



Australian Institute of  
Landscape Architects

**AUSTRALIAN INSTITUTE OF LANDSCAPE ARCHITECTS**

**PRACTICE NOTE 6**

**Work Experience**

**October 2018**

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# 1. PREAMBLE

## 1.1 AILA

AILA has an expectation for landscape architecture students to augment their formal educational experience in a number of ways. The AILA Accreditation Policy states that, for a program to be accredited, 'the program provides opportunities for students to participate in internships, off-campus studies, research assistantships and or work experiences wherever possible'<sup>1</sup>.

AILA encourages all landscape architecture students to undertake work experience prior to graduation. This work experience exposes these students to the realm of professional practice where the lessons learnt from university are demonstrated by a practitioner. It provides an opportunity for work experience providers, landscape architecture students, and university Program Directors to exchange knowledge and practice towards achieving common goals of landscape architecture.

AILA recognizes the vital role of landscape architecture practitioners in providing work experience opportunities for all students from the range of educational providers, including school students.

## 1.2 Fair Work Australia

All work in Australia, including all forms of student work experience, is regulated by the Fair Work legislative framework. The framework defines issues such as payment, leave, employee entitlements, hours of work, supervision of work and workplace safety, roles and responsibilities, and administrative matters. The framework includes the operation of industry awards and registered (or enterprise) agreements, where applicable, and Fair Work Australia provides public access to all awards and agreements other than a limited number of state-based awards.<sup>2</sup>

Reference to specific applicable legislation, regulations and rules is included in this Practice Note as footnotes.

## 1.3 Background

Landscape architecture programs link the student learning to the 'real world' in many ways, including in the selection of studio projects, use of real case studies and precedents, practitioners as mentors, tutors and advisers, and inclusion of professional practice as a compulsory component. Programs also encourage their students to integrate with the profession through initiatives such as AILA Fresh. Some programs also include work experience as either a core or elective component of the program.

Work experience by school students is one method of recruiting future landscape architects who have at least some understanding of the work of landscape architects.

This Practice Note establishes a set of work experience guidelines for Program Directors and Principals, providers, and students. It is not intended to replace existing successful work experience arrangements, but to provide guidance for Program Directors and Principals setting up new work experience arrangements or revising existing ones.

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<sup>1</sup> AILA, 2015, *Accreditation Standards and Procedures*, Standard 3E

<sup>2</sup> <https://www.fairwork.gov.au/awards-and-agreements>

## 2. GENERAL INFORMATION

### 2.1 Definitions

#### DEFINITION OF WORK EXPERIENCE

The term *work experience* describes all forms of experience with work. This Practice Note uses this term to describe work experience with a landscape architect undertaken by:

- Landscape architecture students as part of their program of study; and
- School students.

Definitions of other terms commonly used to define various forms of experience with work are listed in *Annexure A*.

#### OTHER DEFINITIONS USED IN THIS PRACTICE NOTE

**AQF** – Australian Qualifications Framework is the national standard for post-school education, which includes universities, technical trainers, and private providers. For universities, the AQF standards are accredited by TEQSA<sup>3</sup>.

**Day** – A day is a minimum of 7 hours, and a half day is a minimum of 3.5 hours. The number of days of work experience is measured in hours worked in blocks of days or half days. Less than a half day of work is not counted towards the total number of days.

**Fair Work** – The *Fair Work Act 2009* [Cth] and the *Fair Work Regulations 2009* [Cth] define the legislative framework for work in Australia. The Acts are administered by the Fair Work Commission and rulings are the responsibility of the Fair Work Ombudsman, which together are referred to as *Fair Work Australia*.

**Program** – A university degree or combination of degrees or courses accredited by AILA as a landscape architecture program.

**Program Director** – The person(s) responsible for the administration and delivery of a program, or the Program Director's nominee for the administration and delivery of work experience.

**Principal** – A school Principal or their nominee for the administration of work experience for school students.

**Provider** – A practitioner who meets the description defined by a Program Director or Principal as a suitable supervisor of a student undertaking work experience. For the purposes of authorising work experience, insurance and other administrative matters, the definition includes the practitioner's employer.

**Landscape Architecture Student** – A person enrolled in an accredited landscape architecture program. For situations where a person's experience prior to enrolment in landscape architecture is permitted to be included in their work experience record, a landscape architecture student is also defined as including their pre-enrolment employment history.

**School Student** – A person currently enrolled in a public or private school or is part of a home schooling program.

**Student** – Includes the definitions for *Landscape Architecture Student* and *School Student*.

**TEQSA** – The Tertiary Education Quality Standards Agency is the national regulator of higher education providers in accordance with the *TEQSA Act 2011* [Cth] and the *Education Services for Overseas Students (ESOS) Act 2000* [Cth].

**Unit** – 'Units of study are the components of study that collectively constitute a course of study. Units are sometimes known as 'subjects' or 'modules'.<sup>4</sup>

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<sup>3</sup> <https://www.aqf.edu.au/faqs>

<sup>4</sup> <http://www.teqsa.gov.au/explanations-hes-framework-terms>

**Volume of Learning** – ‘The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.’<sup>5</sup>

## 2.2 What is work experience?

There are three parties to student work experience:

- The landscape architecture *Program Director* or the school *Principal*;
- The *provider* of the work experience; and
- The *student*.

Work experience includes the following general characteristics:

- a. A student undertakes a period of work in a professional practice, or more than one professional practice;
- b. The professional practice may be in the public or private sector;
- c. The work is supervised by an appropriately qualified practitioner. This is defined in 3.3 *Information for providers*;
- d. The student and provider allow for open and honest communication with each other about their expectations, and that communication happens prior to, during and after the work experience period;
- e. If the Program Director or Principal has specific expectations from the work experience, these expectations are clearly stated to the student and the provider prior to the provider agreeing to provide work experience for the student;
- f. The student prepares and submits the required reporting of the work experience to the Program Director or Principal;
- g. International students (or their legal representative in Australia) inform the Program Director or Principal prior to undertaking work experience if the terms and conditions of their visa restrict or inhibit their ability to undertake work experience; and
- h. All forms of harassment and bullying are illegal in all work places. Also, all work places must be safe for employees, including students undertaking work experience. Work places where real risk of injury is foreseeable, the provider is responsible for ensuring that the student is not exposed to that risk. If the risk is part of the expected work experience, the provider is responsible for providing the necessary induction, safe equipment, and direct supervision of the student. It is the responsibility of the Program Director or Principal to ensure that the provider and the student have clear guidelines about procedures in regard to unacceptable behaviour, threat, injury, or real risk of harm. These guidelines must not exclude the right of any party, or their legal representative, to directly notify police or other appropriate emergency service in the case of, or real fear of, any incident of harassment, bullying, injury, or harm.

## 2.3 Work experience models

There are three standard models for work experience. Model One is work experience undertaken by a school student. Models Two and Three are for work experience undertaken as part of landscape architecture education:

MODEL ONE – Work experience undertaken by a school student.

Work experience undertaken by a school student is recognised by Fair Work Australia as a *vocational*

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<sup>5</sup> <https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf>

*placement*<sup>6</sup>. The details of this model of work experience are defined separately by each state and territory jurisdiction, each of which has its own specific expectations<sup>7</sup>. The common provisions across the states and territories are:

- The commonly used term in the documents from the state and territory education departments for school students experience with work is *workplace learning* and is used to describe two different forms of experience, only one of which is relevant to landscape architecture:
  - a. School students are able to undertake part or all of a TAFE, vocational or trade course, usually through an external teaching institution, as part of their high school curriculum. Commonly this training includes some requirement for students to work in the relevant industry. This form of *workplace learning*, which also includes school-based apprenticeships and traineeships, has no relevance to work experience in landscape architecture. Most jurisdictions refer to this type of *workplace learning* as *work placement*;
  - b. Experience providing a general introduction to a work environment for a short period is relevant to work experience in landscape architecture. State and territory jurisdictions refer to this as either *work experience* or *work sampling*;
- Work experience is arranged by a Principal under the guidelines issued by the relevant jurisdiction. These arrangements include negotiations with each provider regardless of who sources the provider. In some jurisdictions, the provider is referred to as the *host*;
- Provision for the requirements of school students with special needs are negotiated between the Principal and provider for each work experience arrangement;
- A school student undertaking work experience is not eligible for pay. This restricts the type of activity the student is expected to participate in at work so that the student is not entitled to claim that the arrangement is an employment relationship – see the explanation under 2.5 *Payment*;
- Eligibility for participation is generally restricted to school students 15 or older<sup>8</sup>. 14 year old students are permitted to participate in specific circumstances, which are not consistent across jurisdictions. Special arrangements are made for any student 18 or more years old. Since the students are generally under the age of 18, providers are required to comply with legislation and procedures regarding working with children; and
- Each state and territory has only limited reciprocal arrangements for recognition of work experience undertaken in another state or territory jurisdiction.

MODEL TWO – Work experience is a unit of study within a landscape architecture program.

All units of study include specified learning outcomes and assessment<sup>9</sup>. All units also need adequate supervision of the students, particularly when students are undertaking study other than under the direct supervision of a person engaged by the university. Work experience also has administrative requirements in regard to issues such as confirming length of experience, ensuring payment if

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6 <https://www.fairwork.gov.au/pay/unpaid-work/student-placements>

7 Information is from the websites of the education departments in each state and territory except for Western Australia and Tasmania where access is restricted to staff only. Most of the websites indicate that their work experience arrangements are currently being reviewed. The current important information sources are

- Northern Territory – <https://education.nt.gov.au/education/policies/work-experience>
- Queensland – <http://education.qld.gov.au/students/placement/work/workex.html>
- New South Wales – <https://education.nsw.gov.au/policy-library/policies/workplace-learning-policy-for-secondary-students-in-government-schools-and-tafe-nsw-institutes>
- Australian Capital Territory – [https://www.education.act.gov.au/school\\_education/transitions-careers/workplace\\_learning](https://www.education.act.gov.au/school_education/transitions-careers/workplace_learning)
- Victoria – <http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/workplace.aspx>
- South Australia – <https://dec.d.sa.gov.au/teaching/curriculum-and-teaching/numeracy-and-literacy/workplace-learning-students>

8 Two jurisdictions state that work experience is available for all 14 year olds

9 <http://www.tegsa.gov.au/hesf-domain-1-student-participation-and-attainment>

appropriate, insurance, privacy and confidentiality, workplace health and safety, and other issues. This means that the Program Director and the providers need to coordinate these aspects prior to the students undertaking work experience. This is achieved by one of the following alternative methods:

- The Program Director sources suitable work experience opportunities which provide the expected learning outcomes, and specifies the means by which these outcomes are supervised and assessed. The Program Director ensures that the necessary administrative requirements are put in place. A landscape architecture student selects from the list of suitable work experience opportunities.
- Landscape architecture students source their own work experience opportunities and submit a proposal to the Program Director. The suitability of these opportunities is evaluated by the Program Director against the specified outcomes, supervision and assessment requirements as well as ensuring that the administrative requirements are in place prior to the landscape architecture student gaining approval to undertake the work experience. This allows international students the opportunity to gain the work experience in their home country.
- A third party, for example an AILA chapter or committee acts as the negotiator to establish suitable work experience opportunities that match the learning outcomes, and the supervision, assessment and administrative requirements. The third party manages the placement of landscape architecture students with the providers.

The expected work must match the stated learning outcomes for the unit. Specifically, this means that:

- The work consists of a range of roles and experiences to engage the student in the type of work expected of a landscape architecture student or new graduate;
- The work experience aims at enhancing the student's understanding of professional practice;
- The work is not limited to administrative or menial tasks;
- The work matches the expected stated outcomes of the landscape architecture program whenever possible, but only when the Program Director has stipulated specific outcomes; and
- The outcomes are assessed and reports are submitted at benchmark stages stated in the unit description.

Since work experience in this model requires landscape architecture students to achieve specified outcomes, it is not appropriate for these students to be permitted to count work completed prior to enrolment in the program as compliant with the work experience requirements.

This model may have work experience as one component only of a unit. In this situation, the required length of the experience is reduced proportionally.

This model applies to compulsory and elective units of study.

**MODEL THREE** – Work experience is not a unit of study within a landscape architecture program.

Landscape architecture students undertake work experience within the requirements stipulated by the Program Director. Each of the following issues must be considered with this model:

- Landscape architecture students source their own work experience opportunities, perhaps with the assistance of the Program Director or a third party. The suitability of these opportunities is evaluated by the Program Director. Since there is no need for specified outcomes or assessment requirements other than evidence of satisfactory completion,

suitability can be judged by a much simpler method than for Model Two. The provider's qualifications or professional institute membership may be enough evidence.

- The administrative responsibilities of the Program Director and the provider are the same as for Model Two.
- Completion of work experience is confirmed as an assessable or 'satisfactory' component of a unit of study. This unit should be one that is appropriate for the landscape architecture student to share their experience with other students, so should be a professional practice unit which is commonly in the final year of study.

Since this model allows landscape architecture students to determine their own location(s) for work experience, it is appropriate that this can be a compulsory component of the program.

For Masters programs, it is appropriate for experience gained prior to enrolment to count towards the work experience requirements, as long as the Program Director confirms its suitability.

## 2.4 Length

MODEL ONE – Work experience undertaken by a school student.

The state and territory jurisdictions are not specific about the expected duration of work experience<sup>10</sup>. The common duration is 1 to 2 weeks, taken as one full-time block. For landscape architecture practices, school students are not expected to attend outside of normal business hours, Monday to Friday.

School students are permitted to undertake work experience with more than one provider – refer to *2.8 Multiple providers*.

MODEL TWO – Work experience is a unit of study within a landscape architecture program.

The recommended minimum length of work experience is 20 days. The justification for this period relates to the expected volume of learning for a unit of study:

- 'The teaching, learning and assessment activities are usually measured in equivalent full time years. The generally accepted length of a full time year, used for educational participation, is 1200 hours.'<sup>11</sup>
- A full-time student doing 2 semesters per year, with 4 units in each semester, has an expected volume of learning for each unit of  $1200 \div 8 \text{ units} = 150 \text{ hours per unit}$ .
- 'An employee can work a maximum of 38 ordinary hours in a week.'<sup>12</sup>
- $150 \text{ hours} \div 38 = 3.95 \text{ weeks}$ , or approximately 20 days, assuming that full-time work is 5 days a week.
- There is justification for the 20 days to be slightly reduced if there is a substantial reporting or assessment requirement.

MODEL THREE – Work experience is not a unit of study within a landscape architecture program.

The AQF definition of *volume of learning* states:

'It would be usual for a greater volume of learning to be allocated to qualifications designed to:

- build on a previous qualification in a different discipline regardless of the level of the previous qualification,

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10 In New South Wales, the stated length is 'usually a week'. In Victoria, the stated length is '1 to 2 weeks'

11 <https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf> p.2

12 <https://www.fairwork.gov.au/employee-entitlements/hours-of-work-breaks-and-rosters/hours-of-work>

- build on a qualification from any lower level, or
- require workplace, clinical or professional practice.<sup>13</sup>

Work experience that is required as part of a program but not included as a unit of study fits the third dot point of this description. Therefore, the expected number of days may be greater than for work experience as a unit of study.

Since work experience in Model Three is essentially employment in the profession, there is no need to define a maximum length for this experience. However, 50 days is the recommended length of experience to count as work experience in Model Three. This figure is derived from an analysis of the key findings of a comprehensive study of student involvement in work experience.<sup>14</sup>

## 2.5 Payment

MODEL ONE – Work experience undertaken by a school student.

Work experience by a school student is defined by Fair Work Australia as a *vocational placement* which requires that it is unpaid.

MODELS TWO AND THREE – Work experience undertaken as part of landscape architecture education

The issue of whether or not a person undertaking work experience is entitled to payment has been clarified by the Fair Work Ombudsman. If the person is deemed to have an employment relationship with an organisation, the person is an employee and is entitled to be paid. According to the Fair Work Ombudsman, an employment relationship is determined by a combination of five indicators:<sup>15</sup>

- Reason for the arrangement. The type of work performed lies between two extremes:
  - The work is productive (employee), and
  - The work entails observation only (not an employee).
- Length of time. The longer the period, the more likely that the student is an employee. The Fair Work Ombudsman does not state what it considers to be ‘a long period’<sup>16</sup>.
- Significance to the business. If the work undertaken by the student is work normally done by a paid employee, or if the business needs the work to be done, the student is likely to be an employee.
- What the person is doing. If the student is not expected or required to do productive work, the student is unlikely to be an employee.
- Who’s getting the benefit? If the work experience person gets the main benefit of doing the work, and that benefit is more than the benefit gained by the business, then the person is less likely to be an employee.

For landscape architecture students, work experience is intended to provide the experience of supervised real work. Except in exceptional circumstances, a landscape architecture student undertaking work experience fits the description of an employee. As an employee, a landscape architecture student undertaking work experience is entitled to be paid. Unpaid work experience contravenes the *Fair Work Act*, except when an employment relationship is proven to not exist, or

13 <https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf> p.2

14 Stewart, A & Owens, R, (University of Adelaide Law School) January 2013, *Experience or Exploitation? The nature, prevalence and regulation of unpaid work experience, internships and trial periods in Australia, Report Summary – Key Findings*, Fair Work Ombudsman, Australian Government

15 <https://www.fairwork.gov.au/pay/unpaid-work/work-experience-and-internships>

16 *Mr Mitchell Klievens v Cappello Rowe Lawyers* [2017] FWC 5126 established that the benefit gained by the work experience provider has more importance in determining if an employment relationship exists than the length of time of the work experience

where it complies with the definition of a *vocational placement*<sup>17</sup> or *volunteering*<sup>18</sup>.

If payment is appropriate for work experience, the following recommendations apply:

- The student is treated as a casual employee;
- The casual employment consists of a range of roles and experiences to engage the student in the type of work expected of a landscape architecture student or new graduate, and the pay rate reflects this level of skill;
- As a casual employee, the student is entitled to a 25% loading on the applicable hourly pay rate for a permanent full-time or part-time employee;
- If either the student or the provider is not prepared to continue an existing work experience arrangement, either the student or the provider may terminate the arrangement. The conditions for termination are the same as for a casual employee. The Program Director must be informed by the provider if the termination is the result of unsatisfactory student performance or behaviour; and
- It is not appropriate for a supervised student to be engaged as an independent contractor.

AILA regularly conducts a salary survey of its members. The salary is expressed as a gross annual figure without usually-added benefits<sup>19</sup>. An applicable hourly rate is able to be calculated from this data. Otherwise, an appropriate pay amount can be found via the information listed in *Annexure B*.

## 2.6 Privacy and Confidentiality

This description applies to MODEL ONE, MODEL TWO and MODEL THREE.

Each student undertaking work experience is issued with clear guidelines about privacy and confidentiality regarding their work experience prior to the commencement of their work experience. There are 2 sources of these guidelines:

- The education institution  
The Principal prepares a standard guideline for school students undertaking work experience. This guideline explains compliance requirements of the state or territory jurisdiction, and also any additional requirements of the school. The guideline also includes the procedures for ensuring compliance of arrangements by the school student's parent, carer, or other authority.  
The Program Director prepares a standard guideline for landscape architecture students undertaking work experience. This guideline explains compliance requirements of the university, faculty and program.
- The work experience provider  
The provider issues the landscape architecture student or the Principal (in regard to a school student) with the conditions under which the work experience is to be undertaken prior to the student starting. These conditions include the importance of appropriate behaviour and degree of confidentiality expected of the student by the provider.

Landscape architecture students are expected to communicate to the Program Director if any of the expectations included in the guidelines provided by the Program Director are not able to be complied with, or they contradict any of the expectations of the provider.

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17 <https://www.fairwork.gov.au/pay/unpaid-work/work-experience-and-internships>

18 <https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/unpaid-work/unpaid-work#volunteering>

19 The latest salary survey information is accessible after sign in at [https://www.aila.org.au/iMIS\\_Prod/AILAWeb/Media\\_Releases/2017\\_Salary\\_Survey\\_Report.aspx?WebsiteKey=44fe2fe0-5560-4283-981a-c15fe691b1d1](https://www.aila.org.au/iMIS_Prod/AILAWeb/Media_Releases/2017_Salary_Survey_Report.aspx?WebsiteKey=44fe2fe0-5560-4283-981a-c15fe691b1d1)

School students can expect the Principal to oversee the two sets of expectations to ensure that there are no contradictions.

It is the Program Director's or Principal's responsibility to seek clarification from a provider if the provider's expectations are not clear. The Program Director or Principal is encouraged to seek confirmation of the appropriateness of the expectations from the provider, if this is appropriate in the work experience circumstances. In all situations, it is the responsibility of the Program Director or Principal to ensure that the work experience expectations are made clear to the student before commencing work experience, and to ensure that they are complied with by the student.

The student understands and agrees to comply with these expectations.

## **2.7 Insurance**

MODEL ONE – Work experience undertaken by a school student.

Each state or territory jurisdiction clearly outlines the provisions for insurance and indemnity for each student undertaking work experience. These insurance provisions are specific for the jurisdiction and there are also differences dependent on the type of school the student attends – government, non-government, and home-schooled.

In all work experience locations, the student is undertaking a *vocational placement* for no pay and the provider is not legally deemed to be their employer. However, the provider has an employer's duty of care to the student to provide a safe workplace free from discrimination, and to provide the necessary instruction and supervision to minimise risks to the student. This duty does not require the provider to carry insurance cover for a student's personal injury.

In most jurisdictions, the state or territory jurisdiction insures the provider against damage to property belonging to the provider where it is used for work experience. This insurance is not consistently applicable in all jurisdictions and only applies to students from public schools. Non-public schools are responsible for making their own arrangements in regard to insurance for school students doing work experience.

MODELS TWO AND THREE – Work experience undertaken as part of landscape architecture education

As a casual employee, landscape architecture students are legally required to be covered for Workers Compensation insurance by the provider. If a landscape architecture student is not paid by the provider and this arrangement is approved by the Program Director, the provider should seek a written authority from the Program Director that the landscape architecture student is undertaking work experience as part of their study program and is covered by the university's insurance. The written authority is a Letter of Indemnity issued by the university.

Although not legally required, Public Liability and Professional Indemnity insurance for a landscape architecture student as a casual employee is the responsibility of the provider since the normal cover of these is for the practice and all of its employees. If these insurances are not applicable, the provider must inform the Program Director prior to the commencement of the work experience.

The responsibility for travelling to and from a work experience location lies with the student. Therefore, unless this travel is provided by a university or a provider, the student is responsible for their own insurance, if required.

## 2.8 Multiple providers

MODEL ONE – Work experience undertaken by a school student.

School students are permitted to undertake work experience with more than one provider, but each period of work experience is not permitted to overlap with another, and each is required to be prior approved by the Principal.

MODELS TWO AND THREE – Work experience undertaken as part of landscape architecture education

Landscape architecture students are expected to undertake their work experience within one practice for the stated minimum time period.

Where landscape architecture students are keen to extend their work experience, they are encouraged to work in both the public and private sectors, in more than one type of practice – small and multi-disciplinary, and in locations other than where they study.

A landscape architecture student working in a practice is likely to be under the direct supervision of different practitioners at different times. Each of these practitioners is a different provider. The required length of work experience can be completed by adding the number of days working under the supervision of different providers within the same practice.

Landscape architecture students working as casual employees are advised that leaving a practice within the work experience time period and changing practices without giving reasonable notice is unprofessional. Similarly, a practice should understand that landscape architecture students are encouraged to remain with the same practice for their entire work experience, so reasonable notice should be given if the work experience is not available for the entire expected period.

## 2.9 Incompletion or unsatisfactory completion

MODEL ONE – Work experience undertaken by a school student.

The Principal is responsible for determining if a school student has failed to complete work experience or has completed work experience unsatisfactorily. Failing to complete or completing unsatisfactorily is defined as:

- A student has not completed the required number of days;
- A student has not received prior approval for work with a provider and that provider does not meet the Principal's definition of a suitable provider;
- A student has not met the required outcomes, when outcomes are stated as a requirement;
- A student has not provided the required reports demonstrating completion, or the reports do not demonstrate satisfactory completion;
- The provider provides written information to the Principal demonstrating the failure of the student to complete the work experience; or
- A student has not met the performance or behaviour standards required by either the provider or the Principal.

Options available for a school student who fails to satisfactorily complete their agreed work experience expectations are the responsibility of the Principal. For work experience that is

incomplete or unsatisfactory due to poor behaviour, harassment, injury, or unacceptable risks, education department policies apply. However, also refer to 2.2 *What is work experience? part h*.

### MODELS TWO AND THREE – Work experience undertaken as part of landscape architecture education

The Program Director is responsible for determining if a landscape architecture student has failed to complete work experience or has completed work experience unsatisfactorily. Failing to complete or completing unsatisfactorily is defined as:

- A student has not completed the required minimum number of days;
- A student has not received prior approval for work with a provider (where that is required) and that provider does not meet the program definition of a suitable provider;
- A student has not complied with recommendations following an unsatisfactory finding at a progress stage during work experience;
- A student has not met the required outcomes, when outcomes are stated as a requirement;
- A student has not provided the required reports demonstrating completion, or the reports do not demonstrate satisfactory completion; or
- A student has not met the performance or behaviour standards required by either the provider or the Program Director.

Procedures following non completion or unsatisfactory completion of work experience are as follows:

- Model Two – When work experience is a unit of study within a program, the procedures for non-completion or unsatisfactory completion are the same as for any other unit of study.
- Model Three – When work experience is not a unit of study within a program, completion is a component of a unit of study. The procedures for non-completion or unsatisfactory completion are the same as for any other unit of study.

For work experience that is incomplete or unsatisfactory due to poor behaviour, harassment, injury, or unacceptable risks, university policies apply. However, also refer to 2.2 *What is work experience? part h*.

## **2.10 Outcomes and reports**

### MODEL ONE – Work experience undertaken by a school student.

The stated purposes of a school student undertaking work experience are to become familiar with a work place, observe a variety of work activities, participate in selected work activities, communicate with the workers about the work, and find out about future career opportunities. As well as this, a school student should be made to feel welcome and part of the everyday activities of the workplace. So, the primary outcome for the student should be positive about the workplace and their possible future career potential in a similar workplace.

The stated outcomes of the work experience vary between jurisdictions, but generally include a report by the school student and a separate report by the provider, both submitted to the Principal. Both of the reports list the activities carried out, as a diary, and address their perceptions of the positives and negatives of the work experience. A Principal may require additional detail about specific aspects of the work experience.

Support for school students undertaking work experience is essential. This support can take many forms but the essential components are:

- A standard set of protocols on performance and behaviour expectations for both the school student and the provider. These protocols are prepared by the Principal as a standard document that is made available to all students in the Principal's school who are eligible for undertaking work experience, and providers;
- Contact information for school students and providers to receive advice and assistance during the work experience, usually with at least one stated contact time for an interim verbal report; and
- Information on past successful work experience locations and providers.

#### MODELS TWO AND THREE – Work experience undertaken as part of landscape architecture education

The outcomes are established by the Program Director and communicated to providers and landscape architecture students. If needed, the Program Director may develop specific details to suit a particular set of circumstances, but the general outcomes should remain constant for all work experience undertaken as part of a program.

Support for landscape architecture students undertaking work experience is essential. This support can take many forms but the essential components are:

- A standard set of protocols on performance and behaviour expectations for both the landscape architecture student and the provider. These protocols are prepared by the Program Director as a standard document that is made available to all landscape architecture students and providers;
- Contact information for landscape architecture students and providers to receive advice and assistance; and
- Information on past successful work experience locations and providers, as well as comply outcomes, made available to current and future landscape architecture students and providers. This must comply with confidentiality requirements.

It is recommended that outcomes for work experience are not assessed only at the end of a period of work experience. Instead, a student, and a provider if applicable, is expected to regularly report on progress. This is an essential component of Model Two work experience but is also recommended for Model Three work experience. Each interim report needs expedient feedback from the Program Director. The final landscape architecture student report needs to include the interim reports and the feedback, together with results from the feedback.

The type, extent and inclusions in reports relate directly to the stated outcomes. As well, the reports provide the basis for feedback to the three work experience parties – Program Director, provider and landscape architecture student.

Recommended inclusions in the reports are:

- Identification of the landscape architecture student and provider;
- Details of the provider's required levels of confidentiality in regards to the information in the report;
- Time records, together with verification of the time by the provider;
- Description of the tasks undertaken during work experience and the knowledge and skills gained by undertaking those tasks;
- Systematic presentation of the requirements listed as work experience outcomes; and
- Analysis of the work experience, highlighting any differences between the knowledge and skills gained at university and those gained during work experience.

Model Two work experience requires interim reports as well as a final report. Interim reports address the landscape architecture student progress on specific outcomes.

The Program Director is encouraged to communicate to AILA all elements of report inclusions that the Program Director sees as beneficial to the profession. This communication must adhere to the confidentiality requirements of providers, and be expressed in general terms without reference to particular landscape architecture students, providers or projects. AILA should provide this communication, or extracts from it, to AILA members.

### **3. SPECIFIC INFORMATION**

#### **3.1 Information for Principals**

1. The following information elsewhere in this Practice Note applies to Principals:
  - *1. Preamble*
  - *2. General Information – 2.1-2.2*
  - *2.3 Work experience models – MODEL ONE*
  - *2.4 Length – MODEL ONE*
  - *2.5 Payment – MODEL ONE*
  - *2.6 Privacy and confidentiality*
  - *2.7 Insurance – MODEL ONE*
  - *2.8 Multiple providers – MODEL ONE*
  - *2.9 Incompletion or unsatisfactory completion – MODEL ONE*
  - *2.10 Outcomes and reports – MODEL ONE*
2. School students are encouraged to participate in work experience with a landscape architect in professional practice which may be in the public or private sector. Preference should be given to current Australian Institute of Landscape Architects (AILA) members since they are familiar with the range of employment prospects across the profession. Information about current members is available on the AILA website<sup>20</sup>.

#### **3.2 Information for Program Directors**

1. The following information elsewhere in this Practice Note applies to Program Directors:
  - *1. Preamble*
  - *2. General Information – 2.1-2.2*
  - *2.3 Work experience models – MODELS TWO and THREE*
  - *2.4 Length – MODELS TWO and THREE*
  - *2.5 Payment – MODELS TWO and THREE*
  - *2.6 Privacy and confidentiality*
  - *2.7 Insurance – MODELS TWO and THREE*
  - *2.8 Multiple providers – MODELS TWO and THREE*
  - *2.9 Incompletion or unsatisfactory completion – MODELS TWO and THREE*
  - *2.10 Outcomes and reports – MODELS TWO and THREE*
2. Landscape architecture students are encouraged to participate in work experience in the type of practice that the student sees as a likely future employer. Preference should be given to current AILA members but the definition of suitable providers should not be limited to AILA members.

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<sup>20</sup> <https://www.aila.org.au/>

Providers could be experienced practitioners of allied design professions who are members of their relevant professional institutes, especially if they are part of a multi-disciplinary practice or a government agency.

3. For situations where landscape architecture students are expected to source their own work experience providers, Program Directors are encouraged to make available to landscape architecture students the contact information about past providers, except where those providers have indicated otherwise.
4. Program Directors are encouraged to use this Practice Note as a guideline document only. AILA welcomes constructive ideas to improve the information contained in this Practice Note and to encompass different methods of achieving valuable experience for landscape architecture students.

### 3.3 Information for providers

1. The following information elsewhere in this Practice Note applies to providers:
  - 1. *Preamble*
  - 2. *General Information – 2.1-2.2*
  - 2.3 *Work experience models* – Model One is work experience undertaken by a school student. Models Two and Three are for work experience undertaken as part of landscape architecture education. 2.4 to 2.10 listed below describe each of the 3 models.
  - 2.4 *Length*
  - 2.5 *Payment*
  - 2.6 *Privacy and confidentiality*
  - 2.7 *Insurance*
  - 2.8 *Multiple providers*
  - 2.9 *Incompletion or unsatisfactory completion*
  - 2.10 *Outcomes and reports*
2. Practitioners who are AILA members and provide work experience for students are able to count their supervision towards their CPD points.

The short time period, together with the expectation to actively support the student in making the time both a positive experience and rich learning opportunity, requires more 'hands on' and regular supervision, and indicates a relationship that can be likened to the role of coach and coachee. Supervisors of work experience students are expected to support students in identifying learning objectives/outcomes (Model One and potentially Model Three) and work jointly to plan and implement activities to achieve the required objectives/outcomes for the placement (all models). Supervision of work experience students entails guidance on how to undertake activities, regular feedback on progress – including constructive and corrective feedback – reflective practice to build knowledge and foster learning, and two-way dialogue to ensure understanding, foster engagement and check that things overall remain on track.

The nature of the interaction through this coaching role offers significant opportunity for learning and growth for the supervisor, both in terms of confirming and reflecting on their own knowledge and in building skills to coach others. Better-practice supervision of work experience students may include:

- (Joint) development of a learning plan for the placement, with objectives/outcomes, activities, support/resources required and timeframes;
- Coaching in new or unfamiliar activities and/or to build knowledge;

- Ongoing provision of informal feedback in undertaking activities and achieving objectives/outcomes;
- Provision of learning materials and guidance in identifying resources and sources of knowledge/information;
- Regular one-to-one 'formal' meetings to facilitate reflective practice, discuss learning, coach on areas for development and discuss issues;
- Liaison between the student and the Principal or the Program Director to provide progress reports, clarify learning requirements or address issues; and
- Provision of verbal and written reports to stakeholders, both within the practice and to the learning institution.

Consistent with AILA's CPD Policy, CPD points can be earned on the basis of one point per hour of activities undertaken in the supervision of the work experience student.

- For the supervision of work experience undertaken by a school student (Model One – typically 1 to 2 weeks duration), AILA members may claim up to a **maximum of 9 CPD points** for any single student placement.
- For supervision of students participating in a unit of study within a Landscape Architecture program (Models Two – typically 20 days duration), AILA members may claim up to a **maximum of 16 CPD points**.
- For supervision of students undertaking study in Landscape Architecture where work experience is not a unit of study (Model 3 – potentially up to 50 days duration), AILA members may claim up to a **maximum of 20 CPD points**. (Note that the student is effectively an employee and the longer duration potentially suggests less intensive supervision, more similar to ongoing employees.)

3. The supervision of school students undertaking work experience is a difficult but rewarding task. It requires patience and understanding, because for many of these school students, this experience will be their first personal contact with a real work environment. However, for other school students who have undertaken casual work previously, including in family businesses, their understanding of work may be very different from work experience with a landscape architect. For most students, this will be a new experience, separate from the guidance and control of parents or teachers and in an unfamiliar environment. The school Principal is available for advice and guidance whenever it is warranted to ensure that it is a positive experience for both the school student and the provider.
4. The supervision of landscape architecture students undertaking work experience is not intended to be onerous. It entails direction and explanation to the extent that a landscape architecture student is able to undertake tasks independently and to participate as a team member. It also requires checking of all landscape architecture student work and providing supportive and constructive feedback. Work experience aims at providing a real work experience while providing a supportive atmosphere.
5. AILA welcomes constructive ideas to improve the information contained in this Practice Note and to encompass different methods of achieving valuable experience for students.

### 3.4 Information for school students

1. The following information elsewhere in this Practice Note applies to school students:
  - 1. Preamble
  - 2. General Information – 2.1-2.2
  - 2.3 Work experience models – MODEL ONE

- 2.4 Length – MODEL ONE
  - 2.5 Payment – MODEL ONE
  - 2.6 Privacy and confidentiality
  - 2.7 Insurance – MODEL ONE
  - 2.8 Multiple providers – MODEL ONE
  - 2.9 Incompletion or unsatisfactory completion – MODEL ONE
  - 2.10 Outcomes and reports – MODEL ONE
2. The information in this Practice Note is provided to help school students understand the expectations of work experience with a landscape architect. For students under 18, and for students with special needs, this information is also directed at the school student's parent, carer, or other authority, to organise, advise and approve on behalf of the school student.
  3. School students are encouraged to see this work experience as their best opportunity to imagine their own future career pathway as a landscape architect. The work experience provider can explain the profession and their perception of the future of the profession and how it may be of interest to a current school student.
  4. An important component of professional practice is to be, and to be seen to be, a professional person. This means that behaviour and attitude is professional at all times, not just when in a work environment. This is particularly important in regard to the digital environment since postings on social media are published in the public realm and demonstrate a person's level of professionalism.

### **3.5 Information for landscape architecture students**

1. The following information elsewhere in this Practice Note applies to landscape architecture students:
  - 1. Preamble
  - 2. General Information – 2.1-2.2
  - 2.3 Work experience models – MODELS TWO and THREE
  - 2.4 Length – MODELS TWO and THREE
  - 2.5 Payment – MODELS TWO and THREE
  - 2.6 Privacy and confidentiality
  - 2.7 Insurance – MODELS TWO and THREE
  - 2.8 Multiple providers – MODELS TWO and THREE
  - 2.9 Incompletion or unsatisfactory completion – MODELS TWO and THREE
  - 2.10 Outcomes and reports – MODELS TWO and THREE
2. Completion of work experience specified by your program requirements should be seen as an introduction only to professional practice. Landscape architecture students are encouraged to interact with the profession beyond the extent of work experience, and to participate in AILA events whenever possible. Future career prospects are enhanced by a landscape architecture student being seen to be part of the profession prior to graduation.
3. An important component of professional practice is to be, and to be seen to be, a professional person. This means that behaviour and attitude is professional at all times, not just when in a work environment. This is particularly important in regard to the digital environment since postings on social media are published in the public realm and demonstrate a person's level of professionalism.

## 4. ANNEXURE

### A Other definitions

The following list explains the meaning of terms used to describe different forms of *work experience*:

- AILA uses the term *work experience* to describe the required post-graduate practice experience period prior to applying to join the professional institute. AILA calls this period ‘supervised professional *work experience*’<sup>21</sup>.
- **Work Placement** describes *work experience* where there is some involvement from a third party to organise, arrange or authorise the experience.
- **Student Placement** is the term used by the Fair Work Commission to describe any form of experience in a work place undertaken by a student as part of their educational program.
- **Vocational Placement** is the term used by the Fair Work Commission to describe a *student placement* that meets the strict compliance requirements stated in the *Fair Work Act*<sup>22</sup> which apply when the student is not in an employment relationship.
- **Internship** generally applies to *work experience* undertaken during the transition period between education and paid work. It provides a participant with experience in a particular field with the intention of enhancing their prospects of gaining substantive employment in that field. Unpaid *internships* contravene the *Fair Work Act*, except where they comply with the definition of *vocational placement*<sup>23</sup> or *volunteering*<sup>24</sup>.
- **Volunteering** is defined by the Fair Work Ombudsman as providing time and effort to a not-for-profit organisation<sup>25</sup>.
- **Apprenticeships** only apply to recognised trades and therefore the term does not apply to landscape architecture students.
- **Traineeships** applies to formal workplace training as part an educational program, and so could be used to describe student *work experience* as part of a landscape architecture program, if it includes the degree of educational outcomes prescribed in state or territory legislation.
- **Practicum** is a term that describes the practical, hands-on, on-site component of study. It is a term commonly used in Australia by medical, teaching, engineering, and other professions but is not used by the Fair Work Commission.
- **Work Integrated Learning (WIL)** is a term that applies to trade-based workplace learning, as well as *work experience*, *internships*, and project work. TEQSA has a guidance note on WIL<sup>26</sup>.

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21 AILA, September 2012, *AILA Registered Landscape Architect – Guide to Applicants and Mentors*, p.2

22 <https://www.fairwork.gov.au/pay/unpaid-work/student-placements>

23 <https://www.fairwork.gov.au/pay/unpaid-work/work-experience-and-internships>

24 <https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/unpaid-work/unpaid-work#volunteering>

25 <https://www.fairwork.gov.au/pay/unpaid-work>

26 *TEQSA Guidance Note – Work Integrated Learning*, Consultation Draft 16 August 2016

## B Payment sources

Other than the AILA salary survey information, other sources of appropriate pay levels are found in an award or a registered (or enterprise) agreement. Registered agreements cover employees doing a range of work within an enterprise or business, so there may be landscape architects covered by many of these agreements<sup>27</sup>. There is no Australian award specifically covering landscape architects. However, the five awards listed below may be applicable in calculating an appropriate pay rate for a student doing work experience. A rate derived from an award is a minimum rate. A higher rate may be paid.

1. *Architects Award 2010* (MA000079) covers all architects in Australia other than architects in academia, and architects covered by a modern enterprise award, or a registered agreement; or State reference public sector modern award, or a State reference public sector transitional award<sup>28</sup>. Students of Architecture under 21 years of age employed on a full-time basis are paid on a sliding scale starting at 35% of the Level 1 Graduate Entry Rate (for an employee under 21 years of age) rising to 95% in their 6<sup>th</sup> year of experience<sup>29</sup>.
2. *Professional Employees Award 2010* (MA000065) covers professional engineering and scientific employees in Australia with exemptions in a number of stated occupations, and also with exceptions in regard to registered agreements and public sector awards, as for architects<sup>30</sup>. This award does not include a student as a standard classification, but the Level 1 Graduate Entry Rate of pay is appropriate as either the 3 year degree graduate rate or the 4 or 5 year degree graduate rate<sup>31</sup>.
3. *Local Government Industry Award 2010* (MA000112) covers employees of local government entities in Australia with exemptions in a number of stated occupations, and also with exemptions in regard to registered agreements and State public sector awards, as for architects<sup>32</sup>. This award does not include a student as a standard classification, but includes reduced pay rates for employees under 21 years of age. The rate ranges from 55% of the appropriate pay rate for an employee under 17 years of age, to 95% for a 20 year old<sup>33</sup>. The appropriate pay rate depends on the level classification of the employee, from level 1 to level 11<sup>34</sup>. Level 7 is the entry level for graduate professional employees<sup>35</sup>.
4. *State Government Agencies Award 2010* (MA000121) covers public sector employees in most States of Australia with exemptions in a number of stated occupations, and also with exemptions in regard to enterprise agreements, State public sector awards (not covered by this award) as per architects, and the *Local Government Industry Award*<sup>36</sup>. This award does not include a student as a standard classification. Classifications under this award are Administrative, Technical, Professional, and General/Fieldwork. The most appropriate classification depends on the work being undertaken, but is likely to be Professional, with a sub-classification of Engineer/Scientist. Within each of the sub-classifications there are 5 grade levels and up to 6 work value levels within each grade. The appropriate pay for a student is Level 1

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27 <https://www.fairwork.gov.au/awards-and-agreements>

28 *Architects Award 2010* [Cth] cl.4

29 *Architects Award 2010* [Cth] cl.15.1

30 *Professional Employees Award 2010* [Cth] cl.4

31 *Professional Employees Award 2010* [Cth] cl.15

32 *Local Government Industry Award 2010* [Cth] cl.4

33 *Local Government Industry Award 2010* [Cth] cl.14.2

34 *Local Government Industry Award 2010* [Cth] Schedule B

35 *Local Government Industry Award 2010* [Cth] cl.14.1

36 *State Government Agencies Award 2010* [Cth] cl.4

Engineer/Scientist (without formal qualifications). A graduate would start at least at Level 2 (graduate)<sup>37</sup>. The pay increases with experience (value levels)<sup>38</sup>.

5. For employees not covered by an award or an enterprise agreement, the Fair Work Commission states there are minimum standard terms and conditions that apply<sup>39</sup>. The 'safety net' for these employees is described in the *Miscellaneous Award 2010* (MA000104). These conditions include:
  - The standard work week is 38 hours for a full-time employee. Part-time employee pay is calculated proportional to the standard work week.
  - The national minimum wage applies for full-time and part-time employees who are 21 years of age or older.
  - Juniors (presumably including students under the age of 21) are paid at a reduced rate. The standard pay rate for a Junior full-time and part-time employee is a sliding scale based on age and level classification. A landscape architecture student should be classified as a Level 4 employee (sub-professional)<sup>40</sup> with the pay for a 17 year old being 57.8% of the adult pay raising to 97.7% for a 20 year old<sup>41</sup>.
  - The rate for casual employees is calculated as an hourly rate with an additional 25% loading.

Pay guides for all awards are updated on 1 July each year and are accessible via the Fair Work Australia website<sup>42</sup>.

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37 *State Government Agencies Award 2010* [Cth] Schedule B cl.3.1

38 *State Government Agencies Award 2010* [Cth] cl.14.1

39 <https://www.fairwork.gov.au/awards-and-agreements/award-and-agreement-free-wages-and-conditions>

40 *Miscellaneous Award 2010* [Cth] Schedule B

41 *Miscellaneous Award 2010* [Cth] cl.14.1

42 <https://www.fairwork.gov.au/pay/minimum-wages/pay-guides>