Guidelines for Work-Integrated Learning Industry & Community Collaborators

EDITH COWAN UNIVERSITY

School of Business & Law

These Guidelines describe the respective responsibilities of the University (including those of relevant members of staff), students and industry and community collaborators ("Collaborator") engaged in Work-Integrated Learning ("WIL") for the following programs offered by the School of Business and Law:

- ECU Work Placement Program (BUS6900)
- ECU Internship Program (SBL2105, SBL3102, FBL3400, FBL3500)
- ECU Sport Business and Event Management Micro-Placement Program (SPM1102, SPM2111, TSM2202)

These Guidelines must be read in conjunction with, and subject to, any express written agreement between ECU and the Collaborator concerning the relevant WIL activity.

1. What is Work-Integrated Learning?

Work Integrated Learning (WIL) is the intentional integration of theory and practice. It is the process whereby students learn through experience in practical settings. WIL is learning, which is embedded in the experience of work, whether it is paid or unpaid, full-time or part-time. It may be embedded into a course or unit or completed as an extra or co-curricular activity. Other terms used to describe WIL include practicum, internships, fieldwork, cooperative education, field education and sandwich course.

ECU is committed to embedding WIL in all undergraduate and postgraduate courses by ensuring that all aspects of teaching, learning, and research are inspired by industry and community collaboration.

WIL at ECU aims to enhance the skills and attributes that have been identified as being critical to the success of our graduates – making significant contribution to our graduates' work and industry readiness. During WIL, students have the opportunity to learn by doing and being provided with valuable feedback – providing them with the opportunity to develop the skills and capabilities that employers and community expect.

2. The benefits of Work Integrated Learning

Your organisation can benefit from participating in this program in the following ways:

- Staff development through interaction and engagement with students and ECU staff.
- Developing links with the University and other organisations.
- The opportunity to identify prospective employees.
- The opportunity to provide feedback that shapes what future students are taught.
- A mutually beneficial collaboration with ECU and its various Faculties and Schools.

3. Roles and Responsibilities for WIL Activities

When arranging the WIL experience, the ECU Coordinator will inform the Collaborator which program the experience refers to (if this has not been conveyed to the Collaborator already).

ECU Coordinators' Responsibilities

The relevant ECU Coordinator is responsible for:

a) Liaising with students engaged in WIL activities and ensuring that assessment is conducted in accordance with ECU's Assessment Policy.
b) In consultation with potential Collaborators, identifying opportunities for WIL activities and allocating students to those activities.
c) Providing adequate and appropriate information for Collaborators about ECU's expectations of all parties involved in WIL activities.
d) Regularly consulting with Collaborators about the performance of students placed in those organisations and providing and recording details of timely feedback provided to students engaged in WIL activities.
e) Communicate to students regarding any specific requirements Collaborators have in terms of intellectual property rights for works created by students during WIL activities prior to commencement of those activities so that the students can make an informed decision in as to whether they wish to proceed. Collaborators will be required to communicate any specific requirements they have in relation to intellectual property prior to receiving students and any assignment or licence documentation will be the responsibility of the Collaborator.

Student's Responsibilities

An ECU Student undertaking a WIL experience is responsible for:
a) Complying with all applicable policies, procedures and requirements of the Collaborator (including any confidentiality requirements).
b) Complying with and, where relevant, providing evidence of meeting any pre-requisites for attendance at the workplace, including certification requirements and participation in induction programs.
c) Alerting the University and the Collaborator to any medical condition or disability that might impact on the student's capacity to carry out their tasks and responsibilities during WIL.
d) Committing themselves to full and active participation in the WIL experience and its assessment.
e) At the earliest opportunity, raising with the relevant ECU Coordinator any issues impacting adversely on their participation in the WIL experience, including issues relating to their supervision, intellectual property rights, conflicts of interest or inter-personal conflicts.
f) Acting in a professional manner consistent with the ECU Student Charter and in accordance with the provisions of relevant ECU Statutes and Rules.

Collaborator's Responsibilities

A Collaborator is responsible for:

a) Committing itself to active and responsive participation in all aspects of a WIL experience, including:
    - Unless alternative supervision arrangements have been agreed upon, providing supportive supervision by staff members of the organisation;
    - Providing regular feedback on student's progress in WIL; and
    - Responding in a constructive and timely manner to requests by the University or a student for changes in arrangements for a WIL experience.
b) Providing a safe workplace and adequate training, including induction programs, in occupational health and safety policies, procedures and practices.
c) Ensuring that adequate and appropriate information is provided to students about its relevant policies and procedures.

d) Unless alternative supervision arrangements have been agreed upon, appointing an individual workplace supervisor for each student placed in the organisation, with responsibility for:
    - supporting and mentoring the student throughout the WIL experience, including providing adequate induction and information about the organisation's policies and procedures.
    - being aware of the expectations for the student which are inherent in the WIL experience, including those relating to the range of experiences and learning opportunities to be provided to the student.
    - providing regular feedback to the student and the University supervisor about the student's progress and maintaining records of such feedback.
    - contributing to the assessment of the student by providing periodic evaluations of their performance and participating in the determination of their final result in the unit (as prescribed by the ECU Coordinator); and
    - consulting the University supervisor at the earliest opportunity if concerns arise about the student's progress or conduct during the WIL experience or if inter-personal disputes involving the student occur in the workplace.
e) Informing all staff at the WIL experience location that the student is engaged in a WIL experience or activity and describe the nature and purpose of the program.
f) Contacting the ECU Coordinator immediately if the student is absent from the WIL experience, ill, injured, or asked to leave before the expiration of this agreement.
g) Communicating to the relevant ECU Coordinator any specific requirements it has in relation to intellectual property prior to the receiving any students.
h) Notifying and inducting the student into the appropriate Occupational Health & Safety systems within the WIL workplace including but without limitation:
    - Health and safety policies;
    - Emergency and evacuation procedures (including emergency numbers);
    - First aid arrangements (including names and phone numbers of first aiders);
    - Procedures for reporting accidents/incidents/risks;
    - Name and location of health and safety representative; and
    - Details on the process for managing and resolving health and safety issues.

4. Additional Matters

a. Confidentiality

The Student and the University acknowledge the need to respect commercial-in-confidence and other material owned by the Collaborator. ECU students may have access to privileged or confidential information in the course of their WIL experience or activities and ECU will direct all students to comply with any procedures or policies of the Collaborator in terms of confidentiality. If the Collaborator has any specific requirements such as requiring students to sign confidentiality undertakings, these requirements should be conveyed by the Collaborator to the ECU Coordinator prior to receiving any students.

b. Insurance

ECU has insurance policies in place that extend to students participating in unpaid WIL activities. Certificates of Currency for these policies can be provided upon request.

The WIL experience does not give rise to an employment relationship between the student/s and the Collaborator or ECU. Unless the student and Collaborator, on their own volition, enter into an employment contract or arrangement (which will be a private arrangement not involving ECU), students shall not be paid for their time on the WIL experience.

If students become employed or are paid in anyway, it will become necessary for the Collaborator to maintain insurance cover (including worker's compensation insurance) for that student. Once an employment agreement is in place between the student and the host, ECU's insurance cover will no longer extend to the student.

c. Police Clearance, Working with Children, Responsible Service of Alcohol, etc.

Students may be required to obtain certain checks, clearances or certifications for their work-based WIL activity (e.g., Police Clearance, Working with Children Check, or Responsible Service of Alcohol certificate). Organising and paying for these checks, clearances and/or certificates is the student's responsibility. Students must allow sufficient time to obtain the required checks , clearances and/or certificates must not commence their WIL activity until all are in place.

5. *Workplace Supervisor Guidelines*

Workplace supervisors are critical in the success of WIL and developing students through on-the-job training, coaching and mentoring. Students are very keen to observe and evaluate other professionals in the workplace and engage in feedback and self-reflection to further develop and refine their own skills for professional success.

Some suggested guidelines for the workplace supervisors are set out below.

a. Project/program of work scope

Consider and document the scope of the proposed work the student will complete, outlining thoughts on
the nature of the project/program of work and the required student skills. This clarifies, for all parties, the type of work the student will be completing during their placement.

b. WIL preparation

- Ensure colleagues in the work area are aware the student will be coming on WIL and the purpose of their work. Workplace colleagues are very important to the value and enjoyment a student gains form the workplace experience.
- If required given the nature of the WIL activity, ensure the student has a workstation and the necessary equipment to perform their role in the workplace. Agree with the student on the start and finish dates and the day(s) they will be attending the workplace during this period.

c. Project/program of work outcomes

Negotiate the learning outcomes with the student at the beginning of t h e WIL experience. This will include the student's roles and responsibilities during the WIL experience, their learning goals and expected outcomes/deliverables upon completing the WIL experience.

d. Workplace induction

Ensure students are given a warm welcome and are suitably inducted to matters relating to Occupational Health and Safety; confidentiality; ethical behaviour; organisational culture; dress code; professional conduct; organisational structure; reporting requirements; and organisational policies and procedures.

e. Ongoing supervision

Unless alternative supervision arrangements are agreed upon with the University, supervise the student in a manner that enhances their learning experience. Suggested practices may include:

- Setting realistic and measurable goals with the student at the beginning of the WIL experience and evaluating completed tasks and achieved outcomes to enhance their future performance.
- Making time for informal and open discussions on the student's strengths and any areas requiring improvement.
- Conducting regular performance management meetings, drawing on the input and feedback of other supervisors, peers and/or mentors as appropriate.
- Encouraging student participation in team meetings to understand the bigger picture and to gain a better understanding of what is required of them and others within the workplace.
- Enabling participation, if appropriate, in professional development workshops, seminars or similar events in the workplace.
- Developing greater student awareness of organisational protocol and industry/community expectations of their role and responsibilities. Inadequate preparation in these areas can cause students to feel inferior and lack confidence during their WIL experience.
- Adopting a mentoring role by encouraging students to reflect on their performance and ways they could improve in the future. Asking questions is critical to student learning as it encourages them to relate theory to practice and checks their disciplinary knowledge and understanding. It is also important to encourage students to reflect on their performance in employability skills such as teamwork, self-management and communication.
- Helping students gain a better understanding of what constitutes professional demeanour, ethical behaviour and efficient working practices through discussion, meetings, direct observation and feedback.
- Providing adequate support or advice regarding career choices and job requirements to enable students to gain an insight into what their profession entails on a day-to-day basis.
- Contacting the ECU Coordinator if any issues or concerns arise during the WIL experience.

f. Evaluating Performance

Evaluate student performance to assess whether the project outcomes and learning goals have been met. This should involve a de-briefing with the student at the end of the WIL experience and completing a supervisor's evaluation which may form part of the student's assessments for the unit.

6. Collaborator Paperwork to Complete

Subject to any alternative agreements, forms or other arrangements that are agreed upon between the Collaborator and ECU for a particular unit, Collaborators are asked to assist with completing a Workplace Supervisor Evaluation Form. This form will vary, depending on the type of WIL experience the student is undertaking. The evaluation forms part of the student's assessment for the academic unit associated with the WIL experience. The completed form should align with the

feedback given to students (and the ECU Coordinator) during the WIL experience. The ECU Coordinator will provide you with an evaluation form for reporting back on the student's performance and achievement.

If you have any concerns or questions when completing the evaluation, please discuss these with the ECU Coordinator. This form needs to be completed and returned towards the end of the student's WIL experience. The student or ECU Coordinator will advise the exact due date.