

WORK-INTEGRATED LEARNING POLICY AND PROCEDURE



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1 PURPOSE

- 1.1 This policy and procedure outlines how student [work-integrated learning](#) (WIL) is managed at CQUniversity. It sets out the framework to support and embed WIL into the curriculum and ensure WIL activities meet the needs of students, employees and partner organisations and comply with relevant legislation, education standards, and University and external accreditation requirements.

2 SCOPE

- 2.1 This policy and procedure applies to WIL in higher education coursework and vocational education and training (VET) units.
- 2.2 This policy and procedure is inclusive of all types of WIL, which must meet specified requirements in the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (CwIth), [Standards for Registered Training Organisations \(RTOs\) 2015](#) (CwIth), [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (CwIth), and VET training packages relevant to the course and unit. Some sections indicate that they apply specifically to work placements, but they may be applied to other types of WIL if relevant.
- 2.3 This policy and procedure does not apply to:
- non-award courses

- b) apprenticeships and traineeships¹
 - c) research higher degree courses, or
 - d) work experience or volunteer projects and activities that are not part of the academic requirements for a course.
- 2.4 [Work experience](#) and volunteer projects and activities are not considered to be WIL as they are not a required or assessable part of a student's course or unit. Work experience is an extracurricular work or learning opportunity that a student may choose to undertake independently of their study at CQUniversity, whether or not it relates to their area of study.

3 POLICY STATEMENT

- 3.1 WIL is a structured and purposefully designed learning and assessment activity in the course curriculum that integrates theory with the practice of work.
- 3.2 WIL offers students an opportunity to interact with industry and/or the community in a real or simulated work context and to learn, apply and demonstrate skills and knowledge relevant to their course of study and future profession or career. WIL assists students to develop their work-readiness and employability.
- 3.3 Every course will include WIL activities that support the assurance of the professional relevance of the course and maximise the professional preparation of students. It may be offered as a core or elective component of one or more units in a course.
- 3.4 If University or professional accreditation of a course or relevant training package requires students to satisfactorily complete a particular type of WIL and related assessment, the WIL activity must be included in the course as a requirement for course completion.
- 3.5 WIL is based on effective relationships with industry, professional, and community partners, with the University actively promoting and facilitating engagement with all stakeholders, including students. This process is underpinned by due diligence, clearly identified expectations and outcomes pre-, during, and post-WIL activity, as well as a robust record management system.
- 3.6 The University will monitor WIL activities and outcomes as part of quality assurance and continuous improvement processes, and in accordance with the University's risk management framework.

WIL types

- 3.7 WIL is a learning and assessment activity that may be delivered in various forms, which are broadly grouped into three types:
 - a) [work placements](#), including placements completed in remote and/or online work settings
 - b) [WIL projects](#) (not involving a work placement), and
 - c) [WIL in simulated or virtual workplace settings](#).

WIL design

- 3.8 WIL must be designed to:
 - a) integrate theoretical learning with practical application in professional, industry, community or other work-related contexts
 - b) align with and be assessed in relation to the expected learning outcomes and/or assessment strategy of the course and unit in which WIL is a component
 - c) align with the [inherent requirements](#) of the course
 - d) prepare and support students throughout the course (scaffolding) to enable students to achieve the course and unit learning outcomes

¹ Apprenticeships and traineeships as defined in and governed by the Queensland [Further Education and Training Act 2014](#).

- e) include student preparation, supervision, and monitoring of progress, and enable students to reflect on their practice
- f) be inclusive, cater for student diversity, and not create undue hardship for students to maximise their participation where reasonably practicable
- g) allow for interdisciplinary engagement where relevant to enhance WIL practices and to realise quality WIL opportunities for students
- h) meet the accreditation requirements of the University, professional, registration or licencing bodies, and/or relevant VET training package requirements, where applicable
- i) minimise risks to students, partner organisations, the community, and the University so far as is reasonably practicable, and
- j) comply with relevant legislation, standards, and University policy documents.

WIL information to students

- 3.9 Students and prospective students must be given current, accurate, clear and comprehensive information about the WIL components in units of a course and opportunity to discuss information with relevant University employees if required.
- 3.10 The information must include sufficient detail to enable students to make informed decisions before admission into the course or enrolment in units. This includes details of any [inherent requirements](#) and conditions of enrolment or participation applicable to the WIL component, and information about eligibility for an exemption from a WIL activity (e.g. exceptional circumstances, credit for prior learning).
- 3.11 Units with WIL must include current and accurate information in course promotional material, the [CQUni Handbook](#), and unit profiles/unit descriptions about the WIL activity. Details of these requirements can be found in [communicating information to students](#).
- 3.12 Students enrolled in a unit with WIL must be given sufficient information about the WIL activity before it begins to ensure students are appropriately prepared. Details of these requirements can be found in [preparing students for WIL](#).

WIL delivery and review

- 3.13 WIL management and decision-making must be fair, equitable and documented to ensure transparency. Students must be given reasons for WIL-related decisions, particularly those which adversely impact on a student's WIL participation or completion.
- 3.14 WIL that involves a formal partnership with a third-party organisation (e.g. WIL partner or contracted service-provider) requires a signed written agreement between the parties.
- 3.15 WIL agreements must aim to be mutually beneficial for all parties and negotiated and managed in accordance with approved legal advice and with the University's [Partnerships Policy and Procedure](#).
- 3.16 Students undertaking units that include WIL must be given:
 - a) adequate guidance and support if identifying potential WIL activities, work placements in particular (the school is responsible for deciding, negotiating, and risk assessing all WIL arrangements before they begin)
 - b) access to support, supervision and progress monitoring appropriate to the type of WIL
 - c) work-related responsibilities relevant to the expected learning outcomes, and
 - d) structured opportunities for critical reflection on their WIL experience.
- 3.17 WIL must be assessed in relation to expected learning outcomes and in accordance with relevant University assessment policy documents² and training package assessment requirements³.

² Assessment policy documents are listed in [related legislation and documents](#).

³ Training packages are accessible via the [Department of Education, Skills and Employment website](#) (www.training.gov.au).

- 3.18 Student academic progression must be monitored in accordance with relevant University monitoring academic progression (MAP) policy documents⁴ for domestic and international students. MAP procedure timelines may be varied to accommodate WIL timelines in cases where all pre-requisite study required for enrolment in a unit containing a WIL activity have been met.
- 3.19 Students, employees and WIL partners must be given an opportunity to provide feedback about their WIL experience.
- 3.20 WIL must be quality-assured and reviewed as part of course and unit evaluation in accordance with the University's qualifications policy documents⁵.
- 3.21 Each business area is responsible for assigning appropriately skilled employees, allocating sufficient resources, and establishing documented processes for the types of WIL offered to enable WIL to be implemented effectively and in a way that meets relevant legislative and other requirements.
- 3.22 Employees in business areas with responsibility for implementing WIL will contribute to developing and implementing consistent University-wide WIL procedures and resources.

4 PROCEDURE

- 4.1 WIL often requires students to learn and practice their skills in various work-related settings outside the student's normal learning environment and to interact with employees and community members in an external workplace.
- 4.2 WIL can therefore pose challenges and potential risks for students, the University, and WIL partners, which must be managed effectively to ensure students experience safe, authentic work-related learning. This procedure aims to assist the University's business areas to implement effective processes for managing WIL and associated potential risks.

WIL implementation: an overview

- 4.3 Implementing WIL involves many processes that can be broadly grouped into three stages. For each stage, these processes are more fully described in corresponding sections of this procedure.
 - a) **WIL preparation**: includes activities undertaken before a WIL activity begins, such as design and approval; communicating information to students; establishing and ensuring the quality of the WIL activity (e.g. partner engagement, risk assessments, WIL supervisor qualifications, agreement negotiation); student orientation and preparation; student allocation; pre-WIL compulsory conditions (e.g. health or legal requirements, unit pre- or co-requisites, inherent course requirements); and recordkeeping.
 - b) **WIL delivery**: includes activities undertaken during WIL delivery, such as supervision and monitoring student progress; maintaining contact with students and WIL partners; managing issues arising from WIL activities impacting on students, partners or CQUniversity; WIL assessment and feedback; recordkeeping.
 - c) **WIL review and improvement**: includes activities undertaken to evaluate and improve future practice as part of academic governance such as evaluating, reporting on and responding to feedback; evaluating the value of ongoing partner agreements; recordkeeping.

WIL preparation

Design, approval and implementation

- 4.4 Unit Coordinators (or employees responsible for external WIL activity within the relevant school) are responsible for planning, designing, seeking approval for and implementing WIL in units for which they have responsibility. This may be undertaken in consultation with the Manager WIL (or nominee) who will provide information and advice from an operational perspective.

⁴ MAP policy documents are listed in [related legislation and documents](#).

⁵ Qualifications policy documents are listed in [related legislation and documents](#).

- 4.5 Where a unit is part of a course that is subject to external professional accreditation, the design, approval, and implementation of WIL activities must be undertaken in accordance with the relevant professional accreditation body's requirements.
- 4.6 These activities are governed by this policy and procedure and the University's qualifications and assessment policy documents relevant to VET and higher education coursework courses.
- 4.7 Unit Coordinators (or employees responsible for external WIL activity within the relevant school) work in conjunction with assigned employees who provide operational or other support to implement WIL.
- 4.8 Schools must ensure employees, procedures, resources and any other arrangements needed to enable students to participate successfully in the WIL activities are in place. These arrangements will vary depending on the type of WIL offered.
- 4.9 Students will often be required to travel intrastate or interstate to undertake certain WIL activities, particularly work placements. International WIL activities may be considered where such arrangements meet course requirements (including those imposed by an external accreditation body where applicable), are approved by the Head of Course (or equivalent), and where relevant, also comply with the [CQU Global Outbound Programs Policy and Procedure](#).
- 4.10 When designing courses and units to include WIL, Unit Coordinators (or employees responsible for external WIL activity within the relevant school) need to consider the implications for international students. Under the National Code, the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registration of a course requires specific conditions to be met regarding course duration, scheduled contact hours, employment, and work-based training (i.e. work placement) for international students.

Communicating information to students

- 4.11 The University must provide information to students and prospective students before admission in a course or enrolment in a unit that includes particular conditions for student enrolment or participation that may not apply to courses more generally.
- 4.12 This information must include details about WIL, including work placements, where students must meet inherent requirements or compulsory conditions (e.g. health and security checks, vaccination, language requirements) to participate in the WIL activity.
- 4.13 Heads of Course (or equivalent) must include this information in course promotional material, the CQUni Handbook, and unit profiles/unit descriptions before student admission or enrolment in any given term. The details provided will vary depending on the type of WIL offered in the unit.
- 4.14 The minimum information students and prospective students must be given before admission or enrolment includes, but is not limited to the following:
 - a) how the WIL fits into the course or unit learning outcomes
 - b) whether the WIL is a core or elective unit component, and whether it is required to obtain relevant professional accreditation, registration or a licence, or meet training package requirements
 - c) the specific WIL objectives
 - d) how the WIL will be assessed, including the assessment methods used to measure achievement of the learning outcomes and any records the student must keep during the WIL activity (e.g. work placement log)
 - e) responsibility for identifying the WIL activity or a potential WIL partner (see section 3.16a in [WIL delivery and review](#))
 - f) any criteria and processes used for selecting and allocating students with reference to:
 - conditions to decide student fitness for WIL participation, including criminal history checks, and disclosure of health issues that may impact on the successful completion of a WIL activity
 - any additional requirements such as vaccination, or first aid certificate or other prior training requirements

- alternative activities where the intended WIL activity is impracticable for any reason (if consistent with the standards for courses with professional accreditation)
 - procedures for students with a disability, illness, injury, medical, mental health condition, or personal or exceptional circumstances seeking to negotiate reasonable adjustments to WIL consistent with inherent requirements
 - pre-requisite study or assessment requirements for a unit or the course
 - policy documents outlined in discipline-specific resources designed to adhere to external accreditation standards
- g) employees' responsibilities including supervision and monitoring
 - h) the contact students will have with CQUniversity employees during their WIL activity
 - i) WIL partner responsibilities
 - j) student responsibilities during the WIL activity in the real or simulated work-related setting, including any attendance requirements, and expected standards of behaviour and performance
 - k) procedures for dealing with absences, conflict or difficulties encountered during the WIL activity, including non-completion due to student performance or other unforeseen circumstances
 - l) information regarding the University's legal obligations under the [Health Practitioner Regulation National Law \(Queensland\)](#) to report a student's impairment if it poses a risk to the public where relevant
 - m) provisions regarding suspension or withdrawal from the WIL activity
 - n) requirements for student compliance with privacy or other legislation applicable to the WIL partner during the WIL activity
 - o) work health and safety provision, insurance arrangements and implications
 - p) details of any fees that students may be required to pay, e.g. unapproved non-attendance, clinical placement forfeiture or supplementation fee
 - q) any costs involved with the WIL activity and who must pay them, e.g. travel, accommodation, incidental costs such as meeting pre-WIL compulsory conditions
 - r) whether the WIL activity is unpaid, or the conditions in which students may undertake WIL as an employee who is paid for the work undertaken during the WIL activity
 - s) any requirements for students, University supervisors, or WIL partners to submit reports, over and above assessment requirements, on completing the WIL activity
 - t) where the WIL activity involves research, the relevant University research policy documents
 - u) any applicable intellectual property provisions
 - v) information about the circumstances in which students may be eligible to apply for an exemption from a WIL activity and the related requirements and process
 - w) a recommendation that students with a disability, illness, medical or mental health condition, or personal or exceptional circumstances contact the relevant Head of Course, employee responsible for external WIL activity within the school, or Student Access and Equity before admission to discuss possible reasonable adjustments and accessibility plan so the student can make an informed decision about meeting the inherent requirements of the course, and
 - x) period of notice to prepare for the WIL activity, particularly for work placements.

4.15 Where information is sent to current students by email, the student's University email address will be used.

Establishing quality-assured WIL

4.16 Schools that offer WIL are responsible for undertaking risk assessment and managing WIL, including:

- a) assigning appropriate employees with clearly defined responsibilities and allocating resources for managing WIL activities
- b) ensuring that employees responsible for coordinating and supervising WIL are appropriately qualified and experienced or undertake relevant training

- c) determining and advising students of their eligibility for enrolment in a WIL unit or completion of a WIL activity where academic pre-requisites exist
 - d) ensuring that WIL partners receive an induction briefing prior to the WIL activity that outlines the purpose of the activity, their responsibilities, how students will be monitored, how they will be assessed, and what procedures and support will be in place for a student who may be at risk of failing or not completing the WIL activity
 - e) arranging, negotiating and managing student participation/placement in WIL activities
 - f) documenting procedures for quality assurance of WIL, including written criteria for selecting and approving WIL host partners and sites, to ensure WIL will be well managed on the intended WIL site if external; meets educational requirements; and risks are managed to protect the reputation of the University and the WIL partner
 - g) assessing risks and implementing risk management strategies to ensure WIL partners have facilities that are fit for purpose to accommodate the numbers of students and the WIL activities. For work placements this may include WIL host site inspections or other strategies for assessing WIL host sites
 - h) ensuring WIL partners have documented policies and procedures for meeting their legislative obligations including those regarding health, safety, sexual harassment, bullying and non-discrimination. WIL partners must be able to accommodate student diversity (i.e. based on personal characteristics such as sex, race, ethnic background, marital status, age, sexual preference, religion, disability and other characteristics for which discrimination is unlawful)
 - i) monitoring the quality and effectiveness of WIL activities, and
 - j) ensuring a written agreement with relevant terms and conditions is established and signed by all parties to the agreement.
- 4.17 WIL activities must be risk assessed and risk mitigation strategies decided before any formal WIL agreements are finalised and students are allocated to or begin WIL activities.
- 4.18 Risks must be assessed, managed and documented in accordance with the [Enterprise Risk Management Framework](#) and [Risk Management Policy](#). The nature of each risk assessment will vary depending on the type of WIL and associated potential risks.

Establishing and managing WIL agreements

- 4.19 WIL agreements are documented arrangements between the University and an external organisation (WIL partner) to enable students to undertake a WIL activity. A WIL agreement is a form of partnership, which must comply with advice from the University's Legal Adviser and Partnerships Policy and Procedure.
- 4.20 The terms and conditions of WIL agreements will vary depending on the type of WIL, the expected obligations of each party, and associated requirements (e.g. work placements that require the partner to host and closely supervise students; work-related projects that require students to access employees or commercially-sensitive data; paid work placements where an employment agreement exists between the host and the student).
- 4.21 Where students undertake WIL that requires an agreement with a partner, students must be given a copy of relevant details applicable to the expectations, responsibilities and/or obligations of the student regarding the WIL activity and be required to acknowledge their acceptance in writing.
- 4.22 If a University's school, division or entity hosts a WIL activity (i.e. school/division/entity acts as a workplace that hosts a work placement), the host must meet the same requirements as an external WIL partner.
- 4.23 Schools may enter a contract (business agreement) with an organisation to deliver WIL-related services (e.g. Australian Internships deliver internship placement services for students on the University's behalf). Although the contracted service is agreed in a contractual agreement, the WIL undertaken is subject to this policy and procedure and any agreement with the host/WIL partner.
- 4.24 Where partnership agreements involve provision of education or support services to students, the partner (third party) must demonstrate the capacity to service students in the same manner and equivalent standard as services provided directly by the University. For details about quality assurance requirements regarding educational partnerships, refer to the Partnerships Policy and Procedure. For advice on establishing,

managing and quality-assuring these contractual partnership agreements, contact the [Procurement Advice Team](#).

- 4.25 WIL agreements may be in the form of an overarching agreement with a WIL partner, supplemented with communications regarding individual WIL/student requirements, or this may be combined in a single agreement. WIL agreements may be digital or electronic in nature. As a guide, agreements should include the following:
- a) the names (and signatures, including digital signatures, or digital submission confirmation) of all parties to the agreement or their authorised representative
 - b) the nature, purpose, scope and any limitations of the WIL activity (e.g. the work, task/s or project to be undertaken, related learning outcomes in the unit, level of competency for the practical task/s, and examples of flexible arrangements that may be implemented if required by students with a disability, etc.)
 - c) details relating to hours of duty, dress requirements, etc.
 - d) conditions that students must meet to demonstrate their fitness for work placement (e.g. health checks, English language, security or police check, or other specifications such as vaccinations and prior training)
 - e) each party's responsibilities for learning, assessment, supervision, monitoring student progression or service provided
 - f) the nature of supervision provided by the University and WIL partner employees
 - g) student responsibilities to the WIL partner organisation
 - h) each party's responsibilities for work health and safety, insurance, indemnity, intellectual property, confidentiality and privacy
 - i) any student rights to intellectual property ownership resulting from the WIL activity, and
 - j) the agreement's duration and provisions for termination.
- 4.26 Where a WIL agreement is required, it must be finalised before students are allocated to or begin their WIL activity.

Preparing students for WIL

- 4.27 The Unit Coordinator (or equivalent) must ensure students enrolled in units with a WIL component are given sufficient information appropriate to the type of WIL activity before it begins to ensure students are appropriately prepared.
- 4.28 The minimum information students must be given in preparation for WIL includes but is not limited to the following:
- a) details of the WIL activity, including assessment requirements and related learning outcomes
 - b) details of the WIL context and associated potential risks relating to the work context, particularly if it is outside the student's usual learning environment, such as location (Australian city or region or overseas); real or simulated context; workplace in government, industry or community setting
 - c) details of any academic and work-related performance and conduct expectations, including reporting requirements to signify the successful completion of the work placement by the student where applicable
 - d) information to enable students to monitor their own performance and to recognise signs of risk to their performance or wellbeing, such as stress or fatigue
 - e) details of the support and compliance mechanisms available to students and how to access support or raise concerns during the WIL activity
 - f) details about supervision and/or how student progress will be monitored and recorded
 - g) details of the consequences and/or available remedies if the WIL activity is delayed or not completed, or the student fails due to poor performance or is found to have engaged in academic or behavioural misconduct, and
 - h) relevant details applicable to the expectations, responsibilities and/or obligations of the student regarding the WIL activity.

Ensuring student fitness for WIL

- 4.29 Ensuring student fitness for participation in WIL is required for work placements, and other types of WIL activities if relevant.
- 4.30 Schools must have documented equitable processes and employees assigned with responsibility for managing and deciding student fitness for participating in WIL activities, including:
- requirements students must fulfil to demonstrate their fitness for WIL participation (these requirements must be educationally and legally defensible)
 - processes for ensuring students meet the above requirements, and for refusing or removing students from a WIL activity, and
 - processes for making reasonable adjustments to a WIL activity for students with a disability, illness, injury, medical or mental health condition or those impacted by personal or exceptional circumstances (see [reasonable adjustments to WIL](#)).
- 4.31 School employees will manage and decide student fitness for WIL participation in consultation with the central WIL Team, and where relevant, external WIL partners.
- 4.32 Fitness requirements for WIL participation may include academic preparedness, health or other checks, or a student self-declaration about their fitness to undertake the WIL activity, and may change over time.
- 4.33 Student fitness for WIL participation requirements must be:
- applicable to all students who undertake the WIL activity, unless otherwise approved by the Deputy Dean Learning and Teaching (e.g. approved reasonable adjustment)
 - related to the [inherent requirements](#)⁶ of the course, and duties or functions to be undertaken during the WIL activity, and
 - consistent with legislation, education and training standards, and the University's policy documents relating to equal opportunity and non-discrimination⁷.
- 4.34 Students who cannot demonstrate fitness to undertake a WIL activity, or who refuse to fulfil any fitness for participation requirements or make a self-declaration confirming their fitness for participation, may be refused the WIL activity. Such decisions will be made by the Head of Course (or nominee), in consultation with the Coordinator WIL, and where relevant, external WIL partners.

Reasonable adjustments to WIL

- 4.35 The University will make reasonable adjustments to assist students to have equitable access to WIL, in accordance with the [Equity Policy](#), [Disability Policy](#), [Disability Support Procedure – Students](#), and relevant Anti-Discrimination legislation. Such arrangements are subject to agreement and will be negotiated with the University and the WIL partner, in consultation with the Student Accessibility and Equity Service if required, and be communicated to the WIL Team prior to WIL activity allocation.
- 4.36 Students must disclose to the Manager WIL (or nominee), prior to their allocation to a WIL activity, any personal or [exceptional circumstances](#), disability, illness, injury, medical or mental health condition if the circumstance or condition might impact their safety, the safety of others, or the successful completion of the WIL activity.
- 4.37 Adjustments to WIL to support students with a disability, illness, injury, medical or mental health condition or those impacted by personal or exceptional circumstances must be implemented in a way that is equitable without compromising the integrity of the assessment and course accreditation requirements. Students must still meet the inherent requirements of their course and units.
- 4.38 For details about reasonable adjustment to assessment in higher education coursework, refer to the [Assessment Policy and Procedure \(Higher Education Coursework\)](#). For advice about reasonable adjustment arrangements in higher education and VET, contact the Student Accessibility and Equity Service at accessibility@cqu.edu.au.

⁶ The inherent requirements for University courses are published in the [CQUni Handbook](#).

⁷ Relevant policy documents include the Equity Policy, Disability Policy and the Disability Support Procedure – Students.

- 4.39 The Head of Course (or nominee) may refuse to allow a student to undertake a WIL activity or may withdraw a student found not to be fit to participate in the WIL activity. Such decisions may be made in consultation with the Coordinator WIL and external WIL partners where relevant.
- 4.40 If it is decided that a student is not fit to participate or continue their participation in a WIL activity, the school must inform the student in writing of the following:
- a) the decision-maker for deciding fitness for participation in the WIL activity
 - b) the reasons for the decision
 - c) the consequence of the decision for course and unit completion, and any remedial action that the student can take
 - d) the process for seeking a review of the decision, including academic appeals, and
 - e) whether an alternative WIL activity (of the same or other type) or other arrangement is possible to enable the student to meet the course/unit requirement.

Meeting pre-WIL compulsory conditions

- 4.41 Students must meet any compulsory conditions before they participate in WIL activities, including work placements.
- 4.42 Pre-participation compulsory conditions and timelines applicable to a WIL activity must be outlined in course and unit information and other specific WIL information provided to students. Students must be given reasonable notice of, and time to meet, pre-WIL compulsory conditions before the WIL activity begins.
- 4.43 Extensions of the specified time for completing pre-participation compulsory conditions will be given only in [exceptional circumstances](#) and the student provides supporting evidence.
- 4.44 Non-compliance with pre-participation compulsory conditions for a WIL activity or failure to comply according to a specified timeline will result in cancellation of the student's scheduled WIL activity and may result in cancellation of course or unit enrolment.
- 4.45 Students may be required to provide evidence to the WIL partner (e.g. host organisation for work placement) that they have met the compulsory conditions when they begin the WIL activity. Students may not be allowed to continue if they cannot provide this evidence at that time, as requested.
- 4.46 Before starting their WIL activity, students must participate in appropriate general occupational health and safety training organised through the relevant school. This training must inform students of their obligation to follow the host organisation's safety procedures and instructions, including any procedures for reporting injury or safety incidents.

Approving student participation in a WIL activity

- 4.47 Student participation in WIL activities is dependent on their compliance with pre-WIL compulsory conditions such as meeting legal, health, and/or inherent course requirements, as described in this policy and procedure and the course and unit information. Approving student participation in WIL activities will be governed by the following principles:
- a) decisions regarding student compliance with inherent course requirements, academic eligibility (e.g. meeting pre- or co-requisite study requirements, acceptable level of course progression) and fitness for participation will be made by the Head of Course (or nominee) in consultation with the Coordinator WIL, and where relevant, external WIL partner
 - b) decisions regarding student compliance with pre-WIL compulsory conditions such as security or police checks and meeting vaccination requirements, will be made by the Coordinator WIL in consultation with the Head of Course (or nominee), and where relevant, external WIL partner, and
 - c) where a consensus cannot be reached regarding student participation, the matter should be referred to the Director Educational Quality and Integrity and the relevant Deputy Dean Learning and Teaching for a decision.

- 4.48 Where the Coordinator WIL proposes to refuse student participation in a WIL activity due to non-compliance with certain pre-WIL compulsory conditions, e.g. security or police checks and/or vaccination requirements, the Coordinator WIL will consult with the relevant Head of Course (or nominee), and provide a list of the affected students for consideration, before issuing student notifications.

Allocating students to a WIL activity

- 4.49 Schools must ensure students are given information on the criteria and processes for selecting and allocating students to particular WIL activities, where allocation is relevant, such as work placements.
- 4.50 Educators are responsible for deciding the suitability of each WIL activity in terms of meeting course or unit objectives.
- 4.51 Each student undertaking a WIL activity must be assigned an identified University WIL Officer/School-based Placement Coordinator (who may be the Unit Coordinator). The WIL Officer/School-based Placement Coordinator is responsible for allocating students to a WIL activity site before notifying students.
- 4.52 Students must be advised of any timelines for early enrolment or application for reasonable adjustment that apply to WIL units and student allocation to a WIL activity.
- 4.53 Students will often be required to travel to participate in certain WIL activities such as allocated work placements. Where travel is required, students will be responsible for making their own travel arrangements and meeting the associated costs unless advised otherwise by the University. Refer to [Scholarships](#) for information about any financial assistance that may be available.
- 4.54 Students must participate in/attend the WIL activity (e.g. work placements) once the allocation has been decided, unless the student is eligible for and granted an adjustment to the WIL activity allocation.
- 4.55 Student applications to transfer their work placement to a different region/state must be lodged with the University before the commencement of the term immediately prior to the scheduled WIL activity. As an example, if the WIL activity is scheduled to be undertaken in Term 2, transfer applications must be lodged by the beginning of Term 1. This timeframe may be reduced where there are extenuating circumstances or by agreement with the University.
- 4.56 The relevant Deputy Dean Learning and Teaching (or nominee) will decide if an adjustment to the WIL activity allocation will be granted (see [reasonable adjustments to WIL](#)).
- 4.57 Reasonable adjustments (refer also to [Reasonable adjustments to WIL](#)) will be considered only in the following circumstances, subject to students providing the relevant supporting documents⁸ as evidence:
- a) the student has a disability, illness, injury, medical or mental health condition, is registered with the Student Accessibility and Equity Service and has consented for their n Accessibility Plan to be shared, or can otherwise confirm these circumstances (e.g. certificate from the student's healthcare/medical practitioner)
 - b) the student is a registered carer for a dependent with a disability, illness, injury, medical or mental health condition and can confirm their circumstances
 - c) the student has a major health condition requiring frequent specialised treatment at a certain location and can confirm their circumstances, or
 - d) other personal or exceptional circumstances that can be confirmed (see [Definitions](#) for further information on exceptional circumstances).
- 4.58 Students who cannot attend the WIL activity and who are not eligible for reasonable adjustment to the WIL activity must withdraw from the unit as soon as possible after the WIL activity allocation is notified and must contact the Unit Coordinator to discuss their situation and seek advice about course progression.

⁸ Examples of supporting documents that may be applied to higher education and VET WIL are in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

- 4.59 Students who do not formally withdraw or notify their Unit Coordinator and who do not participate in an allocated WIL activity may receive a Fail grade. Students may also be required to pay a WIL activity forfeiture fee as specified in the unit profile or other pre-enrolment course/unit information made available to the student.

WIL delivery

Supervising, and monitoring student progress

- 4.60 Schools must have documented processes and employees assigned with clearly defined responsibilities for supervising students and monitoring academic progress during their participation in WIL activities, work placements in particular. See also section 4.13 in [establishing quality-assured WIL](#).
- 4.61 The degree of supervision required for a student undertaking a WIL activity will vary according to the nature of each discipline's requirements and the type of WIL activity. Supervision must be appropriate to the student's level of training, education and experience.
- 4.62 The nature of supervision and responsibilities of assigned WIL supervisors must be specified in advance of the WIL activity, and documented in any required WIL agreement, to ensure all parties clearly understand supervision expectations.
- 4.63 Unit Coordinators (or assigned School-based Placement Coordinators) are responsible for giving students specific guidance, before their WIL activity, on student responsibilities, the nature of supervision to be provided, and the scope of any approved activities and procedures expected or permitted. This information, including any changes during the WIL activity, must be shared with relevant teaching employees and onsite WIL supervisors.
- 4.64 While undertaking the WIL activity, students should be accepted as an integral team member, permitted to participate in team activities, where applicable, and expected to demonstrate a level of competency appropriate for their educational level.
- 4.65 Students and WIL partners must be briefed on how the WIL activity will be graded, who is responsible for such grading, and the required reporting format.

Managing unsatisfactory student progress

- 4.66 Students may be identified as at risk of failing to maintain satisfactory progress in the unit if the student fails any of the following:
- satisfactory attendance during the WIL activity
 - completion at a satisfactory standard in academic or professional components specified for the WIL activity, or
 - appropriate standard of conduct while participating in WIL.
- 4.67 WIL supervisors at the University or the host organisation, are responsible for monitoring student progress. This includes identifying students at risk of unsatisfactory progress according to documented criteria provided to students before they begin their WIL activity.
- 4.68 The Unit Coordinator (or nominee) must notify students in writing if they have been identified as at risk, and include the following:
- the reason why they are at risk of unsatisfactory progress
 - possible remedial action
 - the timeframe for taking remedial action, and
 - the consequences of failing to maintain satisfactory progress, i.e. the WIL activity may be terminated and result in a Fail grade.

- 4.69 If a student's progress is deemed to be unsatisfactory, the Unit Coordinator (or nominee) may recommend to terminate a WIL activity, approve or recommend an alternative WIL activity and/or recommend a Fail grade for a unit if such recommendations are consistent with standards for professional accreditation where relevant. The Head of Course (or nominee) will decide such recommendations, and the student will be advised in writing of the decision, the reasons, any associated costs to the student (e.g. clinical [placement supplementation fee](#)), and the process for requesting a review of the decision.

Students withdrawing from a unit with WIL

- 4.70 Students may be eligible to withdraw from a unit with a WIL activity before the census date without academic penalty or financial liability for enrolment-based fees similar to other units of study⁹, however a [WIL activity forfeiture fee](#) may still apply. Before deciding to withdraw, students should consider the implications, for example, on the duration of their study to complete the course.
- 4.71 Students who decide to withdraw must do so formally as soon as possible following their decision, particularly in units requiring allocation to a WIL activity such as a work placement. This will allow the student's allocation to be made available to another student.
- 4.72 Students who withdraw may be required to pay a WIL activity forfeiture fee (see section [4.59](#)). Students can contact their School for details of the units to which the fee applies.

University withdrawing students from a WIL activity

- 4.73 The following sections apply to work placements, but may also be relevant to other WIL activities.
- 4.74 Schools must have documented processes for responding to unsatisfactory student progress, including withdrawal of students from WIL activities and its implications for students, WIL partners/hosts, and the University. These processes must address the following:
- a) a specified decision-maker for deciding student withdrawal
 - b) advice to the student in writing of the reason for withdrawal, the consequences for course completion and any remedial action the student can take
 - c) a procedure to enable the decision to be reviewed on request, which addresses the rights and responsibilities of the student, the WIL partner/host and the School, and
 - d) the possibility of relocating a student to an alternative WIL activity and associated timeframes and procedures.
- 4.75 Schools may withdraw a student from a WIL activity for a specified period and subject to specific conditions or for the rest of the WIL period where:
- a) despite considerable guidance, the student still requires a significant degree of supervision for their level of practice, with respect to:
 - skills involving a client's comfort or safety within a WIL partner's organisation
 - the performance of technical procedures already taught, demonstrated and practised in a prior clinical or practical situation
 - b) the student performs in a manner detrimental to the professional experience of other students
 - c) the student breaches the legal, ethical or professional codes of the WIL partner
 - d) the student demonstrates negligence and/or unsafe practice in performing an assigned duty
 - e) the WIL partner is unable or unwilling to maintain an appropriate WIL experience for the student as required by a registration body in accordance with relevant legislation, and
 - f) the WIL partner is unwilling to maintain an appropriate WIL experience for the student as required by a registration body in accordance with relevant legislation due to the impact of the WIL partner's standard of practice on the workplace.

⁹ Refer to withdrawal policy documents relevant to higher education and VET students.

- 4.76 Students who are withdrawn by the school for the rest of the WIL activity for reasons stated above in sections [4.75a-d](#) will receive a Fail result.
- 4.77 Students whose WIL activity is terminated due to lack of appropriate support stated above in section [4.75e-f](#) will be assisted to find an alternative WIL activity to enable them to complete the unit and receive a final result.
- 4.78 Students who are withdrawn from a WIL activity due to a direction or order of a registration body for reasons other than those relating to professional conduct or performance will receive a Withdrawn, Not Fail final grade.

Managing delays in WIL and preparatory activities

- 4.79 The level of skills necessary for students to successfully complete WIL activities (e.g. clinical or other profession-based work placements) may require students to complete preparatory units or attend a residential school before the WIL activity. This will ensure students can meet the profession's performance expectations in the limited specified time between the required preparatory units or residential school and the related WIL activity.
- 4.80 School's must have documented processes to manage delays to the WIL activity when students have not completed the required preparatory units, residential schools and/or any pre-placement conditions in specified timelines.
- 4.81 Students required to complete these WIL activities must meet all requirements stated in the school's procedures for managing delays arising from failure to complete preparatory units, and any pre-WIL compulsory conditions, within timeframes specified by the school.
- 4.82 Students who have completed all other assessment tasks and whose WIL activity and/or preparatory requirements have been delayed will receive an interim result in accordance with the [Grades and Results Policy](#). Students will be awarded a final grade when they have completed the outstanding WIL activity and preparatory requirements in the specified timeline.

WIL review and improvement

- 4.83 Unit Coordinators (or equivalent) must review WIL components as part of course and unit evaluation to maintain and improve the quality of WIL, including the experience of participating students, employees, and WIL partners.
- 4.84 Reviewing WIL requires the collection of relevant feedback from participating students, employees, and WIL partners as a basis for WIL evaluation and improvement. Key areas of focus for evaluating the quality of WIL may include but is not limited to:
- a) WIL design, employees, and resources
 - b) WIL preparation of students and ongoing communication
 - c) teaching practice
 - d) student learning and conduct
 - e) supervision, assessment, and grading practice
 - f) WIL coordination and decision-making
 - g) WIL agreement terms and conditions
 - h) WIL partner employees, resources, facilities, and practices, and
 - i) engagement with WIL partners.

Reviews, appeals and complaints

- 4.85 Students enrolled in a VET course may apply for a review of an assessment decision in accordance with the [Student Assessment Procedure \(VET\)](#).

- 4.86 Students enrolled in a higher education coursework course may apply for a review of grade in accordance with the [Review of Grade Procedure](#).
- 4.87 Students who reasonably believe they have been disadvantaged by a decision in relation to a WIL activity may request a review of that decision, or lodge an appeal, with the:
- Manager WIL, who will consult with the Deputy Dean Learning and Teaching and the Director Educational Quality and Integrity, for matters relating to compliance with pre-WIL compulsory conditions such as security and police checks, and immunisation requirements
 - Deputy Dean Learning and Teaching, who will consult with the Manager WIL, for matters relating to compliance with pre-WIL compulsory conditions such as inherent course requirements, academic eligibility (e.g., meeting pre- or co-requisite study requirements, acceptable level of course progression), and fitness for participation, and
 - Academic Appeals Committee for matters relating to removal from a WIL activity. Appeals lodged with the Academic Appeals Committee must be in accordance with the [Academic Appeals Policy and Procedure](#).
- 4.88 Where the outcome of a review or appeal doesn't satisfy the student's concerns, they may seek further advice through an external complaints process such as the [Queensland Ombudsman](#) (higher education and VET students), or [Training Ombudsman](#) (VET students).
- 4.89 Students who have a complaint, which may or may not relate to a decision or request for review or appeal, may make a complaint in accordance with the [Complaints Policy and Procedure](#). Complaints and requests for review or appeal, even if related, may be managed separately to ensure independence and both matters can be finalised as soon as possible. The complaints process cannot deal directly with a matter which can be considered under an appeals process, but can deal with related matters if they are not covered by the appeal.

5 RESPONSIBILITIES

Compliance, monitoring and review

- 5.1 The Director Educational Quality and Integrity has overarching responsibility for implementing, monitoring, reviewing, and ensuring compliance with this policy and procedure.
- 5.2 Deputy Deans Learning and Teaching are responsible for implementing, monitoring, and ensuring compliance with this policy and procedure in their school (e.g. ensuring the responsibilities assigned to the school).
- 5.3 Heads of Course (or nominees) are responsible for ensuring the requirements of this policy and procedure are effectively implemented in the courses for which they are responsible, including but not limited to:
- a) information required to be given to students and prospective students about WIL before admission and enrolment and to enrolled students before they begin WIL
 - b) ensuring appropriate student and partner induction and orientation processes are in place, and ongoing monitoring during the WIL activity
 - c) quality assurance requirements, including risk assessment and management processes and, in particular, quality assurance of WIL involving third parties (WIL partners), establishment of appropriate written agreements with third parties (WIL partners), and
 - d) WIL delivery.
- 5.4 The Manager WIL is responsible for ensuring the requirements of this policy and procedure in relation to WIL preparation is adhered to in consultation with Heads of Course where required.
- 5.5 Students are responsible for conducting themselves professionally and responsibly, in accordance with any legal and/or policy requirements of the University, the WIL partner, and any external professional accreditation or regulatory body as relevant.
- 5.6 WIL partners are responsible for complying with any relevant WIL agreement with the University. This policy and procedure does not restrict the WIL partner's obligations under such agreement.

Reporting

- 5.7 Schools will provide quantitative and qualitative data on WIL in their reports to Academic Board on unit evaluations. This is to support quality and retention improvement and continuing attainment of the University's goal to enhance student learning by extending WIL into the curriculum.

Records management

- 5.8 Employees must manage records in accordance with the [Records Management Policy and Procedure](#). This includes retaining these records in a recognised University recordkeeping information system.
- 5.9 University records must be retained for the minimum periods specified in the relevant [Retention and Disposal Schedule](#). Before disposing of any records, approval must be sought from the Records and Privacy Team (email records@cqu.edu.au).
- 5.10 Completed WIL-related assessment must be retained in accordance with the University's assessment policy documents relevant to higher education coursework and VET.

6 DEFINITIONS

- 6.1 Terms not defined in this document may be in the University [glossary](#).

Terms and definitions

Exceptional circumstances: are those that occur beyond a student's control due to disability (defined in the [Disability Policy](#)), medical or health-related condition, hardship or trauma, compassionate circumstances, unavoidable commitment that by its nature cannot be rescheduled, unforeseen or complex caring responsibilities, or University errors or omissions that impede a student undertaking a particular work placement.

Inherent requirements: are the essential capabilities, knowledge, behaviours, and skills that students need to fulfil to complete a work-integrated learning placement. Inherent requirements for each course may be found in the [CQUni Handbook](#).

Vocational placement: as defined in the [Fair Work Act 2009](#) (Cwlth). Vocational placement is an unpaid work placement. Students who undertake these placements are not employees. Also see **work placement**. Vocational placements must meet specific criteria, i.e. the placement must be a requirement of an education or training course, provided by an authorised education or training provider (e.g. CQUniversity), and there must be no entitlement to pay for the work the student undertakes (Source: [Fair Work Ombudsman website: Vocational Placements Fact Sheet, June 2017](#)).

WIL in simulated workplace settings: simulated workplace learning experience where WIL in a real workplace may not be practical, ethical, safe or cost effective. Simulated WIL may be undertaken in conjunction with a partner organisation at the University or other sites. Simulated or online WIL experiences must meet the Higher Education and RTO Standards. Those not involving a placement with an external organisation are outside the scope of section 5.4 of the Higher Education Standards (i.e. Delivery with other parties).

WIL partner: a generic term to mean an external organisation (third party) that has a written partnership agreement with the University to offer WIL experiences for University students. For example, WIL partners may act as a host site for work placements or simulated WIL activities, or they may engage with students on an industry-, profession-, or research-related project.

WIL placement coordinator: the generic term to mean a University employee assigned to coordinate student participation, allocation and/or placement in WIL activities. This role may be undertaken by the Unit Coordinator or other assigned employee with various position titles (e.g. Placement Officer, Industry Placement Officer, or Internship Development Officer).

WIL projects: work-related projects or research projects that are designed for or with a workplace or WIL partner from a relevant industry or profession. WIL projects may be undertaken in conjunction with a partner organisation at the University or other sites depending on the nature of the project. WIL projects must meet the Higher Education and RTO standards. Those not involving a placement with a WIL partner are outside the scope of section 5.4 of the Higher Education Standards (i.e. Delivery with other parties).

WIL supervisor: a generic term to mean the profession-based or industry representative who supervises University students undertaking work placements, practicum, work- or industry-based projects or any other supervised WIL activities. The position title of this person may vary across disciplines and contexts and may include, but is not limited to site educator, clinical facilitator, clinical supervisor, clinical mentor, mentor teacher, preceptor, industry supervisor, placement/practicum supervisor, project supervisor.

Work-based training, work-based learning and community-based learning: terms used in the National Code that mean 'work placement' in this document.

Work experience: work independently undertaken by students as a work or learning opportunity. It is not work-integrated learning because it is not designed, approved and assessed as a course or unit requirement and does not contribute as credit towards a student's course.

Work-integrated learning (WIL): is a broad term referring to structured and purposefully designed learning and assessment activity within the course curriculum that integrates theory with the practice of work. WIL activities include professional development and reflective practice, and they are assessed in relation to the unit's learning outcomes. WIL enables students to interact with industry and/or the community in a real or simulated work context to learn, apply and demonstrate skills and knowledge applicable to their course of study and future profession or career. WIL activities may include work placements, clinical or professional placements, internships, field education, practicums, vocational placements, work-based training, and industry or community projects.

Work placement: a type of work-integrated learning in a work, industry or community setting with a host organisation. Work placements may also be known as vocational placement, work-based training, community-based learning, cooperative education, professional placements (practicums), clinical placements, internships, service learning or voluntary community work.

Work placements, with the exception of placements that occur in some post graduate course models, are lawfully unpaid (see **vocational placements**). However, this does not preclude a host employer electing to pay the student for work undertaken in the work placement, where permissible under standards for professional accreditation and policy documents related to specific disciplines. Where payment is made, the student becomes an employee of the host organisation, regardless of period of employment, and the laws governing employment in the State or Territory in which the employment is offered will apply.

Work placement may include a wide range of learning activities (e.g. observation, professional practice, workplace projects). Work placements hosted by a University school, division or entity, acting as a workplace, are treated in the same way as external placements and must meet the Higher Education and RTO Standards, although section 5.4 of the Higher Education Standards (i.e. Delivery with other parties) may not apply.

7 RELATED LEGISLATION AND DOCUMENTS

[Academic Appeals Policy and Procedure](#)

[Anti-Discrimination Act 1991](#) (Qld)

[ASQA User's Guide: Standards for RTOs 2015](#)

[Assessment Tracking and Resulting Procedure \(VET\)](#)

[Assessment Policy and Procedure \(Higher Education Coursework\)](#)

[Australian Qualifications Framework](#)

[CQUGlobal Outbound Programs Policy](#)

[CQUGlobal Outbound Programs Procedure](#)

[Disability Standards for Education 2005](#) (Cwth)

[Disability Policy](#)

[Disability Support Procedure – Students](#)

[Equity Policy](#)

[Enterprise Risk Management Framework](#)

[Fair Work Act 2009](#) (Cwlth) and [Fair Work Ombudsman website](#)

[Grades and Results Policy](#)

[Health Practitioner Regulation National Law \(Queensland\)](#)

[Higher Education Standards Framework \(Threshold Standards\) 2021](#) (Cwlth) (Higher Education Standards)

[Human Rights Act 2019](#) (Qld)

[Inherent Requirements at CQUniversity](#) (see the Learning and Teaching StaffNet website)

[Monitoring Academic Progress \(MAP\) Policy and Procedure – Domestic Students](#)

[Monitoring Academic Progress \(MAP\) Policy and Procedure – International Students](#)

[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (Cwlth)

[Partnerships Policy and Procedure](#)

[Review of Grade Procedure](#)

[Risk Management Policy](#)

[Standards for Registered Training Organisations \(RTOs\) 2015](#) (Cwlth) (RTO Standards)

[Student Assessment Procedure \(VET\)](#)

[Student Charter](#)

[TEQSA Guidance Note: Work Integrated Learning](#)

[Vaccination and Immunisation Policy and Procedure](#)

[VET Training Packages, Qualifications and Assessment and Work Placement Guides](#) (via Department of Education and Training, www.training.gov.au)

Additional resources

[Australian Collaborative Education Network \(ACEN\) website](#)

[CQUniversity Work-Related Learning Community of Practice](#) (see the Learning and Teaching StaffNet website)

[Good Practice Report: Work-integrated learning \(2011\), Professor Janice Orrell](#) (see the Australian Awards for University Teaching AAUT website)

[Principles, Guidelines and Strategies for Inclusive WIL \(2015\)](#) (see the ACEN website)

[The WIL Report: Work Integrate Learning – A national scoping study \(2009\)](#) (see the AAUT website)

Work Integrated Learning: A guide to effective practice (2010), Lesley Cooper, Janice Orrell and Margaret Bowden. Abington, Oxon: Routledge.

8 FEEDBACK

8.1 Feedback about this document can be emailed to policy@cqu.edu.au.

9 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Delegated Approval Authority	Education Strategy and Innovation Committee
Advisory Committee	N/A
Required consultation	N/A
Administrator	Director Educational Quality and Integrity
Next Review Date	12/08/2024

Approval and Amendment History	Details
Original Approval Authority and Date	Academic Board 25/05/2016
Amendment Authority and Date	Executive Committee of Academic Board 12/12/2017; Learning and Teaching Committee 21/02/2018; Editorial Amendment 26/03/2020; Editorial amendment 13/04/2021; Education Strategy and Innovation Committee 12/08/2021.
Notes	This document was formerly known as the Work-Integrated Learning/Student Placements Policy and Procedure (last approved 25/05/2016).