Work Integrated Learning (HE) Procedure

Section 1 - Purpose

(1) This Procedure supports implementation of the Melbourne Polytechnic Workplace, Industry and Community Experience Policy, specifically for Higher Education courses. The process defined in this Procedure supports the planning, design, initiation, monitoring, support and assessment of Work Integrated Learning (WIL) experiences, which ensure quality, safety, educational effectiveness and completion of course requirements.

Section 2 - Scope

(2) This Procedure applies to Melbourne Polytechnic staff, partner organisations and students involved in WIL experiences are designed to meet the requirements of Melbourne Polytechnic Higher Education courses.

(3) This Procedure outlines WIL processes according to specific considerations that need to be applied to the relevant circumstance as well as alignment of, the overall learning objectives, the WIL partner, student, type of WIL experience, the professional accreditation requirements and the overall course requirements.

Section 3 - Procedure

WIL Curriculum Design

(4) Identify or review learning outcomes to confirm the type of WIL activity required based on the course-level learning outcomes and the appropriate experience to support the course accreditation. As per the followings processes:

a. Assess WIL requirements from the overall course level and associated learning outcomes to determine the type of WIL activities that are aligned with the relevant industry accreditation body.
b. Identify/Review assessment criteria:
    i. Identify and confirm assessment criteria for the relevant WIL experience.
c. Develop a high-level learning plan:
    i. Document an overall learning strategy that will support the course and subject learning outcomes with the required assessment approach, including:
        - Overall learning approach;
        - Specific learning and skills to meet accreditation requirements, if applicable;
        - Appropriate alignment to AQF level;
        - Assessment options/approaches aligned with the type of WIL activity.
d. Develop delivery requirements:
    i. Identify teaching and learning requirements:
        - Learning support resources – e.g. methodologies, standards and materials that support development of transferrable professional skills, behaviours and attributes.
        - Reflective learning resources – e.g. student journal, portfolio, workbook or logbook.
        - Teaching support – i.e. approach to monitoring, support and guidance.

- Mapping the requirement of the WIL partner to support the student experience and alignment with learning outcomes.

Designing WIL activities

(5) Align the WIL experience with the appropriate learning outcomes, professional skills, behaviours and attributes to be achieved:

a. Define required inputs and outputs:
    i. Identify materials and resources i.e., tool kits/software
    ii. Identify project deliverables and milestones.
b. Develop assessment criteria and standards according to the type of co-designed WIL activity and provide a copy to the student and WIL partner.

Type of WIL activities

(6) 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.

(7) 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.

(8) 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.

(9) 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.

(10) 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.

(11) 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.

(12) 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.

Before WIL opportunities are offered
Evaluate quality & risk of proposed WIL experience

(13) Assess suitable WIL partner based on identified outcomes:

a. Based on the appropriate WIL activity determined, identify preferred host partner, teacher(s) and student cohort.
b. Undertake due diligence and conduct a general risk assessment of the host partner using the General Risk Analysis Tool and retain a copy on InPlace or other approved record-keeping system as per Melbourne Polytechnic Record Management Policy
    i. Where significant risk has been identified and cannot be eliminated or controlled, do not proceed with

the host partner. Retain a copy of the completed assessment in InPlace or other approved record-keeping system as per Melbourne Polytechnic's Records Management Policy.

ii. Document a WIL Learning Plan support

iii. Check student access requirements, following the appropriate checklist, identifying the following with the appropriate host:

- Special access or requirements (see policies and procedure links in the Associated Information tab).
- Document a WIL Learning Plan support.
- WIL approach that supports identified learning goals and student access requirements.
- host partner options to support the intended WIL activity.

c. Record WIL activity, including all relevant details on InPlace.

d. Prepare the WIL Agreement and distribute for signing by the student, host and Melbourne Polytechnic authorised signatory in accordance with the Delegation of Authority.

e. Distribute the fully executed WIL Agreement to all parties and retain a copy along with any associated documents related to the activity on InPlace

f. The details of WIL activity and the associated tasks requirements are distributed to all parties and are aligned with item 17 of the Workplace, Industry & Community Experiences Policy, where the partnership benefits all stakeholders. Any variations made to the agreement or WIL requirements are documented on InPlace and notified to all parties in writing reflecting the changes.

During WIL Activities

(14) Develop support materials (if required);

a. Develop any support materials required to assist the student through the WIL experience. This may include materials to enable the student to develop and apply:

i. Transferrable skills;

ii. Behaviours and attributes;

iii. Reflective practice.

b. Student WIL Handbook is developed for each subject undertaking WIL opportunities. The handbook sets out to define (but is not limited to):

i. Principles of Work Integrated Learning;

ii. WIL guidelines and program (specific to subject/qualification)

iii. WIL schedules;

iv. Staff and student roles and responsibilities;

v. WIL student preparation and requirements;

vi. Supervision and assessment structure;

vii. Availability of services and support;

viii. Process for at risk students;

ix. Insurances Health precautions and safety requirements.

x. Forms, templates, plans and agreements together with planning details.

c. Recording and monitoring with host and students through InPlace to ensure the quality and meaningful student experience, including transferable skills and work-readiness. Where intervention is required record and apply appropriate resolution with ongoing monitoring.

d. Assessment design is modified to reflect specific work place but must align with subject Learning Outcomes and Subject Statement from TEQSA approved documentation.

e. Define and conduct a post-WIL experience evaluation.

After WIL Activities

(15) Engage in post survey to support the ongoing monitoring and continuous improvement of WIL experiences

a. Conduct an ‘exit interview’ or other evaluative process with the student and WIL partner to assess the effectiveness of the specific WIL experience, ‘lessons learnt’ and feasibility of future engagements.
b. Survey findings will be used to inform continuous improvement and changes to academic processes relating to WIL experiences, including resources and templates.
c. The Higher Education Courses Committee will monitor the impact in terms of course delivery, outcomes and alignment with professional accreditation.

Section 4 - Responsibility and Accountability

(16) Head of Program and Curriculum Designer:

a. Identify/Review course learning outcomes
b. Provide overview of learning plan
c. Identify delivery requirements

(17) Head of Program, Curriculum Designer and Quality Consultant HE:

a. Identify/Review course accreditation (WIL) requirements

(18) Subject Coordinator/ WIL Coordinator /Curriculum Designer:

a. Identify/Review assessment criteria

(19) Subject Coordinator/ WIL Coordinator, Disability Liaison Officer (if required) and Student:

a. Check student access requirements
b. Identify any special access or requirements
c. Document support in WIL Learning Plan
d. Identify WIL options

(20) Department Manager, Industry and Government Partnerships /WIL Co-ordinator:

a. Identify WIL partner options

(21) Subject Coordinator/ WIL Coordinator:

a. Evaluate WIL partner safety profile and retain a record as per Melbourne Polytechnic’s Records Management Policy.
b. Expectations of WIL communicated through required documentation, and any verifications.
c. Finalise assessment process.
d. Define workplace learning activities.
e. Schedule key milestones and timelines.
f. Define required inputs and outputs.

g. Define a monitoring and ‘check-in’ approach through the learning plan.
h. Ensure documentation is completed and retained as per Records Management Policy.
i. Advise HECC of summary and/or exceptional outcomes of evaluations.
j. Review and update WIL resources as part of Continuous Improvement cycle

(22) Department Manager, Subject Coordinator/ WIL Coordinator, Student Placement Provider - Placement Provider Supervisor:

a. Define WIL partner agreement
b. Obtain sign-off with WIL partner
c. Retain a copy of the agreement and attachments

(23) Subject Coordinator/WIL Coordinator, WIL Partner and Student:

a. Define and conduct a post-WIL experience evaluation.

Section 5 - Definitions

(24) For the purpose of this Procedure the following definitions apply:

a. Learning Plan: a document that outlines learning development over a period of time. It can be used by teams or individuals to plan and manage learning. A learning plan marks when you’re going to do certain things and how much you’re expected to achieve.
b. Placement Provider (PP): Workplace providing work integrated learning practical placement learning environment to MP student(s).
c. Placement Provider Supervisor (PPS): The key contact person employed by the Placement Provider organisation who will act or organise appropriate supervision for the University student during the WILP arrangement.
d. Subject Coordinator: A Melbourne Polytechnic academic staff member who is responsible for conducting and monitoring the student’s academic performance. In some disciplines the roles of placement coordinator and subject coordinator may be combined.
e. InPlace or other approved record-keeping system: InPlace is Melbourne Polytechnic’s approved system for recording work placement details. As its deployment across Melbourne Polytechnic commenced late 2022, some areas may continue to use other record-keeping systems until it becomes fully operational. Such systems must be approved for use by the Manager Delivery Innovations and Projects.
f. White Card: It is a mandatory legal requirement that all students and MP employees have completed a general construction induction courses before they can legally visit a construction site. Staff and Students must present their White Card to the named representative before entering a construction site.
g. WIL Coordinator: The Melbourne Polytechnic staff member who has responsibility for coordinating placement activities for a course.
h. Working with Children Check (WWCC): A Victorian Government screening process, for assessing or reassessing people who work with or care for children in Victoria.
i. Work Integrated Learning (WIL): is an educational approach where students engage in practical work experiences aligned with their course/subject learning outcomes. These experiences include various types of WIL activities:
    i. Capstone Projects
    ii. Client-driven project
    iii. Clinical placement
    iv. Field work

    v. Internships
    vi. Practical placement
    vii. Work Placements
    viii. Work Simulations

j. Work Integrated Learning Placement (WILP): An assessable component of a program, designed to provide students with the opportunity, and the means, to apply skills and knowledge obtained through the study of their qualification in a supervised and authentic environment. Examples include: internships, placements, volunteer roles, employment relationships and industry-based or community-based projects, as well as simulated, virtual and experiential learning.

k. Work Integrated Learning (HE) Placement Agreement: A written agreement between Melbourne Polytechnic and an appropriate employer and a student. It includes work observation and other forms of workplace learning. This also includes Teaching Professional Placements, Professional Experience and Industry Placement.

l. Work Integrated Learning (HE) Student Agreement Student Placement Contract: is the contract between Melbourne Polytechnic and students capturing required information, including personal student information for the placement, and students' rights and responsibilities while on placement. Historically this agreement may be termed Student Placement Contract.

Status and Details

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Policy Owner	Marc Blanks Executive Director Education Excellence
Policy Implementation Officer	Nicola Cooley Director Higher Education
Author	Laura Dimos Manager Delivery Innovations and Projects
Enquiries Contact	Laura Dimos Manager Delivery Innovations and Projects --- Higher Education