



WORK INTEGRATED LEARNING POLICY

1. Purpose

This policy outlines the principles, procedures, and responsibilities governing Work Integrated Learning (WIL) includes professional workplace placements (internships, fieldwork), and industry-partnered projects at Lincoln Institute of Higher Education (LIHE). These experiences are integral to preparing students for professional practice by exposing them to real-world environments, industry challenges, and community engagement. The policy also ensures that all such placements are properly structured, supervised, and aligned with the academic goals of LIHE.

Workplace placements and industry-partnered projects offer students the opportunity to apply theoretical knowledge in practical contexts, develop industry-specific skills, and enhance their employability. This policy ensures the academic integrity, quality, and safety of all placements and projects while fostering strong partnerships between LIHE, students, and host organisations.

2. Scope

This policy applies to all professional workplace placements, practicums, fieldwork placements, and industry-partnered projects that form part of LIHE's academic programmes, whether undertaken locally, interstate, or internationally. These activities include but are not limited to:

- Internships and fieldwork placements in industry or community organisations.
- Industry-partnered projects, such as hackathons, incubators, and start-up projects, which involve collaboration with professional or community partners.
- Practical experience integrated into academic courses as part of fieldwork, simulations, or external project-based learning.
- Practicum experiences designed specifically for teachers and clinicians

This policy applies to all students enrolled in programmes that include a work-integrated learning component and covers the responsibilities of students, LIHE staff, and host organisations.

3. Policy Statement

There are two categories of WIL at LIHE:

- a) Professional workplace placements: Includes internships and fieldwork that allow students to demonstrate progress towards meeting the required professional standards, in accordance with professional accreditation requirements.
- b) Industry-partnered projects: Introduces students to practices of work relevant to their degree, where workplace experience is not a prerequisite for entry.

Requirements for all WIL activities:

- a) Curriculum Integration: Must be embedded into the curriculum to support the integration of theoretical learning with its applications in the workplace or community environment.
- b) Inclusive Design: Should consider inclusive, equitable, and accessible WIL experiences design.
- c) Learning Outcomes and Assessments: Must have clearly articulated learning outcomes and assessments related to the WIL environment.
- d) Monitoring and Supervision: Need to be monitored and supervised, including actionable feedback to enable students to reflect on their practice.
- e) Compliance: Must comply with relevant legislative and regulatory requirements for WIL placements and LIHE policies.
- f) Reflection Opportunities: Should include opportunities for students to reflect on their experiences, thereby enhancing their learning and professional development.

Compliance with Policies:

- a) Students must adhere to the LIHE Academic Integrity and Misconduct Policy and the host organisation's professional conduct guidelines.
- b) Breaches of academic or workplace policies may result in disciplinary actions, including the termination of the placement and the imposition of academic penalties.

4. Principles

The following principles underpin LIHE's approach to WIL:

- All WIL activities must be clearly linked to the learning outcomes of the relevant programme or course. These activities should support students' academic and professional development by providing opportunities to apply their knowledge in real-world scenarios.
- LIHE is responsible for ensuring that all WIL experiences are of high quality and conducted in safe, supportive environments. This includes ensuring that host organisations provide appropriate supervision, facilities, and opportunities for student learning.
- LIHE values strong partnerships with industry, community, and professional organisations. These relationships are formalised through agreements that outline the responsibilities of each party in supporting student placements and projects.

- All WIL activities must comply with legal and ethical standards, including those related to workplace health and safety, equality, and professional conduct.

5. Responsibilities

LIHE's work-integrated learning activities involve multiple roles to ensure a high-quality learning experience for students. These roles include, but are not limited to, the *Academic Supervisor*, *Placement Coordinator*, *Placement Supervisor*, and the *Site-Based Supervisor*.

- *Academic Supervisor*: The Academic Supervisor is responsible for the overall academic quality of the WIL activity. They provide academic guidance to the student, help ensure that the placement or project aligns with learning outcomes, and assess the student's performance. Academic Supervisors must maintain regular contact with students and the Agency Supervisor to monitor progress and resolve any issues that arise.
- *Placement Coordinator*: The Placement Coordinator manages and oversees fieldwork placements and professional practice activities. They are responsible for the logistics of securing appropriate placements, ensuring alignment with academic requirements, and liaising with both students and host organisations.
- *Placement Supervisor*: The Placement Supervisor, based at LIHE, oversees students during fieldwork placements and ensures that they meet their learning objectives. They work closely with the Academic Supervisor to assess the student's performance and provide feedback.
- *Site-Based Supervisor*: The Agency Supervisor is a staff member at the host organisation who directly supervises the student during the placement or project. The Agency Supervisor is responsible for providing day-to-day guidance, assessing the student's practical performance, and maintaining communication with LIHE's Academic and Fieldwork Placement Supervisors. The Agency Supervisor ensures that students are integrated into the organisation's activities and that they meet workplace standards for safety, ethics, and professionalism.
- *Students*: Students are expected to actively engage in their WIL activities, follow the guidelines provided by LIHE and the host organisation, and maintain regular communication with their supervisors. Students are also responsible for keeping records of their progress and submitting reflective reports or other assessments as required.
- *Host Organisations*: Host organisations must provide high-quality mentors and supervisors and real-world professional experience in a safe and supportive environment for students. They must ensure that students receive adequate supervision and have access to resources necessary for optimal on-site learning. Host organisations are also responsible for complying with all legal and ethical standards and for providing feedback to LIHE on the student's performance.

6. Assessment and Evaluation:

- Assessment of WIL at LIHE must be consistent with LIHE's [Academic Progress Policy and Procedures](#) and its supporting procedures, reflecting the unique context and needs of each student's WIL experience.
- The assessment of WIL learning outcomes should:
 - a) Align with the relevant topic and course learning outcomes.
 - b) Reflect the appropriate level of the Australian Qualifications Framework.
 - c) Incorporate professional accreditation requirements where applicable.
- Academic Supervisors are responsible for the final assessment of each WIL activity within their topics, taking into account insights from external WIL supervisors and other academic staff.
- Assessment and evaluation efforts must be informed by and relevant to the needs of business, industry, and the community, ensuring practical and professional applicability.

7. Procedures

7.1. Identification and Assignment of Placements/Projects

- LIHE maintains a database of approved industry and community partners. This database is regularly updated to reflect current opportunities for students.
- Students may propose their own placements or projects, subject to the approval of the Placement Coordinator and the Academic Supervisor.
- All placements and projects must be formalised through agreements between LIHE, the student, and the host organisation.

7.2. Induction and Preparation

- Students are required to participate in an induction programme prior to commencing their placement or project. This induction covers health and safety, ethical conduct, and the expectations of both LIHE and the host organisation.
- For industry-partnered projects conducted in a classroom setting (e.g., hackathons or start-ups), preparation will include an overview of industry engagement, project management techniques, and collaboration skills.

7.3. Supervision and Communication

- Each WIL activity is supported by the Academic Supervisor, the Placement Supervisor (where relevant), and the Site-Based Supervisor. Regular updates between these supervisors ensure the quality of the learning experience.
- Online platforms (e.g., student management systems, reflective journals) are used to facilitate communication between students and their supervisors and to track the student's progress.



8. Insurance and Risk Management

- LIHE provides insurance coverage for students participating in unpaid, supervised WIL activities. This includes coverage for public liability, professional indemnity, and personal accidents.
- Host organisations must have adequate insurance coverage and provide a safe working environment for students.
- Risk assessments are conducted prior to placements to ensure that the workplace or project environment is suitable for student engagement.

9. Feedback, Monitoring, and Review

- At the conclusion of the placement or project, students, Academic Supervisors, Placement Supervisors, and Site-Based Supervisors will provide feedback on the experience.
- An advisory group of industry partners and academic staff will review feedback and use it to make recommendations for improving the WIL programme.
- Placements will be monitored continuously, with regular formal site visits conducted at least every two years to ensure compliance with quality standards.

10. Academic Progress, Integrity and Workplace Conduct

- Students must adhere to LIHE's [Academic Progress Policy and Procedures](#),
- [Academic Integrity and Misconduct Policy](#) and the host organisation's professional conduct guidelines. Breaches of academic or workplace policies may result in disciplinary actions, including termination of the placement and academic penalties.

11. Dispute Resolution

- Any disputes that arise during the placement or project will first be addressed by the Academic Supervisor in collaboration with the Fieldwork Placement Coordinator and Agency Supervisor. Unresolved disputes may be referred to LIHE's WIL coordinator or senior academic staff for mediation.

12. Termination

- Either party may terminate the WIL agreement by providing written notice in accordance with the terms outlined in the placement or project agreement. LIHE will assist students in securing alternative placements or projects if necessary.

13. Quality Assurance

- LIHE appraises the quality of coursework offerings and undertakes regular reviews as part of a quality assurance framework. LIHE ensures the systematic and regular review of curriculum, teaching, coursework quality, and risk through the [Course Review and Continual Improvement Policy and Procedures](#) and [Benchmarking Policy and](#)



Procedures. WIL undertaken as part of a coursework study at LIHE will be subject to these processes of quality assurance, which align with the [TEQSA Risk Assessment Framework](#) and should be considered within the [TEQSA Guidance Note: Work Integrated Learning](#).

14. Review Schedule

- This agreement shall be reviewed by the Academic Board every three years to ensure its alignment with current academic standards and legislative requirements.

Version History			
Version number:	Approved by:	Approval Date:	Revision Notes:
1.0	Academic Board	12/09/2024	New policy