



Australian Government

Tertiary Education Quality and Standards Agency

WIL & the New Standards

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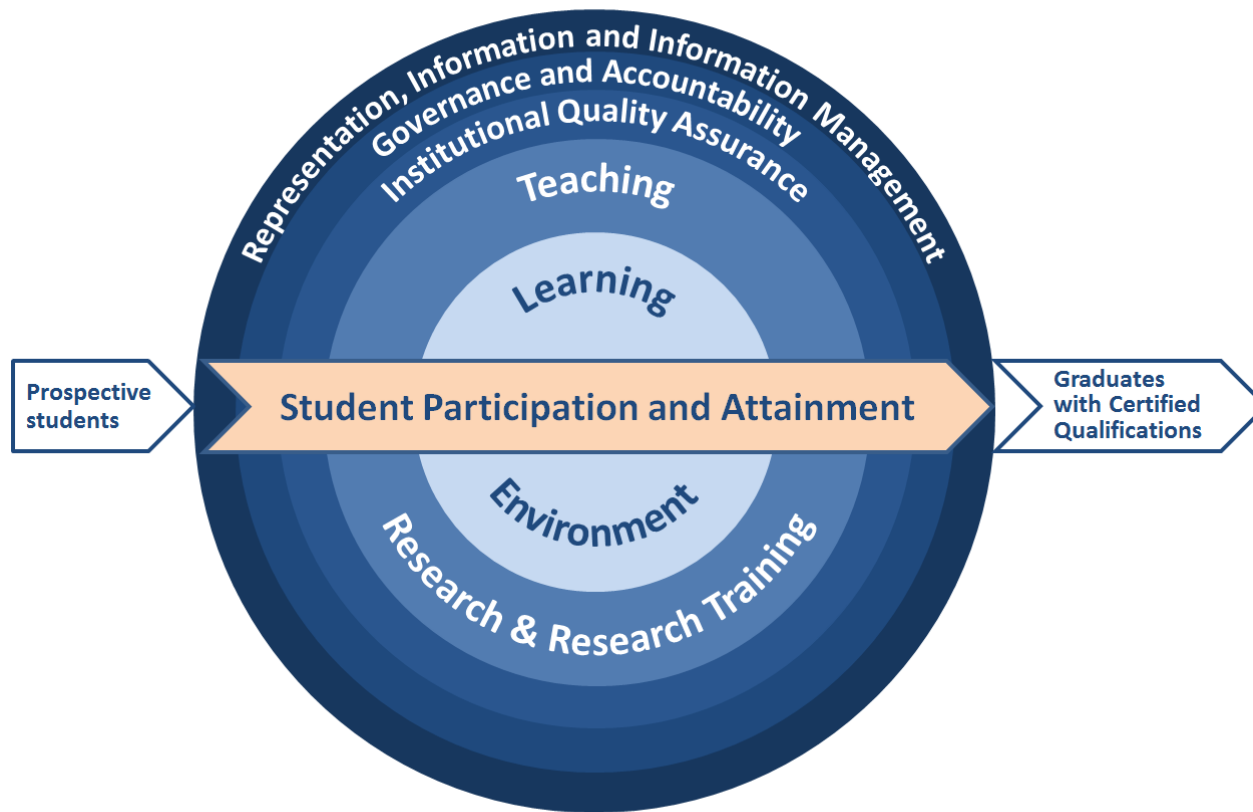
**Assessment and Review Summit
20 September 2017**

New Standards General



The new HE standards

- ▶ Seven domains - student centric



Institutional quality assurance

- ▶ **Course Design (3.1*)**
 - Design must be specified, including
 - structure, duration & modes of delivery
 - Compulsory requirements for completion
- ▶ **Course Approval & Accreditation (5.1*)**
 - Processes overseen by ‘peak institutional academic governance processes’
 - Independent academic scrutiny
 - Rationale for WIL must be in course proposals
- ▶ **Academic & Research Integrity (5.2*)**
 - Policies & procedures + action to maintain academic & research integrity

Institutional quality assurance

- ▶ Monitoring, Review & Improvement (5.3*)
 - Cycles of reviews (5.3 + 6.3)
 - Courses, both periodic & 'interim', incl. delivery mode
 - Student performance
 - [Academic org. units (consistency of delivery) (in larger providers)]
 - Academic policies and procedures, incl. WIL
 - External referencing including benchmarking
 - Use to improve
- ▶ Continuous compliance, not just at application time

Interim monitoring

- ▶ Through the cycle, 'regular interim monitoring' (5.3.3)
- ▶ Typically per semester:
 - ▶ Quality of teaching & of HDR supervision
 - ▶ Student progress
 - ▶ Overall delivery of units, incl. WIL
 - ▶ External referencing of student performance
 - ▶ Use to mitigate risks & guide improvement

Third-Party Delivery

- ▶ Delivery with Other Parties (5.4)
 - ▶ WIL, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of SE
 - ▶ Registered HEP remains accountable & verifies continuing compliance with all Standards, including
 - Learning outcomes should include knowledge & skills for employment (1.4.2c)
 - T&L activities (inc. WIL) foster progressive & coherent achievement of LOs (3.1.4)
 - cross-refer to course design

WIL & TEQSA'S WIL Guidance Note



WIL Definition & Scope

- ▶ GN defines WIL as:
 - ▶ **'learning in a workplace** outside HEP as a part of course of study.
- ▶ Outcome – 5.4.1 about 3rd party or joint delivery only, so this will be delimited scope of GN
- ▶ Effective QA expected, regardless of model

WIL Models

- ▶ Standards prescribe no particular model
- ▶ Outcome:
 - ▶ Acknowledge support provided to students on zero-credit units may be limited because unfunded
 - ▶ Online placements need online support?
 - ▶ Student outcomes & experience must be comparable and QA applied as required by 5.4.1

WIL Risks

- ▶ Major risks:
 - ▶ No or inadequate QA framework
 - ▶ Not enough placements available (complaints)
 - ▶ Roles & expectations of all parties not set out
 - ▶ Inadequate workplace supervision
 - ▶ Inadequate support from provider
 - ▶ Conflict with supervisors
 - ▶ Ethical and professional behaviour
 - ▶ Partnerships with industry and community
 - ▶ Management of student IP

WIL QA Framework

- ▶ Written agreement setting out:
 - objectives
 - roles & expectations of provider, host, student, supervisors
 - what happens if any of these fail to fulfil responsibilities
- ▶ Student preparation & support
 - ▶ Information (inherent requirements) & induction
 - ▶ Provide support in obtaining/replacing a suitable placement, including where students expected to be proactive in finding a placement
 - ▶ Some form of due diligence on organisation
 - understandably more difficult if in o/s student's home country

Progress and outcomes

- ▶ Process for monitoring progress, communication
- ▶ OH&S requirements
- ▶ How to complain or raise problems
- ▶ Reasonable equivalents for online or overseas
- ▶ Assessment & debriefing

Exemplar of good practice

- ▶ RR of hospitality provider
- ▶ Two Industry Training and Development Managers establish relationships with hosts
- ▶ Contract between provider, host & student
- ▶ Hosts get manual setting out responsibilities:
 - ▶ provider
 - ▶ host
 - ▶ student
- ▶ At least one formal visit annually
- ▶ Pastoral care from Manager, Student Welfare

Exemplar with issues

- ▶ Bachelor of Community Services
- ▶ Both external experts raised concerns about QA of field placements, especially:
 - ▶ Placements scheduled in 1st year (condition applied)
 - ▶ Lack of pre-requisite subjects
 - ▶ Poor oversight of placements especially o/s
 - How will provider ensure appropriate organisation & quality of student experience?
 - Especially where student sources host
 - ▶ Inadequate training of supervisors
 - ▶ Inadequate student support
- ▶ TEQSA RFI to provide guidelines for WIL



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