



## Work Integrated Learning Policy

<b>Authorised By:</b>	Academic Board	Revision: 2.4
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<b>Related Documents:</b>	<a href="#">Notification of Concern</a> <a href="#">Suitability for Professional Experience Placement</a> <a href="#">Student Grievance</a> <a href="#">Students in the Workplace</a>	
<b>Responsible Officer:</b>	Registrar	
<b>Review:</b>	Academic Quality Assurance Committee	

Any person who requires assistance in understanding any aspect of this document should contact the Responsible Officer

### 1. Overview

The purpose of this policy is to establish the framework for the inclusion of Work Integrated Learning (WIL) in Tabor's courses and establish the principles through which the College's staff administer its programs of WIL placements for students. This policy is supplemented by faculty-specific handbooks, which lay out in greater detail the WIL requirements of and procedures for Tabor staff, students and stakeholders.

The over-arching purpose of Work Integrated Learning (**WIL**) at Tabor is to enhance student learning. The College is committed to developing in its students high level skills and attributes that will enhance their transition from higher education to rewarding and fulfilling employment and lifelong learning. To this end, Tabor recognises WIL as a purposeful, organised, supervised and assessed educational activity that integrates academic learning of a discipline with its practical application in the workplace.

WIL is embedded as a formal component of all professional degree courses. Learning activities and work for assessment are specifically designed to require students to integrate and appropriately apply previous learning and knowledge to make and justify decisions in a work-related context. The aim is to ensure that students develop the ability to integrate their learning through a combination of academic and work-related activities. In addition, students are taught and encouraged to reflect upon their own decisions and actions in those work-related activities to critically appraise themselves and their own professional development.

This policy articulates a range of these requirements and expectations and links them to processes and procedures that make the Work Integrated Learning program equitable, accessible, transparent and efficient. In conjunction with the *Students in the Workplace Policy* and associated faculty-specific WIL handbooks, it provides a comprehensive and integrated approach to WIL, recognising that there will always be a variety of expressions of WIL across study disciplines.

## **2. Scope and Applications**

This policy applies to all courses at Tabor College which incorporate WIL as a formal component of the course. Work or work experience which is not a required component of a course or a unit is outside the scope of this policy.

## **3. Policy Principles**

### *General*

- 3.1. Tabor's courses are open to all applicants who meet the minimum academic and non-academic requirements for an offer of enrolment.
- 3.2. Potential students are notified of the WIL requirements of Tabor courses and application processes are designed to include the consideration of WIL requirements.
- 3.3. Tabor will take effective steps to:
  - 3.3.1 monitor the wellbeing of students who are engaged in WIL;
  - 3.3.2 provide educational and other support if needed; and
  - 3.3.3 manage critical incidents should they occur.
- 3.4. All WIL activities must comply with relevant legislation, College policies and, where appropriate, professional accreditation requirements.

*Curriculum and pedagogy* WIL activities must meet the following criteria:

- 3.5.1 be embedded into the course curriculum to enable students to integrate theoretical learning into work-related contexts;
  - 3.5.2 have explicit learning outcomes and assessment related to work practice and professional formation.
- 3.5. Where a Work Placement is a required component of a course or unit, the total hours expected of students must be explicitly stated in the marketing material of the course, the Student Handbook for the unit and/or the Unit Description.

### *Student supervision, assessment and feedback*

- 3.6. WIL activities must be supervised by an academic staff member, and where they take place in a workplace, collaboratively with a workplace supervisor.
- 3.7. The Work Integrated Learning Office in each faculty will ensure students are contacted and supported during the placement.
- 3.8. The assessment of WIL must be made explicit, and compliant with the *Assessment Policy* and professional requirements if relevant.
- 3.9. Reasonable adjustments will be made for students with a disability or medical condition.
- 3.10. Feedback is the collective responsibility of the Unit Lecturer, the workplace supervisor, and the students. The Unit Lecturer must ensure formal feedback is sought from the workplace supervisor and recorded.
- 3.11. Student performance feedback and guidance must be provided in a timely manner throughout the placement.

- 3.12. Feedback will be utilised in improving the overall student experience, pedagogical approach and management of the WIL.

#### *Partnerships*

- 3.13. Tabor recognises the value of its business, industry, government and community partners and seeks to build sustainable partnerships that focus on providing high-quality learning outcomes for students involved in WIL.
- 3.14.1 Work Placements will be sought that provide a high-quality learning environment and workplace supervision in the partner organisation.
- 3.14.2 Industry or Community Projects will be sought that provide students with high-quality projects with a real-world application and audience, as well as significant engagement with the partner organisation.
- 3.14.3 Workplace Simulations will be created that are informed by regular consultation with partner organisations to provide learning environments that are as realistic to the workplace as possible.

#### *Administration of Work Placements*

- 3.14. The administration of the WIL program is undertaken by each faculty Work Integrated Learning Office and considers, where appropriate and possible, the needs of individual students in relation to personal and academic requirements, geographical location, course requirements, access to transport and resources, background, experiences and circumstances.
- 3.15. In approving workplaces for placements, Tabor staff will be guided by the faculty-specific placement checklist and will ensure:
- 3.16.1 student wellbeing;
- 3.16.2 student safety;
- 3.16.3 access to support for students;
- 3.16.4 compliance with Australian workplace laws including Workplace Health and Safety, Fair Work Australia and related legislation regulations and guidelines (as far as is reasonably possible); and
- 3.16.5 related matters.
- Students are informed of their personal responsibilities for health and safety during WIL activities conducted in professional/work settings.
- 3.16. Students may be invited to be proactive in the acquisition of a WIL placement; however, Tabor will provide support and guidance.
- 3.17. The procedures and practices of the Work Integrated Learning Office of each faculty reflect course accreditation requirements and mandatory requirements for Students working with children and young people.
- 3.18. Each approved workplace will enter a formalised agreement with Tabor which will include clear expectations for the parties involved and outcomes sought for students.
- 3.19. The relationship between (including expectations of) the student and Tabor College is codified in the unit description and the relevant faculty handbooks.
- 3.20. The College will employ monitoring processes to demonstrate compliance with the agreement, including periodic on-site or electronic contact with students and supervisors.
- 3.21. Given the special conditions of work placements, faculties are responsible for:
- 3.22.1 management of work placements;
- 3.22.2 preparation of students;

- 3.22.3 monitoring of progress;
- 3.22.4 quality assurance of workplaces;
- 3.22.5 qualifications and suitability of supervisors; and
- 3.22.6 contractual arrangements.

*Roles and responsibilities*

- 3.22. The College is responsible for providing resourcing to support WIL activities in all faculties including:
  - 3.23.1 professional development;
  - 3.23.2 central resources; and
  - 3.23.3 insurance, including public liability, personal accident, professional indemnity.
- 3.23. The faculties are responsible for:
  - 3.24.1 academic workload allocations; and
  - 3.24.2 other staffing
 sufficient to ensure adequate student support.

*Student fitness for placement*

- 3.24. Students must comply with all applicable agreements, conditions, codes of practice, professional behaviours, and laws governing privacy or confidentiality in relation to all WIL activities.
- 3.26. All students participating in work integrated learning:
  - 3.26.1 must have the capacity to safely undertake the inherent requirements of the work integrated learning activities;
  - 3.26.2 must meet the prerequisites for the unit or work integrated learning activity as defined in the unit outline or handbook for the unit or activity; these may include but are not limited to a Police check and current safeguarding children training for any activity involving contact with vulnerable persons;
  - 3.26.3 will sign a self-declaration regarding fitness to undertake the placement or activity;
  - 3.26.4 will act in accordance with Tabor's Code of Conduct and Student Integrity Policy;
  - 3.26.5 will act in accordance with Tabor's Guidelines for Professional Conduct (Appendix A)
  - 3.26.6 will undertake orientation and induction to the workplace; and
  - 3.26.7 will comply with workplace health and safety requirements and any other workplace or professional ethical guidelines.
- 3.27. The Dean cannot permit placement or other WIL activity to a student who cannot demonstrate fitness to undertake the placement or activity or who refuses to undertake a required check or make a self-declaration.
- 3.28. The Dean may refuse placement/access to WIL activity to a student who has been denied enrolment in a placement/WIL activity at another institution. Students are required to declare this to their Head of Program.
- 3.29. A student admitted in a course of study that involves professional or clinical placements may be required to participate in a review at any stage to assess their suitability to participate, or continue, in a professional or clinical placement or to continue in that course of study. All information collected will remain confidential.

The review of a student's suitability to continue in a course of study or unit may include consideration of any of the following:

3.29.1 physical or mental health, where this may:

- a. significantly restrict the ability of a student to comply with the occupational requirements of the occupation for which the course of study will academically qualify the students; or
- b. put the health and / or safety of other persons in the workplace at risk, including clients of the workplace, or
- c. put public health and / or safety at risk,

3.29.2 interpersonal skills,

3.29.3 criminal behaviour,

3.29.4 behaviour contrary to the relevant professional ethical requirements,

3.29.5 behaviour contrary to relevant policies of the College or placement agency, or both,

3.29.6 ability to undertake prescribed requirements of placements or professional activities,

3.29.7 actions (verbal or non-verbal) which demonstrate a risk that a student may cause harm to, or disruption of the activities of College staff, students, placement agencies or persons connected with placement agencies.

3.30 A review may be requested by;

3.30.1 the Dean of Faculty; or

3.30.2 a Head of Program; or

3.30.3 anyone involved with the student on a professional basis.

3.31 A written request for a review, including an explanation of the reason for the review, should be sent to the Chief Academic Officer.

3.32 Where the Chief Academic Officer determines that a review will be instituted, they will convene, and institute, a Review Panel whose membership will comprise of:

- a. The Chief Academic Officer who will act as the Chair of the Panel;
- b. One member of staff whose main teaching commitment is to the discipline/degree in which the student is currently enrolled;
- c. The Dean of Faculty; and
- d. One suitably qualified and experienced practitioner to provide expertise specific to the review under consideration, who is not currently employed by Tabor on an ongoing basis, and is not a person the student is currently working with, employed by, or with whom the student has a close relationship that may cause a conflict of interest. This expertise may include medical, psychological, professional or other expertise that is appropriate to properly inform the Panel in respect of the suitability of a particular student.

3.33 Possible recommendations of the Review Panel include:

3.33.1 permission to participate or continue in a placement;

3.33.2 exclusion from participation in a placement;

3.33.3 suspension of enrolment from the course of study until such time as the student can satisfy, by means of a psychiatric, psychological, physical or other appropriate assessment at the student's expense, a reconvened Review Panel that he/she has addressed the issues of concern and is fit to continue with studies;

3.33.4 transfer to another course of study;

3.33.5 exclusion from the College; or

3.33.6 any other recommendation that may be considered appropriate in a particular student's situation.

3.34 The recommendations of the Review Panel must be by three-quarter majority or greater.

3.35 The Review Panel decision will be communicated to the student by the Chief Academic Officer, and must contain information on the right to appeal.

3.36 Given the unique requirements of students undertaking WIL opportunities in schools, the Faculty of Education supplements these considerations with a *Suitability for Professional Experience Placement (Education) Policy*.

#### *Withdrawal of students from placement*

3.37. The Dean 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:

3.37.1 the student performs in a manner detrimental to the professional experience of other students; or

3.37.2 the student breaches the legal, ethical or professional codes of the organisation providing the placement or of the industry concerned; or

3.37.3 the student demonstrates negligence in the performance of an assigned duty; or

3.37.4 the host organisation is unwilling to continue the placement for the student; or

3.37.5 the student is unable after due instruction and guidance, to perform satisfactorily without an inappropriate or an unattainable degree of supervision from supervisory personnel with respect to skills involving a person's comfort or safety within a host organisation or the performance of technical procedures already taught, demonstrated and practised in a prior practical situation.

3.38. If a student is withdrawn from placement, the Dean, in consultation with the relevant Head of Program, will discuss with the student:

3.38.1 the nature of the problem with the student's placement and the consequences for course completion, and any remedial action that can be taken by the student;

3.38.2 provisions for the student to seek a review of the decision to refuse placement; and

3.38.3 the possibility of relocation to an alternative placement and / or any alternatives that may be available to the student for completion of an award.

## **4. Definitions**

See [Global Definitions](#)

## **5. Communication / Training**

5.1. This policy statement will be available to all staff, volunteers, students and persons seeking to enrol as students at Tabor. The policy will be made available on the Tabor website ( <http://tabor.edu.au/>).

5.2. Staff with designated special responsibilities will be given appropriate training, guidelines and professional development opportunities in relation to their roles and responsibilities.

## **Appendix A – Guidelines for Professional Conduct**

The following Guidelines for Professional Conduct come from the AASW Practice Standards and informed by the AASW Code of Ethics, and are conceptualised in terms of three dimensions or domains:

1. dealing with tasks/work;
2. dealing with others; and
3. dealing with oneself.

Each of these domains is detailed overleaf. Students are expected to conduct themselves in accordance with the descriptors in the left-hand column. Students displaying behaviours as described in the right-hand column may be withdrawn from placement/WIL or refused entry into a placement or WIL unit.

## 1. Dealing with tasks/work

The elements of professional conduct in this domain include:

### ❖ ORGANISATION AND TIME MANAGEMENT

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*For example:*

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|--|--|
| ✓ Plans for and meets deadlines  | • Fails to manage workload                         |
| ✓ Distinguishes between higher and lower priority tasks and acts accordingly | • Rushes or cuts corners in order to complete work |
|  | • Displays consistent poor timekeeping             |

### ❖ EFFORT AND INITIATIVE

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*For example:*

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| ✓ Shows interest and initiative, is curious and asks questions  | • Appears uninterested and disengaged  |
| ✓ Actively looks for things to do / be involved in              | • Waits to be told what to do  |
| ✓ Introduces self to workers/peers                              | • Needs frequent reminders   |
| ✓ Follows through on tasks and activities                       | • Uses mobile phone or other devices for personal reasons during class and/or placement time |
| ✓ Able to work independently (relative to stage of development) | • Fails to honour commitments  |

### ❖ RESPONSIBILITY AND ACCOUNTABILITY

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*For example:*

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| ✓ Attends university and placement-related appointments and activities reliably and punctually | • Is consistently late or absent without leave                              |
| ✓ Respects and adheres to placement agency's policies and practices                            | • Takes leave without approval  |
| ✓ Is aware of and adheres to relevant regulatory, legal and ethical obligations                | • Uses agency resources for personal purposes                               |
| ✓ Recognises and manages actual or potential conflicts of interest and duties                  | • Ignores regulatory and legal requirements                                 |
| ✓ Applies social work values, knowledge, evidence and skills                                   | • Ignores social work values, knowledge, evidence and skills in agency work |
|  | • Fails to take responsibility for ongoing learning                         |



consistently and openly.

- ✓ Participates in ongoing social work learning activities

#### ❖ INFORMATION MANAGEMENT

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*For example:*

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|---|--|
| <ul style="list-style-type: none"><li>✓ Is able to produce coherent written communication appropriate to the circumstances</li><li>✓ Records and reports information accurately</li></ul> | <ul style="list-style-type: none"><li>• Engages in misleading verbal or written communication (regarding what is said and what is not said)</li><li>• Fails to keep appropriate records</li><li>• Uses social media / technology inappropriately (including public expression of discriminatory views)</li></ul> |
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## 2. Dealing with others

The elements of professional conduct in this domain include:

#### ❖ COMMUNICATION

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*For example:*

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| <ul style="list-style-type: none"><li>✓ Communicates clearly, coherently and respectfully</li><li>✓ Understands and responds to verbal and written (including electronic) communication and in a timely manner</li><li>✓ Recognises and responds appropriately to non-verbal cues</li><li>✓ Responds appropriately to exchanges/encounters in the university (eg tutorials, online forums and discussions) and field placement settings (e.g. interviews, meetings)</li><li>✓ Interacts respectfully with peers and others including University and placement agency staff</li><li>✓ Works collaboratively with others in team and group settings</li></ul> | <ul style="list-style-type: none"><li>• Is generally non-communicative or fails to communicate appropriately</li><li>• Communicates in ways that are unclear and/or disrespectful</li><li>• Does not listen to or demonstrates disregard for the views and opinions of others</li></ul> |
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#### ❖ PRIVACY AND CONFIDENTIALITY

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*For example:*

- ✓ Demonstrates appropriate behaviour with confidential information in both classroom and field placement settings
- ✓ Respects the rights and privacy of clients at all times, including confidentiality of records
- Discusses client and/or agency details in public areas or through social networks/social media.
- Fails to respect the rights and choices of people who use services

#### ❖ RESPECTFUL AND ETHICAL BEHAVIOUR

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*For example:*

- ✓ Maintains appropriate personal boundaries at all times
- ✓ Recognises and is sensitive to the feelings and experiences of others
- ✓ Is aware of the personal/emotional implications of the client/worker relationship
- ✓ Is respectful to others including fellow students, University staff, clients, agency staff, etc.
- ✓ Engages and relates appropriately in individual and group settings including tutorials, supervision and online/in-person learning
- Behaves in ways that discriminate, offend and/or harm others (or that have the potential to do so)
- Blurs or violates personal-professional boundaries including electronically or in relation to social media
- Is dishonest (overtly misleading or by omission)
- Accuses staff or clients of improper behaviour or motivations without evidence or without regard for the other person
- Shows lack of regard for confidentiality (clients, peers, agency), eg discusses client details or agency business in public areas or online social networks

### 3. Dealing with oneself

The elements of professional conduct in this domain include:

#### ❖ REFLECTIVE INSIGHT AND SELF-MANAGEMENT

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*For example:*

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| <ul style="list-style-type: none"><li>✓ Has insight into impact of values, prejudices, etc. on own behaviour and interactions with others</li><li>✓ Copes with own emotions and behaviour when interacting with others</li><li>✓ Deals calmly with uncertainty</li><li>✓ Dresses appropriately for the circumstances/setting</li><li>✓ Engages in appropriate self-care activities</li><li>✓ Considers implications of prescription or other medications on own capacity and performance</li></ul> | <ul style="list-style-type: none"><li>• Shows lack of self-awareness particularly regarding impact of own behaviour on others</li><li>• Fails to recognise and take responsibility for feelings/behaviour</li><li>• Overlooks the impact of own beliefs, values and assumptions on ethical &amp; other decision-making</li><li>• Is under the influence of alcohol and/or other drugs during university class time and/or placement</li></ul> |
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#### ❖ SUPERVISION AND FEEDBACK

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*For example:*

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| <ul style="list-style-type: none"><li>✓ Is receptive to feedback</li><li>✓ Responds positively and non-defensively to questioning, suggestions and alternative views</li><li>✓ Seeks out and explores feedback and uses this as a basis for improvement</li><li>✓ Is willing to be self-reflective and self-corrective</li></ul> | <ul style="list-style-type: none"><li>• Has difficulty engaging with or receiving feedback, both/either formal (eg assignment feedback, supervision, mid-placement assessment) and informal (eg peers, tutorials and other educational settings, class interaction, etc.)</li><li>• Avoids, is resistant to, or fails to engage with supervision</li></ul> |
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#### ❖ COMPETENCE

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*For example:*

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| <ul style="list-style-type: none"><li>✓ Recognises limitations of own competence</li><li>✓ Identifies situations which are outside of their scope, knowledge or skill base</li><li>✓ Recognises when personal experience and/or reaction may</li></ul> | <ul style="list-style-type: none"><li>• Displays overconfidence or confidence out of keeping with abilities / experience</li><li>• Fails to seek/follow guidance</li><li>• Refuses help when it is clearly required</li></ul> |
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- negatively impact on performance / practice
- ✓ Requests supervision / assistance when appropriate/necessary
- ✓ Modifies practice in response to own limitations (including illness, impairment)
- Undertakes tasks/client work, etc without communication with appropriate staff/supervisors

## Appendix B - Fitness to Undertake Placement

Tabor has a responsibility to ensure that all students undertaking a work integrated learning placement or activity have the physical and psychological capacity to perform their role and duties within the placement or activity without harming themselves or others. Therefore, it is necessary that Tabor ensures that all students are aware of, and understand, their obligation to report any physical or psychological condition that might impede their 'fitness to practice'.

The *Work Integrated Learning Policy* states that all students participating in work integrated learning:

- must have the capacity to safely undertake the inherent requirements of the work integrated learning activities;
- must meet the prerequisites for the unit or work integrated learning activity as defined in the uu outline or handbook for the unit or activity; these may include but are not limited to a Police check and current safeguarding children training for any activity involving contact with vulnerable persons;
- will sign a self-declaration regarding fitness to undertake the placement or activity;
- will act in accordance with Tabor's *Code of Conduct* and *Student Integrity Policy*;
- will act in accordance with Tabor's *Guidelines for Professional Conduct*
- will act ethically at all times and respect confidentiality;
- will undertake orientation and induction to the workplace; and
- will comply with workplace health and safety requirements and any other workplace or professional ethical guidelines.

Students enrolled in undergraduate or postgraduate units that require them to undertake work integrated learning placement or activity must:

- make a self-declaration regarding their fitness for placement; and
- advise the Head of Program of an existing illness or disability that may affect their ability to practise so that, where possible, a modified placement that will still meet the objectives of the unit can be arranged in consultation with the Academic Director. Where a modified placement cannot be arranged, an alternative pathway will be explored.

The Head of Program or their delegate will notify the placement provider of the strategies to be put in place to:

- facilitate the student's progress through the placement or activity; and
- safeguard those who are being served by the activity.

### Declaration

I, \_\_\_\_\_ have read and understood Tabor's statement on Fitness to Undertake Placement, and Work Integrated Learning Policy. I declare that I am physically, emotionally and mentally competent to commence and complete my placement. I agree to inform Tabor of any changes of circumstances that should preclude me from starting or remaining in this placement.

I have / have not been refused a placement or WIL activity at another institution. (Please circle the applicable)

Signature:

Date: