### Guideline

**Work Integrated Learning Guideline**

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<th>Work Integrated Learning</th>
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<td><strong>Purpose:</strong></td>
<td>To support the inclusion of Work Integrated Learning in all courses offered at Murdoch University, and to establish the principles for its adoption.</td>
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<td><strong>Audience:</strong></td>
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These guidelines have been developed to support the implementation of Murdoch University’s *Work Integrated Learning Policy* and should be read in conjunction with this policy along with the associated policies listed below.

The guidelines are not designed to provide extensive guidance and information around curriculum development or assessment design, but have been developed to support the implementation of the University’s *Work Integrated Learning Policy*.

**Application of the Guidelines**

The *Work Integrated Learning Policy* applies to all staff and students involved in Work Integrated Learning (WIL) at the University. It does not apply to work or work experience that is not part of the University course or program.

1. **Opportunity for Work Integrated Learning**

   Murdoch University is committed to providing identifiable Work Integrated Learning (WIL) opportunities for its students. The participation in a WIL activity does not always require a placement.

   1.1 Units that include a form of WIL should be made available to students in all undergraduate courses and where relevant, in postgraduate courses. Given the diversity and range of WIL, courses may adopt approaches and practices appropriate to their field. They must however, be developed in accordance with the relevant University policies. WIL units may take one or more of the following forms:

      1.1.1 as a directed work experience in an industry or professional workplace (e.g. field placement practicum or internship (work placements));

      1.1.2 industry and community projects performed at the University or in a workplace;

      1.1.3 industry experience where students engage as employees in a work environment to meet practical experience requirements specified by professional or industry bodies;

      1.1.4 learning activities within virtual and simulated work environments which allow the development and application of work-related skills and knowledge e.g. Moot Courts; and
1.1.5 innovative non-placement approaches.

1.2 **Work Placements:** Work placements provide opportunities for students to work in business, government or community organisations. Placements can vary according to aspects such as duration, structure, degree of formality and how the placements are sourced (further information in Section 5).

1.3 **Industry or Community Projects:** These projects typically require individual students or teams of students to undertake a project based on a real situation, problem, or need by an industry or community organisation. The site of the project activity can vary. It may be on campus, in a classroom context directly supervised by an academic where the project work output is closely directed and overseen by an academic staff member, or it may be offsite, under the supervision of the Workplace Partner’s representative in conjunction with the academic supervisor.

There are many types of possible projects, some of which are more appropriate to certain disciplines than others. Projects might involve one or more of the following:

1.3.1 industry or community-based research;
1.3.2 feasibility study;
1.3.3 product research and development and design;
1.3.4 process improvement;
1.3.5 problem solving diagnosis and analysis;
1.3.6 recommendation and implementation steps;
1.3.7 evaluation and reflection;
1.3.8 policy research and analysis;
1.3.9 audit; and
1.3.10 fieldwork.

1.4 **Simulated Workplace Environment:** This type of WIL is sometimes necessary for practical, professional or ethical reasons. It may include laboratories, consultancies, studios, moot courts, practice firms and virtual businesses that emulate the complexities of a real work situation.

Simulated learning environments are designed to reflect the real workplace in its function and operation in which students can experience a range of inter-related activities and scenarios. They are more than the practical application of a learning activity. To ensure that workplace simulation is realistic and authentic consideration needs to be given to:

1.4.1 using equipment, resources and facilities that meet industry standards;
1.4.2 allocating reasonable times to complete tasks;
1.4.3 consistently measuring performance over time;
1.4.4 integrating approaches to work performance in a holistic way:

(a) dealing with multiple tasks;
(b) prioritising working with others and dealing with interpersonal dynamics;
(c) working within operational policy and procedural guidelines;
(d) dealing with workplace expectations;
(e) dealing with workplace irregularities and pressures; and
(f) regularly assessing and evaluating the validity and reliability of the simulated event.
1.5 **International Students:** WIL activities for onshore international students must comply with the students’ visa conditions. Conditions of working whilst studying allows students to work a maximum of 20 hours per week during the term and unlimited hours when their course is not in session (between formal semester or equivalent teaching periods, not mid teaching period breaks). Work that is a formal registered part of a student’s course is not included in the limit of 20 hours per week.

Courses which include a period of mandatory workplace based learning (eg internships) as required under the National Code for that course, do permit full-time workplace based learning.

Provision for placements for students in offshore campuses is dependent on offers made by international industry/professional contacts. International placements must be reviewed with providers to ensure parity of experience with local placements.

2. **Course and Unit Design, Curriculum and Pedagogy**

The over-arching purpose of Work Integrated Learning (WIL) at Murdoch University is to enhance student learning. WIL is an umbrella term for a range of approaches and strategies that integrate academic theory and knowledge with relevant work practice within a curriculum purposefully designed to achieve explicit educational outcomes.

WIL units are designed so that learning experiences are integrated within the course and are relevant to the learning outcomes of the overall course. These can be a formal part of the course structure either as a whole unit (e.g. internship, placement or practicum) or integrated as part of a unit (e.g. project work, short placement component).

All units must have a clearly defined set of learning outcomes which take into account advice and standards from professional bodies, employers and industry, the University’s graduate attributes, and must comply with the relevant University policies.

2.1 A WIL opportunity exists where:

2.1.1 learning outcomes refer to the integration of academic skills, knowledge and theory with relevant work practice;

2.1.2 learning tasks related to WIL learning outcomes are designed to help students integrate theory and workplace practice, and these may include one or more of the following:
   a) working in a workplace;
   b) simulations e.g. moot courts;
   c) industry or community based projects;
   d) school clinics;
   e) practicums;
   f) internships;

2.1.3 learning outcomes are explicitly assessed and contribute to at least 30 per cent of the final mark;

2.1.4 learning tasks involve interaction with individuals working in the relevant profession or industry; and

2.1.5 be supervised by an academic staff member and, where they take place in a workplace, collaboratively with a workplace supervisor.

2.2 Curriculum should be designed to support students to optimize WIL (e.g. preparation, support and reflection). Explicit learning outcomes and authentic learning activities should be designed to achieve the learning outcomes.

2.3 WIL should form a structured learning activity that enables students to:

2.3.1 apply theoretical knowledge and creative problem solving to practical, workplace related issues;
2.3.2 further develop skills and knowledge related to the industry or profession and applicable to other workplaces;

2.3.3 reflect on work practices and practical experience;

2.3.4 broaden context related skills, knowledge and values; and

2.3.5 develop social and cultural sensitivities.

2.4 In the forms of WIL that involve placement in a real or simulated workplace, the unit should be designed to incorporate the three phases of activity, to maximise the benefits achieved:

2.4.1 Preparatory phase: the activities undertaken prior to a student’s commencement at the site of the WIL placement, when the objectives, intentions and approaches are set, students are provided with required information concerning the placement. Preparation for students includes professional behaviour in the workplace;

2.4.2 Placement phase: the activities during the time at the WIL placement site, when the approach is applied in practice and the outcomes are observed and assessed; and

2.4.3 Reflective phase: those activities logically following the previous phase, especially reflective learning from the placement, ideally through some form of report or presentation.

2.5 In the case of non-placement WIL, the credit point value of the unit should be justified by the student workload and proportional to a full-time student workload (40 hours per week).

3. Assessment and Feedback

WIL placements provide a learning context that is different from the classroom environment. This context requires students to demonstrate the employment of generic skills as well as providing the opportunity to further develop them. Formative or summative assessment of WIL activities may include, but are not limited to:

(a) individual or team project reports;
(b) reflective journals, diaries or personal reports;
(c) practical demonstrations; and
(d) oral or written presentations.

When developing learning and assessment activities, staff must consider the specific needs of their students as well as the requirements of the course and the industry or community sectors aligned with their course. The requirements of professional accreditation/industry-based certification and the resources and practicalities of implementing the particular approaches must be considered without unnecessarily limiting innovative practice.

Learning and assessment activities must be fair, transparent, valid, reliable and consistent. They must facilitate the student’s capacity to learn, apply, and demonstrate their professional or vocational practice. The learning goals and expected outcomes must be clearly documented and form part of the Work Placement Student Agreement. The subsequent assessment of the activities is made relative to the student’s attainment of these learning goals.

The design of learning and assessment criteria for WIL may, where applicable, occur via negotiation with workplace supervisors, students and teaching staff. The directly related preparation and debriefing of students, pre and post WIL activities should also contribute to the quantification of WIL assessment requirements.

3.1 Unit Coordinators must make the following assessment and feedback components explicit in WIL units in the Unit Information and Learning Guide:
(a) assessment criteria;
(b) form of feedback (verbal and written); and
(c) timing of feedback.

3.2 Feedback on a student’s progress and/or performance should be given in a timely manner and on at least one occasion before the conclusion of the placement. For example, in longer placements there might be:

(a) Initial feedback;
(b) Interim feedback; and
(c) Final feedback.

Where a student is given negative feedback and the student’s progress is assessed as unsatisfactory and at risk of failure, the student must be notified as soon as possible by the academic coordinator and/or supervisor. In these cases the supervisor should provide strategies to assist the student improve their performance. A written record of these strategies should be provided to the student (e.g. email).

3.3 Feedback can occur through informal assessments and in meetings with academic and workplace supervisors, as appropriate.

3.4 In the case of placements, the workplace supervisor must provide a written report/evaluation to the Unit Coordinator on the student’s completion of their work placement.

4. Partnerships:

4.1 Building sustainable and effective relationships with Workplace Partners for WIL activities requires time, effort, planning and monitoring. Strategies should:

4.1.1 encourage a partnership approach to the management of WIL activities;
4.1.2 ensure the process is professional, inclusive and diverse;
4.1.3 consider Workplace Partner expertise, level of influence and willingness to engage;
4.1.4 stimulate creativity and innovation;
4.1.5 make certain that all parties have realistic objectives and agree on clear outcomes;
4.1.6 ensure clear lines of communication to reduce conflict and risk;
4.1.7 be responsive, consistent and timely in communications. Communicate well in advance to allow time for Workplace Partner’s feedback;
4.1.8 establish the scope, objectives, roles and agree on processes of decision making, conflict resolution and evaluation/assessment;
4.1.9 be flexible in terms of times for placement;
4.1.10 take time to build trust. Commit to long term relationships with Workplace Partners; and
4.1.11 ensure that partners feel a connection with the University through, for example:

(a) invitations to School events;
(b) invitations to Graduations/Prize Award nights; and
(c) other events.

5. Placements:

The intended outcome of a WIL placement is that on completion of the course, students have experience in the kind of workplace they anticipate entering. Such experience may be required for professional accreditation. A WIL placement can include any educational work
experience established by the University to integrate theoretical learning for a course of study with its practical application, and is normally located in the Workplace Partner’s workplace. Placements must have both an academic supervisor and a person in the workplace who can take on a supervisory role.

Schools must ensure that a written agreement governing the conditions of placements is negotiated with the Workplace Partner as well as an agreement between the student and Murdoch University (see section 8.2 – contract approvals).

The University offers two forms of placement units: partial and full.

Full placement units are assigned a ‘P’ enrolment mode.

5.1 A unit that has a partial placement: A work placement can take the form of a partial placement where the placement forms part of the unit assessment and is integrated with the teaching component and other assessments. A partial placement unit should contain the following elements:

5.1.1 learning that takes place in an actual or simulated workplace, typically outside the University;

5.1.2 a Unit Coordinator responsible for the unit;

5.1.3 an identified workplace supervisor responsible for the student;

5.1.4 a workplace that has professional and/or academic relevance to the course of study;

5.1.5 demonstrated relevant educational link between the course of study and work placement;

5.1.6 purpose of the placement that is explicitly stated and learning outcomes that are aligned with the purpose;

5.1.7 professional requirements/competencies to be achieved that are explicitly stated; and

5.1.8 preparation for work either in a prerequisite or as part of the unit, or as part of the unit.

5.2 A full placement unit: A unit which is a full placement, and for which students will be enrolled under the ‘P’ mode, need to meet the following:

5.2.1 the unit title must clearly indicate that it is a placement unit;

5.2.2 the learning outcomes of the unit must be a combination of the development of graduate attributes and technical/professional knowledge and skills;

5.2.3 the preparation for work must be assessed;

5.2.4 the assessment criteria should be authentic in that it requires a student to demonstrate the learning outcomes as actual or simulated workplace capabilities; and

5.2.5 the placement should abide by the normal student workload formula in the Units Policy (50 hours per credit point) and will include 80% stipulated hours in the workplace and other study time. (Within the guideline it is designed so that the average student is expected to work the equivalent of 36 hours in the workplace per credit point and may involve additional study time). The placement normally should be worth at least 4 credit points per teaching period.

5.3 Supervision: Schools are responsible for providing adequate support to students in each phase of their placement.

5.3.1 Overall responsibility for supervision rests with the Unit Coordinator.
5.3.2 The roles and responsibilities of any individual in a supervisory position need to be clearly defined.

5.3.3 The assessment of the placement must include input from the workplace supervisor.

5.3.4 The person/s in this role need to be properly prepared and understand the responsibilities of this role.

5.3.5 The Unit Coordinator must ensure that the workplace supervisor provides timely input into the assessment of the placement.

5.3.6 The expectation of high quality supervision should involve developing the student, providing feedback and support, and mentoring the student.

5.3.7 Unit Coordinators are responsible for dealing with absences, conflict or other difficulties encountered during the placement, including breakdown of the placement due to student performance and/or unforeseen circumstances.

5.4 Remuneration: Students on work placement are not normally remunerated. However, some WIL activities may be paid or reimbursed. Schools need to give careful consideration to whether the WIL activity is remunerated and, if this is intended, it should be negotiated between the Unit Coordinator and/or School, the Workplace Partner and the student through a contractual arrangement. The Office of Legal & Governance should also be consulted prior to any payment arrangement being agreed.

It should be noted that where an internship or placement attracts remuneration, the student may become an employee of the Workplace Partner and as such, the University’s insurer may not provide cover for the student. This may also result in a requirement for the Workplace Partner to pay superannuation and provide other employment-related benefits to the student.

5.5 Preparation for WIL Placement:

5.5.1 School Deans must ensure that all staff supervising and/or managing WIL activities are appropriately skilled and, where necessary, to provide appropriate training.

5.5.2 Unit Coordinators must liaise with the Workplace Partner’s supervisors to ensure they understand their role and responsibilities.

5.5.3 Unit Coordinators must ensure that all students meet the standards necessary for entry to the WIL unit and are otherwise prepared for their WIL placement. This information should be provided within the Unit Information and Learning Guide and/or through online preparation modules. An Online Preparation Program for WIL placements to assist students prepare for their WIL experience will be available for 1st Semester 2012. Each module contains information to help students understand the many issues, roles and responsibilities involved in a work placement.

5.6 Involuntary withdrawal of students from placement:

The conditions and process for the withdrawal of a student from a placement needs to be determined by the School. These need to be made clear and consistent with Coursework Regulations 1.25 and stated in the Unit Information and Learning Guide.

5.6.1 A School may withdraw a student from a placement, either for a specific period of time and subject to specific conditions or for the remainder of the duration of the placement, where:
(a) the student is unable after feedback, due instruction and guidance, to perform satisfactorily without an inappropriate or an unattainable degree of supervision with respect to:
   o the stated learning objectives of the placement; or
   o skills involving a client’s comfort or safety within a Workplace; or
   o 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 organisation providing the placement or of the industry concerned;
(d) the student demonstrates negligence in the performance of an assigned duty; or
(e) the Workplace Partner is unable or unwilling to maintain an appropriate experience for the student.

5.6.2 Prior to the formal involuntary withdrawal of a student, the School Dean shall consult with appropriate parties (observing due process) in determining whether the student’s continued attendance at the workplace will constitute an unacceptable risk. Where a withdrawal is justified on the basis of reasons listed in (a)–(d) above, a fail result will be recorded in the unit. However, where a School Dean determines that a student’s placement has been terminated solely on the basis of (e) above, no fail will be recorded and the student will be assisted to find an alternative placement to enable the student to complete the requirements of the unit.

5.6.3 The School must establish procedures that should be followed in the case of involuntary withdrawals, and that must address the following:

(a) identification of the authority to determine that the student should be withdrawn from the placement;
(b) provisions for advising the student, which must include written advice on the nature of the problem with the student’s placement, on the consequences for course completion of unsuccessful completion of the placement, and on any remedial action that can be taken by the student;
(c) provisions for students to seek a review of the decision to withdraw them, which address the issues of student representation, and the student’s, Workplace Partner’s and School’s rights and responsibilities;
(d) the possibility of relocation to an alternative placement and associated procedures; and
(e) where a student fails a WIL activity, procedures to guide the decision by the Academic Chair regarding re-enrolment or enrolment in subsequent WIL units (please see Coursework Regulations 1.32 (2).

6.Roles and Responsibilities

Following are the roles and responsibilities of the University, Workplace Partner/on-site supervisor and the student engaged in WIL work placement units.

6.1 The University:

The University, through the relevant Dean or nominee is responsible for:

6.1.1 ensuring that the placement fits into the learning objectives of the course and unit;
6.1.2 ensuring that appropriate resourcing is provided for WIL units including workload allowances;
6.1.3 ensuring that students and prospective students are appropriately informed through unit outlines, additional unit information and induction programs, of all requirements for the placement including ethical guidelines;

6.1.4 ensuring that arrangements for appropriate workplace supervision are in place for each student;

6.1.5 ensuring that Workplace Partners are aware of insurance arrangements and implications;

6.1.6 ensuring that students are given appropriate general Occupational Safety and Health (OSH) preparation prior to their placement, and that students are aware of their role, responsibilities and rights in relation to health and safety in the workplace;

6.1.7 ensuring that students and Workplace Partners are aware of the procedures for reporting any incidents or accidents to the University;

6.1.8 ensuring that the Work Placement Agreement and the Work Placement Student Agreement are signed by all parties and copies provided;

6.1.9 specifying how the placement is to be assessed including the means by which assessment will measure the achievement of the learning objectives. Assessment must comply with the University’s Assessment Policy;

6.1.10 determining and advising in the course outline the date after which a student may not withdraw from a course containing a placement without academic penalty, other than in exceptional circumstances, and with approval for the Dean;

6.1.11 ensuring that all relevant University staff, on site supervisors and students understand the assessment requirements and the role of each person in the assessment process;

6.1.12 monitoring and assessing student progress in consultation with the on-site supervisor and academic supervisor;

6.1.13 ensuring that students are equipped to meet the programme of workplace activities agreed with the Workplace Partner;

6.1.14 ensuring the placement meets with relevant professional accreditation (where appropriate);

6.1.15 ensuring eligibility to undertake placement if any, for example, completion of required courses or program schedule requirements;

6.1.16 in conjunction with the Workplace Partner, providing suitable induction and de-briefing programs for students;

6.1.17 ensuring the student meets the preparatory requirements for the placement such as vaccinations, first aid certificate, Criminal Record Check, Working with Children Check or health checks;

6.1.18 in conjunction with the Workplace Partner, ensuring that work placement sites provide suitable learning opportunities for students;

6.1.19 ensuring that students are aware of any additional costs associated with undertaking a work placement;

6.1.20 assisting students with disabilities seeking to negotiate adjustment to the working environment;

6.1.21 in conjunction with the Workplace Partner, ensuring the roles and responsibilities of placement supervisors and students are fully understood, before, during and after placement;
6.1.22 providing adequate briefing, training and resources for on-site supervisors;

6.1.23 advising students of requirements for complying with privacy legislation within the organisation in which the placement is to be undertaken;

6.1.24 establishing procedures for dealing with absences, conflict or other difficulties encountered during the placement, including breakdown of the placement due to student performance and/or unforeseen circumstances;

6.1.25 providing support and guidance to the student in conjunction with the Workplace Partner (e.g. regular meetings); and

6.1.26 accounting for age, health, maturity, experience, physical ability and stage of degree studies of the student when organising a placement to the extent that the School is aware of those attributes of the student.

6.2 The Workplace Partner

An on-site supervisor (including clinical facilitator/s where appropriate) should be assigned to each student engaged in a WIL work placement unit and would normally be responsible for:

6.2.1 providing detailed program requirements to the academic supervisor and the student;

6.2.2 providing adequate work space, access to required equipment and other necessary resources;

6.2.3 complying with OSH legislation and providing a safe working environment. Where appropriate, providing an OSH induction for students. This should include but is not limited to:

(a) the organisation’s health and safety policy;
(b) emergency procedures including emergency numbers;
(c) first aid arrangements (including names and phone numbers of first-aiders);
(d) procedure for reporting accidents/incidents/hazards; and
(e) hazards associated with the workplace and the measures in place to control the risks to health and safety, e.g. safe work procedures, personal protective equipment, training and supervision.

6.2.4 providing a supervisor who is prepared to accept the responsibility and carry out the duties outlined by the academic supervisor;

6.2.5 informing relevant staff members of the presence of the student, and the reasons and purpose of the placement;

6.2.6 providing suitable induction and training which should include:

(a) acting as a role model in introducing students to acceptable professional behaviour; and
(b) ensuring that the student is aware of any on-site policies and procedures, including workplace health and safety requirements, ethical guidelines and matters of confidentiality.

6.2.7 contacting the academic supervisor in the event of a student having an accident, sustaining an injury or being involved in a safety incident whilst on placement;

6.2.8 providing a positive learning environment with opportunities for varied learning experiences in keeping with the placement requirements;

6.2.9 providing guidance and mentoring;

6.2.10 attending agreed and arranged meetings with students;
6.2.11 consulting with the academic supervisor regarding impediments to the student’s performance;
6.2.12 informing the academic supervisor of any circumstances which may affect the successful completion of individual student programs; and
6.2.13 participating in the evaluation of student progress and supplying written assessments of the student’s performance, as required.

6.3 The Student
Students undertaking a WIL work placement are responsible for:

6.3.1 ensuring that they are enrolled in the unit;
6.3.2 ensuring that they have read and understood all the information relating to work placements in their Unit Guide;
6.3.3 ensuring that any program requirements, course requisites, essential criteria by which eligibility to undertake placement is determined are completed, for example, vaccinations, first aid certificate, dress standards and appropriate certification such as Working with Children Check, or police clearance;
6.3.4 ensuring that they have signed and understood the Student Work Placement Agreement and where relevant, sponsorship or scholarship agreements;
6.3.5 attending induction/orientation programs and reading all materials provided;
6.3.6 disclosing any disability which may affect the placement and for which they are seeking special accommodations during the placement;
6.3.7 consenting to the release of necessary information to the Workplace Partner if applying for adjustments for disclosed disabilities;
6.3.8 participating in appropriate general Occupational Safety and Health (OSH) training provided by the School;
6.3.9 participating in any safety training or instruction provided by the Workplace Partner until deemed competent by the trainer to undertake any task in a safe manner;
6.3.10 complying with all requirements, policies and procedures of the workplace, including attendance at the required hours and dressing appropriately for the workplace;
6.3.11 treating any personal or confidential information which they encounter while undertaking their WIL activities as private and confidential, and not to disclose or use the information for their own personal purposes. They must abide by the University’s Privacy Policy;
6.3.12 acting in accordance with the University’s ethical guidelines, respecting confidentiality and intellectual property issues in the workplace. Where relevant, IP should be discussed with the Workplace Partner and agreement reached on how this will operate. Students should also comply with other relevant workplace or professional ethical guidelines;
6.3.13 taking responsibility for their own learning by participating fully in the learning process, undertaking all learning opportunities provided, and seeking feedback and guidance on improvement;
6.3.14 carrying out the assigned project/task;
6.3.15 maintaining communication with the academic supervisor and notifying the University academic supervisor of any problems that arise;
6.3.16 communicating with on-site supervisors during the work placement;
6.3.17 advising the workplace supervisor of illness or other unforeseen circumstances that require leaving or not attending the workplace;

6.3.18 ensuring that they satisfy all assessment requirements for the unit;

6.3.19 in the event of an accident, injury or damage whilst undertaking a work placement activity, advise the workplace supervisor and the academic supervisor as soon as practicable following the accident. The student should complete the University Online Incident Report and lodge a copy with the workplace coordinator and academic supervisor.

7. Resources

The University must ensure that budget, resources, appropriate support and professional development are available to effectively administer the WIL program. This should include:

7.1 Workload: It should be recognised that administration and management of WIL placements requires dedicated involvement of the academic supervisor’s time, part of which is associated with required individual involvement between academic, student and Workplace Partner.

7.2 Staffing requirements: The resources for WIL placements should be compatible with the level of activity within each School. As a minimum, each School that offers WIL placements should identify a staff member with that particular responsibility.

7.3 Professional Development: University staff responsible for supervising and/or coordinating placements and internships will be provided with relevant professional development. This will include:

7.3.1 assistance with curriculum development (where required) to ensure the quality of WIL in relation to alignment of learning objectives, workplace activities and assessment;

7.3.2 management of individual WIL contracts (student, university and Workplace Partner);

7.3.3 roles and responsibilities of the university, students, and Workplace Partners;

7.3.4 Occupational Safety and Health legislation;

7.3.5 managing difficulties (including withdrawal procedures);

7.3.6 police checks and immunisation requirements;

7.3.7 insurance coverage;

7.3.8 assessment requirements;

7.3.9 student induction into industry including ethics and confidentiality;

7.3.10 preparing workplace supervisors; and

7.3.11 monitoring students in the workplace.

7.4 Central Resources: Provision of central resources within the Educational Development Unit which includes:

7.4.1 central point for expert advice for industry, staff and students;

7.4.2 promotion of WIL to industry;

7.4.3 liaison with Workplace Partners, schools and students where required;

7.4.4 central database of Workplace Partners and contacts;

7.4.5 induction modules for students undertaking placements;

7.4.6 assistance with administration of placement contracts (where required); and
7.4.7 information to students to assist them in locating suitable placements.

8. Compliance

8.1 Professional accreditation: The School will provide placements where professional accreditation of a course requires that students complete a form of WIL placement. The satisfactory completion of such WIL placements may be a compulsory requirement for completion of the relevant course.

8.2 Approved Contracts: Schools must ensure that a formal agreement governing the conditions of placement is negotiated with the Workplace Partner. The 'Work Placement Agreement' spells out the legal terms and conditions as well as the roles and responsibilities of the University, the Workplace Partner and the Student. The original signed copy of all contracts must be sent to the Office of Legal and Governance.

Students are required to sign a 'Work Placement Student Agreement' between themselves and the University. This details the student’s responsibilities while undertaking a placement/s. It also stipulates the length of the placement/s (e.g. specific dates, entire semester, or for the duration of the course) and where known, the location. Learning goals and expected outcomes, along with tasks expected to be undertaken by the student, should be provided either within the contract itself or within the relevant unit guide.

Where specified, students will be required to undertake a Criminal Record Check and/or Working with Children Check.

Contracts will be School specific and approved by the Office of Legal & Governance. Where the Office of Legal & Governance has provided the School with a template agreement to use, and a variation to the template is required, this must be approved by the Office of Legal and Governance prior to signing the contract. Customised templates which are relevant to the Schools will be provided.

University supervisors should advise students that they must treat any personal or confidential information which they encounter while undertaking their WIL activities, as private and confidential, and not to disclose or use the information for their own personal purposes. They must abide by any agreement they have entered into and all applicable codes of practice or laws applicable to the protection of privacy or confidentiality of information.

Some Workplace Partners may expect students to sign a confidentiality agreement before they commence any WIL activity with them and this should be approved by the Office of Legal and Governance.

8.3 Ethical requirements:

8.3.1 All members of the University (staff and students) are expected to comply with the University’s Code of Ethics in regard to its statement of the ethical principles, values and behaviours.

8.3.2 The University is responsible for informing students of relevant ethical and legal matters in preparation for their placement. Ethical requirements must be referred to within the Unit Information and Learning Guide or online modules.

8.3.3 The Workplace Partner is responsible for informing students of specific ethical and legal matters in relation to their placement.

8.4 Insurance: Insurance cover is automatic for the University’s students engaged in relevant WIL activities provided they are currently enrolled. Relevant activities are defined as those activities sanctioned by the University.

8.4.1 Professional indemnity – for a breach of professional duty and/or the execution of professional activities by reason or act, error or omission whilst under supervision.
8.4.2 Public liability – for negligence by the student resulting in injury and/or property damage to a third party for which the University or the student becomes legally liable.

8.4.3 Personal accident – for students who have an accident while on placement, which prevents them from earning their usual form of income. Limited cover for non Medicare expenses. Permanent disablement and accidental death benefits may also apply. Students who are members of the Student Guild are also covered under a Personal accident policy and should contact the Guild for cover details.

8.4.4 Medical malpractice where applicable.

8.4.5 Travel Insurance - students are not covered while travelling to and from their placement location unless that location is over 100km from the University or place of residence. Medical expenses in Australia are not able to be covered under the Travel policy.

8.4.6 Motor Vehicles - non University vehicles are not covered by the University’s insurance.

8.4.7 Students are not covered for medical expenses if injured on WIL placement other than limited non Medicare expenses as stated above.

8.4.8 All accidents must be reported to the workplace supervisor and Unit Coordinator, and a University online Incident Report must be submitted.

8.4.9 Where the placement involves paid employment, students are covered by the employee insurance applicable in the workplace concerned. The Workplace Partner must have adequate public liability insurance. Professional Indemnity/Medical Malpractice and Workers Compensation as required.

8.4.10 Overseas exchange students are not covered under the Murdoch insurance policies. They should check with their own Institution to confirm cover.

8.4.11 Where required a letter of insurance cover for students on field work should be provided to the student.

8.5 Occupational Safety and Health: All WIL placements must conform to all applicable Occupational Safety and Health laws that place legal obligations on all parties to ensure the health and safety of themselves and others in the workplace.

8.6 Risk Management: If the School considers there to be a risk to the student, the Workplace Partner, or any other person involved in the WIL activity, then the School reserves the right not to assign a student to a particular Workplace Partner or to withdraw a student from such a placement/project. At all times the School must act promptly to address any concern about the safety and suitability of a placement/project and the well-being of the student.

8.7 Intellectual Property: In accordance with the University’s Intellectual Property Regulations, in most instances students personally own intellectual property that they generate in the course of their studies. In relation to WIL activities, students may be requested to assign their intellectual property, where necessary to meet the University’s legal obligations to Workplace Partners.

8.8 Disability Rights and Access: Activities that are not conducted in a classroom, such as field trips, industry site visits and work placements, or that are part of the broader educational program for the course, should be designed to allow for reasonable accommodation for students with disabilities (refer to Students with Disabilities Policy).
Related Documents:
Assessment Policy
Code of Ethics
Coursework Regulations
Students with Disabilities Policy
Units Policy
Work Placement Agreement
Student Work Placement Agreement
Workplace Partner Agreement

References:

Approval and Implementation:

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<th>Manager Educational Development</th>
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<tbody>
<tr>
<td>Responsible Officer(s):</td>
<td>Project Manager Work Integrated Learning</td>
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Revision History:

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