

# Work Integrated Learning Procedures

## Section 1 - Context, Purpose and Scope

### Context

(1) These Procedures have been developed in accordance with the University's [Work Integrated Learning Framework](#) and Guiding Principles, as determined by Academic Board:

Principle 1: Student Experience - A quality WIL experience should provide students with a scaffolded, connected, safe and supported pedagogical experience.

Principle 2: Curriculum Design - A quality WIL curriculum should contain embedded accessible and transformative learning and assessment within an intended and enacted curriculum.

Principle 3: Institutional Requirements - Quality WIL activity across institutions should be evidenced by the proper management and reporting around WIL experiences supporting continual improvement.

Principle 4: Stakeholder Engagement - Quality WIL experiences are supported by safe engagement, connection and responsiveness to the dynamic expectations of diverse stakeholders (industry, community, government, higher education sector, professional bodies, students).

### Purpose

(2) These Procedures establish how the University:

- a. establishes and monitors its WIL Partners;
- b. supports and supervises students to have an optimal WIL experience;
- c. manages performance and conduct issues that arise during WIL activities;
- d. monitors and quality assures its WIL activities; and
- e. supports compliance with:
  - i. [The Work Health and Safety \(WHS\) Act 2011](#);
  - ii. [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (Standards 5.3.1 Delivery with Other Parties: 2.3 Wellbeing and Safety; 2.4 Student Grievances and Complaints);
  - iii. [Education Services for Overseas Students Act 2000](#) (Cth);
  - iv. National Code of Practice Providers of Education and Training to Overseas Students 2018;
  - v. [Higher Education Support \(Other Grant\) Guidelines](#);
  - vi. [Commonwealth Prac Payment Provider Guidelines](#);
  - vii. the [National Higher Education Code to Prevent and Respond to Gender-based Violence](#); and
  - viii. the University's Whole of Organisation Gender-based Violence Prevention and Response Plan.

### Scope

(3) These Procedures apply to all WIL activities offered as a component of an Award course.

(4) These Procedures do not apply to:

- a. Doctoral internships - refer to the [Doctoral Internship Guidelines](#);
- b. The design of WIL activities - refer to the [Curriculum Policy](#), and [Curriculum Design and Development Procedures](#);
- c. Student volunteering activities.

## Work Integrated Learning

(5) Work-integrated learning (WIL) encompasses any arrangement where students undertake learning in a work context as part of their course requirements. WIL can be undertaken as part of coursework or research training. Common types of WIL offered by Southern Cross University include:

- a. WIL activities involving an external stakeholder or site, for example:
  - i. Internships and Placement Units: Structured, supervised work experiences related to a student's field of study.
  - ii. Professional Experience, Practicums, Fieldwork activities: Short-term, supervised work experiences that provide practical exposure to a specific profession or industry.
  - iii. Clinical Placements: Applied learning experiences in healthcare settings, allowing students to gain hands-on experience in medical, nursing, or allied health fields.
  - iv. Industry Projects: Collaborative projects with external organisations or businesses, where students work on real-world problems or assignments as part of their coursework.
  - v. Work-Based Research: Students engage in research projects or studies within a workplace setting, applying academic research skills to practical situations.
- b. WIL activities which generally take place in a University controlled environment or system, for example:
  - i. Simulations and Case Studies: Virtual or simulated scenarios that replicate real-world work situations, providing a controlled environment for learning and problem-solving.
  - ii. Entrepreneurship Programs: Initiatives that involve students in creating and developing their own business ventures or projects, fostering an entrepreneurial mindset.
  - iii. Service Learning: Integrating community service with academic learning, allowing students to apply their skills and knowledge to address community needs.
  - iv. WIL Preparation Activities: Residential workshops, tutorials and placement ready quizzes which are conducted prior to external site activities as detailed above.

## Section 2 - Definitions

(6) Commonwealth Prac Payments (CPP) – cost of living support while a student undertakes mandatory placement to help alleviate financial costs associated with undertaking the placement. CPP is provided by the Commonwealth Government paid at a weekly rate benchmarked to the single Austudy rate. CPP is not a wage or a wage subsidy.

(7) Inherent Requirements – are the essential components of a course or unit that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course or unit.

(8) Paid WIL – a form of WIL in which a student undertaking a University approved WIL activity is employed and remunerated by the WIL Partner for work performed during the WIL activity.

(9) Psychosocial Hazards – work-related factors that may cause psychological harm, including bullying, harassment, exposure to traumatic content, work overload, or inadequate support or supervision.

(10) SCU Supervisor - a generic term to mean the person employed by SCU who supervises students undertaking WIL activities that generally take place in a University controlled environment or system.

(11) WIL Coordinator - a 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 Course Coordinator, Unit Assessor or a professional staff member with various position titles (for example, Placement Officer, Professional Experience Officer, Professional Experience Coordinator, Industry Placement Officer, or Internship Development Officer).

(12) WIL Officer - a University staff member assigned to investigate, manage and determine student conduct issues that arise in the course of WIL activities, who is independent of the matter under consideration and acts in accordance with the principles of procedural fairness.

(13) WIL Partner - a generic term to mean an external organisation (third party) that has a written 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.

(14) WIL Partner Site - a generic term to mean a site at which WIL takes place that is operated by an external organisation (third party) that has a written agreement with the University to offer WIL experiences for University students.

(15) WIL Partner Supervisor - a generic term to mean the profession-based or industry representative who supervises University students undertaking WIL activities. The title of the position 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.

(16) WIL Student Statement/Agreement - is a formal, written acknowledgement completed by a student prior to commencing a WIL activity, confirming that the student has received and understood information relevant to the WIL activity, including its objectives, requirements, risks, and expectations.

## **Section 3 - Foundational Placement Requirements**

(17) The University will ensure the following conditions are satisfied prior to students undertaking WIL:

- a. The WIL activity is in line with the four guiding principles of WIL outlined in the Work Integrated Learning Framework;
- b. A WIL Risk Assessment has been completed and relevant controls and conditions of approval are in place and effective;
- c. Where the WIL involves a WIL Partner, there is a current agreement in place; and
- d. Students meet academic, administrative and compliance requirements prior to commencement of WIL.

## **Section 4 - Risk Assessment and Monitoring of WIL Activities**

(18) Before students undertake WIL activities, the University is required to undertake a risk assessment. The type of risk assessment will depend on the nature of the activity involved.

### **Faculty WIL Risk Assessment**

(19) Faculties must undertake an overarching Faculty WIL Risk Assessment for its WIL activity. The Faculty WIL Risk Assessment must include consideration of the following:

- a. The different types of WIL undertaken by the Faculty;

- b. Staffing and oversight;
- c. Placement/WIL supply;
- d. Curriculum Alignment;
- e. Professional Accreditation;
- f. Marketing and Admissions information/communication;
- g. Student Experience;
- h. Relevant Work Health and Safety risk, including:
  - i. Work factors
  - ii. Travel and Transportation factors
  - iii. Location/Region factors
  - iv. General/Environmental Health factors
  - v. Individual student factors
  - vi. Insurance limitations
  - vii. Other factors as relevant.

(20) The Faculty WIL Risk Assessment must be approved by the Executive Dean (or nominated delegate) and reported to the Work Integrated Learning Oversight Committee (WILOC) quarterly for review and oversight. Risks should be assessed in accordance with the University's Enterprise Risk Management Framework.

(21) Faculties are responsible for maintaining appropriate records of the Faculty WIL Risk Assessment.

### **WIL Partner Risk Assessment**

(22) Faculties must undertake a WIL Partner Risk Assessment for all WIL activities that take place at a WIL Partner Site. The WIL Partner Risk Assessment should include consideration of the following:

- a. Whether there is an appropriate agreement in place;
- b. Whether the WIL Partner is appropriately insured;
- c. Whether the WIL Partner is appropriately accredited;
- d. Whether there is appropriately qualified and experienced supervision;
- e. Whether the learning objectives been communicated;
- f. Whether incident and complaint mechanisms been communicated;
- g. Whether students have completed all pre-placement obligations;
- h. Whether students have been provided with all relevant information prior to commencement;
- i. Whether WHS risks have been considered including significant hazards, travel and accommodation, SCU critical risks, and any known factors personal to students which may increase the risk of illness or incident during WIL even following adjustments.

(23) WIL Partner Risk Assessments should be specific to the WIL needs of the Faculty, proportionate, scalable, and approved by the Executive Dean (or nominated delegate). Each Faculty is responsible for developing their WIL Partner Risk Assessment process for WIL and site risks.

(24) Faculties will consider WIL Partner site visits relative to the outcome of the WIL Partner Risk Assessment.

(25) Each Faculty must report their WIL Partner Risk Assessment process to the WILOC annually.

(26) Faculties are responsible for maintaining appropriate records of WIL Partner Risk Assessments, including the rationale for determining the risk involved.

(27) Where risks cannot be reduced to an acceptable level, the University may decline, suspend or discontinue the WIL activity.

(28) Completed WIL Partner Risk Assessments will include the required frequency for review, and include factors that trigger out of cycle review/reassessment of risk factors.

(29) New and reviewed WIL Partner Risk Assessments must be approved by the relevant Executive Dean (or nominated delegate).

(30) The University's Risk Office and the Work Health Safety Unit provide support, advice, guidance and training to assist Faculties and Colleges and other stakeholders to undertake their duties, obligations and responsibilities outlined in these Procedures.

## **Risk Monitoring and Review**

(31) Faculties/Colleges must apply a risk-based approach to risk monitoring and review to maintain oversight of WIL quality, supervision and student safety.

(32) Where monitoring indicates potential, emerging or realised risk, or a material change to the WIL context, Faculties/Colleges must formally review and verify the Faculty WIL Risk Assessment and any relevant WIL Partner Risk Assessments to confirm that risk controls, conditions of approval, and expectations remain appropriate and effective. Triggers for review may include, but are not limited to:

- a. A notifiable incident, safety breach, or serious student welfare concern;
- b. A pattern of adverse student, supervisor or WIL Partner feedback;
- c. A substantiated complaint or grievance related to WIL quality, conduct or supervision;
- d. Changes to the WIL Partner Site, operating environment, regulatory status or capacity to supervise students;
- e. Changes to the WIL delivery mode, supervision model or scope of student activities;
- f. Failure to meet conditions of approval or agreed expectations; or
- g. Relevant external intelligence, including adverse media, professional accreditation findings or regulatory action.

(33) Outcomes of risk monitoring and review may inform:

- a. Updates to the Faculty WIL Risk Assessment or WIL Partner Risk Assessment;
- b. Conditional approval, suspension or removal of the WIL Partner; and/or
- c. Future monitoring frequency and controls.

## **Faculty Oversight and Reporting**

(34) Faculties and Colleges must ensure they:

- a. Report incidents and safety matters through RiskWare in accordance with University requirements;
- b. Manage feedback and complaints in accordance with relevant University policies and procedures;
- c. Record supervisor, student and staff feedback relating to WIL quality and supervision;
- d. Where applicable, identify, document and review any trends or recurring issues relating to the ongoing suitability of the WIL Partner.

(35) Identified incidents or complaints must be assessed promptly to determine:

- a. The severity and impact on student safety or learning;

- b. Whether students need to be removed from WIL;
- c. Whether immediate risk controls or WIL suspension are required;
- d. Whether the Faculty WIL Risk Assessment or WIL Partner Risk Assessment should be revised or reported.

(36) WIL Risk Assessments, incidents, complaints and material adverse outcomes are reported by the relevant Executive Dean to the WILOC.

## **Escalation and Removal**

(37) The University may suspend or remove a WIL Partner at any point where information indicates an unacceptable level (as identified in the WIL Risk Assessment) of risk to student safety, WIL quality or compliance.

(38) Decisions to suspend or remove a WIL Partner are not contingent on the completion of external regulatory or investigative processes and are subject to approval of the relevant Executive Dean (or nominated delegate).

# **Section 5 - WIL Partner Arrangements**

## **Due Diligence**

(39) All WIL arrangements with third-party organisations and individuals must be preceded by a due diligence assessment. In each case the following should be considered:

- a. currency of business registration, legal trading status, and relevant regulatory approvals (where applicable);
- b. currency and status of regulatory registrations, where relevant, such as in early childhood or health settings;
- c. the ability to support students achieving the intended learning outcomes;
- d. the suitability of facilities, resources, and supervision arrangements for the proposed WIL activities and number of students;
- e. health, safety, and environmental considerations relevant to the WIL activity context that are additional to, or different from, those assessed in the WIL Risk Assessment;
- f. any external intelligence, including adverse media or regulatory action;
- g. the WIL Partner's processes for managing psychosocial hazards and responding to student safety and wellbeing concerns; and
- h. agreement on incident notification timeframes, including notification to the University of any incident, complaint or emerging risk affecting student safety or learning.

(40) The completed due diligence assessment is reviewed and approved by the Executive Dean (or nominated delegate).

## **Agreement Development and Approvals for WIL Partners**

(41) WIL arrangements with third parties are governed by signed agreements between the University and the WIL Partner. The type of agreement and the level of authorisation will be determined by the nature of the relationship and whether the arrangement forms part of an ongoing relationship with the University, or whether it is a one-off arrangement.

(42) WIL Partner Agreements are approved in accordance with the University's delegation framework.

(43) The WIL Partner Agreement must be executed by both parties, prior to students commencing WIL activities.

## **WIL Partner Induction**

(44) The Faculty/College must have processes to ensure the WIL Partner has been provided with an induction prior to students commencing their WIL. The extent and nature of the induction will vary depending on the type of WIL activity. The induction process may be conducted at the WIL Partner's site or via an information pack and should cover the following:

- a. key University contacts;
- b. purpose of the WIL;
- c. outline of WIL Partner's role;
- d. expected learning outcomes;
- e. assessment arrangements;
- f. details of WorkCover arrangements;
- g. confidentiality of student personal information;
- h. the requirement for the WIL Partner to conduct a student workplace induction which includes:
  - i. student duties;
  - ii. Workplace Health and Safety;
  - iii. emergency and accident procedures;
  - iv. general workplace behaviour, rules and norms;
  - v. attendance requirements, including starting times and breaks;
  - vi. introduction to staff and WIL Partner Supervisor and supervision arrangements;
  - vii. support services;
  - viii. disciplinary processes;
  - ix. complaints mechanisms (including incident notification and escalation to the University); and
  - x. communication restrictions (i.e. students are not permitted to use personal social media accounts, email accounts or private phone numbers for WIL communication unless expressly agreed in writing by the student and the University).

(45) It is not necessary for Faculty/Colleges to conduct an induction for each subsequent student commencement but regular induction, including provision of relevant information packs or digital acknowledgements is required for recurring WIL Partners.

## **Section 6 - Responsibilities**

### **Faculty/College Responsibilities**

(46) To support the operation of WIL activities, the Faculty/College is required to:

- a. assign staff with responsibilities for managing WIL;
- b. allocate resources for managing WIL activities;
- c. where required, prepare and manage the WIL Partner Agreement and manage the performance of that Agreement;
- d. provide WIL information to students, prior to their commencement of activities, as set out in clause (47);
- e. manage fitness for study issues in accordance with the [Fitness for Study Policy](#) or [Higher Degree Research Fitness to Study Policy](#);
- f. manage student declarations of conflict of interest;
- g. refer students requiring reasonable adjustments to Inclusion Support;

- h. manage student course progression to ensure all relevant preparatory and mandatory requirements are complete;
- i. prepare WIL Student Statements/Agreements; and
- j. allocate or approve WIL.

## **Information to Students Prior to Commencing WIL**

(47) The Faculty/College must provide the following information to students prior to their participation in WIL activities:

- a. The learning outcomes, assessment requirements and credit value of the WIL activity;
- b. Fitness for study and inherent requirements;
- c. Any additional requirements, together with guidance on the process and deadlines for submission. Additional requirements vary, depending on course and circumstances and may include, for example:
  - i. vaccinations
  - ii. criminal history checks
  - iii. working with children checks
  - iv. mandatory training requirements (for example, first aid, CPR, manual handling or infection control).
- d. Expected behaviour, including any relevant workplace or professional code of ethics. Where appropriate, international students are to be provided with additional information on the cultural norms and standards for a particular Australian workplace environment;
- e. Any site-specific checks or modules and/or WIL Partner requirements;
- f. Requirements relating to confidentiality and privacy;
- g. Attendance requirements;
- h. Any anticipated fees/costs associated with WIL;
- i. Any equipment, resources or dress requirements;
- j. Advice on how to seek reasonable adjustments to WIL activities;
- k. The expected contact and supervisory arrangement, including emergency contact information;
  - l. How to raise issues or concerns, report incidents or hazards and make complaints;
- m. The University's required conditions and permissions for undertaking a WIL activity that is:
  - i. paid; or
  - ii. overseas
- n. conflict of interest requirements;
- o. IP arrangements, where relevant;
- p. Support services and other assistance available;
- q. Insurance coverage;
- r. Possible consequences and available remedies if WIL activity is delayed, not completed or the student fails due to poor performance or is found to have engaged in academic or non-academic misconduct;
- s. Information on psychosocial hazards relevant to the WIL context and the processes for reporting bullying, harassment, discrimination or other inappropriate behaviour;
- t. Information on safe online and digital communication protocols (where applicable), including privacy and cyber-safety expectations; and
- u. Where relevant, requirements and restrictions relating to the use of digital tools and artificial intelligence within the WIL setting, consistent with workplace and University requirements.

## Methods of communication to students

(48) The information set out in clause (47) is conveyed to students in a structured and timely manner, using a variety of sources, such as:

- a. Course marketing materials, particularly those intended for international students;
- b. Course information that clearly indicates where WIL is a course requirement, with general information provided to students on admission to a course;
- c. Unit outlines;
- d. Faculty/College guides or information sheets with detailed, specific information relating to the WIL activity. This information is may be hosted on Faculty/College WIL webpages, on an Information Site on MySCU or other relevant platform accessible to students.

## Student Responsibilities Prior to Commencing WIL

(49) Students should ensure they enrol in their WIL units in line with Faculty advice regarding reasonable timeframes for WIL allocation or commencement. Late enrolment may mean that WIL is not guaranteed or may otherwise impact WIL arrangements.

(50) Students should undertake their WIL in accordance with their course progressions.

(51) Prior to commencing WIL, students are required to:

- a. sign the WIL Student Statement/Agreement;
- b. comply with any additional requirements, including following Faculty protocol to submit any national or state-based regulatory requirements and provide supporting evidence by the required deadline;
- c. disclose any conflict of interest;
- d. advise any health conditions that may impact on their ability to participate in WIL or aggravate a pre-existing condition; and
- e. take responsibility for their learning by participating fully in the preparation for placement WIL.

(52) The University may prevent a student from commencing WIL if the student responsibilities set out above are incomplete.

## Conflicts of interest

(53) Students must declare where they may have a conflict of interest. For example, they intend to undertake WIL at a site:

- a. which is their place of employment;
- b. where they have close relatives attending or employed at the site;
- c. where they are a member, or have a close relative, on the site's board;
- d. where they are the owner or director of the organisation;
- e. where their close relative is an owner or director of an organisation.

(54) Faculties/Colleges should have clear guidelines around students participating in WIL at their workplace. Approved WIL should provide the student with additional learning opportunities, such as the performance of additional duties or responsibilities, and allow the student to meet the unit learning outcomes.

(55) The Faculty/College will determine how a conflict of interest will be managed and whether the WIL activities will proceed.

## **Inherent Requirements**

(56) Students must meet and acknowledge the Inherent Requirements that may apply in relation to their course of study or units that include WIL.

## **Reasonable Adjustments**

(57) In accordance with the [Support for Students with Additional Requirements Procedures](#), students are responsible for notifying Inclusion Support that they are seeking reasonable adjustments to participate in learning activities and assessments relating to their WIL activities.

(58) Reasonable adjustments must not fundamentally change the nature of the Inherent Requirements relating to the course of study or units that include WIL activities. Inclusion Support will consult with the WIL Coordinator and WIL Partner, where relevant, to provide reasonable adjustments, where possible and will ensure:

- a. any identified reasonable adjustments are in place prior to the student commencing their WIL and are implemented throughout the WIL; and
- b. reasonable adjustments do not compromise the WIL experience, the academic integrity of the course or unit, or the capacity of the student to demonstrate any relevant external accreditation requirements, and reflect the interests of the student, the University, the WIL Provider and other students.

(59) Where reasonable adjustments cannot be accommodated, students may be given the option to proceed subject to appropriate medical clearance, to defer, or consider other options available.

## **Special Consideration and Absences**

(60) Applications for special consideration for WIL activities will be considered in accordance with Rules Relating to Awards [Rule 3 – Coursework Awards – Student Assessment and Examinations](#), Section 4 – Special Consideration.

(61) Course specific WIL guidelines may apply in relation to the determination of acceptable grounds, evidence and documentation requirements for WIL related absences.

## **Commonwealth Prac Payments (CPP)**

(62) The University will provide, in writing, information about the CPP Program to students that it anticipates may be eligible for the CPP, in relation to any eligible unit of study that contains mandatory WIL.

(63) The University will have a clear and accessible process for students to apply for CPP and will support students to ensure their application includes the relevant information and supporting documentation.

(64) The University will assess student eligibility for CPP in line with the CPP Provider Guidelines.

## **Paid and Unpaid WIL**

(65) WIL activities may be paid or unpaid.

(66) Where the paid WIL takes place in Australia, it must comply with the requirements of the [Fair Work Act \(FWA\) 2009](#). If the student undertaking the WIL activity is carrying out work for, and entitled to be paid by, a WIL Partner, the student's remuneration must be at least at the appropriate minimum rate (that is, the minimum wage determined under an applicable award, or under an applicable workplace agreement).

(67) If the student is not entitled to be paid by the WIL Partner for which the student is carrying out work, the WIL arrangement will be permissible under the FWA only if it meets the requirements of a vocational placement under the

FWA. These requirements are that the WIL activity is a requirement of a course and that it is approved by the University.

(68) Further information, including detail of the criteria that a WIL activity must meet in order to be a vocational placement under the FWA is available on the [Fair Work Ombudsman](#) website, in particular, Student placement and Work experience and internships.

(69) Paid WIL activities may impact on student visa conditions. International students are responsible for complying with their student visa conditions. Current information regarding international student visa restrictions is available on the [Department of Home Affairs](#) website, in particular, Immigration and citizenship.

## **Insurance**

(70) Where a student is engaged in a University-approved WIL activity, and is not employed by a WIL Partner, the student will be covered by the University's:

- a. Public liability insurance which provides cover for personal injury, and property damage arising from negligent, acts or omissions during WIL participation.
- b. Personal Accident insurance for injuries that occur when participating in a University-approved WIL activity.

(71) Students engaged in WIL activities overseas may be covered by the University's Corporate Travel Insurance. Students should check the insurance cover before departing Australia and arrange their own travel insurance if the University cover does not meet their needs.

(72) Where the student is employed by a WIL Partner, the student should be covered by the WIL Partner's insurances, including workers compensation provisions.

(73) All insurances are subject to the terms, conditions and exclusions. Information on University insurance coverage is available on the [Insurance](#) webpage.

## **Travel and International WIL**

(74) Travel to and from a WIL location is at the student's expense, unless otherwise negotiated with a WIL Partner. This includes WIL at a metropolitan, regional, interstate or overseas location.

(75) Students are responsible for acquiring the appropriate visa in good time and being aware that an overseas WIL engagement may impact upon scholarship arrangements.

(76) Where the WIL activity is to be completed overseas, students must comply with the University's [Travel Policy](#) and [Travel Procedures](#), regardless of the funding source of the travel.

# **Section 7 - WIL Delivery**

## **Supervising and Monitoring Student Progress**

(77) Faculties/Colleges must have documented processes and staff assigned with clearly defined responsibilities for supervising students and monitoring academic progress during their participation in WIL activities.

(78) The degree of supervision required for a student undertaking a WIL activity will vary according to the nature of the discipline's requirements and the type of WIL activity. Supervision must be appropriate to the student's level of training, education and experience.

(79) The nature of supervision and responsibilities of assigned WIL supervisors must be specified in advance of the

WIL activity and documented in the WIL agreement (where the WIL involves a WIL Partner), to ensure all parties clearly understand supervision expectations.

(80) Students must be provided specific guidance before their WIL activity on the nature of supervision to be provided, and the scope of any approved activities expected or permitted. This information, including any changes during the WIL activity, must be shared with relevant teaching staff and supervisors.

(81) Where supervision is delivered remotely or partially remotely, the supervision arrangements must specify communication frequency, escalation pathways and documentation requirements.

(82) Faculties/Colleges must implement scheduled check-ins with students and supervisors and maintain records of those contacts.

(83) 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.

## **Managing Unsatisfactory Student Progress**

(84) WIL Coordinators and WIL Partner Supervisors/SCU Supervisors are responsible for monitoring student progress.

(85) Students may be identified at risk of failing to maintain satisfactory progress where the student fails to:

- a. Complete at a satisfactory standard, the academic or professional components specified for the WIL activity;
- b. Meet the terms of the WIL Student Statement/Agreement;
- c. Meet an appropriate standard of conduct while participating in WIL.

(86) Where the University becomes aware that a student is at risk of failing to maintain satisfactory progress, as set out in (85), the WIL Coordinator must conduct an initial assessment. The issue should be evaluated against the definition of Non-Academic Misconduct set out in the [Student Academic and Non-Academic Misconduct Rules](#). Where in doubt, the WIL Coordinator should seek advice from the Student Integrity and Conduct Office in making this evaluation.

(87) Where the issue is conduct that meets the threshold of Non-Academic Misconduct, the matter should be referred to the Pro Vice-Chancellor (Academic Quality) for investigation and determination in accordance with the Student Academic and Non-Academic Misconduct Rules.

(88) Where the issue does not meet the threshold of Non-Academic Misconduct (for example, not following approved processes for placement absences or failing to provide timely supporting documentation), these Procedures are to be applied.

## **Investigation Process**

(89) Following the initial assessment under clause (86), the WIL Coordinator will refer the matter to the WIL Officer who is required to:

- a. notify the student, using the [Notification Template](#), that they have been identified at risk of failing to maintain satisfactory progress;
- b. invite the student to provide their version of events either verbally or in writing;
- c. examine relevant documentation;
- d. interview relevant parties where necessary; and
- e. seek clarification on information supplied from the relevant parties where required.

(90) The student is entitled to invite a support person to attend any meetings conducted during the investigation process. The support person's role is to support the student and not advocate on the student's behalf.

## **Determination**

(91) When the WIL Officer is satisfied that all parties have been given sufficient opportunity to present their perspectives, the WIL Officer may elect to:

- a. dismiss the report of concerning conduct (no further action required);
- b. prevent the student from beginning the WIL activity;
- c. allow the student to continue the WIL activity on the basis that the student:
  - i. is placed on a development support plan; and/or
  - ii. is relocated to a different setting to complete the WIL
- d. terminate the WIL without providing the student with an option of a development support plan
- e. terminate the WIL during or at the end of the specified review period determined in a development support plan
- f. permit a student to complete the WIL coursework even though they are unfit to undertake the practical component of the WIL, allowing the student to be awarded an Incomplete grade in the WIL unit until such times as they are fit to undertake the WIL.

(92) The WIL Officer will notify their determination to:

- a. the student, using the [Determination Notice](#), which includes the rationale for the determination and the student's right of appeal;
- b. relevant third parties where required by law, regulation, code or an accreditation authority. Advice must be sought from SCU Legal Office prior to notifying third parties; and
- c. the Office of the Pro Vice-Chancellor (Academic Quality).

(93) Termination of a WIL as per clause (91d and 91e) may result in a recommendation to the Associate Dean (Education) of a Fail grade.

## **Development Support Plan**

(94) In the event a student is placed on a development support plan the WIL Officer must:

- a. notify the student in writing using the [Notification Template](#) that they are 'at risk' of failing requirements of the WIL and outline the factors that led to this decision; and
- b. provide a development support plan to the student with clear expectations of the standards expected from the student.

(95) The student's ability to satisfy the requirements set out in the development support plan will be reviewed by the WIL Officer during and at the expiry of the specified review period.

(96) Where it is deemed that the student is continuing to fail to meet the requirements set out in development support plan, the WIL Officer, in consultation with other relevant staff, may elect to terminate the WIL prior to expiry of the development support plan. If the WIL is terminated, the student must be informed in writing, using the appropriate template.

## **Assessment on Completion of Development Support Plan**

(97) Where the student is given the opportunity to complete the WIL activity, the WIL Officer, in consultation with other relevant staff, will determine at the conclusion of the WIL whether the student has satisfied requirements of

the WIL and may decide to:

- a. require the student to undertake additional remedial work including, if warranted, a repeat WIL; or
- b. advise the student that a Pass grade for the unit will be recommended to the Associate Dean (Education); or
- c. advise the student that a Fail grade for the unit will be recommended to the Associate Dean (Education).

### **Request Review: Student Prevented from Commencing WIL**

(98) A student may request a review of a determination to prevent the student from commencing WIL made under (91)b on the grounds that the determination was unreasonable or inappropriate.

(99) A request stating the reasons why the determination is unreasonable or inappropriate must be submitted in writing to the Associate Dean (Education) within five working days of the determination.

(100) The Associate Dean (Education) will review the evidence presented and may make any additional enquiries as reasonably necessary in the circumstances.

(101) When satisfied they have considered the relevant evidence, the Associate Dean (Education) will determine whether the student may or may not commence the WIL.

### **Termination of WIL by WIL Partner**

(102) Where a student's WIL is terminated by the WIL Partner due to logistical considerations (for example, the WIL Partner is unable to provide satisfactory supervision arrangements), the University will seek to provide the student with alternative WIL or make adjustments for student needs. If this is not possible, a grade of Incomplete will be recorded until the WIL requirements for that unit have been satisfied.

(103) Where the WIL Partner otherwise terminates the WIL activity the University will conduct an investigation under Clause (89) and make a determination under Clause (91).

(104) A decision to terminate a student's participation in WIL will normally result in a Fail grade for that unit.

(105) Students who receive a Fail grade due to termination of participation in WIL will be advised of their right to query that decision with the Associate Dean (Education) and if not satisfied with the outcome of that query, that the student has the right to appeal to the Academic Board Appeals Committee.

### **Termination of WIL: Query to Associate Dean (Education)**

(106) A student who receives a Fail grade due to termination of participation in WIL may query the grade awarded by contacting the relevant Associate Dean (Education) in writing. A query made under this clause is restricted to the grounds set out at Clause (109).

(107) The Associate Dean (Education) will notify the student of their determination within five working days of receipt of the query.

(108) If as a result of the query, the Associate Dean (Education) determines to vary the grade, they will formally notify the student and Director, Student Administration Services of that outcome.

### **Termination of WIL: Appeal to Academic Board Appeals Committee**

(109) A student who is not satisfied with the determination of the Associate Dean (Education) under Clause (107), may appeal to the Academic Board Appeals Committee on one or more of the following grounds:

- a. Evidence that the determination was unreasonable in the circumstances; and/or

b. Evidence of a lack of procedural fairness.

(110) An appeal made under this Procedure shall be lodged with the Secretary, Academic Board Appeals Committee, within five working days of the date of sending of formal notification of the Associate Dean (Education) determination. A late appeal may be received at the discretion of the Chair, Academic Board Appeals Committee where the student is able to satisfy the Chair that the appeal is lodged late through no fault of the student.

(111) The appeal will be assessed in accordance with the [Academic Board Appeals Committee's Procedures](#).

## **Appeals and Maintenance of Enrolment**

(112) The University will maintain a student's enrolment while an appeal is ongoing and immediately implement any decision or corrective or preventative actions identified as part of the appeals process.

## **Re-enrolment, Course Progression and Exclusion**

(113) Where a student is prevented from beginning WIL, or where an Incomplete grade is recorded under clause (91)f, the student may apply to the Associate Dean (Education) for permission to participate in subsequent WIL units on the basis that the relevant circumstances have changed and the determination should no longer apply.

(114) In circumstances where a student knows and communicates in advance that they will be unable to complete the full WIL activity, the student should be advised to withdraw and re-enrol when they are able to complete, rather than commencing WIL and being issued an Incomplete grade.

(115) The student must provide evidence in support of their application.

(116) The decision to admit the student to subsequent WIL units or progress their studies will be at the discretion of the Associate Dean (Education).

(117) A student who receives a Fail grade for a WIL unit for a second time or fails two different WIL units, may be excluded from the University, in accordance with [Rule 2 - Coursework Awards - General Provisions](#), Section 10 Exclusion.

# **Section 8 - Quality Assurance of WIL Activities**

(118) The University is committed to quality assurance of its WIL and actively seeks feedback from stakeholders, including staff, students and WIL Partners to continually improve the WIL experience.

(119) The University monitors qualitative and quantitative data on WIL activities through quality assurance processes including:

- a. End of Term unit feedback survey;
- b. Internal Quality Indicators in Learning and Teaching (iQILT);
- c. Annual Course reporting;
- d. Comprehensive Course Review;
- e. Feedback from WIL Supervisors when collected by the Faculty/College.

(120) The WILOC provides strategic, regulatory, and quality assurance oversight of the University's WIL activities.

(121) WIL activities are reviewed as part of annual course reviews and regular unit evaluations. Focus areas for evaluating the quality of WIL may include:

- a. WIL design;
- b. WIL preparation of students and ongoing communication;
- c. Teaching practice;
- d. Student learning and conduct;
- e. Supervision, assessment, and grading practices;
- f. WIL coordination and decision-making;
- g. WIL agreement terms and conditions;
- h. WIL Partner employees, resources, facilities and practices;
- i. Engagement with WIL Partners; and
- j. Trends in WIL-related incidents, complaints, WIL Risk Assessments and WIL suspensions or removals.

## **Section 9 - Reporting Requirements and Record Management**

### **Reporting Requirements**

(122) The Graduate School will provide qualitative and quantitative data on WIL activities to the Higher Degrees Research Committee.

(123) Faculties and Colleges are required to report on WIL activities to WILOC quarterly. The Vice Chancellor's Executive Group receives reports from WILOC quarterly.

### **Records Management**

(124) WIL information is held in accordance with the University's [Records Management Policy](#) and [Records Management Procedures](#). This includes retaining these records in a recognised University recordkeeping information system.

(125) Where relevant, accurate records on student engagement with WIL Partner organisations, including student locations, should also be kept to facilitate internal and external reporting. This is especially important for international WIL and management of global incidents.

## Status and Details

<b>Status</b>	Current
<b>Effective Date</b>	29th May 2026
<b>Review Date</b>	29th May 2029
<b>Approval Authority</b>	Chair, Academic Board
<b>Approval Date</b>	29th May 2026
<b>Expiry Date</b>	Not Applicable
<b>Responsible Executive</b>	Thomas Roche Pro Vice-Chancellor (Academic Quality) +61 2 66269148
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