

Work-integrated Learning Procedure

Section 1 - Purpose

(1) This procedure outlines processes and practices for work-integrated learning (WIL) activities at Charles Sturt University (the University; Charles Sturt), providing a structured approach for delivering high-quality WIL experiences that enhance students' learning and professional development. It sets out:

- a. at Part A, the relevant WIL governance, management and compliance frameworks
- b. at Part B, course, subject and assessment design requirements for WIL activities
- c. at Part C, student safety and wellbeing arrangements in relation to WIL, including risk management requirements and critical incident processes
- d. at Part D, delivery and conduct requirements for WIL activities
- e. at Part E, a summary of the design, delivery and conduct requirements specific to WIL placements.

Document context

Scope		All WIL activities undertaken by students as part of their course requirements, including WIL placements, internships, fieldwork, practicums, industry-partnered projects, virtual, and simulated work environments. All students, including those studying through educational partners or third-party providers.
Compliance drivers		As per Part A
Policy suite	Policy	Course and Subject Policy
	Procedure	Work-integrated Learning Procedure (this document)
	Guidelines	Work-integrated Learning Guidelines - Students with Disability
Related documents		Quality Work-integrated learning (WIL) Framework Work-integrated learning Vision and Guiding Principles Other documents as indicated in text or listed on the Associated Information tab.
Review requirements		As per Policy Framework Policy
Document class		Academic

Section 2 - Procedure

Part A - Compliance and oversight

Compliance frameworks

(2) WIL is provisioned under the [University's Education Framework](#) and other curriculum related documents, including:

- a. [Quality Work-integrated learning \(WIL\) Framework](#) and [Work-integrated learning Vision and Guiding Principles](#)
- b. [Education Strategy](#)
- c. [Academic Quality Policy](#)

- d. [Course and Subject Policy](#) (including the graduate attributes and graduate learning outcomes)
 - e. [Curriculum Architecture Principles](#)
 - f. [Assessment Design Principles](#)
- (3) The University conducts WIL activities consistent with relevant legislation and standards including:
- a. [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (Cth) (particularly standards 1.4, 2.3, 2.4, 3.1, and 5.4.1)
 - b. [Tertiary Education Quality and Standards Agency Act 2011](#) (Cth)
 - c. [Fair Work Act 2009](#) (Cth)
 - d. [Department of Foreign Affairs and Trade – Prevention of Sexual Exploitation, Abuse and Harassment Policy](#) (for DFAT partners)
 - e. [Disability Discrimination Act 1992](#) (Cth)
 - f. [Anti-Discrimination Act 1977](#) (NSW)
 - g. [Australian Human Rights Commission Act 1986](#) (Cth)
 - h. [Education Services for Overseas Students Act 2000](#) (Cth)
 - i. [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (Cth) (particularly standards 2.1 and 3.3)
 - j. [Modern Slavery Act 2018 \(Cth\)](#), [Modern Slavery Act 2018 \(NSW\)](#) and the NSW Anti-slavery Commissioner's Guidance on Reasonable Steps
 - k. [Sex Discrimination Act 1984 \(Cth\)](#) and particularly Part IIA regarding reasonable measures to eliminate discriminatory conduct
 - l. [Racial Discrimination Act 1975](#) (Cth)
 - m. [National Higher Education Code to Prevent and Respond to Gender-based Violence 2025](#) (Cth)

Governance responsibilities

(4) Academic Senate oversees the academic governance and quality assurance of WIL in courses offered by the University, and the compliance of WIL placements with the relevant standards and regulatory frameworks. Academic Senate assigns responsibility for WIL quality assurance to the following sub-committees, through their terms of reference:

- a. Academic Quality and Standards Committee (AQSC): Oversee implementation of policies and procedures relating to WIL academic quality, and student complaints in relation to WIL placements.
- b. Faculty Boards: Within their faculty, oversee the quality of WIL activities, ensure compliance with this procedure, and make recommendations on faculty WIL practices to the AQSC.

(5) Faculties report annually on WIL activities, including alignment with the University's [Quality WIL Framework](#) and [WIL Vision and Guiding Principles](#), via their Faculty Boards, to the Academic Quality and Standards Committee.

Operational responsibilities

(6) Management and administrative structures lead and manage the development, delivery, quality assurance and evaluation of WIL activities and placements. These include:

- a. faculty and school academic leadership and management and professional/general staff positions
- b. Office of Global Engagement (for international WIL delivery)
- c. Division of Learning and Teaching
- d. Division of Safety, Security and Wellbeing (for gender-based violence and sexual harm disclosure, response and

support systems, and critical incident response)

- e. other relevant roles, responsibilities and/or working groups established by the University to support the implementation of this procedure, the [Quality WIL Framework](#) and [WIL Vision and Guiding Principles](#).

Note: Titles of administrative and academic roles that support WIL placement delivery and management vary between faculties. The term 'workplace learning administration team' is used in this procedure for faculty or school professional/general staff who support WIL placements.

Part B - WIL design

Course design requirements

(7) Charles Sturt undergraduate courses must include WIL activities, as per the [Curriculum Architecture Principles](#). A range of WIL activities should be structured across each course to meet the employability elements of the University's graduate attributes and [graduate learning outcomes](#) (as per the [Course and Subject Procedure - Coursework Design](#)).

(8) WIL activities can include placements, projects, fieldwork, simulation, and other activities, where these have at least three of the following characteristics (which are the accepted criteria developed by Universities Australia for classifying WIL activities):

- a. Integrated theory with the practice of work.
- b. Engagement with industry (including business and government) or community partners (such as non-government organisations (NGO) and not-for-profit organisations).
- c. Planned, authentic activities.
- d. Purposeful links to curriculum and specifically designed assessment.

(9) WIL activities that minimise risk, costs, travel, time and other obligations for students will be prioritised (subject to professional accreditation or registration requirements).

(10) Faculties may determine whether a course's WIL activities include WIL placement(s). Where WIL placement is required for professional accreditation, or the course (or a major/specialisation) requires a placement to prepare students for a specific career, the faculty or course design team should still consider whether non-placement WIL activities can achieve equivalent learning outcomes.

(11) Courses with WIL placement requirements will scaffold these across a course. Where the course (or a major/specialisation) involves WIL placement(s), either the course structure, the major/specialisation subjects preceding the WIL placement, or the WIL placement subject itself, must include content that:

- a. prepares students to undertake the WIL placement successfully, and
- b. as far as possible, verifies that students can meet the inherent requirements of WIL placements in the industry or profession.

(12) Faculties must report on their alignment with the University's WIL Vision and Guiding Principles and Quality Framework as per Part A of this procedure.

WIL subject and activity design

(13) To meet government definitions, WIL activities must:

- a. be all or part of a subject with credit points, including planned activities that are authentic work activities and

corresponding assessments

- b. take place in collaboration with an industry, government or community partner
- c. have the student's learning and performance either directed or supported by the University, and
- d. be delivered via facilities and infrastructure that is fit for the educational purposes and able to accommodate the numbers and educational activities of the students and staff who use them.

(14) WIL activities are structured learning activities that allow students to:

- a. undertake workplace tasks that enable them to integrate academic theory into authentic discipline practice
- b. develop professional and employability skills and knowledge related to the industry or profession
- c. apply theoretical knowledge and creative problem-solving to workplace-related issues/needs
- d. participate productively and meaningfully in the workplace
- e. develop the ability to reflect on work experience and self-assess work capabilities
- f. where relevant, demonstrate achievement of professional standards
- g. demonstrate behaviour consistent with social justice, cultural sensitivity and, where relevant, professional values
- h. demonstrate teamwork and proficient communication in a professional setting
- i. debrief and reflect critically on their placement experience, and
- j. meet relevant subject learning outcomes.

(15) Course/subject design teams will ensure that WIL subject and activity design:

- a. provides inclusive, equitable, and accessible WIL opportunities to all students; this includes ensuring that support services are available to meet the diverse needs of students undertaking WIL, and that reasonable adjustments and/or special consideration can be provided as per Parts D and E of this procedure and the [Assessment Flexibility Procedure](#)
- b. prioritises the wellbeing and safety of students as well as the workplaces/communities that the students will interact with; this includes appropriate risk identification and management treatments as per Part C, and requirements for engaging with First Nations organisations and communities as per Part D
- c. includes only WIL activities that can be sufficiently delivered and supported by the faculty/school, as per Parts D and E
- d. is supported, where necessary, by approved partnership agreements between the University and relevant industry/government/community partners
- e. follows the student workload requirements of the [Course and Subject Procedure – Coursework Design](#) and the [Guidelines for Calibrating Student Workload](#), noting that WIL placements may be exceptions to these requirements where professional accreditation or external registration bodies require a larger workload (refer to faculty guidelines regarding student workload requirements)
- f. for WIL placements in particular (and other WIL activities as relevant):
 - i. includes collaboration between the University and placement providers to link academic theory with work practice and satisfy relevant accreditation body requirements
 - ii. is structured and provides formal academic and workplace direction, supervision and monitoring
 - iii. links critical reflection of course content and practice, and integration of professional values and ethics
 - iv. provides enough work tasks and exposure to industry/professional practitioners for the student to achieve the required subject learning outcomes.

WIL activity assessment

(16) Where WIL activities are assessed based on student performance while undertaking an activity with an industry

partner (such as placements), the assessment must be conducted by either:

- a. the WIL placement coordinator (or activity coordinator) or a suitably qualified academic, where possible incorporating feedback from the industry partner/placement provider staff who supervised the student during the activity
- b. the staff member of the industry partner/placement provider who supervised the student during the activity, or
- c. a staff member of the industry partner/placement provider who is registered as a professional in the relevant profession, where this is required by a professional accreditation body and embedded in subject requirements. In this situation the staff member must hold the level of registration to which the course leads and have substantial professional experience (as per the [Academic Staff Qualifications and Expectations Procedure](#)).

(17) WIL placement supervisors receive structured guidance to facilitate delivery of accurate, constructive and timely feedback to both the student and the University.

Information and representation

(18) Course marketing materials must include information about the obligations and liabilities that a student will incur when admitted into the course, including costs of study and/or WIL requirements (see the [Communications and Marketing Procedure – Marketing, Sponsorship and Advertising](#)).

(19) Subject outlines must include information about WIL placements as set out in the [Course and Subject Procedure - Information and Representation](#), and/or WIL activity information relevant to the learning outcomes, assessment requirements, obligations or liabilities for students undertaking the subject.

(20) If a course includes compulsory WIL placement subjects and is offered to international students (and is registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)), the estimated cost of the placement(s), including accommodation and travel costs, must be provided:

- a. on [CRICOS](#) (see the [Course and Subject Procedure - Lifecycle Approvals](#))
- b. in the student's written agreement (see the [Admissions Policy](#) and [Procedure](#)), and
- c. in the online course brochure (OCB) and on relevant course webpages (see the [Communications and Marketing Procedure](#)).

(21) If the faculty or school arranges student placements for a WIL subject, students must be given:

- a. an indicative calendar of likely placement dates in the subject outline and other appropriate places (such as faculty or school websites)
- b. reasonable notice of mandatory placement requirements including but not limited to vaccination requirements and police or working with children checks, which allows them sufficient time to meet the requirements
- c. reasonable notice of their placement location so they can book accommodation and travel if needed.

Credit and recognition of prior learning

(22) WIL activities must be assessable and contribute to the credit requirements of the course.

(23) Students may receive credit towards WIL activities and subjects in accordance with the [Credit Policy](#).

(24) Students may seek credit for voluntary work experience if the activity meets the course learning outcomes and can be appropriately assessed, in accordance with the [Credit Policy](#).

Part C - Student wellbeing and safety

(25) This part sets out the strategies and processes for supporting students' physical and psychological safety in relation to WIL activities.

(26) The University is committed to prioritising student mental and physical health and safety in WIL activities by:

- a. providing accessible support, promoting psychological safety, and fostering a learning environment that balances academic and workplace demands and is free from gender-based violence, as per the [Gender-based Violence Prevention and Response Policy](#)
- b. providing resources to and collaborating with placement providers and other external parties to support student wellbeing and safety during WIL activities.

Risk management

(27) All WIL activities and placements must undergo a risk assessment to identify and mitigate potential hazards related to workplace safety, student wellbeing, and compliance with legal requirements:

- a. Risk assessments should be coordinated with placement providers and reviewed periodically to address emerging risks.
- b. All WIL activities must comply with regulatory and legal requirements including work health and safety (WHS) legislation, Fair Work Australia guidelines, The [National Higher Education Code to Prevent and Respond to Gender-based Violence 2025](#), and any applicable industry-specific regulations.
- c. Risk assessments must include consideration of risks of gender-based violence, including sexual harassment and sexual assault, consistent with the [Gender-based Violence Prevention and Response Policy](#). See clause 42.

(28) External parties or placement providers involved in WIL activities must, as relevant to the activity:

- a. provide a safe working environment that adheres to university policies and all relevant workplace laws
- b. agree to WIL partnership terms, ensuring students receive appropriate supervision, support, and workplace protections.

(29) Students must meet any mandatory conditions required for the WIL activity/placement. Pre-placement conditions can include:

- a. mandatory training on workplace safety, ethical conduct and reporting protocols
- b. vaccinations
- c. first aid training
- d. First Nations cultural training, and/or
- e. police and/or working with children checks.

(30) Students must be advised of:

- a. the scope and limitations of University insurance coverage, and
- b. their obligations to report incidents immediately.

(31) Compliance with risk and safety requirements will be monitored through regular reporting, including feedback from students, industry supervisors and University staff. Compliance breaches must be reported and addressed as per the [Compliance Management Procedure](#) and, where necessary, the placement provider/industry partnership reviewed.

(32) WIL activity supervisors and WIL academic leadership staff will plan and monitor WIL activities so that:

- a. students, staff and industry partners meet legal and ethical responsibilities
- b. where an external location will host several students or a series of WIL activities, its facilities are fit for their educational purpose and will accommodate the numbers of students and staff who use them
- c. due diligence is undertaken in relation to students, staff, clients and the WIL activity environment, including consideration of student safety and, where relevant, risks of gender-based violence as per the [Gender-based Violence Prevention and Response Policy](#)
- d. there are arrangements to support and maintain contact between students and University staff during the WIL activity
- e. student well-being is monitored while they undertake the activity
- f. students receive educational and other support as appropriate in relation to the inherent requirements and reasonable adjustments for the WIL activity
- g. students have sufficient access to the University's learning management system and other online learning resources and services without unexpected costs while participating in a WIL activity
- h. any critical incidents are managed promptly as per the [Crisis Management Procedure](#) and Student Critical Incident Plan
- i. placement providers/industry partners are advised if a serious and imminent threat to any person's health or safety arises (this may involve sharing personal information if needed to give the advice, in accordance with the [Privacy Management Plan](#)), and
- j. records of the WIL activity are managed, archived securely and disposed of, as required by the University's record management policies.

WIL insurance

(33) The University's insurance covers students who undertake approved WIL activities and placement, whether with an external organisation or on campus, as follows:

Insurance type	Undertaking approved WIL activities in Australia*	Undertaking approved WIL activities outside Australia (subject to clause 36)
General and products liability insurance	Yes	Yes
Professional indemnity insurance	Yes	Yes
Medical/veterinary malpractice insurance	Yes	Yes
Personal accident insurance (generic safety net cover only)	Yes	No
Workers compensation insurance	No (unless they are also employees of the University)	No (unless they are also employees of the University)
* For WIL placements, this includes while travelling directly to/from the workplace.		

(34) Insurance coverage starts when the WIL placement has been approved.

(35) Where students undertake a WIL activity or placement while on a leave of absence, they will only be covered by the University's insurance if there is evidence (in writing and retained on the student record) that:

- a. the leave of absence is approved
- b. the WIL placement meets the specific WIL placement requirements of a specific subject, as approved by the Course Director, Associate Head of School or Head of School.

(36) Where students undertake WIL placements outside Australia, they will only be covered by the University's insurance if:

- a. the University (normally via the faculty or school) has negotiated and approved the location of the WIL placement, and
- b. the student has registered their overseas placement program with Charles Sturt Global.

(37) Students must ensure they have adequate personal insurance, taking their own circumstances into account and seeking professional advice as necessary. This includes:

- a. Medicare and/or private health insurance to cover medical and hospital expenses, and/or additional cover such as private health insurance and/or personal accident, trauma and/or income protection insurance
- b. travel and overseas medical insurance. It is essential that students seek professional advice on this. The University Travel and Expense can help with travel insurance for travel that is arranged by or through them.

Critical incidents

Note: Critical incidents may be managed differently for courses or locations managed by education partner providers, in accordance with the partnership operating manual.

(38) Critical incidents involving students participating in WIL activities are managed in accordance with the [Crisis Management Procedure](#) and Student Critical Incident Plan:

- a. All critical incidents that occur during WIL placements must be documented in the [Incident and Risk Management System](#) to ensure timely response and appropriate support.
- b. The Division of Safety, Security and Wellbeing are notified of reported critical incidents and the counselling team proactively offers support to the affected student(s).
- c. Where necessary, critical incident management protocols will be triggered, ensuring an immediate and coordinated response in line with university risk and crisis management procedures.
- d. Serious incidents will be escalated to the Executive Leadership Team (ELT), ensuring appropriate senior oversight and strategic decision-making when required.
- e. Incident reporting can be confidential, and triage processes are in place to protect personal information and sensitive details, in compliance with the [Privacy Management Plan](#) and ethical standards.

(39) Before a WIL placement begins, faculties and schools must advise students and placement providers of:

- a. the University's arrangements for out-of-hours support, including the 24-hour student wellbeing support line
- b. how to report an incident to the University outside business hours, and that such reports are triaged and escalated to the relevant academic and workplace learning staff at the commencement of the next business day.

(40) University staff must not provide personal out-of-hours contact details to placement providers or students. Out-of-hours contact must be directed to the University arrangements at clause 39.

(41) Where a critical incident involving student injury, hospitalisation or police intervention occurs during a WIL placement:

- a. the placement provider is responsible for contacting emergency services as the first point of response, and
- b. the University's role is to provide support to the student and act in accordance with the requirements under clause 38.

Gender-based violence prevention and response

(42) Student disclosures and reports of sexual harm or gender-based violence during WIL activities are managed in accordance with the [Gender-based Violence Prevention and Response Policy](#) and [Sexual Harm Response Procedure - Students](#). These documents set out information about:

- a. disclosure and reporting options
- b. support and referral pathways available
- c. investigations of and responses to formal reports of sexual harm or gender-based violence, including reports involving placement providers and external parties.

Part D - WIL delivery and conduct

(43) This part addresses the delivery and conduct of WIL activities generally. See also Part E for delivery and conduct requirements specific to WIL placements.

(44) University staff who supervise and/or deliver WIL activities must assist students to prepare for the activity and inform them about:

- a. how to meet professional performance and behaviour expectations at the level appropriate to their study and assessment tasks
- b. the subject learning outcomes they are expected to complete in relation to the activity
- c. where relevant, how to meet the industry partner's standards and/or professional standards, and
- d. the scope of practice expected by their discipline.

WIL agreements and student placement agreements

(45) WIL activities that involve external industry partners must normally have an agreement between the University and the industry partner and, where appropriate, the student. Agreements must be in place before the activity begins.

(46) Agreements must be signed by the appropriate delegated officer (under [Delegation Schedule A - Governance and Legal](#)) and an authorised officer on behalf of the industry partner.

(47) All agreements must be reviewed by Legal Services in accordance with the [Legal Policy](#) and [Legal Procedure - Requesting Legal Advice](#).

(48) For WIL placements, Legal Services may approve a University standard agreement for faculty student placement agreement (SPA) templates, and:

- a. where the approved SPA template/standard agreement is used, Legal Services do not need to review individual agreements
- b. where an approved SPA template for domestic placements is used, the delegated officer's signature does not require witnessing
- c. where a placement provider's agreement is used, or a material variation to the faculty's SPA template is required, faculties must ensure that Legal Services has reviewed the individual agreement before it is signed.

(49) University student placement agreement (SPA) templates and WIL agreements must include provisions addressing gender-based violence, including sexual harassment and sex-based harassment, by reference to the [Gender-based Violence Prevention and Response Policy](#). Where a placement provider's agreement is used, faculties must seek the inclusion of equivalent provisions so far as is practicable, and the Legal Services review at clause 48(c) must consider whether these have been included.

(50) Signed agreements must be uploaded to the University's contract register in the records management system.

Scheduling WIL activities

(51) WIL activities may be scheduled at any time throughout the calendar year where necessary to provide access to workplaces and optimise student learning experiences. The University must provide relevant services to support staff, students and external providers throughout the year.

(52) Students will be provided with indicative WIL activity dates and locations as per Part B ('Information and representation heading').

Conflicts of interest

(53) Faculties and schools must identify and manage actual, potential and perceived conflicts of interest arising from a WIL activity or placement, so that students are neither advantaged nor disadvantaged and assessment processes remain robust. A conflict of interest may arise where a student:

- a. is, or has been, employed by the placement provider
- b. has a family member, close personal relationship or friend working at the placement site
- c. is, or has been, a client, patient or service user of the placement provider, or
- d. has any other relationship with the placement provider, supervisor or assessor that could reasonably be seen to affect the impartiality of supervision or assessment.

(54) Conflicts of interest must be declared and managed in accordance with the [Conflict of Interest Procedure](#). Where the conflict relates to assessment, the WIL placement coordinator must ensure that alternative assessment or moderation arrangements are in place, as per the [Assessment Policy](#).

Flexibility for WIL activities

Reasonable adjustments and assessment flexibility

(55) The University provides reasonable adjustments for WIL activity requirements, including WIL placements, to accommodate students with:

- a. disability or long-term physical or mental health conditions
- b. carer responsibilities for an immediate family member who has disability or long-term physical or mental health conditions.

(56) Reasonable adjustments are subject to the conditions and requirements under the [Assessment Flexibility Procedure](#). See also the [Work-integrated Learning Guidelines - Students with Disability](#).

(57) Where WIL activities are an integral part of the course, the needs of students with disability should be considered during enrolment, course planning and WIL allocation.

(58) Assessment flexibility for WIL activities/arrangements will also be considered for:

- a. elite athletes and performers and Defence Force reservists, subject to the requirements of the [Assessment Flexibility Procedure](#)
- b. other special cases (for example, religious circumstances or unavoidable caring responsibilities).

(59) When an adjustment or flexibility is requested for a WIL activity, decision makers should:

- a. consider the learning objectives, inherent requirements, and industry partner needs and, if necessary, discuss

these with the student

- b. consult with relevant University or industry partner staff (sharing only necessary student information, subject to the student's consent), and
- c. where relevant, consider the suitability of other available WIL activity or placement options.

(60) Notwithstanding clauses 54-58, it may not be possible to accommodate requests for reasonable adjustment or flexible arrangements (subject to the [Disability Discrimination Act 1992](#)).

Special consideration

(61) As per the [Assessment Policy](#), special consideration may be available for students unable to participate in a WIL activity due to short-term illness or injury, unexpected carer responsibilities or unexpected, unavoidable employment commitments and other unexpected commitments or adverse circumstances outside their control.

(62) Students seeking to reschedule or arrange an alternative practical learning activity or WIL activity must apply for special consideration using the [online special consideration request form](#), and provide supporting documents outlined in the [Assessment Flexibility Procedure](#).

(63) Special consideration may involve changing the location or timing of a WIL activity, which may impact student course progression.

(64) A disclosure or report made under clause 42 may be a basis for reasonable adjustment, alternative arrangements or special consideration in relation to a WIL activity. The note at clause 63 regarding course progression is not intended to discourage a change made for safety reasons.

Engaging with First Nations organisations and communities

(65) WIL activity design and delivery must align with the University's guidance on First Nations engagement and WIL activities and placements in First Nations organisations, where the activity involves engagement with First Nations peoples or in First Nations organisations and communities. Supported by this guidance, WIL activities must follow the principles of:

- a. cultural safety and respect
- b. ethical and reciprocal engagement
- c. community-led supervision and support
- d. cultural protocols and consent
- e. health, safety, and wellbeing
- f. commitment to long-term relationships

Interstate and international WIL

(66) The University supports students to undertake WIL activities interstate or overseas where practicable. WIL activity coordinators must ensure:

- a. parity of learning outcomes with WIL activities undertaken locally
- b. relevant legislative requirements of the state or country where the WIL activity takes place are adhered to
- c. if required for risk mitigation and management, copies of the placement provider/industry partners' insurance documents are obtained as part of their approval and due diligence process
- d. engagement with Charles Sturt Global if necessary for students to be covered by the University's insurance, and
- e. compliance with the [Learning Abroad and OS-HELP Policy](#) and [Learning Abroad and OS-HELP Procedure](#), where the WIL activity forms part of, or is undertaken alongside, a learning abroad program.

Permission to undertake WIL

(67) Permission to undertake WIL activities, in particular WIL placements, may be subject to:

- a. meeting specific pre-conditions for the activity
- b. meeting the requirements of the University's rules and policies, including but not limited to the [Student Charter](#), [Student Misconduct Rule](#), [Academic Integrity Policy](#), [Fitness for Study Procedure](#) and [Health, Safety and Wellbeing Policy](#)
- c. meeting the requirements of the placement provider/industry partner, and (where relevant) the agreement signed by the student.

(68) Failure to meet the requirements of a WIL activity or placement may result in the student being refused permission to undertake WIL, temporary restriction or suspension from WIL, exclusion from the course, and/or a report of misconduct.

Refusal of permission for WIL

(69) The [Assessment Policy](#) authorises the Executive Dean (or nominee) to refuse a student permission to undertake WIL placements. Permission may be refused for any of the following reasons:

Reason	Criteria
The student has not attained an acceptable standard in meeting pre-placement requirements.	The student either: 1. has failed a prerequisite WIL placement activity 2. has not maintained currency of clinical/professional practice skills and knowledge 3. has failed to engage with relevant subject material or complete pre-placement preparation successfully, or have not provided evidence that they have done this.
The inherent requirements of the placement and/or the student's fitness to study are such that undertaking the placement would pose a risk to themselves and/or others.	The student either: 1. does not meet the requirements for successfully completing WIL placement as set out in the relevant course information and/or subject outline and any inherent requirements specified for the placement and/or course, or 2. the student has been identified as posing a risk to people in the WIL placement setting because of the nature of the student's physical or mental health condition.
The student's performance in a previous WIL placement is such that the decision-maker is satisfied that the student will not be able to achieve the standard of professional practice needed to undertake another WIL placement successfully.	The student has failed a previous attempt at a WIL placement and has either not engaged with or responded to remediation activities designed to enable them to achieve the standard of professional practice needed to undertake another WIL placement successfully.
The decision-maker is otherwise satisfied that the student will not be able to achieve the standard of professional practice required to undertake the WIL placement successfully.	A written report and recommendation from the Associate Dean with responsibility for work-integrated learning (or equivalent role), or Deputy Dean of the faculty. Before making the decision, the student must be provided with the report and allowed an opportunity to respond and a reasonable timeframe in which to do so. The decision maker will provide the report to the student.
The proposed WIL site has not passed due diligence scrutiny.	Due diligence scrutiny of a proposed WIL site reveals either that the site is unsafe or is unable to meet the student's educational requirements.

(70) When considering whether to refuse a student permission to undertake a WIL placement, the decision maker must:

- a. if applicable, consider any fitness for study plan in place for the student, as per the [Fitness For Study Procedure](#)

- b. if the placement is a core component of the course, consult with the relevant Course Director to ensure the student receives academic counselling to help them consider their further study options.

(71) Where a student has been refused permission to undertake WIL placement, they:

- a. subject to subclause b., may be approved to undertake the placement if the impediment(s) are removed
- b. if the refusal was due to a medical-related impediment, must provide a medical certificate that clears them to return to study and WIL
- c. may appeal the decision, as per the [University Student Appeals Policy](#) and [University Student Appeals Procedure](#).

Temporary restriction or suspension from WIL

(72) Subject to clause 73, a student may be temporarily restricted or suspended from WIL by an appointed officer:

- a. A temporary restriction order:
 - i. is used where the circumstances warrant urgent action and the student's conduct is unreasonably antisocial, disruptive or a threat to others or to the academic business activities or systems, buildings or property of the University or of a placement provider/industry partner
 - ii. will immediately restrict a student from participating in WIL for periods up to 10 days.
- b. A suspension order:
 - i. is used where there would be a risk of harm to the student and other persons or the University's reputation if the student continues in the activity
 - ii. forbids a student from attending or participating in an activity or attending classes in a subject or course without cancelling their enrolment in the subject or course
 - iii. may impact on a student's academic progress.

(73) The [Student Misconduct Rule](#) sets out the appointed officers who may apply a temporary restriction order and suspension orders and the purpose, process and notification requirements for each. The [Student Misconduct Rule](#) overrides this procedure for the purpose of any inconsistency.

Exclusion from the course

(74) The [Assessment Policy](#) authorises the Executive Dean (or nominee) to exclude a student from their course where:

- a. the student is unable to remove an impediment that prevents them from undertaking or completing a WIL activity, and
- b. the WIL activity is a core requirement for completing the course.

Misconduct during WIL

(75) Where a staff member believes that a student has committed misconduct while participating in WIL placement, they should report the misconduct to an appointed officer as outlined in the [Student Misconduct Rule](#).

Staff accessibility and communications

(76) Faculties/schools will ensure that student and/or industry partner requests for information, advice and/or support are:

- a. responded to within three working days or, where an answer takes longer to obtain, of steps being taken to respond to their enquiry, or

- b. if it is not possible to respond within three working days, of alternative arrangements for obtaining advice during such periods.

Note: The response timeframes at clause 76 do not apply to, and do not limit, a response required under clause 42. Disclosures and reports of gender-based violence or sexual harm are responded to as per the [Gender-based Violence Prevention and Response Policy](#) and [Sexual Harm Response Procedure – Students](#).

Appeals and complaints

(77) Students may appeal a decision made under this procedure, or submit a complaint about WIL-related matters, in accordance with:

- a. [University Student Appeals Policy](#) and [University Student Appeals Procedure](#).
- b. [Complaints Management Policy](#) and [Complaints Management Procedure](#).

(78) Substantiated complaints about a workplace or placement provider should be considered when assessing the ongoing suitability of that workplace for student placements.

Part E - Delivery and conduct of WIL placement

(79) WIL placements can have higher risks and create liabilities and obligations for students. This part summarises the requirements of this procedure for faculties when planning and conducting WIL placements. However, it is intended to be indicative only and the procedure should be read and followed in its entirety. Courses or locations managed by education partner providers may follow alternative processes, in accordance with the partnership operating manual.

Course/subject/activity design	1. For mandatory WIL placements, consider whether, as per Part B: 1. it is a professional accreditation/registration requirement for the course/profession 2. learning outcomes can be met through other types of WIL. 2. The WIL placement has been designed in accordance with Part B. 3. A risk assessment is completed for the WIL activity, as per Part C. 4. The required information is published in the OCB, subject outline and other course or subject information materials, as per Part B. 5. The placement design can demonstrate, as per Part B: 1. educational content and objectives of the unit 2. the standard of learning and performance to be achieved by the student during the placement, and 3. assessment of students' learning and performance during the placement.
Placement providers	1. Due diligence checks and risk assessments are completed for the placement provider, as per Parts B and C, including consideration of student safety and risks of gender-based violence, as per clause 42. 2. Facilities and infrastructure are fit for educational purposes and able to accommodate the numbers and educational activities of the students and staff who use them, as per Parts B and C. 3. There is a safe working environment with appropriate WHS policies and practices, as per Part C. 4. There are appropriately qualified staff to supervise and, where necessary, assess the student, as per Part C. 5. For interstate or international placements, as per Parts C and D: 1. local jurisdictional requirements can be met. 2. for the purpose of insurance coverage, the faculty/school has negotiated and approved the placement, and it is registered with Charles Sturt Global. 6. For First Nations organisations and communities, the required University guidelines are followed, as per Part D. 7. Student complaints about placement providers are assessed and, where substantiated, considered when assessing the ongoing suitability of that workplace for student placements, as per Part D.

Student placement agreements (SPA)	1. The SPA template is approved by Legal Services, as per Part D. 2. Material variations to the SPA template, or use of a provider's agreement, are reviewed by Legal Services. 3. The SPA is signed by appropriately delegated/authorised officers for the University and placement provider, and the University delegate's signature is witnessed for international placements, or when a non-University template is used. 4. The SPA is signed by the student undertaking the placement (where required). 5. The workplace learning team has saved the signed SPA to the University's contract register.
Scheduling placements	1. An indicative schedule of WIL placements is provided to students, as per Parts B and D. 2. Requests for reasonable adjustments, flexible arrangements and special consideration are managed, as per Part D.
Faculty oversight	1. Faculty/school processes are in place for the organisation and/or approval of student placements, as per Part A. 2. There is oversight and direction of a student's work during a placement, as per Parts B and C. 3. Students' work and progress are monitored, as per Parts B and C. 4. WIL placement coordinators interact with students while they are on placement to ensure that satisfactory performance and students' wellbeing are maintained, as per Parts B and C. This may include site visits and/or telephone, online or email contact. 5. WIL placement coordinators collaborate with students and placement provider staff to identify and address risks to students on placement and staff who support them, as per Part C. 6. Where necessary, students can be denied permission to undertake placements, restricted or suspended from a placement, as per Part D.
Student preparation	1. The student has completed all mandatory pre-placement conditions, as per Parts C and D. 2. The student is advised of the following, as per Parts C and D: 1. insurance coverage and any personal insurance requirements 2. how to contact the University 3. how to report critical incidents 4. resources and contacts to support their safety and wellbeing 5. how to disclose or report gender-based violence or sexual harm, and the support available, as per clause 42 6. how to meet expectations of professional performance and behaviour at the level appropriate to their study and assessment tasks as appropriate 7. the subject learning outcomes they are expected to complete in relation to the placement 8. how to meet the standards expected by the placement provider and, where relevant, professional standards 9. the scope of practice expected by their discipline 10. if relevant, the need to contact Charles Sturt Global once provisional approval for an international WIL placement has been provided by the WIL Placement Coordinator 11. requirements to disclose any condition or circumstance that may impact their health and safety when participating in WIL 12. the need to follow health and safety procedures as required by WIL placement providers.
Student and placement provider support and communications	1. There are arrangements to support and maintain ongoing and regular contact with students, as per Parts C and D, including: 1. A WIL placement academic staff member or the WIL placement coordinator contacts each student regarding well-being as they undertake the placement. 2. Students receive educational and other support as needed. 3. WIL placement staff respond to students and WIL placement partners as soon as practicable and within three working days (this timeframe does not apply to a response required under clause 42). 4. Students and WIL placement partners are informed of alternative contact arrangements where the WIL placement staff cannot respond within three working days. 2. Guidance is provided for WIL placement supervisors to facilitate accurate, constructive and timely feedback to both the student and the University, as per Part B.

Critical incidents	1. Schools must advise placement providers when there is a serious and imminent threat to a person's health or safety, even if this involves sharing personal information as needed to give the advice, as per Part C. 2. Critical incidents are reported in the Incident and Risk Management System and managed as per the Crisis Management Procedure and Student Critical Incident Plan, as per Part C. 3. Disclosures and reports of gender-based violence or sexual harm are managed as per clause 42.
Records management	1. WIL placement teams ensure that placement records are managed, archived and disposed of in accordance with the Records Management Policy, relevant retention schedules and accreditation body requirements, including: 1. records of student pre-placement compliance checks 2. signed student placement agreements (SPA) 3. WIL placement supervisor reports, and 4. placement hours/days/weeks for course accreditation and professional registration requirements. 2. Relevant data is recorded in InPlace and uploaded to the University's records management system as required.

Section 3 - Glossary

(80) For the purpose of this procedure:

- a. Disclosure, formal report and gender-based violence – have the meanings given in the [Gender-based Violence Prevention and Response Policy](#).
- b. Graduate attributes – means the outcomes the University seeks from its graduates.
- c. [Inherent requirements](#) – mean the academic and other requirements of a course that all students must meet to achieve the course learning outcomes and the knowledge, abilities, skills and qualities students will need to have in order to achieve them.
- d. Placement provider – means the entity with which a student is placed to complete a WIL placement. Placement providers could be external or internal to the University.
- e. Professional accreditation – means the process undertaken by a professional body to accredit a relevant course.
- f. Professional WIL placement roles – mean the Faculty Workplace Learning Managers, Senior Workplace Learning Officers, Workplace Learning Officers and Administrative Assistants.
- g. Sexual assault, sexual harassment and sexual harm – have the meanings given in the Policy addendum – Gender-based violence provisions and the [Sexual Harm Response Procedure – Students](#).
- h. Student placement agreement (SPA) – means the formal agreement between the University and the placement provider; or between the University, placement provider and student; or any other type of agreement which facilitates a placement, which may either be a University template or a placement provider template.
- i. WIL placement coordinator – means a University academic staff member responsible for the management of WIL placement.
- j. WIL placement supervisor – means a staff member of the University or designated placement organisation personnel responsible for facilitating student learning and in some cases conducting assessments of students engaged in a specific placement.
- k. Work-integrated learning (WIL) – is an umbrella term incorporating experiences that fall within the accredited curriculum and which provide authentic, real-world experiences intentionally designed to allow students to develop relevant skills and knowledge aligned to their chosen area of study.
- l. WIL placement – means any arrangement where students undertake learning in a work context as part of their course requirements (coursework or research training). These may include:
 - i. professional workplace placements (also known as internships, clinical placements, fieldwork, practicums) whether local, interstate or international

- ii. online or virtual WIL (e.g. telehealth) with real clients or industry input
 - iii. activities in other contexts involving industry or community partners.
- m. Workplace learning administration team – means the team of faculty or school professional staff who support WIL placements.

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