



WIL (WORK-INTERGRATED LEARNING)-CLINICAL PRACTICUM POLICY

PURPOSE

1. This Policy is underpinned by various elements of the College's *WIL/Clinical Practicum Framework*. It details the Principles that the College applies in the design, conduct and evaluation of WIL in various clinical learning contexts, including the classroom, the College's Chiropractic Clinic or diverse other clinical facilities provided by external host organisations.

The means by which these Principles are actioned for external clinical practicum providers (offsite WIL host organisations) are described in detail in the *WIL-Clinical Practicum Procedure*, which is to be read in conjunction with this Policy.

2. For the purpose of this Policy, WIL is defined, in accordance with Definition provided in the TEQSA WIL Guidance Note on Work Integrated Learning (4 May 2022), as any arrangement where students undertake learning in a work context as part of their course requirements. WIL can be undertaken as part of coursework or research training. WIL activities may include:
 - professional workplace placements (also known as internships, clinical placements, fieldwork, practicums) whether local, interstate or international,
 - online or virtual WIL (e.g. telehealth) with real clients or industry input,
 - industry-partnered projects in the classroom that involve industry, community or professional partners,
 - a simulated work environment with industry input, consultation or assessment, or activities in other contexts involving industry or community partners.
3. This Policy underlines the College's commitment to meeting the requirements of the Higher Education Standards Framework (HESF 2021) as follows:
 - HESF Standard 5.4.1 – which requires that Delivery with Other Parties: Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.
 - HESF Standards 1.4 and 3.1 – which require that elements of course design such as the methods of assessment are appropriate for the level and nature of learning outcomes, including those required to be eligible to seek registration to practice where applicable, and skills in independent and critical thinking suitable for life-long learning.
 - HESF Standards 2.3 and 2.4 - which requires the provider to take responsibility for students' welfare.
4. The Policy underlines the College's commitment to ensuring that, for overseas students, the following ESOS Standards are met:

- ESOS Standard 1.2.2 - Marketing and Information Practices – which requires the registered provider to enter into written agreements with overseas students or intending overseas students, and not to provide any false or misleading information on any work-based training that a student is required to undertake as part of their course/ program of studies.
- ESOS Standard 2.1.2 - Recruitment of an Overseas Student – which requires the provider, prior to accepting an overseas student or intending overseas student for enrolment in a course, to make comprehensive, current and plain English information available to the overseas student or intending overseas student concerning the CRICOS course code, course content, modes of study for the course including compulsory online and/or work-based training, placements, other community-based learning and collaborative research training arrangements, and assessment methods.
- ESOS Standard 3.3.1 - Formalisation of Enrolment and Written Agreements: In addition to all requirements in the ESOS Act, the written agreement must, in plain English, outline the course or courses in which the student is to be enrolled, the expected course start date, the location(s) at which the course will be delivered, the offered modes of study for the course, including compulsory online and/or work-based training, placements, and/or other community-based learning and/or collaborative research training arrangements.

5. The Policy also indicates the authorities and responsibility accorded to the various parties involved in effective WIL/Clinical Practicum Management and Governance.

DEFINITIONS

Authenticity: The degree to which WIL activities genuinely reflect current professional practice.

Clinical Practicum Placement: Onsite or Offsite student clinical practice (at an external host's premises), required as a component of a College accredited program.

Host organisation/provider: An organisation that is approved by the College to provide clinical practicum or other WIL components of College accredited programs.

Onsite WIL: Occurs in a College setting, such as a clinic, laboratory, or other learning environment and may include partner engagement.

Offsite WIL: Occurs predominantly outside of any College institutional setting.

WIL partnered projects: Onsite activity in which partnered projects (between the College and partner organisations) or other activities have aims and outcomes wholly or mainly determined or validated by both the College and an external partner or industry group, having conducted a formal joint review of the projects.

SCOPE

This Policy applies to all College award programs and to all College staff and students and College approved providers of clinical practicum experience.

POLICY STATEMENT:

WIL enhances graduate employability and student readiness for professional practice as well as providing opportunities for students to be assessed in an authentic workplace environment, in accordance with accredited curriculum requirements.

1. Key Principles of Work Integrated Learning

In addition to the principles of WIL inherent in relevant regulatory frameworks, the ACC applies the following key principles to the design, conduct and evaluation of WIL, which includes student clinical practicum placements and WIL partnered projects.

1.1 Authentic WIL genuinely reflects current professional practice. This means that both Onsite WIL and Offsite WIL will:

- Afford students opportunities for autonomy, as appropriate to current level of achievement or scope of practice.
- Allow students to take responsibility for the consequences of acting on that autonomy.
- Provide access to activities that have meaningful outcomes for the partner, clients or for others in a practice setting.
- Involve students in a variety of differing activities, reflective of the full range of practice and the diversity of circumstances for the conduct of these.

1.2 WIL is embedded in integrative curriculum and is scaffolded vertically and horizontally. This means that:

- The relative contributions of mandatory, preparatory, consolidation, and capstone WIL activities to progress against course and unit learning outcomes, graduate capabilities and professional capabilities are mapped at the program level; and
- WIL activities undertaken as part of a unit and any associated assessment are both clearly aligned with the unit learning outcomes; and
- A variety of WIL activities are offered across a course that focus on different facets of practice or skills, as appropriate to year level and the accredited program; and
- WIL activities are referenced in both theory and practice focused units of study within a given sequence within a particular program.

1.3 WIL is inclusive and accessible. This means that:

- The design and delivery of WIL activities will, as far as possible, enable the participation of all students, without breaching the requirements laid out in relevant external regulatory frameworks, or adversely impacting quality.
- Reasonable attempts will be made by Unit Coordinators to accommodate student diversity by negotiating alternative WIL activities, without breaching the requirements laid out in relevant external regulatory frameworks, or adversely impacting quality.
- Accessibility Services will be contacted for advice in circumstances where a student's disability requires a reasonable adjustment(s) to be considered.

1.4 WIL partnerships are formed with regard to ability to ensure students' wellbeing, and are ideally both reciprocal and multi-layered. This means that:

- Offsite WIL activities are conducted in facilities provided by host organisations that are fit for purpose in supporting learning, including provision of adequate external and College supervision.
- Safeguarding of student wellbeing and safety when 'off site' is assured.
- Staff will build relationships with partners and host organisations that support multiple points of exchange and reciprocal value creation across teaching, learning and research.
- Commercial third-party providers of WIL experiences will only be engaged by the College when those providers meet the standards laid out for partners in this Policy, and can provide a high-quality experience, for which the College does not have the in-house capacity to provide via its usual partnership networks.

1.5 WIL activities are monitored for quality assurance and enhancement purposes. This means that

- Data on WIL resources and students' activity is entered into the College's LMS and Office 365 ,TEAMS at program and unit level. This is monitored and reviewed by clinical educators, mentors, and coordinators.
- Regular gathering of stakeholder feedback from staff, students and partners, is fed into iterative course monitoring, review and design; and
- Where WIL involves an external partner, then:
 - Formative assessment involves collaboration between academic staff and external supervisors; and
 - External supervisors are supported to conduct formative assessment in accordance with the College's Assessment of Coursework Policy; and
 - Summative assessment is primarily conducted by academic staff, but may be conducted in conjunction with staff of the partner organisations, especially where that is a requirement of a professional association or other accrediting body.

2. Selection of WIL Partners and Host Organisations

The College ensures that the Selection of Partners for Onsite and Offsite WIL will be in accordance with Principles 1.1 - 5.5 above.

3. Authority and Responsibilities for Effective Management and Governance

Management

Authority for management of all matters concerning the conduct of Onsite and Offsite WIL is assigned to the Academic Dean and, through the Academic Dean, to designated Clinical Coordinators.

The specific responsibilities accorded to the various parties (College staff, host/provider, and students) are those outlined in the *College's WIL-Clinical Practicum Procedure*.

Responsibility for ensuring that all prospective students (domestic and international) are provided with accurate and adequate information on the various WIL requirements in their proposed program of study (through the College's website, Letter of Offer, and Admission and Payment Agreement) lies with the College's General Manager. This may be delegated to the Student Experience Manager, who has a primary engagement in student marketing and recruitment.

Governance

Responsibility for effective academic governance of WIL/Clinical Practicum activities lies with the Academic Board, which will receive reports at regular intervals on development and academic quality assurance (student experience and assessment outcomes) through the Learning and Teaching Committee, and reports on academic risks and compliance through the Academic Dean. The Academic Board will in turn provide annual reports on matters concerning WIL/Clinical Practicum Risk to the Finance, Audit and Risk Committee (FARC).

Responsibility for effective corporate governance of WIL/Clinical Practicum activities (resourcing and risk management considerations), lies with the Board of Directors which will receive reports on Quality Assurance from the Academic Board and from the FARC on monitoring of both corporate and academic risks and compliance.

RELATED DOCUMENTS/POLICIES

- WIL/Clinical Practicum Framework
- WIL/Clinical Practicum Procedure
- Assessment of Coursework Policy

<https://acc.sa.edu.au/wp-content/uploads/2022/03/T003-Assessment-of-Coursework-Policy-20220309.pdf>

- Extension or Deferment of Assessment Procedure

<https://acc.sa.edu.au/wp-content/uploads/2022/03/T009-Extension-or-Deferment-of-Assessment-Procedure-20220309.pdf>

VERSION CONTROL

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