



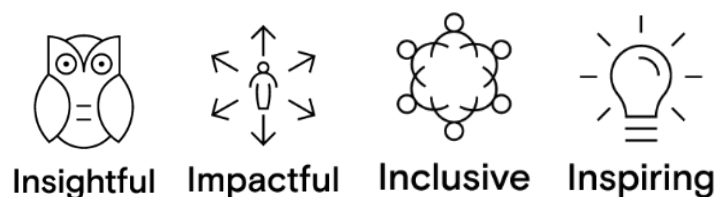
Charles Sturt
University

Work-Integrated Learning

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.

The Framework also supports the implementation of the WIL Vision and Guiding Principles, reinforcing the University's commitment to graduate employability, industry and community engagement, and curriculum that prepares students for real-world challenges.

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.

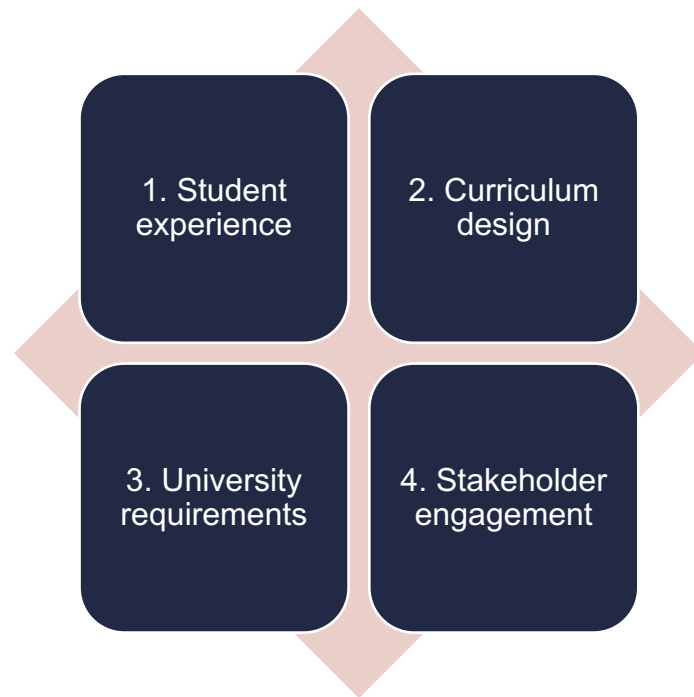
Definition of WIL at Charles Sturt:

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.

Charles Sturt Quality WIL Framework

This comprehensive framework underpins Charles Sturt University's commitment to university-wide quality assurance in work-integrated learning (WIL).

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. 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 university. In addition, this WIL Framework is designed to support the development of graduate employability across all disciplines and WIL activities are designed to prioritise physical safety, psychological wellbeing, cultural safety, and equitable access.



Domain	Guiding principle	Standards
1. Student experience	A quality WIL experience provides students with a scaffolded, connected, and supported pedagogical experience contributing to the development of their employability capabilities.	• 1.1 Students are prepared and ready for their WIL experience.
		• 1.2 WIL experiences are scaffolded through connection with prior and future learning.
		• 1.3 WIL experiences are safe, supportive and inclusive.
		• 1.4 Students receive guidance and feedback to support progress toward their learning goals.

Domain	Guiding principle	Standards
		1.5 Students contribute feedback on their WIL experience and have access to career development resources, reflective tools, and professional mentoring and supervision.



Domain	Guiding principle	Standards
2. Curriculum design	A quality WIL curriculum contains embedded, accessible, and transformative learning opportunities and assessment within an intended and enacted curriculum. 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.	2.1 WIL is embedded across the qualification and underpinned by current research and scholarship.
		2.2 Students and industry partners contribute to WIL curriculum design.
		2.3 WIL curriculum meets accreditation, industry and community requirements and maps to employability outcomes.
		2.4 WIL curriculum design is inclusive, equitable and accessible.
		2.5 WIL assessment is authentic, aligned to graduate and discipline outcomes, enables students to demonstrate competencies through active and reflective practice, and supports identification of areas for improvement.



Domain	Guiding principle	Standards
--------	-------------------	-----------

3. University requirements	Quality WIL activity across disciplines is shown through effective staff management, risk mitigation, and comprehensive reporting on WIL experiences that drive continuous improvement.	• 3.1 The university has clearly defined WIL values, policies, procedures, and leadership roles and responsibilities.
		• 3.2 WIL is supported by effective systems and infrastructure for consistent data management and reporting.
	The university has identifiable leadership and reporting structures for WIL.	• 3.3 The university provides professional development for staff and industry/community partners.
		• 3.4 The university maintains legal, risk and compliance frameworks, and provides adequate resourcing and funding to achieve WIL strategic goals.
		• 3.5 WIL outcomes are evaluated and tracked to drive continuous improvement.



Domain	Guiding principle	Standards
4. Stakeholder engagement	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).	4.1 Diverse stakeholders are active participants in WIL design and implementation.
		• 4.2 Partner sites meet workplace health and safety, duty of care, compliance, and educational requirements for WIL.
		• 4.3 Partnership agreements are governed by effective policies and procedures and are regularly reviewed.
		• 4.4 Stakeholder relationships are maintained through responsive communication, sustainable engagement, and appropriate recognition.

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)