

Integrated Work-based Learning Policy

1. Purpose

UNSW College (the College) offers work-based learning opportunities and experiences to students participating in applied programs, in order to support the practical and realistic application of academic learning in a professional setting.

This policy outlines the framework for integrated work-based learning (IWL) at the College supporting the development of industry-ready graduates and encompasses various forms of IWL.

All IWL activities undertaken by College students will be in keeping with any relevant legislative and regulatory instruments including the Fair Work Act 2009, the Higher Education Standards Framework and ESOS National Code.

2. Scope

This policy applies to all students enrolled in Award programs where integrated work-based learning is a required component of an accredited program including both core and elective courses. It also applies to teachers, staff, and industry partners involved in the delivery of IWL.

2.1 Types of IWL

- (a) **Internships and Industry Placements:** Structured and supervised work placements where students are placed in a temporary position that emphasises on-the-job training.
- (b) **Degree Apprenticeship:** A degree apprenticeship is a type of job that combines structured on-the-job training, mentoring, and supervision together with academic higher-level learning, with successful completion of both practical and academic elements leading to a degree. Apprentices spend most of their week working but dedicate at least 20% of their time to off-the-job study or training. It is also known as 'earn-as-you-learn'.
- (c) **Simulations:** Authentic, hands-on exercises conducted in controlled environments (e.g., clinics, studios, simulated hotels) to mimic real-world situations and develop practical skills and decision-making capabilities
- (d) **Industry Projects:** Collaborative projects where students work on real-world problems provided by partner organisations.
- (e) **Co-op Program:** A structured method of combining classroom-based education with practical work experience.

2.2 Out of Scope

- (a) Work-related or volunteering activities that do not form part of the accredited curriculum.

- (b) Industry guest speakers, field trips, and industry or community workshops held on campus or virtually are a type of industry engagement that are not included in the scope of this policy.

3. Policy statement

Integrated work-based learning is an approach that integrates academic learning with practical work-related skills-based training or work experiences related to a student's field of study. IWL is designed as part of the curriculum and aims to enhance students' industry skills, work-based experience, and employability during the course of their study.

3.1. Objectives

- (a) To provide students with practical work-related experience combined with their academic learning.
- (b) To enhance student employability skills and career readiness.
- (c) To ensure that IWL experiences form part of a coherent program of study, are meaningful, relevant, and aligned with both work-related and academic learning outcomes.
- (d) To foster partnerships between UNSW College and industries that are of mutual benefit to the industry partner, the College, and students.
- (e) To guide decisions that ensure integrated work-related activities comply with relevant regulatory and legal requirements.

3.2. Key Principles

The following set of principles will guide the development and delivery of IWL at the College:

(a) Purposeful Design

- i. IWL activities integrated into the curriculum will align with both program and course learning outcomes and be mapped at the program level.
- ii. Integrating real-world practice and learning in courses will support students' progress towards achieving graduate capabilities and professional competencies through work-related experiences.

(b) Co-design with Industry

- i. IWL activities will be co-designed with industry partners where feasible and practicable and, where applicable, professional registration bodies.
- ii. These collaborations will benefit the College, its students, and industry partners by ensuring that IWL activities reflect industry needs and expectations.
- iii. Industry partners should provide experiences that contribute to student learning outcomes.

(c) **Authentic Engagement**

- i. A variety of IWL activities will be offered across a program to provide students with meaningful real-world experiences.
- ii. These activities will support the achievement of both employability and learning outcomes, tailored to year level and progression.

(d) **Inclusivity and Accessibility**

- i. IWL activities will be designed and delivered to enable the participation of all students, ensuring inclusivity without compromising quality or breaching external regulatory frameworks.

(e) **Support and Guidance**

- i. Students, staff, and workplace supervisors will receive appropriate preparation, guidance, and ongoing support. This includes access to essential learning resources and support services to ensure successful participation in IWL activities.

(f) **Health, Safety, and Well-being**

- i. Risks and due diligence linked to IWL activities will be monitored and managed by the College and industry partners, to ensure the health, safety and wellbeing of students.
- ii. Students are required to adhere to all workplace health and safety regulations during their placement and/or IWL activities.
- iii. Host organisations must ensure a safe working environment.
- iv. The College provides support mechanisms to assist students throughout their IWL experience and address any issues that may arise during placements.

(g) **Quality Monitoring and Supervision**

- i. The College will continuously monitor the quality of IWL activities to ensure proper supervision and manage risks in compliance with legislative and regulatory requirements and meet accreditation standards and industry requirements.

(h) **Apprenticeship and Placement Agreements**

- i. The College will develop a Placement Agreement with industry partners at which students undertake internships or industry placements, which details responsibilities of each partner.
- ii. An agreement between the College and industry partners will be in place detailing the inherent requirements of work and study release models for students undertaking degree apprenticeships, as well as the responsibilities of each partner.

4. Roles, responsibilities, and delegations

- (a) **Students:** Actively participate in IWL opportunities, adhere to all relevant College and workplace policies, and complete all work-based training and academic requirements.
- (b) **Academic and Student Support Staff:** Facilitate IWL experiences, provide orientation, academic support, supervision, monitoring, assessment of student performance, and student support services.
- (c) **Industry Partners:** Provide meaningful work experiences, mentorship, and feedback to students.
- (d) **IWL Staff:** Oversee the implementation of IWL programs and opportunities, acquire, manage and liaise with industry partners, and support students and academic staff.

5. Definitions

Definitions and Acronyms	
Block release	An employer releases their employee (the student) from work to study for a period of time (number of weeks) as part of the curriculum. See Release models.
Day release	An employer releases their employee (the student) from work to study 1,2 or 3 days per week. See Release models.
Integrated work-based learning (IWL)	Integrated work-based learning integrates academic learning with practical work-related skills-based training or work experiences related to a student's field of study. Also known as work-integrated learning (WIL) or industry related learning.
Host Organisation	A company, clinic, institution, or not-for-profit organisation that provides IWL opportunities for students.
Industry Partners	Includes industry bodies, companies, businesses, government and not-for-profit organisations who work with the College on the development of integrated work-based learning activities
Placement	The period during which a student is engaged in practical work at a host organisation.
Release models	Release models are associated with apprenticeship learning and forms part of a formal agreement between the College and industry partner allowing for a percentage of time an employee is released from work to study their award program. It can take the form of day release or block release.

Related Policy Documents and Supporting Documents	
Legislation	Higher Education Standards Framework (Threshold Standards) 2021 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Fair Work Act 2009

Policy	Assessment Policy Program Development Approval and Review Policy Recognition of Prior Learning and Credit Transfer Policy Student Health, Safety and Wellbeing Policy Support for Students Policy Student Feedback Policy
Procedures	Integrated Work-based Learning Procedure Program Development Approval and Review Procedure Students with a Disability Procedure
Forms	N/A

6. Policy Governance

Integrated Work-based Learning Policy	
Category/Business Group	Academic Programs
Published Externally (Yes/No)	Yes
Approver	Academic Board
Responsible Officer	Executive Director Academic
Contact Officer	Programs, Product Development Manager
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1	Academic Board	24/01/2025	5/12/2024	N/A

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