Quality WIL Standards Framework (2026)

WIL Australia

Institutional Requirements	Domains	Student Experience	Curriculum Design & Delivery	Partnership Engagement
Guiding Principle: Quality WIL activities across institutions are underpinned by inclusive and collaborative governance, effective risk and resource management, and transparent reporting practices that drive continuous improvement, innovation, and equitable outcomes. 1.1 Institutions collaborate with partners to co-develop and regularly review shared WIL goals, values, policies and principles. 1.2 Institutions establish and maintain transparent, inclusive, and accountable leadership and governance structures that align with sector-wide and national WIL priorities, and support coordination across the WIL ecosystem. 1.3 Institutions establish and maintain proactive and responsive communications with students and partners. 1.4 Institutions support WIL implementation with integrated, accessible, and adaptive IT and administrative systems. 1.5 Institutions implement legal and risk management frameworks, compliance procedures and processes. 1.6 Institutions provide sustainable, equitable, and transparent resources that recognise the full costs of delivering quality WIL for institutions, students, and partner organisations. 1.7 Institutions implement longitudinal evaluation systems to track WIL impacts and ensure equitable access and quality improvement, using both lead and lag indicators to inform strategic decision-making. 1.8 Institutions integrate WIL research and innovation into iterative strategic priorities. 1.9 Institutions provide inclusive, ongoing professional development and recognition to support WIL.	**Guiding Principle**	A quality WIL experience provides students with a scaffolded, connected and accessible learning experience.	A quality WIL curriculum includes intentional andragogical approaches to enact embedded and scaffolded learning and assessment.	Quality WIL engagement with partners is collaborative and enables mutually beneficial experiences.
	Before	2.1 Students are prepared to manage and direct their own learning, access resources and support needed during WIL including understanding financial, employment and wellbeing impacts associated with different WIL models. 2.2 Student WIL experiences are connected to prior and future learning and reflect the integration of theory and practice. 2.3 Student WIL experiences are aligned with disciplinary learning and career/learning pathway goals.	3.1 WIL experiences are embedded and scaffolded throughout curricula, purposefully designed and underpinned by current research and quality practice. 3.2 Participants are actively involved in the design of WIL curricula. 3.3 WIL curriculum design considers stakeholder expectations, including professional accreditation requirements and evolving acceptance of alternative WIL formats, as appropriate to context. 3.4 WIL curriculum design provides inclusive, equitable and accessible experiences for all students, including consideration of financial, geographical and cultural barriers to participation. 3.5 WIL assessment design is aligned to authentic and meaningful learning tasks.	4.1 Institutions lead and co-ordinate the alignment of partnership strategies that enable active participation of diverse partners across a range of WIL activities, with an emphasis on reciprocal value and long-term relationship building. 4.2 Partnership strategy(s) set out the requirements for collaborative WIL implementation aligned to student cohort learning needs and fostering mutual benefits. 4.3 Partnership strategy(s) define the work health and safety policies, including risk management procedures for all parties in WIL activities.
	During	2.4 Risks are managed during WIL ensuring students' experiences are physically and psychologically safe. 2.5 Support, resources and guidance for learning are provided for students throughout the WIL experience from participants.	3.6 WIL curriculum delivery is guided with timely feedback providing learners with opportunities to reflect upon employability goals, progression and outcomes. 3.7 WIL curriculum delivery enables flexibility across physical, virtual and hybrid environments, ensuring tasks/projects undertaken by students are aligned with learning outcomes.	4.4 Partnership strategy(s) involve collaborations that enable the arrangement, support and assurance of quality teaching and learning approaches, including appropriate preparation and support for supervisors. 4.5 Partnership strategy(s) enable proactive implementation and monitoring of accommodations for equitable access and inclusive participation. 4.6 Partnership strategy(s) enable the provision of resources necessary for ongoing stakeholder engagement and acknowledge the supervisory and administrative costs borne by partners.
	After	2.6 Students receive, use, and provide feedback on the WIL experience to ensure progress towards learning goals and continuous improvement of WIL activities.	3.8 WIL curricula and assessments include debriefing with structured reflection and enable evidence of learning against intended outcomes. 3.9 WIL curricula and assessments appropriately embed the use of technology to enable authentic and scalable WIL models while maintaining academic and professional integrity. 3.10 WIL curricula and assessments are continuously reviewed internally and through external benchmarking to identify areas for improvement.	4.7 Partnership strategy(s) support recognition of collaborations that enable ongoing sustainable partner contributions to maximise impact for all parties. 4.8 Partnership strategy(s) are regularly reviewed for continuous improvement.

Leoni Russell, Karen Young, Ricky Tunny, Felicity Blackstock, 2026