OVERVIEW OF A FRAMEWORK FOR THE INSTITUTIONAL QUALITY ASSURANCE OF WIL

DOMAINS	Student Experience	Curriculum Design	Institutional Requirements	Stakeholder Engagement
Guiding principle	*A quality WIL experience should provide students with a scaffolded, connected and supported pedagogical experience.*	*A quality WIL curriculum should contain embedded, accessible and transformative learning and assessment within an intended and enacted curriculum.*	*Quality WIL activity across institutions should be evidenced by the proper management of staff, risk management and reporting around WIL experiences supporting continual improvement.*	*Quality WIL experiences are supported by engagement, connection and responsiveness to the dynamic expectations of diverse stakeholders (industry, community, government, higher education sector, professional bodies, students).*
Before	**Standard 1.1** Ensure student readiness and preparation for learning in the workplace context **Standard 1.2** Student WIL experiences are connected to prior and future learning and work **Standard 1.3** Student WIL experiences align with their learning goals and capabilities	**Standard 2.1** WIL experiences are embedded through a whole-of-qualification curriculum design underpinned by current research and scholarship **Standard 2.2** Students and industry are partners in the design of WIL curriculum	**Standard 3.1** Institutions have shared goals, policies, principles and values about WIL **Standard 3.2** Institutions have identifiable leadership and governance structures for WIL **Standard 3.3** WIL is supported by adequate and effective IT and administrative systems	**Standard 4.1** Diverse stakeholders are active participants across WIL activities **Standard 4.2** Partner sites are reviewed for health and safety, and suitability for WIL activities
During	**Standard 1.4** Student WIL experiences are safe and supportive **Standard 1.5** Student WIL experiences offer scaffolded learning opportunities **Standard 1.6** Support and guidance is provided for students within the WIL experience	**Standard 2.3** WIL curriculum design reflects professional accreditation requirements and ongoing career and employability development **Standard 2.4** WIL curriculum design provides inclusive, equitable and accessible experiences **Standard 2.5** WIL assessment design is supported by authentic tasks, aligned with learning goals and graduate outcomes	**Standard 3.4** Institutions provide targeted professional development for academic and professional staff, and industry and community partners **Standard 3.5** Enacted legal and risk management frameworks, compliance procedures and processes	**Standard 4.3** Institution has effective policies and procedures in place for ongoing quality assurance of stakeholders including partner agreements, financial arrangements, and supervision quality **Standard 4.4** Institutions undertake site contact and stakeholder communication **Standard 4.5** Effective and sustainable relationship management including appropriate communication, reward and recognition
After	**Standard 1.7** Students receive, use, and provide feedback on WIL experience to ensure progress towards learning goals	**Standard 2.6** Student learning gains are measurable against intended outcomes **Standard 2.7** Benchmarking of WIL assessment and identification of areas for improvement	**Standard 3.6** Provision of funding, resourcing, support, and recognition necessary to achieve WIL strategic goals **Standard 3.7** Evaluation and tracking of short to long term WIL outcomes for continuous quality improvement	**Standard 4.6** Partnership arrangements are regularly reviewed

THE FULL FRAMEWORK IS AVAILABLE AT: https://research.qut.edu.au/wilquality/