processes,
- c. developing and updating guidance and other material to support implementation, and
- d. reporting on implementation of this procedure to Directors and other relevant stakeholders.

(25) Directors HE, VET and Foundation are responsible for reporting at least annually on Workplace, Industry and Community Experiences in their areas of responsibility to the relevant associated boards: VET and Foundation Boards and Higher Education Courses Committee.

(26) The Executive Director Educational Excellence is responsible for reviewing and updating this procedure at regular intervals.

### **Academic Governance (VET and Foundation)**

(27) The VET and Foundation Boards are responsible for monitoring the impact of Workplace, Industry and Community Experiences in terms of course delivery and outcomes.

### **Academic Governance (Higher Education)**

(28) The Higher Education Courses Committee is responsible for monitoring the impact of Workplace, Industry and

Community Experiences in terms of course delivery, outcomes and alignment with professional accreditation.

## Section 5 - Definitions

(29) The overarching term Workplace, Industry and Community Experience are opportunities for students to gain experience where they can apply theoretical and practical learning in real world context to develop skills and capability that enhances employability outcomes. These opportunities occur may occur in industry or community settings and support student's professional development in relation to their career path and aspirations.

(30) There are various types of Workplace, Industry and Community Experiences, the student's specific activity aligned with the course requirements and curriculum, could comprise of the followings types:

- a. Capstone projects
- b. Client-driven projects
- c. Clinical placement
- d. Field work
- e. Internships
- f. Practical placement
- g. Structure Workplace Learning
- h. Work Placements
- i. Work Simulations
- j. WIL

(31) For the purpose of this Policy the following definitions apply:

- a. Capstone project is a comprehensive, interdisciplinary undertaking that serves as the culmination of course, requiring students to apply their acquired knowledge and skills to address real-world challenges.
- b. Client-driven project is an agreed project/task with an external partner for students to execute associated process to deliver the project's scope, objectives, and outcomes to meet the partners needs or expectations.
- c. Clinical Placement refers to the practical training and hands-on experience that students in healthcare and related fields undergo in healthcare facilities, where they work alongside healthcare professionals to apply their theoretical knowledge and develop practical skills.
- d. Field Work is the process of observing and collecting data outside of a standard class room. This opportunity enables students to research and examine theories that interact with real world environments.
- e. Internship is an agreed period of work placement to learn skills and gain practical on-the-job experience in a specific industry or profession. It provides an opportunity to apply classroom knowledge to real-world situations, develop skills, and gain insights into a particular field.
- f. Practical Placement is workplace learning undertaken by students in post-secondary vocational education and training (VET) courses or tertiary education course in Higher Education intended to develop job-related skills in the area of the particular course.
- g. Structured workplace learning is workplace learning undertaken by students aged 15 years and over that provides them with the opportunity to integrate practical on-the-job experience and learnings in industry with nationally recognised VET that is undertaken as part of either the:
  - i. VCE
  - ii. VCE Vocational Major
  - iii. Victorian Pathways Certificate
- h. Work Integrated Learning (WIL): is an educational approach where students engage in practical work

experiences aligned with their course outcomes (These are listed under clause 2b). Designed to enhance teaching methods and foster industry partnerships, positive WIL experiences provide students with opportunities to apply and showcase their learning in a real-world context, building both skills and professional networks. This integration forms a cohesive course of study through careful alignment of learning outcomes, assessment methods and WIL content and structure.

- i. Work Simulation provides experiential learning experiences, whereby students are engaged in analysis and decision-making in real work situations in an educational setting. Simulations are most effective and beneficial to students when they are considered to be a 'realistic' experience of the workplace or the commercial environment.

## Status and Details

<b>Status</b>	Current
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<b>Approval Date</b>	22nd July 2024
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<b>Policy Owner</b>	Marc Blanks Executive Director Educational Excellence
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