

**WORK BASED LEARNING
GUIDE FOR LA TROBE STAFF
2024**

**Managing Placements and
Partnerships**

ENQUIRIES: Industry Placements – industryplacements@latrobe.edu.au

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1. INTRODUCTION

1.1. 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 [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 the Office of the Provost (OPV) Placement, Partnering & Operations Teams (PPO) partner with and support stakeholders to deliver WBL programs.

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 activities include clinical placements, fieldwork, practicums (whether local, interstate or international), Work-based learning (WBL) placements, online or virtual (telehealth) WIL experiences and industry projects.

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. As such, WIL is bound by the AQF and TEQSA Quality Standards for WIL in terms of design of the experience, quality in learning and teaching, and evaluation of outcomes (<https://www.teqsa.gov.au/latest-news/publications/guidance-note-work-integrated-learning>). There are 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 stakeholder 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.

2.1. 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).

2.2. 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.

2.3. 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-based learning experiences 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 a subject and the La Trobe educational environment, with primary supervision provided by a university academic (usually the subject coordinator) at all times.

2.4. 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 an industry placement educator (supervision) and oversight from a La Trobe academic.

The types of work-based learning arrangements 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.

2.5. Good Practice in WIL

The University is committed to good practice in WIL and as WIL is embedded in curriculum, it 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 Learning; 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 four domains and several standards in each domain which may be useful in assessing the quality of WIL. A range of curated resources to support staff are also available on the La Trobe [Website](#)

2.6. 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, Schools, Placement, Partnering & Operations Team and academic partnership staff.

The University’s [Academic Workload Planning Model](#) incorporates a specific allocation for WBL activities which recognises the additional workload for academic staff in subjects incorporating WIL activities.

The School, PVC(IE), and Placement, Partnering & Operations Team work collaboratively with academics to enable a best-practice approach to delivery of WBL programs in managing industry relationships, pre-placement preparation, meeting duty of care obligations to students and adhering to compliance requirements of the university.

The WBL Teams in PVC(IE) and Placement, Partnering & Operations Team can advise academic staff on the specific support that can be provided.

3. WORK-BASED LEARNING

3.1. 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, learning outcomes 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](#).

WBL arrangements are also subject to:

- professional accreditation requirements where applicable, and
- 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 WBL, 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
- WBL agreement development and approval
- evaluation of partnerships, and
- management of individual WBL experiences.

3.2. 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, particularly when a course is accredited.

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. ACEN has created a [Good Practice Guide - Preparation](#) about preparation for WBL which staff are encouraged to access.

Schools and Subject Coordinators must advise the Placement, Partnering & Operations Team during the design of new WBL subjects to enable the team to plan for the resourcing requirements for new arrangements. Key contact details are provided at the end of this document.

4. MANAGING PARTNERSHIPS FOR WORK-BASED LEARNING

4.1. 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.

4.2. 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 a due diligence review to ensure regulatory compliance, quality and safety.

4.3. Due diligence and risk assessment

The University is required under the TEQSA 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 in assessing and addressing risks must be undertaken prior to the formalisation of any new work-based learning agreement, and when existing agreements are being considered for renewal. To ensure the University is compliant with TEQSA and state and federal workplace legislation requirements, there is the University's [Education Partnerships](#) policy.

A Work-Based Learning Due Diligence form has been developed to assist staff to confirm the bona fides of potential hosts and identify any risks in proposed arrangements. Where any medium to high risks is identified during due diligence the form provides an indication to escalation to a manager and space for the development of a risk management plan.

The standard due diligence process includes a) preparation by an appropriate member of the Placement Operations team or the relevant Subject Coordinator and b) endorsement of the due diligence by a senior staff member.

The level of the endorsement will depend on the nature of the agreement. For WBL agreements, the subject coordinator, course coordinator or ADP can endorse.

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

4.4. Agreement development and approval

Agreement templates

A suite of WBL template agreements has been developed by La Trobe Legal Services with Placement, Partnering & Operations Team 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
Internal WBL Placement Form	When the University is the host organisation
Student Clinical Placement Agreement	For clinical health placements
Education Partnership Agreements	For education placements
WBL (Non-clinical) Agreement	For all WBL partnerships. Including student self-sourced and Uni-sourced
WBL (Employment-based) Agreement	When the student is employed and paid a salary directly by the host
WBL (International) Agreement	When the host and student is located outside Australia

For any WBL experience that is international, staff need to work directly with the relevant School team to generate any agreement. Limitations are in place on the type/number of agreements the University has with international partners. The relevant School and PPO Management team will determine the best action in creating international WBL experiences for students.

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 Placement, Partnering & Operations Team will coordinate access to and execution of agreements following endorsement of the Due Diligence form.

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 WBL team staff member authorises the release of the Individual Student Work-Based Learning Agreement to the student. Responsibility for obtaining signatures may differ between WBL programs and the WBL team staff member will provide specific instruction at the time the Agreement is released

Formal partnerships

Formal ongoing WBL partnerships are commonly sourced by academic staff, or by staff in the Research and Industry Engagement Office (specifically the Business Development (Education) team). Following the completion of due diligence and approval to proceed, the WBL Team will liaise with the host organisation and the Deputy Director, Partnerships or nominee (in line with LTU contract signing delegation framework) for final execution of the Agreement.

International WBL

International WBL typically falls into 3 broad categories:

- University-sourced
- Student self-sourced
- Student sourced through an existing 3rd party provider

University sourced WBL

University source WBL could refer to both a single student or a group program led by an academic. It may be a result of professional connection with an overseas organisation or business development and sourcing work.

In the case of a group program, including those with New Colombo Plan (NCP) funding, consultation with the Educational Partnerships - Study Abroad StudyAbroad@latrobe.edu.au and Placement, Partnering & Operations Team is required.

Student self-sourced international WBL

Student self-sourced is only supported where the relevant School believes there is strategic value associated with the potential partner and the opportunity is unique and beneficial to a student's studies.

Consideration should also be given when a student resides overseas and placement in Australia is not feasible.

Students should be encouraged to access placement through a current University-approved international partner or 3rd party provider where possible.

In both these cases, the academic coordinator with advice from Placement, Partnering & Operations Team is responsible for completing an accurate Risk Assessment. The Placement, Partnering & Operations Team will specifically assist in completing the notification to the Foreign Arrangements Scheme (FAS) team and facilitating an appropriate WBL agreement to be used – if the risk level is tolerable.

Students sourcing through an existing 3rd party provider will need to have the program reviewed by an academic coordinator to ensure the host and program description meets subject requirements.

An agreement already exists in this case, so there is no need to do further Risk Assessment and FAS work.

In these cases, consultation with Educational Partnerships - Study Abroad StudyAbroad@latrobe.edu.au is required to ensure the partner agreement is up to date and students follow correct application procedures with this team.

Further information for students can be found on the [overseas programs website](#)

Intellectual Property and Confidentiality

The Intellectual Property (or IP) of a student refers to creations of the mind, such as literary and artistic works, designs, symbols, names and images used by an organisation.

All Intellectual Property created, discovered, brought into existence or otherwise acquired as a result of, for the purposes of, or in connection with the student placement written within the WBL Agreement and all other rights in respect of such Intellectual Property vest exclusively in the Organisation.

The Work Based Learning Agreement allows the Organisation to acknowledge and agrees that ownership of all Intellectual Property discovered, brought into existence or otherwise acquired by a Student as a result of, for the purposes of, or in connection with, course work that is a component of the Student's University Course and all other rights in respect of such Intellectual Property vest in the Student.

Once a WBL agreement is signed the parties agree that the ownership of Background Intellectual Property is not affected by this Agreement and remains the property of the party that owns or controls that Background

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. Students should consider seeking legal advice through the LTSU if they have any concerns.

All students are sent a Student Placement Deed to sign prior to commencement of placement. The student placement deed is a document to acknowledge students understand they must meet certain requirements as a condition of them undertaking a Placement.

The deed covers;

- Placement document and personal information
- Compliance requirements
- Accepting placement and condition of placement
- Behaviour on placement
- Intellectual Property
- Confidential information

Student placement deed template is maintained on a SharePoint site with restricted access. The Placement, Partnering & Operations Team will coordinate access to, and execution of, domestic agreements.

4.5. 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 Director, Quality & Standards and will be administered by DAPA.

Due diligence should be revisited regularly (annually) 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 be taken into consideration during the review process.

Student and partner organisation feedback should be used in determining whether an ongoing agreement should be renewed or a single arrangement repeated where appropriate. The Dean and Senior Manager, Partnership Operations 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.

5. 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.

5.1. 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 La Trobe student manual (and the host organisation guide and subject specific WBL manuals or guidelines can be found on - [Work Integrated Learning. Embedding employability for staff , La Trobe University](#)
- 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.

5.2. 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 Insurance & Risk Office, insurance@latrobe.edu.au, Risk.Services@latrobe.edu.au.

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 advance of the placement of any security checks that may be required as these may affect the timing of a placement including Working with Children Check, Police Check or any other compliance requirements.

Police Check

Hosts can request that students complete a Police Check. The Placement, Partnering & Operations Team will work with students if this is a compliance requirement for placement. If students choose to organise a Police check through La Trobe, then La Trobe can engage a third-party provider fit2work to assist with applying for a Police Check at a reduced cost

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 and approval has been granted.

6. WHILE STUDENTS ARE PARTICIPATING IN A WBL ARRANGEMENT

6.1. Supervision

An academic supervisor and host supervisor (industry placement educator) 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 (physical and emotional) or other concerns arise
- reporting incidents/significant concerns through relevant reporting mechanisms and escalating to the ADP in the School and Senior Manager, Partnerships in the Placement, Partnering & Operations Team.

- 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.

6.2. Requirements of students participating in WBL Subjects

Students' responsibilities during a placement include:

- acting in accordance with the University's ethical guidelines including the [Charter of Student 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 and codes of conduct
- taking responsibility for learning by participating fully in the learning process and undertaking all learning opportunities provided
- notifying the University Subject Coordinator and/or Placement Operations Team about any problems that arise
- ensuring that all attendance and assessment requirements for the subject are satisfactorily completed.

6.3. 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 to achieve their learning outcomes/goals.
- Where an appropriate host supervisor cannot be provided the University may, in certain circumstances, appoint a La Trobe employee as the supervisor. Such arrangements can only be made in consultation with the Associate Dean, Partnerships and Senior Manager, Partnership Operations.
- 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

6.4. 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.

6.5. 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 student to submit an [Incident Report](#) as soon as possible.

7. TERMINATION OF PLACEMENTS

Avenues and grounds

7.1. WBL arrangements may be terminated on such grounds as:

- the safety and wellbeing of the student, staff, client or the general public is at risk.
- the student's conduct is deemed unacceptable or unprofessional by the host organisation or the student fails to comply with the 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.
- failure of the host organisation to meet the terms of the agreement; or
- the arrangement is deemed untenable or is failing to provide adequately for the requirements of the subject.

7.2. 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; or
- the host organisation.

Where a host organisation requests the early termination of a WBL arrangement, consultation should occur between the Academic Supervisor and the Host Supervisor, at a minimum, before a final decision is made. Where the host organisation wishes to proceed with the termination the University cannot overturn such a decision.

In these circumstances 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 on the basis of 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; and
- support and/or study plan adjustments to be provided to the student in the case that progression is negatively impacted.

7.3. Termination of WBL Arrangements Based on Student Performance

- Where the termination of an arrangement is the result of a 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 making a decision regarding:
 - whether an alternative WBL arrangement can be sought for the student; and
 - 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 to a student can only be made under the terms of the La Trobe General Misconduct Statute.

7.5. 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.

8. SPECIFIC COHORTS AND PLACEMENTS

8.1. 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 48 hours per fortnight. International students studying on a student visa can enrol 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 48-hour work limit (per fortnight) does not apply to work that is specified as a core requirement of a CRICOS-registered course.

Further questions regarding international compliance for WBL programs can be directed to the Placement Operations Team.

8.2. 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 Senior Manager, Partnership Operations regarding any placements that are undertaken under a Third-Party Teaching arrangement.

8.3. 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.

Placement, Partnering & Operations Team and Subject Coordinators 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.

Subject Coordinators are also a key source of support.

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.

8.4. International Placements

Students applying for international WBL placements do so through the SOMSAS system managed by the Learning Abroad team.

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 Schools and Learning Abroad 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 Learning Abroad [Overseas short programs, Careers and Opportunities, La Trobe University](#) website

9. INPLACE AND RECORDS MANAGEMENT

La Trobe University uses a specialised placement management system called InPlace which is managed by the University 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.

10. 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 five main staff/teams involved are the Subject Coordinator (and other academic staff from the subject teaching team), the Placement, Partnering & Operations Team (comprising of Placement Operations staff), and the Business Development (Education), the Employability and Careers team, and WIL Ed Services team in the DVC(RIE), DVC(S) and DVC(E) respectively.

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 and discuss subject creation and delivery with the ADLT and ADP of the school.

11. KEY CONTACTS

Queries regarding the WBL portfolio can be addressed to:

Discipline	Contact Type
Health, Engineering, Exercise Science, IT	E: WIL.Administration@latrobe.edu.au
Industry Placements General Inquiries	E: industryplacements@latrobe.edu.au
Teacher Education	E: education.placements@latrobe.edu.au
Criminology, Law	E: Law_Criminology.internships@latrobe.edu.au
Accounting, Business, Humanities	E: Business.Placements@latrobe.edu.au E: HUSS.Placements@latrobe.edu.au