

Work Integrated Learning Policy – Higher Education

1. Scope

- 1.1 This policy applies to students, staff, partner organisations, supervisors (Holmes and partner) and Holmes.
- 1.2 This policy applies to Higher education coursework assessment at all AQF levels, including undergraduate and postgraduate coursework courses.
- 1.3 This policy does not apply to students volunteering or working for pay at Holmes or other organisations.

2. Purpose

- 2.1 Work Integrated Learning (WIL) is the broad term referring to any structured and purposefully designed learning and assessment activity in a course curriculum that integrates theory with the practice of work. This encompasses clinical placements, professional placements, internships, field education and industry projects. WIL may be conducted online.
- 2.2 This policy applies to any WIL activity that is undertaken outside of Holmes with a partner organisation, within Holmes in conjunction with an external partner, or within Holmes where the partner is Holmes in its capacity as an employer.
- 2.3 WIL is a key element of Holmes commitment to high quality learning and teaching. It is recognised as making a significant contribution to the transition of graduates to the workplace.
- 2.4 This policy provides a framework and principles for WIL at Holmes. It is intended to ensure that students are provided with an effective and constructive learning experience integral to a course of study by embedding WIL into course curriculum and ensuring each WIL activity meets the needs of students, host organisations and Holmes.
- 2.5 WIL provided by Holmes is consistent with requirements and guidelines contained within relevant legislation and standards, including:
 - a) Education Services for Overseas Students Act 2000 ();
 - b) Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 (Cth);
 - c) Australian Qualifications Framework;
 - d) Fair Work Act 2009 (Cth);
 - e) Higher Education Standards Framework (Threshold Standards) 2020;
 - f) National Code of Practice Providers of Education and training to Overseas Students;
 - g) DFAT – Prevention of Sexual Exploitation, Abuse and Harassment;
 - h) Disability Discrimination Act 1992 (Cth);
 - i) Anti-Discrimination Act 1991 (Qld); and
 - j) Human Rights Act 2019 (Qld).

3. Principles

- 3.1 WIL activities will be designed to integrate work-related practice with teaching and learning, and must provide for the monitoring, supervision and performance assessment of students, and to enable students to reflect on their practice.
- 3.2 Specific WIL-related responsibilities for Holmes, students and partner organisations will be defined in procedures and academic resources.
- 3.3 Holmes will maximise opportunities for students to develop knowledge, skills and personal values through simulated workplace experiences and professional experiences.
- 3.4 Holmes will make reasonable adjustments to assist students to have equitable access to WIL, in accordance with the Diversity and Equity Policy and Procedure and relevant Anti-Discrimination legislation and Inherent Requirements.
- 3.5 Students must meet the standard of medical fitness required for a WIL activity, as specified by legislation or professional bodies or as otherwise inherent in the WIL activity. Any adjustments which are to be implemented in order to enable the student to participate safely in WIL will be documented in an Accessibility Action Plan.
- 3.6 Holmes is committed to providing equitable access to WIL activities across all campuses.
- 3.7 Where WIL is an inherent academic or professional accreditation requirement, the needs of students who may require reasonable adjustments will be considered as part of the program's curriculum design and accreditation.
- 3.8 Effective relationships with stakeholders are critical to the success of WIL activities. Holmes actively promotes and facilitates engagement with stakeholders to establish and maintain mutually beneficial professional relationships.
- 3.9 Holmes values community engagement through WIL-based partnerships with industry, professional and community organisations.
- 3.10 WIL activities are designed to provide benefits to all stakeholders including students, the broader community, the placement provider and Holmes.
- 3.11 WIL activities involving a placement provider shall only occur when a WIL Placement Agreement is in place between Holmes, a student and a partner organisation (i.e. industry partners, professional and community organisations, third party providers or partner institutions).
- 3.12 WIL agreements must be underpinned by a due diligence assessment to ensure that Holmes meets its obligations to its students and complies with all relevant legislative requirements. WIL agreements must also comply with advice from Holmes Legal and Compliance team.
- 3.13 All WIL activities will be monitored and evaluated and a variety of data and records will be kept. All records must be captured in an approved records management system, in accordance with the Holmes Records Management Policy and Procedure.
- 3.14 Holmes will quality assure all WIL activities as part of ongoing quality governance. Holmes will monitor WIL activities and the outcomes for students' including transferable skills and work-readiness as an element of the WIL quality review program. The findings will be used to inform changes to academic processes relating to WIL activities.

- 3.15 Approval of specific WIL activities should be commensurate with the current and documented provider risk appetite.
- 3.16 Holmes will take appropriate steps to monitor and support the wellbeing and safety of students engaged in WIL and has clear student grievance processes capable of resolving issues students may have with the WIL aspects of their course of study, as well as managing critical incidents should they eventuate.
- 3.17 Academic, practical and professional conditions of and requirements for student participation in WIL will be clearly stated in relevant academic documents. Holmes will take steps to ensure that WIL experiences are constructively aligned with broader facets of a course of study including curriculum, assessment, teaching and learning resources.
- 3.18 Academic, practical and professional conditions of and requirements for student participation in WIL will be clearly stated in relevant policies, procedures, guides and learning plans. Particular steps will be taken where necessary to ensure that WIL that forms part of requirements for professional accreditation is fit for that purpose and is clearly and accurately described in representations made by Holmes.
- 3.19 WIL opportunities are to provide students with work-related learning experiences for their educational benefit. These opportunities are not intended to create, or facilitate the creation of, an employment relationship between the student and the partner organisation, or between the student and Holmes.
- 3.20 If a student is remunerated for work under an employment relationship the student will not be covered by Holmes's insurance policies (including any travel insurance policy) for the purposes of that employment relationship or any WIL undertaken as part of that employment relationship.
- 3.21 Holmes is not responsible for any employment relationship entered into by a student. If an employment relationship ceases for any reason (in particular, prior to the student completing the credit requirements for their course or shorter form credential), Holmes will not be in a position to challenge the termination.
- 3.22 Holmes will ensure that a student placement coordinator prepares, oversees and manages all aspects of WIL to ensure and uphold safety, quality and relevance.
- 3.23 A student may apply for an exemption from a WIL activity on the grounds that they have previously undertaken a WIL activity of appropriate length in a related course of study or can demonstrate they have undertaken an equivalent activity during appropriate employment. If satisfied that the grounds are met, Holmes may grant an exemption, provided it is in accordance with any professional body requirements.
- 3.24 Where completion of WIL activities are a requirement for course completion, or are a key component of a program, the potential needs of students with accessibility requirements or a disability will be considered in program design.
- 3.25 Holmes will seek to accommodate student diversity by offering alternative WIL activities, where this will not adversely impact accreditation requirements or academic quality standards.
- 3.26 Holmes or the partner can withdraw a student from the WIL activity, either for a specific period and subject to specific conditions or for the remainder of the duration of the WIL.

3.27 The outcomes from all quality-related activities (e.g. audits, monitoring, reviews, investigations) will be used to inform the review of existing partnerships over time and delivery location in according with Holmes corporate and academic policies and procedures related to quality assurance and improvement.

Version Control and Accountable Officers

Responsible Officer		Chief Operating Officer	
Implementation Officers		Manager Governance and Compliance	
Review Date		November 2026	
Approved by			
Academic Board			
Associated Documents			
Third Party Arrangements Policy Course Development and Review Policy and Procedures - Higher Education Diversity and Equity Policy and Procedure Records Management Policy and Procedure			
Version	Brief Description of the changes	Date Approved	Effective Date
2.0	Revision to align with enhanced governance and management arrangements	7 June 2023	7 June 2023
2.1	Clause added on quality assurance	22 November 2023	22 November 2023