



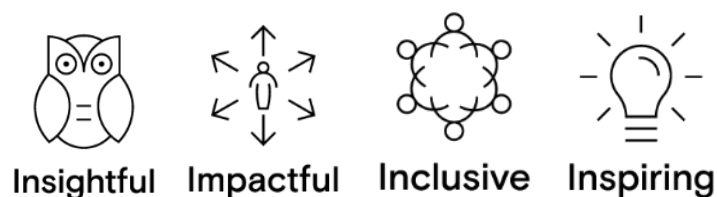
Charles Sturt  
University

## Work-Integrated Learning

# DRAFT Quality WIL Framework



# Overview



The Quality Work-Integrated Learning (WIL) Framework at Charles Sturt University provides a practical guide to support the design, delivery, and evaluation of high-quality work-integrated learning experiences across all disciplines.

It operationalises the WIL policy sections within the Course and Subject Policy, aligning with the WIL Procedure to ensure consistent, safe, and pedagogically sound practices.

The Framework also supports the implementation of the WIL Strategy, reinforcing the university's commitment to graduate employability, industry and community engagement, and curriculum that prepares students for real-world challenges. Together, these elements create a cohesive and integrated approach to embedding meaningful, outcomes-focused WIL across the student learning journey.

## WIL at Charles Sturt University

WIL at Charles Sturt encompasses a range of experiences, in real, virtual, or simulated work contexts, including placements, internships, practicums, service learning, fieldwork, simulations, industry or community projects, and student-led enterprises. These activities enable students to engage in purposeful work tasks that align with their discipline and support their professional and personal development for academic credit. Our WIL experiences are aligned closely with TEQSA and *Higher Education Standards Framework* (Threshold Standards 2021), help meet the university's graduate employability objectives, and are embedded within our [Education Strategy Vision 2030](#).

WIL is an educational approach that intentionally integrates the application of theoretical learning with authentic, meaningful work practice to enhance students' academic development, employability, and contribution to society. It involves a tripartite relationship between the student, the university, and industry or community partners.

Charles Sturt graduates are professionals who demonstrate knowledge, capabilities, practices, attitudes, ethics and dispositions of their discipline or profession (*Charles Sturt Graduate Learning Outcomes*).

### Definition of WIL at Charles Sturt:

*Work-integrated learning (WIL) incorporates learning and assessment activities that intentionally integrate theory with the practice of work. These experiences are embedded within the curriculum and designed to provide students with authentic, real-world opportunities to develop relevant skills, knowledge, and professional capabilities aligned to their chosen area of study.*

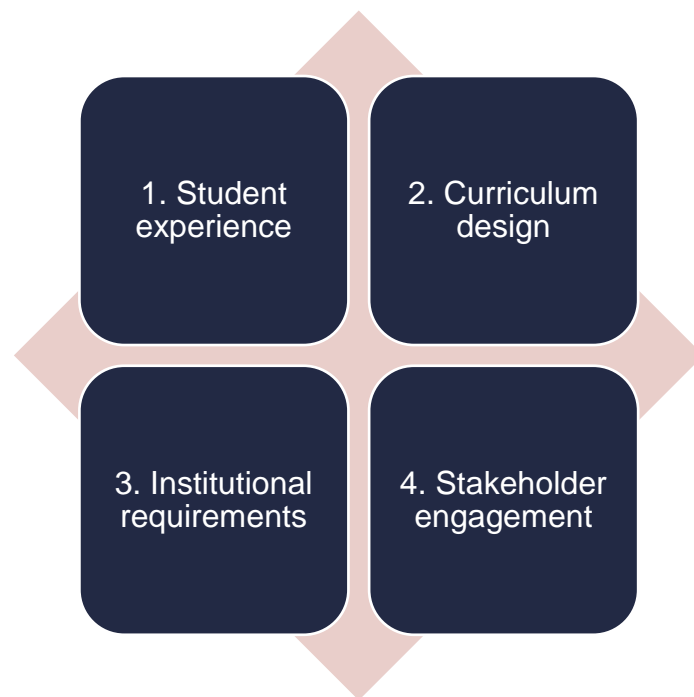
Through WIL, Charles Sturt students graduate with the knowledge, skills, and experience to thrive in the workforce and contribute meaningfully as active, engaged citizens.

## Charles Sturt Quality Work-Integrated Learning Framework

This comprehensive framework underpins Charles Sturt University's commitment to institution-wide quality assurance in work-integrated learning. It defines WIL as the integration of work experiences within the curriculum, delivered through strategic partnerships with industry, community, business, and the university. As part of our Education Strategy Vision 2030, we co-design and personalise experiences and provide work-integrated learning opportunities that engage students to learn, achieve and make a difference.

The framework underscores Charles Sturt University's commitment to excellence in pedagogy, experiential learning, assessment, evaluation, and reflective practice, ensuring that WIL opportunities remain robust, relevant, and continuously improved.

The framework is structured around four domains of practice:



Each domain is further divided into standards of quality, with examples of desired practices and evidence to demonstrate the presence of these standards within an institution. The framework aims to provide a holistic representation of quality practice in WIL and is intended to guide the review and continuous improvement of WIL practices across the institution.

The following suggested outline provides a structured approach to ensuring high-quality WIL experiences at Charles Sturt University, aligned with best practices and industry standards.

### Graduate employability and professional identity

Charles Sturt University's Quality WIL Framework is designed to support the development of graduate employability across all disciplines. WIL experiences are scaffolded to foster critical

thinking, communication, teamwork, digital capability, and cultural competence, key attributes aligned with national employability frameworks and industry and community expectations.

### **Safe and supportive student WIL experiences**

WIL activities are designed to prioritise physical safety, psychological wellbeing, cultural safety, and equitable access. Institutions, faculties, and placement partners share responsibility for ensuring inclusive environments and access to appropriate wellbeing support throughout the WIL experience.

*Reference: Charles Sturt University (2024). Student Wellbeing Framework 2024–2027.*

1. Student  
experience

2. Curriculum  
design

3. Institutional  
requirements

4. Stakeholder  
engagement

| Domain                   | Guiding principle  | Standards  |
|--------------------------|--|--|
| 1. Student<br>experience | A quality WIL experience should provide students with a scaffolded, connected, and supported pedagogical experience contributing to the development of their employability capabilities. | <ul style="list-style-type: none"><li>• <b>1.1</b> Student readiness and preparation meets scaffolded WIL experience requirements.</li></ul>   |
|                          |  | <ul style="list-style-type: none"><li>• <b>1.2</b> Student WIL experiences are scaffolded through connection with prior and future learning opportunities.</li></ul>                     |
|                          |  | <ul style="list-style-type: none"><li>• <b>1.3</b> Student WIL experiences align with their learning goals and capabilities.</li></ul>   |
|                          |  | <ul style="list-style-type: none"><li>• <b>1.4</b> Student WIL experiences are safe and supportive, in alignment with the Charles Sturt Student Wellbeing Framework 2024–2027.</li></ul> |
|                          |  | <ul style="list-style-type: none"><li>• <b>1.5</b> Guidance is provided for students within the WIL experience.</li></ul>  |
|                          |  | <ul style="list-style-type: none"><li>• <b>1.6</b> Students receive and use feedback on their WIL experiences to progress toward their learning goals.</li></ul>                         |
|                          |  | <ul style="list-style-type: none"><li>• <b>1.7</b> Students contribute to ongoing WIL quality improvement through provision of feedback on their WIL experiences.</li></ul>              |
|                          |  | <ul style="list-style-type: none"><li>• <b>1.8</b> Provide access to career development resources, reflective tools, and professional mentoring.</li></ul>                               |



| Domain               | Guiding principle   | Standards  |
|----------------------|---|--|
| 2. Curriculum design | <p>A quality WIL curriculum should contain embedded, accessible, and transformative learning opportunities and assessment within an intended and enacted curriculum. We acknowledge WIL also provides learning outcomes beyond the intended curriculum.</p> <p>WIL is the integration of theory and practice, placing experiential professional learning at the centre of the learning experience. Students demonstrate their learning through active engagement, reflective practice and authentic assessments designed to support their learning.</p> | <ul style="list-style-type: none"> <li>2.1 WIL experiences are embedded through a whole-of-qualification curriculum design underpinned by current research and scholarship.</li> </ul>   |
|                      |   | <ul style="list-style-type: none"> <li>2.2 Students and industry partners contribute to WIL curriculum design.</li> </ul>  |
|                      |   | <ul style="list-style-type: none"> <li>2.3 WIL curriculum design addresses accreditation, industry, and community requirements as well as students' career and employability development.</li> </ul>                                 |
|                      |   | <ul style="list-style-type: none"> <li>2.4 WIL curriculum design provides inclusive, equitable and accessible experiences.</li> </ul>  |
|                      |   | <ul style="list-style-type: none"> <li>2.5 WIL assessment design incorporates, authentic tasks, that align with learning goals and graduate outcomes.</li> </ul>   |
|                      |   | <ul style="list-style-type: none"> <li>2.6 Students demonstrate achievement of learning outcomes through active participation and reflective practice.</li> </ul>  |
|                      |   | <ul style="list-style-type: none"> <li>2.7 Student learning gains are measurable against intended outcomes.</li> </ul>   |
|                      |   | <ul style="list-style-type: none"> <li>2.8 WIL assessment is designed to allow students to demonstrate the core competencies identified by discipline and industry requirements and areas for improvement are identified.</li> </ul> |
|                      |   | <ul style="list-style-type: none"> <li>2.9 Ensure WIL subjects explicitly map to employability outcomes and include career-focused assessment</li> </ul>   |





| Domain                               | Guiding principle   | Standards  |
|--------------------------------------|---|--|
| <b>3. Institutional requirements</b> | <p>Quality WIL activity across disciplines is shown through effective staff management, risk mitigation, and comprehensive reporting on WIL experiences that drive continuous improvement.</p> <p>The university has identifiable leadership and governance structures for WIL.</p> | <ul style="list-style-type: none"> <li>• <b>3.1</b> The university has shared WIL values, principles, aims, policies and procedures.</li> <li>• <b>3.2</b> The university has clearly defined WIL leadership, academic and professional roles and responsibilities as outlined in the university WIL Governance Structure (<a href="#">see Appendix A</a>).</li> <li>• <b>3.3</b> WIL is supported by adequate and effective IT, and administrative systems managing consistent and accurate student and industry data requirements to underpin reporting.</li> <li>• <b>3.4</b> The university provides targeted professional development for academic and professional staff, and industry and community partners.</li> <li>• <b>3.5</b> The university has enacted legal and risk management frameworks, compliance procedures, and quality assurance processes and reporting.</li> <li>• <b>3.6</b> Provision of funding, resourcing, support, and recognition necessary to achieve WIL strategic goals.</li> <li>• <b>3.7</b> Evaluation and tracking of short to long-term WIL outcomes for continuous quality improvement.</li> </ul> |



| Domain                           | Guiding principle  | Standards   |
|----------------------------------|--|---|
| <b>4. Stakeholder engagement</b> | 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). | <ul style="list-style-type: none"> <li>• <b>4.1</b> Diverse stakeholders are included as active participants across all WIL activities including design and implementation. Stakeholders are actively engaged in co-design, development and delivery of curriculum.</li> </ul>  |
|                                  |  | <ul style="list-style-type: none"> <li>• <b>4.2</b> Partner sites are assessed to meet both workplace health and safety standards, compliance, modern slavery, and educational requirements for WIL activities.</li> </ul>  |
|                                  |  | <ul style="list-style-type: none"> <li>• <b>4.3</b> Institution has effective policies and procedures in place for ongoing quality assurance of stakeholders including partner agreements, financial arrangements, and supervision quality.</li> </ul>  |
|                                  |  | <ul style="list-style-type: none"> <li>• <b>4.4</b> Institutions undertake site contact and stakeholder communication and are responsive to stakeholder needs.</li> </ul>   |
|                                  |  | <ul style="list-style-type: none"> <li>• <b>4.5</b> Effective and sustainable relationship management including appropriate communication, reward, and recognition.</li> </ul>  |
|                                  |  | <ul style="list-style-type: none"> <li>• <b>4.6</b> Partnership arrangements are regularly reviewed.</li> </ul>   |
|                                  |  | <ul style="list-style-type: none"> <li>• <b>4.7</b> The university ensures it meets its primary duty of care under WHS legislation to prevent risks to health and safety in WIL. This includes when it directs or influences work, engages students in work contexts, or has management or control of a WIL workplace.</li> </ul> |

The development of this Quality WIL Framework has been informed by and adapted from the report *"A Framework to Assure the Quality of Work Integrated Learning"* (Campbell et. al, 2023)



# Appendix A

## WIL Governance Structure

Governance of WIL is operationalised through an integrated structure that supports the strategic coordination, risk oversight, and implementation of WIL experiences at all levels.



- **The University WIL Committee** ensures alignment with regulatory and institutional standards and oversees continuous improvement and stakeholder engagement.
- **The WIL Strategy Unit** provides system-wide leadership and support, including risk management processes, policy development, and cross-university coordination.
- **Faculty WIL Leaders** facilitate faculty-specific implementation, staff capability, and compliance with approved subject and course structures.
- **The Work-Integrated Learning Technology Oversight Group (WILTOG)** maintains and improves the technological infrastructure supporting WIL systems and reporting.
- **WIL Data and Record Keeping** are the responsibility of Faculty WIL Staff and other university stakeholders. They are essential to ensuring the quality assurance, strategic alignment, and compliance of WIL activities across Charles Sturt University. These roles work collaboratively to ensure quality, consistency, and accountability in all WIL activities.