



WORK INTEGRATED LEARNING POLICY

Version	1.00	Number of pages	3
Responsible officer	Chief Academic Officer		
Contact	davids@morling.edu.au		
Approved by	Academic Board		
Responsible body	Academic Board		
Keywords	Work integrated learning; Internship; Practicum		
Access level	Public		
Dissemination Range	Academic staff		
Approval date	26 April 2023		
Effective date	26 April 2023		
Review date	26 April 2026		
Superseded documents	nil		
Higher Education Standard	HESF 5.4 (2021), in particular		
Document classification	Academic		

1. PURPOSE

Morling College recognises the value work-integrated learning (WIL) can bring to a student's personal development and educational outcomes. This policy sets out the guiding principles for its implementation.

WIL includes any arrangement in which "students learn in a work, rather than campus, context as part of their course requirements." The details may vary - duration, purpose & stage in learning, responsibilities & supervision - and other benefits may follow, but the primary purpose remains the students' learning.

WIL involves a tripartite partnership to be successful: MC, the student, and the WIL Partner.

2. DEFINITIONS

TEQSA Glossary

Key Term or Acronym	Definition
work integrated learning	when structured and purposefully designed learning and assessment activities integrate theory with the practice of work (TEQSA glossary)

The following definitions apply for the purpose of this Policy.

Key Term or Acronym	Definition
Academic Co-ordinator	MC staff member responsible for oversight of the WIL Placement

MC	Morling College
WHS	workplace health & safety
WIL	work integrated learning (see above), also known as practicum, internship, traineeship, etc, depending on discipline
WIL Partner	Partner providing the work for the WIL Placement
Work Supervisor	WIL staff responsible for managing and mentoring student

3. SCOPE

This policy applies to all WIL placements, and the students, staff and workplaces involved.

4. POLICY STATEMENT

Morling College shall ensure that any WIL Placement shall have a clear purpose that is educationally sound and suitably assessed, and there shall be active quality assurance measures before, during and after the Placement. This means students being adequately prepared for the Placement, followed by monitoring of their progress and mentoring by both the Work Supervisor and Academic Co-ordinator. Both student and WIL Partner shall be debriefed by MC.

5. PRINCIPLES

Any additional information necessary for carrying out/complying with this Policy should be detailed in a separate Procedure/Guideline. Numbered/named subsections and paragraphs may be used if appropriate, using headings formatting so that the outline of the policy can be generated.

5.1 Placements are educative.

5.1.1 When students engage in WIL, there shall be clear learning outcomes, which contribute to the learning outcomes of the course. These goals shall be appropriately assessed.

5.1.2 WIL shall be designed to facilitate students'

- reflective practice;
- sense of purpose, insight, competence and agency, in relation to their respective aspirations; and
- understanding of practice within the frameworks of Christian values and professional ethics.

5.1.3 WIL shall be inclusive, so that relevant opportunities are provided for all students.

5.2 Students are prepared for Placements.

5.2.1 Students shall be prepared for the placements with both appropriate generic inductions and relevant discipline skills.

5.2.2 Students may be required to complete additional inductions for specific workplaces.

5.3 WIL Partners are suitable.

5.3.1 WIL Partners shall be fully informed of responsibilities.

5.3.2 MC shall ensure WIL Partners have adequate facilities, appropriate work, and suitable supervision arrangements in place to support the student's learning.

5.4 Placements are planned.

There shall be a Placement Contract which sets out, as a minimum, the supervision arrangements, the support the WIL Partner will provide for the student, the specific responsibilities of the student, and the learning goals of the Placement.

5.5 Placements are supervised & monitored.

5.5.1 There shall be a Work Supervisor who provides oversight, guidance, and mentoring to the student.

5.5.2 There shall be an Academic Co-ordinator, a MC academic staff member, who is available to the student throughout the placement and who contacts the student to monitor progress. Likewise, the Academic Co-ordinator is available to the WIL Partner.

5.5.3 MC may seek feedback from students about their respective WIL experiences.

5.5.4 After the Placement concludes, MC shall discuss the experience, not only the student's performance, with the WIL Partner.

5.6 Placements meet external requirements.

5.6.1 The placement shall comply with all legislation, regulations, etc., including any requirements on students (e.g., WWCC, which would form part of the preparation).

5.6.2 If a placement forms part of an accreditation requirement by an external body, those details shall be met and clearly explained to all parties.

6. RELATED DOCUMENTS AND LEGISLATION

nil

7. REFERENCES

ACT Field Education Policy (2019)

Macquarie University Work Integrated Learning Policy (2022)

TEQSA Guidance Note: Work Integrated Learning (2022)

UNSW Work Integrated Learning Procedure (2020)

8. VERSION HISTORY

Version	Approved by	Approval Date	Effective Date	Changes made
1.0	Academic Board	26 April 2023	26 April 2023	new policy