



IONA COLLEGE
TRINITY

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Work Integrated Learning (WIL) Quality Framework

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WHAT IS THE WIL QUALITY FRAMEWORK?

The WIL Quality Framework is a methodology that provides the context for understanding and quality assuring Iona Trinity College's Advanced Diploma of Counselling - Counselling Practicum. The framework used by the College was developed by Campbell et al.,(2019), *A framework for the institutional quality assurance of work integrated learning*, which has been widely adopted in the higher education sector.

WHAT IS WORK INTEGRATED LEARNING (WIL)?

The International Journal of Work-Integrated Learning defines WIL as “an educational approach that uses relevant work-based experiences to allow students to integrate theory with the meaningful practice of work as an intentional component of the curriculum. Defining elements of this educational approach require that students engage in authentic and meaningful work-related tasks...”

Work-Integrated Learning is an essential aspect of the Advanced Diploma of Counselling. It is part of the way that the College prepares future professionals for their work role and it enhances their employability.

Students undertaking the Advanced Diploma of Counselling are required, in the last semester of their course, to complete a work integrated learning unit CSL216 Counselling Practicum.

The aim of the practicum is to provide students with a range of counselling experiences and engagement with a range of clients and experiences, preparing them to become reflective practitioners. Students will spend approximately 10-12 hours per week (140 hours) throughout the semester at the College's Counselling Clinic.

A supervised work placement is vital to the professional preparation of students. The practicum provides students with supervised experiences that will help to develop and hone their counselling skills and supports the transition from student to professional working counsellor. Membership of the Australian Counselling Association requires students to undertake a clinical counselling placement in a work setting and participate in professional supervision.

IONA TRINITY COLLEGE WIL QUALITY STATEMENT

The College appreciates the need to embed quality assurance and continuous improvement processes into the operation of the Counselling Practicum and it does this across four domains

1. Student Experience
2. Curriculum Design
3. Institutional Requirements
4. Stakeholder Engagement

The College integrates its internal processes to provide a planned approach for maintaining and improving the quality of its operations Before, During and After the work integrated learning experience.

See the framework overview on the following page.

THE FRAMEWORK- OVERVIEW OF THE INSTITUTIONAL QUALITY ASSURANCE OF WORK INTEGRATED LEARNING (WIL)				
DOMAINS	Student Experience	Curriculum Design	Institutional Requirements	Stakeholder Engagement
Guiding principle	<i>A quality WIL experience should provide students with a scaffolded, connected and supported pedagogical experience.</i>	<i>A quality WIL curriculum should contain embedded, accessible and transformative learning and assessment within an intended and enacted curriculum.</i>	<i>Quality WIL activity across institutions should be evidenced by the proper management of staff, risk management and reporting around WIL experiences supporting continual improvement.</i>	<i>Quality WIL experiences are supported by engagement, connection and responsiveness to the dynamic expectations of diverse stakeholders (industry, community, government, higher education sector, professional bodies, students).</i>
Before	<p>Standard 1.1 Ensure student readiness and preparation for learning in the workplace context</p> <p>Standard 1.2 Student WIL experiences are connected to prior and future learning and work</p> <p>Standard 1.3 Student WIL experiences align with their learning goals and capabilities</p>	<p>Standard 2.1 WIL experiences are embedded through a whole-of- qualification curriculum design underpinned by current research and scholarship</p> <p>Standard 2.2 Students and industry are partners in the design of WIL curriculum</p>	<p>Standard 3.1 Institutions have shared goals, policies, principles and values about WIL</p> <p>Standard 3.2 Institutions have identifiable leadership and governance structures for WIL</p> <p>Standard 3.3 WIL is supported by adequate and effective IT and administrative systems</p>	<p>Standard 4.1 Diverse stakeholders are active participants across WIL activities</p> <p>Standard 4.2 Partner sites are reviewed for health and safety, and suitability for WIL activities</p>
During	<p>Standard 1.4 Student WIL experiences are safe and supportive</p> <p>Standard 1.5 Student WIL experiences offer scaffolded learning opportunities</p> <p>Standard 1.6 Support and guidance is provided for students within the WIL experience</p>	<p>Standard 2.3 WIL curriculum design reflects professional accreditation requirements and ongoing career and employability development</p> <p>Standard 2.4 WIL curriculum design provides inclusive, equitable and accessible experiences</p> <p>Standard 2.5 WIL assessment design is supported by authentic tasks, aligned with learning goals and graduate outcomes</p>	<p>Standard 3.4 Institutions provide targeted professional development for academic and professional staff, and industry and community partners</p> <p>Standard 3.5 Enacted legal and risk management frameworks, compliance procedures and processes</p>	<p>Standard 4.3 Institution has effective policies and procedures in place for ongoing quality assurance of stakeholders including partner agreements, financial arrangements, and supervision quality</p> <p>Standard 4.4 Institutions undertake site contact and stakeholder communication</p> <p>Standard 4.5 Effective and sustainable relationship management including appropriate communication, reward and recognition</p>
After	<p>Standard 1.7 Students receive, use, and provide feedback on WIL experience to ensure progress towards learning goals</p>	<p>Standard 2.6 Student learning gains are measurable against intended outcomes</p> <p>Standard 2.7 Benchmarking of WIL assessment and identification of areas for improvement</p>	<p>Standard 3.6 Provision of funding, resourcing, support, and recognition necessary to achieve WIL strategic goals</p> <p>Standard 3.7 Evaluation and tracking of short to long term WIL outcomes for continuous quality improvement</p>	<p>Standard 4.6 Partnership arrangements are regularly reviewed</p>

Campbell, M., Russell, L., Smith, L., McAllister, L., Tunny, R., Thomson, K. & Barrett, M. (2019) A framework for the institutional quality assurance of work integrated learning.

The full framework is available at: <https://research.qut.edu.au/wilquality>

THE QUALITY FRAMEWORK APPROACH

Each of the four domains within the framework is communicated through a series of key quality standards across the before, during and after stages of WIL so as to assure the quality of WIL experience for students.

1. THE STUDENT EXPERIENCE DOMAIN

A quality WIL experience should provide students with a scaffolded, connected and supported pedagogical experience.

- Best used at the unit level where academic staff can provide evidence of quality practice
- Evidence can be provided from reviews and evaluation of curriculum, student surveys and debrief sessions
- Any identified gaps can be discussed with students and stakeholders to improve future practice by utilising their feedback, as appropriate

2. THE CURRICULUM DESIGN DOMAIN

A quality WIL curriculum should contain embedded, accessible and transformative learning and assessment within an intended and enacted curriculum.

- Use staff engaged in WIL to map and outline where WIL activities are scaffolded across the program, this includes a range of experiential exercises that form part of various units of study.
- Where gaps are identified staff engaged in WIL, including student support/well being team, can assist in curriculum improvements to ensure that the curriculum is scaffolded, inclusive, and reflects professional requirements.

3. THE INSTITUTIONAL REQUIREMENTS DOMAIN

Quality WIL activity across an institution should be evidenced by the proper management of staff, risk management and reporting around WIL experiences supporting continual improvement.

- At the present time the College only has one qualification that incorporates WIL
- Its requirements are addressed in current College staffing, governance and risk management processes
- Any gaps should be identified by an internal desk top audit and through benchmarking with appropriate whole of course response

4. THE STAKEHOLDER ENGAGEMENT DOMAIN

Quality WIL experiences are supported by engagement, connection and responsiveness to the dynamic expectations of diverse stakeholders (industry, community, government, higher education sector, professional bodies, students).

- The College provides its WIL experience on campus and does not send students on work placement with host organisations.
- The College does engage broadly with stakeholders who employ or utilise the services of professional counsellors, including community service groups and professional membership organisations.

BENCHMARKING

The framework can be used to benchmark quality WIL practices across institutions, as it provides a shared language which facilitates interaction across stakeholders and staff undertaking the benchmarking exercise.

QUALITY ASSURANCE FRAMEWORK

The WIL Quality Framework forms part of the broader quality framework of the College and WIL data is collected, analysed and reported upon to the Academic Board

ACTS, REGULATIONS AND REQUIREMENTS RELATING TO WIL

There are several key legislative and regulatory instruments that will assist with respect to placements and WIL experiences. These include:

- Fair Work Australia – links to legislation, links to placements, unpaid work experience or internships and unpaid work. You will also need to review equivalent State and Territory industrial laws
- Higher Education Standards Framework (Threshold Standards) 2021 (HES Framework)
- TEQSA - WIL guidance notes, including to identify that all placements and WL experiences are quality assured, that there is adequate guidance and support and supervision provided for students, and they are formalised in a an agreement.
- ESOS National Code and related student visa rules.
- Australian Counselling Association accreditation and registration requirements for admission to the profession

DEFINITIONS

Term	Definition
College Counselling Clinic	An on-campus supervised counselling venue, where students provide counselling services to members of the public.
Work Integrated Learning (WIL)	Work-integrated learning (WIL) encompasses purposeful, organised, supervised and assessed educational activities as part of a unit / course which integrates theoretical learning with its application to the workplace. It is an arrangement where students undertake learning in a work context as part of their coursework.

References

Campbell, M., Russell, L., Smith, L., McAllister, L., Tunny, R., Thomson, K. & Barrett, M. (2019) A framework for the institutional quality assurance of work integrated learning. From <https://research.qut.edu.au/wilquality>

International Journal of Work-Integrated Learning. Definition from <https://www.ijwil.org/>

Version history

Version #	Changes	Approval Body	Approval Date
1.0	Original Version	Academic Board	13/12/22

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