STE(A)Ming Ahead in WIL

A toolkit to support the implementation of Science WIL

ACDS 2025 Fellow

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Introduction to Sciences WIL Implementation Toolkit

The *Work-Integrated Learning (WIL) Implementation Toolkit for Sciences* has been developed to support educators, industry partners, and students in designing, delivering, and evaluating high-quality WIL experiences that are pedagogically sound, contextually relevant, and aligned with national standards and global best practice. It is not designed to be read cover-to-cover. Instead, it's a flexible, modular resource - intended to be *searched, selected, and applied* based on your specific needs and context, hence the extensive table of contents. Whether you're exploring WIL for the first time or refining an established approach, the toolkit offers a "pick-and-mix" of practical strategies, adaptable tools, and real-world examples. Use it as a living resource to support your teaching practice, curriculum design, or institutional planning - drawing on what's most relevant to your goals.

This initiative responds directly to the recommendations of the **Australian Universities Accord Final Report (2024)**, which positions WIL as a cornerstone of workforce preparation and calls for expanded, equitable, and sustainable WIL opportunities across disciplines.

WIL, as defined in the **2015 National Strategy on Work Integrated Learning in University Education** by WIL Australia (formerly known as the Australian Collaborative Education Network (ACEN)), is an "*umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum*." This strategy positioned WIL as a national priority, recognising its role in enhancing graduate employability, fostering industry-university collaboration, and building workforce capability (Australin Collaborative Education Network, 2015).

The **Tertiary Education Quality and Standards Agency (TEQSA)** further refines this definition within the Higher Education Standards Framework (TEQSA, 2021), describing WIL as "*any arrangement where students undertake learning in a work context as part of their course requirements*." TEQSA emphasises the importance of constructive alignment, supervision, and quality assurance across diverse WIL modalities—from placements and simulations to industry-partnered projects and virtual experiences.

Contemporary scholarship (Ferns, Zegwaard, Pretti & Rowi, 2025; Zegwaard, Pretti, Rowe & Ferns, 2023) advances a more inclusive and practice-oriented definition of WIL. They describe it as "*an educational approach involving three parties - the student, the educational institution, and an external stakeholder - consisting of authentic work-focused experiences as an intentional component of the curriculum*." These experiences are designed to integrate theory with meaningful practice, enhancing student agency, employability, and career development through active engagement in tasks that hold genuine relevance for a workplace or community.

The toolkit is contextualised by two major national studies:

- **Edwards *et al*. (2015)** conducted a comprehensive stocktake of WIL in STEM across Australian universities, identifying key barriers to implementation such as inconsistent definitions, limited industry engagement, and funding constraints. Their work emphasised the need for scalable models, clearer

communication, and stronger institutional support to expand WIL in science disciplines.

- **Johnson *et al*. (2019)** led the *Successful WIL in Science* project, which responded to poor employment outcomes for science graduates by developing contextualised resources, fostering communities of practice, and conducting targeted research into student experiences. Their findings revealed that science students value WIL highly but face barriers such as cost, lack of awareness, and limited access. The project also highlighted the importance of peer learning, industry collaboration, and leadership in driving sustainable WIL integration.

Building on these foundations, the toolkit operationalises this work by offering science-specific resources, frameworks, and exemplars. It directly supports the Accord's call for:

- **Increased WIL opportunities**, including placements, internships, and industry-partnered projects.
- **Equity and access**, addressing placement poverty by improving support for students from low SES, regional, rural, remote, and First Nations backgrounds.
- **Stronger partnerships** between universities, government, and industry to embed WIL as a core component of qualifications.
- **National infrastructure**, aligning with proposals for a National WIL Framework, National Skills Passport, and a national jobs broker system.
- **Student support**, recognising the financial and personal pressures that hinder WIL participation and advocating for systemic solutions.

By drawing on national research, sector-wide definitions, and lived experience from science educators and students, the toolkit aims to empower stakeholders to deliver impactful WIL experiences that prepare graduates for the complexities of scientific careers and interdisciplinary collaboration.

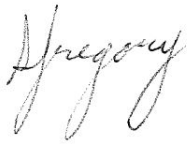
This work is part of an ongoing commitment to enhancing Work-Integrated Learning in the sciences, and the toolkit will continue to evolve in response to sector needs, stakeholder feedback, and emerging best practices. We warmly welcome additional exemplars, case studies, and insights from educators, industry partners, and students to enrich future iterations.

The toolkit will be publicly accessible via the Australian Council of Deans of Science (ACDS) website shortly, ensuring broad access and usability across institutions.

This initiative was proudly supported by an ACDS Fellowship in 2025, which enabled the development of discipline-specific resources to strengthen WIL implementation and impact in science education.

My hope is that there is something for everyone is this resource. Please enjoy and in the spirit of intentional reciprocity please reach out and connect to share the impact that it may have had on you, your colleagues and your practice.

Warm regards,



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Overview of the Science WIL Implementation Toolkit

This toolkit doesn't aim to redefine Work-Integrated Learning (WIL) - that foundational work has already been done. Instead, it's here to support your *implementation* of WIL, regardless of your experience level. Whether you're new to WIL or looking to enhance an existing approach, the toolkit offers practical strategies, adaptable tools, and real-world insights to help you embed WIL meaningfully into your teaching practice.

Implementing a WIL program involves several key stages:

1. Planning and Design

- **Define learning outcomes** aligned with academic and industry standards.
- **Select appropriate WIL models** based on discipline, resources, and stakeholder needs.
- **Develop policies and procedures** to support quality assurance and risk management.

2. Stakeholder Engagement and Expectation Management

- **Educational Institutions**: Ensure academic staff understand their roles in supervising and assessing students. Provide training and support.
- **Industry Partners**: Clearly communicate expectations regarding student roles, supervision, and feedback. Establish formal agreements or MOUs.
- **Students**: Prepare students with pre-placement training, outlining expectations, responsibilities, and professional conduct.
- **Ongoing Communication**: Maintain regular dialogue among all parties to address issues, provide updates, and align goals.

3. Implementation and Support

- **Match students** with suitable placements or projects.
- **Provide orientation and induction** for both students and host organisations.
- **Offer ongoing support** through academic supervisors or WIL coordinators.

4. Assessment and Evaluation

- **Assessment for and of Learning**: Use a combination of reflective journals, supervisor evaluations, presentations, and reports to assess student performance.
- **Feedback Mechanisms**: Collect feedback from students and industry partners to evaluate the quality and impact of the WIL experience.
- **Continuous Improvement**: Use assessment data and feedback to refine the WIL program, ensuring it remains relevant and effective.

Models for WIL Implementation in Australian Universities

Australian universities adopt a variety of Work-Integrated Learning (WIL) administration models, reflecting their institutional priorities, disciplines, and partnerships. Here's a summary of the main models and how they differ across institutions:

1. Centralised WIL Administration

Some universities manage WIL through a **central office or unit** that oversees all aspects of WIL across faculties. This model ensures consistency in policy, quality assurance, and employer engagement.

- **Example**: **University of Queensland** and **Monash University** have centralised WIL offices that coordinate placements, compliance, and reporting across disciplines .

2. Faculty-Based or Decentralised Models

In this model, **individual faculties or schools** manage their own WIL programs. This allows for more **discipline-specific tailoring** and closer relationships with industry partners.

- **Example**: **University of Sydney** and **University of Melbourne** often use faculty-based models, especially in health, education, and engineering .

3. Hybrid Models

Many universities use a **hybrid approach**, combining central oversight with faculty-level implementation. Central units may provide policy guidance and systems support, while faculties handle the day-to-day operations.

- **Example**: **Southern Cross University (SCU)** uses a hybrid model where a central framework guides WIL, but faculties adapt it to their specific needs .

4. Embedded Curriculum Models

Some institutions embed WIL **directly into the curriculum** through capstone projects, simulations, or industry-linked assessments. These are often **credit-bearing** and assessed as part of the academic program.

- **Example**: **RMIT University** and **Deakin University** are known for embedding WIL into coursework, especially in business and IT.

5. Virtual and Interdisciplinary WIL

In response to global disruptions, universities are increasingly adopting **virtual WIL** and **interdisciplinary projects** that allow students to collaborate across fields and borders.

- **Example**: **University of Technology Sydney (UTS)** and **Griffith University** have piloted virtual internships and interdisciplinary WIL projects.

These are examples and as time progresses, we expect that different models will likely evolve. The institutional examples provided are simply representative and are not exhaustive either.

Conceptualisation of STE(A)M WIL Opportunities

Managing Industry/Community Group Expectations

Step 1: Early Engagement and Clarity

- **Initiate conversations early** to understand the motivations, capabilities, and constraints of industry/community partners.
- **Clarify roles and responsibilities** using a Memorandum of Understanding (MoU) or similar document.
- **Define success** from the partner's perspective (e.g., innovation, talent pipeline, community impact, cost of labour/hiring, saving salary).

Step 2: Set Realistic Goals

- **Align project scope** with available resources and timelines.
- **Ensure expectations** around student capabilities and deliverables are grounded in academic level and course outcomes.

Step 3: Maintain Open Communication

- **Establish regular check-ins and feedback loops** (these will likely vary dependent of specifics of an opportunity – need to be feasible, practical, supportive and appropriate)
- **Use shared digital platforms** (e.g., Teams, OneDrive, Slack, Trello) for transparency and updates.

Step 4: Provide Support and Recognition

- **Offer onboarding** or briefing sessions for partners unfamiliar with WIL.
- **Recognise contributions** through certificates, acknowledgments, co-branding opportunities, paid project, job offer.

Collaborative Design

Step 1: Co-Design Workshops

- Host facilitated sessions with academic staff, industry/community representatives, and students (if possible).
- Use design thinking or co-creation frameworks to ideate and refine project ideas.

Step 2: Align with Curriculum

- Map project tasks to learning outcomes and assessment criteria.
- Ensure academic rigor while allowing for real-world flexibility.

Step 3: Prototype and Pilot

- Start with a small-scale pilot to test feasibility and refine the model (where possible).
- Gather feedback from all participants to inform future iterations.

Step 4: Document and Share

- Create a shared WIL experience brief outlining objectives, timelines, deliverables, and contact points.
- Use templates and toolkits to streamline future collaborations.

Alignment to ensure appropriate stakeholder outcomes

For Students

- **Pre-placement preparation**: Provide training in communication, professionalism, and project management.
- **Mentorship**: Assign both academic and industry mentors (will depend on specific circumstances, eg internship may not require this).
- **Reflection and assessment**: Include reflective tasks to deepen learning and capture impact.

For Industry/Community

- **Value proposition**: Highlight benefits such as innovation, fresh perspectives, and community engagement.
- **Feedback mechanisms**: Enable partners to evaluate student contributions and the overall experience and lead to potential future job opportunities.

For Universities

- **Quality assurance**: Monitor and evaluate WIL experiences for continuous improvement. This should be undertaken at both grassroots level that feeds into a centralised system with oversight.
- **Recognition and incentives**: Acknowledge staff, students and partners who contribute to successful WIL programs.
- **Scalability**: Use successful models to expand partnerships and embed WIL across disciplines.

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Getting Started in WIL for Future STEM Partners

Work-Integrated Learning (WIL) connects students with real-world experiences through placements, projects, or simulations. As an industry partner, your involvement helps shape the future workforce while gaining fresh insights and talent.

Step 1. Understanding What WIL Is

TEQSA defines WIL within the context of the Higher Education Standards Framework (2021) as " Any arrangement where students undertake learning in a work context as part of their course requirements."

Types of WIL experiences

- Professional workplace placements (e.g. internships, clinical rotations)
- Projects (e.g. research, consultancy, design challenges)
- Online or virtual WIL (e.g. telehealth) with real clients or industry input
- Industry-partnered classroom projects (e.g. hackathons, incubators)
- Simulated work environments with industry input (e.g. case studies, virtual labs)
- Micro-placements or short-term engagements

Each type varies in duration, intensity, and supervision requirements.

It is important to note that TEQSA emphasises that WIL must:

- Be **constructively aligned** with course learning outcomes
- Meet requirements for **staff qualifications**, **professional accreditation**, and **student support**
- Be **educationally sound**, ensuring students can develop and demonstrate learning while building professional networks

Step 2. Identify Your Capacity and Goals

Ask:

- What kind of student involvement suits our workplace?
- Do we want to host a student, co-design a project, or contribute to curriculum?
- What skills or disciplines are we interested in?

Step 3. Connect with the University

Reach out to the WIL coordinator or academic lead. They'll help you:

- Match with suitable students
- Understand timelines and expectations
- Navigate legal and insurance requirements

You can also attend WIL info sessions, industry roundtables, or community engagement events.

Step 4. Prepare the Experience

You'll need to:

- Define a clear project or role

- Assign a workplace supervisor or mentor
- Ensure a safe and inclusive environment
- Provide feedback and reflection opportunities

Universities often provide templates and support for this.

Step 5. Evaluate and Grow

After the WIL experience:

- Share feedback with the university
- Reflect on what worked well
- Consider future involvement or scaling up

Some partners go on to co-author research, join advisory boards, or host multiple students.

Exemplar Resources to support you

Step 1 : Establish What the WIL experience context will be

Example – A environmental consulting company hosts a student for 6 weeks to assist with water quality sampling and data entry for a regional monitoring project.

Example Template for a WIL Opportunity

Opportunity Title: Validation of HPLC Method for Vitamin Analysis

Organisation: NutriTech Analytical Services

Duration: 6 weeks (2 days/week)

Location: Rockhampton Laboratory (insert address)

Discipline: Biochemistry/Analytical Chemistry

Key Tasks: Prepare and process samples using standard lab protocols, operate HPLC instrumentation under supervision, record and analyse chromatographic data, contribute to method documentation and reporting.

Direct Supervision Provided by: Dr Alex Tan – Senior Analytical Chemist

Supervision Activities: Weekly check-ins and daily lab support

Onboarding Arrangements by: HR Department

Learning Outcomes: Applying sampling protocols, data integrity, understand environmental compliance requirements

Additional Notes: Student will be covered by university insurance, confidentiality agreement required, no prior HPLC experience required as training is provided.

Step 2 : Identify Your Capacity and Goals

Example - A pathology company wants help validating a new reagent. They host a student to run comparative assays and document results.

Questions for Industry Partners:

- Do we have technical tasks suitable for a student?
- Can we offer mentorship from a scientist or technician?
- What skills (e.g. lab techniques, data analysis, literature review) would benefit our team?

Tool: WIL Readiness Checklist

- ☐ We have a defined scientific task or project
- ☐ We can provide supervision from a qualified staff member
- ☐ We understand the time commitment and student capabilities
- ☐ We're open to mentoring and feedback

Step 3 : Connect with the University

Action Steps:

- Contact the WIL coordinator or academic lead in science
- Discuss project scope, student level (e.g. 2nd or 3rd year), and timing
- Review legal agreements (e.g. insurance, confidentiality, IP)

Step 4 : Prepare the Experience

Key Elements:

- **Project Brief**: Define scientific scope, methods, and expected outcomes
- **Supervision Plan**: Assign a mentor (e.g. lab manager, field scientist)
- **Induction**: Cover lab safety, data confidentiality, and scientific ethics
- **Feedback**: Include midpoint review and final reflection

Example project brief template

Project Title: Validation of HPLC Method for Vitamin Analysis

Objectives: Compare new reagent performance with standard protocol

Student Tasks: Prepare samples, run HPLC, record and analyse data

Timeline: Week 1: Training; Week 2–5: Data collection; Week 6: Report writing

Supervisor: Dr Alex Tan

Confidentiality Agreement: Required

Expected Industry Outcomes: Preliminary validation data for new reagent, draft technical report, documentation to support internal QA/QC processes, evaluation of student capabilities for future recruitment, strengthen collaboration with academic institution

Expected Student Outcomes: Practical experience with HPLC instrumentation and sample preparation, understanding of method validation and analytical chemistry workflows, development of scientific writing and reporting skills, exposure to professional practice in a regulated laboratory environment, reflection on ethical and safety considerations in scientific work

Create a Student Welcome Pack

- Organisation Induction Requirements
- Lab Safety Induction
- Daily Schedule (this could be negotiated on first meeting)
- Contact list (Direct Supervisor, HR contact)
- Scientific Conduct Guidelines
- Placement Work Overview

Step 5 : Evaluate and Grow

After the WIL experience:

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- Complete a feedback form or short debrief
- Share insights with the university
- Consider future involvement (e.g. annual placements, co-supervised honours projects)

Example Feedback Questions:

- Did the student meet scientific expectations?
- What skills did they demonstrate or develop?
- How did the company benefit from the experience?
- Would you host another student?
- What improvements could be made?

Planning for an Interdisciplinary WIL Experience Planning Template Pack:

1. Project Brief Template

Use this template to define the scope and expectations of an interdisciplinary WIL project.

Project Title:

Industry Partner:

Project Duration:

Project Description:

Provide a summary of the project, including the problem or opportunity being addressed.

Disciplines Involved

List the academic disciplines contributing to the project.

Project Objectives

Outline the goals and intended outcomes of the project.

Key Tasks and Deliverables

Describe the main activities and expected outputs.

Supervision and Support

Identify academic and industry supervisors and their roles.

Resources Required

List any tools, software, or access needed.

Expected Learning Outcomes

Specify what students should learn from participating in this project.

2. Team Charter Template

Use this template to establish team norms, roles, and communication strategies.

Team Name

Team Members and Disciplines

Team Purpose

Define the shared goal of the team.

Roles and Responsibilities

Assign roles such as project lead, communications coordinator, etc.

Communication Plan

Specify how and when the team will communicate.

Decision-Making Process

Describe how the team will make decisions.

Conflict Resolution Strategy

Outline how the team will handle disagreements.

Meeting Schedule

Set a regular meeting time and platform.

Signatures

Each team member signs to agree to the charter.

Learning Outcomes for WIL

Work Integrated Learning (WIL) in Science, Technology, Engineering, and Mathematics (STEM) provides students with the opportunity to apply theoretical knowledge in real-world, technical, and research-based environments. The learning outcomes for WIL in STEM are designed to foster the development of discipline-specific expertise alongside critical professional skills such as analytical thinking, collaboration, innovation, and ethical practice. Through hands-on experience and reflective engagement, students enhance their problem-solving capabilities, adapt to complex systems, and build the confidence needed to contribute meaningfully to scientific and technological advancement. These outcomes support a well-rounded education that prepares graduates for the dynamic and evolving demands of STEM industries. Consider these LOs as a guideline. Dependent on the specific nature of the specific WIL experience you are considering LOs for the inclusion or exclusion of some of these will be variable. For example, many WIL experiences will likely not include research-based skills, some may be team-based and others not.

1. Disciplinary Knowledge and Application

- Apply scientific theories, principles, and methodologies in real-world contexts.
- Integrate academic knowledge with practical experience in a professional setting.
- Demonstrate understanding of the scientific method in applied environments.

2. Technical and/or Research-based Skills

- Use scientific tools, technologies, and techniques relevant to the field.
- Collect, analyse, and interpret data in a workplace or research setting.
- Design and conduct experiments or projects with real-world constraints.

3. Critical Thinking and Problem Solving

- Identify, analyse, and solve complex problems using scientific reasoning.
- Evaluate evidence and make informed decisions in professional contexts.
- Adapt scientific approaches to meet workplace challenges.

4. Communication Skills

- Communicate scientific information clearly and effectively to diverse audiences.
- Prepare professional reports, presentations, and documentation.
- Collaborate and communicate effectively within interdisciplinary teams.

5. Professionalism and Ethics

- Demonstrate ethical behaviour and integrity in scientific practice.
- Understand and apply workplace norms, safety standards, and regulations.
- Reflect on professional responsibilities and societal impacts of science.

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6. Teamwork and Collaboration

- Work effectively in diverse teams and contribute to group goals.
- Manage interpersonal dynamics and resolve conflicts constructively.
- Demonstrate leadership and initiative in collaborative settings.

7. Self-Management and Lifelong Learning

- Set personal learning goals and reflect on progress.
- Demonstrate adaptability, resilience, and time management.
- Engage in continuous learning and professional development.

8. Civic and Global Engagement

- Understand the role of science in addressing societal and global challenges.
- Engage with community or industry partners in meaningful ways.
- Reflect on the social, cultural, and environmental implications of scientific work.

WIL Learning Outcomes Aligned with TEQSA HESF and Science TLOs

Work-Integrated Learning (WIL) Learning Outcomes in Sciences aligned with the TEQSA Higher Education Standards Framework (HESF) and the Science Threshold Learning Outcomes (STLOs).

This alignment helps to support communication to students regarding the appropriateness of placement and how this develops their capabilities.

Measuring Learning Outcomes through Assessment in WIL

In WIL, assessment serves as a critical mechanism for evidencing student achievement of learning outcomes. Learning outcomes articulate the knowledge, skills, and professional attributes students are expected to develop; assessment tasks are designed to measure these outcomes in authentic, discipline-relevant contexts.

Effective assessment in WIL is multi-dimensional and includes:

- **Assessment *for* learning** (formative): Supports student development through feedback and reflection (e.g., journals, supervisor check-ins).
- **Assessment *of* learning** (summative): Evaluates achievement of learning outcomes (e.g., technical reports, performance evaluations).
- **Assessment *to showcase* capabilities** (authentic/professional): Demonstrates workplace readiness and professional identity (e.g., portfolios, industry-based projects).

These assessment types collectively provide robust evidence aligned with the **Science Threshold Learning Outcomes (STLOs and** compliance with the **TEQSA HESF**, standards.

By integrating diverse assessment strategies, educators can ensure that WIL experiences not only foster student learning but also meet national quality standards and graduate capability frameworks.

WIL Learning Outcome	Assessment FOR Learning	Assessment OF Learning	Assessment TO Showcase Capabilities	TEQSA HESF Alignment	Science TLOs Alignment
1. Disciplinary Knowledge and Application	Reflective Journals, Progress Reports	Technical Reports, Case Study Analysis	Industry-based Projects, Professional Documentation	1.4.1, 1.4.2a,1.4.2b, 1.4.2c, 1.4.4, 3.1.1e, 3.1.2a, 3.1.3, 3.1.4, 5.4.1	TLO 1, TLO 2, TLO 3
2. Technical and/or Research-based Skills	Skill Development Plans, Supervisor Check-ins	Practical Demonstrations, Scientific Research Papers	Competency-based Skill Demonstrations, Innovation Challenges	1.4.1, 1.4.2a,1.4.2b, 1.4.2c, 1.4.4, 1.4.2, 3.1.1e, 3.1.2a, 3.1.3, 3.1.4, 5.4	TLO 1, TLO 2, TLO 3
3. Critical Thinking and Problem Solving	Peer Learning Circles, Self-assessment Questionnaires	Data Analysis Reports, Decision-making Case Studies	Simulated Workplace Assessments, Real-world Problem Investigations	1.4.1, 1.4.2d, 1.4.4, 3.1.1e, 3.1.2a, 3.1.3, 3.1.4, 5.4.1	TLO 1.1, TLO 3
4. Communication Skills	Supervisor Feedback, Peer Forums	Final Placement Presentations, Scientific Posters	Multi-audience Communication Portfolios, Conference-style Presentations, My-	1.4.2a, 1.4.1b, 1.4.1c,1.4.4, 3.1.1e, 3.1.3, 3.1.4, 5.4.1	TLO 2.1, TLO 4.1, TLO 5.2

WIL Learning Outcome	Assessment FOR Learning	Assessment OF Learning	Assessment TO Showcase Capabilities	TEQSA HESF Alignment	Science TLOs Alignment
			placement-in-a-minute Video		
5. Professionalism and Ethics	Reflective Analysis on Ethics, Supervisor Check-ins	Workplace Performance Evaluations, Safety Protocol Compliance	Professional Conduct Assessment, Team Contribution Evidence	1.4.1b, 1.4.1c, 1.4.4, 3.1.1e, 3.1.2a, 3.1.3, 3.1.4, 5.4.1	TLO 5
6. Teamwork and Collaboration	Peer Learning Circles, Team-based Reflections	Collaborative Project Reports, Peer Evaluations	Interdisciplinary Team Assessments, Client-led Assessments	1.4.2a, 1.4.2c, 1.4.4, 3.1.1e, 3.1.2a, 3.1.3, 3.1.4, 5.4.1	TLO 4.1, TLO 5
7. Self-Management and Lifelong Learning	Self-assessment Tools, Learning Plans	E-portfolios with Critical Reflection	Professional Portfolios, Career Management Reflections	1.4.1, 1.4.2d, 1.4.4, 3.1.1e, 3.1.2a, 3.1.3, 3.1.4, 5.4.1	TLO 5.1
8. Civic and Global Engagement	Community-based Science Communication Reflections	Impact Reports, Audience Engagement Metrics	Community Project Documentation, Social/Environmental Impact Analysis	1.4.1b, 1.4.1c, 1.4.2d, 1.4.4, 3.1.1e, 3.1.2a, 3.1.3, 3.1.4, 5.4.1	TLO 1, TLO 2.2, TLO 4.2, TLO 5

Further extensive details of examples can be found in the Assessment in WIL section of this toolkit.

TEQSA Standards and Science TLOs

To contextualise the above table each of the HESF and STLOs referred to can be found below. In addition, links to the original documents are also provided.

TEQSA Higher Education Standards Framework (HESF) References

1.4 Learning outcomes and assessment

1.4.1 The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded and informed by national and international comparators.

1.4.2 The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:

1.4.2a specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved

1.4.2b generic skills and their application in the context of the field(s) of education or disciplines involved

1.4.2c knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and

1.4.2d skills in independent and critical thinking suitable for life-long learning.

1.4.3 Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

1.4.4 On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination.

3.1 Course Design

3.1.1 The design for each course of study is specified and the specification includes:

3.1.1e expected learning outcomes, methods of assessment and indicative student workload

3.1.2 The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:

3.1.2a current knowledge and scholarship in relevant academic disciplines

3.1.3 Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.

3.1.4 Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.

These resources have been developed as part of an ACDS Fellowship 2025. Please adjust and utilise relative to your own context and needs.

Trudge, A. (2021) Higher Education Standards Framework (Threshold Standards) 2021. *Department of Education Skills and Employment, Editor. Canberra, Australia: Australian Government Federal Register of Legislation*. https://www.legislation.gov.au/F2021L00488/latest/text

Science Threshold Learning Outcomes (TLOs) References

TLO 1. Understanding Science

1.1 Articulate scientific methods and explain why scientific knowledge is contestable and testable.

1.2 Explain how science is a social endeavour influenced by and influencing society.

1.3 Evaluate diverse traditions of thought in science, acknowledging Indigenous perspectives and ways of knowing.

TLO 2. Scientific Knowledge

2.1 Demonstrate well-developed knowledge in one disciplinary area.

2.2 Demonstrate knowledge in another disciplinary area and apply interdisciplinary perspectives.

TLO 3. Inquiry and Problem-Solving

3.1 Gather, synthesise, and critically evaluate scientific information from multiple sources.

3.2 Develop questions and design investigations using appropriate techniques, technologies, or tools.

3.3 Apply suitable quantitative and/or qualitative analytical methods for the discipline.

3.4 Collect, accurately record, and interpret scientific data.

3.5 Draw conclusions, evaluate evidence, and construct arguments while recognizing limitations and assumptions.

TLO 4. Communication

4.1 Communicate scientific results, information, or arguments to varied audiences, purposes, and modes.

4.2 Promote the role and value of science in addressing local and global challenges.

TLO 5. Personal and Professional Responsibility

5.1 Be self-directed and reflective learners, working independently and collaboratively toward goals.

5.2 Work effectively, responsibly, and safely in diverse professional and cultural contexts, respecting Indigenous voices.

5.3 Demonstrate knowledge of relevant regulatory frameworks and practice ethical conduct.

ACDS (2023) The Science Threshold Learning Outcomes. https://www.acds.edu.au/wp-content/uploads/ScienceTLO-table-2023.pdf

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Industry Sector WIL Placement Pitch

Note that examples here are for reference and we would recommend substituting with examples from your own institute for a better value proposition with the potential industry collaborator.

Why Host a STE(A)M WIL Student?

A Strategic Investment in Innovation, Talent, and Community Impact

1. Fresh Perspectives & Innovation

What You Gain:

- Students bring cutting-edge knowledge, now thinking and new ideas.
- They offer creative, data-driven, and design-informed approaches to real-world problems.
- Provides access to emerging research and practices in the field.

Australian Example:

Monash Industry Team Initiative (MITI)
Students collaborated with **Honeywell Building Solutions** to develop the world's first cognitive office, optimising energy use and predictive maintenance.
Another team (2017) created a toll payment app for **Transurban**, which was later commercialised as Linkt.

Industry Impact: Transurban CEO noted students "ask questions we've given up asking," leading to better outcomes.

2. Talent Pipeline Development

What You Gain:

- Connecting with students who will be future work-ready graduates for the company.
- A low-risk opportunity to assess potential future employees.
- Supporting the development of a multi-generational culture for organisational refreshment.
- Influence over the development of graduate skills aligned with your industry needs.

Australian Example:

Flinders University Semester-Long WIL Program
Engineering students undertake immersive 20-week placements with industry partners.
Outcomes:

- 73% of students received employment offers post-placement.
- 96% of industry partners expressed interest in hosting future students.

Bonus:

- Students often become ambassadors for your organisation, sharing their experience with peers and networks.

3. Industry Impact

What You Gain:

- Support for resource-limited projects.
- Developing connections with universities for collaborative research and development.
- Potential access to additional funding and/or resource streams.
- Boosting mentoring skills for existing employees.
- Enhanced reputation as a socially responsible and future-focused organisation.

Australian Example:

CSIRO Generation STEM Links

Cureative, an integrated design studio in Sydney's inner south took on a Generation STEM Link intern. These internships are paid with half the cost funded by CSIRO, allowing the company to hire staff at half the cost while providing training and development opportunities.

Monash Industry Team Initiative (MITI)

A cross disciplinary and program level (2 UGD, 1MST, 1PhD) team (2024) created a forecasting and scheduling model for milk supply and demand for **Parmalat** with supported funding from Gardiner Dairy Foundation. This project created savings of >$100,000 pa associated with freight rates.

4. Flexible and Supported Engagement

What You Gain:

- Placement models tailored to your needs—on-site, remote, part-time, or intensive.
- University support with logistics, insurance, and student preparation.

Australian Example:

University of Western Australia (UWA) WIL Program
Students can undertake placements part-time or full-time, locally or internationally, and even during summer or winter breaks.
Support Includes:

- Insurance coverage
- Placement induction modules
- Academic credit
- Mentorship from industry professionals

5. Recognition and Visibility

What You Gain:

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- Public recognition through university channels, events, and publications – improving corporate image by giving back to the university and industry sectors.
- Opportunities to co-present at conferences or co-author case studies.

Australian Examples:

Griffith University – Commonwealth Games Internship
235 students interned with the Gold Coast 2018 Commonwealth Games Organising Committee.
Outcomes:

- 61 students were hired in paid roles.
- High-profile visibility and career acceleration for students across disciplines.

7. Insurances

What You Gain:

- Students undertaking unpaid placements will be covered by the university insurance policy.

Let's Co-Create the Future Together

Hosting a WIL student is more than a placement—it's a partnership that delivers real value to your organisation, your community, and the next generation of professionals.

📞 **Contact us to explore a WIL opportunity tailored to your goals.**

Community Group WIL Placement Pitch

Why Host a STE(A)M WIL Student?

A Partnership that Builds Capacity, Innovation, and Social Impact

1. Access to Expertise and Innovation

What You Gain:

- Fresh scientific perspectives and generational insights.
- Technical skills in diagnostics, data analysis, or environmental monitoring.
- Exposure to new technologies and problem-solving approaches.

Example:

- Students refurbish old computers for low-income schools and community centres, improving digital access and literacy1.
- Griffith University students lead the development of a frog habitat for Scouts Queensland.

2. Support for Projects and Capacity Building

What You Gain:

- A low-risk opportunity to assess potential future employees.
- Influence over the development of graduate skills aligned with your industry needs.
- Risk and mitigation and pilot testing.

Examples:

- UWA students built websites for local not-for-profit groups, improving outreach and digital presence.
- CSU students assist with testing new approaches with lower resource commitment.

3. Strengthened University-Community Partnerships

What You Gain:

- Sustainable, long-term collaboration with academic institutions beyond one-off projects.
- Access to future research and funding opportunities.
- Increased visibility and credibility through university affiliation.

Examples:

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- Universities partner with NGOs like The Smith Family and St Vincent de Paul for student placements and collaborative projects.
- Community STEM models position youth as co-creators in research, strengthening ties between scientists and local communities.

4. Workforce Development and Local Impact

What You Gain:

- Encouragement of local talent to stay and work regionally.
- Mentorship opportunities for staff.
- Potential for students to continue volunteering or working post-placement.

Example:

- CSU students undertaking placements within conservation and ecotourism industry successfully finding gainful employment and staying within region contributing to successful sustainability and environmental management.

5. STEM Literacy and Community Engagement

What You Gain:

- Outreach activities that promote science understanding.
- Improved public awareness of health, environment, and technology.
- Inclusive science communication for diverse audiences.

Examples:

- Students host community science fairs and STEM workshops for younger learners.
- Youth participate in bird monitoring and climate-related citizen science projects integrated into community events.

6. Mutual Learning and Co-Creation

What You Gain:

- Integration of local knowledge into STEM projects.
- Co-designed solutions that reflect community priorities.
- A culture of shared learning and problem-solving.
- Expanded cultural competency and global perspectives

Real Example:

- Community members collaborate with researchers to study wild rice and climate impacts, combining cultural and scientific knowledge.
- UTAS developed flexible WIL units allowing students to work on industry projects or placements, tailored to community and business needs.
-

7. Insurances

What You Gain:

- Students undertaking unpaid placements will be covered by the university insurance policy.

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WIL Partner Potential Exploration Tools

Single Placement Offering Version:

1. Organisation Name
2. Organisation Contact (Could be a HR person or Project Supervisor)
3. Project Supervision provided by (Name and contact details)
4. Placement Area
5. Required Skills
6. Preferred Skills
7. Placement Mode (office, fieldwork, remote etc)
8. Placement Duration (Total days, days/week, full time block of x weeks)

Extensive Checklist Version:

Company Information

1. Organisation name:
2. Best Organisation contact: (are they HR or a supervisor?)
3. Primary industry sector (e.g., biotech, materials science, environmental engineering):
4. Brief description of your company's research focus or core technologies (2-3 sentences):
5. Company size:
    - Small (<50 employees)
    - Medium (50-250 employees)
    - Large (>250 employees)
6. Previous experience working with university partners? Yes/No
    - If yes, please briefly describe previous collaborations:

Project, Activities and Experiences Information

7. What are the primary scientific domains relevant to your work? (Select all that apply)
    - Aviation
    - Biochemistry/Molecular Biology
    - Biomedical Sciences
    - Chemistry/Chemical Engineering
    - Clinical Sciences
    - Computer Science/Data Science
    - Forensic Science
    - Materials Science
    - Microbiology

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- Environmental Sciences
- Physics
- Engineering (please specify): _____
- Community Science Initiatives
- Other (please specify): _____

8. Current technical challenges or research questions your company is facing:
9. Are there specific technical gaps or capabilities you're looking to address through university collaboration? Please describe:
    - What types of work activities would be most valuable for students to engage with in working with your company? (Select all that apply)
    - Literature reviews/state-of-the-art analyses
    - Experimental design and testing
    - Data analysis and interpretation
    - Prototype development
    - Computational modelling
    - Applied research addressing specific challenges
    - Basic/foundational research
    - Development of communication resources
    - Data collection
    - Other (please specify): _____

Student Involvement Opportunities

11. Which graduate degree levels would be appropriate for potential projects? (Select all that apply)
    - Undergraduate 1st year
    - Undergraduate 2nd year
    - Undergraduate 3rd year
    - Undergraduate 4th year
    - Master's students
    - PhD students
12. Typical placement duration that would be workable for your needs:
    - 3-6 weeks
    - 7-14 weeks
    - 3-6 months
    - 6-12 months
    - 1-2 years

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- >2 years
- Varied/flexible

13. How regularly could a student attend a WIL experience with you?
    - 1 day/ week
    - 2 days/week
    - 3 days/week
    - 4 days/week
    - 5 days/week
14. Are there specialised equipment, facilities, or resources students would have access to at your company?

Student Skill Expectations

15. What skills would you expect a potential WIL student to possess? (Provision of a list you expect your students to be able to demonstrate and provide opportunity for industry partners to identify any specifics required)

Skill Area	Example	Required	Preferred	Not Required
Written communication	Reports, documentation			
Oral communication	Presenting information, working in teams			
Digital & Data literacy	Using spreadsheets & data analysis tools Literature searching & referencing			
Remote Work Readiness	Technical setup			

16. What discipline specific knowledges would you expect a potential WIL student to possess? *(This is an exemplar list only. Please adjust to align with your degree program skill sets)*

Biomedical Science / Medical Laboratory Science

- Microscopy and slide interpretation
- Sample collection and handling (e.g., blood, urine)
- Basic diagnostic techniques (e.g., ELISA, PCR)
- Understanding pathology workflows and lab accreditation

Chemistry

- Solution preparation and titration
- Spectroscopy and chromatography techniques

- Chemical safety and waste disposal
- Stoichiometry and reaction mechanisms

Physics

- Experimental setup and calibration
- Data acquisition and uncertainty analysis
- Simulation and modelling (e.g., MATLAB, Python)
- Understanding of physical laws and principles

Mathematics

- Calculus, linear algebra, and statistics
- Mathematical modelling and problem-solving
- Programming for analysis (e.g., Python, R)
- Communicating abstract concepts clearly

Environmental Science

- Field sampling and environmental monitoring
- GIS and spatial data interpretation
- Environmental legislation and reporting
- Ecosystem and sustainability knowledge

Biotechnology / Molecular Biology

- DNA/RNA extraction and analysis
- Gel electrophoresis and PCR
- Cell culture and aseptic technique
- Bioinformatics tools and databases

Supervision & Support

17. Who would serve as the primary industry supervisor/mentor? (Name, title, brief background)
18. Supervisor's estimated time availability for student mentorship (hours per week):
    - 1-2 hours
    - 3-5 hours
    - 6+ hours
19. Are there other team members who would be involved in supervising/supporting the student? If so, please describe their roles:
20. Does your company have any formal onboarding or training procedures for students/collaborators?

Logistics & Constraints

21. Are there any seasonal timing constraints for project start/end dates?

22. Do you have any specific scheduling restrictions for student placements?
23. Are there security clearances, NDAs, or IP agreements that would need to be addressed?
24. What is your preferred frequency of progress updates/check-ins?
    - Weekly
    - Bi-weekly
    - Monthly
    - Quarterly
    - Other: _____

Expected Outcomes & Deliverables

25. What are your typical expectations for project deliverables? (Select all that apply)
    - Technical reports
    - Prototypes or proof-of-concept demonstrations
    - Data sets and analyses
    - Recommendations for further development
    - Published papers
    - Presentations
    - Other: _____
26. How do you envision measuring project success?

Future Potential

27. Are you potentially interested in:
    - Ongoing research partnerships
    - Student recruitment/hiring
    - Joint funding applications
    - Technology transfer/licensing
    - Other forms of collaboration: _____
28. Any additional information you'd like to share about your company's needs or interests regarding university collaborations:

Thank you for completing this survey. This information will help us identify suitable student researchers and structure effective partnerships that meet your company's needs. A university liaison will contact you to discuss potential collaboration opportunities.

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Getting Started in WIL for Future STEM Partners

Work-Integrated Learning (WIL) connects students with real-world experiences through placements, projects, or simulations. As an industry partner, your involvement helps shape the future workforce while gaining fresh insights and talent.

Step 1. Understanding What WIL Is

The higher education regulatory body (TEQSA) defines work-integrated learning within the context of the Higher Education standards Framework (Threshold Standards) 2021 as: *"Any arrangement where students undertake learning in a work context as part of their course requirements."*

There are many different types of WIL experiences possible.

- Professional workplace placements (e.g. internships, clinical placements, fieldwork, practicums)
- Online or virtual WIL (e.g. telehealth) with real clients or industry input
- Industry-partnered classroom projects (e.g. hackathons, incubators)
- Projects (e.g. research, consultancy, design challenges)
- Simulated work environments with industry input
- Micro-placements or short-term engagements

Each type varies in duration, intensity, and supervision requirements.

To ensure quality learning, TEQSA emphasises that WIL must:

- Be constructively aligned with course learning outcomes.
- Meet requirements for staff qualifications, professional accreditation, and student support.
- Be educationally sound, ensuring students can develop and demonstrate learning while building professional networks.

Step 2. Identify Your Capacity and Goals

Ask:

- What kind of student involvement suits our workplace?
- Do we want to host a student, co-design a project, or contribute to curriculum?
- What skills or disciplines are we interested in?

Step 3. Connect with the University

Reach out to the WIL coordinator or academic lead. They'll help you:

- Match with suitable students
- Understand timelines and expectations
- Navigate legal and insurance requirements

You can also attend WIL info sessions, industry roundtables, or community engagement events.

Step 4. Prepare the Experience

You'll need to:

- Define a clear project or role
- Assign a workplace supervisor or mentor
- Ensure a safe and inclusive environment
- Provide feedback and reflection opportunities

Universities often provide templates and support for this.

Step 5. Evaluate and Grow

After the WIL experience:

- Share feedback with the university
- Reflect on what worked well
- Consider future involvement or scaling up

Some partners go on to co-author research, join advisory boards, or host multiple students.

Exemplar Resources to support you

Step 1 : Establish What the WIL experience context will be

Example – A environmental consulting company hosts a student for 6 weeks to assist with water quality sampling and data entry for a regional monitoring project.

Example Template for a WIL Opportunity

Opportunity Title: Validation of HPLC Method for Vitamin Analysis

Organisation: NutriTech Analytical Services

Duration: 6 weeks (2 days/week)

Location: Rockhampton Laboratory (insert address)

Discipline: Biochemistry/Analytical Chemistry

Key Tasks: Prepare and process samples using standard lab protocols, operate HPLC instrumentation under supervision, record and analyse chromatographic data, contribute to method documentation and reporting.

Direct Supervision Provided by: Dr Alex Tan – Senior Analytical Chemist

Supervision Activities: Weekly check-ins and daily lab support

Onboarding Arrangements by: HR Department

Learning Outcomes: Applying sampling protocols, data integrity, understand environmental compliance requirements

Additional Notes: Student will be covered by university insurance, confidentiality agreement required, no prior HPLC experience required as training is provided.

Step 2 : Identify Your Capacity and Goals

Example - A pathology company wants help validating a new reagent. They host a student to run comparative assays and document results.

Questions for Industry Partners:

- Do we have technical tasks suitable for a student?
- Can we offer mentorship from a scientist or technician?
- What skills (e.g. lab techniques, data analysis, literature review) would benefit our team?

Tool: WIL Readiness Checklist

- ☐ We have a defined scientific task or project
- ☐ We can provide supervision from a qualified staff member
- ☐ We understand the time commitment and student capabilities
- ☐ We're open to mentoring and feedback

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Step 3 : Connect with the University

Action Steps:

- Contact the WIL coordinator or academic lead in science
- Discuss project scope, student level (e.g. 2nd or 3rd year), and timing
- Review legal agreements (e.g. insurance, confidentiality, IP)

Step 4 : Prepare the Experience

Key Elements:

- **Project Brief**: Define scientific scope, methods, and expected outcomes
- **Supervision Plan**: Assign a mentor (e.g. lab manager, field scientist)
- **Induction**: Cover lab safety, data confidentiality, and scientific ethics
- **Feedback**: Include midpoint review and final reflection

Example project brief template

Project Title: Validation of HPLC Method for Vitamin Analysis

Objectives: Compare new reagent performance with standard protocol

Student Tasks: Prepare samples, run HPLC, record and analyse data

Timeline: Week 1: Training; Week 2–5: Data collection; Week 6: Report writing

Supervisor: Dr Alex Tan

Confidentiality Agreement: Required

Expected Industry Outcomes: Preliminary validation data for new reagent, draft technical report, documentation to support internal QA/QC processes, evaluation of student capabilities for future recruitment, strengthen collaboration with academic institution

Expected Student Outcomes: Practical experience with HPLC instrumentation and sample preparation, understanding of method validation and analytical chemistry workflows, development of scientific writing and reporting skills, exposure to professional practice in a regulated laboratory environment, reflection on ethical and safety considerations in scientific work

Create a Student Welcome Pack

- Organisation Induction Requirements
- Lab Safety Induction
- Daily Schedule (this could be negotiated on first meeting)
- Contact list (Direct Supervisor, HR contact)
- Scientific Conduct Guidelines
- Placement Work Overview

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Step 5 : Evaluate and Grow

After the WIL experience:

- Complete a feedback form or short debrief
- Share insights with the university
- Consider future involvement (e.g. annual placements, co-supervised honours projects)

Example Feedback Questions:

- Did the student meet scientific expectations?
- What skills did they demonstrate or develop?
- How did the company benefit from the experience?
- Would you host another student?
- What improvements could be made?

Inspiring the ‘A’ in STE(A)M WIL opportunities

Core Sciences

1. Biology + Art

Project: *Microscopic Worlds: Artistic Interpretations of Cell Structures*

- **Science:** Study cell biology using microscopes.
- **Art:** Create detailed illustrations or 3D models of cells and organelles.
- **WIL Context:** Partner with a medical lab or museum for educational displays.

Project: *Molecular Music*

- **Science**: Translate DNA sequences or protein structures into musical patterns.
- **Music**: Compose pieces based on biological rhythms or data.
- **WIL Context**: Partner with music technology labs or science festivals.

Project: *Embodied Anatomy Theatre/Performance*

- **Science**: Study human anatomy and physiology.
- **Performance**: Use movement and dance to represent biological systems.
- **WIL Context**: Collaborate with health education programs or museums.

Project: *Genetic Futures – Ethical Dilemmas in Fiction*

- **Science**: Study genetic engineering, CRISPR, and bioethics.
- **Writing**: Craft short stories or screenplays exploring future societies shaped by genetic technologies.
- **WIL Context**: Partner with bioethics centres or science communication platforms.

Project: *Microbe Adventures*

- **Science**: Explore microbial life and its role in health and ecosystems.
- **Art/Tech**: Create animated shorts featuring fictional microbe characters.
- **WIL Context**: Collaborate with science educators or children's media producers.

2. Chemistry + Art

Project: *Pigments of the Past: Chemistry of Historical Paints*

- **Science:** Analyse the chemical composition of pigments used in historical artworks.
- **Art:** Recreate artworks using historically accurate materials.
- **WIL Context:** Collaborate with a conservation lab or art restoration studio.

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Project: *The Elemental Play*

- **Science**: Explore the periodic table, chemical reactions, or lab safety.
- **Performance**: Write and perform a play where characters represent elements or molecules.
- **WIL Context**: Partner with schools or science outreach programs.

3. Physics + Art

Project: *Light & Motion: Interactive Physics Installations*

- **Science:** Explore optics, electromagnetism, or mechanics.
- **Art:** Build kinetic sculptures or light-based installations.
- **WIL Context:** Work with a science museum or public art initiative.

Project: *Physics of Sound*

- **Science**: Study acoustics, waveforms, and resonance.
- **Music**: Create experimental compositions using scientific principles.
- **WIL Context**: Collaborate with sound engineers or interactive museum exhibits.

Project: *Quantum Comics*

- **Science**: Explain quantum mechanics or relativity.
- **Art/Writing**: Create a graphic novel that visualizes complex physics concepts.
- **WIL Context**: Collaborate with educational publishers or science centres.

4. Mathematics + Art

Project: *Fractal Geometry in Design*

- **Math:** Explore fractals, symmetry, and mathematical patterns.
- **Art:** Create visual or digital art based on mathematical principles.
- **WIL Context:** Work with design studios or educational publishers.

Project: *The Poetry of Patterns*

- **Math**: Explore symmetry, chaos theory, or number theory.
- **Art**: Write and perform spoken word pieces inspired by mathematical ideas.
- **WIL Context**: Partner with poetry festivals or STEM outreach programs.

5. Earth & Environmental Science + Art

Project: *EcoArt: Visualizing Climate Change*

- **Science:** Use environmental data (e.g., temperature, sea level rise).
- **Art:** Create murals, digital art, or installations that reflect ecological changes.

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- **WIL Context:** Collaborate with environmental NGOs or local councils.

Project: *Field Science Photojournalism*

- **Science**: Document ecological fieldwork or lab processes.
- **Photography**: Create a visual narrative of scientific exploration.
- **WIL Context**: Partner with environmental NGOs or science publications.

Technology

6. Computer Science + Art

Project: *Generative Art with Code*

- **Tech:** Use algorithms, AI, or machine learning to generate art.
- **Art:** Create digital or interactive artworks.
- **WIL Context:** Partner with a tech startup or digital media company.

7. Information Systems + Art

Project: *Data Storytelling Through Visual Design*

- **Tech:** Analyse large datasets (e.g., social trends, health data).
- **Art:** Design interactive dashboards or infographics.
- **WIL Context:** Work with a data journalism outlet or civic tech organization.

Engineering

8. Mechanical Engineering + Art

Project: *Robotic Sculpture*

- **Engineering:** Design and build robotic systems.
- **Art:** Integrate robotics into kinetic or responsive sculptures.
- **WIL Context:** Collaborate with a maker space or public art project.

9. Civil Engineering + Art

Project: *Functional Public Art Structures*

- **Engineering:** Apply structural analysis and materials science.
- **Art:** Design aesthetically pleasing yet functional public installations (e.g., benches, shelters).
- **WIL Context:** Partner with urban planning departments or architecture firms.

10. Electrical Engineering + Art

Project: *Wearable Tech Fashion Show*

- **Engineering:** Develop circuits, sensors, and microcontrollers.
- **Art:** Design wearable garments that respond to stimuli (e.g., light, sound).

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- **WIL Context:** Collaborate with fashion designers or tech incubators.

Cross-Discipline Opportunities

11. Scientific Visualisation & Communication

Project Idea: Collaborate with a research lab or science organization to create visual representations of scientific data or concepts.

- **Science Component:** Data analysis, scientific accuracy, research translation.
- **Art Component:** Infographics, animations, interactive media, or illustrations.
- **Example:** Visualizing climate change data through an interactive art installation.

12. STEAM Education Outreach

Project Idea: Design and deliver workshops or educational materials that combine science and art for schools or community groups.

- **Science Component:** Curriculum-aligned content (e.g., physics, biology, chemistry).
- **Art Component:** Creative teaching methods like theatre, music, or visual arts.
- **Example:** A puppet show explaining the water cycle to primary school students.

BioArt or SciArt Exhibition

Project Idea: Partner with a gallery or museum to create an exhibit that explores scientific themes through art.

- **Science Component:** Genetics, microbiology, astronomy, etc.
- **Art Component:** Sculpture, painting, digital art, or mixed media.
- **Example:** An exhibit using petri dish cultures as living art to explore microbiomes.

Environmental Monitoring & Artistic Response

Project Idea: Use environmental sensors or satellite data to inspire an artistic response to ecological issues.

- **Science Component:** Data collection and analysis (e.g., air quality, water levels).
- **Art Component:** Visual storytelling, photography, or immersive installations.
- **Example:** A mural series based on local pollution data trends.

Project: *Soundscapes of Change*

- **Science**: Use environmental data (e.g., deforestation, ocean acidification).
- **Music**: Compose pieces using natural sounds or data-driven music.

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- **WIL Context**: Partner with conservation organisations or eco-art festivals.

Neuroscience & Art

Project Idea: Collaborate with a neuroscience lab to turn brainwave data into soundscapes or music.

- **Science Component:** EEG data, cognitive science.
- **Art Component:** Sound design, music composition, interactive audio.
- **Example:** A sound installation that changes based on real-time brain activity.

Project: *Brainwave-Responsive Art*

- **Science**: Use EEG data to study brain activity.
- **Tech/Art**: Create installations or games that respond to real-time brain signals.
- **WIL Context**: Collaborate with neurotech startups or science museums.

Augmented Reality (AR) Science Experiences

Project Idea: Develop an AR app that overlays scientific information onto real-world objects or environments.

- **Science Component:** Accurate scientific content (e.g., anatomy, physics).
- **Art Component:** UI/UX design, 3D modelling, animation.
- **Example:** An AR tour of a botanical garden showing plant biology in action.

13. Adaptable to Many STEM Disciplines

Science + Creative Writing / Fiction

Project: *Speculative Science Fiction Anthology*

- **Science**: Explore emerging technologies or scientific theories (e.g., CRISPR, quantum computing, climate engineering).
- **Creative Writing**: Students write short stories imagining future societies shaped by these scientific advances.
- **WIL Context**: Partner with science communication outlets or literary magazines for publication or public readings.

Project: *Patient Narratives in Medical Science*

- **Science**: Study disease pathology, diagnostics, or treatment protocols.
- **Writing**: Create fictionalized patient journeys to humanize clinical data.
- **WIL Context**: Collaborate with medical humanities programs or health advocacy groups.

Project: *Science on Stage*

- **Science**: Explore ethical dilemmas in science (e.g., cloning, AI, environmental policy).
- **Performance**: Write and perform short plays or monologues.

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- **WIL Context**: Partner with local theatres, schools, or science communication events.

Project: *Microscopy Meets Macro*

- **Science**: Capture microscopic images of cells, crystals, or organisms.
- **Photography**: Curate a gallery comparing micro and macro worlds.
- **WIL Context**: Collaborate with galleries or science outreach programs.

Project: *Science Escape Room*

- **Science**: Integrate biology, chemistry, or physics puzzles.
- **Design**: Build a physical or digital escape room experience.
- **WIL Context**: Partner with museums, libraries, or STEM outreach groups.

Science + Podcasting / Audio Storytelling

Project: *Science Behind the Headlines*

- **Science**: Investigate current scientific issues (e.g., vaccine development, climate change).
- **Podcasting**: Produce episodes explaining the science in accessible language.
- **WIL Context**: Partner with local radio stations, science centres, or university media teams.

Project: *Voices from the Lab*

- **Science**: Interview researchers about their work and its impact.
- **Podcasting**: Edit and produce a series showcasing real-world science careers.
- **WIL Context**: Collaborate with research institutes or STEM outreach programs.

Project: *Patient Perspectives Podcast*

- **Science**: Explore disease mechanisms, diagnostics, and treatment.
- **Podcasting**: Interview patients, clinicians, and researchers to share real-world experiences.
- **WIL Context**: Collaborate with hospitals, advocacy groups, or medical education units.

What Industry or Community Partners might be interested in these types of projects?

Universities with Strong WIL Programs in STEM + Arts

University of Melbourne – Faculty of Arts

Offers WIL placements and projects that integrate arts with real-world applications.

Past partners include **The Social Studio** and **National Gallery of Victoria**.

Great for projects involving science communication, visual storytelling, or museum-based work.

University of Sydney – Faculty of Arts and Social Sciences

Runs interdisciplinary WIL projects with over 60 partners including **ABC** and **policy organisations**.

Ideal for media, communication, and science-policy-art crossover projects .

Queensland University of Technology (QUT)

Known for its “real-world learning” approach and strong industry links.

Offers WIL in creative industries, engineering, and science fields.

Museums, Galleries & Science Centres

Questacon – The National Science and Technology Centre (Canberra)

Offers internships and collaborative programs in science communication and exhibit design.

Science Gallery Melbourne

A hub for art-science collaborations, especially for young adults.

Frequently partners with students and researchers on exhibitions and installations.

Powerhouse Museum (Sydney)

Focuses on applied arts and sciences, with opportunities in curation, design, and STEM outreach.

Environmental & Community Organisations

CSIRO (Commonwealth Scientific and Industrial Research Organisation)

Offers student placements and research projects.

Potential for data visualisation, environmental art, or science communication projects.

Australian Museum or Museums Victoria

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Opportunities in natural sciences, education, and public engagement through art.

Local Councils (e.g., City of Melbourne, Brisbane City Council)

Often support public art, sustainability, and citizen science initiatives that can be ideal for WIL.

Scouts & Girl Guide Groups

Have a strong focus on sustainability, and citizen science initiatives coupled with STE(A)M education that can be ideal for WIL.

Creative & Tech Industry Partners

The Edge (State Library of Queensland)

A makerspace and innovation lab that supports STEAM projects and community engagement.

Australian Network for Art and Technology (ANAT)

Facilitates residencies and collaborations between artists and scientists.

Cicada Innovations (Sydney)

A deep tech incubator that supports startups in biotech, medtech, and clean energy—great for tech-art crossover projects.

Example of a Student EOI Letter for a STE(A)M Placement Opportunity

Subject: Expression of Interest in STEAM Work Integrated Learning Placement

Dear [Recipient's Name or "Team"],

I hope this message finds you well.

My name is [Your Full Name], and I am currently a [Your Degree Program, e.g., Bachelor of Science (Biology) with a minor in Visual Arts] student at [Your University]. I am writing to express my interest in undertaking a Work Integrated Learning (WIL) placement with your organisation, as I am particularly drawn to your innovative work at the intersection of science and the arts.

I am passionate about exploring how creative approaches can enhance scientific communication, education, and engagement. My academic background has equipped me with a strong foundation in [mention relevant STEM skills, e.g., environmental science, data analysis, or coding], while my artistic practice focuses on [mention your art medium or interest, e.g., digital illustration, sculpture, or interactive media].

I am especially interested in contributing to projects that:

- Translate complex scientific ideas into accessible visual or interactive formats,
- Engage communities through STEAM-based outreach or exhibitions,
- Or explore the creative potential of emerging technologies in science.

I would welcome the opportunity to discuss how I might contribute to your team and learn from your expertise. I am available for a placement during [insert your availability, e.g., Semester 2, 2025], and I am happy to provide further details, including my CV and portfolio, upon request.

Thank you for considering my application. I look forward to the possibility of collaborating with you.

Warm regards,
[Your Full Name]
[Your Contact Information]
[LinkedIn or Portfolio URL, if applicable]

Inclusive Virtual Work-Integrated Learning (WIL):

A UDL-Based Framework for Equity and Accessibility

1. Introduction

Virtual and remote WIL opportunities are increasingly vital in higher education, offering scalable, flexible, and inclusive alternatives to traditional placements. When designed using **Universal Design for Learning (UDL)** principles, these experiences can proactively support all students—especially those from equity backgrounds and with disabilities—by removing systemic barriers and enhancing engagement, representation, and expression.

2. UDL-Aligned Recommendations for Virtual WIL

2.1. Multiple Means of Engagement (Why Students Engage)

- **Flexible Participation**: Offer both synchronous and asynchronous options to accommodate diverse schedules, caregiving responsibilities, and energy levels.
- **Culturally Responsive Projects**: Include tasks that reflect diverse communities and global perspectives.
- **Autonomy and Choice**: Let students choose project types, roles, or industries aligned with their interests and strengths.

2.2. Multiple Means of Representation (What Students Learn)

- **Accessible Platforms**: Use tools that support screen readers, captions, and alternative text.
- **Multimodal Content**: Provide instructions and resources in text, audio, and video formats.
- **Clear Structure**: Maintain consistent layouts and navigation to reduce cognitive load.

2.3. Multiple Means of Action and Expression (How Students Demonstrate Learning)

- **Flexible Deliverables**: Allow students to submit reports, videos, presentations, or portfolios.
- **Assistive Technology Integration**: Ensure compatibility with screen readers, voice recognition, and other tools.

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- **Scaffolded Learning**: Provide optional modules on digital collaboration, communication, and time management.

3. Supporting Equity Groups and Students with Disabilities

3.1. Proactive Inclusion Strategies

- **No Disclosure Required**: Design environments that are accessible by default, reducing the need for students to disclose disabilities.
- **Individualized Learning Plans**: Co-develop plans with students, disability services, and employers.
- **Inclusive Employer Training**: Educate industry partners on inclusive supervision and UDL principles.

3.2. Examples of Inclusive Virtual WIL Programs

- **Ontario HEQCO Report (2023)**: Highlighted how remote WIL improved access for rural students, caregivers, and students with disabilities. Institutions partnered with employers to create flexible, project-based placements 1.
- **University of Waterloo EDGE Program**: Offers online experiential learning modules and remote internships with accommodations for students with disabilities and first-generation learners1.
- **Deakin University Cloud Campus (Australia)**: Provides remote WIL with embedded UDL principles, including real-time captioning, flexible assessments, and multimodal feedback 2.
- **Riipen (Canada)**: A platform that connects students with remote, project-based WIL. It includes onboarding for employers on inclusive practices and supports students from underrepresented groups 1.
- **University of Sydney WIL Hub**: Developed virtual internships with UDL-aligned features such as flexible deadlines, multimodal communication, and inclusive mentorship for neurodiverse students 3.
- **New Zealand Meta-Analysis (Wood et al., 2020)**: Identified simulated and virtual WIL models adapted for students with mobility impairments and mental health conditions. These included authentic tasks and external industry partners 2.
- **(Re)Designing for Equity in WIL (Godden & Hoessler, 2023)**: Offers a framework for inclusive WIL design using the social model of disability. Emphasizes redesigning assessments, policies, and processes to remove systemic barriers 3.

4. Implementation Framework

Phase	UDL Principle	Action	Stakeholders
Planning	Engagement	Co-design with diverse student voices	Students, equity officers
Design	Representation	Use accessible, multimodal content	Instructional designers
Delivery	Action & Expression	Offer flexible formats and tools	Faculty, tech support
Evaluation	All	Collect feedback from diverse learners and iterate	QA teams, students, employers

5. Conclusion

Virtual and remote WIL, when designed with UDL principles, can transform access to experiential learning. These models not only support students with disabilities and from equity backgrounds but also enhance the learning experience for all. Institutions should prioritize inclusive design, flexible delivery, and authentic engagement to ensure every student can thrive in a digital work-integrated environment.

Early Administration of WIL

Early Administrative Requirements for Universities Setting Up Work Integrated Learning (WIL)

Work Integrated Learning (WIL) refers to educational activities that integrate academic learning with practical workplace experience. These activities are essential for enhancing student employability and aligning academic outcomes with industry needs. Establishing WIL programs requires careful planning and adherence to institutional, legal, and quality assurance standards. Depending on the model your institution utilises you may have some, all or no responsibility for the early administrative requirements. Please check with your institutional governance bodies before considering who you may need to liaise with in setting up a WIL experience.

1. Strategic Planning and Governance

1.1. Institutional Alignment

- Ensure WIL aligns with the university's strategic goals and academic mission.
- Embed WIL into course and program design through curriculum mapping and constructive alignment with learning outcomes

1. Policy Framework

- Develop or update institutional WIL policies and procedures.
- Align with national standards such as the **Higher Education Standards Framework (Threshold Standards) 2021**, particularly Standards 5.3 and 5

2. Curriculum and Program Design

2.1. Curriculum Integration

- Design WIL activities to meet course learning outcomes and, where applicable, professional accreditation requirements.
- Define the type, duration, and structure of WIL (e.g., placements, internships, projects).

2.2. Academic Oversight

- Assign academic staff (e.g., Course or Topic Coordinators) to oversee WIL design, delivery, and assessment1.

3. Partnership Development

3.1. Industry Engagement

- Identify and formalise partnerships with industry, government, and community organisations.

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- Ensure mutual understanding of roles, expectations, and learning objectives.

3.2. Formal Agreements

Establish **Memoranda of Understanding (MoUs)** or **placement agreements** outlining:

- Responsibilities of each party
- Insurance and liability coverage
- Confidentiality and intellectual property terms

4. Administrative Preparation

4.1. Risk Management

- Conduct risk assessments for each WIL activity, including workplace safety, student wellbeing, and reputational risks.
- Ensure compliance with workplace health and safety legislation.

4.2. Student Eligibility and Preparation

- Define academic and non-academic prerequisites (e.g., police checks, vaccinations, protective equipment).
- Provide pre-placement training and orientation 2.

4.3. International Student Considerations

- Ensure compliance with the **National Code of Practice for Providers of Education and Training to Overseas Students (2018)**.
- Address visa, insurance, and cultural support needs.

5. Operational Logistics

5.1. Communication and Coordination

- Develop clear communication channels between students, academic staff, and industry partners.
- Provide students with detailed placement information, including expectations and support contacts.

5.2. Supervision and Monitoring

- Assign qualified supervisors (academic and workplace) and define their roles.
- Establish mechanisms for monitoring student progress and addressing issues.

6. Quality Assurance and Evaluation

6.1. Continuous Improvement

- Implement feedback loops from students, staff, and partners.
- Use data to refine WIL design and delivery.

6.2. Compliance and Reporting

- Maintain records of WIL activities, agreements, and assessments.
- Ensure reporting aligns with institutional and regulatory requirements.

Comprehensive Guide: Matching Students to WIL Placement Opportunities

Step 1: Define Matching Criteria

Establish clear, measurable criteria to ensure alignment between student capabilities and placement requirements.

Example Criteria Categories

1. Discipline Fit

- **Definition**: Alignment between the student's major and the placement's focus.
- **Examples**:
  - Biology student → ecological fieldwork or lab-based genetics project
  - Chemistry student → analytical lab or industrial formulation
  - Physics student → instrumentation, modelling, or applied research
  - Mathematics student → data modelling, statistical analysis, or algorithm development

2. Technical Skills Match

- **Definition**: Student's proficiency in tools, techniques, or software required by the placement.
- **Examples**:
  - Biology: species identification, field sampling, microscopy
  - Chemistry: titration, chromatography, spectrometry
  - Physics: MATLAB, circuit design, simulation tools
  - Mathematics: R, Python, Excel, statistical packages

3. Data Handling and Analysis

- **Definition**: Ability to collect, manage, and interpret scientific data.
- **Examples**:
  - Experience with lab notebooks, spreadsheets, or databases
  - Use of statistical methods or modelling tools
  - Ability to write data-driven reports or summaries

4. Communication Skills

- **Definition**: Ability to convey scientific ideas clearly in written and verbal formats.
- **Examples**:
  - Writing lab reports or literature reviews
  - Presenting findings to peers or supervisors
  - Explaining technical concepts to non-specialists

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5. Teamwork and Collaboration

- **Definition**: Experience working in group settings or interdisciplinary teams.
- **Examples**:
    - Group lab projects or fieldwork teams
    - Peer collaboration in research or coursework
    - Participation in science outreach or community engagement

6. Availability and Commitment

- **Definition**: Student's time availability matches placement schedule.
- **Examples**:
    - 2–3 days/week for 8–10 weeks
    - Willingness to travel or work in remote/field settings

7. Location and Mode Fit

- **Definition**: Student's preferred location and ability to engage in onsite, remote, or hybrid placements.
- **Examples**:
    - Comfortable with fieldwork in outer urban areas
    - Access to transport or remote work infrastructure
    - Requirement to access public transport

*Some accessibility requirements (eg transport) may prevent the placement being suitable, even though an otherwise high matching score is determined.

8. Accessibility and Support Needs

- **Definition**: Consideration of any physical, cognitive, or logistical support requirements.
- **Examples**:
    - Need for ergonomic lab equipment
    - Access to quiet workspaces or assistive technology

*Noting that some students may be unwilling to disclose contexts/situations associated with accessibility. Recommendation that for students registered with Student Accessibility Support Services having discussions associated with specific needs to enable undertaking placement

9. Career Goal Alignment

- **Definition**: Placement supports the student's long-term professional interests.
- **Examples**:
    - Aspiring conservation biologist → biodiversity monitoring project
    - Future data scientist → placement involving statistical modelling

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Step 2: Collect Student and Placement Data

Use structured forms to gather detailed information.

Example: Student Placement Preference Form

This example stems from Biology. Additional discipline examples provided at the end of this document.

Bachelor of Science (Biology)

Field	Example Entry
Name	Mia Thompson
Degree & Year	B. Science (Biology), Year 3
Skills	Field sampling, GPS mapping, species ID, data recording
Career Goals	Conservation ecology and biodiversity monitoring
Preferred Location	Outer urban or peri-urban areas near Brisbane
Availability	2–3 days/week, starting mid-July
Accessibility Requirements	Requires access to public transport

Example: Accessibility Requirements

Please tick any that apply and provide details where relevant.

Accessibility Area	Tick if Applicable	Details / Notes
Physical accessibility (e.g. wheelchair access, ergonomic setup)	☐	
Sensory environment (e.g. lighting, noise sensitivity)	☐	
Flexible scheduling (e.g. fatigue, medical appointments)	☐	Needs half-day blocks, not full days
Remote or hybrid work preference	☑	Prefer remote due to chronic fatigue
Assistive technology (e.g. screen reader, speech-to-text)	☐	
Communication preferences (e.g. written instructions, quiet space)	☐	
Other (please specify)	☐	

Example: Support Needs

Question	Response
Do you require any specific equipment or software to complete your placement?	No
Would you like us to liaise with the placement provider on your behalf?	Yes
Are there any types of environments or tasks you would prefer to avoid?	Prolonged standing or physical exertion

Example: Consent and Communication

Field	Response
I consent to sharing this information with potential placement providers.	☑ Yes ☐ No
Preferred contact method for follow-up	☑ Email ☐ Phone ☐ Other

Example: Industry Partner Opportunity Form

Bachelor of Science (Biology)

Field	Example Entry
Organisation Name	Urban EcoWatch
Project Title	Biodiversity Survey of Urban Green Corridors
Required Skills	Field sampling, species identification, GIS mapping
Supervision Provided	Yes – Field Ecologist and GIS Technician
Placement Mode	Onsite (field-based with occasional office work)
Duration	12 weeks, 2 days per week

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See additional resource – Industry Opportunity Exploration Survey Tool that can also support curating this information and matching.

Step 3: Use a Matching Rubric

Create a scoring system to evaluate alignment.

Example: Matching Rubric (Score 1–5)

Bachelor of Science (Biology)

Criteria	Weight	Student Match	Score (1–5)
Discipline Fit	30%	Biology → Biodiversity Survey	5
Skills Match	25%	Field sampling, ID → Required	5
Availability Match	15%	2–3 days/week → Matches project needs	4
Career Alignment	15%	Conservation → Urban ecology project	4
Location/Mode Fit	10%	Outer urban → Field-based in peri-urban	5
Accessibility Fit	5%	Public transport access → Available	4
Total Score			**4.6**

Step 4: Matching Process Workflow

1. **Data Collection**
   Use online forms (e.g., Microsoft Forms, Google Forms) or WIL platforms (e.g., Sonia, InPlace).
2. **Initial Filtering**
   Filter placements by discipline, availability, and location.
3. **Rubric Scoring**
   Score each student-placement pair using the rubric.
4. **Shortlisting**
   Select top 2–3 matches per student.
5. **Partner Review**
   Share shortlisted candidates with industry partners for input.
6. **Final Matching**
   Confirm placement and notify all parties.
7. **Documentation**
   Complete agreements, risk forms, and induction materials.

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Step 5: Tools You Can Use

Tool Type	Tool Name / Example	Purpose
WIL Management	Sonia, InPlace, CareerHub	End-to-end placement management
Forms	Google Forms, Microsoft Forms	Collect student and partner data
Matching Engine	Excel with filters & scoring formulas	Manual matching with rubric scoring
CRM Integration	Airtable, Notion	Customisable databases for tracking matches
Communication	Mail Merge, Outlook, Teams	Notify students and partners

*Note that as artificial intelligence systems become more accurately capable this type of work will be able to be expedited.

Step 6: Equity and Inclusion Best Practices

- **Anonymous Matching**: Remove names and photos during initial review.
- **Bias Checks**: Use diverse review panels.
- **Accessibility Audits**: Ensure placements meet student needs (noting that students may feel disempowered or uncomfortable disclosing potential needs).
- **Support Programs**: Offer mentoring or financial support for underrepresented students.

Supporting Student Placement Matching for Accessibility Complementation

Matching students with accessibility requirements to suitable placements involves thoughtful planning, clear communication, and collaboration with industry partners. Below are examples of how to structure this process using the same format you've been working with; tailored to different disciplines and accessibility needs.

Consider the additional measurable criteria to ensure alignment.

Criteria	Description
Physical Accessibility	Is the site wheelchair accessible, with appropriate facilities?
Sensory Environment	Are noise levels, lighting, and sensory stimuli appropriate for the student?
Flexible Scheduling	Can the placement accommodate fatigue, medical appointments, or neurodiverse needs?
Remote/Hybrid Options	Is remote work possible for students with mobility or sensory challenges?
Assistive Technology	Can the student use their own or provided assistive tech (e.g., screen readers)?
Supportive Supervision	Is the supervisor trained or open to inclusive practices and accommodations?

Examples of Matching to Support Additional Needs

Example 1: Bachelor of Biomedical Science (Sydney)

Student with chronic fatigue syndrome – needs flexible hours and low physical demand

Student Placement Preference Form

Field	Example Entry
Name	Olivia Bennett
Degree & Year	B. Biomedical Science, Year 3
Preferred Placement Location	Sydney metro or remote
Availability	2 half-days/week, starting July

Industry Partner Opportunity Form

| **Organisation Name** | HealthData NSW – Community Research Division | | **Project Title** | Data Analysis for Community Health Trends | | **Required Skills** | Data entry, Excel, literature review | | **Supervision Provided** | Yes – Public Health Analyst | | **Placement Mode** | Remote or hybrid | | **Duration** | 8 weeks |

Matching Rubric

Criteria	Weight	Student Match	Score (1–5)
Discipline Fit	30%	Biomedical → Public Health Data	5
Skills Match	25%	Data entry, review → Required	4
Availability Match	15%	Half-days → Flexible placement	5
Career Alignment	15%	Public health → Community research	5
Location/Mode Fit	10%	Remote → Fully supported	5
Accessibility Fit	5%	Flexible hours → Fully supported	5

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Criteria	Weight	Student Match	Score (1–5)
Total Score			**4.9**

Additional Step 2 & 3 Examples for Different Science Disciplines

Bachelor of Science (Chemistry)

Student Placement Preference Form

Field	Example Entry
Name	Ronald Lelumuka
Degree & Year	B. Science (Chemistry), Year 3
Skills	Spectrometry, lab safety, data analysis, teamwork
Career Goals	Analytical chemistry in environmental monitoring
Preferred Location	Outer western metro Brisbane
Availability	3 days/week, starting July
Accessibility Requirements	None

Industry Partner Opportunity Form

Field	Example Entry
Organisation Name	Enviro Lab Australia
Project Title	Water Quality Analysis in Regional Catchments

Field	Example Entry
Required Skills	Spectrometry, sample handling, statistical analysis
Supervision Provided	Yes – Senior Environmental Chemist
Placement Mode	Hybrid (1 day onsite, 2 remote)
Duration	10 weeks

Matching Rubric (Score 1-5)

Criteria	Weight	Student Match	Score (1–5)
Discipline Fit	30%	Chemistry → Water Quality Analysis	5
Skills Match	25%	Spectrometry, data analysis → Required	4
Availability Match	15%	3 days/week → 3 days/week	5
Career Alignment	15%	Environmental monitoring → Project focus	5
Location/Mode Fit	10%	Bundaberg/Remote → Hybrid	4
Accessibility Fit	5%	No needs → Accessible	5
Total Score			**4.7**

Bachelor of Science (Mathematics)

Student Placement Preference Form

Field	Example Entry
Name	Daniel Nguyen
Degree & Year	B. Science (Mathematics), Year 3
Skills	Statistical modelling, Python, GIS basics, data visualisation
Career Goals	Applied mathematics in transport planning and infrastructure
Preferred Location	Melbourne metro area
Availability	3 days/week, starting early July
Accessibility Requirements	None

Industry Partner Opportunity Form

Field	Example Entry
Organisation Name	VicRoads – Transport Analytics Division
Project Title	Traffic Flow Modelling for Urban Congestion Reduction
Required Skills	Statistical analysis, Python, GIS, data interpretation
Supervision Provided	Yes – Senior Transport Analyst
Placement Mode	Hybrid (2 days onsite, 1 remote)
Duration	10 weeks

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Matching Rubric (Score 1-5)

Criteria	Weight	Student Match	Score (1–5)
Discipline Fit	30%	Mathematics → Traffic Modelling	5
Skills Match	25%	Python, stats, GIS → Required	4
Availability Match	15%	3 days/week → Matches placement	5
Career Alignment	15%	Transport analytics → Infrastructure focus	5
Location/Mode Fit	10%	Melbourne → Hybrid metro-based	5
Accessibility Fit	5%	No needs → Accessible	5
Total Score			**4.85**

Bachelor of Science (Physics)

Student Placement Preference Form

Field	Example Entry
Name	Priya Desai
Degree & Year	B. Science (Physics), Year 3
Skills	Optics, wave theory, MATLAB, technical report writing
Career Goals	Applied physics in photonics and lighting technologies
Preferred Location	Melbourne metro area
Availability	3 days/week, starting early July
Accessibility Requirements	None

Industry Partner Opportunity Form

Field	Example Entry
Organisation Name	Lumina Tech Lighting Solutions
Project Title	Optical Efficiency Testing for LED Systems
Required Skills	Optics, MATLAB, data analysis, lab instrumentation
Supervision Provided	Yes – Optical Systems Engineer
Placement Mode	Onsite (lab-based with occasional design meetings)
Duration	10 weeks

Matching Rubric (Score 1-5)

Criteria	Weight	Student Match	Score (1–5)
Discipline Fit	30%	Physics → Optical Testing	5
Skills Match	25%	Optics, MATLAB → Required	5
Availability Match	15%	3 days/week → Matches placement	5
Career Alignment	15%	Photonics → LED system development	5
Location/Mode Fit	10%	Melbourne → Onsite metro-based	5
Accessibility Fit	5%	No needs → Accessible	5
Total Score			**5.0**

Bachelor of Engineering (Civil)

Student Placement Preference Form

Field	Example Entry
Name	Alex Chen
Degree & Year	B. Engineering (Civil), Year 4
Skills	AutoCAD, project management, teamwork
Career Goals	Sustainable infrastructure design
Preferred Location	Bundaberg or remote
Availability	3 days/week, starting July
Accessibility Requirements	None

Industry Partner Opportunity Form

Field	Example Entry
Organisation Name	Green Build Pty Ltd
Project Title	Eco-Friendly Housing Design
Required Skills	AutoCAD, sustainability principles, project coordination
Supervision Provided	Yes – Senior Architect
Placement Mode	Hybrid (1 day onsite, 2 remote)
Duration	10 weeks

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Matching Rubric (Score 1-5)

Criteria	Weight	Student Match	Score (1–5)
Discipline Fit	30%	Civil Eng. → Housing Design	5
Skills Match	25%	AutoCAD, PM → Required	4
Availability Match	15%	3 days/week → 3 days/week	5
Career Alignment	15%	Sustainability → Eco Design	5
Location/Mode Fit	10%	Bundaberg/Remote → Hybrid	4
Accessibility Fit	5%	No needs → Accessible	5
Total Score			**4.7**

Bachelor of IT

Student Placement Preference Form

Field	Example Entry
Name	Liam O'Connor
Degree & Year	B. Information Technology, Year 3
Skills	Web development, Python, database management, UX design
Career Goals	Building inclusive digital platforms for community services
Preferred Location	Perth metro or surrounding suburbs
Availability	3 days/week, starting early July
Accessibility Requirements	None

Industry Partner Opportunity Form

Field	Example Entry
Organisation Name	Connect Tech WA – Digital Inclusion Initiative
Project Title	Community Portal Development for Local Services
Required Skills	Web development, UX design, database integration
Supervision Provided	Yes – Lead Developer and Community Engagement Officer
Placement Mode	Hybrid (2 days onsite, 1 remote)
Duration	10 weeks

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Matching Rubric (Score 1-5)

Criteria	Weight	Student Match	Score (1–5)
Discipline Fit	30%	IT → Community Portal Development	5
Skills Match	25%	Web dev, UX, DB → Required	5
Availability Match	15%	3 days/week → Matches placement	5
Career Alignment	15%	Inclusive platforms → Community services	5
Location/Mode Fit	10%	Perth metro → Hybrid	5
Accessibility Fit	5%	No needs → Accessible	5
Total Score			**5.0**

Bachelor of Biomedical Science

Student Placement Preference Form

Field	Example Entry
Name	Aisha Rahman
Degree & Year	B. Biomedical Science, Year 3
Skills	Health promotion, basic pathology, data entry, communication
Career Goals	Community health education and translational research
Preferred Location	Sydney metro or Western Sydney
Availability	2–3 days/week, starting mid-July
Accessibility Requirements	None

Industry Partner Opportunity Form

Field	Example Entry
Organisation Name	Sydney Health Connect
Project Title	Community Wellness and Preventative Health Program
Required Skills	Health literacy, communication, basic biomedical knowledge, data collection
Supervision Provided	Yes – Community Health Program Manager
Placement Mode	Onsite (community centres and mobile outreach units)
Duration	8 weeks

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Matching Rubric (Score 1-5)

Criteria	Weight	Student Match	Score (1–5)
Discipline Fit	30%	Biomedical Science → Preventative Health	5
Skills Match	25%	Health promotion, data entry → Required	4
Availability Match	15%	2–3 days/week → Matches placement	5
Career Alignment	15%	Community health → Wellness program	5
Location/Mode Fit	10%	Sydney metro → Onsite in metro/west	5
Accessibility Fit	5%	No needs → Accessible	5
Total Score			**4.9**

Bachelor of Forensic Science (Biology/Law Majors)

Student Placement Preference Form

Field	Example Entry
Name	Zara Malik
Degree & Year	B. Forensic Science (Molecular Biology), Year 3
Skills	DNA extraction, PCR, chain of custody documentation, report writing
Career Goals	Forensic casework and legal policy development
Preferred Location	Sydney metro or legal precincts
Availability	3 days/week, starting mid-July
Accessibility Requirements	None

Industry Partner Opportunity Form

Field	Example Entry
Organisation Name	Justice in Science – Community Legal & Forensic Outreach
Project Title	Forensic Evidence Education for Youth and Community Groups
Required Skills	Molecular biology basics, forensic procedures, public communication, documentation
Supervision Provided	Yes – Forensic Outreach Coordinator with legal liaison support
Placement Mode	Hybrid (1 day onsite, 2 remote – workshops and content development)
Duration	8 weeks

These resources have been developed as part of an ACDS Fellowship 2025. Please adjust and utilise relative to your own context and needs.

Matching Rubric (Score 1-5)

Criteria	Weight	Student Match	Score (1–5)
Discipline Fit	30%	Forensic Science → Forensic Education	5
Skills Match	25%	PCR, documentation → Required	4
Availability Match	15%	3 days/week → Matches placement	5
Career Alignment	15%	Legal policy interest → Legal outreach	5
Location/Mode Fit	10%	Sydney metro → Hybrid	5
Accessibility Fit	5%	No needs → Accessible	5
Total Score			**4.9**

Support Group WIL Projects

Matching Strategy for Group-based Consultation Projects

Example: A class of 200 engineering students working in teams of 5 on consultation-style industry projects. I need to ensure that each student will be allocated to one of their top 3 project preferences. I also need to balance team dynamics and capabilities. Can you help develop a strategy for how to do this?

Phase 1: Data Collection

1. Student Preferences Survey

Create a form to collect:

- Top 3 project preferences (ranked)
- Skills and experience (technical and soft skills)
- Preferred team role (e.g., leader, researcher, communicator)
- Personality traits (e.g., introvert/extrovert, structured/flexible)
- Availability (if relevant)

2. Project Requirements Form (from Industry)

Collect:

- Project title and description
- Required skills or knowledge areas
- Preferred student backgrounds (if any)
- Complexity level (to help balance team loads)

Phase 2: Matching Algorithm Strategy

1. Preference-Based Allocation

Use a **weighted matching algorithm** to assign students to projects based on:

- Preference ranking (e.g., 1st = 3 points, 2nd = 2, 3rd = 1)
- Skill match score (based on project requirements)
- Team balance (ensuring a mix of roles and skills)

2. Team Formation Logic

Once students are matched to projects:

- Group them into teams of 5
- Ensure diversity in:
    - Technical skills
    - Communication styles
    - Leadership preferences
- Avoid placing students with conflicting personality types (based on survey)

These resources have been developed as part of an ACDS Fellowship 2025. Please adjust and utilise relative to your own context and needs.

3. Conflict Minimisation

- Avoid placing students who have flagged each other (if applicable)
- Use a “soft lock” system to allow manual overrides for special cases

Phase 3: Implementation Tools

Tools You Can Use:

Tool	Purpose
Excel + Solver	For small-scale optimisation
Python (Pandas + Scikit-learn)	For clustering and matching logic
Airtable / Notion	For visual tracking of teams and projects
Survey Tools (Forms, Qualtrics)	For collecting student and project data

Managing Stakeholder Expectations of WIL

Managing Industry Expectations

Prior to Placement

- *Clarify Objectives*
  Example: Host a pre-placement meeting (in person or virtual) with the industry partner to walk through the WIL program's learning outcomes. Provide a one-page summary document outlining key goals like skill development, exposure to real-world tasks, and reflective learning.

  Expedited & Asynchronous Example: Send a pre-recorded video or PDF briefing outlining the WIL program goals and learning outcomes. Include a short quiz or acknowledgment form to confirm understanding.

- *Define Roles and Responsibilities*
  Example: : Share a "Roles and Responsibilities" checklist that outlines expectations for supervision, feedback frequency, and workplace integration. Include who the student reports to and who to contact at the university.

  Expedited & Asynchronous Example: Share a digital *"Welcome Pack"* via email or a shared drive, including a one-page role summary and contact list. Use e-signature tools (e.g., DocuSign) for acknowledgment.

- *Set Realistic Expectations*
  Example: Provide a student profile that includes their academic background, relevant coursework, and a short self-assessment of their skills. This helps the host tailor tasks appropriately.

  Expedited & Asynchronous Example: Email a student capability snapshot (e.g., resume + short video intro or skills matrix) to the host. Include a brief note on what the student can and cannot do.

- *Legal and Compliance Requirements*
  Example: Use a standardised placement agreement template that includes insurance coverage, confidentiality clauses, and workplace health and safety obligations. Ensure it's signed before the placement begins.

  Expedited & Asynchronous Example: Use an online form submission system (e.g., Microsoft Forms or Google Forms or a specialised platform) to collect signed agreements and upload compliance documents.

During Placement

- *Maintain Communication*
  Example: Schedule a midpoint check-in via email or Zoom between the academic supervisor and the industry host to discuss progress and address any concerns.

  Expedited & Asynchronous Example: Set up automated email check-ins (e.g., using scheduling tools like Boomerang or Outlook Recurrence) with a link to a short feedback form.

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- *Support and Feedback*
  Example: Provide a simple feedback form for supervisors to complete bi-weekly, focusing on student performance, engagement, and areas for improvement.

  Expedited & Asynchronous Example: Use a shared Google Doc or Microsoft OneNote where the host can leave weekly comments or ratings on student performance.
- *Monitor Progress*
  Example: Use a shared digital logbook or learning contract where students record tasks and reflections weekly, which the supervisor can review and comment on.

  Expedited & Asynchronous Example: *Have students update a digital logbook weekly* (e.g., Google Sheets or Trello board) that the host and academic supervisor can review asynchronously.

Post Placement

- *Debrief and Reflect*
  Example: Organise a 15-minute debrief session with the industry partner to discuss what went well, what could be improved, and whether they'd host again.

  Expedited & Asynchronous Example: Send a structured reflection form to the host with open-ended questions. Ask for a short video or voice memo if preferred.
- *Gather Feedback*
  Example: Send a short online survey to the industry partner asking about the student's preparedness, communication, and overall experience. Also provide an option to contact a person to provide verbal feedback if preferable.
- *Acknowledge Contributions*
  Example: Send a thank-you letter signed by the program coordinator and offer a certificate of appreciation or LinkedIn endorsement.

  Expedited & Asynchronous Example: Email a digital certificate of appreciation and a LinkedIn recommendation template they can copy and paste.

When Things Go Awry

- *Early Intervention*
  Example: : If a student is underperforming, initiate a three-way meeting (student, host, academic supervisor) to realign expectations and set a performance improvement plan.

  Expedited & Asynchronous Example: Use a shared incident report form that the host can fill out anytime. Set up alerts to notify the WIL coordinator immediately.

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- *Mediation Support*
  Example: Assign a neutral WIL coordinator to facilitate discussions if there's a conflict between the student and host.

  Expedited & Asynchronous Example: Create a private discussion thread (e.g., Teams, Slack, or email) where all parties can contribute asynchronously.
- *Document Issues*
  Example: Keep a confidential incident log detailing dates, issues raised, actions taken, and outcomes.

  Expedited & Asynchronous Example: Maintain a secure digital log (e.g., OneDrive or SharePoint) with time-stamped entries and access controls.
- *Review Suitability*
  Example: If a host repeatedly fails to meet expectations, conduct a formal review and consider removing them from the approved placement list.

  Expedited & Asynchronous Example: Use a scoring rubric to evaluate host performance post-placement and flag issues for review in a shared dashboard.

Managing Student Expectations

Prior to Placement

- *Orientation and Preparation*
  Example: Run a mandatory pre-placement workshop covering expectations, safety, cultural awareness, workplace etiquette, communication skills, and conflict resolution.

  Expedited & Asynchronous Example: Create a self-paced online module (e.g., Moodle, Canvas, Blackboard or Rise 360) with short videos, quizzes, and downloadable resources.

- *Clarify Learning Goals*
  Example: : Have students complete a “Learning Goals Worksheet” where they identify 3–5 personal and professional goals for the placement.

  Expedited & Asynchronous Example: Have students complete a digital “Learning Goals” form and submit it via the LMS or email.

- *Set Realistic Expectations*
  Example: Share testimonials or case studies from past students to illustrate the range of experiences and challenges they might face.

  Expedited & Asynchronous Example: Share a short video montage of past student experiences, including challenges and tips, hosted on YouTube or Vimeo.

- *Administrative Readiness*
  Example: Use a checklist that includes submitting a resume, completing a risk assessment form, and confirming insurance coverage.

  Expedited & Asynchronous Example: Use a checklist app (e.g., Notion, Trello, or Google Tasks) where students tick off items and upload documents.

- *Pre-placement Support*
  Example: Create a short video or narrated slides covering what to expect, who to contact in emergencies, how to report issues and rights and responsibilities.

  Expedited & Asynchronous Example: Create a one-page checklist with links to placement coordinator contact, mental health and wellbeing services, academic support, insurance and safety protocols, cultural safety and inclusion resources.

During Placement

- *Ongoing Support*
  Example: Assign each student an academic mentor who checks in via email or phone every 2–3 weeks.

  Expedited & Asynchronous Example: Set up a recurring email check-in with a link to a short reflection form or chatbot for quick updates.

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- *Support Resources*
  Example: Incident reporting system for clear, confidential process for reporting concerns.

  Expedited & Asynchronous Example: Digital postcard reminder sent via email or LMS with messages like “Need help during placement? Here’s how.”
- *Peer Support*
  Example: Regular facilitated group discussions (in-person or online) to share placement experiences.

  Expedited & Asynchronous Example: Asynchronous peer discussion board or Teams group to share experiences – share wins, ask questions, vent frustrations.
- *Encourage Reflection*
  Example: : Require students to submit weekly journal entries or blog posts reflecting on their learning and workplace experiences.

  Expedited & Asynchronous Example: Use a journaling app or shared Google Doc where students write weekly reflections and tag their supervisor for comments.
- *Promote Professionalism*
  Example: Provide a “Professionalism Rubric” that outlines expectations for punctuality, dress code, communication, and initiative.

  Expedited & Asynchronous Example: Send weekly “Professional Tips” emails with short reminders and examples of good workplace behaviour.
- *Address Concerns Promptly*
  Example: Create a confidential online form where students can report issues or request support without fear of reprisal.

Post Placement

- *Facilitate Reflection*
  Example: Host a post-placement seminar where students present their experiences and lessons learned to peers and faculty.

  Expedited & Asynchronous Example: Ask students to submit a short video or slide deck summarising their experience, which can be shared in a digital showcase.
- *Assessment and Feedback*
  Example: : Use a rubric-based evaluation form completed by both the student and the industry supervisor, followed by a feedback session with the academic mentor.

  Expedited & Asynchronous Example: Use an online rubric-based form for both student self-assessment and host feedback, with auto-generated summary reports.
- *Celebrate Achievements*
  Example: Organise a WIL showcase event or publish a digital yearbook highlighting student projects and achievements.

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Expedited & Asynchronous Example: Create a digital badge or certificate and email it with a personalised message. Optionally, feature students in a social media post or newsletter.

When Things Go Awry

- *Provide Support Services*
  Example: Refer students to university counselling or academic support services if they experience stress, anxiety, harassment or burnout.

  Expedited & Asynchronous Example: Send a resource pack with links to counselling, academic support, and emergency contacts. Include a self-assessment tool for stress or burnout.
- *Investigate and Take Action*
  Example: If a student reports harassment or unfair treatment, initiate a formal investigation following university policy and involve HR if needed.

  Expedited & Asynchronous Example: Use a secure online form to collect statements and evidence. Follow up with asynchronous written responses or recorded messages.
- *Adjust Learning Plans*
  Example: If a placement ends early, offer an alternative project-based WIL experience or simulated workplace task to meet learning outcomes that may/may not be completed independently and assessed remotely.
- *Document and Learn*
  Example: Conduct a post-incident review with the student and academic team to identify what went wrong and how to prevent it in future placements.

  Expedited & Asynchronous Example: Create a digital incident review template for students to complete, which feeds into a lessons-learned database.

Strategy for Supporting Teams with Predominantly Introverted Students

1. Design Roles That Play to Strengths

Assign roles that allow introverts to shine without forcing extroverted behavior.

Role	Why It Works for Introverts
Research Lead	Allows deep focus and independent work
Technical Specialist	Focuses on problem-solving and implementation
Documentation Manager	Involves writing, organising, and structuring output

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Role	Why It Works for Introverts
Quality Assurance Lead	Involves reviewing and refining work
Communication Coordinator	Can manage written updates and emails

2. Structure Communication Thoughtfully

- Use **asynchronous tools** (e.g., Teams, Slack, Trello) to reduce pressure for real-time responses.
- Encourage **written reflections** or updates before meetings.
- Keep meetings **agenda-driven and time-limited** to reduce fatigue.

3. Provide Collaboration Frameworks

Introverted teams often benefit from **clear structure**:

- Use a **team charter** to define expectations and communication norms.
- Provide **templates** for weekly updates, task tracking, and decision logs.
- Encourage **rotating leadership** so no one feels overexposed.

4. Coach on Conflict and Decision-Making

Introverted teams may avoid conflict or defer decisions. Support them by:

- Teaching **consensus-building techniques** (e.g., silent brainstorming, dot voting).
- Encouraging **structured feedback** (e.g., “I like / I wish / What if” formats).
- Providing **check-ins** with academic mentors to surface hidden issues.

5. Celebrate Quiet Strengths

- Acknowledge contributions that happen behind the scenes.
- Use **peer evaluations** that recognise preparation, reliability, and thoughtfulness.
- Share examples of successful introvert-led teams or professionals.

Bonus: Consider Mixed Teams

If possible, use personality data (e.g., from a short MBTI-style or DISC-style survey) to **intentionally mix** introverts and extroverts across teams. This can create natural balance and learning opportunities.

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Assessment in WIL

Assessment Strategies for Science Work-Integrated Learning (WIL)

Science Work-Integrated Learning (WIL) requires carefully designed assessment strategies that align with specific learning outcomes and professional competencies.

Considerations here should be both from an educator and students' perspective.

Ferns et al (2025) gives an excellent alignment framework for both of these for consideration:

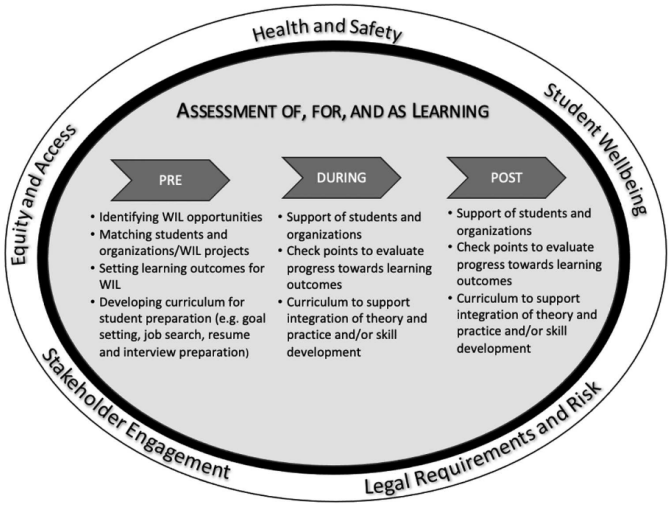

Figure 1. WIL curriculum – educators' perspective of pre-WIL, WIL, and post-WIL.

PRE		DURING		POST
Preparation for learning	→	Learning through doing	→	Reflection on learning
Reflection before action	→	Reflection during action	→	Reflection after action
Setting learning goals	→	Working towards learning goals	→	Updating learning goals
Skills identification	→	Skill development	→	Skill reflection
Disciplinary knowledge	→	Integrating theory and practice	→	Enhanced disciplinary knowledge
Creating professional profile	→	Building professional profile	→	Updating professional profile

Figure 2. WIL curriculum – students' perspective of pre-WIL, WIL, and post-WIL.

Ferns, S.J., Zegwaard, K.E., Pretti, T.J. & Rowe, A.D. (2025). Defining and designing work-integrated learning curriculum

Managing academic requirements for WIL

Assessment design

External Professional Accreditation Requirements

Continuity of cohort

Disparity of cohort

Assessment Type	Assessment Strategy	How to Resources	Australian Examples of Work	International Examples
Assessment FOR Learning	Reflective Journals/Blogs	University of NSW The University of Edinburgh Australian National University	Monash University University of Queensland	
	Supervisor Check-ins		Royal Melbourne Institute of Technology Murdoch University	
	Self-assessment Questionnaires	Edith Cowan University	Curtin University University of Technology Sydney	
	Peer Learning Circles	University of South Australia	University of Queensland James Cook University	
	Progress Reports	Focus Keeper	Deakin University University of Adelaide	
	Skill Development Plans		Queensland University of Technology University of Western Australia	

Assessment Type	Assessment Strategy	How to Resources	Australian Examples	International Examples
Assessment OF Learning	Technical Reports		University of Sydney Federation University	
	Workplace Performance Evaluations		Griffith University La Trobe University	

These resources have been developed as part of an ACDS Fellowship 2025. Please adjust and utilise relative to your own context and needs.

	Scientific Research Outputs		Australian National University University of Wollongong	
	Practical Demonstrations		Charles Sturt University Flinders University	
	Case Study Analysis		Macquarie University Swinburne University	
	Final Project Presentations		University of Newcastle Victoria University	
	E-portfolios with Critical Reflection	White (2019) Griffith University	University of South Australia Edith Cowan University	

Assessment Type	**Assessment Strategy**	**How to Resources**	**Australian Examples**	**International Examples**
Assessment to SHOWCASE Capabilities	Professional Portfolios		University of NSW Western Sydney University	
	Industry-based Project Outputs		University of Tasmania Bond University	
	Scientific Posters/Conference Style Presentations		Southern Cross University Charles Darwin University	
	Simulated Workplace Assessments		University of Canberra Murdoch University	
	Innovation Challenges		Queensland University of Technology University of Melbourne	

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	Professional Documentation		University of Southern Queensland Royal Melbourne Institute of Technology	
	Competency-based Skills Demonstration		Flinders University Central Queensland University	
	Job applications and Interview			
	Skills Audit			
	Me-in-a-Minute	Deakin University Beverly Oliver	Deakin University	

Here's a detailed synopsis of different assessment approaches categorised by their primary purpose:

Assessment FOR Learning (Formative)

These strategies help students improve through ongoing feedback during the WIL experience:

1. **Reflective Journals/Blogs**: Regular entries documenting experiences, challenges, and solutions encountered in the workplace. These prompt metacognitive thinking about scientific practice.
2. **Supervisor Check-ins**: Structured feedback sessions with industry and academic supervisors to identify strengths and areas for improvement.
3. **Self-assessment Questionnaires**: Periodic self-evaluations against competency frameworks specific to scientific disciplines.
4. **Peer Learning Circles**: Small group discussions where students share workplace experiences and collectively problem-solve challenges.
5. **Progress Reports**: Interim reports on scientific projects or research that receive formative feedback before final submission.
6. **Skill Development Plans**: Students create and regularly update plans targeting specific scientific competencies they need to develop.

Assessment OF Learning (Summative)

These strategies evaluate what students have learned and achieved:

1. **Technical Reports**: Comprehensive documentation of scientific projects, methodologies, and outcomes in industry-standard formats.
2. **Workplace Performance Evaluations**: Structured assessments by industry supervisors using rubrics aligned with professional standards.
3. **Scientific Research Papers**: Formal academic papers based on workplace research that demonstrate scientific writing and analytical skills.
4. **Practical Demonstrations**: Observed demonstrations of laboratory techniques or field procedures to assess technical competence.
5. **Case Study Analysis**: In-depth examination of workplace scenarios requiring application of theoretical knowledge.
6. **Final Project Presentations**: Oral presentations of workplace projects to academic and industry panels.
7. **E-portfolios with Critical Reflection**: Curated collections of work samples with analytical commentary on learning progression.

Assessment TO SHOWCASE Capabilities (Authentic/Professional)

These strategies focus on demonstrating workplace readiness and professional identity:

1. **Professional Portfolios**: Comprehensive collections of work samples, projects, and achievements that demonstrate employability skills.

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2. **Industry-based Projects**: Real-world scientific problems solved for host organisations, with outcomes assessed by industry standards.
3. **Scientific Posters and Conference-style Presentations**: Professional communication of research findings to scientific and industry audiences.
4. **Simulated Workplace Assessments**: Complex scenarios mimicking real workplace challenges requiring integration of multiple skills.
5. **Innovation Challenges**: Development of novel solutions to industry problems, assessed on creativity and practical application.
6. **Professional Documentation**: Creation of standard operating procedures, protocols, or white papers that meet industry standards.
7. **Competency-based Skill Demonstrations**: Practical assessments of specific scientific techniques or processes used in the industry.

Effective WIL assessment in science fields typically combines multiple strategies across these categories, ensuring alignment with both academic learning outcomes and industry expectations for scientific professionals.

Australian Assessment Practice Examples

Australian Examples of Assessment Strategies in Science WIL

Assessment FOR Learning (Formative)

Reflective Journals/Blogs:

- At Monash University, pharmacy students on hospital placements maintain weekly reflective journals using the STAR framework (Situation, Task, Action, Result), which receive formative feedback from academic supervisors.
- University of Queensland environmental science students use online blogs during fieldwork placements that are commented on by both peers and industry mentors.

Supervisor Check-ins:

- RMIT University's biotechnology program implements a structured mid-placement review where industry supervisors and academic coordinators jointly discuss student progress against specific scientific competencies.
- Murdoch University veterinary science students receive fortnightly feedback sessions with clinic supervisors using standardised feedback forms focused on clinical reasoning skills.

Self-assessment Questionnaires:

- Curtin University uses the Science WIL Self-Assessment Tool (SWSAT) for chemistry students to evaluate their technical and professional skills against Australian Chemistry industry standards before, during, and after placements.

- University of Technology Sydney (UTS) medical laboratory science students complete monthly self-evaluations aligned with the Australian Institute of Medical Scientists competency framework.

Peer Learning Circles:

- University of Melbourne's Master of Biotechnology students participate in fortnightly "Science Practice Forums" where placement experiences are shared and constructively critiqued.
- James Cook University marine science students engage in facilitated debriefing sessions after field research placements where peer feedback is structured around professional scientific practice.

Progress Reports:

- Deakin University forensic science students submit interim research reports that are reviewed through a collaborative assessment process involving industry partners from Victoria Police and academic staff.
- University of Adelaide agriculture students complete milestone reports on their industry projects that receive feedback from both university supervisors and industry mentors.

Skill Development Plans:

- Queensland University of Technology (QUT) implements Individual Learning Plans for science WIL students that are updated monthly and inform placement activities based on identified skill gaps.
- University of Western Australia medical physics students develop Professional Development Plans aligned with ACPSEM (Australasian College of Physical Scientists and Engineers in Medicine) certification requirements.

Assessment OF Learning (Summative)

Technical Reports:

- University of Sydney chemistry students complete technical reports on analytical testing conducted during industry placements, assessed using professional laboratory reporting standards from the National Association of Testing Authorities (NATA).
- Federation University environmental science students produce water quality assessment reports following CSIRO protocols during water authority placements.

Workplace Performance Evaluations:

- Griffith University's pharmaceutical science program uses competency-based assessment forms completed by industry supervisors, mapped to the Australian Pharmacy Council standards.
- La Trobe University biotechnology students are evaluated using the BioSkills Australia competency framework by their placement supervisors at research institutes and biotech companies.

Scientific Research Papers:

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- Australian National University (ANU) physics students write research papers based on their placements at national research facilities, assessed using the Australian Institute of Physics publication standards.
- University of Wollongong marine science students produce scientific papers on their research conducted during placements with NSW Department of Primary Industries.

Practical Demonstrations:

- Charles Sturt University veterinary students complete Objective Structured Clinical Examinations (OSCEs) at the conclusion of their clinical placements, assessed by industry veterinarians.
- Flinders University medical laboratory science students demonstrate laboratory techniques learned during placements in a practical assessment conducted jointly by university and SA Pathology staff.

Case Study Analysis:

- Macquarie University environmental management students analyse complex case studies from their placements with NSW Environment Protection Authority, assessed on their application of regulatory frameworks.
- Swinburne University data science students present case analyses of real industry problems encountered during placements with industry partners like CSIRO's Data6.

Final Project Presentations:

- University of Newcastle geology students present their findings from mining industry placements to panels comprising academic staff and industry representatives from companies like BHP and Rio Tinto.
- Victoria University nutrition science students deliver final presentations on public health interventions developed during placements with community health organisations.

E-portfolios with Critical Reflection:

- University of South Australia medical radiation students develop comprehensive e-portfolios demonstrating achievement of AHPRA registration requirements through placement experiences.
- Edith Cowan University biomedical science students create e-portfolios with critical reflections on how their placement experiences align with the Australian Institute of Medical and Clinical Scientists competency framework.

Assessment TO SHOWCASE Capabilities (Authentic/Professional)

Professional Portfolios:

- UNSW environmental science students develop professional portfolios showcasing field research, consulting reports, and data analysis from placements with environmental consulting firms.

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- Western Sydney University (WSU) forensic science students compile digital portfolios of laboratory techniques and analytical methods mastered during placements with NSW Health Pathology.

Industry-based Projects:

- University of Tasmania marine science students complete research projects for Tasmanian salmon farming companies, with outcomes assessed by both academic staff and industry representatives.
- Bond University biomedical students undertake industry projects with Gold Coast University Hospital, assessed on addressing specific healthcare challenges.

Scientific Posters and Conference-style Presentations:

- Southern Cross University environmental science students present research posters from industry placements at the annual Australian Marine Sciences Association conference.
- Charles Darwin University tropical ecology students deliver conference-style presentations on research conducted during placements with Northern Territory Parks and Wildlife.

Simulated Workplace Assessments:

- University of Canberra forensic science students participate in mock crime scene investigations following their placements with ACT Policing, assessed by practicing forensic scientists.
- Murdoch University veterinary students complete Management Oriented Veterinary Skills Assessment (MOVSA) simulations after their clinical placements.

Innovation Challenges:

- QUT Science and Engineering Faculty runs the "Innovation Challenge" where students who have completed placements develop novel solutions to problems identified during their industry experience.
- University of Melbourne's "Biodesign Innovation" program pairs students with medical technology companies to develop innovative solutions to healthcare problems.

Professional Documentation:

- University of Southern Queensland agricultural science students develop crop management plans and soil conservation protocols during placements with agribusiness companies.
- RMIT pharmaceutical sciences students create standard operating procedures for quality control testing during placements with pharmaceutical manufacturers, assessed against TGA guidelines.

Competency-based Skill Demonstrations:

- Flinders University paramedic science students demonstrate clinical competencies established by Paramedics Australasia during hospital placements.

- CQUniversity medical imaging students complete skill demonstrations aligned with AHPRA requirements during their clinical placements with radiology providers.

These examples demonstrate how Australian universities have integrated authentic assessment practices that align with both academic requirements and industry expectations across various scientific disciplines. There are likely to be far more examples that are not represented in public digital spaces.

International Assessment Practice Examples

International Examples of Assessment in Work-Integrated Learning (WIL)

United States

Co-op Assessment at Northeastern University: Uses a competency-based assessment framework where students demonstrate mastery of specific professional competencies through evidence portfolios and supervisor evaluations.

Project-Based Learning at Stanford University: Engineering students complete industry-sponsored projects assessed through deliverables, team performance metrics, and client satisfaction ratings.

Clinical Assessment in Medical Education: Johns Hopkins University uses entrustable professional activities (EPAs) to assess medical students' readiness for clinical practice during clerkships.

MIT's Undergraduate Research Opportunities Program (UROP): Assesses students through research papers, lab notebooks, and faculty evaluations that emphasise scientific method application.

Canada

University of Waterloo's Co-op Program: Uses a comprehensive assessment system including employer evaluations, work term reports, and professional development reflections.

University of Toronto's Engineering Science: Implements capstone projects with industry partners where assessment includes technical solutions, professional communication, and teamwork skills.

McGill University's Integrated Science Program: Uses e-portfolios that track development of scientific competencies across multiple work placements.

United Kingdom

University of Surrey's Professional Training Year: Assesses students through learning contracts, industry supervisor evaluations, academic supervisor site visits, and reflective reports.

Imperial College London's Industrial Placement: Uses technical reports, supervisor evaluations, and presentations to industrial panels for assessment.

University of Edinburgh's Chemistry Industrial Placements: Implements a tripartite assessment model involving academic supervisors, workplace mentors, and student self-assessment.

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Germany

Dual Study Programs (Duales Studium): Combines academic assessment with competency-based workplace evaluations aligned with industry standards.

Technical University of Munich: Uses project-based assessments co-designed with industry partners like BMW and Siemens that evaluate both technical and professional skills.

Finland

Tampere University of Applied Sciences: Implements "Learning by Development" framework where students solve real workplace challenges and are assessed on innovation and implementation.

Singapore

Singapore Institute of Technology's Integrated Work Study Program: Uses continuous assessment through workplace projects, supervisor evaluations, and integration of theory with practice.

Nanyang Technological University: Implements the "Professional Internship Student Learning Outcomes" framework with specific discipline-based competencies.

New Zealand

University of Auckland's Science Scholars Programme: Assesses research placements through scientific reports, presentations, and research diaries.

Victoria University of Wellington: Uses workplace-based assessments in science disciplines involving evidence portfolios and workplace supervisor verification.

Japan

Tokyo Institute of Technology's Co-op Program: Implements joint assessment between academic and industry supervisors using competency frameworks specific to engineering disciplines.

South Africa

University of Cape Town's Work Study Programme: Uses a developmental assessment approach combining workplace projects, reflective journals, and supervisor evaluations.

Stellenbosch University's Work-Integrated Learning: Implements rubric-based assessment of professional competencies mapped to South African Qualifications Authority standards.

Innovative International Assessment Approaches

Simulation-Based Assessment: Copenhagen Business School uses high-fidelity workplace simulations to assess students' decision-making and problem-solving in realistic scenarios.

Virtual WIL Assessment: University of British Columbia's virtual internship program uses digital project portfolios, online supervisor evaluations, and video presentations.

These resources have been developed as part of an ACDS Fellowship 2025. Please adjust and utilise relative to your own context and needs.

Competency Badges: Aalborg University in Denmark uses digital badges to recognise specific professional competencies demonstrated during industry placements.

Client-Led Assessment: At Maastricht University, industry clients provide structured feedback on student consultancy projects using professional practice standards.

Entrepreneurial WIL Assessment: National University of Singapore evaluates students' startup projects through business metrics, pitches to industry panels, and reflective analysis.

Interdisciplinary Team Assessment: Hong Kong University of Science and Technology uses assessment of cross-disciplinary teams solving complex industry problems.

Problem-Based Learning Assessment: McMaster University in Canada assesses science students through solutions to authentic industry problems, with evaluation by both academic and industry experts.

These international examples demonstrate diverse approaches to WIL assessment that may inform practice in Australian contexts, particularly in how they align academic learning with professional competency development and industry expectations.

Mapping of TLOs to WIL Assessment Tasks

WIL Assessment Examples Mapped to Science Threshold Learning Outcomes (TLOs)

Here are examples of WIL assessment strategies that specifically align with the Science Threshold Learning Outcomes established by the Australian Learning and Teaching Council for science graduates:

TLO 1: Understanding Science

Demonstrate a coherent understanding of science by articulating the methods of science and explaining why current scientific knowledge is both contestable and testable through further inquiry.

WIL Assessment Examples:

- **Scientific Method Analysis**: Students critically analyse the methodological approaches used in their host organisation's research or testing protocols, identifying strengths, limitations, and suggesting improvements.
- **Industry Practice vs. Theory Report**: Students compare theoretical scientific principles learned at university with actual scientific practices observed during placement, explaining variations and their justifications.
- **Uncertainty and Limitations Portfolio**: Students document examples from their placement where scientific knowledge was challenged, refined, or expanded, reflecting on the provisional nature of scientific understanding.

TLO 2: Scientific Knowledge

Exhibit depth and breadth of scientific knowledge by demonstrating well-developed knowledge in at least one disciplinary area.

WIL Assessment Examples:

- **Technical Knowledge Application Journal**: Students maintain a structured journal documenting specific instances where they applied specialised disciplinary knowledge to workplace challenges.
- **Knowledge Gap Analysis**: Students identify areas where their disciplinary knowledge was sufficient or insufficient for workplace tasks, developing plans to address knowledge gaps.
- **Specialist Vocabulary Assessment**: Industry supervisors evaluate students' appropriate use of discipline-specific terminology and concepts in workplace communications and documentation.

TLO 3: Inquiry and Problem Solving

Critically analyse and solve scientific problems by gathering, synthesising and critically evaluating information from a range of sources, designing and planning an investigation, collecting and analysing data, interpreting evidence, and drawing conclusions.

WIL Assessment Examples:

- **Real-world Problem Investigation**: Students complete a structured investigation of an authentic workplace problem, documenting each stage of the scientific process from problem identification to solution recommendation.

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Data Analysis Report: Students analyse and interpret real datasets from their placement, demonstrating appropriate analytical techniques and drawing evidence-based conclusions.

Decision-making Case Study: Students document a complex scientific decision made during placement, analysing the information sources, evaluation methods, and reasoning processes used.

TLO 4: Communication

Communicate scientific results, information, or arguments, to a range of audiences, for a range of purposes, and using a variety of modes.

WIL Assessment Examples:

Multi-audience Communication Portfolio: Students create communications about the same scientific content for different audiences (e.g., technical team, management, general public) encountered during placement.

Scientific Presentation to Stakeholders: Students present their placement project results to mixed audiences of academic and industry stakeholders, demonstrating adaptation of content to the audience.

Professional Documentation Creation: Students produce industry-standard documentation (reports, protocols, briefings) as used in the host organisation, receiving assessment from both academic and industry supervisors.

TLO 5: Personal and Professional Responsibility

Be accountable for individual learning and scientific work by working effectively, responsibly and safely in individual and collaborative contexts.

WIL Assessment Examples:

Safety and Ethics Reflective Analysis: Students document how they applied ethical principles and safety protocols in scientific work, with verification from workplace supervisors.

Professional Conduct Assessment: Industry supervisors evaluate students against professional responsibility frameworks specific to the scientific discipline.

Team Contribution Evidence Portfolio: For collaborative projects, students compile evidence of their individual contributions, including self-assessment, peer feedback, and supervisor evaluation.

Integrated WIL Assessments Addressing Multiple TLOs

Science Industry Project with Multiple Deliverables: A comprehensive WIL project where students:

- Research the scientific context (TLO 1)
- Apply specialised knowledge (TLO 2)
- Design and implement solutions (TLO 3)
- Present findings to different stakeholders (TLO 4)
- Document adherence to ethical and safety standards (TLO 5)

Professional Practice E-Portfolio: Students compile evidence demonstrating achievement of all TLOs through workplace experiences, including:

- Reflections on the nature of scientific practice in industry (TLO 1)
- Examples of specialised knowledge application (TLO 2)
- Problem-solving case studies (TLO 3)
- Samples of workplace communication (TLO 4)

  Documentation of professional behaviour and teamwork (TLO 5)

2. **Capstone Assessment with Industry Partner**: Students complete a major industry-based project assessed jointly by academic and industry representatives against explicit criteria mapped to all five TLOs.

These assessment approaches integrate authentic workplace experiences with the Science TLOs, ensuring that WIL experiences contribute directly to students achieving the threshold learning outcomes required for science graduates in Australia.

Example of Community-based science communication WIL Experience

WIL Experience Template: Community Science Group

1. Basic Information

- Name of Community Group/Organisation: [Insert name]
- Duration of Involvement: [Insert timeframe, e.g., March-June 2025]
- Scientific Focus Area: [Insert focus, e.g., Citizen Science, Environmental Monitoring]
- Your Role: [Insert your specific role or responsibilities]

2. Project/Activity Description

- Main Goals of the Group:
- Specific Projects I Contributed To:
- Scientific Methods/Approaches Used:
- Community Members Involved: [Demographics, expertise levels, etc.]

3. Science Communication Activities

- Format(s) Used: [Workshops, posters, displays, social media campaigns, blog posts, etc.]
- Target Audience: [Who the communication was aimed at]
- Key Messages Communicated:
- Tools & Platforms Utilised: [Design software, social media platforms, etc.]
- Collaboration with Others: [Who helped develop or deliver the communication]

4. Communication Strategy Development

- Planning Process: [How you determined the communication approach]
- Research on Audience Needs:
- Message Framing Considerations:
- Visual/Design Elements Chosen and Why:
- Accessibility Considerations Implemented:

5. Skills Development

- Scientific Skills Acquired:
- Communication & Storytelling Skills Enhanced:
- Visual Design Skills Developed:
- Presentation/Public Speaking Experience Gained:
- Digital Media Skills Improved:
- Collaborative/Teamwork Skills Developed:
- Technical Tools/Equipment I Learned to Use:

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6. Knowledge Gained

- Scientific Concepts I Better Understand:
- Science Communication Principles Learned:
- Community Engagement Best Practices:
- Unexpected Discoveries or Insights:

7. Challenges & Solutions

- Major Communication Challenges Encountered:
- Scientific Content Translation Difficulties:
- Audience Engagement Obstacles:
- How I/We Addressed These Challenges:
- What I Would Do Differently Next Time:

8. Impact Assessment

- Audience Reach & Engagement Metrics:
- Feedback Received on Communication Materials:
- Impact on Community Understanding:
- Scientific Contributions Made:
- Personal Growth Outcomes:

9. Connections to Academic Learning

- How This Experience Connected to My Coursework:
- Science Communication Theories Applied:
- New Questions This Experience Raised for Me:

10. Future Directions

- How I Plan to Build on This Experience:
- How I Would Improve Future Science Communication Efforts:
- Potential for Ongoing Involvement:

11. Supporting Materials

- Communication Artifacts Created: [Links to or descriptions of posters, social media posts, etc.]
- Data Collected/Analysed: [Brief summary or attach]
- Photos/Documentation: [Reference what you'll include]
- Audience/Community Feedback: [From community members, event attendees, etc.]

12. Reflection Summary

- Most Effective Communication Strategy Used:
- Most Valuable Aspect of This Experience:

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- Most Surprising Learning Moment:
- How This Experience Has Shaped My View of Science Communication:

Assessment implementation challenges

Consistent timing

Disparity of timing

Supporting Student Feedback Loops for WIL Experiences

Feedback Loops Enhance Learning

- Feedback loops create ongoing conversations between students and educators, helping learners engage critically with their work and make adjustments based on reflective input and evaluation.
- Students develop metacognitive skills, such as self-awareness and self-regulation, as they process feedback, synthesise new strategies, and monitor their own learning progress.
- Through timely and recurrent feedback, students build confidence, adapt quickly to challenges, and gain clarity around performance expectations and improvement pathways.
- Feedback-driven models have been shown to nearly double the rate of student growth in a year, with the fastest learning gains often observed among lower-achieving students who receive targeted, actionable feedback.

Practical Impacts in Placement Settings

- Constructive feedback from placement supervisors helps students pinpoint strengths and areas for improvement in real-world work scenarios, contributing directly to skill development and professional readiness.
- Engaging with reflective practices such as learning journals or blogs enables students to connect placement experiences with academic theory and personal growth.
- Feedback loops also support improved satisfaction, engagement, and adaptability for both students and educators, fostering a culture of continuous improvement and collaboration.

Feedback Loop Design in Placement

Studies reveal that feedback loops in placements should be structured, timely, and actionable, enabling students to close the gap between their current and targeted performance. Successful models involve observed performance, clear goal-setting, collaborative development of action plans, and scheduled follow-up sessions. Feedback must not only be given but also understood and acted upon by the student, making follow-up and reflection essential.

Sociocultural and Practical Considerations

The feedback process is influenced by sociocultural factors such as trust, feedback culture, and student agency. Challenges include hierarchy in clinical settings, lack of time, and communication barriers. When well-implemented, feedback sessions help promote self-directed learning and performance improvement.

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Effective Feedback Practices

Effective feedback includes a mix of informal, formative, and summative assessment and opportunities for student self-assessment and peer feedback. Best practices entail:

- Specific, constructive, and balanced feedback.
- Focusing on behaviours and skills rather than personal traits.
- Providing feedback frequently and in a timely manner while learning is still relevant.
- Facilitating student reflection and engagement with the feedback, including forming action plans and setting future goals.

Research Evidence Overview

Recent scoping reviews highlight a need for more insight into how full-loop feedback, including feedforward mechanisms, can be embedded into placement programs for continual performance improvement. Sustained feedback cultures and education about feedback literacy for both students and educators are recommended to maximise outcomes.

Exemplar of a WIL Placement Feedback Loop

12-week Placement Check-In and Feedback Loop

Week 1 – Orientation & Expectations

- **Student**: Completes a pre-placement reflection (e.g., goals, concerns, learning outcomes).
- **Supervisor**: Confirms role expectations, workplace norms, and initial tasks.
- **Academic Liaison**: Sends welcome email, confirms contact details, and shares check-in schedule.

Week 3 – Early Adjustment Check-In

- **Student**: Submits a short reflection (e.g., what's going well, challenges, support needed).
- **Supervisor**: Provides brief feedback on student's engagement and professionalism.
- **Academic Liaison**: Reviews, feedback, follows up if concerns arise.

Week 6 – Mid-Placement Review

- **Student**: Completes a structured self-assessment (skills, progress toward goals).
- **Supervisor**: Completes a mid-placement evaluation (performance, areas for growth).
- **Academic Liaison**: Holds a virtual check-in (triad meeting optional), updates learning plan if needed.

Week 9 – Pre-Final Reflection

- **Student**: Reflects on key learning moments, workplace culture, and career insights.
- **Supervisor**: Shares feedback on readiness for independent tasks or project completion.
- **Academic Liaison**: Encourages student to begin final report or presentation planning.

Week 12 – Final Wrap-Up

- **Student**: Submits final reflection/report aligned with learning outcomes.
- **Supervisor**: Completes final evaluation and confirms completion of placement hours.
- **Academic Liaison**: Reviews final documents, conducts exit interview or debrief.

Evaluation in WIL - Dimensions

Evaluating a Work Integrated Learning (WIL) program is essential for ensuring its effectiveness, relevance, and alignment with educational and industry goals.

Quality Assurance

- To ensure the program meets institutional standards and accreditation requirements.
- To verify that learning outcomes are consistently achieved across placements.

Student Learning and Experience

- To assess whether students are developing the intended professional skills and competencies.
- To identify areas for improvement in student preparation, supervision, or support.

Industry and Community Feedback

- To understand how well the program meets the needs of host organisations.
- To strengthen partnerships by responding to feedback and co-designing improvements.

Curriculum Integration

- To ensure the WIL experience complements academic content and enhances employability.
- To identify gaps between theory and practice that may need to be addressed.

Equity and Access

- To evaluate whether all students have fair access to quality placements.
- To identify and address barriers for underrepresented or disadvantaged groups.

Risk Management

- To monitor and mitigate risks related to workplace safety, legal compliance, and student wellbeing.

Strategic Planning and Reporting

- To provide evidence for institutional reporting, funding applications, and strategic decision-making.
- To demonstrate the value and impact of WIL to internal and external stakeholders.

Scholarship and Research

- To contribute to the scholarship of teaching and learning (SoTL) through evidence-based insights.
- To support academic publications and presentations on experiential learning.

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Time and Resource Considerations

The **scope and depth of evaluation** can vary significantly depending on the desired outcomes:

- A **basic review** (e.g., student satisfaction survey or placement feedback) may be relatively quick to implement.
- A **comprehensive evaluation** — akin to a full program or course review — requires **substantial academic time**, including:
    - Designing robust evaluation tools
    - Collecting and analysing qualitative and quantitative data
    - Engaging stakeholders (students, staff, industry)
    - Synthesising findings into actionable recommendations

This level of evaluation is resource-intensive and should be planned accordingly, especially if it aims to inform curriculum redesign, accreditation, or strategic change.

Evaluation Models for WIL Placements

CIPP Model (Context, Input, Process, Product)

Developed by Daniel Stufflebeam, the CIPP model is a comprehensive framework for evaluating educational programs, including WIL.

- **Context**: Assess the needs and goals of the university-industry partnership.
- **Input**: Evaluate the resources and strategies proposed by industry partners.
- **Process**: Monitor the implementation of WIL activities.
- **Product**: Measure outcomes such as student learning, skill development, and industry satisfaction.

Stufflebeam, D.L. (2000). *The CIPP Model for Evaluation*. In: Stufflebeam, D.L., Madaus, G.F., Kellaghan, T. (eds) *Evaluation Models*. Evaluation in Education and Human Services, vol 49. Springer, Dordrecht. https://link.springer.com/chapter/10.1007/0-306-47559-6_16

Integrated Evaluation Model

Tailored for WIL, this model emphasises:

- **Constructive alignment**
- **Triangulation** of stakeholder feedback
- **Graduate input** for long-term impact

Von Treuer, K., Sturre, V., Keele, S., & McLeod, J. (2011). An integrated model for evaluation of work placements. *Asia-Pacific Journal of Cooperative Education*, 12(3), 196–204. https://www.ijwil.org/files/APJCE_12_3_195_204.pdf

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Kirkpatrick's Four-Level Model

Originally for training evaluation, this model is widely used in WIL:

1. **Reaction** – Stakeholder satisfaction
2. **Learning** – Knowledge and skills gained
3. **Behaviour** – Application in the workplace
4. **Results** – Broader outcomes and impact

Kirkpatrick, D.L., & Kirkpatrick, J.D. (2006). *Evaluating Training Programs: The Four Levels* (3rd ed.). Berrett-Koehler Publishers.

Emerging WIL Models Evaluation Framework

Designed for evaluating **non-traditional WIL formats**, such as:

- Micro-placements
- Online WIL
- Hackathons and innovation sprints

Kay, J., Ferns, S., Russell, L., & Smith, C. (2019). The emerging future: Innovative models of work-integrated learning. *International Journal of Work-Integrated Learning*, 20(4), 401–413. https://eric.ed.gov/?id=EJ1238315

Just starting out or wanting to review what you have already?

Use a Multi-Domain Evaluation Framework

A comprehensive framework should assess WIL across four key domains:

- **Student Experience**
- **Curriculum Design**
- **Institutional Requirements**
- **Stakeholder Engagement**

These domains should be evaluated across three temporal phases: **before, during, and after** the WIL experience 1.

Collect Evidence Across Standards

Institutions should gather qualitative and quantitative evidence to demonstrate:

- Alignment of WIL with learning outcomes
- Integration of career development frameworks
- Authenticity and relevance of work tasks
- Reflection and feedback mechanisms
- Stakeholder satisfaction (students, industry, faculty)

This evidence should be flexible and context-sensitive, not a rigid checklist 1.

Embed Continuous Improvement

- Use **formative and summative assessments** to evaluate both student learning and program effectiveness.
- Implement **feedback loops** with industry partners and students to refine learning objectives and placement processes 2.

Engage Industry Partners in Evaluation

- Co-develop evaluation tools with industry (e.g., performance rubrics, feedback forms).
- Include industry in post-placement debriefs and curriculum reviews.
- Ensure mutual benefit and shared language in evaluation criteria 2.

Promote Reflective Practice

- Encourage students to maintain **reflective journals** or portfolios.
- Use structured reflection prompts to link theory to practice.

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- Assess reflection as part of the academic component of WIL 2.

Leverage Existing Guides and Frameworks

- **“A Practical Guide for Work-Integrated Learning”** offers detailed strategies for enhancing educational quality in WIL, including evaluation practices2.
- **QUT’s WIL Quality Framework** provides a matrix of standards and evidence for institutional quality assurance 1.

Evaluation in WIL

Industry Partner Student Feedback Framework

Introduction

This framework provides a structured approach for industry partners to evaluate student performance during placements, internships, or collaborative projects. It includes both quantitative metrics and qualitative feedback options to ensure a comprehensive assessment.

Core Evaluation Areas

1. Professional Behaviour & Work Ethic

Key Metrics (1-5 scale)

- **Attendance & Punctuality**: Consistency in attending scheduled work hours and meetings
- **Initiative & Proactivity**: Willingness to take on tasks without prompting
- **Responsibility**: Accountability for assigned tasks and outcomes
- **Communication Etiquette**: Appropriateness in verbal and written communications
- **Adaptability**: Ability to adjust to changing circumstances or requirements

Examples for Rating Levels

1. **Exemplary (5)**: "Student consistently arrived 5-10 minutes early to all meetings, prepared with relevant materials and questions. They proactively identified and addressed potential issues before they became problems."
2. **Proficient (4)**: "Student maintained excellent attendance record with appropriate advance notice for any absences. They often took initiative on assigned tasks."
3. **Satisfactory (3)**: "Student generally arrived on time with occasional tardiness. They completed assigned tasks but rarely sought additional responsibilities."
4. **Developing (2)**: "Student had multiple instances of tardiness without prior notice. They required frequent reminders to complete assigned work."

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5. **Unsatisfactory (1)**: "Student missed multiple scheduled meetings without notice. They showed little initiative and avoided taking responsibility for mistakes."

2. Technical & Work Capabilities

Key Metrics (1-5 scale)

- **Technical Knowledge**: Understanding of relevant concepts, tools, and methodologies
- **Problem-Solving Skills**: Ability to analyse issues and develop effective solutions
- **Learning Agility**: Speed and effectiveness in acquiring new skills or knowledge
- **Critical Thinking**: Capacity to evaluate information and make reasoned judgments
- **Industry-Specific Skills**: Proficiency in skills directly relevant to the field

Examples for Rating Levels

1. **Exemplary (5)**: "Student demonstrated knowledge beyond what would be expected at their education level. They could tackle complex problems independently, researching solutions when needed."
2. **Proficient (4)**: "Student showed solid understanding of technical concepts and applied them appropriately. They learned new systems quickly with minimal guidance."
3. **Satisfactory (3)**: "Student had adequate knowledge for basic tasks but needed support for more complex work. They showed reasonable progress in learning new skills."
4. **Developing (2)**: "Student struggled with fundamental concepts in the field. They required significant training even for routine tasks."
5. **Unsatisfactory (1)**: "Student showed minimal technical understanding despite training. They were unable to progress beyond the most basic tasks even with extensive support."

3. Quality of Work

Key Metrics (1-5 scale)

- **Accuracy & Attention to Detail**: Precision and thoroughness in completed work
- **Efficiency**: Appropriate use of time and resources
- **Organisation**: Systematic approach to tasks and information management
- **Innovation**: Creative contributions and novel approaches to problems
- **Completeness**: Delivery of comprehensive solutions that address all requirements

Examples for Rating Levels

1. **Exemplary (5)**: "Student's work consistently exceeded specifications with exceptional attention to detail. Their deliverables were thoroughly tested and validated before submission."
2. **Proficient (4)**: "Student produced high-quality work that met all requirements with few errors. Their work showed good organisation and thoughtful approach."
3. **Satisfactory (3)**: "Student's work generally met basic requirements but sometimes lacked polish. Minor revisions were occasionally needed."
4. **Developing (2)**: "Student's work contained frequent errors requiring substantial revision. Important elements were often overlooked."
5. **Unsatisfactory (1)**: "Student's deliverables were consistently incomplete or unusable. Work showed minimal effort toward meeting requirements."

4. Teamwork & Collaboration

Key Metrics (1-5 scale)

- **Communication Effectiveness**: Clarity and appropriateness of information sharing
- **Cooperation**: Willingness to work with others toward common goals
- **Feedback Receptivity**: Openness to and implementation of constructive criticism
- **Contribution to Team Dynamics**: Impact on team morale and effectiveness
- **Reliability as Team Member**: Fulfillment of commitments to the team

Examples for Rating Levels

1. **Exemplary (5)**: "Student actively fostered team cohesion and helped resolve conflicts. They consistently supported colleagues and shared knowledge generously."
2. **Proficient (4)**: "Student communicated clearly with team members and contributed positively to group discussions. They were receptive to feedback and implemented suggestions."
3. **Satisfactory (3)**: "Student worked adequately with team members when required. They accepted feedback but didn't always adjust their approach accordingly."
4. **Developing (2)**: "Student showed reluctance to collaborate and share information. They often dismissed feedback from others."
5. **Unsatisfactory (1)**: "Student displayed disruptive behaviours in team settings. They rejected feedback and failed to meet team commitments."

Feedback Options

Option 1: Comprehensive Written Evaluation

A detailed narrative assessment addressing each core area, highlighting specific examples of student performance, areas of excellence, and opportunities for growth. Should include actionable recommendations for improvement.

Option 2: Metric-Based Assessment with Brief Comments

A structured form with numerical ratings (1-5) for each metric, accompanied by brief explanatory comments (1-2 sentences) for each core area.

Option 3: Hybrid Approach (Recommended)

Combination of quantitative ratings and qualitative feedback:

- Numerical ratings (1-5) for each metric
- Brief comments (2-3 sentences) for each core area
- Overall summary paragraph highlighting key strengths and development areas (200-300 words)
- Specific examples of notable performance (both positive and areas for improvement)
- Actionable recommendations for future professional development

Implementation Guidance

Mid-Term Check-In

- Use metrics to identify early concerns or exceptional performance
- Focus on actionable feedback that can be implemented during remaining placement
- Keep documentation brief but specific
- Engage student in two-way discussion about progress

Final Evaluation

- Provide comprehensive assessment across all metrics
- Include specific examples throughout placement period
- Compare against any mid-term feedback to highlight growth
- Offer forward-looking recommendations for continued development
- Consider future employability in feedback framing

Calibration Notes for Evaluators

- Compare student performance to expectations appropriate for their educational level, not to experienced professionals
- Consider growth trajectory throughout the placement period
- Focus feedback on behaviours and outcomes rather than personality traits
- Provide specific examples rather than general statements
- Balance constructive criticism with recognition of achievements

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Evaluation in WIL

Student Self-Initiated Feedback Request Strategy

Introduction

Proactively seeking feedback demonstrates professional maturity and commitment to growth. This strategy provides structured approaches for students to request meaningful feedback from industry supervisors or mentors on key performance areas.

Preparation Steps Before Requesting Feedback

1. **Self-Assessment**: Complete a personal evaluation using the same metrics before requesting feedback
2. **Timing Considerations**: Select appropriate timing (not during high-stress periods)
3. **Specific Focus Areas**: Identify 2-3 particular areas where feedback would be most valuable
4. **Evidence Collection**: Gather examples of your work or specific situations to reference
5. **Receptive Mindset**: Prepare mentally to receive constructive criticism without defensiveness

Verbal Request Approaches

Casual Check-In Approach

Suitable for: Regular, informal feedback during an internship or placement

Structure:

1. **Opening**: "Do you have a few minutes to discuss my progress on [project/task]?"
2. **Context**: "I've been working on improving my [specific skill/area] and would value your perspective."
3. **Specific Request**: "Could you share what you've observed about my [performance area] so far?"
4. **Follow-Up**: "What's one thing I could adjust to be more effective?"
5. **Appreciation**: "Thank you for taking the time to provide this feedback. It's very helpful for my development."

Example Script: "Hi [Supervisor's Name], do you have about 10 minutes sometime this week to discuss my progress on the client research project? I've been working on improving my analytical skills and attention to detail, and I'd really value your perspective on how I'm doing. I'm particularly interested in hearing about any patterns you've noticed in my work that I might not be aware of, and what specific changes might help me contribute more effectively to the team. Would Wednesday afternoon work for a quick discussion?"

Formal Feedback Session Approach

Suitable for: Mid-point or end-of-placement comprehensive feedback

Structure:

1. **Request for Meeting**: Schedule a dedicated time (15-30 minutes)
2. **Frame the Purpose**: "I'd like to get your assessment of my performance across several key areas"
3. **Provide Structure**: Share the specific metrics you're seeking feedback on beforehand
4. **Active Listening**: Take notes, ask clarifying questions, avoid defensiveness
5. **Action Planning**: Discuss concrete steps for improvement based on feedback
6. **Follow-Up Summary**: Send a brief email summarising key points and your planned actions

Example Script: "I'd like to request a meeting to discuss my overall performance and areas for growth. I've prepared some specific questions about my professional conduct, technical skills, work quality, and team collaboration. My goal is to understand your perspective on my strengths and development areas so I can focus my efforts most effectively during the remainder of my placement. I'm happy to adapt to whatever time works best for your schedule, perhaps early next week?"

Evaluation in WIL – Feedback Mechanisms

Industry Indirect - Proxy Feedback Methods

Proxy Methods for Collecting Industry Supervisor Feedback

Introduction

When formal evaluations aren't possible or convenient for industry supervisors, these alternative methods can provide meaningful insights into student performance while requiring less time commitment from busy professionals.

Professional Endorsement Methods

LinkedIn Recommendations Draft

Process:

- Send a personalised connection request near the end of your placement
- After connecting, request a recommendation highlighting specific skills/contributions
- Provide a gentle reminder of key projects you worked on

Example Request: "I've greatly valued my experience working with you on [specific project]. As I prepare for my next steps, would you be willing to write a brief LinkedIn recommendation highlighting my [1-2 specific skills]? I'd be happy to draft some points that might help, focusing on my contributions to [specific outcome]."

Benefits:

- Public professional endorsement
- Permanently accessible in professional profile
- Specific skills can be highlighted
- Industry supervisor can write once at their convenience

Letter of Recommendation Draft

Process:

- Request 2-3 weeks before the end of placement
- Provide a template with key areas to address
- Include a reminder of notable achievements

Example Template to Provide:

Copy

[Date]

Re: Letter of Recommendation for [Student Name]

Dear [Recipient/To Whom It May Concern],

I am writing to recommend [Student Name] based on their performance during [their internship/placement] at [Company Name] from [start date] to [end date].

During this period, [Student Name] demonstrated [key strength] while working on [specific project/responsibility]. I was particularly impressed by their ability to [specific accomplishment or skill demonstration].

[Student's] technical skills in [relevant area] were evident in [specific example]. They consistently showed [quality trait] and [quality trait] in their approach to assignments.

In terms of professional conduct, [Student] exhibited [professional behaviours] and integrated well with our team, contributing [specific team contribution].

Based on their performance, I would rate their [key skill area] as [assessment] and believe they would be an asset to any organisation seeking [relevant role/skillset].

[Optional: I would be happy to provide additional information if needed. Please contact me at (email/phone).]

Sincerely,

[Supervisor Name]

[Title]

[Contact Information]

Benefits:

- Comprehensive assessment
- Can be tailored to specific future opportunities
- Portable document for multiple applications
- Supervisor can complete on their own schedule

Industry Reference Contact

Process:

- Ask permission to list supervisor as a reference
- Provide supervisor with your CV/resume and potential positions
- Brief them on what future employers might ask about

Example Request: "Would you be comfortable serving as a professional reference for future job applications? This would involve potentially receiving calls or emails to discuss my work performance, particularly regarding [specific skills relevant to your career goals]. I'd be happy to share any job descriptions before listing you so you're prepared for specific questions."

Benefits:

- Demonstrates supervisor's confidence in your abilities
- Allows for tailored feedback to specific opportunities
- Provides direct industry-to-industry communication

Work Recognition Indicators

Project Portfolio Endorsement

Process:

- Create documentation of your project contributions
- Ask supervisor to review and provide brief comments
- Request permission to include these comments in your portfolio

Example Format:

Copy

Project: [Name]

Role: [Your role]

Contribution: [Brief description of your specific work]

Outcomes: [Measurable results]

Supervisor Comments: "[Supervisor's assessment of your work and its value]"

- [Supervisor Name], [Title], [Company]

Benefits:

- Direct connection between work examples and feedback
- Focuses on concrete deliverables and outcomes
- Relatively quick for supervisor to complete
- Provides context for your portfolio

Performance Highlights Document

Process:

- Draft a 1-page document summarising your key accomplishments
- Include metrics, outcomes, and learning experiences
- Ask supervisor to add comments or initials beside key points

Example Format:

Copy

PERFORMANCE HIGHLIGHTS: [Student Name] - [Company] - [Dates]

PROJECT CONTRIBUTIONS:

- [Specific contribution with measurable outcome]

  Supervisor Comment: _____

SKILLS DEMONSTRATED:

- [Specific skill with example of application]

  Supervisor Comment: _____

PROFESSIONAL DEVELOPMENT:

- [Growth area with example of improvement]

  Supervisor Comment: _____

Benefits:

- Student does most of the documentation work
- Minimal time investment from supervisor
- Creates record of achievements with validation
- Can be included in professional portfolio

Career Advancement Indicators

Offer of Employment

Process:

- If offered continuing employment (part-time, full-time, or future position), request written confirmation
- Ask for the offer to include mention of performance factors that led to the offer

Example Documentation Request: "Thank you for the opportunity to continue working with [Company]. For my academic requirements, would it be possible to get a brief written offer that mentions the skills or qualities that led to this opportunity? This would help demonstrate how my academic preparation translated to professional value."

Benefits:

- Strongest possible endorsement of performance
- Clear market validation of skills and work quality
- Tangible evidence of industry-readiness

Professional Association Nomination/Endorsement

Process:

- Ask supervisor to nominate you for relevant student memberships
- Request endorsement for industry organisation participation
- Seek nomination for student industry awards if applicable

Example Request: "I'm interested in developing my professional network in [industry] through [specific organisation]. Would you be willing to nominate me for their student membership program or provide an endorsement for my application? This would help me continue building on the skills I've developed during my placement."

Benefits:

- Industry validation beyond the specific placement
- Demonstrates supervisor's professional confidence
- Creates networking opportunities

Digital/Social Evidence

Company Social Media Recognition

Process:

- With permission, document project contributions
- Provide draft social post highlighting your contribution to a project
- Ask if company would share through official channels

Example Draft: "We're pleased to highlight the contribution of [Student Name], [University] intern, to our recent [project]. Their work on [specific element] helped us [achieve specific outcome]. #StudentSuccess #IndustryPartnership"

Benefits:

- Public recognition of value provided
- Shareable professional validation
- Benefits both student and company brand
- Very low time commitment

Recorded Exit Interview

Process:

- Request a 15-minute recorded exit interview (with permission)
- Prepare specific questions about your performance
- Create a transcript of key feedback points

Example Questions:

1. "What were the most valuable contributions I made during my placement?"
2. "How would you describe my professional growth from beginning to end?"
3. "What specific skills or qualities would you highlight to a future employer?"
4. "In what areas have you seen the most improvement?"
5. "What advice would you give me as I continue developing professionally?"

Benefits:

- Conversational format may be easier than writing
- Creates authentic, specific feedback
- Can capture nuance and tone
- Record can be referenced for future development

What to do with a recorded exit interview?

1. Reflect and Self-Assess

- **Compare feedback** with your own perceptions of the placement.
- Identify **strengths** and **areas for growth**.
- Use the transcript to write a **reflective summary** or journal entry that connects feedback to your learning goals.

2. Map Feedback to Learning Outcomes

- Align feedback with **course or program learning outcomes** (especially useful in WIL programs).
- Use it to evidence achievement in **professional communication**, **clinical reasoning**, or **teamwork**, depending on your discipline.

3. Inform Future Applications

- Extract quotes or paraphrased feedback to include in:
    - **Cover letters**
    - **CVs or resumes**
    - **LinkedIn profiles**
    - **Selection criteria responses**

4. Guide Career Development

- Use feedback to identify:

- Skills to **develop further** (e.g., leadership, technical proficiency)
- Areas to **seek mentorship** or **training**
- Potential **career pathways** based on strengths observed by supervisors

5. Share with Academic Supervisors or Mentors

- Provide the transcript or summary to your **academic supervisor** or **career advisor**.
- Use it to support **performance reviews**, **learning portfolios**, or **professional development plans**.

6. Contribute to Program Evaluation

- With permission, anonymised feedback can be used to:
  - Inform **WIL program improvements**
  - Provide **student voice** in curriculum reviews
  - Support **SoTL research** on experiential learning

7. Archive for Future Reference

- Keep the recording and transcript in a **professional development folder** or **ePortfolio**.
- Revisit it before future placements or job interviews to refresh your understanding of your growth trajectory.

Implementation Tips

1. **Choose the Right Method for the Supervisor**:
    - Consider their communication style and time constraints
    - For very busy supervisors, opt for quick endorsements over lengthy evaluations
    - For supportive mentors, more detailed feedback options may be appropriate
2. **Timing Matters**:
    - Request most forms of feedback 2-3 weeks before placement ends
    - For employment offers or continued relationships, timing may vary
    - Avoid last-minute requests that may feel rushed
3. **Make It Easy**:
    - Always provide templates, examples, or drafts
    - Be specific about what you're looking for
    - Offer to do the administrative work (drafting, formatting)
4. **Follow Up Appropriately**:
    - Send a reminder if needed (once only)
    - Express genuine appreciation for any feedback provided
    - Share outcomes of how their feedback helped you

Written Request Templates

Email Request for Feedback on Specific Project

Subject: Request for Feedback on [Project Name]

Dear [Supervisor's Name],

I hope this email finds you well. As I've recently completed the [specific project/milestone], I'm looking to improve my effectiveness and would greatly value your feedback on my performance.

Specifically, I would appreciate your insights on:

1. **Technical Approach**: Did my work demonstrate appropriate understanding of [relevant methodologies/tools]? Were there alternative approaches I should have considered?
2. **Quality of Deliverables**: How would you assess the accuracy, completeness, and professionalism of my work? What specific aspects could be improved?
3. **Initiative & Problem-Solving**: How effectively did I address challenges that arose during the project? Did I demonstrate appropriate initiative?
4. **Communication**: Was my communication clear, timely, and professional throughout the project?

I welcome both positive feedback and constructive criticism, as both will help me develop professionally. If it's more convenient to discuss this in person, I'm happy to schedule a meeting at your convenience.

Thank you for your time and guidance.

Sincerely, [Your Name]

Comprehensive Mid-Term Feedback Request

Subject: Request for Mid-Term Performance Feedback

Dear [Supervisor's Name],

As I reach the midpoint of my [internship/placement] with [Company Name], I'm eager to ensure I'm meeting expectations and identify opportunities for growth during the remainder of my time here.

To help focus our discussion, I've attached a brief self-assessment based on the key performance areas we established at the beginning of my placement. I would greatly appreciate your perspectives on these same metrics:

- **Professional Behaviour & Work Ethic**: Have I demonstrated reliability, initiative, and appropriate workplace conduct?
- **Technical & Work Capabilities**: How would you assess my technical knowledge, problem-solving skills, and learning agility?
- **Quality of Work**: Does my work meet industry standards for accuracy, thoroughness, and professionalism?
- **Teamwork & Collaboration**: How effectively have I communicated and collaborated with team members and stakeholders?

I'm particularly interested in understanding:

1. Which aspects of my performance have been most valuable to the team
2. Which specific skills or behaviours would most benefit from improvement
3. How my current performance compares to expectations for someone at my educational level

Would it be possible to schedule a 30-minute meeting next week to discuss this feedback? I'm available [provide specific times/dates].

Thank you for your support of my professional development.

Sincerely, [Your Name] [Contact Information]

Follow-Up Best Practices

After Receiving Feedback:

1. **Express Appreciation**: Thank the supervisor specifically for the time and thought put into the feedback
2. **Summarise Understanding**: "To make sure I understand correctly, the key areas for improvement are..."
3. **Share Action Plan**: Outline 2-3 specific steps you'll take based on the feedback
4. **Request Resources**: If appropriate, ask for recommendations for resources, training, or opportunities to develop in identified areas
5. **Schedule Check-In**: Propose a future date to review progress on development areas

Sample Follow-Up Email

Subject: Thank You for Your Feedback - Action Plan

Dear [Supervisor's Name],

Thank you for taking the time yesterday to provide such thoughtful feedback on my performance. I particularly appreciated your specific examples regarding my [mention positive feedback] and your constructive suggestions regarding [mention area for improvement].

Based on our discussion, I've identified these key action items:

1. [Specific action related to first development area]
2. [Specific action related to second development area]
3. [Specific action related to third development area]

I plan to implement these changes immediately and would welcome the opportunity to review progress with you in [timeframe, e.g., "three weeks"]. In the meantime, I'll be [mention any relevant resources you'll use, training you'll seek, etc.].

Thank you again for your guidance and support of my professional development.

Sincerely, [Your Name]

Work-Integrated Learning (WIL) FAQ for Academic Staff

Work-Integrated Learning (WIL) - Integrated FAQ for Academic Staff

This comprehensive resource consolidates frequently asked questions from multiple sources to provide academic staff with streamlined guidance on Work-Integrated Learning implementation and management.

1. WIL FUNDAMENTALS & DEFINITION

Q1.1: What is Work Integrated Learning (WIL) and why is it important?

Response: WIL is a pedagogical approach that integrates academic learning with practical workplace experience through authentic learning experiences in professional settings. It encompasses:

- **Placements/Internships/Practicums:** Students undertake work activities with industry or community partners
- **Industry/Community Projects:** Students address real problems or needs for external partners
- **Service Learning:** Students engage in community-based activities that benefit both learner and community
- **Simulated Work Environments:** Realistic simulations with industry input
- **Clinical placements, capstone projects, and industry-sponsored assignments**

WIL is crucial because it helps students develop essential employability skills, apply theoretical knowledge to real-world situations, build professional networks, and enhances career readiness while strengthening university-industry relationships.

Comprehensive Resource Locations:

- **Internal:** University WIL Policy (Academic Secretariat), Faculty WIL handbooks, Learning & Teaching Centre
- **National:** TEQSA Guidance Note on Work-Integrated Learning, Universities Australia WIL reports
- **Professional Bodies:** Work-Integrated Learning Australia (WIL Australia) - acen.edu.au (definitions, models, case studies)
- **Quality Frameworks:** Quality Matters (QM) framework, WIL Australia Good Practice Guides

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2. CURRICULUM DESIGN & INTEGRATION

Q2.1: How do I design effective WIL activities for my unit or course?

Response: Effective WIL design requires strategic curriculum integration through several key steps:

- **Define Learning Outcomes:** Clearly articulate what students should achieve, linking to course and professional accreditation outcomes
- **Identify Authentic Experiences:** Seek real-world problems, projects, or tasks for theory-practice application
- **Partner Engagement:** Collaborate with industry/community partners early in design process
- **Scaffold Learning:** Incorporate preparatory activities, workshops, and reflective components
- **Integrate Assessment:** Design tasks directly related to WIL learning outcomes allowing diverse evidence of learning

Comprehensive Resource Locations:

- **Internal:** Learning & Teaching Support Unit/CILT, Academic Development Unit, Curriculum Design Team
- **External:** WIL Australia WIL Curriculum Design Tool, WIL Australia case studies and frameworks
- **Professional Development:** WIL Australia webinars and conferences, university WIL design workshops

Q2.2: What are the approval processes for new or revised WIL activities?

Response: WIL activities require formal approval similar to other curriculum changes:

- **Proposal Submission:** Complete proposal form outlining WIL activity, learning outcomes, partner details, assessment, risk management
- **Faculty/School Review:** Internal review by relevant committees (Teaching & Learning Committee)
- **University-level Approval:** Final approval by central academic committees for significant changes or new programs
- **Accreditation Requirements:** Ensure WIL components meet professional accreditation standards if applicable

Comprehensive Resource Locations:

- **Internal:** Academic Secretariat curriculum approval policies and forms, Faculty/School Office, Associate Dean (Academic/WIL)
- **Documentation:** Curriculum submission templates, approval workflow guides
- **Support:** Faculty Teaching & Learning Committees, curriculum development consultants

Q2.3: How do I embed WIL into existing courses or programs?

Response: Integration methods include:

- **Capstone projects** with industry partners
- **Internships or placements** as course components

These resources have been developed as part of an ACDS Fellowship 2025. Please adjust and utilise relative to your own context and needs.

- **Industry-sponsored assignments** within existing units
- **Simulated work environments** in classroom settings
- **Service learning and community engagement** projects

Comprehensive Resource Locations:

- **Internal:** Faculty WIL Coordinator, Curriculum Design Team assistance
- **Examples:** WIL Australia case studies, institutional WIL implementation guides
- **Support:** Course redesign consultations, WIL integration workshops

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3. STUDENT PREPARATION & SUPPORT

Q3.1: What preparation should students receive before commencing WIL?

Response: Comprehensive student preparation is vital for success and safety:

- **Pre-placement modules/workshops:** Professional conduct, workplace expectations, communication skills, reflective practice
- **Work Health and Safety (WHS) briefings:** Hazard identification, emergency procedures, incident reporting
- **Mandatory checks:** Police checks, Working with Children checks, vaccinations (as required)
- **Insurance information:** Clear explanation of university coverage
- **Goal setting:** Guiding students to establish clear learning objectives

Comprehensive Resource Locations:

- **Internal:** WIL Office/Team (pre-placement resources, forms), Student Services (WHS, insurance, professional conduct)
- **Documentation:** Pre-placement checklists, WHS briefing materials, goal-setting templates
- **Training:** Mandatory compliance modules, professional readiness workshops

Q3.2: How do I provide effective academic supervision during WIL?

Response: Effective academic supervision involves:

- **Regular contact:** Scheduled meetings (in-person/virtual) to discuss progress, challenges, learning
- **Reflection facilitation:** Encouraging critical reflection and theory-practice integration
- **Problem-solving guidance:** Supporting students through workplace challenges and ethical dilemmas
- **Feedback integration:** Helping students interpret and act on workplace supervisor feedback

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- **Pastoral care:** Being contact point for wellbeing concerns and appropriate referrals

Comprehensive Resource Locations:

- **Internal:** Learning & Teaching Support Unit/CILT supervision training, Faculty WIL Coordinator
- **External:** WIL AUSTRALIA supervision resources and best practice guides
- **Support:** Student counselling services, disability services, early alert systems

Q3.3: What do I do if a student is struggling or an issue arises during WIL?

Response: Prompt action and policy adherence are critical:

- **Early intervention:** Address minor issues proactively through communication with student and workplace supervisor
- **"At-risk" procedures:** Follow university formal procedures involving documentation, improvement plans, WIL Coordinator involvement
- **Critical incidents:** Immediately follow critical incident reporting protocols for serious issues (WHS breach, misconduct, student distress)
- **Referral to support services:** Ready access to counselling, disability services, other student support

Comprehensive Resource Locations:

- **Internal:** University WIL Policy and Procedures Manual, Student Services, WIL Office/Team
- **Emergency:** Critical incident protocols, Campus Security contact, incident reporting systems
- **Support:** Student support services directory, crisis intervention teams

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4. INDUSTRY PARTNERSHIPS & RELATIONSHIP MANAGEMENT

Q4.1: How do I identify suitable industry/community partners for WIL?

Response: Partner identification strategies include:

- **Leverage existing networks:** Professional and research networks, alumni connections
- **Institutional support:** WIL/Placement Office existing partnerships, Industry Engagement Office
- **Systematic outreach:** Industry associations, professional bodies, targeted networking
- **Digital platforms:** Riipen, InPlace, Sonia (if university subscribes)
- **Cold outreach:** Develop compelling value propositions for potential partners

Comprehensive Resource Locations:

These resources have been developed as part of an ACDS Fellowship 2025. Please adjust and utilise relative to your own context and needs.

- **Internal:** Central WIL Office/Team, Faculty WIL Coordinator, Industry Engagement Office, Alumni Relations
- **Digital:** WIL partner databases, CRM systems, placement management platforms
- **Networks:** Professional associations, industry forums, business development teams

Q4.2: How do I engage and establish partnerships with industry/community organisations?

Response: Successful engagement requires:

- **Initial briefing:** Comprehensive orientation for workplace supervisors on program objectives, learning outcomes, assessment requirements
- **Value proposition development:** Clear articulation of mutual benefits for partner organisations
- **Relationship building:** Professional networking, attendance at industry events, leveraging existing connections
- **Formal agreement establishment:** MOU/placement agreement negotiation and execution

Comprehensive Resource Locations:

- **Internal:** Partnerships Office, Business Development team, WIL Office partnership templates
- **External:** Industry association events, professional networking opportunities
- **Documentation:** Partner engagement guides, value proposition templates

Q4.3: How do I manage ongoing relationships with workplace supervisors and partners?

Response: Effective relationship management involves:

- **Ongoing communication:** Regular check-ins, progress monitoring, issue resolution support
- **Feedback mechanisms:** Clear channels for supervisor input on student performance and program effectiveness
- **Recognition programs:** Acknowledging and appreciating supervisor contributions
- **Continuous improvement:** Acting on partner feedback to enhance program quality

Comprehensive Resource Locations:

- **Internal:** WIL Office supervisor handbooks, communication templates, recognition programs
- **Tools:** Partner feedback systems, relationship management platforms
- **Support:** Partner liaison officers, relationship management training

Q4.4: What formal agreements are required with WIL partners?

Response: Essential formal agreements include:

- **Memorandum of Understanding (MOU)/Placement Agreements:** Outlining roles, responsibilities, intellectual property, confidentiality, insurance, dispute resolution
- **Student confidentiality/IP agreements:** Separate agreements as required by host organisations
- **Risk and liability coverage:** Clear definition of insurance responsibilities and coverage

Comprehensive Resource Locations:

- **Internal:** Legal Services Office, Contracts Office (standard agreement templates), WIL Office
- **Templates:** Standard MOU templates, placement agreement formats, confidentiality agreements
- **Legal Support:** Contract negotiation assistance, legal review services

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5. ASSESSMENT & EVALUATION

Q5.1: How do I effectively assess student learning in WIL contexts?

Response: WIL assessment requires authentic, integrated approaches:

- **Authentic tasks:** Reports, presentations to industry, portfolios, reflective journals, project deliverables
- **Integration focus:** Assessing ability to integrate theoretical knowledge with practical experience
- **Workplace supervisor input:** Structured feedback/evaluation as part of assessment (with university retaining final grading responsibility)
- **Reflection components:** Critical analysis of learning, challenges, professional development
- **Diverse methods:** Written reports, oral presentations, practical demonstrations, peer assessment

Comprehensive Resource Locations:

- **Internal:** University Assessment Policy, Learning & Teaching Support Unit/CILT assessment training
- **External:** WIL AUSTRALIA assessment frameworks and publications
- **Tools:** Assessment rubrics, workplace supervisor evaluation forms, reflection templates

Q5.2: What is the role of workplace supervisors in student assessment?

Response: Workplace supervisors contribute to assessment through:

- **Performance observation:** Direct observation and feedback on professional skills, work ethic, knowledge application
- **Structured evaluation:** Completing evaluation forms that inform academic assessment
- **Authenticity provision:** Ensuring assessment reflects genuine workplace performance
- **Collaborative input:** Contributing to assessment discussions while university retains grading responsibility

Comprehensive Resource Locations:

- **Internal:** WIL Office supervisor handbooks, Faculty WIL guidelines for evaluation procedures
- **Documentation:** Supervisor evaluation forms, assessment contribution guidelines
- **Training:** Supervisor orientation on assessment roles and expectations

Q5.3: How do I evaluate the effectiveness and quality of WIL programs?

Response: Program evaluation requires systematic data collection:

- **Student feedback:** Surveys, focus groups on WIL experiences and learning outcomes
- **Partner feedback:** Industry/community partner input on program effectiveness and student performance
- **Staff feedback:** Academic staff input on program delivery and improvement needs
- **Data analysis:** Student satisfaction, partner retention, graduate employment outcomes tracking
- **Program review:** Periodic reviews against objectives and institutional standards

Comprehensive Resource Locations:

- **Internal:** Quality and Standards Unit, Institutional Research Office, WIL Office evaluation systems
- **External:** WIL AUSTRALIA evaluation frameworks and best practices
- **Data:** Graduate Outcomes Surveys, Course Review Reports, program analytics platforms

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6. RISK MANAGEMENT & COMPLIANCE

Q6.1: What are the key Work Health and Safety (WHS) considerations for WIL?

Response: WHS is paramount with university duty of care responsibilities:

- **Risk assessments:** Thorough assessments for each placement/activity, hazard identification, control measures

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- **Site visits:** Where appropriate, assessing WHS conditions at partner organisations
- **Student briefings:** WHS inductions, emergency procedures, incident reporting protocols
- **Incident reporting:** Clear procedures for reporting WHS incidents or near misses
- **Monitoring:** Regular wellbeing and safety monitoring during WIL activities

Comprehensive Resource Locations:

- **Internal:** University WHS/OHS Policy, Risk and Compliance Office, Faculty WHS Officer
- **Documentation:** Risk assessment forms, WHS briefing materials, incident report templates
- **Training:** WHS induction programs, emergency procedure training

Q6.2: What are the insurance requirements for students undertaking WIL?

Response: Students are typically covered by university insurance policies including:

- **Personal accident insurance:** For injuries sustained during WIL
- **Public liability insurance:** For damage caused by students to third parties/property
- **Professional indemnity insurance:** For professional negligence
- **Coverage distinctions:** Understanding differences between paid and unpaid placements

Comprehensive Resource Locations:

- **Internal:** Finance Department/Insurance Office, WIL Office insurance documentation
- **Documentation:** Insurance certificates, coverage summaries, student information sheets
- **Clarification:** Insurance scope and limitations, coverage verification procedures

Q6.3: What are the legal and ethical considerations for WIL?

Response: Key considerations include:

- **Intellectual Property (IP):** Clear ownership agreements for student-created IP during WIL
- **Confidentiality:** Student understanding and adherence to host organisation requirements, NDAs
- **Conflict of interest:** Declaration procedures for potential conflicts
- **Fair Work compliance:** Ensuring unpaid internships comply with Fair Work Australia guidelines

Comprehensive Resource Locations:

These resources have been developed as part of an ACDS Fellowship 2025. Please adjust and utilise relative to your own context and needs.

- **Internal:** Legal Services Office, Research Office (IP policies), WIL Office standard clauses
- **External:** Fair Work Australia guidelines, IP law resources
- **Documentation:** IP agreement templates, confidentiality agreements, conflict of interest forms

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7. TECHNOLOGY & ADMINISTRATIVE SYSTEMS

Q7.1: What digital platforms support WIL management?

Response: Common WIL management platforms include:

- **SONIA:** Comprehensive placement management system
- **InPlace:** Student placement tracking and management
- **Riipen:** Industry project matching and management platform
- **PebblePad:** ePortfolio development and assessment

System capabilities:

- Placement tracking, partner management, assessment submission, reporting, integrated communication

Comprehensive Resource Locations:

- **Internal:** WIL Technology Support Team, IT Helpdesk, Staff Portal WIL Management System
- **Training:** Platform-specific training sessions, user guides, online tutorials
- **Support:** Technical support teams, system administrators, user communities

Q7.2: How do I record WIL activity for reporting and accreditation purposes?

Response: Documentation requirements include:

- **Unit activity logs:** Recording WIL components and student participation
- **Graduate outcomes reporting:** Tracking employment and career outcomes
- **TEQSA or professional body documentation:** Meeting regulatory and accreditation requirements
- **Program evaluation data:** Systematic collection for continuous improvement

Comprehensive Resource Locations:

- **Internal:** Data & Analytics teams, Quality Assurance Office, Faculty reporting systems
- **External:** TEQSA reporting requirements, professional body standards
- **Tools:** Institutional reporting systems, data collection templates

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8. PROFESSIONAL DEVELOPMENT & SUPPORT

Q8.1: What training is available for staff involved in WIL?

Response: Training opportunities include:

- **WIL supervisor training:** Student supervision techniques, assessment design
- **Risk and safety training:** WHS compliance, incident management
- **WIL curriculum design workshops:** Integration strategies, learning outcome development
- **Assessment design training:** Authentic assessment in workplace contexts

Comprehensive Resource Locations:

- **Internal:** Teaching & Learning Centre, Professional Development Office, HR training programs
- **External:** WIL AUSTRALIA workshops and webinars, discipline-specific training
- **Online:** Professional development modules, institutional learning platforms

Q8.2: Are there communities of practice and professional networks I can join?

Response: Available networks include:

- **Institutional WIL communities:** Internal networks for sharing best practices
- **WIL AUSTRALIA (Australian Collaborative Education Network):** Leading professional body for WIL practitioners
- **Discipline-specific networks:** Professional associations with WIL focus groups
- **Research communities:** WIL research groups, academic writing networks

Comprehensive Resource Locations:

- **Internal:** Faculty WIL Communities of Practice, institutional networking groups
- **External:** WIL AUSTRALIA website (WIL Australia.edu.au), professional association WIL groups
- **Professional Development:** Conference networks, research collaboration platforms

Q8.3: Where can I find templates, forms, and policies related to WIL?

Response: Standard documentation includes:

- **Student resources:** WIL handbooks, pre-placement guides, goal-setting templates
- **Supervisor resources:** Workplace supervisor handbooks, evaluation forms
- **Administrative forms:** Risk assessments, placement agreements, incident reports

These resources have been developed as part of an ACDS Fellowship 2025. Please adjust and utilise relative to your own context and needs.

- **Policy documents:** University WIL policies, procedures manuals, compliance frameworks

Comprehensive Resource Locations:

- **Internal:** Staff intranet WIL hub, WIL Office/Team website, Learning and Teaching portal
- **Templates:** Risk assessment forms, MOU templates, assessment rubrics
- **Documentation:** Policy repositories, procedure manuals, compliance checklists

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9. KEY INSTITUTIONAL CONTACTS & SUPPORT STRUCTURES

Q9.1: Who are the key contacts within the university for WIL support?

Response: Essential contacts include:

- **Faculty/School WIL Coordinator/Manager:** Immediate point of contact for discipline-specific advice, local procedures
- **Central WIL Office/Team:** Overarching university policy, strategic partnerships, risk management
- **Associate Dean (Academic/WIL):** Academic leadership and strategic direction in WIL
- **Student Services:** Student wellbeing, counselling, disability support, crisis management
- **Legal Services Office:** Complex legal/contractual issues, IP guidance

Comprehensive Resource Locations:

- **Internal:** University directory, staff intranet contact databases, organisational charts
- **Emergency:** Campus Security, crisis intervention teams, emergency contact lists
- **Support:** Help desk services, ombudsman office, grievance procedures

Q9.2: What support is available for setting up WIL placements?

Response: Placement support includes:

- **WIL coordinators:** Logistics assistance, agreement management, compliance support
- **Legal and risk teams:** Contract development, insurance verification, risk assessment
- **IT systems:** Placement tracking, communication management, reporting tools
- **Administrative support:** Documentation processing, partner communication, student coordination

Comprehensive Resource Locations:

These resources have been developed as part of an ACDS Fellowship 2025. Please adjust and utilise relative to your own context and needs.

- **Internal:** Faculty WIL Officer, central WIL Office, Risk and Compliance teams
- **Services:** Placement management platforms, legal services, administrative support
- **Documentation:** Setup checklists, compliance requirements, process guides

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CONCLUSION

This FAQ provides comprehensive guidance for academic staff engaging with Work-Integrated Learning. Each question addresses a specific aspect of WIL implementation, with detailed resource locations for further support.

Quick Reference for Getting Started:

1. **Contact your Faculty WIL Coordinator** for local guidance
2. **Access your university's WIL Policy** through the Academic Secretariat
3. **Join institutional and external WIL communities of practice**
4. **Utilise WIL AUSTRALIA resources** for professional development and best practices
5. **Establish relationships with key support offices** early in your WIL journey

For questions not addressed in this FAQ, contact your Faculty Affairs office or Academic Affairs department for institutional-specific guidance.

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Work-Integrated Learning Frequently Asked Questions – Industry and Community Partners

UNDERSTANDING WIL

What is Work Integrated Learning (WIL)?

Work Integrated Learning (WIL) is a formal part of a university course that allows students to apply their academic learning in real-world settings. It encompasses various structured approaches including:

- **Placements/Internships/Practicums:** Students work within your organisation for a defined period
- **Industry/Community Projects:** Students work on specific projects to solve real-world problems
- **Service Learning:** Students apply academic knowledge to address community needs
- **Clinical placements**
- **Teaching practicums**

Benefits for your organisation:

- Access to enthusiastic, skilled students with fresh perspectives
- Talent pipeline for future recruitment
- Additional capacity for projects without full-time employee overheads
- Staff development opportunities through mentoring
- Innovation and research contributions
- Enhanced community engagement profile

Resource Location: University WIL Office/Team website, Industry Engagement pages, "Host a Student" sections with case studies and testimonials.

What is expected of a host organisation?

Host organisations typically provide:

- A safe and supportive work environment
- Supervision and mentoring
- Opportunities for students to complete meaningful learning tasks or projects
- Regular feedback to the student and/or university
- Compliance with workplace health and safety requirements
- Participation in evaluation processes

You will usually receive a **Placement Guide** or **Supervisor Handbook** with specific expectations tailored to your partnership type.

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SETTING UP A PLACEMENT

Do we need a formal agreement with the university?

Yes. Most universities require a **Placement Agreement** or **Memorandum of Understanding (MoU)** to ensure legal protection and clarity. These agreements typically cover:

- Insurance coverage and liability
- Roles and responsibilities of all parties
- Confidentiality and intellectual property arrangements
- Safety and compliance requirements
- Duration and termination conditions
- Dispute resolution processes

Key Documents:

- Placement agreement/MoU
- Risk assessment forms
- Student learning plans or project scopes
- Supervisor contact forms
- Student confidentiality/IP agreements (if required)

Agreements are usually handled by the university's WIL Office or Legal Department and remain valid for multiple years or placements.

Resource Location: University WIL Office/Team provides standard templates and manages the signing process.

Can we choose when to host a student?

Yes. Universities work collaboratively with partners to:

- Confirm suitable dates that align with your operational needs
- Match students with relevant skills to appropriate roles
- Ensure availability of appropriate supervision
- Accommodate both full-time and part-time arrangements

WIL placements often align with semester dates but can also occur during breaks or be structured part-time over multiple weeks to suit business requirements.

SUPERVISING A STUDENT

What does supervising a student involve?

Effective supervision includes several key responsibilities:

Initial Setup:

- Comprehensive workplace induction including safety procedures
- Setting clear expectations and learning objectives

- Defining tasks and project parameters

Ongoing Support:

- Regular guidance and mentoring (typically 15-30 minutes daily or 1-2 hours weekly)
- Providing constructive feedback on performance
- Supporting students in meeting their academic learning goals
- Maintaining open communication with university supervisors

Assessment and Evaluation:

- Completing supervisor reports or evaluation forms
- Providing both informal and formal feedback throughout the placement
- Participating in final assessments

Resource Location: University Workplace Supervisor Handbook, online training modules, and support from academic supervisors.

What if there are problems with the student's performance or conduct?

If issues arise, follow this structured approach:

1. **Direct Communication:** Discuss concerns with the student first, providing clear and constructive feedback
2. **Early University Contact:** Contact the university placement coordinator or academic supervisor promptly
3. **Documentation:** Keep brief written records of any concerns and interventions
4. **Collaborative Resolution:** Work with the university to implement support plans or mediation

Important: Never unilaterally terminate a placement. Always follow established protocols working with the university, which has experience managing such situations and can provide professional mediation or formal intervention plans if needed.

Resource Location: WIL Office/Team contact details for issue resolution provided in partnership agreements and supervisor handbooks.

INSURANCE, SAFETY & RISK

Are students covered by insurance while on placement?

Yes. Students undertaking approved WIL activities are generally covered by comprehensive university insurance policies including:

- **Public liability insurance**
- **Personal accident insurance**
- **Professional indemnity insurance** (where applicable)

However, host organisations are typically required to maintain their own public liability insurance to cover incidents on their premises. Universities can provide certificates of currency upon request.

Work Health and Safety Requirements:

- Host organisations have a primary duty of care under WHS legislation
- Students must receive appropriate safety induction
- Hazard identification and control measures must be in place
- Safe systems of work must be established

Resource Location: University WIL Office/Team provides insurance coverage details and requirements. Safe Work Australia website offers general WHS guidance.

Do students need to complete compliance checks before starting?

Yes, depending on the placement type and industry requirements, students may need:

Standard Requirements:

- Police checks
- Blue Cards (working with children)
- NDIS Worker Screening
- Vaccination records
- Industry-specific certifications

Workplace Requirements:

- Safety induction and training modules
- Equipment operation certifications
- Site-specific compliance training

The university typically tracks and verifies all compliance requirements before students commence placement, ensuring all necessary clearances are current and appropriate.

PAYMENT AND LEGAL CONSIDERATIONS

Do I need to pay the student for their WIL experience?

In Australia, payment requirements depend on whether an "employment relationship" is formed under Fair Work Australia guidelines:

Unpaid Vocational Placements (Legal when):

- The placement is a genuine requirement of an approved education course
- The primary benefit is for the student's learning and skill development
- The student is primarily there to learn, with productive work incidental to learning

Paid Employment Relationship (Required when):

- The arrangement primarily benefits your organisation
- Student performs work normally done by paid employees
- Organisation receives significant productive output

Many organisations choose to offer paid internships to attract wider talent pools or acknowledge valuable contributions, even when not legally required.

Resource Location: Fair Work Ombudsman website (fairwork.gov.au) - search "unpaid work," "internships," or "vocational placements." University WIL Office provides compliance guidance.

EVALUATION & FEEDBACK

Do we need to assess the student?

It depends on the unit/course the WIL work is associated with and whether the work is associated with a degree accreditation requirement. Assessment is typically straightforward using provided evaluation tools (such as rubrics and exemplars). Assessment may cover:

Performance Areas:

- Attendance and punctuality
- Professionalism and workplace behaviour
- Communication skills
- Engagement with assigned tasks
- Achievement of learning objectives
- Quality of the work completed

Assessment Process:

- Forms provided by the university at placement completion
- Space for detailed feedback and recommendations
- Signatures from both supervisor and student
- Input may contribute to student's formal university assessment

Constructive feedback throughout the placement is encouraged and helps ensure positive, productive experiences for all parties.

INTELLECTUAL PROPERTY & CONFIDENTIALITY

How are intellectual property and confidentiality handled?

Confidentiality:

- Students are required to maintain confidentiality of sensitive organisational information
- Standard placement agreements include confidentiality clauses

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- Additional Non-Disclosure Agreements (NDAs) may be required for sensitive projects

Intellectual Property:

- Ownership of IP created during WIL activities must be clearly defined upfront
- Standard placement agreements typically address IP arrangements
- For specific projects, IP often assigned to host organisation
- University Legal Services Department manages standard IP clauses

Best Practice: Discuss and agree upon both confidentiality and IP arrangements during initial partnership setup to avoid complications later.

Resource Location: University WIL Office/Team or Legal Services Department manages standard agreement clauses.

MAXIMISING THE PARTNERSHIP

How can I make the WIL experience beneficial for both the student and my organisation?

For Student Success:

- Assign meaningful work relevant to their field of study
- Provide regular, constructive feedback
- Allow exposure to various business aspects and networking opportunities
- Encourage reflection on learning connections to academic studies
- Offer mentorship beyond immediate supervision

For Organisational Benefit:

- Set clear, achievable goals from day one
- Avoid "busy work" - focus on genuine contributions
- Leverage fresh perspectives and current academic knowledge
- Use opportunity for staff development through mentoring roles
- Consider projects that benefit from innovative approaches

Multiple Student Hosting:

- Many organisations successfully host multiple students concurrently or consecutively
- Students from different disciplines can bring diverse perspectives
- Interdisciplinary collaboration often produces innovative solutions

Resource Location: University Workplace Supervisor Handbook contains detailed tips. Academic supervisors provide ongoing guidance for maximising learning experiences.

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COMMUNITY & UNIVERSITY RELATIONS

Can we promote our involvement in WIL on our website or social media?

Yes, with appropriate consent from students and the university. Promotional opportunities include:

Approved Content:

- Student testimonials and success stories
- Project outcomes and community impact highlights
- Co-branded case studies
- Partnership announcements

Process:

- Obtain consent from students featured in promotional materials
- Check with university media or communications team for logo usage and approvals
- Follow university branding guidelines
- Respect student privacy and confidentiality

Extended Engagement Opportunities:

- Serve on university advisory boards
- Host capstone projects
- Provide guest lectures or site visits
- Participate in career fairs and networking events
- Mentor students beyond formal placements

Resource Location: University communications/media teams provide branding guidelines and approval processes.

SUPPORT AND CONTACT INFORMATION

How do we provide feedback to improve the WIL program?

Universities highly value partner feedback through multiple channels:

Formal Feedback:

- Post-placement evaluation surveys
- Annual partnership review meetings
- WIL advisory group participation
- Program improvement consultations

Ongoing Communication:

- Direct feedback to academic supervisors during placements
- Regular communication with WIL Office/Team

These resources have been developed as part of an ACDS Fellowship 2025. Please adjust and utilise relative to your own context and needs.

- Participation in partnership development discussions

Benefits of Feedback:

- Improves student preparation and readiness
- Streamlines paperwork and administrative processes
- Enhances partnership support services
- Shapes program development and innovation

Your insights help universities continuously improve WIL programs, student preparation, and partnership support services.

QUICK REFERENCE CONTACTS

Topic	Primary Contact	Typical Email Format
Placement setup and partnerships	WIL Coordinator or Faculty WIL Office	wil@university.edu.au
Contracts and legal agreements	Contracts & Legal Office	legal@university.edu.au
Insurance certificates and coverage	Insurance/Risk Management	insurance@university.edu.au
Student performance issues	Academic Supervisor or Student Support	studentsupport@university.edu.au
Promotional opportunities	Communications Office	media@university.edu.au
Business development	Industry Engagement Office	industry@university.edu.au

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This comprehensive FAQ provides foundational guidance for industry and community partners engaging in Work Integrated Learning. Specific procedures, requirements, and opportunities vary between universities and academic programs. Always consult directly with your university contacts for detailed information about institutional policies, processes, and available resources.

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WIL Frequently Asked Questions – Students

UNDERSTANDING WIL

What is Work Integrated Learning (WIL)?

WIL is a structured learning experience that formally integrates academic study with practical experience in real-world work environments. It includes clinical placements, teaching practicums, internships, industry/community projects, simulations, and service learning.

Support Resources:

- **Internal:** WIL office, co-op coordinators, career services, academic departments
- **Program Information:** WIL program handbooks, placement type descriptions, requirement outlines
- **Online Resources:** University WIL websites, program comparison charts, success stories
- **Peer Networks:** WIL student associations, alumni networks, upper-year student mentors

Is WIL mandatory or elective for my degree?

This varies by degree and discipline. Professional degrees (teaching, nursing, engineering, social work) often have mandatory WIL components required for accreditation, while other degrees may offer elective opportunities.

Support Resources:

- **Course Information:** Course handbook, program planner, academic calendar
- **Contact Points:** Course coordinator, academic advisor, Faculty/School Student Services
- **Documentation:** Unit outlines, degree requirements, professional accreditation standards

APPLICATION & ELIGIBILITY

How do I apply for a WIL placement?

Application processes vary and may include faculty allocation, portal applications (Sonia, InPlace, CareerHub), or student-sourced placements requiring approval.

Support Resources:

- **Application Platforms:** University WIL portals, online application systems
- **Guidance:** WIL coordinator, placement officer, faculty advisors
- **Information Sources:** University WIL/placement student pages, faculty websites

What are the eligibility requirements?

Common requirements include minimum GPA/WAA, completed prerequisite units, active enrolment in WIL unit, and professional requirements (police checks, vaccinations, working with children checks).

Support Resources:

- **Requirements:** WIL unit Moodle/Canvas page, faculty WIL website
- **Compliance:** Placement team guidance, pre-placement checklists
- **Documentation:** Faculty placement requirements pages, compliance document lists

PREPARATION & SAFETY

What preparation is required before starting placement?

You will typically need to complete pre-placement forms, provide compliance documents, attend briefing sessions, and submit learning plans or goals.

Support Resources:

- **Preparation Materials:** WIL unit Moodle/Canvas page, pre-placement modules
- **Training:** WHS briefings, ethical conduct guidance, professional development workshops
- **Support:** Placement team coordination, academic supervisor guidance

Am I covered by insurance during placement?

Students undertaking approved, credit-bearing WIL activities are typically covered by university insurance policies including personal accident, public liability, and professional indemnity insurance.

Support Resources:

- **Insurance Details:** WIL Office/Team confirmation, specific coverage information
- **Documentation:** Insurance policy details, coverage limitations, claim procedures
- **Verification:** Formal insurance status confirmation before placement commencement

DURING PLACEMENT

What support is available during my placement?

You will have a workplace supervisor for day-to-day tasks, a university academic supervisor for learning support, and access to student support services for wellbeing and academic advice.

Support Resources:

- **Primary Contacts:** Workplace supervisor, university academic supervisor
- **Support Services:** Student support services, counselling, disability support

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- **Documentation:** Contact details in unit outline, student handbook, Moodle/Canvas page

What should I do if problems arise during placement?

Contact your university placement coordinator or supervisor immediately for issues including unsafe conditions, discrimination, bullying, lack of supervision, or personal difficulties.

Support Resources:

- **Immediate Support:** University placement coordinator, academic supervisor
- **Escalation:** Faculty placement support contact, student advocacy teams
- **Crisis Support:** Placement support hotlines, wellbeing teams, emergency procedures

What if I need time off during placement?

Notify both your host supervisor and university immediately. You may need to provide medical certificates, make up lost hours, or adjust your learning plan.

Support Resources:

- **Notification Process:** Host supervisor and university contact procedures
- **Documentation Requirements:** Medical certificate procedures, absence reporting
- **Planning Adjustments:** Learning plan modifications, minimum hours requirements

ASSESSMENT & LEARNING

How is WIL assessed?

Assessment typically includes workplace supervisor reports, reflective journals/learning logs, presentations, case studies, and final reports or portfolios.

Support Resources:

- **Assessment Details:** Unit outline, assessment task descriptions, weighting information
- **Support:** Academic supervisor guidance, assessment criteria clarification
- **Resources:** Assessment templates, marking rubrics, exemplar materials

How do I set effective learning goals?

Complete a Learning Plan considering skills you want to develop, tasks you would like to complete, and personal/professional goals.

Support Resources:

- **Planning Tools:** Learning plan templates, goal-setting frameworks
- **Guidance:** University WIL team support, academic supervisor consultation
- **Resources:** Professional development resources, competency frameworks

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How do I integrate work experience with academic studies?

Connect practical experience with theoretical knowledge through reflection, analysis, and application using reflection frameworks, learning journals, and competency mapping.

Support Resources:

- **Integration Tools:** Reflection frameworks, learning journals, portfolio development
- **Academic Support:** Faculty advisors, WIL coordinators, academic writing centres
- **Assessment:** Integration assignments, reflection prompts, presentation opportunities

CAREER DEVELOPMENT

Can WIL lead to employment opportunities?

Yes, many students receive offers for casual work, internships, or graduate roles. Your placement serves as a professional audition.

Support Resources:

- **Career Services:** Resume writing, job application support, interview preparation
- **Networking:** Professional relationship development, alumni connections
- **Documentation:** Reference requests, LinkedIn profile optimisation

How do I leverage WIL experience for future opportunities?

Update your resume/CV, craft compelling cover letters referencing specific experiences, prepare STAR method examples for interviews, and maintain professional networks.

Support Resources:

- **Career Services:** Resume workshops, interview coaching, career counselling
- **Professional Development:** Communication training, networking events, skill articulation
- **Market Preparation:** Industry research, career pathway planning, job search strategies

How do I maintain professional relationships after placement?

Ongoing communication, mutual value creation, and authentic connection through contact management systems, professional networking platforms, and continued engagement.

Support Resources:

- **Relationship Management:** Professional networking platforms, communication templates
- **Alumni Networks:** University alumni services, professional associations

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- **Long-term Planning:** Career relationship mapping, mentor identification

SPECIAL CONSIDERATIONS

What support exists for international students?

Specialised support addresses work permit requirements, cultural adaptation, visa compliance, and successful WIL participation.

Support Resources:

- **Immigration Support:** International student services, work permit guidance
- **Cultural Adaptation:** Cross-cultural training, workplace culture workshops
- **Legal Resources:** Immigration law consultation, compliance monitoring

How do students with disabilities access WIL?

Students with disabilities have equal rights to WIL participation with reasonable accommodations through disability services and inclusive employer partnerships.

Support Resources:

- **Accommodation Services:** Disability services office, workplace accommodation specialists
- **Legal Resources:** Disability rights information, advocacy services
- **Career Services:** Accessible career counselling, inclusive job search strategies

What financial considerations should I know?

WIL may involve costs (transportation, housing, professional clothing) and income (salaries, stipends). Most WIL placements are unpaid and form part of degree requirements.

Support Resources:

- **Financial Planning:** Budgeting workshops, financial counselling, expense tracking
- **Financial Support:** WIL bursaries, travel grants, accommodation subsidies
- **Cost Management:** Housing assistance, transportation support, professional clothing programs

KEY RESOURCES & CONTACTS

Topic	Who to Contact	Where to Look
Placement requirements	Placement Office / WIL Coordinator	Faculty website or student portal
Pre-placement training	WIL Moodle site / LMS	Unit learning materials
Insurance information	Risk or Insurance Office	Student FAQs / Placement page

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Topic	Who to Contact	Where to Look
Assessment help	Academic Supervisor	Unit outline or drop-in sessions
Wellbeing support	Student Support Services	counselling@university.edu.au
Disability support	Access & Inclusion Team	accessibility@university.edu.au
Career assistance	Careers Office	careerhub.university.edu.au

SUCCESS CHECKLIST

- Understand WIL program requirements and expectations
- Develop strong professional documents (resume, cover letter, portfolio)
- Build relevant skills and experience before applying
- Research employers and opportunities thoroughly
- Prepare effectively for interviews and selection processes
- Maintain professionalism and learning focus during placement
- Document learning and integrate with academic studies
- Build and maintain professional relationships
- Leverage experience for future career opportunities

This integrated FAQ consolidates information from multiple sources to provide comprehensive guidance for WIL students. Always consult your university's specific WIL office and program coordinators for detailed, institution-specific information and support.

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Where to locate excellent Australian resources?

The intention of this list is to provide additional information sources where readers may seek validation to the information in this resource and seek additional evidence to inform their own practice. It is quite likely that not every valuable reference has been included and is a snapshot of information developed at the end of 2025.

The **Australian Council of Deans of Science** website has a collection of impactful literature and STEM case studies from the 2015 Lighthouse Projects. https://www.acds.edu.au/category/work-integrated-learning/ https://www.acds.edu.au/wil-lighthouse-projects/ (Please note that the ACDS is currently undertaking a significant refresh of the website so these links are likely to change).

WIL Australia (formerly known as Australian Collaborative education Network (ACEN)) has extensive resources that have a level or searchability. Examples include resources associated with Industry Resources, GenAI in Work-Integrated Learning, Case Studies, WIL L&T, Online WIL and Assessment. https://acen.edu.au/ (Please note that with the change of name a new website is currently under construction).

The **Tertiary Education Quality and Standards Agency** (TEQSA) provides guidance notes on WIL, ensuring that WIL experiences are educationally sound and meet the requirements of the Higher Education Standards Framework (HESF).

https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-work-integrated-learning

https://www.teqsa.gov.au/how-we-regulate/higher-education-standards-framework-2021

A number of Australian Universities also publish their own WIL best practice guides tailored to specific disciplines and student needs that may also be helpful.

The Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University has a number of highly valuable resources associated with WIL. These focus on WIL assessment and the use of GenAI in WIL.

For recent academic publications look to journals such as:

- International Journal of Work-Integrated Learning
- Asia-Pacific Journal of Cooperative Education
- Journal of University Teaching and Learning Practice

Consider also referencing professional accreditation bodies for specific science disciplines including the Royal Australian Chemical Institute, Australian Institute of Physics, Australian Institute of Medical Scientists.

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