



Charles Sturt  
University

## Work-Integrated Learning

### WIL Vision and Guiding Principles



## Background

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. WIL activities include professional workplace placements, online or virtual WIL with real or simulated clients or industry input, and activities in other contexts involving industry or community partners.

The design and delivery of WIL at Charles Sturt operates within the University's Models of Engagement and Assessment (MEA). WIL is central to this relational experience, providing authentic contexts in which students build professional relationships, develop capability through supervised practice, and connect their learning to the people and communities they will serve.

This document outlines the university's institutional approach to employability, positioning work-integrated learning as the key mechanism for developing career-ready graduates and embedding employability across the curriculum. It ensures that WIL design is responsive to the characteristics, delivery requirements, and operational standards of each model, while maintaining consistent quality, safety, and compliance across all models of engagement. It is supported by the Work Integrated Learning Procedure, and the Quality WIL Framework.

## Vision

*To empower students through purposeful, real-world learning experiences that integrate academic theory with professional practice, fostering confident, capable graduates who are prepared to contribute meaningfully to their communities and industries.*

## Principles

Work-integrated Learning at Charles Sturt is guided by the following principles, which align with, and are reinforced by the foundational elements of the university's Models of Engagement and Assessment initiative:

- Provide students with authentic, safe, and meaningful work experiences that prepare them for life and work.
- Foster strong, reciprocal partnerships with industry and community organisations through co-designed WIL experiences.
- Ensure continuous improvement and quality assurance, underpinned by robust evaluation, data, and feedback.
- Embed WIL as a core mechanism for enhancing graduate employability, lifelong learning capability, and course-level assurance of learning.
- Ensure accessibility and equity of WIL opportunities across all models of engagement, including recognition of the financial costs and impacts of WIL participation in the design of support mechanisms, scholarships, and industry relationships.
- Build and maintain the professional expertise of academic staff, industry supervisors, and community partners in WIL pedagogy, assessment, and supervision.

These principles align with the foundational elements of MEA, including accessibility and equity, assessment integrity, staff capability, and WIL and accreditation.

## Key Components

### Curriculum Integration

- WIL is embedded within the curriculum across all courses in accordance with [Curriculum Architecture Principle 19](#).
- WIL experiences are scaffolded through degree programs using flexible and diverse models including placements, internships, project-based learning, and simulations.
- WIL assessment is designed to contribute to course-level assurance of learning, appropriately adapted to the Model of Engagement in which it operates, including supervised and authenticated assessment where required (HESF 1.4.3, 5.2.2).

- All WIL experiences align with professional accreditation requirements and Graduate Learning Outcomes.

## Partnerships and Collaboration

- WIL experiences are co-designed with industry and community partners to ensure they are mutually beneficial, future-focused, and deeply connected to regional and global needs.
- Partners and key stakeholders are engaged in the design, delivery, and evaluation of WIL programs.
- All WIL experiences are monitored and reviewed for health and safety, and suitability for WIL activities.

## Student Support and Development

- Students are prepared for WIL through pre-placement learning activities and supported throughout their experience with mentoring, supervision, and reflective practice.
- After completing WIL experiences, students engage in structured debriefing activities that connect their practical experiences to academic learning outcomes, supporting integration and reflection.
- All WIL experiences are safe, supportive, and aligned with Charles Sturt's commitment to student wellbeing.
- Equitable access to WIL opportunities is ensured across all Models of Engagement, with particular attention to the diverse needs of students in online, regional, international, and immersive learning contexts.
- The financial costs and impacts of WIL participation are recognised in the design of student support mechanisms, scholarship frameworks, and industry partnership arrangements, ensuring that cost is not a barrier to equitable participation.

## Staff Capability

- Academic and professional staff receive targeted professional development in WIL pedagogy, assessment design, and supervision practices aligned with the Models of Engagement.
- Staff are supported to design WIL experiences responsive to the delivery requirements of each model and to build capability in course-level assurance of learning.
- Industry supervisors and community partners receive appropriate training and resources.
- Communities of practice support the sharing of effective WIL approaches across disciplines and delivery modes.

## Quality Assurance and Continuous Improvement

A robust evaluation process, operationalised through the Quality WIL Framework, assesses the effectiveness of WIL programs, tracking outcomes for students, industry partners, and the university.

Feedback from students, staff, and industry partners, together with incident data, is systematically reviewed to inform continuous improvement. WIL assessment is benchmarked against sector standards, and all WIL delivery complies with relevant university policies and procedures. WIL delivery adheres to the TEQSA Guidance Note on Work-Integrated Learning, the WHS Act, and relevant HESF standards.

WIL assessment design aligns with the University's course-level assurance of learning framework, incorporating mode-appropriate approaches to authentication, supervision, and verification of student learning consistent with expectations defined within each Model of Engagement. The Quality WIL Framework provides the foundation for consistent quality assurance across all disciplines.

## Data, Reporting and Record Keeping

The Cross Faculty WIL Working Group, Work-integrated Learning Technology Oversight Group, and Division of Information Technology maintain oversight of institutional WIL data governance. Centralised reporting

through the incident reporting management system and WIL Dashboards provides access to key indicators across student participation, partner engagement, placement hours, and risk reporting. Data supports faculty-level reporting to Faculty Boards and institutional reporting to the Academic Quality and Standards Committee and Academic Senate. Timely and accurate data collection from university systems informs government reporting, accreditation, equity analysis, and continuous improvement.

## Alignment with the Quality WIL Framework

The Vision and Guiding Principles align with the four domains of the Quality WIL Framework:

- **Student Experience**, ensuring readiness, scaffolded support, feedback, and connection of WIL to prior and future learning.
- **Curriculum Design**, embedding WIL through whole-of-qualification design, partnering with students and industry, ensuring inclusive and accessible design, and aligning assessment with course-level learning architecture across the Models of Engagement.
- **Institutional Requirements**, establishing shared goals, policies, and values; ensuring adequate support, IT systems, legal and risk frameworks, and resourcing.
- **Stakeholder Engagement**, engaging diverse stakeholders as active participants, maintaining quality assurance of partnerships, and embedding reciprocity in relationships.

WIL is a cornerstone of Charles Sturt University's commitment to authentic, inclusive, and transformative education. Through the Vision and Guiding Principles, the University ensures that every student has access to high-quality, scaffolded WIL experiences that foster graduate success, social responsibility, and community engagement.