

STUDENT LEARNING FRAMEWORK

ACA-STU-05

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Objects of Excelsia College

Motivated by the Christian faith, as expressed by the Apostles' Creed and Nicene Creed, with fidelity to the Scriptures as the Word of God, the objects of the College are the advancement of the Christian faith and higher education.

1 Policy statement and principles

The purpose of this policy framework is to:

- ensure that the College provides a supportive teaching and learning environment that enables students and staff to develop to their full potential, underpinned by equity and fairness in educational processes and opportunity
- provide guidance to students and staff regarding reasonable and expected workloads in each unit and in each semester of study
- provide a transparent and equitable set of principles and procedures that describe the College's approach and process to supporting students to maintain satisfactory academic progress and to identify those students who require intervention
- provide the framework for systematically monitoring the academic progress of every student and implementing appropriate supportive strategies for any student who is not making satisfactory academic progress
- provide a framework for eliciting, capturing, summarising and documenting information on student and stakeholder perceptions of the quality and effectiveness of the College's curriculum for use in program evaluation, accreditation and other academic quality assurance processes and activities.

The College's approach to this policy framework is guided by the following principles.

1.1 Student workload

1.1.1 General

- i. The allocated credit points for each unit shall reflect workload expectations in that unit of study and in each semester of study.
- ii. Considering differences between individual capacities and circumstances as appropriate, full-time students are normally expected to work approximately 40 hours per week on their studies and study-related activities.
- iii. Part-time students are expected to work the particular pro-rata equivalent of a full-time student workload.
- iv. Regardless of any effect due to averaging of workloads, students undertaking a full-time workload should not normally be expected to work in excess of 50 hours in any given week.
- v. Student workload estimates should consider, and leave adequate time for appropriate study and research requirements, as well as face-to-face or online class commitments.

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- vi. It is recognised that, in practical subjects, students are often unavoidably involved in unit-related activities additional to regular lecture and study involvements (for example, in rehearsals, productions, and related activities). In such circumstances, staff will exercise special care for the health and wellbeing of students. Where a higher-than-average time commitment is required to be successful in the unit or take part in required collective activities, this will be reflected in the credit point load.
- vii. Students with a minimum GPA of 2.0 ('Credit'), or who have approval from the Head of School, will be permitted to enrol in units equating to 1.25 of an FTE workload. Any requests to enrol in units equating to more than a 1.25 FTE workload must be approved by the Chief Academic Officer and will usually require a GPA of 2.5 or above.
- viii. In exceptional circumstances, with the approval of the Head of School, students in their first semester of study may be allowed to enrol in units equating up to 1.25 of an FTE workload. Where approval is granted, the Head of School is responsible for providing additional supervision and support to the student as may be required for the student to pass all units in which they are enrolled.
- ix. At the discretion of the Chief Academic Officer, in consultation with the relevant Head(s) of School, and after consideration of students' progress in their course to date, students on academic probation may not be allowed to enrol in an FTE workload.
- x. Students who have concerns regarding the workload of a unit or course should raise them with the course coordinator. If they are not satisfied with the outcome, they should raise them with the Head of School. Matters not settled within the School should be referred to the Student Grievance Framework.

1.1.2 Monitoring

- i. Heads of School must monitor workloads in units of study. Ways to monitor this include: formal and informal student feedback, cyclical CUO review and approval, benchmarking, and review of assessment mapping practices in program design. Workloads should be adjusted when it is demonstrated that the actual workload deviates significantly from the estimate.
- ii. Workload matters are routinely evaluated through the Learning and Teaching Committee.

1.2 Monitoring student academic progress

- i. The College encourages open dialogue between staff and students so that academic problems and difficulties can be identified and overcome before they affect course progression.
- ii. The College monitors students' academic progress and attendance each semester during the study period, and at the completion of a study period to identify those who may be at risk of not progressing.
- iii. Students are responsible for maintaining satisfactory academic progress by passing all units in which they are enrolled.
- iv. A student has not maintained satisfactory academic progress when they:
 - fail over 50 per cent of their enrolled credit point load in any semester, or

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- fail the same compulsory unit twice.
- v. Where a student does not maintain satisfactory academic progress, the College:
- will adopt a suitable intervention strategy to support the student to return to satisfactory academic progress
 - may issue an academic warning to the student
 - may place the student on academic probation
 - may ask the student to show cause why their enrolment should not be cancelled.
- vi. Additionally, overseas students who do not maintain satisfactory academic progress violate the conditions of their student visa, and the College must report such students as breaching their course progression requirements, as set out in the *Education Services for Overseas Students Act 2000*.

1.3 Work-integrated learning

- i. Work-integrated learning (WIL) will be:
- a. constructively aligned to the learning outcomes of a course or unit and the methods of assessment
 - b. designed to maximise opportunities for students to apply their academic learning to real-world contexts
 - c. designed to provide students with the opportunity to demonstrate their levels of competence, to show evidence of action based on reflection and to identify areas of further personal and professional learning
 - d. designed to meet specific professional accreditation (if applicable), discipline, and student support requirements including those contained within relevant legislation and standards
 - e. underpinned by a curriculum that consistently makes connections to professional applications and work-ready skills and knowledge from the earliest opportunity and throughout the course of study. This may include classroom practices such as role-play, simulation, case studies, guest speakers from industry, professional ethics, and authentic assessment.
- ii. Work-integrated learning and its supervisory arrangements will be quality assured, including industry and partner feedback and assurance of the quality of supervision of student experiences. This will include assurance that WIL is delivered through adequate facilities and infrastructure to support the student's success, including supporting diversity and equity considerations, and the mitigation and monitoring of any associated risks.
- iii. Before establishing an agreement with the College, potential WIL partners will be assessed to ensure:
- a. compliance with all relevant legislative obligations, including work health and safety, as well as College policies and procedures including the Academic Integrity Framework and the Student Code of Conduct

- b. the facilities where the WIL activities are undertaken are fit for their educational purposes and able to accommodate the numbers and activities of the students and staff who use them
- c. WIL that forms part of requirements for professional accreditation is fit for that purpose and is clearly and accurately described in representations made by the College or its agents.
- iv. While undertaking WIL, students will be required to:
 - a. observe the Student Code of Conduct at all times
 - b. comply with workplace standards of professional behaviour and WIL partner policies and procedures
 - c. maintain satisfactory attendance and/or participation; and
 - d. complete all components of the WIL experience as specified in the WIL unit handbook.
- v. The College is responsible for the student's safety and welfare during all WIL and will monitor and support the wellbeing and safety of students engaged in WIL.
- vi. Students needing additional support during WIL will be supported by the College through an appropriate support plan.
- vii. If students are eligible to undertake a placement with a WIL partner in which they are employed, work-based placements must meet professional accreditation standards and require the approval of the College.
- viii. WIL activities will be supervised by an academic staff member, and where they take place in a workplace, collaboratively with a workplace supervisor.
- ix. All students are covered for property damage or personal injury while under the direction of the College. It is limited to the approved activities for which the College is directly responsible.
- x. A WIL Agreement shall be agreed to by the College, the WIL partner, and the student. The agreement and/or the WIL unit handbook will specify the roles and responsibilities of all parties, hours the work placement will take place within, and the total hours or days required to complete the outcomes of the unit(s) of study or course requiring the work placement.
- xi. All work-integrated learning documentation will be handled and stored according to the College's Information Management and Privacy and Framework.
- xii. Students should refer to the Student Grievance Framework for any issues they may have with their WIL.

1.4 Student and stakeholder feedback

1.4.1 Collecting feedback

- i. Feedback processes will:
 - a. be systematic and rigorous
 - b. include a range of feedback mechanisms

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- c. be respectful of the rights of students and staff
 - d. incorporate strategies to maximise student participation
 - e. align with the College Information Management and Privacy Framework.
- ii. All students and stakeholders, including graduates, industry partners, and academic peers, shall have the opportunity to provide feedback.
 - iii. The College seeks student feedback in a form which can be captured, analysed and reported every time a course unit is delivered.
 - iv. A core set of questions will form the basis of a survey deployed to systematically evaluate teaching and learning in all College courses. This set will include questions regarding students' experience of teaching and learning and, optionally, questions that may relate to students' broader study experience.
 - v. Where a survey instrument is inappropriate for a specific delivery mode or for specific student cohorts, alternative feedback mechanisms will be deployed.
 - vi. All graduating and exiting students will be given the opportunity to provide feedback on their courses or units of study.
 - vii. Stakeholder feedback will be collected as required for specific purposes using methods appropriate for the specific feedback sought.
 - viii. The College will participate in the government-endorsed surveys of the Quality Indicators for Learning and Teaching (QILT) as part of its strategy for continuous improvement.

1.4.2 Utilising feedback

- i. The College will engage with, and respond to, student and stakeholder feedback and will undertake improvement planning on the basis of such feedback.
- ii. Specifically, student and stakeholder feedback will be used by the College to:
 - a. enhance the student experience
 - b. improve the delivery of units and courses through the development of annual improvement plans
 - c. enhance course design and the connection of inter-related courses
 - d. motivate and support the scholarship of teaching
 - e. improve the provision of learning resources, facilities, equipment, and services, and
 - f. inform professional development programs.
- iii. Feedback may also be used to promote the College and courses to prospective students and stakeholders via advertising material over a range of mediums and delivery platforms.

1.4.3 Reporting feedback

- i. All feedback will be reported in a format that ensures that individual respondents and individual staff cannot be identified.
- ii. Reports on the results of student and stakeholder feedback will be distributed to staff with responsibility for improving student and staff experience.
- iii. Staff will be consulted and informed regarding the use and dissemination of student and stakeholder feedback.
- iv. Students and stakeholders will be informed of changes made to courses, programs and units based on feedback received.
- v. Results of student surveys will be made available:
 - a. internally for the purpose of sharing good practice and encouraging ongoing improvement
 - b. externally, as needed, for the purposes of benchmarking, and
 - c. externally, as needed, for the information of stakeholders and regulators.

Non-compliance with this policy framework may result in disciplinary action in accordance with Excelsia College by-laws.

2 Scope

This policy framework applies to all College students and staff.

Academic Progress Monitoring and Intervention policy and procedures do not apply to candidates for higher degrees by research (HDR). HDR candidates should refer to the College’s Research Framework.

Work-integrated learning policy and procedures apply to all College students and staff, and all organisations and individuals involved in the delivery of work-integrated learning activities. It does not extend to any activities that students undertake separately to their program at the College.

3 Roles and responsibilities

The following stakeholders have a responsibility in relation to this policy framework.

Role	Responsibility
Chief Academic Officer	<ul style="list-style-type: none">• analysing and reporting student and stakeholder feedback relating to academic programs• managing student unit feedback processes to ensure a quality improvement cycle• reviewing a student’s show cause and determining an outcome in consultation with the relevant Head of School and Registrar’s Office

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Compliance Officer	<ul style="list-style-type: none"> • issuing students with unsatisfactory academic performance notifications (Academic Warning Letter; Academic Probation Notification; Show Cause) • assessing the Academic Warning Form completed by the student, and approving strategies for improving academic progress • informing the student of the outcome of a show cause review • producing a report of students identified as at-risk for the upcoming semester and providing to the Heads of School
Course Coordinator	<ul style="list-style-type: none"> • monitoring academic progress and student matters at a course level
Director of Quality	<ul style="list-style-type: none"> • working with Heads of School to coordinate responses to feedback • reporting and publishing College responses to student and stakeholder feedback, at least annually
Heads of School	<ul style="list-style-type: none"> • reviewing and approving student requests to enrol in units equating up to 1.25 FTE workload and providing additional supervision and support to the student if approving such a request to ensure they pass all units in which they are enrolled • ensuring that mechanisms for the monitoring of workloads are in place • monitoring student academic progress and identifying at-risk students • monitoring implementation of strategies of students with an Intervention Plan and students on academic probation
Registrar	<ul style="list-style-type: none"> • monitoring the actions of Schools through the Learning and Teaching Committee • reporting to DHA any overseas student on a Student Visa (Subclass 500) who is not able to complete their course within the terms of their student visa
Student Grievance Committee	<ul style="list-style-type: none"> • reviewing student appeals in regard to student grievances
Students	<ul style="list-style-type: none"> • working approximately 40 hours per week on their studies (full-time) or a pro-rata equivalent (part-time) • making satisfactory academic progress
Unit Coordinators	<ul style="list-style-type: none"> • monitoring academic progress and attendance of students at a unit level • consulting with Course Coordinators regarding any student at risk of not progressing

4 Definitions

For the purpose of this policy framework, the following definitions apply.

Term	Definition
academic probation	The status a student is given when they fail over 50 per cent (but less than 100 per cent) of enrolled credit point load in a semester for the second consecutive time, or where they fail 100 per cent of credit point load in a semester for the first time, or when their show cause submission has been accepted.
academic progression	The successful progression of a student in the study of their course, aligned to the official progression chart in the course outline.
academic warning	A formal warning issued when a student is failing over 50 per cent (but less than 100 per cent) of credit point load in a semester for the first time.
exclusion	A student's enrolment in a course at the College is terminated.
full-time equivalent (FTE) student workload	600 hours in total over a semester. This is notionally defined as 40 hours per week. The policy is predicated on the assumed workload that a student of average ability would be expected to negotiate in any given unit, and across their course as a whole, in order to obtain at least a Pass in each unit.
IELTS	International English Language Testing System.
intervention strategy	A systematic course of actions to identify and support students who are not making satisfactory progress. It includes but is not limited to consultation, workshops and presentations, remedial online sources, and independent learning support. An intervention strategy is also implemented when a student on a Student Visa (Subclass 500) requires an extension of their Confirmation of Enrolment (CoE) due to failing to meet course progress requirements.
satisfactory academic progress	A student's ongoing involvement and progress towards achieving course outcomes, as demonstrated by satisfactory participation in and completion of formal assessment components scheduled throughout the course. Satisfactory academic progress is defined as passing at least 50 per cent of enrolled credit point load in a semester.
show cause	A formal letter issued when a student fails over 50 per cent (but less than 100 per cent) of credit point load in a semester for the third consecutive time, or where a student fails 100 per cent of credit point load in a semester for the second consecutive time, or where a student fails the same compulsory unit for a third time.
work-integrated learning (WIL)	Work-integrated learning (WIL) is a process that integrates academic learning with its application in the workplace. It involves structured and purposefully designed learning and assessment tasks that combine theoretical knowledge with practical work experience. Work-integrated learning includes service learning, and activities normally involve students interacting with industry and community within a work context or similar situation. This may be simulated and

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	generally allows students to learn and apply/demonstrate skills and knowledge applicable to the course of study being undertaken.
work-integrated learning partner (WIL partner)	An individual or organisation with which a student is undertaking a work-integrated learning experience or activity.

5 Procedures

5.1 Monitoring student academic progress

5.1.1 Strategies during semester

Academic staff should employ the following strategies and guidelines to monitor and support student progression.

- i. Before each semester commences the Head of School monitors the assessment processes in the School to ensure appropriate student loads and scheduling of requirements.
- ii. During semester, lecturers monitor the academic progress and attendance of students in their units, engaging the students in early formative tasks with feedback to support success. Where lecturers identify individual students with unsatisfactory progress, they should design appropriate strategies to support student success. Staff should document their monitoring and intervention strategies to ensure students receive the best possible assistance to achieve their study goals.
- iii. In cases where students are at risk of not progressing, the Unit Coordinator may consult with the Course Coordinator to develop an intervention strategy. Strategies may include requiring the student to:
 - complete an academic skills program
 - receive individual case management
 - attend counselling
 - receive assistance with personal issues that are influencing progress
 - be placed in a suitable alternative unit or course
 - reduce their study load (after consulting with the Registrar's Office)
 - take a leave of absence (after discussion with the Registrar's Office).

The Head of School will formalise the discussion in the form of a letter notifying the student that they are at risk of not passing the unit(s) and advising strategies to give the student the best opportunity of succeeding. This should be saved on the student's file (Paradigm) and noted in the records presented at Moderation. It is also advisable that this should be done prior to the relevant census date, where possible.

5.1.2 Intervention strategies

- i. At semester-end, the Head of School identifies at-risk students and reports on progression in the Moderation Report to the Academic Board, together with recommendations for intervention.
- ii. At semester-end, the Registrar’s Office will report to the Learning and Teaching Committee on progression rates.
- iii. The Compliance Officer will issue students who fail more than 50 per cent of their enrolled credit point load with one of the following unsatisfactory academic performance notifications together with a copy of this Framework and details of the course of action that is required (see ‘Intervention Strategies’ table).
- iv. Any formal notification from the Compliance Officer will refer students to the College’s Student Grievance Framework and advise them that they are able to appeal within 20 working days.
- v. While the Academic Board may overrule in any particular case, the normal interventions are an academic warning; academic probation; or show cause (as shown in Table 1 below).

Table 1: Intervention strategies

Unsatisfactory Academic Performance notification	Any student who:
Level 1: Academic Warning	<ul style="list-style-type: none"> • fails over 50 per cent (but less than 100 per cent) of credit point load in a semester for the first time
Level 2: Academic Probation	<ul style="list-style-type: none"> • fails over 50 per cent (but less than 100 per cent) of credit point load in a semester for the second consecutive time • fails 100 per cent of credit point load in a semester for the first time • fails the same compulsory unit twice
Level 3: Show Cause	<ul style="list-style-type: none"> • fails over 50 per cent (but less than 100 per cent) of credit point load in a semester for the third consecutive time • fails 100 per cent of credit point load in a semester for the second consecutive time • fails a compulsory unit for the third time • does not pass over 50 per cent of credit point load they attempt during a semester where they are on academic probation

Level 1: Academic warning

- i. The Compliance Officer will send an Academic Warning Letter to the affected student as a formal notification that they have not maintained satisfactory academic progress and are therefore at risk of not being able to complete their course.
- ii. The Academic Warning Letter instructs the student to complete the Academic Warning Form, including strategies for improvement to be implemented in the following semester, referred to as a Preliminary Intervention Plan.
- iii. The Compliance Officer assesses the form and approves the strategies. They may recommend additional support measures for the student. The Head of School or an assigned Case Manager will monitor the student's strategies during their semester.

Level 2: Academic probation

- i. The Compliance Officer sends the student an Academic Probation Notification.
- ii. The Academic Probation Notification will:
 - a. advise the student that they have not maintained satisfactory academic progress and are therefore at risk of not being able to complete their course
 - b. inform that any failure by the student in the probationary semester will result in a request to show cause to the Academic Board why the student should not be excluded from their course
 - c. outline an intervention strategy for the student, which may include academic skills workshops and assessment help sessions. Where appropriate, students may also be offered support in non-academic areas
 - d. require the student to meet with the course coordinator to agree on strategies for improving the student's chance of academic success and to develop an agreed course plan
 - e. refer students to the College's Grievance Framework and advise them that they are able to appeal within 20 working days
 - f. in the case of overseas students, include a warning that failure to achieve passing grades for all units in their probationary semester will result in them being reported to the Department of Home Affairs (DHA) as not meeting the course progression requirements. Students will be warned that this will normally lead to the cancellation of their visa.
- iii. The student is given 5 working days to respond to the intervention strategy specified in the Academic Probation Notification.
- iv. A copy of the course plan is placed on the student's file.
- v. The Head of School will monitor the progress of any student on probation and may assign a Case Manager who can encourage the student to identify and address any personal issues that may be influencing academic progress. The Head of School or Case Manager will remind the student of support services they can access and will ensure international students comply with their visa conditions.

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Level 3: Showing cause, exclusion, reporting

- i. The Compliance Officer sends a formal letter to students identified as needing to show cause as soon as possible following the release of final results each semester. The letter should advise students that:
 - a. they have been at risk of failing to maintain satisfactory academic progress
 - b. they are now formally required to show cause within 10 working days why they should not be excluded from their course
 - c. failure to show cause will lead to automatic exclusion from their course
 - d. they should approach their Head of School or Registrar's Office for advice and/or assistance.
- ii. Students must respond to the 'show cause' letter in writing within 10 working days to enable their progression to the next semester if approved. Their response must indicate in one page or less:
 - a. the reason(s) for their previous performance, supported by documentary evidence
 - b. any remedial action undertaken since they received advice related to their progression, and
 - c. how they intend to improve their academic performance if permitted to continue.
- iii. The Compliance Officer will gather the student's written response and documentary evidence for Chief Academic Officer review, who will make a determination in consultation with the relevant Head of School and the Registrar's Office.
 - a. The student may elect to be interviewed by the Chief Academic Officer or delegate.
- iv. If the student demonstrates a determination to make satisfactory progress, the Chief Academic Officer may allow the student to continue in the course. Usually, the student will remain on academic probation and must make satisfactory academic progress in the following semester. Certain conditions, intended to support the student to be successful in study, may be placed on enrolment.
- v. If the student does not demonstrate determination to make satisfactory progress, the student may be suspended for a period of time or excluded from the course.
- vi. The Compliance Officer formally informs the student of the outcome of the 'show cause' review, advising the student that they can access the student grievance procedures to lodge an appeal within 20 working days if they believe the assessment has been made in error.
- vii. The Compliance Officer will not process a course exclusion until the 20-day appeal or grievance period has passed and any appeal or grievance process has been finalised.
- viii. If a student proceeds to appeal, then in hearing this grievance, the Student Grievance Committee may only determine if the Registrar's Office or its panel has followed due process.

- ix. The Registrar reports to the Department of Home Affairs (DHA) any overseas student on a Student Visa (Subclass 500) who is not able to complete their course within the terms of their student visa. The directions and forms for reporting non-compliance with student visa conditions through unsatisfactory course progress are available on PRISMS (Reporting Quick Reference Guide). The Registrar will not report a student for non-compliance until the 20-day appeal period has passed and any appeal processing has been finalised.

5.1.3 Monitoring intervention strategies

- i. After Moderation and the publishing of grades, the Compliance Officer will produce a report of students identified as at risk for the upcoming semester. This will be provided to the Heads of School for monitoring over the next period of study.

5.2 Work-integrated learning

5.2.1 Selection of WIL partners

- i. The College will assess every potential WIL partner to ensure that the partner is able to provide a safe and rewarding WIL experience for students.
- ii. The potential WIL partner is to fill out and submit a pre-placement questionnaire. The questionnaire ensures that the work placement provider has safety policies and procedures in place, which are relevant to the WIL activities. The questionnaire allows for issues to be identified and resolved in a timely manner, or for unsuitable workplaces to be excluded from the WIL program where issues cannot be resolved.
- iii. A College staff member responsible for the WIL coordination will conduct a site visit of the potential WIL partner. The site visit will ensure that:
 - a. the expectations and responsibilities of each party are clearly identified and agreed upon
 - b. all risks associated with the proposed WIL activity are identified and minimised
 - c. the WIL partner is able to provide the student with an experience that is in keeping with the learning outcomes of the placement course.
- iv. If there are any concerns that the potential WIL partner is unable to meet required standards, then the College will not pursue a partnership with the organisation for WIL purposes.
- v. If the potential WIL partner meets required standards, then the College arranges for the relationship with the WIL partner to be formalised through a Memorandum of Understanding (MOU).

5.2.2 WIL Agreement

- i. Before the commencement of the WIL activity, a WIL Agreement must be signed by the student, a College representative, and a representative of the WIL partner where the WIL activity is taking place. The agreement must include:
 - the personal details of the student (including emergency contact)
 - course and unit details
 - details of the placement (dates, contact persons and times if available)

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- insurance, risk assessment and student disclosure statement
- travel management plan
- other information as determined by the discipline.

5.2.3 Preparing for placement

- i. The School shall provide the student with the relevant WIL Handbook prior to the start of the WIL activity.
- ii. The Handbook shall include information on:
 - a. WIL activity commencement, hours, and structure
 - b. responsibilities, including expectations of tasks and safety, for each party
 - c. eligibility requirements, including academic prerequisites, non-academic requirements (which may include but are not limited to immunisations, visas, Working with Children Checks, Police Checks and responsibilities for associated costs) and requirements of professional registration and accrediting bodies (where applicable)
 - d. contact information
 - e. information about relevant policies and procedures, including student grievance resolution
 - f. insurance information
 - g. how to support at-risk students or students unable to meet progression requirements.
- iii. The WIL partner will ensure the student is provided an induction which includes:
 - a. health and safety policies and procedures
 - b. emergency and evacuation procedures
 - c. first aid arrangements and contacts
 - d. procedures for reporting accidents/incidents/risks
 - e. name and location of health and safety representative
 - f. details on the process for managing and resolving health and safety issues.

5.2.4 Monitoring and supervision during placement

- i. During the WIL activity the student will be supervised by an appropriate member of the WIL partner, who will be available at all times should the student require support.
- ii. Students' progress will be monitored by the WIL partner and the relevant College staff member.
- iii. In some disciplines the student may be required to complete a logbook that details the hours and activities undertaken and is to be signed by the WIL partner.

6 Academic Support Matrix

Scope	Activity	Responsibility	Data	Referral/Action Options	Feedback Loop
All commencing students (Admissions)	Assessment of English literacy	Acquisitions and Admissions	<ul style="list-style-type: none"> • IELTS scores • Entry interview data 	<ul style="list-style-type: none"> • Academic bridging unit 	<ul style="list-style-type: none"> • Written report from lecturer • Academic progress reporting
All commencing students (Orientation)	Study Skills and Research Support Sessions	Chief Academic Officer	<ul style="list-style-type: none"> • Session attendance 	<ul style="list-style-type: none"> • Repeated sessions for non-attending students • Online Orientation 	<ul style="list-style-type: none"> • Attendance Register
All commencing students (Orientation)	Library Orientation	Library Manager	<ul style="list-style-type: none"> • Session attendance 	<ul style="list-style-type: none"> • Repeated sessions for non-attending students • Online Orientation 	<ul style="list-style-type: none"> • Attendance Register
All commencing students (Orientation)	LMS Orientation	Chief Academic Officer	<ul style="list-style-type: none"> • Session attendance 	<ul style="list-style-type: none"> • Repeated sessions for non-attending students 	<ul style="list-style-type: none"> • Attendance Register
All commencing students (Transition Support)	Integrated academic literacies support; Transition and orientation program	Chief Academic Officer	<ul style="list-style-type: none"> • Class participation • Lecturer feedback • Student feedback 	<ul style="list-style-type: none"> • Student Support • Academic support • Academic skills consultation • Small group coaching • Academic skills workshops • Peer-to-peer academic support 	<ul style="list-style-type: none"> • Student progression • First-year retention
All students during semester	Staff academic mentoring	Head of School	<ul style="list-style-type: none"> • Class participation • Assessment grades 	<ul style="list-style-type: none"> • Ad-hoc staff mentoring sessions 	<ul style="list-style-type: none"> • Informal student and staff feedback • Library usage statistics • Grade improvement
Aboriginal and/or Torres Strait Islander students	Indigenous student success plan	Indigenous Student Support Advisor	<ul style="list-style-type: none"> • Class participation • Assessment grades • Diversity of cohort 	<ul style="list-style-type: none"> • Additional tuition where appropriate • Scholarships where available • Academic skills consultation • Community liaison where appropriate 	<ul style="list-style-type: none"> • Student progression

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Scope	Activity	Responsibility	Data	Referral/Action Options	Feedback Loop
Students with disability	Learning Equity Access Plan (LEAP)	Disability Advisor	<ul style="list-style-type: none"> • Class participation • Assessment grades • Access • Diversity of cohort 	<ul style="list-style-type: none"> • Reasonable adjustments as negotiated • Universal design for learning principles embedded across curriculum 	<ul style="list-style-type: none"> • Student progression
Special admission students (Admissions)	Individual academic support plan		<ul style="list-style-type: none"> • Session attendance • Individual plan 	<ul style="list-style-type: none"> • Identification of specific support needs • Schedule support events/sessions 	<ul style="list-style-type: none"> • Informal student and staff feedback
Special admission students at the end of each semester	Individual support plan review		<ul style="list-style-type: none"> • Session attendance • Plan completion • Student feedback 	<ul style="list-style-type: none"> • Refer for counselling support • Affirm support approaches • Recommend changes in approach 	<ul style="list-style-type: none"> • Support staff feedback (various) • Student feedback • Student academic results • Lecturer feedback where appropriate
Failing students at the end of each semester	Identification of reasons for failure	Moderation Committee	<ul style="list-style-type: none"> • Reason for failure provided by Head of School 	<ul style="list-style-type: none"> • Student Support • Academic support • Academic skills consultation • Small group coaching • Academic skills workshops • Referral to external support services • Reduced workload 	<ul style="list-style-type: none"> • Written report from tutor • Written report from lecturer • Reassessment of progress at next semester
All students at the end of each semester	Monitoring of academic progress	Registrar	<ul style="list-style-type: none"> • Academic progress 	<ul style="list-style-type: none"> • Student Support • Academic support • Academic skills consultation • Small group coaching • Academic skills workshops • Reduced workload 	<ul style="list-style-type: none"> • Written report from tutor • Written report from lecturer • Reassessment of progress at next semester

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7 Document status and governance

Responsible Officer	Chief Academic Officer	Date created: January 2024 Date of last review: February 2024
Approving Authority	Academic Board	Meeting date: 15 February 2024 Agenda item number: 8.8
Endorsement	Learning and Teaching Committee	Meeting date: 30 January 2024 Agenda item number: 7.7
	Management Committee	Date endorsed: 9 February 2024 Agenda item number: 8.2
Publication	Version 1 (Public)	February 2024
Related documents and references	<p>External documents</p> <p>Higher Education Support Act 2003 (Cth) Education Services for Overseas Students Act 2000 (Cth) Higher Education Standards Framework (Threshold Standards) 2021 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Department of Education Employment and Workplace Training PRISMS</p> <p>Internal documents</p> <p>ACA-STU-02 Student Grievance Framework ACA-STU-03 Assessment Framework ACA-STU-04 Student Wellbeing Framework Application for Extension GOV-PLA-01A Learning and Teaching Plan Summary PLA-GEN-04 Learning and Teaching Plan PLA-GEN-12 Scholarship Across the Curriculum Plan PO-STU-01 Support for Students Policy REG-STU-02 Student Lifecycle Framework</p>	
HESF	1.3, 2.3, 2.4, 3.1, 3.3, 5.3, 7	
Review date	Review of Version 1	February 2027

8 Document history

This policy framework has been amended as follows:

Version	Approved by and date	Sections amended

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