WIL Australia

Newsletter March 2026

From the President

Dear Members,

With teaching, placements, and other WIL activities getting underway again, there is also much happening more broadly to shape the WIL landscape in 2026.

National reform conversations continue to highlight the importance of WIL across the entire tertiary landscape. Legislation to formally establish the ATEC was passed in the House of Representatives in February, continuing the move towards full operational status mid-2026 pending Senate review. A key aim of the ATEC is to develop a more unified and better funded tertiary system. This will have implications for institutional approaches to scaling and sustaining WIL, and aligns with ongoing sector conversations including:

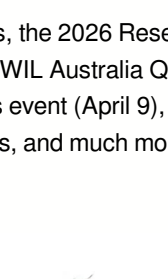
- TEQSA's updated WIL guidance for pedagogically-sound, quality WIL experiences aligned with course outcomes
- the Accord Final Report recommendations to address graduate employability and workforce needs through scaling access to quality and equitable WIL
- sustained workforce shortages identified by Jobs and Skills Australia, particularly in manufacturing, construction, healthcare, and early childhood education
- and calls to expand the number of disciplines eligible for Commonwealth Prac Payments.

Together, these developments signal growing alignment between national reform, regulatory expectations, and workforce needs. They also reaffirm that strengthening WIL accessibility, equity, and scalability remains essential to enabling students, institutions, industry, and communities to navigate a rapidly evolving education and employment landscape. The Board continues to advocate and explore partnership opportunities on these and related WIL issues across all disciplines.

The importance of these sector conversations to WIL Australia members and member institutions is paralleled by engagement with content on our new website. Website engagement has grown strongly since the December member-launch, with 3200 visits in February alone. The most frequently accessed resources include the WIL Australia NPILF Roundtable Report, the online e-newsletter, and other WIL information and guides (WIL Measuring Impact Template, Institutional Quality Assurance of WIL, Practitioner Guide for Online WIL, National WIL Strategy, Quality WIL Framework Guides, and Industry Partner Engagement Template). These web engagement trends are consistent with members actively seeking the evidence, tools, and guidance needed to align their WIL practice with emerging national reforms and expectations. Accordingly, we will continue to provide key resources and updates via the new website.

Finally, read on for more information about the WIL Australia scholarships, the 2026 Research Grants call, plus professional learning activities – including the refreshed WIL Australia Quality Standards webinar (March 24), the National Associations Policy Partners event (April 9), the WACE International Research Symposium (April 15–17), CRADLE events, and much more.

Best wishes,
Michael O'Connor
President, WIL Australia



Updates & Events

Professional Learning Event

PROFESSIONAL LEARNING WEBINAR

Date: 26 February 2026
Time: 2:00pm AEDT

Peer Review for Supervised WIL Assessment: Meeting TEQSA Requirements While Developing Professional Skills

Watch

Slides

Planning for your WIL Australia Conference Submission

CONFERENCE EVENT

Date: 4 March 2026
Time: 1:00pm AEDT

Join us for an informative session on how to submit abstracts for the upcoming WIL Australia Conference.

Watch

Slides

National Webinar

PROFESSIONAL LEARNING WEBINAR

Date: 24 March 2026
Time: 12:00pm - 1:00pm AEDT

National Webinar: Introducing the Refreshed WIL Australia Quality Standards Framework (2026)

Register

Professional Learning Event

PROFESSIONAL LEARNING WEBINAR

Date: 9 April 2026
Time: 1:00pm AEDT

National Associations as Policy Partners: Lessons from Canada's WIL Journey

Register

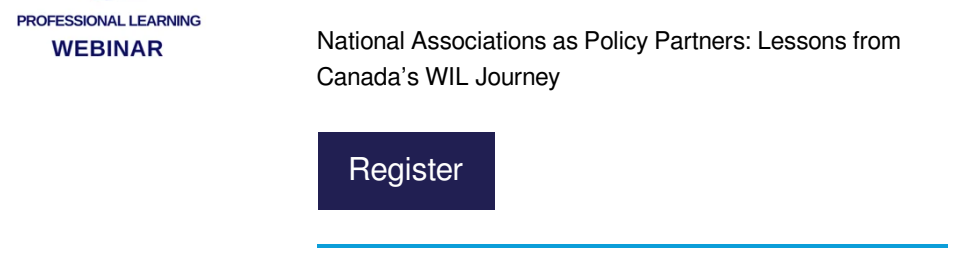
Online Event: WIL Awards

ONLINE EVENT

Date: 22 April 2026
Time: 12:30pm AEDT

WIL Awards - how to submit a successful nomination

Register


WIL Australia Conference 2026
WIL for Impact: Partnering for Scalable Practice

WIL Australia Conference 2026

Bring Your Team – Group Registration Available

Attending conferences is even more valuable when you share the experience with colleagues. The WIL Australia Conference 2026 offers reduced group registration rates to make it easier for teams to participate together.

Institutions can take advantage of the Group Registration Rate of $745 per person when five or more members from the same institution register at the same time.

This is a great opportunity to bring your WIL team, colleagues, or emerging practitioners to connect, share ideas, and explore innovative approaches to Work-Integrated Learning.

📅 **Conference dates:** 18–20 October 2026
📍 **Location:** Adelaide Convention Centre, Adelaide/Tandanya
👉 Register your team today and make the most of the conference experience.

Register Now

National WIL Awards 2026 – Start Preparing Your Application

Thinking about applying for a WIL Australia National WIL Award in 2026? Now is the perfect time to start preparing.

The National WIL Awards recognise outstanding contributions to Work-Integrated Learning (WIL) across Australia. Presented at the WIL Australia Conference 2026 in October, these awards provide an opportunity to showcase innovation, collaboration, and impact in WIL practice.

Award categories include:

- Local Hero Award – Organisation
- Innovation and Excellence Award – Individual or Collaborative Team
- Collaboration Award – Organisations
- People's Choice Award – Individual or Collaborative Team *(Top 5 Case Studies)*
- Honorary Life Membership – Individual

Start planning your application now.

For details on eligibility, criteria, and timelines, visit the website. Let's celebrate the outstanding work happening in WIL across Australia.

National WIL Awards

WIL Australia Conference 2026 – Call for Abstracts

The Conference Program Committee invites abstract submissions from researchers, academics, practitioners, professional staff, and industry and community partners aligned with the following conference sub-themes:

- Designing Scalable and Sustainable WIL Models
- Partnering for Impact: Collaborating with Purpose
- Mobilising Students for Lifelong Learning and Career Development
- Enhancing Quality, Inclusion, and Innovation through Evidence-Based Practice

You may be the lead on one presentation only, regardless of presentation type. Joint submissions with students, industry, and community partners are encouraged. Early Career Researchers and research students are also encouraged to submit.
Submission requirements:

- Abstract: maximum 250 words
- Theme alignment statement: maximum 100 words
- Roundtables: key take-aways for participants (max 100 words)
- Panels: panellist names and affiliations (maximum 5), plus indicate 20 or 40 minutes

Final submission deadline: 30 May 2026

For full submission details, presentation formats, and key dates, visit the conference website.

Call for abstracts

🤝 Partner with Us – Sponsorship Opportunities Available

The WIL Australia Conference 2026 invites organisations to partner with us as sponsors and connect with a national community of educators, researchers, industry leaders, and practitioners dedicated to advancing Work-Integrated Learning (WIL).

Sponsorship offers a unique opportunity to showcase your organisation, share your expertise, and build meaningful partnerships with universities, industry, and the broader WIL community.

A range of sponsorship and exhibitor opportunities are available, including Gold, Silver, and themed sponsorship packages, designed to maximise visibility and engagement during the conference.

📅 18–20 October 2026
📍 Adelaide Convention Centre, Adelaide/Tandanya

If your organisation is interested in supporting the conference, we would love to hear from you.

Sponsorship

WIL Australia Research Grants 2026

Applications open!

In 2026, WIL Australia will award two Research Grants (up to $10,000 each) and two grants of $5,000 for Emergent/Early Career Researchers. Grants are open to academic and professional staff at institutions with WIL Australia Full Institutional Membership (not open to WIL Australia Board members). E/ECR projects must be led by an Emerging/Early Career Researcher (typically within 5 years of PhD conferral or in candidature) and must nominate a senior mentor. Partnerships with industry or community organisations are encouraged.

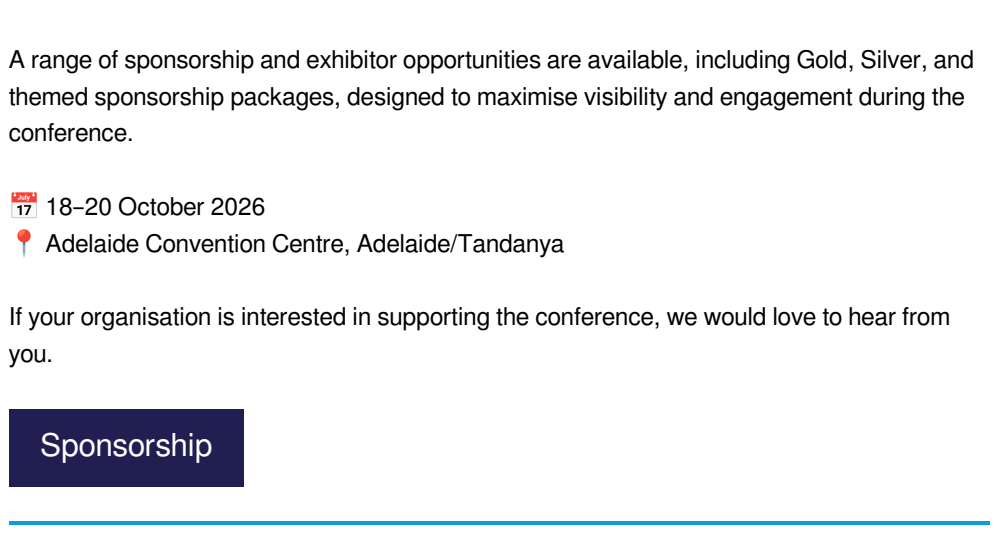
Proposals should speak to the 2026 themes:
1. Scalable and sustainable WIL models;
2. Collaborating with purpose for impact;
3. Mobilising students for lifelong learning and career development;
4. Evaluating and enhancing WIL quality, access and inclusion.

Key dates:
Applications open Mon 2 Feb, 9:00am • Close Wed 1 Apr, 5:00pm • Notifications: Early June • Feedback to unsuccessful applicants: End June

Seeking Expressions of Interest to Review Grants

Expressions of interest to be involved in the 2026 Research Grant review process are open and can be submitted via this survey. This important task is an opportunity to assist WIL Australia while gaining insight into the grants process (for future applications) and the latest research ideas and approaches in WIL.

Learn More


WIL Australia
APPLICATIONS CLOSE 1 APRIL 2026
2026 WIL AUSTRALIA RESEARCH GRANTS
WIL Australia is offering funding for two Work Integrated Learning research grants up to $10,000 each and two grants of $5,000 for Emergent and/or Early Career Researchers.
www.wilaustralia.edu.au

Call for Reviewers: WIL Australia Research Grant Applications

Dear Colleagues,

WIL Australia is seeking additional reviewers for this year's 2026 WIL Australia research grant applications.

If you have an interest in advancing WIL in Australia and/or grant reviewing experience and would like to get involved, please complete the EOI by Tuesday 24 March 2026, noting that all grant reviewers will need to attend a 45 minute training meeting in early April to discuss the grant review process in detail.

For more information regarding the WIL Australia Research Grants, please visit: www.wilaustralia.edu.au/research-grants/

Any queries, please contact Karim Yacoub (karim.yacoub@rmit.edu.au). Thank you for your support.

Karim Yacoub
WIL Australia Research & Impact Committee Member

Expressions of Interest

2026 Student Scholarships

A small number of scholarships of $1,500 are available to provide financial support for students undertaking a WIL placement in Australia as part of their 2026/2027 university studies.

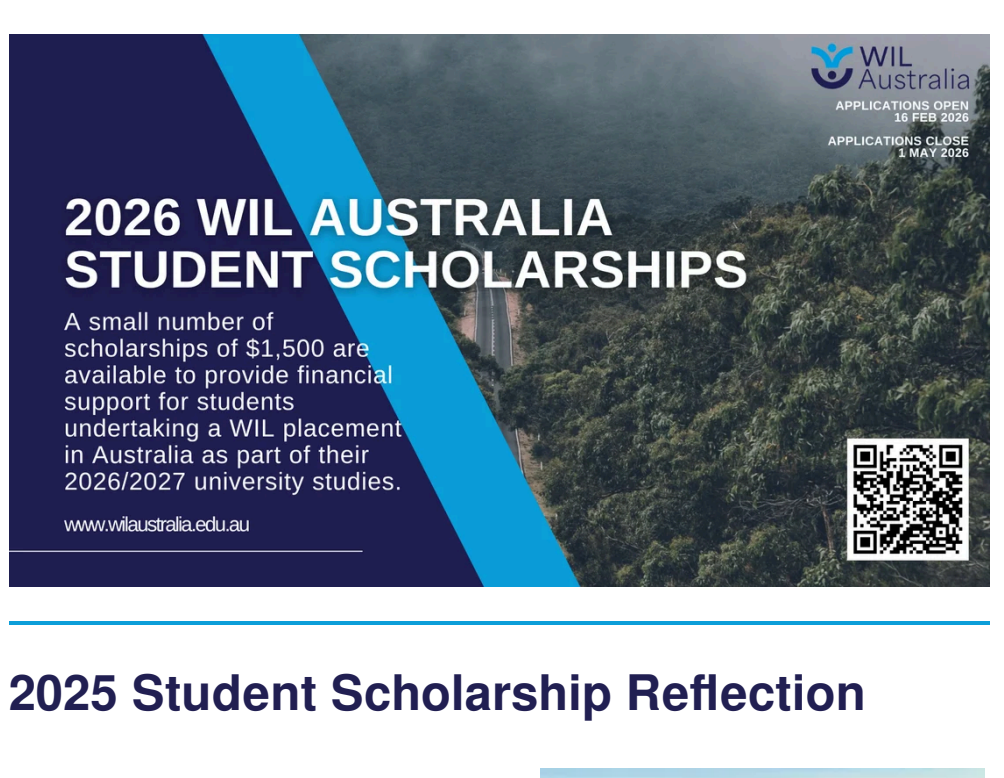
2026 Applications Open: 16 February 2026

Criteria for applicants

Scholarships are open to students who:

1. Are from institutions with WIL Australia Full Institutional Membership.
2. Are based in an RA1-RA2 location and will undertake a WIL placement in an RA3-RA5 location (With the requirement that you are travelling more than 60 km) OR Are based in an RA3-RA5 location and will undertake a WIL placement in an RA1-RA2 location(With the requirement that you are travelling more than 60 km).
3. Students can be domestic or international.
4. Genuine relocation is required.
5. 3 weeks duration minimum and occur between 1 July 2026 – 30 June 2027
6. Placement must be full time. Full time is considered a minimum of 4 full days per week.

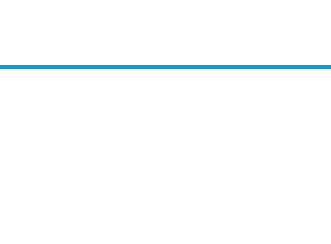
Learn More


WIL Australia
APPLICATIONS OPEN 16 FEB 2026
APPLICATIONS CLOSE 1 MAY 2026
2026 WIL AUSTRALIA STUDENT SCHOLARSHIPS
A small number of scholarships of $1,500 are available to provide financial support for students undertaking a WIL placement in Australia as part of their 2026/2027 university studies.
www.wilaustralia.edu.au

2025 Student Scholarship Reflection

Medical Placement in Narrabri
Bachelor of Medical Science / Doctor of Medicine (Joint Medical Program)

"*This placement has significantly influenced my career aspirations. Experiencing firsthand the challenges and rewards of rural healthcare has deepened my commitment to working in regional communities after graduation. I saw how strong patient relationships and community connections create a supportive environment for delivering high quality care.* "



Read More

WIL Australia Sharing

Share Your WIL Initiatives

We invite our **institutional members** to showcase their central WIL strategies and activities. Your contributions help inspire and inform the broader WIL community. Please email your submissions to **support@wilaustralia.edu.au**.

WIL Australia WIL Star

Do you know someone who deserves recognition for their **commitment and dedication to WIL**? Someone who goes above and beyond for **students, industry partners, community organisations, or university faculty**? Send us a short write-up along with a **high-resolution photo** to be included in the next WIL Australia Newsletter. Please email your submissions to **support@wilaustralia.edu.au**.

Good WIL Stories

Each month, we feature "**Good WIL Stories**" from our WIL Australia Chapters across the country. Please email your submissions to **support@wilaustralia.edu.au**.

WA Update

Universities in WA are continually innovating and creating amazing experiences for students in the WIL area. This is what WA has been up to in the past year.

Faculty of Business and Law Curtin University WIL Team - Curtin University
In the past year, the Faculty of Business and Law at Curtin have expanded their Work-Integrated Learning (WIL) ecosystem by establishing the Business and Commerce Clinics an on-campus, interdisciplinary clinical model that builds directly on the proven success of the Curtin Tax Clinic. Leveraging the established governance, risk, supervision, and reflective learning frameworks of the tax clinic, they have extended the model to Accounting, Marketing and Technology clinics. These clinics provide structured, credit-bearing experiential learning opportunities where students work in supervised teams to deliver real services and projects for community members, small businesses, and not-for-profit organisations. The model integrates authentic client engagement, professional standards, ethical practice, and scaffolded reflection to strengthen employability capabilities and professional identity formation. By embedding multiple disciplines within a shared clinical framework, the initiative promotes collaboration, expands community impact, and creates a sustainable, on-campus WIL platform that is scalable across programs and campuses.
Annette Morgan (Curtin University)

For more information: https://www.curtin.edu.au/engage/partnerships/fbl-industry-community-hub/for-students/fbl-clinics/

Centre for Employability - ECU
ECU has established a new Centre for Employability to help support students throughout their degrees and prepare them for WIL, with a focus on inclusivity. Professor Justin Brown explains: *"It's not just about providing resources or showing the destination. It's about creating a governance framework around inclusive employment and accessing opportunities… so students can see it as a university-wide commitment."*

ECU has embedded this commitment into its WIL Procedure. The new section, **Assurance of Inclusive Practice**, holds a prominent position, signalling its priority. It provides guidance for designing and delivering inclusive WIL experiences that give every student an equitable opportunity. The section aims to ensure that students with disability, health conditions, or other circumstances receive information and support through all stages of their WIL placement, including access to reasonable adjustments to help them succeed.

For more information: https://learningandteaching.ecu.edu.au/employability/inclusive-practice-in-work-integrated-learning/

The Eco-Economy Project – Murdoch University
The Eco-Economy project connects students with the disadvantaged Indonesian fishing island of Maringkik where economic challenges and limited infrastructure provide the students with meaningful opportunities to work with the community to develop sustainability awareness, practical skills and intercultural competence.

Since 2021, 70 Murdoch students from 43 disciplines across the sciences, social sciences and business, have been involved in developing business proposals and plans for the island community, seeking alternative income sources to shark fishing. This has resulted in the students successfully co-designing projects with the fishing village to protect the vulnerable marine life, create alternative income sources and build a sustainable community. To date, 25 practical proposals have been developed, with 18 successfully implemented, touching every corner of life on Maringkik and effecting real change.

The project engages students cognitively, behaviourally and emotionally, and empowers them to become active learners and agents of change who create a lasting real-world impact.

For more information: https://www.murdoch.edu.au/news/articles/talent-recognised-at-2025-australian-awards-for-university-teaching

UWA Internships Shaping Career Ready Students Across Disciplines
Work Integrated Learning (WIL) at the University of Western Australia (UWA) continues to create meaningful pathways for students to apply their knowledge, build professional capability, and contribute to industry and community needs. One recent internship experience in Linguistics highlights the impact of WIL opportunities available to students, demonstrating the value these experiences bring to their learning and future careers.

UWA's Linguistics WIL program integrates internships directly into student studies, offering students the invaluable opportunity to apply their linguistic training within community, cultural and education settings. Recent internship opportunities placed students across Indigenous-led language centres, regional organisations, and the Western Australian Department of Education, where students contributed to vital work in language preservation and educational practice.

Brock Heyns, a Bachelor of Arts (Linguistics) student, was placed at the Bundiyarra Irra Wangga Language Centre in Geraldton. He described the experience as exceptionally rewarding:
"It is the perfect opportunity to work where linguistics converges with community engagement. My internship gave me the opportunity to build my linguistics knowledge while also working on meaningful projects, such as language revitalisation and digitalisation.

As part of his internship, Brock interviewed respected Elder Peter Salmon, the last fluent native speaker of Warriyangga and Thiinma. He helped ensure that historical recordings and translations were accurately documented and preserved for future generations.

The experience demonstrates how the program allows students to build valuable industry connections and explore potential career pathways while bridging academic learning with purposeful workplace outcomes benefitting both organisations and communities. Ultimately, WIL helps future graduates' step into professional environments with confidence, clarity and capability, ready to contribute to Western Australia's industries, communities and future workforce.

CRADLE Seminar Series

Unknowable futures: Preparing graduates for an AI-evolving world (of work)

In this seminar, Dr Danni Hamilton, Associate Professor Lauren Hansen and Professor Phillip Dawson share six curriculum-wide recommendations to prepare graduates for the AI-evolving world (of work).

AI is reshaping professional work, creating ethical, technical, and creative challenges that higher education must address or risk leaving graduates unprepared. Curricula need to go beyond safeguarding assessments to actively develop the capabilities students will need to succeed in the AI-evolving workplace.

To address this challenge, we propose six curriculum-wide recommendations, developed through a 16-month collaborative process involving seven disciplinary partnerships, engaging nine senior academics and 11 industry partners. The recursively structured recommendations prioritise cultivating the emerging professional self by enabling students to develop a personal, professional AI-evolved practice informed by their discipline and by scaffolded cross-disciplinary engagement.

Relational and critical encounters with AI are embedded across programs, often implicitly, positioning technology as a changing professional context within which enduring capabilities are developed, rather than as an endpoint in itself. These recommendations respond pragmatically to sector and employer needs and offer a roadmap for curriculum transformation, ensuring higher education fulfils its core purpose while preparing graduates for an unknowable future world (of work).

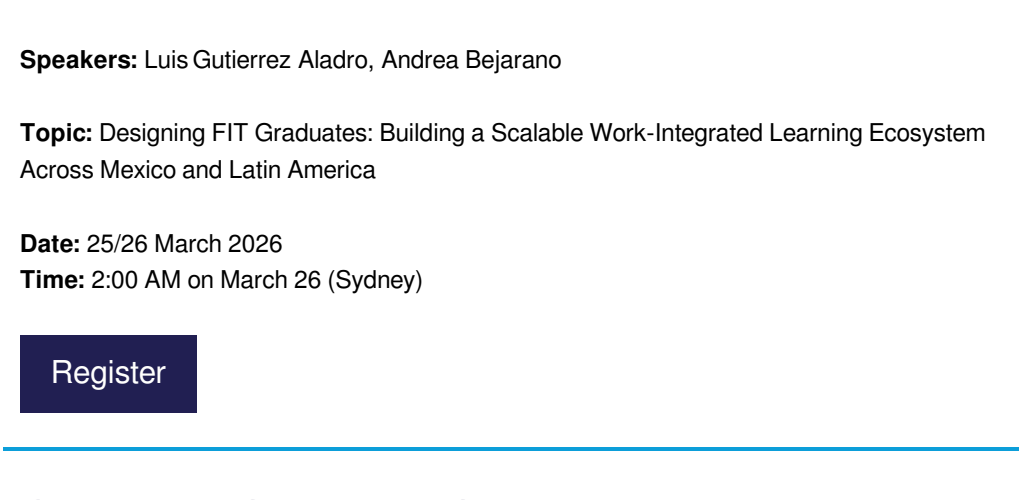
Join us in person at Deakin Downtown or online to hear more about how the proposed recommendations can help us prepare graduates for the AI-evolving world (of work).

Presenters

- Dr Danni Hamilton, Deakin University
- Associate Professor Lauren Hansen, Deakin University
- Professor Phillip Dawson, CRADLE, Deakin University

When: Wednesday 18 March 2026
Time: 2.00-3.30 pm (AEDT)
Where: Deakin Downtown (Level 12, Tower 2, 727 Collins Street, Melbourne) or online
Cost: This is a free event

Register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Join us at Deakin Downtown or online
cradle

WACE WIL Around the World: Mexico

Higher education in Mexico and Latin America continues to face a gap between academic preparation and workforce readiness. This session presents how **Tecmilenio** is designing FIT graduates by embedding Work-Integrated Learning (WIL) as a structural, measurable, and scalable component of its academic model.

Through industry co-designed projects, social impact initiatives, and entrepreneurial venture development integrated across programs and campuses, the institution has evolved from fragmented experiential activities to a coherent WIL ecosystem. The presentation will share the key design decisions, governance model, and early impact indicators that have enabled implementation at scale - offering a replicable framework for systemic transformation across Latin America.

Tecmilenio is a non-profit private University in Mexico serving 66,000 students at 32 campuses around Mexico and also has a strong online presence for bachelor's and master's degree granting programs.

Speakers: Luis Gutierrez Aladro, Andrea Bejarano

Topic: Designing FIT Graduates: Building a Scalable Work-Integrated Learning Ecosystem Across Mexico and Latin America

Date: 25/26 March 2026
Time: 2:00 AM on March 26 (Sydney)

Register

CRADLE Seminar Series

Is it time to move beyond grades?

In this seminar, CRADLE's Dr Juuso Nieminen will critically discuss why higher education systems continue to use grades despite plenty of evidence on how they don't work, and whether we should now move on.

Grades have been criticised for as long as they have existed. For at least a century, scholars have claimed that grades are inaccurate and unreliable; that they provide overly simplistic reductions of what students can do; and that they orient students towards cramming and competition rather than learning. Despite such widespread historical criticism, grading practices remain stubbornly stagnant. Grades are awarded in most universities, and gradeless courses and programs remain at the margins. Recent years have seen extensive attention to assessment redesign, but grading policies have not undergone systemic change. Why do universities – harbingers of knowledge, truth and critical thinking – keep using grades?

In this presentation, it is argued that perhaps it is time to move beyond grades. Yet critiquing grades and proposing better solutions (such as removing grades) will not be very helpful here; if it were, the critique would have already prompted sustainable change. It is argued that critiques of how grades 'don't work' have run out of steam. Critique has lost its power to bring about positive change and to produce meaningful analyses of grades. What is proposed instead is a post-critical approach to research and practice on grades. Post-critical views suggest that rather than debunking – criticising or moving away from something – we should focus our concern towards something. This way, we can move our attention from 'what doesn't work' to understanding and shaping the work that grades do in education. The presentation asks us to move beyond grades by reassembling the work they have traditionally done in higher education.

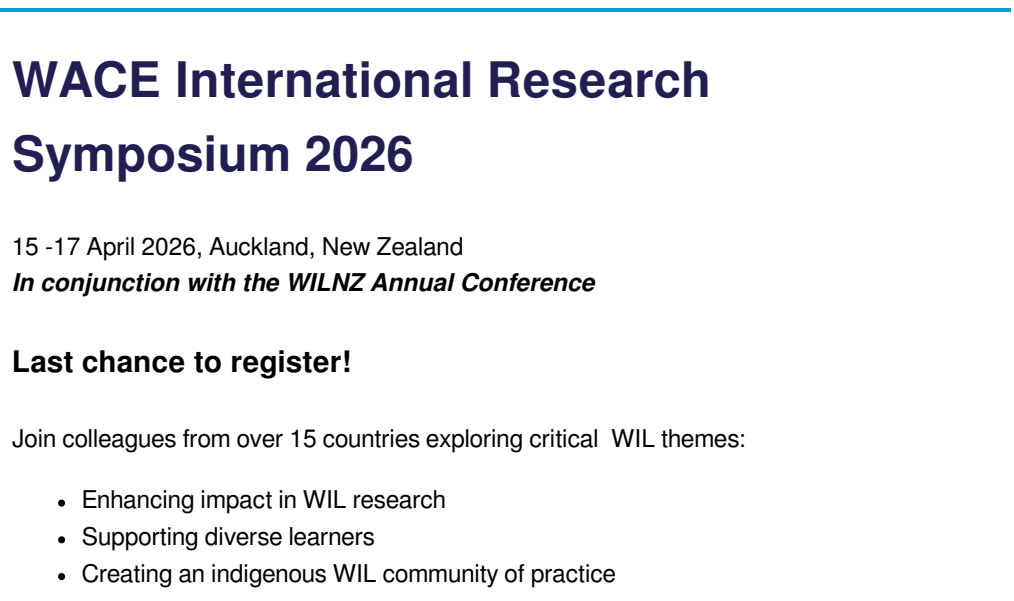
Join us in person at Deakin Downtown or online to hear more about why it might be time to move beyond grades.

Presenter

- Dr Juuso Nieminen, CRADLE, Deakin University

When: Wednesday 15 April 2026
Time: 2.00-3.30 pm (AEST)
Where: Deakin Downtown (Level 12, Tower 2, 727 Collins Street, Melbourne) or online
Cost: This is a free event

Register


CRADLE Seminar Series
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Deakin University
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Join us at Deakin Downtown or online
cradle

WACE International Research Symposium 2026

15 -17 April 2026, Auckland, New Zealand
In conjunction with the WILNZ Annual Conference

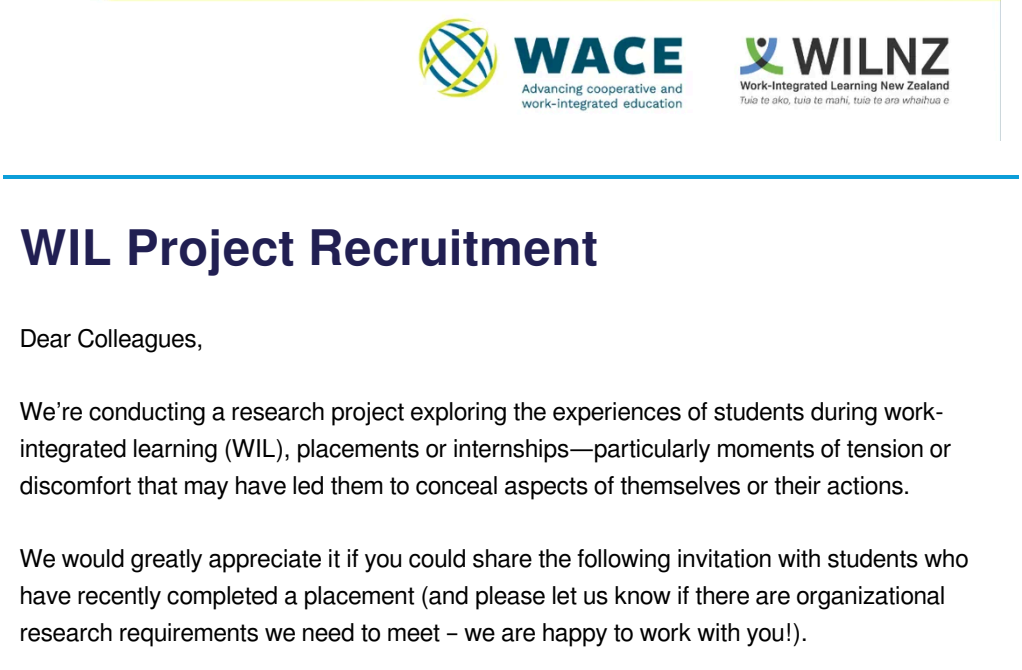
Last chance to register!

Join colleagues from over 15 countries exploring critical WIL themes:

- Enhancing impact in WIL research
- Supporting diverse learners
- Creating an indigenous WIL community of practice
- Rethinking WIL pedagogy
- Developing quality frameworks and quality standards
- Aligning Career Development and WIL

Register now https://waceinc.org/wace-international-research-symposium/

Register


WACE 6th International Research Symposium
Work-Integrated Learning Research: Transforming the Future of Practice
15 -17th April 2026
Auckland University of Technology,
Auckland City, New Zealand
REGISTER NOW
WACE
Advancing cooperative and work-integrated education
WILNZ
Work-Integrated Learning New Zealand

WIL Project Recruitment

Dear Colleagues,

We're conducting a research project exploring the experiences of students during work-integrated learning (WIL), placements or internships—particularly moments of tension or discomfort that may have led them to conceal aspects of themselves or their actions.

We would greatly appreciate it if you could share the following invitation with students who have recently completed a placement (and please let us know if there are organizational research requirements we need to meet – we are happy to work with you!).

Have you recently completed a placement or internship?

We're inviting students to take part in a research study exploring the challenges and tensions experienced during placements—such as using generative AI tools or choosing not to share aspects of their identity with their host organisation.

Participation options:

- Complete a short anonymous online survey (with a chance to win 1 of 5 $50 gift cards)
- Take part in a 45-minute online interview (participants will receive a $50 gift card)

Participation is voluntary and confidential, and students may opt out at any time. Their insights will help improve how universities and organisations support students during placements.

To participate or learn more, click here: https://tinyurl.com/WILchallenges

Questions? Email Kelli Nicola-Richmond (k.nicolarichmond@deakin.edu.au)

Thank you for helping us reach students who may be interested in contributing to this important research.

Warm regards,
Kelli Nicola-Richmond, Bonnie Dean, Joanna Tai, Jack Walton, Helen Walker, Margo Brewer and Michelle Eady

This study has received Deakin University ethics approval (2025/HE000683).

Sharing Association Networks

WIL Australia would like to share the below association websites for our members:

NAFEA - The National Association of Field Experience Administrators
The National Association of Field Experience Administrators Inc. (NAFEA) was formed in 2003 to represent tertiary administrators engaged in the logistical placement of students for field experiences.

HERDSA - Higher Education Research and Development Society of Australasia
The Higher Education Research and Development Society of Australasia is a scholarly society for people committed to the advancement of higher and tertiary education.

WACE - **Advancing cooperative and work-integrated education**
WACE is the only international professional organization dedicated to developing, expanding, branding and advocating for cooperative & work-integrated education programs within industry and educational institutions.

ACSES - Australian Centre for Student Equity and Success (ACSES; formerly National Centre for Student Equity in Higher Education). Established at Curtin University since 2013 and funded by the Australian Government Department of Education, ACSES provides national leadership in student equity in higher education, connecting research, policy and practice to improve higher education participation and success for marginalised and disadvantaged people.

NAGCAS - **National Association of Graduate Career Advisory Services** is Australia's peak professional body for career development in the higher and tertiary education sector. Our members are professionals working in the student career development, employability, and graduate employment space. NAGCAS promotes an environment of professional collegiality and collaboration for experts working to support the career development learning, employability and graduate employment of students engaged in higher education learning. NAGCAS works to build and raise a strong awareness of the importance of career development and employability across the sector.

WILNZ - **Work-Integrated Learning New Zealand** (WILNZ) is a not-for-profit, incorporated society that brings together a network of people involved in Work-Integrated Learning (WIL). WILNZ brings together a network of colleagues in Aotearoa and globally, with membership including individuals and institutions with a range of roles related to different forms of Work-Integrated Learning (WIL). WILNZ supports and publishes research in WIL, and hosts webinars and an annual conference for discussion of good practice in WIL.

Are your WIL colleagues getting the WIL Australia news and access to WIL Australia webinars?

Full Institutional membership allows unlimited staff access to join:

JOIN

Work-Integrated Learning Australia Ltd, C/O Level 9, 81 Flinders St, Adelaide, SA 5000, Australia
Unsubscribe Manage preferences