Quality WIL Standards and Examples of Indicators/Measures of Success

Domain	Institutional Requirements	Examples of Indicators/Measures of Success
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.	The examples of indicators and measures of success against the standards provide suggestions for the types of evidence that can be collected to assure quality WIL practices. The list of examples is not exhaustive, and institutions are encouraged to add examples of evidence to meet their requirements.
	1.1 Institutions collaborate with partners to co-develop and regularly review shared WIL goals, values, policies and principles.	• Documentation of clearly defined central WIL goals, policies, principles and values • Stakeholder engagement logs showing collaborative development and review (e.g. staff collaboration in designing and reviewing goals) • Evidence of recognition of WIL in strategic and operational plans, with aligned KPIs. • Evidence of institution-wide definitions of WIL and mapping against WIL Australia Quality WIL Standards Framework and the TEQSA WIL Guidance Note
	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.	• Evidence of identifiable WIL leadership roles, accountability and responsibilities related to WIL governance and strategic planning. • Evidence of dedicated WIL governance structures, teams or committees in organisational charts tasked with the continuous improvement of WIL practices. • Evidence of effective governance and management of WIL (e.g. timely reporting, risk management, legal and compliance reporting). • Positive findings from external audits or peer reviews of WIL governance. • Evidence of regular governance reviews and documented improvements (e.g., meeting minutes, updated policies).
	1.3 Institutions establish and maintain proactive and responsive communications with students and partners.	• Documented communication protocols for WIL (e.g. contact schedules, escalation pathways). • Evidence of incident reporting and resolution systems (e.g. logs, response times, follow-up actions). • Evidence of student and partner feedback on communication responsiveness and support.
	1.4 Institutions support WIL implementation with integrated, accessible, and adaptive IT and administrative systems.	• Evidence of administrative and IT systems and resources to effectively manage WIL processes and data (e.g. WIL Agreements and relationship management) • Evidence of accessible, quality data sets on WIL across the institution. • Evidence of system sustainability beyond individual champions.

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	1.5 Institutions implement legal and risk management frameworks, compliance procedures and processes.	• Audits of governance and management of WIL risks (e.g. effective management systems, timely reporting, risk management, legal and compliance, equitable support) • Evidence of partner satisfaction surveys/feedback. • Evidence of incident response times and compliance audits • Evidence of co-developed risk protocols • Evidence of timely and accurate risk management reporting and critical incident reporting. • Compliance with TEQSA WIL Guidance Note and institutional WIL policy.
	1.6 Institutions provide sustainable, equitable, and transparent resources that recognise the full costs of delivering quality WIL for institutions, students, and partner organisations.	• Evidence that WIL is clearly identified in staff workload management • Evidence of provision and equitable resourcing of WIL across schools, qualifications and fields of study • Evidence of educator perspectives on the resourcing and implementation of WIL, (via surveys, focus groups etc) on WIL initiatives
	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.	• Evidence of documented strategic and regular quality assurance of WIL practices • Evidence of evaluation of educator reflection and perspectives on the impact and implementation of WIL • Evidence of evaluation of student perspectives on impact, experiences, challenges and successes in WIL to inform continuous improvement (e.g. Student Experience Survey, institutional/qualification or program-based student surveys, focus groups on aspects of WIL). • Evidence of the evaluation of graduate perspectives on how WIL enhanced aspects of their employability (e.g. WIL Australia endorsed items in Graduate Outcomes Survey, institution-led data from surveys and focus groups on WIL experiences) • Evidence of the evaluation of external partner data on WIL student performance and organising, preparing for and taking part in WIL, including wins, challenges and areas for improvement (e.g. survey, interview or focus group data gathered by institutions, accrediting bodies or professional associations, aggregated evaluations on student performance. • Reports on the impact of the evaluation of WIL on graduate employment outcomes (e.g. full-time employment, general employment and overqualification data and WIL Australia-endorsed items in the Graduate Outcome Survey, institutional data linkage on WIL participation, Graduate Outcomes Survey and Graduate Outcomes Survey-Longitudinal) • Evidence of the impact of WIL on specific industries and local economies • Evidence of the provision of scaffolded WIL across courses, available to all students. • Evidence of inclusive and equitable access (participation rates by equity cohorts). • Evidence of student retention and satisfaction (WIL vs non-WIL). • Evidence of external partner satisfaction and re-engagement rates. • Annual review of barriers and enablers for equity groups, with documented actions taken. • Evidence of participation in national or sector-wide benchmarking initiatives • Positive trends in student, staff, and partner satisfaction surveys over time.

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Domain	Institutional Requirements	Examples of Indicators/Measures of Success
	1.8 Institutions integrate WIL research and innovation into iterative strategic priorities.	• Evidence of stakeholders engaged in WIL research and publications • Evidence of contributions to conferences and WIL communities of practice • Evidence of ongoing recognition and development of WIL (e.g. WIL research and scholarship, awards, successful career paths for WIL staff) • Evidence of interdisciplinary scholarship • Evidence of support for innovative WIL practice in workplans and strategic goals • Evidence of effective interdisciplinary WIL practice and research outputs • Budget allocations for WIL innovation and research • Number of WIL-related research publications, grants, or innovation projects initiated
	1.9 Institutions provide inclusive, ongoing professional development and recognition to support WIL.	• Records of stakeholder participation rates and type of professional development activities • Evidence of feedback and evaluation from diverse stakeholders who engage in WIL professional development • Educator and external partner access to and participation in professional development activities for designing and delivering WIL • Evidence of mentoring and peer learning for WIL practitioners (academics and professional staff) • Evidence of WIL communities of practice • Evidence that WIL is recognised in promotion criteria, institutional awards and grants

Quality WIL Standards and Examples of Indicators/Measures of Success

Domain	Student Experience	Examples of Indicators/Measures of Success
Guiding Principle	A quality WIL experience provides students with a scaffolded, connected and accessible learning experience.	The examples of indicators and measures of success against the standards provide suggestions for the types of evidence that can be used to assure quality WIL practices. The list of examples is not exhaustive, and institutions are encouraged to add examples of evidence to meet their requirements.
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.	• Evidence of student preparation that includes learning to learn through WIL, managing administrative and practical matters, and preparation for emotional and well-being aspects. • Evidence of student engagement and completion rates of WIL preparation online modules or attendance at WIL preparation workshops in the form of collected data (e.g. covering topics such as managing risks, how to handle conflict, using AI ethically during WIL, working with peers, and managing well-being) • Evidence of student preparation guidance and support for students who self-select to organise their own WIL activities, e.g. preparing their own resume and documenting of their engagement with industry/community partners • Evidence of students' completion of pre-WIL activity designed for different types of WIL, such as group industry projects, online or remote WIL (activity may include identifying learning goals, attitudes, skills and behaviours that facilitate learning through WIL) • Evidence of students' completion of induction and orientation activities (could be through industry partners e.g. online OH&S compulsory modules or institutional modules on professional standards and ethical use of AI) • Employer evaluations and feedback affirming student preparedness at the start of the WIL experience. • Feedback from students indicating their understanding of key preparation areas including completing WIL activities with peers. • Evidence of pre and post training assessments measuring students' enhanced understanding and readiness for WIL activities. • Evidence of learning plans that accommodate student preparation for WIL activities. • Evidence of inclusive and accessible design of student preparation guidance, such as multiple modes of engagement with a preparation module.
	2.2 Student WIL experiences are connected to prior and future learning and reflect the integration of theory and practice.	• Evidence of scaffolded WIL curriculum design and assessment that builds on previous WIL experiences and links theory to practice • Evidence that students are prepared for reflective assessments where they are required to articulate the connection between their WIL experiences, prior learning, and future applications. This could involve journals, essays, or presentations that require students to evaluate how their WIL experience has enhanced their understanding of theoretical concepts. • Evidence of student co-design of WIL experience that aligns to their prior learning and future learning goals • Evidence of learning contracts (evidence of goal setting and linkages to prior and future learning) • Evidence of structured reflections linking WIL experiences to previous coursework and future career aspirations. • Evidence that WIL activities align with students documented career goals and aspirations

Quality WIL Standards and Examples of Indicators/Measures of Success

Domain	Student Experience	Examples of Indicators/Measures of Success
Before	2.3 Student WIL experiences are aligned with disciplinary learning and career/ learning pathway goals.	• Evidence of curriculum and WIL assessment that reflects career development learning (e.g. provision of student identification of pathway goals) • Surveys providing positive student feedback on WIL experiences and alignment to their learning goals • Evidence of student learning contracts or plans that demonstrate WIL experiences explore future goals
During	2.4 Risks are managed during WIL ensuring students' experiences are physically and psychologically safe.	• Evidence of identifiable risk management processes and documentation of strategies for safe WIL practices. • Evidence of induction for all stakeholders e.g. completion records of mandatory occupational health and safety training • Evidence of documented communication with stakeholders, incident reporting and actions, minutes of meetings • Evidence of institution check in with students for well-being eg meeting logs • Evidence of easily accessible and highly responsive supports for students throughout WIL experience
	2.5 Support, resources and guidance for learning are provided for students throughout the WIL experience from participants.	• Documentation of ongoing and responsive interactions and communication with students and industry partners throughout the WIL experience e.g. meeting logs • Records of effective support services provided and accessed by students. • Documented and effectively communicated channels for regular contact with relevant stakeholders • Surveys or feedback forms reflecting positively on the availability and helpfulness of support resources • Student testimonials regarding their awareness and access to support services such as counselling or careers advice sessions
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.	• Evidence of program changes and WIL experience improvements based on feedback from all stakeholders • Evidence in assessment artefacts eg final reports, reflective journals or student presentations demonstrate achievement of WIL learning objectives and show explicit reference to feedback received and actions taken to improve professional practice or learning outcomes • Evidence of students revising their learning goals based on feedback received during their WIL activity • Documentation and feedback from industry partners highlighting continuous improvement to their WIL offerings based on student feedback • Evidence of structured, timely feedback is embedded across the WIL lifecycle eg students receive formative feedback at key stages (e.g. early, mid-point, and end of WIL) from academic staff and/or workplace supervisors, aligned to stated learning outcomes • Evidence of students and workplace supervisors reporting understanding how feedback is given, used, and acted upon, as evidenced through guides, orientation materials, or evaluation data

Quality WIL Standards and Examples of Indicators/Measures of Success

Domain	Curriculum Design and Delivery	Examples of Indicators/Measures of Success
Guiding Principle	A quality WIL curriculum includes intentional andragogical approaches to enact embedded and scaffolded learning and assessment.	The examples of indicators and measures of success against the standards provide suggestions for the types of evidence that can be used to assure quality WIL practices. The list of examples is not exhaustive, and institutions are encouraged to add examples of evidence to meet their requirements.
Before	3.1 WIL experiences are embedded and scaffolded throughout curricula, purposefully designed and underpinned by current research and quality practice.	• Curricula documents/mapping showing explicit WIL integration and scaffolding of WIL activities aligned to learning outcomes • Evidence of different WIL activities (models) embedded into qualifications by field and stage of study; examples of course/unit changes reflecting industry insights and current research • Evidence of inclusive, innovative and flexible models of WIL throughout curriculum • Audit/mapping results showing learning outcomes across whole of qualification identifying scaffolded WIL activities • Alignment of WIL tasks with industry standards, including student and partner feedback affirming the authenticity of activities
	3.2 Participants are actively involved in the design of WIL curricula.	• Evidence of co-design of WIL curriculum with industry/community partners, accrediting bodies, and/or students • Documentation such as notes or minutes of meetings with stakeholder involvement in co-design • Evidence of student engagement levels, quality of student reflections, and feedback from students and supervisors affirming the relevance of tasks. • Evidence of new and diverse stakeholder partnerships engaged in WIL curriculum design • Evidence of positive stakeholder feedback or testimonials on involvement and input to WIL curriculum design
	3.3 WIL curriculum design considers stakeholder expectations, including professional accreditation requirements and evolving acceptance of alternative WIL formats, as appropriate to context.	• Evidence of curriculum/qualification mapping to identify alignment of professional accreditation requirements and standards • Evidence of positive feedback or reports from professional accrediting bodies
	3.4 WIL curriculum design provides inclusive, equitable and accessible experiences for all students, including consideration of financial, geographic and cultural barriers to participation.	• Reports developed to analyse student demographics and participation rates in WIL activities across all types of WIL experiences, including self-sourced, including analysis of processes of sourcing placements • Positive feedback from students with diverse needs on the accessibility of WIL experiences. • Evidence of consideration of educator perspectives on the resourcing and implementation of inclusive WIL, challenges, good practice and areas for improvement (e.g. survey and focus group data) • Evidence of WIL curriculum design that anticipates the needs of a diverse student cohort • Evidence of adjustments and accommodations made for students requiring support • Evidence of increased participation of equity groups including international and indigenous students in WIL

Quality WIL Standards and Examples of Indicators/Measures of Success

Domain	Curriculum Design and Delivery	Examples of Indicators/Measures of Success
	3.5 WIL assessment design is aligned to authentic and meaningful learning tasks.	• Evidence that assessment is co-designed or validated with industry partners • Examples of assessment criteria that align with workplace competencies • Examples of assessment outputs that are meaningful to the industry or community partner • Examples of assessment rubrics that explicitly reference industry standards, professional capabilities, employability skills, or discipline-specific competencies expected in the workplace
During	3.6 WIL curriculum delivery is guided with timely feedback providing learners with opportunities to reflect upon employability goals, progression and outcomes.	• Evidence of career development learning integrated with WIL activities and assessments e.g. examples of CDL activities and assignments aligned with WIL • Examples of student learning contracts that articulate career goal setting and reflection for self-awareness. • Alignment of tasks with learning outcomes, and student feedback on relevance to career and learning goals. • Evidence of institution staff checking in with students and provision of timely feedback including well-being, learning progress, and duty of care
	3.7 WIL curriculum delivery enables flexibility across physical, virtual and hybrid environments, ensuring tasks/ projects undertaken by students are aligned with learning outcomes.	• Evidence of the relevance of tasks to professional practice, feedback from external partners on student contributions, and students' perceived value of their WIL experience • Evidence of student's ability to apply theoretical knowledge in practical tasks, quality of critical analysis in student reflections, and assessment of problem-solving skills • Evidence of responsive and flexible adjustments to WIL activities, e.g. equitable learning plans or changes to timing, expectations throughout the activity
After	3.8 WIL curricula and assessments include debriefing with structured reflection and enable evidence of learning against intended outcomes.	• Data showing student performance trends before and after WIL implementation, measuring students' attainment of learning outcomes • Evidence of assurance of student learning during WIL (e.g. assessment portfolios showcasing student work and projects that demonstrate achievement of intended learning outcomes) • Evaluation reports summarising feedback from students and educators highlighting alignment between assessments and learning outcomes • Evidence of facilitated debriefing and reflection to unpack learning
	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.	• Explicit flagging of assessment tasks deemed likely/unlikely to be compromised by students' use of artificial intelligence. • Evidence of the use of technology such as AI within the student learning journey is clearly defined and appropriately used by both the institution and its partners • Use of technology for good practice is clearly benchmarked • Student reflections demonstrate the value they perceive in the use of technology throughout the learning journey
	3.10 WIL curricula and assessments are continuously reviewed internally and through external benchmarking to identify areas for improvement.	• Evidence of benchmarking through comparative analysis with similar programs or industry standards to identify strengths and areas for improvement • Evidence of curriculum review documents including input from external reviewers or industry partners, detailing modifications and enhancements • Evidence of staff capability development to support benchmarking activities (e.g. documents/records of professional development of staff in industry and institution) •Evidence of evaluation strategies to benchmark against targeted outcomes

Quality WIL Standards and Examples of Indicators/Measures of Success

Domain	Partner engagement	Examples of Indicators/Measures of Success
Guiding Principle	Quality WIL engagement with partners is collaborative and enables mutually beneficial experiences.	Examples of indicators and measures of success against the standards provide suggestions for the types of evidence that can be used to assure quality WIL practices. The list of examples is not exhaustive, and institutions are encouraged to add examples of evidence to meet their requirements.
Before	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.	• Partnership strategy includes provisions for items 4.2-4.7, with evidence of the final agreed document. • Partnership strategy establishes the partner arrangements (relationship) and explicit mention of the types of WIL involved in the partnership. • Partnership strategy is clear about equitable learning opportunities for enabling active participation of diverse partners.
	4.2 Partnership strategy(s) set out the requirements for collaborative WIL implementation aligned to student cohort learning needs and fostering mutual benefits.	• Evidence that the partnership strategy is aligned to an implementation plan, outlining the policy and procedural matters enabling the activation of an effective partnership including reference to: • Memorandum of Understanding MOUs • Use of active CRM/IT systems to manage interactions with partners and streamline (and automate) processes • Identifiable administrative and IT systems to maintain location and communication records between stakeholders • Fair work considerations • Communication plans and timelines supporting the strategy. • Outline of roles and responsibilities that will foster mutual benefits for all parties. • Evidence of clear, explicit and realistic expectation setting to support varied, multiple and diverse partnerships. • Guidelines for adjustments (as/if necessary for the WIL type (s) and all related ongoing engagements).
	4.3 Partnership strategy(s) define the work health and safety policies, including risk management procedures for all parties in WIL activities.	• Evidence of occupational health and safety arrangements, including processes for due diligence checks for onsite or online placements and WIL projects. • Evidence of risk management and risk evaluation strategies, including risk mitigation to minimise hazards and create safe and suitable learning environments. • Reporting mechanisms that promote shared accountability and transparency in health, safety, and risk practices.
During	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.	• Evidence of assurance of student learning during WIL (e.g. pre-during-post-WIL performance reviews) considering student success and performance from both external supervisor and academic point of views • Mapping of supported learning against qualification learning outcomes, professional accreditation standards or skill/attribute/capability frameworks • Documented details about partner agreements for quality supervision of learning appropriate for the WIL type, with evidence of plans for supervisory mechanisms (i.e. meetings between academic-partner-student) • Provision of resources to support supervisors with on-boarding students and understanding the students WIL requirements • Consideration and transparency of agreed appropriate use of AI • Design of fit for purpose engagement activities between external stakeholder and academic, specifically for fostering supported learning for the student (Documentation of duty of care checkpoints within the formal learning component of the WIL activity)

Quality WIL Standards and Examples of Indicators/Measures of Success

Domain	Partner engagement	Examples of Indicators/Measures of Success
	4.5 Partnership strategy(s) enable proactive implementation and monitoring of accommodations for equitable access and inclusive participation.	• Documentation of the plan for duty of care check in points (with partners) as part of the student experience (duty of care check in during the WIL activity) • Meeting/communication logs documenting regular check-ins with partner including evidence of reciprocal engagement for well-being and duty of care responsibilities • Guidelines for adjustments (as/if necessary for the WIL type (s) and all related ongoing engagements) • Evidence of partners being actively involved from the design through to the delivery (including student supervision) for inclusive participation • Evidence of mechanisms for timely feedback on the enablers and barriers 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.	• Consideration of institutional staff workloads reflecting effort required to create and maintain relationships with WIL partners • Evidence of institutional leadership framework that supports capability building and resource allocation to support stakeholder engagement (including staff promotion criteria focused on stakeholder engagement) • Evidence of institutional resourcing to support the partner management processes
After	4.7 Partnership strategy(s) support recognition of collaborations that enable ongoing sustainable partner contributions to maximise impact for all parties.	• Evidence of partner contributions with attention to equity considerations for long-term partnerships • Formalisation and recognition of partner input as a driver for continuous improvement, aligning with broader goals of equity, strategic impact, and lasting partnerships. • Evidence acknowledging participation (e.g. letters of appreciation) • Evidence of recognition and awards received at local, institutional and national levels
	4.8 Partnership strategy(s) are regularly reviewed for continuous improvement.	• Evidence of partner input, feedback and contribution to partnership arrangements • Evidence of partner feedback on student performance in WIL to inform improvements (Employer Satisfaction Survey) • Stakeholder participation data including deidentified feedback from students included in review, with evidence of adjustments based on feedback • Evidence of ongoing reflective engagement with all partners including review of roles and responsibilities • Documented partner feedback on satisfaction and value of WIL to their organisation, including data relating to the retention (and increase in numbers) of industry partners re-engaging with WIL • Partners demographic data: those engaging from small, medium and large companies, community/not-for-profit and non-government organisations, industry and employer associations and unions, and levels of government, as a means for documenting the proportion of different types of partners re-engaging in WIL. • Evidence of regularly updated MOUs with partner input. • Evidence of the evaluation outcomes (the insights gleaned from the industry engagement data to optimise sustainable personalized support). • Evidence of invitations to share models and experience through case studies