

WORK-INTEGRATED LEARNING PROCEDURE



Current version in effect from: 1 Nov 2025

Initial Approval by Academic Board: 30 Sep 2025

Subsequent Approval by Vice-Chancellor:

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

Appeals Policy

Complaints Policy

Safeguarding Policy

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 Procedure sets out the practical implementation of the policy related to Work-Integrated Learning (WIL) activities in courses delivered at the University of Divinity.

2. Scope

- 2.1 This procedure 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 Supervised Theological Field Education (STFE), Clinical Pastoral Education (CPE), Counselling placements and in-class practicums, simulations and case studies, and external projects and fieldwork.
- 2.2 This WIL Procedure ensures that students undertaking work placements receive integrated, reflective, and professionally supervised learning experiences. The WIL process involves placement planning, in-class learning, professional supervision, mid- and post-placement reviews and assessments, to ensure that students gain critical skills and experiences aligned to their learning outcomes and professional standards.
- 2.3 This procedure 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**: This is the external organisation 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 may, where it is required, 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. At some colleges, this may also be the WIL coordinator, and 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. Roles and Responsibilities

- 4.1 The roles and responsibilities of various parties are based on the WACE Global Quality WIL Framework and adapted to the context of the University of Divinity.

4.2 University

- 4.2.1 Provides the governance oversight of WIL units through having the appropriate policies and procedures in place as well as agreements with host organisations.
- 4.2.2 The Academic Board oversees the quality assurance of the preparation, delivery and outcomes of the WIL units by having the appropriate systems and regular reporting mechanisms in place.
- 4.2.3 The Office of Vice Chancellor provides the academic and administrative leadership of the program through the functions of the Student Services team, Academic Compliance, and Academic Programs.

4.3 College / Program Coordinators

- 4.3.1 College Program Director / Coordinator and Academic Dean identify host organisations and establish relationships for WIL opportunities.
- 4.3.2 College leadership to arrange for Memoranda of Understanding (MOUs) to be completed with each host organization external to their affiliated church stakeholders and passing these MOUs to the University Secretary.
- 4.3.3 Ensure that all staff who are responsible for coordinating or supervising WIL (placements, CPE, STFE, Field visits) have the relevant and appropriate qualification, experience and training.

- 4.3.4 Ensures that a WIL coordinator / administrator is in place to support students and the academic staff (if different) and liaise with host organisations.
- 4.3.5 Ensure that the WIL units are developed and approved according to the Unit Development and Review Policy.
- 4.3.6 Ensure that students have completed any required background checks or certifications prior to commencing WIL activities.
- 4.3.7 Ensure that proposed WIL activities align with the Unit Learning Outcomes and the University Graduate Attributes.
- 4.3.8 Assess and manage arising conflict of interest, or any other conflict related to the development and delivery of WIL units and placements.
- 4.3.9 Ensure that the host organisations have processes in place that allow for:
 - 4.3.9.1 Safeguarding the health, safety and wellbeing of students undertaking placements with them.
 - 4.3.9.2 Students on placements receive the appropriate training and supervision in the relevant subject matter of the WIL unit.
 - 4.3.9.3 Provisions are made for reasonable adjustments, if required, to meet students declared needs.

4.4 Students

- 4.4.1 Complete prerequisite coursework prior to commencing WIL units.
- 4.4.2 Complete any required background checks or certifications prior to commencing WIL activities.
- 4.4.3 Actively engage in relevant in-class training or workshops.
- 4.4.4 Are committed to undertaking work-integrated learning as part of their course.
- 4.4.5 Agree to the goals of the WIL unit and their roles and responsibilities.
- 4.4.6 Are prepared for their WIL experience.
- 4.4.7 Participate in orientation events for their WIL activity and context.
- 4.4.8 Complete their required activities as agreed with the host organisation.
- 4.4.9 Complete their assessment activities and reflect on their experiences and learning goals.
- 4.4.10 Reflect on their experiences to inform their continuous improvement.
- 4.4.11 Provide engaged feedback on their WIL experiences and processes.

4.5 Host Organisation

- 4.5.1 Organisational Leaders are support work-integrated learning in their organisation.
- 4.5.2 Agree to the goals of the WIL unit and their roles and responsibilities in enabling student learning as documented.
- 4.5.3 Provide safe, inclusive environment that is conducive to student learning and in line with all local legal requirements.

- 4.5.4 Ensure that students, where possible complete their WIL orientation in the organisational context to ensure clarity of what is required.
- 4.5.5 Support and recognise WIL supervisors.
- 4.5.6 Host supervisors support students in setting achievable goals, are accessible and provide the student with constructive feedback throughout the WIL experience.
- 4.5.7 Host supervisors encourage students to be engaged in reflective practice throughout their WIL experience.
- 4.5.8 Host supervisors provide final assessment of student learning and student performance in the workplace.
- 4.5.9 Host organisation provide feedback to the university on the WIL experience and process.
- 4.5.10 Host organisation use feedback provided by the university and students to improve the WIL experience and processes.

5. WIL Processes

- 5.1 The WIL process starts prior to the actual workplace placement. The process involves five elements.
- 5.2 **Pre-placement:** This is the preparatory stage where administrative work is to be undertaken by the University (College) staff as well as the students to ensure that placements are arranged for any study period related to the units in which the students are enrolled.
- 5.3 **In Class:** This is the preparatory work stage that is provided by the University (College) staff to prepare the student for their placements. It may include workshops, lectures, in-person or online sessions and discussions related to the topics to be covered, theories to be explored, practices to be implemented and orientation to WIL, and expectations of the students, from a professional etiquette to subject matter and skills requirements. This may also include case studies and skills practice with external workplace experts in class.
- 5.4 **Placement:** This stage is in the workplace at the Host organisations where the students are placed to learn and practice their skills and reflect on their learning and experiences.
- 5.5 **Mid-Term Review:** This stage is a check in by a representative of the University on the student in the workplace. Where it is required by Professional Associations, the University representative will visit the student and the Host organisation and check in on the progress of the WIL experience and determine whether anything needs to be adjusted or changed to ensure that the student is achieving their learning outcomes. In remote circumstances, this may be achieved through virtual communications.
- 5.6 **Post Placement:** This stage is usually at the end of placement. It comprises the collection of student evaluation reports, reflection journals, and assessments, the

workplace supervisor's assessment reports, and the Pastoral / Professional supervisor's assessment as per the standard evaluation reports. These reports will form the basis of the student's assessment grading.

6. Student Enrolment in WIL Units

- 6.1 Students must meet the following eligibility criteria to participate in WIL placements:
 - 6.1.1 Completion of prerequisite coursework (e.g., counseling theory, ministry training, ethics).
 - 6.1.2 Approval from the Academic Dean and WIL Coordinator.
 - 6.1.3 Completion of any required background checks or certifications (e.g., Working with Children Check, Police Check, and any other requirements according to the relevant association).
 - 6.1.4 Active engagement in relevant in-class training or workshops.
- 6.2 STFE and CPE units may be offered to enrolled students and ministerial candidates. Counselling placement units can be offered only to students enrolled in the Counselling awards and have completed all the requirements stated in 5.1.1 and 5.1.3. The STFE Unit Record must specify that being an accepted ministerial candidate of the College, or a member of religious order, is a pre-requisite for enrolling in an STFE Unit, if this is the case.
- 6.3 A WIL (STFE and Counselling Placement) Units must not be taken as a sole first unit of study. A STFE unit may be taken concurrently with one or more other University of Divinity units in Biblical Studies, or Christian Thought and History, or Theology: Mission and Ministry. Counselling Placements should be undertaken in line with the course record. It is preferable that an STFE Unit is not commenced until several or more units in these areas have been completed. The STFE Unit Record must stipulate any requirements regarding the Unit Sequence.
- 6.4 Enrolment in a WIL Unit must be preceded by an interview with the College WIL Coordinator to determine the student's capacity and experience to undertake and be suited for the placement. The student must only proceed with enrolment if the determination of the interview affirms the student's suitability. This requirement is in addition to other enrolment requirements. A record of the interview and its outcome must be made and retained in the student record.
- 6.5 The STFE Unit Record must reflect the following workload hours and breakdown:
 - 6.5.1 Minimum overall workload of 150 hours undergraduate 18 point unit, 200 hours postgraduate 24 point unit, 300 hour for undergraduate 36 point double unit, and 400 hours for CPE 48 point unit.
 - 6.5.2 Within these minimum totals are the following:

- 6.5.3 Placement work as set out in the Agreement. Minimums of 96 hours (per undergraduate 18 point unit) and 144 hours (per postgraduate 24 point), and 200 hours for a CPE unit.
- 6.5.4 Note: the duration of the placement may be for longer than the weeks of a standard semester.
- 6.5.5 Minimum of 24 hours of individual reflection, theological reflection, integration, and supervision, minimum 24 hours for undergraduate and postgraduate.
- 6.5.6 For STFE students, this must include a minimum of 6 hours individual Pastoral Supervision. Delivery for the remaining 18 hours of active integration may include discussion, analysis, feedback, and theological reflection in one or more of the following:
- a peer group,
 - with an *in situ* ministry colleague,
 - with a church official,
 - with a placement feedback group,
 - spiritual direction,
 - seminars or workshops.
- 6.5.7 A minimum of 12 hours for planning, preparation, review of placement work in conjunction with Workplace Director, or STFE Coordinator, or in seminar/workshop per each undergraduate and postgraduate unit.
- 6.5.8 A minimum of 18 hours for undergraduate units and 20 hours for postgraduate units of reading/study/writing assessments.
- 6.6 A WIL Unit must have a total written assessment requirements of 4,500 – 5,000 words for an 18-point undergraduate unit, and 7,000 – 8,000 words for a 24-point postgraduate unit. These and all other assessment tasks must be noted in the Unit Record.
- 6.6.1 All assessment tasks must be constructively aligned to the unit learning outcomes and the relevant professional standards.
- 6.6.2 All assessment tasks must have marking rubrics to guide both the academic and workplace / professional assessors in making judgments in a consistent manner.
- 6.6.3 Workplace assessments including reflective practice, should allow for timely feedback and reflection by the student to further inform their WIL experience during their placement.
- 6.7 All WIL units must have unit learning outcomes that are in line with the appropriate accreditation or recognition organisations. In the case of Counselling, ACA. In the case of CPE, it is the ASACPEV standards.

- 6.8 For STFE units, a mandated learning outcome in all units must have similar wording to the following: *Integrate theory and practice of vulnerable people's safeguarding and professional and ministry standards in the workplace.*
- 6.9 Other Learning Outcomes may include similar or an adaptation of some of the following, but not mandatory:
- 6.9.1 Practice relevant skills required in the placement context.
 - 6.9.2 Theologically reflect on ministry practice and ministry context.
 - 6.9.3 Reflect critically on Christian commitment and denominational identity informed by the field placement.
 - 6.9.4 Reflect critically on the contribution of the field placement to the student's spiritual, professional and personal development, and vocational identity.
 - 6.9.5 Document evidence of learning and self-awareness that has resulted from the field placement.
 - 6.9.6 Develop goals for gaining skills required within a Field Placement context.
 - 6.9.7 Integrate wider theological / theoretical reading into their professional reflection on the placement context.

7. Safeguarding, Ethics and Wellbeing

- 7.1 The College and any other entity that governs the placement and the actual workplace will both have demonstrably operative Safeguarding Policies.
- 7.2 All students enrolled in STFE units in the early part of the Unit will complete, if they have not previously done so, a Learning Module about the University's Code of Conduct as well as additional learning about Safeguarding.
- 7.3 Additionally, Colleges will ensure that Safeguarding processes particular to their denomination are fully understood by students enrolled in their STFE units.
- 7.4 Issues regarding the care and safeguarding of children, young people, and vulnerable adults, and the exercise of professional and ministry standards should also be incorporated in the teaching and discussions within each WIL Unit.
- 7.5 All WIL students prior to commencing a Unit will hold a relevant Australian Working with Children's Check, or equivalent. If the student has not been resident in Australia for three years, an appropriate Police Check.
- 7.6 WIL students must be over 18 years of age at the time of enrolment in the WIL Unit.

8. Forms and Essential Documents

- 8.1 Placement Program Guide

- 8.1.1 All students undertaking a WIL Placement will receive a Placement Program Guide. The guide should include the following information and sections:
 - 8.1.1.1 Introduction to the Placement program including the length of placement, the WIL Program Coordinator, Unit Coordinator, Host organisation, Workplace Supervisor and Manager, College contact persons.
 - 8.1.1.2 Arrangements for finding and securing Placements with host organisations.
 - 8.1.1.3 Expectations and Responsibilities from the Host Organisation, the University (Colleges), and the students, before, during and after the placement.
 - 8.1.1.4 How to deal with issues arising during placement.
 - 8.1.1.5 Workplace Learning Agreement to be completed by the Host Organisation Supervisor, the Student, and a University representative (e.g. College WIL Coordinator) and is related to a specific unit of study or University program. This stipulates what the Host, Student and the University agree to, a termination and variation clauses, and a mechanism to deal with dissatisfaction or appeal.
 - 8.1.1.6 Student Placement Checklist indicating what needs to be undertaken before, during and after the placement.
 - 8.1.1.7 Workplace Placement Induction / Orientation checklist
 - 8.1.1.8 Student Placement Evaluation Report
 - 8.1.1.9 Supervisor's Assessment Report

9. Workplace Placement

- 9.1 Whether the student or the College or the Denomination arranges the placement location, a Placement Agreement must be signed between the student, the Host Organisation in which the student is placed, and the WIL/STFE Coordinator of the College that is offering the Unit in which the student is enrolled. This Agreement must identify the place of work and the Work Director, and include an overview of, and goals for, the work that is to be undertaken by the student. The Agreement will also set out the arrangements regarding safeguarding. It is understood that in some Colleges the term Covenant (or similar) may be used instead of Placement Agreement. This Covenant (or Agreement) may include other elements in addition to the minimum requirements set out in this Procedure. In the case of CPE, the University has an agreement (MOU) with ANZACPE which encompasses all the CPE centres.
- 9.2 As part of their Agreement each student must keep a record of their placement work: date, duration, type of event, where, and a brief detail of student's role in work or event (without detailing the content of event/meeting or any information related to other people). This record of accountability may be viewed by any of

the three appointed people (see 9.3) and must be submitted to the WIL Coordinator by the end of the unit at a date to be notified to students.

9.3 Each WIL/STFE Unit student must work with three appointed people who oversee, guide and supervise the student's work:

i. WIL Coordinator,

ii. Workplace Director,

iii. Pastoral/Professional Supervisor.

These people must all be named within the Placement Agreement.

10. Grievance

10.1 For all grievance issues, students are encouraged to access the University's Complaints Policy and the Appeals Policy.

11. Date of Next Review

11.1 This procedure must be reviewed no later than 31 December 2030.