LA TROBE UNIVERSITY

Managing placements and partnerships

ENQUIRIES
Marnie Long
Senior Manager,
Employability & WIL
La Trobe University
Victoria 3086

T 03 9479 6795
E marnie.long@latrobe.edu.au
https://www.latrobe.edu.au/staff/embe
dding-employability-for-staff/work-
integrated-learning

Table of contents

INTRODUCTION

Purpose

These guidelines support staff in the development and implementation of work-integrated learning activities (WIL) at La Trobe University. They are intended chiefly for those managing partnerships and placements such as staff engaged in experiential learning, academic partnerships, international programs and placement subjects such as subject coordinators. They are intended to be read in conjunction with other resources that are found on the Embedding Employability for Staff and associated Work-Integrated Learning intranet pages.

Initial sections provide detail about Work Based Learning (WBL) activities at La Trobe University, elaborating on the provisions in the Educational Partnership Procedures – Work-Based Learning. These guidelines provide more detail about partnership and placement management, and outline roles and responsibilities of all parties, including how College WIL Teams partner with and support stakeholders to deliver WBL programs.

Subject Coordinators wishing to determine if their subjects are in scope for the Work Based Learning Procedure should refer to the **WBL Decision Making Framework** and accompanying **Staff Guide**.

WHAT IS WORK-INTEGRATED LEARNING?

As is common practice in the sector, at La Trobe we use WIL as an umbrella term for the range of ways in which theory and the practice of work are integrated in the curriculum. Please see **the La Trobe WIL Framework.**

WIL allows students the opportunity to gain transferable skills, as well as social capital to enable them to prepare for the world of work. In a report commissioned by the Australian Government Office for Learning and Teaching about the impact of WIL on student learning, employers stated that WIL had a positive impact on students regarding self-awareness of abilities, application of theory in practice and professional communication (Smith, Ferns & Russell, 2014).

WIL takes place within the academic curriculum, either as all or part of a core or elective subject or as a hurdle requirement. There are some complexities that are specific to the management of WIL activities such as particular legislation, the need for due diligence and risk management, business development, finance (for scholarship programs) and relationship management.

Student employability is one of seven target areas in La Trobe University's Strategic Plan (2020-2030). A key target for the University is to significantly grow the provision of WIL opportunities for La Trobe students. The oversight of WIL activities at La Trobe falls within the portfolio of the Pro Vice-Chancellor (Student Success) and the Senior Manager, Employability and Work-Integrated Learning while the key activities take place within the Colleges and La Trobe International.

Types of Work-Integrated Learning at La Trobe

At La Trobe we classify WIL into three different types of learning experiences, to support adoption and clarification in our practice. These categories are:

- professional awareness (through career development learning)
- industry connection (through professional engagement), and
- professional practice (through work-based learning).

CAREER DEVELOPMENT LEARNING

At this level, we support students' professional awareness through the design of industry-relevant and industry-informed curriculum that facilitates the development of personal awareness, career management and reflective skills.

 Examples include:

- guest lectures by industry professionals
- career literacy and exploration activities
- in-class assignments or activities to prepare students for work, such as resume writing, development of professional profiles, portfolios, elevator pitches and interview practice

PROFESSIONAL ENGAGEMENT

We support students' professional engagement through industry-relevant learning opportunities undertaken within the curriculum where students are exposed to simulated and/or practice-based learning in a controlled setting.

Examples include:

- case studies and role play in class that reflect authentic work environments
- professional simulation and interprofessional learning (e.g. collaboration across professions)
- field trips and study tours to real-world contexts (domestic or international)
- industry projects that occur within the La Trobe educational environment, with primary supervision provided by a university academic.

WORK BASED LEARNING

In this type of WIL, we support students' professional practice through a range of for-credit or course-required work-based learning opportunities that are part of a coursework course. These activities involve practice-based projects or placements that take place within a workplace. Students not only observe but are engaged in professional tasks, in most cases with industry supervision and oversight from a La Trobe academic. coordinator.

The type of work-based learning arrangements within the remit of the Student Success portfolio are outlined in the [Educational Partnerships Procedure – Work-Based Learning](#). In addition to what might be considered 'traditional placements' other examples include:

- placements undertaken by students who are enrolled under a third-party teaching arrangement with La Trobe
- placements undertaken to fulfil course requirements such as the Engineering Professional Work Experience requirement
- placements undertaken at La Trobe where the University is the workplace
- placements undertaken 'remotely' where online or the home environment is the workplace.

Good Practice in WIL

The University is committed to good practice in WIL and is an institutional member of the Australian Collaborative Education Network [(ACEN)](#) and the National Association of Field Experience Administrators ([NAFEA](#))**.** These professional associations for those involved in WIL in Australia include academics and professional staff from the tertiary education sector, along with industry, community and government representatives.

ACEN provides a range of [Resources](#) to support good practice in WIL:

- the [WIL Good Practice Report](#) identifies good practices in WIL through a systematic review of current approaches in universities across Australia and overseas
- the [National WIL Strategy](#) lead by [ACEN](#) provides an integrated framework for institution- wide WIL and has been designed to 'increase opportunities to participate in WIL, recognising the benefits to students, employers, universities and the economy' (National WIL Strategy, p2).
- a **framework** to support institutional-wide quality in Work Integrated Leaning; This framework has been developed based on a definition of WIL as student experiences of work within the curriculum, undertaken in partnership, through engagement with authentic and genuine activities for the industry, business or community partner, which are assessed. There are 4 domains and a number of standards in each domain which may useful in assessing the quality of WIL.

A range of curated resources to support staff are also available on the La Trobe **website**.

Resourcing WIL arrangements

Adequate resourcing of all WIL programs is essential if they are to be quality-assured, effective and sustainable. The development, management and monitoring of WIL arrangements and partnerships is a collaborative effort between Subject Coordinators, College WIL Teams and academic partnership staff.

The University's revised Academic Workload Planning model incorporates a new WBL category (which includes placements and WIL activities) and recognises the additional workload for academic staff in subjects incorporating WIL activities.

The College WIL Teams work collaboratively with academics to enable a best-practice approach to delivery of WIL programs in managing industry relationships, pre-placement preparation, meeting duty of care obligations to students and adhering to compliance requirements of the university.

The WIL Teams in each College can advise academic staff on the specific support that can be provided.

WORK-BASED LEARNING

Legislative and compliance context

A fundamental requirement of the Higher Education Standards Framework (HESF) 2015 (the Standards) is for providers to quality-assure all WIL activities. These activities must be well-conceived, educationally sound and their implementation quality-assured and monitored. The same standards must be met for WIL/WBL as for other educational activities, particularly in respect of student wellbeing, safety and access to support.

TEQSA provides more detail about how the Standards should be interpreted for WIL/WBL in its Guidance Note: Work Integrated Learning**.**

Work-based learning arrangements are also subject to:

- professional accreditation requirements where applicable
- the **Fair Work Act 2009.**

Under the Fair Work Act placements are classified as a 'vocational placement' to exempt the host organisation from being required (at law) to pay the student as an employee (see the Fair Work Ombudsman Vocational Placements Fact Sheet). This does not preclude students using existing employment arrangements for WBL where these are able to satisfy the learning requirements of the subject, or a student receiving a stipend, bursary or reimbursement of costs.

The University's requirements in respect of all educational partnerships are outlined in the Educational Partnerships Policy. The specific requirements in relation to entering into partnerships for the purposes of work-based learning, and the steps to be taken prior to, during and after WBL experiences, are outlined in the associated Work-Based Learning Procedure**.**

This section of the guide is intended to assist staff in implementing the Work-Based Learning Procedure by providing clarity about the minimum requirements for:

- due diligence, and risk management for the safe implementation of WBL
- agreement development and approval
- evaluation of partnerships, and
- management of individual WBL experiences.

Designing for WBL

WBL Subjects

The suite of all current La Trobe University WBL placement subjects is available at this website.

Courses can include WBL as a core or an elective subject. In some instances, a minimum number of hours of placement may be a hurdle requirement in a course.

As with all subjects WBL subjects must have a clearly defined set of intended learning outcomes and must comply with all relevant University policies. WBL Subject Intended Learning Outcomes (SILOs) should include both academic theory and transferable employability skills and should align with La Trobe University's Graduate Capabilities.

Pre-placement preparation is a crucial aspect of WBL arrangements. It is recommended that preparation activities are embedded into the course, or the subject, as part of the assessment or as a hurdle requirement. There is a module on *Preparing for Work Placement* that has been designed as part of the Career Ready Advantage Award and that staff can link to from their subject LMS. The modules are hosted within the Career Ready Advantage LMS site. ACEN has also created a **Good Practice Guide** about preparation for WBL which staff are encouraged to access.

Schools and Subject Coordinators must advise the relevant College WIL Team during the design of new WBL subjects to enable the team to plan for the resourcing requirements for new arrangements.

MANAGING PARTNERSHIPS FOR WORK-BASED LEARNING

Working with host organisations

La Trobe works collaboratively with host organisations to ensure a successful experience for both host and student. Hosts should be made aware of how to align the experience to the relevant SILOs, the requirements for assessment (if relevant), supervision and induction, and provided with guidance on setting realistic expectations of the student.

Considered relationship management is critical to developing and sustaining meaningful placement opportunities for students. The La Trobe Partner of Choice Framework provides guidance to staff in developing and managing valuable collaborative partnerships.

Initiating a work-based learning agreement

All work-based learning arrangements, including one-off and student-sourced arrangements, must be formalised in an agreement between the University and the host organisation. Prior to formalisation, the proposed arrangements must undergo due diligence to ensure regulatory compliance, quality and safety.

Due diligence and risk assessment

The University is required under the Standards to enter into work-based learning arrangements for students that are educationally sound, in an environment that is appropriate, and where any existing risks are managed to be acceptable. This means that due diligence must be undertaken prior to the formalisation of any new work-based learning agreement, and when existing agreements are being considered for renewal.

A Work-Based Learning Due Diligence checklist has been developed to assist Colleges to confirm the bona fides of potential hosts and identify any risks in proposed arrangements.

The standard due diligence process includes a) completion of checklist by an appropriate member of the College WIL team or the relevant Subject Coordinator and b) acknowledgment by arranging staff member that all relevant steps have been undertaken.

The authorised Due Diligence form must be stored with any subsequent agreement in InPlace (see section on InPlace and Records Management).

Agreement development and approval

Agreement templates

A suite of WBL template agreements has been developed by La Trobe Legal Services with College WIL Teams and other key stakeholders. These templates ensure that the responsibilities of each party to the agreement are clear and include all key provisions in relation to supervision, privacy, health and safety, intellectual property, insurance, and termination of either the placement or the agreement.

The type of agreement to be used and the level of authorisation required is determined by the extent of the partnership and whether the arrangement will form part of an ongoing partnership between the University and the host organisation, or whether it is a one-off arrangement.

In circumstances where a partner organisation requires the use of their own agreement for any reason such an agreement must be approved by La Trobe Legal Services.

Existing templates include:

Template	Type of arrangement
Individual Student WBL Agreement	For one-off placement arrangements, including student-sourced
Overarching WBL Agreement	For more formal partnership agreements that are ongoing
Internal WBL Placement Form	When the University is the host organisation
Health Student Placement Agreement (with subsidiary agreements for placements with and without payment)	For clinical placements
Education Partnership Agreements	For Education Placements
WBL International Placement Agreement	For international placements

In circumstances where an overarching WBL agreement is in place for more than one type of WBL activity or cohort, a schedule or Student Placement Form may be used to define the details of instances of WBL activities and to confirm alignment of the placement to intended learning outcomes.

Agreement approval

WBL agreement templates are maintained on a Sharepoint site with restricted access. The WIL Teams will coordinate access to and execution of agreements following acknowledgement of the Due Diligence checklist.

The key steps leading to the execution of an agreement will vary according to the nature of the arrangement and whether it is domestic or international.

Student sourced agreements

Following the completion of due diligence and approval to proceed the WIL team staff member authorises the release of the Individual Student Work-Based Learning Agreement to the student. The student is then responsible for liaising with the host organisation and Subject Coordinator to obtain signatures.

Formal partnerships

Formal ongoing WBL partnerships are commonly sourced by academic staff, or by staff in the College WIL Teams. Following the completion of due diligence and approval to proceed the WIL Team will liaise with the host organisation and the Associate Pro Vice-Chancellor (Academic Partnerships) or nominee (in line with LTU contract signing delegation framework) for final execution of the Agreement.

International WBL

The range of international WBL arrangements includes third party providers who work with a range of host organisations in source countries to place students. Students may also independently source one-off placements internationally. In all cases the College WIL Teams work with La Trobe International to ensure that due diligence is undertaken and appropriate agreements are in place.

There are a range of considerations for international WBL including, but not limited to: foreign interference, OSP applications and DFAT-funded programs.

An academic who independently sources a potential partner for an international internship program must contact the Experiential Learning Team or Placement Operations Team (for Education).

Intellectual Property and Confidentiality

Under the University's Intellectual Property Statute, IP developed by a student in the course of their studies at the University is owned by the student. In some WBL arrangements the host organisation will negotiate to have the IP owned by their organisation. In such cases this will be specified in the Agreements and the student(s) will be required to assign their IP through the completion of a separate IP Deed to accompany the Agreement.

Hosts may request that students sign a confidentiality agreement or other placement agreement. The agreement must be reviewed by your La Trobe University staff contact prior to students signing.

More information for students and hosts on IP and Confidentiality is available via Fact Sheets available from the College WIL Team. Alternatively, visit the **WIL webpage** for staff to view Fact Sheets.

Quality assurance and renewal of agreements

All WBL arrangements are subject to the same quality assurance mechanisms as all other subjects that form part of La Trobe University courses, including course governance, moderation and evaluation, and student and partner feedback.

All students are given the opportunity to provide feedback on their WBL experience at its conclusion through the University's normal subject feedback mechanisms but Subject Coordinators should also encourage students to provide feedback on their specific WBL experience.

In instances where a WBL activity is not an entire subject, alternate arrangements for feedback are to be made by the arranging area in consultation with the Planning and Institutional Performance Unit (PIPU).

Host organisations are also given the opportunity to provide feedback through both informal contact and formal survey mechanisms. The formal survey instrument will be approved by the Executive Director, Quality and Standards and will be administered by PIPU.

Due diligence should be revisited in order to determine whether an ongoing agreement should be renewed, or a single arrangement repeated. Any student and partner organisation feedback from previous arrangements should also be taken into consideration.

The College General Manager and Head of School are responsible for considering any sustained or serious negative student feedback and whether the WBL arrangement in question should continue to be offered to students.

COORDINATION AND MANAGEMENT OF WBL PLACEMENTS

The following section outlines the key considerations and steps for all WBL arrangements. There are some specific considerations for some cohorts and some types of WBL.

Prior to commencement of a WBL arrangement

Pre-placement information is communicated to students and industry via a combination of resources:

- subject learning guides and university handbook
- manuals, such as the student manual (**Student WBL Guide**) and the host organisation guide (**WBL Host Organisation Guide**)
- workshops, LMS and InPlace.

The manuals, together with this document, provide information regarding responsibilities of all parties involved in WBL arrangements and outline the minimum university-wide requirements that must be met for the University to be compliant with all relevant legislation and standards and our own policies and procedures.

The information in these manuals may be supplemented by subject/discipline-specific information. Subject coordinators should ensure that the content generated at this level is aligned with the university-wide information and the Educational Partnerships Procedure – Work-Based Learning.

A copy of relevant manuals must be provided to all students and host organisations prior to commencement of the placement.

Insurance

While the University has insurance policies that cover students who are enrolled at the University for both authorised University on and off-campus activities it is recommended that host organisations have a level of insurance cover that is appropriate for the WBL activity and the context in which it is to occur.

The standard minimum public and products liability insurance in the Australian context is $10M AUD. Where host organisations (domestic or international) are not able to produce evidence of the equivalent level of cover advice should be sought from the University Risk Office.

Further information for students regarding insurance cover on WBL placements can be found on the La Trobe Insurance Office webpage.

Security and compliance checks for students

Students should be advised well in in advance of the placement of any security checks that may be required as these may affect the timing of a placement.

Police Check

Hosts can request that students complete a Police Check. The College Placement Operations Teams will work with students if this is a compliance requirement for placement. The University subsides the costs of Police Checks.

Working with Children Check (WWCC)

The University requires students undertaking unpaid child-related work or professional placements to have a current and valid volunteer Working with Children assessment prior to commencing their placement. In non-child related activities, a host may still request a WWC check.

Students cannot start a WBL activity until all relevant documentation has been completed and submitted to the University.

WHILE STUDENTS ARE PARTICIPATING IN A WBL ARRANGEMENT

Supervision

An academic supervisor and host supervisor must be identified for each WBL arrangement.

The key responsibilities of the academic supervisor include:

- ensuring alignment of the WBL experience and the SILO's

- monitoring student progress and managing any concerns related to student performance
- quality assurance of assessment
- assuring student wellbeing.

This includes:

- taking immediate action to support students where safety or other concerns arise
- reporting **incidents**/significant concerns through relevant reporting mechanisms, and escalating to the College General Manager or Head of School where appropriate
- referring students to appropriate **Health & Wellbeing** services as required
- ensuring that any identified lapses (potential or actual) in academic integrity or unethical/unprofessional conduct on behalf of any parties to a WBL arrangement are monitored and managed appropriately.

Requirements of students participating in WBL Subjects

Students' responsibilities during a placement include:

- acting in accordance with the University's ethical guidelines including the Student Charter of Rights and Responsibilities, confidentiality and intellectual property guidelines
- complying with workplace health and safety requirements and any other workplace, professional ethical guidelines or professional accreditation requirements
- taking responsibility for learning by participating fully in the learning process and undertaking all learning opportunities provided
- notifying the University Subject Coordinator, Experiential Learning Team or Placement Operations Team about any problems that arise
- ensuring that all attendance and assessment requirements for the subject are satisfactorily completed.

Requirements of organisations participating in WBL subjects

The role of the host organisation is to:

- abide by the terms of the agreement including all requirements of the Fair Work Act, OHS legislation and insurance requirements
- appoint a host supervisor who is qualified, skilled or experienced in the student's discipline with the ability to mentor and supervise the student.
- provide appropriate facilities for the placement and the number of students using them
- provide an environment for the student that is actively managing COVID-19 risks

Requirements of the host supervisor

- provide meaningful project or operational activities that are in line with student experience and knowledge
- provide appropriate level of support and supervision to students
- clearly communicate the expected tasks and responsibilities of the student, from the host's point of view
- provide an overview of the organisation's goals, aims, mission to the student(s)
- provide an on-site induction, and/or online induction where appropriate, including in occupational health and safety procedures, and ensure these are adhered to for the duration of the placement. Introduce the student to key staff, and provide an overview of the organisation's policies and procedures
- ensure any necessary training is provided
- report any issues with the placement to the key contact at La Trobe University
- provide feedback on the student's performance during the placement.

Critical incidents

Any emergency or critical incident affecting a student while on placement should be reported immediately to La Trobe University Security on +61 3 9479 2222. It is the responsibility of the academic supervisor to also submit an **Incident Report** as soon as possible.

TERMINATION OF PLACEMENTS

Avenues and grounds

WBL arrangements may be terminated by:

- a student withdrawing from a subject in the usual way
- the Academic Supervisor where they have identified a significant issue or, where deemed necessary, in response to a student complaint
- the host organisation.

The grounds for terminating a WBL arrangement include:

- the safety and wellbeing of the student, staff, client or the general public is at risk due to the level of knowledge, skills or competence of the student
- the student's conduct is deemed unacceptable or unprofessional by the host organisation or student fails to comply with policies and procedures of the University, agency or relevant profession
- the student is unable to provide documentation that is required prior to the commencement of a WBL activity, such as Police or Working with Children Checks
- the host is unable to provide documentation required such as COVID Safe Plans
- the arrangement is failing to provide adequately for the requirements of the subject.

When a WBL is cancelled by the host, the relevant Academic Supervisor will contact the student to provide information and advice about the situation and then arrange a meeting with the student within 10 working days to discuss next steps. Where the termination is not based on a student's behaviour or performance, this discussion must include:

- reasons for the termination
- alternative arrangements to be put in place for completion of the relevant subject/s, and whether these will be in the same or a subsequent semester
- support and/or study plan adjustments to be provided to the student in the case that progression is negatively impacted.

When termination is requested by a host consultation is required with the academic supervisor before a final decision is made. If the host wants to proceed with the termination, the University cannot overturn the decision.

Termination of WBL arrangements based on student performance

Where the termination of an arrangement is due to the host organisation's view of student performance or behaviour, the meeting should include the relevant Course and Subject Coordinator. Where an international WBL arrangement has been organised by a third-party provider, a representative of the provider must also be present.

Students must be advised that they are entitled to bring a support person to the meeting. During this meeting, the student must be given an opportunity to provide their perspective on events leading up to the termination.

Following the meeting, the Course Coordinator or nominee is responsible for determining:

- whether an alternative WBL arrangement can be sought for the student
- what reasons for the early termination of the arrangement will be documented and stored on the student's file

A School decision to refuse further allocation of a WBL arrangement can only be made under the terms of the La Trobe General Misconduct Statute.

Avenues for review

Where a student is dissatisfied with a decision made under a relevant University Statute to terminate a WBL arrangement, or to not provide a further WBL arrangement, they may appeal to the University Appeals Committee under the provisions in the Appeals Policy.

If a student is dissatisfied with the outcome of a decision made on any other grounds to terminate a WBL arrangement, or to not provide a further WBL arrangement, they may seek a review from the relevant Head of School or nominee.

Where a student is dissatisfied with the outcome of a review by the Head of School or nominee they may apply to the University Ombudsman for a further review.

SPECIFIC COHORTS AND PLACEMENTS

International Students

Staff involved in WBL programs should be aware that international students will have different requirements to local students when undertaking WBL programs, particularly when attempting to source their own placements. They will generally require a higher level of pre-placement support and monitoring during placement.

The Education Services for Overseas Students Act 2000, or ESOS Act, establishes legislative requirements and standards for the quality assurance of education and training institutions offering courses to international students who are in Australia on a student visa.

Under student visa conditions, international students are permitted to only work 40 hours per fortnight. International students studying on a student visa can enroll in elective subjects with a work or internship component: however, this may impact on their work limits if the work undertaken is not considered to be voluntary. The 40-hour work limit (per fortnight) does not apply to work that is specified as a core requirement of a CRICOS-registered course. Information regarding permission to work can be found **here**.

Further questions regarding international compliance for WBL programs can be directed to the College WIL Team.

Third Party Teaching Arrangements

Where La Trobe courses are delivered through an agreement with a Third Party Teaching provider, any WBL arrangements fall within the scope of the Educational Partnerships Procedure (WBL). and will be subject to all compliance requirements.

In these circumstances where the third party is responsible for delivery of the placement subject, they will generally handle most administrative requirements as outlined on the agreed responsibilities matrix and outlined in the partner Operating Manual. The Academic Program Director also has an oversight role to approve placement learning arrangements and facilitate the recording of placements in the InPlace repository.

Staff should contact the Experiential Learning Team regarding any placements that are undertaken under a Third-Party Teaching arrangement.

Support for all students to access WBL

It is recognised that some students face barriers to participation in WBL experiences. Whether the WBL subject is a compulsory requirement or an elective the University will provide support to maximise participation of all students.

College WIL Teams support participation in WBL by advocating for students that may require modifications to the workplace. They also provide information to students on accessing financial support and encourage the use of services provided by the Health and Wellbeing Hub.

Students undertaking placement are encouraged to speak with their Disability Advisor if they have a Learning Access Plan (LAP) to ensure appropriate measures are in place.

International Placements

Students applying for international WBL placements do so through the SOMSAS system managed by La Trobe Abroad (LTA).

International placements can often be more complex when completing due diligence, establishing appropriate risk management and making judgements about comparable insurance arrangements, as well as ensuring that students can achieve the required learning outcomes. This complexity may be increased when opportunities are arranged through third party providers or are independently sourced.

In all cases College and LTA staff will work together to ensure that all compliance requirements are met for students participating in international WBL arrangements.

Information for students about Overseas Short programs which include international internships and available support is available from the La Trobe Abroad Short Programs website

INPLACE AND RECORDS MANAGEMENT

La Trobe University uses a specialised placement management system called InPlace which is managed by the College Placement Operations teams. InPlace is designed to assist in the administration and management of WBL placements by providing an interface for staff and students. All subjects containing a WBL experience should be using InPlace and fully executed WBL Placement Agreements (both university-sourced and student-sourced) must be stored centrally via InPlace.

RESPONSIBILITIES

Responsibilities of staff involved in the delivery of WBL programs will vary depending on the discipline and how the subject has been established. The three main staff/teams involved are the Subject Coordinator (and other academic staff from the subject teaching team), the College based WIL Teams (comprising of Experiential Learning Advisors and Placement Operations staff) and the Employability & WIL team in the DVCS.

Broadly speaking, responsibilities for delivery of WBL programs can be broken into the following categories:

- Academic oversite of the WBL experience (Subject Coordinator)
- Operational and strategic management of the College WBL program (Manager, WIL Team)
- Collaborative engagement with industry partners and academics to support delivery of WBL programs. This includes sourcing placements. (Experiential Learning Advisor, Placement Operations, Schools for clinical)
- Student facing key administration activities required for successful WBL program delivery (Placement Operations)
- University level oversite for WBL frameworks and procedures (Senior Manager, Employability & WIL, DVCS)

Subject Coordinators need to discuss the level of support that may be available for their WBL arrangements prior to delivery of the WBL program. Please refer to key contacts section for relevant details.

KEY CONTACTS

Queries regarding the WBL portfolio can be addressed to:

	Experiential Learning Team	Placement Operations Team
ASSC	assc.internships@latrobe.edu.au	(Education): assc.placements@latrobe.edu.au
SHE	SHEWorkintegratedlearning@latrobe.edu.au Clinical: SHEClinicalWIL@latrobe.edu.au	WIL.administration@latrobe.edu.au Clinical (refer following link for list of contacts): https://intranet.latrobe.edu.au/colleges-and-divisions/college-of-science-health-and-engineering-she/partnerships2/placement

REFERENCES

Bates, M. (2010). Work-Integrated Learning: Workload and Recognition Review, Griffith University, ACEN, Accessed 12 February: http://acen.edu.au/wp-content/uploads/2013/06/Work-Integrated-Learning-Workload-and-Recognition-Review.pdf

Smith, C. and Ferns, S. and Russell, L. 2014. The impact of Work integrated learning on student work-readiness, The impact of Work integrated learning on student work-readiness: Final Report, Curtin University of Technology, LSN Teaching Development Unit. Accessed 12 February 2019: https://espace.curtin.edu.au/handle/20.500.11937/55398

Patrick, C-j., Peach, D., Pocknee, C., Webb, F., Fletcher, M., Pretto, G. 2008. The WIL [Work Integrated Learning] report: A national scoping study [Australian Learning and Teaching Council (ALTC) Final report]. Brisbane: Queensland University of Technology. Available online at: www.altc.edu.au and www.acen.edu.au