

WORK INTEGRATED LEARNING POLICY



Current version in effect from: 1 Nov 2025
Approved by Academic Board: 30 Sep 2025
Policy Steward: Dean of Academic Programs

Related documents

TEQSA Guidance Note: Work-integrated learning, version 2.0, 4 May 2022

Assessment Policy and Procedure

Academic Integrity Policy and Procedure

Unit Development and Review Policy and Procedure

Support for Student Policy and Procedure

Regulation 2 *Academic Board*

Regulation 11 *Awards Courses and Units*

WACE Global Quality WIL Framework, 2024

Related Legislation and Regulatory Standards

Australian Qualifications Framework

Higher Education Standards Framework sections 5.4.1, 1.4, 3.1, 2.3, and 2.4

Higher Education Support Act 2003

Fair Work Act 2009 – particularly regarding unpaid placements

Work Health and Safety Act 2011

Privacy Act 1988 – relating to collection and handling of student and industry partner data

Child Protection legislation – where applicable

Disability Discrimination Act 1992 – ensuring equity and accessibility

National Code of Practice for Providers of Education and Training to Overseas Students 2018

1. Rationale and Objectives

- 1.1 This Policy establishes a set of principles and guidelines for the design, development, delivery, monitoring, review and governance of Work-Integrated Learning (WIL) activities in courses delivered at the University of Divinity.

- 1.2 Together with the Assessment Policy, Academic Integrity Policy, Support for Students Policy, Unit Development and Review Policy, and associated Procedures, this Policy forms the Education Framework at the University of Divinity.

2. Scope

- 2.1 This Policy applies to all placement units of study intended to be used as part of a University of Divinity undergraduate, postgraduate and higher degrees by research awards. This includes but not limited to internships, practicums, placements, online and in person arrangements, projects, fieldwork, simulations with industry input or assessments, and CPE units.
- 2.2 This policy does not apply to activities or work arrangements undertaken by students that are outside the requirements of the unit or course in which they are enrolled.

3. Definitions

- 3.1 **Work-Integrated Learning:** WIL encompasses arrangements made by the University with professional institutions where students undertake learning in a work context as part of their course requirements. WIL can be undertaken as part of coursework or research training. WIL is a pedagogical practice that integrates academic learning, practical application in a workplace or professional context, and reflections on such experiences in line with the course learning outcomes.
- 3.2 **Placement/Practicum:** A form of WIL where students undertake a structured period of supervised work in a host organisation.
- 3.3 **Host Organisation:** These are external organizations, churches, CPE centers, or employer with which the University has arranged to provide the students with the WIL opportunity.
- 3.4 **Workplace Director:** This is the person at the 'placement' location or host organisation who directs the work of the student. This person will have the relevant authority, experience, time, and availability to do so. They may be called, Centre Directors or Department Managers.
- 3.5 **WIL Coordinator:** A program staff member responsible for coordinating WIL programs and student placements with various host organisations. This includes STFE coordinator that could be college-based, and CPE placement coordinator, or Professional Supervision coordinator.
- 3.6 **Workplace Supervisor:** This person may also be the same as the workplace Director. This role usually is covered by a staff member from the host organisation who oversees the student practical learning and reflections during the WIL activity and will contribute to the student's assessment. They may also guide and reflect with the student and will also provide a written report to the College regarding the student's placement work.
- 3.7 **Academic Supervisor:** A program staff member who provides academic oversight and support to the student during the WIL activity and will be responsible for the

student's final assessment grading. In the case of CPE, it may be the Workplace Director.

- 3.8 **Pastoral Supervisor:** A qualified and accredited Professional / Pastoral Supervisor who provides oversight and support to the student to engage in reflection upon the experience of ministry. The Pastoral Supervisor has the skills and suitable experience to enable and support an individual student in the process of reflecting upon their experience of ministry. The Pastoral Supervisor, where possible, should not be working closely with the student in the work placement, or the same person as the workplace director or WIL (STFE) coordinator.

4. Principles

- 4.1 Structured for impact: WIL activities and programs will be structured to positively impact all participants, students, educational partners, clients and host organisations, in line with the WIL guiding principle of WACE Global Quality Framework.
- 4.2 Alignment with Learning Outcomes: WIL activities and assessment tasks must be intentionally designed to support and enhance the unit or course learning outcomes by measuring the achievement of professional and discipline-specific, and transferable skills and knowledge, e.g. the learning outcomes set out by ASACPEV for CPE students.
- 4.3 Student-Centered Learning: WIL units must place students' experience at the center of the learning activities. Students will be provided the appropriate preparation, supervision, and reflection opportunities during and post activities. Students will be provided with the appropriate mental health and wellbeing support throughout the WIL experience.
- 4.4 Quality and Academic Integrity: WIL must uphold rigorous academic standards, including transparent assessment, fair workload expectations, regular feedback, regular review of experiences, and oversight by qualified academic staff.
- 4.5 Partnership and Collaboration: Strong, reciprocal collaboration with host organisations are essential. Collaborative approaches will be followed in the co-design of the WIL units that may include some or all the following groups: employers, industry groups, accreditation bodies, government bodies, and community organisations.
- 4.6 Inclusivity, Equity, and Accessibility: Equitable access to WIL opportunities will be provided to all qualified students in line with external regulatory frameworks and professional standards. Reasonable adjustments will be considered when a specific need has been declared that is in line with the University's Support for Students Policy.
- 4.7 Risk Management and Student Safety: The University will, ensure that all WIL activities are supported by appropriate risk assessments and mitigation strategies, including the safe environment at the host organisation and compliance with legal obligations such as workplace health and safety laws, child protection, and anti-discrimination legislation.

- 4.8 Sustainability: WIL activities should support the University's broader commitment to the common good including environmental, economic, and social sustainability, promoting ethical and responsible professional practice.
- 4.9 Authentic: The University will ensure that all WIL activities reflect current professional practice and standards, by affording students with opportunities for autonomy, appropriate responsibilities, activities that lead to meaningful outcomes, and reflective practice and feedback.
- 4.10 Confidentiality: All parties involved in WIL must respect the confidentiality of sensitive information accessed during placements or projects. Students must comply with any non-disclosure agreements (NDAs) or confidentiality clauses required by the University's code of conduct, the host organisations' policies and procedures, and the specific professional ethics code.

5. Date of Next Review

- 5.1 This policy must be reviewed no later than 31 December 2030.