Learning in the Workplace and Community Procedure

Section 1 - Purpose / Objectives

(1) Nil

Section 2 - Scope / Application

(2) Nil

Section 3 - Definitions

(3) Nil

Section 4 - Policy Statement

(4) Nil

Section 5 - Procedures

General

(5) Successful integration of LiWC approaches at unit of study and course level is dependent upon aligning the learning outcomes with appropriate teaching and learning activities and assessment strategies. LiWC approaches that emerge will be innovative, responsive and educationally sound and acknowledge the interests, rights, expectations and responsibilities of all parties - students, the University, industry and communities.

(6) LiWC approaches must take into consideration:

  a. the ten good practice principles (refer to section 5.1) that must underpin all planning, implementation and review of LiWC activities.
  b. Equity and access: An individual's access to the learning and assessment process should not be adversely affected by restrictions placed on the location or context of LiWC assessment. Consideration must be given to students:
      i. with special needs as defined by the University's Equity and Social Justice Policies;
      ii. who are currently working and the potential impact (hardship, loss of income, time restraints) of a required placement or other LiWC activity on these students.

(7) In addition to associated hardships and impact for working students (see above), other considerations must be given to students who work as well as to onshore and offshore international students:

a. Students who work: Many undergraduate and postgraduate students are already employed. Undergraduate and post-graduate coursework programs should facilitate the integration of theory and research with relevant current student work experiences within units of study and assessment where this is practicable. This approach applies to all situations where a student's field of study relates to their relevant current work context. Flexible approaches to learning and assessment should be developed to maximise the integrated and experiential learning that the connection can offer. Where a student's field of study is not related to their current work context, opportunities for shared learnings should still be drawn upon.

b. Relevant student learning gained through current employment experience in enterprises, industry or community, should be assessed within the Student Assessment and Progress policy where applicable.

c. Off-shore and on-shore international students: LiWC activities must comply with ESOS legislation and visa requirements and take into consideration:

    i. appropriate customisation for offshore locations,

    ii. the possible implications for offshore partners and communities and for VU staff implementing LiWC in overseas jurisdictions e.g. legal and OHS issues,

    iii. contractual arrangements with partner institutions and the availability of resources e.g. lecturer access to workplaces and community enterprises, and

    iv. the need to recognise the diversity of learning and assessment approaches already occurring within partner universities.

Course Review and Approvals Process

(8) The University's course review and approvals processes will include documentation of the LiWC learning and assessment strategies that have been embedded throughout courses. Information about course management and accreditation is available on the Governance, Policy and Planning Services website at http://gpps.vu.edu.au/courses/cid/1/parent/1/t/courses - with links to course approval documentation and related modules.

(9) Course approval and review documentation has been updated to allow for the inclusion of LiWC activities information in courses. Evaluation mechanisms are also being updated and developed to monitor quality learning in the workplace and community activities. Information about the Course approval and management system (CAMS) can be found at http://intranet.vu.edu.au/caps/ .

(10) The Faculty Review Policy also provides guidance for course review processes and requirements at http://wcf.vu.edu.au/GovernancePolicy/PDF/POA091102000.PDF http://wcf.vu.edu.au/GovernancePolicy/PDF/POA091102000.PDF .

HE Responsibilities

(11) Course Co-ordinators are responsible for documenting LiWC activities and assessment for each course, using the template provided within the HE course approvals process.

(12) Course Co-ordinators and Unit of Study Co-ordinators are responsible for ensuring that:

a. formal course documentation includes a general statement about the inclusion of LiWC activities in that course; and

b. where applicable, each unit of study outline includes a statement specifying the LiWC activities in that unit and its associated assessment tasks.

(13) Teaching and professional staff are responsible for developing and implementing LiWC learning and assessment strategies and for providing opportunities for students to reflect on these learning experiences.

VE/FE Responsibilities

(14) Program Managers/HOS are responsible for:

    a. documenting LiWC activities and assessment for each course, using the template provided within the VE/FE course approvals process; and

    b. ensuring that student course information includes a statement about the inclusion of LiWC activities in the course.

(15) Teaching and professional staff are responsible for developing and implementing learning and assessment plans that are inclusive of LiWC assessment activities and for providing opportunities for students to reflect on these learning experiences.

Section 6 - Guidelines

(16) Nil

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