

A review of Australian universities work-integrated learning policies and procedures: Referencing disability

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This article reports on a desktop evidence review of Australian public universities work-integrated learning policies and procedures. The review examined the availability and accessibility of these documents to prospective students with disability, as well as their inclusivity and quality, against three dimensions developed from analysis of equity best practice literature. The findings reveal an inconsistent approach by Australian universities to inclusive work-integrated learning for students with disability. The variability in availability and accessibility of inclusive work-integrated learning materials implies course and university decision-making for future university students with disability may be difficult. Quality concerns included a limited reference to relevant standards, transparent terminology and research evidence in available materials, as well as expired policies and procedures, outdated language and disability theory, and a lack of evidence of industry collaboration. Recommendations from these findings support the development of equitable WIL practices with students with disability across Australian universities.

Keywords: Work-integrated learning, students with disability, university policy, equity.

Work-integrated learning (WIL) describes “any arrangement where students undertake learning in a work context as part of their course requirements” (Teaching Education and Quality Standards Agency [TEQSA], 2022, p. 1). This includes the practicum, online and face-to face internships, cadetships, clinical rotations, industry projects, field trips and simulation (Australian Workforce and Productivity Agency [AWPA], 2014; Sachs et al., 2017). This paper considers all such arrangements described in the university sites reviewed. The benefits of WIL are well documented, and include higher graduate starting salaries, improved confidence and greater cultural competence in the workplace (Australian Collaborative Education Network [ACEN], 2021; AWPA, 2014).

Students with disability are a recognized university equity group who experience disadvantage in Australian higher education (Department of Education, Employment and Workplace Relations [DEEWR], 2009; Eckstein, 2022). The protection of Australians with disability against discrimination in general society is legislated for by the Disability Discrimination Act 1992 (Cth). The obligations of higher education to give students (and prospective students) with disability the right to education and training opportunities on the same basis as other students are laid out in the Disability Standards for Education 2005 (Department of Education and Training [DET], 2005). The Standard’s objectives are to eliminate (as far as possible) discrimination for these students, to protect and promote their rights, and

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to facilitate societal acceptance that people with disabilities have the same rights as others in society. Since the 2005 standards were published there have been three reviews. Pertinent to WIL is the 2010 DEEWR review (2012) call for clarity on reasonable adjustments and unjustifiable hardship terminology and for universal design of educational processes, a finding reinforced by the 2015 review (Urbis, 2015). Also relevant is the 2021 review Department of Education, Skills and Employment (DESE), 2021, which included a focus on empowering students to make informed choices about education.

TEQSA, Australia's independent national quality assurance and regulatory agency for higher education, makes clear that equity in higher education must include the WIL experience, emphasizing WIL opportunities must be fit for purpose for a diverse range of students (TEQSA, 2015, 2021). The *Good Practice in Work Integrated Learning (WIL) Report* (Sachs et al., 2017) concurs, highlighting the requirement of all universities to provide inclusive WIL experiences that offer the opportunity of optimal participation for all students. Universities themselves have begun to better understand and support students with disability as part of their move to embrace the growing student equity agenda in higher education (Pitman, 2022). While this has resulted in greater participation rates of students with disability in recent years, this student group tends to find WIL less accessible (Sachs et al., 2017) and receive an inferior quality WIL experience (AWPA, 2014; Universities Australia, 2019; Wall et al., 2017).

Best Practice for Equitable Work-Integrated Learning

A quality WIL experience is important, not only to the student experience, but to government and industry outcomes, as well as the reputation of the university (Winchester-Seeto, 2019). The recent Higher Education Standards Framework (DESE, 2021, section 2.2) states "Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds". To ensure their WIL programs are providing all students with an optimal quality experience, this report also states the university must make clear and accessible to prospective students in writing any particular requirements for placements, including any equity considerations. The *Framework to Support Assurance of Institution-Wide Quality in WIL* (Campbell et al., 2019), suggests that tertiary institutions ensure students are ready and prepared from workplace learning and that they develop and make available shared WIL goals, policies, principles and values and clear and accessible institutional policy, protocol and guidelines. The framework also calls for WIL curriculum design that is inclusive, accessible and equitable. Further, Sachs et al. (2017) advise that staff involved in the development and provision of WIL opportunities for students require inclusive WIL policy directives to support them in the application of such programs. The development of an accessible and inclusive placement experience also requires close collaboration between industry hosts, the university and the student. Winchester-Seeto et al. (2015) highlight the importance of this collaboration in the development of clear guidelines, roles and responsibilities to support inclusive WIL. In more general terms, (Campbell et al., 2019, p. 20), refers to the need for "Connection with and responsiveness to the dynamic expectations of diverse stakeholders (industry, community, government, tertiary education sector, professional bodies)."

The transparency and consistency of WIL information is also key to inclusive, quality and accessible WIL opportunities. TEQSA (2015) argues this transparency is particularly important for prospective students to facilitate informed place of study and degree choices. Particularly relevant to individuals with disability is the TEQSA expectation that "Accurate, relevant and timely information for students

is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences” (2015, p.14). Note the term *special needs* used here, which is generally dissuaded by disability advocates as well intentioned but patronizing.

In practice however, a range of studies have found transparency and consistency around issues that are key to decision making for students with disability can be limited. This lack of transparency includes issues central to accessibility of WIL for students with disability, including reasonable adjustment processes required to make a placement accessible, the balance between these adjustments and the inherent requirements of a course, and any impact of situations that create unjustifiable hardship to the university, thereby preventing such adjustments and student access to WIL (Brett et al., 2016; Lister et al., 2019; National Centre for Student Equity in Higher Education [NCSEHE], 2020). The 2015 *Review of The Disability Standards for Education* (Urbis, 2015) found the requirement for clarity on the interpretation and use of terms important to WIL equity such as ‘reasonable adjustment’ and ‘unjustifiable hardship’, and the need for greater support and guidance on best practice for educators (Urbis, 2015). Further, Brett et al. (2016) found the term inherent requirements required greater transparency and consistency across Australian universities to enable students with disability the opportunity to make an informed choice about their university and course. The AWPW WIL scoping paper (2014) found this lack of transparency may be a factor limiting WIL uptake for university students with disability.

The research literature on the university experience of students with disability also highlights the importance of how WIL information is communicated with students. To be accessible and acceptable, this requires a contemporary understanding of, and approach to, disability. According to Brett et al. (2016) the disability classifications utilized in higher education can be overly narrow, based on the now outdated medical model of disability, which fails to capture its complexities and diversity. The medical model also has a deficit focus, that places responsibility for the requirement for adjusting the environment with the student, not the system, and tends to place impairment as the source of any issue or problem experienced by the student, thereby creating a victim-blaming situation that ignores wider structural factors. The person with disability is seen as someone who must change to fit in with a system (DESE, 2021). In the same vein, Naylor and Mifsud (2020) report on the common higher education practice of problematizing the equity student. The expectation that the student complies with an existing selective system, they argue compounds the issues of inequity that face marginalized students, such as the student with disability. To this end, the NCSEHE has advocated for a social model of disability approach from universities, where a broader understanding of disability shifts the emphasis to making social structures more equitable and removing systemic barriers to participation (NCSEHE, 2020).

The language and tone used when discussing WIL experiences for students with disability also requires careful consideration. Language and tone, such as use of formal and informal, use of terms that describe rigidity and control, deficit or strength etc. reflect beliefs, attitudes and prejudices and can influence the behaviors and experiences of others (Lister et al., 2019; Rose, 2006). Research has demonstrated language can deter students with disability from disclosing their status (Rose, 2006) including in WIL placement environments (Evans, 2014), and therefore their capacity to receive support to access and successfully participate in WIL. Certain terms used to describe disability are today viewed as unacceptable, as they can reinforce stereotypes of inferiority, weakness and disempowerment. Examples include wheelchair bound and suffering with.

In recent years the discourse around disability has shifted to one that embraces diversity and is strengths-based (Australian Federation of Disability Organisations, 2022). This strengths-based, universal approach is also called for within universities, to shift from a reactive to a proactive model where the environment and systems are inclusive as far as possible to all needs; a universal design where the presence of a variety of needs is assumed (DESE, 2021; Winchester-Seeto et al., 2015). Universal design as a philosophy arose from the disability rights movement in the late 1960s with the aim to bring people with disability into the mainstream of society (Steinfeld et al., 2012). Originally developed as a physical access issue access to buildings it is now recognized in higher education an underpinning principle for more inclusive learning and assessment tasks. The focus is towards the student and away from the teacher and institution's needs and applies an awareness and understanding of the diverse learning needs and strategies of students (Coffman & Draper, 2022).

The requirement of a universal design approach to WIL is reflected in the NCSEHE (2020) Submission to the 2020 Review of the Disability Standards for Education 2005, Recommendation 3, which states:

The standards impose a stronger requirement on institutions to adopt a universal design approach to disability, whereby the presence of students with disability is assumed, regardless of disclosure, with available data used to inform the development of inclusive policy and practice. (p. 23)

A universal design also avoids the need for blanket assumption and stereotyping, for example, a person with autism may or may not require certain environmental changes such as noise limitation, similarly those without a defined disability may do.

Currently, students must disclose a disability to be eligible to apply for reasonable adjustments within their course, assessments and WIL. This can be problematic for some students who do not wish to attract a disabled label, which then creates a barrier to necessary support (Lister et al., 2019). A universal approach may reduce the need for disclosure and reasonable adjustments to be made for individual students.

There is currently no universal agreement, criteria or checklist to ensure university policies and procedures on how to develop and ensure an equitable university WIL experience for students with disability (Winchester-Seeto et al., 2015). This paper has therefore drawn on the above literature and legislation, and further contemporary reports and guidelines developed or commissioned by industry and by higher education and WIL peak bodies such as ACEN, TEQSA, DESE and AWWPA, as well as peer reviewed research findings to identify the key criteria that universities should consider improving the inclusivity and messaging within their WIL policies and procedures. These criteria have been organized under three review dimensions (Figure 1). The aim of this paper is to report the findings of a desktop review conducted on public Australian university sites to explore how these universities approach the provision of an equitable WIL experience for students with disability.

METHOD

A desktop review of publicly available university WIL and disability policies and procedures was conducted between December 2021 and October 2022. The review was interested in the Australian higher education and policy context, and so the review was limited to Australian universities. For thoroughness, a Google search was also undertaken with the same objective. The review followed the document analysis approach (Bowen, 2009). A systematic, iterative approach was used to describe and count (content analysis) and then interpret (thematic analysis) documents on a topic of interest.

University websites (38) were searched by three reviewers using the following keywords and their synonyms to determine the availability of the relevant policies and procedures: work-integrated learning, practicum, clinical practice, disability, policies, procedures, industry collaboration, reasonable adjustment, equity and inclusion, support and disclosure. Policies and procedures that could be easily accessed by the public, that is, not behind a staff or student login, were included in the study. The researchers in this project found this an arduous task because of the many different names and titles given to WIL and disability materials, and because of the requirement in some universities to explore a range of sub-sites and links (some of which were no longer active) to find policies and procedures. In some cases, accessibility to these materials was easier through a simple Google search rather than via a search within the university site. To ensure a rigorous search, using a range of search terms, took over an hour to access and assess the WIL materials for students with disability for each university site. In many cases, it was necessary to return to individual sites as new versions materials names and access routes were discovered.

Data were collected on an excel spreadsheet against each university site. Basic content analysis was conducted by the three researchers on the range of criteria within each review dimension described in Figure 1. Each reviewer took a proportion of the 38 university sites. To ensure consistency in the data collection, regular meetings were held between the three researchers to check for consistency in searching and assessing of review material. Moderation and consensus occurred through each researcher reviewing at least three of their colleagues' university sites. Any disparity in approach and findings was discussed. A summary of findings is provided in the Appendix.,. An interpretation of this analysis is provided in the discussion of findings section of this paper, organized under three review dimensions.

Development of Review Dimensions

FIGURE 1: Dimensions and criteria used for the review.

WIL Materials: Availability, Accessibility and Quality	WIL Materials: Consistency and transparency of information	WIL and Disability Materials: Language and lens
<ul style="list-style-type: none"> • Discussion of disability in WIL materials • Discussion of WIL in disability materials • Date of WIL materials • Reference to TEQSA • Discussion of industry collaboration/engagement 	<ul style="list-style-type: none"> • Reasonable adjustments • Inherent requirement • Unjustifiable hardships 	<ul style="list-style-type: none"> • Disability definition • Disability lens • Tone • Universal design versus individual responsibility

The three dimensions, each with criteria components (Figure 1), were developed to represent the key practices to promote inclusive and quality WIL experiences for students with disability reported in the literature. For universities with an available WIL policy (whether or not they also had accompanying WIL procedures), the WIL policy was reviewed using the dimensions described. For universities with no available WIL policy, but with available WIL procedures, the WIL procedure was the material reviewed.

The first dimension considers the availability, accessibility and quality of WIL materials. This dimension addresses Standard 3.1 of the quality assurance WIL framework (Campbell et al., 2019), and expectations outlined in further literature (including Naylor & Mifsud, 2020; Sachs et al., 2017; Winchester-Seeto et al., 2015). The availability and accessibility of these materials to the public (and therefore prospective and current students and families/meaningful others) and their format (i.e., policy, procedure, both) was noted. The availability of disability material were also searched for. The discussion of students with disability in WIL materials and discussion of WIL in disability materials was noted. Quality was reviewed through reference to a Tertiary Education (TEQSA) guidance notes within WIL policy and procedures (TEQSA 2015, 2021). It also considers collaboration and engagement with stakeholder in the development of the WIL experience and the review/expiry date of the WIL materials (AWPA, 2014; Campbell et al., 2019; Lister et al., 2019; NCSEHE, 2020; Winchester-Seeto et al., 2015). The review/expiry date was determined using the last and next review dates stipulated on the materials, against the date the site was reviewed.

The second dimension, consistency and transparency of information examined the terms used to discuss the processes the universities apply to support the student with disability access WIL (AWPA, 2014; Brett et al., 2016; Lister et al., 2019; NCSEHE, 2020; TEQSA, 2015, 2021). The discussion of terms reasonable adjustments, inherent requirements and unjustifiable hardships were searched, the way they are defined or explained, and any examples provided noted. The third dimension language and lens considered the accessibility and acceptability of the language, tone and approach to disability in the WIL materials. This dimension was extended to disability materials. Drawing on evidence and recommendations for inclusive practice in higher education for students with disability, the dimension considered the definition of disability, its source and the language used within that definition (Brett et al., 2016; Lister et al., 2019; NCSEHE, 2020; Rose, 2006). The dimension also considered the model of disability used and the tone of language. Disability materials were examined for their use of a disability definition. References to the 2005 Disability Standards for Education (DET, 2005) and more recent reviews of these standards, were noted. Direct quotes from university sites are included to illustrate these findings, with the university identified via codes U1 to U38 (see Table 1).

FINDINGS

Table 1 presents a summary of the quantitative data presented in Appendix A Table 2. These findings are organized as numbers and percentages across the five Australian university groups: Group of Eight (Go8), Australian Technology Network (ATN), Regional Universities Network (RUN), Innovative Research Universities (IRU) and unaligned universities (UN). Most of the findings are shaded for ease of reference. The different shades of grey in Table 1 indicate university groups are either the lowest percentage for the criterion assessed (50% or fewer universities), intermediate 51% to 75% or the higher category (76% and above). See Table 1 Key below. The reader should approach this shading as intended by the researchers, as a simple visual indication of better performing university groups against the WIL and disability criteria listed. The discussion of findings describes and interprets these numerical data, as well as the approach to language and lens of materials, with illustrations provided from the university sites.

Table 1. Key

50% or fewer universities
51% to 57% of universities
76% to 100% of universities

TABLE 1: Summary of findings.

University site publicly available materials	Uni n=38	Go8 n=8	ATN n=7	RUN n=8	IRU n=7	UN n=8
Total universities with any WIL materials	29/38 76%	4/8 50%	6/7 86%	7/8 87.5%	7/7 100%	5/8 62.5%
Materials include WIL policy and procedure.	8/38 21%	0/8 0%	1/7 14%	4/8 50%	1/7 14%	2/8 25%
<i>WIL policy only.</i>	12/38 26%	2/8 25%	4/7 57%	1/8 12.5%	4/7 57%	1/8 12.5%
<i>WIL procedure only.</i>	9/38 24%	2/8 25%	1/7 14%	2/8 25%	2/7 29%	2/8 25%
WIL materials identified as in date.	22/29 76%	2/4 50%	3/6 50%	6/7 86%	7/7 100%	4/5 80%
WIL materials discuss disability.	20/29 69%	3/4 75%	6/6 100%	4/7 57%	4/7 57%	3/5 60%
WIL materials discuss TEQSA.	12/29 41%	2/4 50%	2/6 33%	4/7 57%	*2/7 29%	2/5 40%
WIL materials discuss engagement/collaboration in WIL placement development with industry.	10/29 35%	2/4 50%	0/6 0%	3/7 43%	2/7 29%	3/5 60%
Reasonable adjustments mentioned.	7/29 24%	1/4 25%	1/6 17%	2/7 29%	2/7 29%	1/5 20%
Reasonable adjustments also defined.	6/29 21%	0/4 0%	1/6 17%	3/7 43%	0/7 0%	2/5 40%
Inherent requirements mentioned	5/29 17%	0/4 0%	2/6 33%	1/7 14%	1/7 14%	1/5 20%
Inherent materials also defined.	4/29 14%	0/4 0%	1/6 17%	2/7 28%	1/7 14%	0/5 0%
Unjustifiable hardships mentioned.	1/29 3.4%	0/4 0%	0/6 0%	0/7 0%	0/7 0%	1/5 20%
Unjustifiable hardships also defined.	1/29 3.4%	0/4 0%	0/6 0%	1/7 14%	0/7 0%	0/5 0%
Disability defined in WIL materials.	3/29 10%	0/4 0%	1/6 17%	0/7 0%	0/7 0%	2/5 20%
Disability defined in WIL materials with reference that expands on 1992 Act.	1/29 3.4%	0/4 0%	0/6 0%	1/7 14%	0/7 0%	0/5 0%
Universal language mentioned in WIL materials.	2/29 7%	0/4 0%	0/6 0%	1/7 14%	0/7 0%	1/5 20%
Universal design discussed specifically re. WIL design.	1/29 3.5%	0/4 0%	0/6 0%	0/7 14%	1/7 14%	0/5 0%
Disability materials available in university site.	36/38 95%	7/8 87.5%	7/7 100%	8/8 100%	7/7 100%	7/8 87.5%
Disability materials discuss WIL.	15/36 42%	1/7 14%	1/7 14%	3/8 37.5%	5/7 71%	5/8 62.5%
Disability materials 2005 Standards in Education mentioned.	24/36 66%	6/7 86%	4/7 57%	5/8 62.5	5/7 71%	4/8 50%
Disability defined.	26/36 55.5%	6/6 86%	4/7 57%	6/8 75%	6/7 86%	4/8 50%
Social model of health used to describe/define disability in WIL or disability materials.	2/38 5%	1/8 12.5%	0/7 0%	0/8 0%	0/7 0%	1/8 12.5%

Dimension One Findings: Work-Integrated Learning Materials, Availability, Accessibility and Quality

This review was concerned with ascertaining the availability of WIL materials for prospective students with disability on Australian university websites. Therefore, findings relating to material available to current staff and students only was not included.

The navigation of university sites was a laborious task for the researchers in this review and may therefore reasonably present as a deterrent to prospective students with disability who are investigating suitable universities that may accommodate their WIL requirements. This finding concurs with the conclusion made by the 2020 review of the 2005 Disability in Education Standards that “Students with disability and their parents and carers *seek to find their way through* the education system, *the onus rests on them to understand the system*” [emphasis added] (DESE, 2021, pp. 15-16).

Jackson and Wilton (2016) noted that while universities have focused on improving the logistical and learning challenges for students with disability for some time, they have only recently begun to focus on WIL quality and are still developing policies for certain aspects of their WIL opportunities. This appears to remain the case in 2022, with just 29 of the 38 (76%) universities reviewed having a WIL policy and/or procedure available to the public on their university website. Of these 29, 12 (41%) had a WIL policy only, eight (28%) had a WIL procedure as well as a policy (also termed guideline or framework), and a further nine (31%) had no WIL policy but did have a WIL procedure. In nine of the 38 university sites (24%) there was no evidence of a WIL policy or procedure. This lack of WIL documentation ignores expectations and recommendations that all universities provide clear and accessible materials regarding WIL (Campbell et al., 2019; TEQSA, 2015, 2021). As policies usually lay down the university’s philosophy around an issue, and provide strategic expectations for procedures, the finding that WIL procedures were available but policies not evident was puzzling and somewhat disconcerting. This finding also demonstrates that the call for all staff involved in WIL to be guided by relevant policy outlined in the 2015 Review of the 2005 Disability Standards for Education (Urbis, 2015) has not been met across universities leaving university administration and teaching staff, as well as placement hosts, without clear guidance regarding the development of the WIL experience. Potential consequences for students include inconsistency in WIL accessibility and quality of experience.

WIL policies were named a variety of ways, including fieldwork policy, professional experience policy, professional placement policy and internship policy. Names of WIL procedures also varied, including WIL placement procedures, WIL guidelines and industry experience procedures. This heterogeneity of terms further presents a confusing array of materials to the enquiring student with disability who is investigating WIL accessibility. The DESE 2020 review (2021, p.17) has argued for clear accessible information particularly important for students with disability who are transitioning between educational systems and providers, including the move to university. This lack of consistency of terms can only make the comparison of universities and courses more difficult for a potential student with disability who is considering their options.

Of the 29 universities that had WIL materials (policies and or procedures) on their website, nine (31%) made no mention of disability, contrary to the quality assurance WIL framework (Campbell et al., 2019) standards 3.1 and 3.4 recommendations that universities discuss disability and policies and strategies used to ensure access to WIL. For example, the 20 universities (69%) that mentioned disability in their WIL materials did so in disparate ways. The majority of WIL materials provided a brief and general acknowledgment of students with disability. A typical example is: “The needs of students who may require reasonable adjustment must be considered, in accordance with the Disability Policy” U20. Five

universities limited their discussion to a link to their disability materials. One university provided detailed information of WIL processes for students with disability, including detailed guidance around reasonable adjustments and disclosure and sources of support U3.

Twenty-two of the 29 (76%) universities' WIL materials were current at the time of conducting the review. Five of the 29 universities' (17%) WIL materials were out of date and a further two (7%) did not record an approved, review or effective from date on their document. This lack of commitment to update these materials may arguably be seen by the public as a reflection of the university's commitment to student inclusion in WIL activities. It also brings into question the accountability of the university to keep such policies relevant.

Disability policies and procedures were found in 36 (95%) of the 38 university sites. Again, a heterogeneity of terms and focus made navigation and access to these materials onerous. Some of the policies and procedures were exclusive to disability, others included a discussion of disability within wider policies and/or procedures such as inclusivity action plans or diversity and inclusivity policies. Of these 36 universities, 21 (58%) made no mention of WIL. This finding again demonstrates the variation between universities in their alignment with the quality assurance WIL framework (Campbell et al., 2019), and draws attention to the lack of accessible information available to students with disability around the accommodation of the university to their needs. The common practice revealed in this review of universities restricting discussions of accessible WIL for students with disability to their disability materials, demonstrates a lack of inclusive approach to WIL. Perhaps most concerning was the finding that two universities had no evidence of a disability or other equity focused policy or procedure documentation. One of these two universities also had no WIL documentation available on their public website.

An indicator of quality in WIL materials is the reference made to TEQSA guidance notes within this documentation. Twelve (41%) of the 29 universities with such documentation referred to the TEQSA guidance notes. It is not possible to say from this finding if the other 17 (59%) universities did use these guidelines in their WIL development materials. However, the supply of a reference to these materials in the 12 universities indicates that in these universities at least, materials and decision-making has been informed by higher education organizations responsible for quality.

Research into WIL host perspectives indicate the tendency to hold stereotypical ideas of the abilities of students with disability (Eckstein, 2022). Collaboration with university and with these students on WIL design can help dispel this perception and develop a proactive stance to host placement design. In 12 (41%) of 29 universities with WIL materials discussed engagement and/or collaboration with host industry in developing WIL placements within these materials. Examples include: "Quality WIL is designed and delivered collaboratively through internal and external partnerships, aligning with course, student, community, industry, and external accreditation requirements, where appropriate" U37. The majority instead focused on operationalizing the WIL experience without clear articulation of a pathway to co-create WIL opportunities with industry partners. In these cases, there was no mention of industry, or where mentioned, the relationship and participation in WIL was discussed in vague terms and tended to be focused on reactive feedback from industry placement hosts where things go wrong. These instances represent missed opportunity for open discussion and collaboration on equitable WIL and universal design principles for placements.

Dimension Two Findings: Work-Integrated Learning Materials, Consistency and Transparency of Information

Lister et al. (2019) argue that to be accessible, the university must provide transparency around reasonable adjustments for students with disability, including legal rights and examples of potential adjustments. In this review, 14 (48%) of the 29 universities with WIL materials did not mention reasonable adjustments. Of the 15 that did, eight (53%) mentioned the term reasonable adjustments as a concept or process, however seven of these eight provided a general description of the term, with no definition or examples to clarify. An example of such a general description was: “Placement and project coordinators are responsible for ensuring placement providers and project partners are aware of any reasonable adjustments agreed between the University and the placement provider or project partner to accommodate a student with a disability” U9.

Seven of the 15 universities (24%) defined reasonable adjustments, these were similar across the seven, all mentioned needing a balanced approach that didn’t compromise other students or the wider university against providing an equal experience for the student with disability. An example is:

Adjustments to WIL to support students with a disability, illness, injury, medical or mental health condition or those impacted by personal or exceptional circumstances must be implemented in a way that is equitable without compromising the integrity of the assessment and course accreditation requirements. U13

One of the 15 universities (U10) that mentioned reasonable adjustments also offered an example of these adjustments, this being assistive technologies

The universities’ communication of reasonable adjustments could be off-putting for students researching this process. An example that demonstrates this unhelpful use of language is:

Students who cannot attend the WIL activity and who are not eligible for reasonable adjustment to the WIL activity must withdraw from the unit as soon as possible after the WIL activity allocation is notified and must contact the Unit Coordinator to discuss their situation and seek advice about course progression. U21

Overall, the approach in policies and procedures when defining and discussing reasonable adjustment processes was formal and rigid, giving the impression there was a subconscious understanding that students must fit in with pre-determined systems and expectations or individually request an alteration in these systems and processes should they require WIL support. For example:

Students who have an illness or Disability, who wish the University to adjust a process, policy or procedure or wish the University to provide reasonable adjustments ... must first register with Disability Resources and disclose the nature and extent of the illness or Disability. U19

This example reflects the recent findings from the DESE, who reported universities as reactive to needs of students with disability (DESE, 2021).

The term universal design was mentioned in three of the 38 university sites (10.5%), U20, U35 and U38. Two of these, U20 &U38, mentioned this principle in their disability policy or procedure, neither however related it to WIL. For example:

Universal design refers to the design of products and environments to be usable by all people to the greatest extent possible, without the need for adaptation or of specialized design. In

education, this means developing course content, teaching materials and delivery methods to be accessible to and usable by students across the broadest diversity ranges. U38

In contrast, one university provided a proactive approach to reasonable adjustment procedures:

The University encourages the adoption of the principle of ‘universal design’: where learning tasks and activities are not suitable for a student with a disability, and alternative, equivalent tasks and activities are designed as reasonable adjustments, consideration should be given to whether the redesigned versions could subsequently become the standard task/activity of the unit. U35

As with reasonable adjustments, scholars and researchers have called for the exploration of options for achieving “Greater consistency, clarity and transparency of inherent requirement statements across institutions and disciplines” (Brett et al., 2016, p.3). This review found nine of the 29 universities with WIL materials (31%) mentioned inherent requirements, five of these nine offered a broad description and four of the nine provided a definition. Two of these four definitions referred to “skills, knowledge and behaviours” U13, U21, one to “core competencies of a job” U3, and one to “mental physical and emotional characteristics required to do a job” U33. One university provided examples of inherent requirements. This was “health and security checks, vaccination, language requirements” U21. Two of the 29 WIL materials discuss unjustifiable hardship, one of which provided a definition: “Unjustifiable hardship - refers to a defence in law that permits an organisation to refuse a particular adjustment if it will cause major difficulties or the cost is unreasonable... determined on a case-by-case basis” U3. In 2016, Brett et al. audited Australian university handbooks found just 18.6% of their audit of 38 Australian university website course handbooks included an inherent requirement statement. Although our search was carried out seven years later, and considered specific WIL and disability materials, our findings continue to demonstrate much room for improvement.

The absence of consistent and accessible terminology is exacerbated by the lack of requirement under the Disability Discrimination Act 1992 (Cth) or the Disability Standards for Education of universities to specify inherent requirements, and the lack of a standard, universally accepted definition (Brett et al., 2016). The situation creates a confusing and somewhat daunting prospect for any student researching the accessibility of WIL and as such detracts from the ability to make an informed choice for their future, effectively disempowering an already disadvantaged group in higher education and wider society.

This desktop review was also interested in the acknowledgement in WIL materials of the 2005 Disability Standards for Education (DET, 2005) and its subsequent reviews. The findings revealed 24 of the 36 universities with disability materials (67%) mentioned the 2005 Disability Standards for Education. None mentioned any of the subsequent reviews and their recommendations on the importance of clarity around student disability equity processes including reasonable adjustments and the empowerment of student choices through clarity of information and processes. Although this review cannot ascertain if these universities were unaware of the 2005 Disability Standards for Education and subsequent later review recommendations, the findings do indicate a lack of adoption of these recommendations.

Dimension Three Findings: Work-Integrated Learning and Disability Materials, Language and Lens

Four of the 29 universities (14%) with WIL materials defined disability in these WIL materials. The lack of alignment of these definitions and terms around disability with contemporary understanding was evident, with three of these four either referred to the Disability Discrimination Act 1992 (Cth) or cited

this verbatim. The definition of disability in this act, which remains in use today, is primarily focused on physical issues, but also includes learning difficulties and mental health. As expected from a document that is 30 years old, some of the terms used in this definition are not acceptable today. These include malfunction when describing learning disability and disturbed when describing a mental health issue (Australian Federation of Disability Organisations, 2022). An extension of this definition was found in one university (U3) where contemporary understanding of types of disability, including long covid and autism were added.

Although the main focus of the review was WIL materials, an extension of the examination of definitions of disability to the universities' disability materials revealed 14 of the 36 universities (39%) that had available disability materials cited the Disability Discrimination Act 1992 (Cth) definition, 12 providing a verbatim quote. Criticism of the 1992 definition is evident in the higher education literature. Pitman et al. (2021), for example, argue the lack of transparency around this medicalized definition of disability is a central influence on equity for students in higher education.

One university (U27) paraphrased the Disability Discrimination Act 1992 (Cth) as follows:

The DDA provides a broad definition of disability which includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. Physical disfigurement, and the presence in the body of organisms capable of causing disease (e.g. HIV) are also covered by the DDA. Lens appears medical and deficit focussed.

A further university demonstrated a deficit approach in their use of language around disability: "(Student will disclose)...physical or mental impairment, disability or any condition or disorder (including substance abuse or dependence) that is detrimentally influences the student capacity to undertake WIL activity" U21. This approach to communicating ideas around disability reflect the medical model idea of disability as an individual deficit issue without reference to social structures, including the university and host organisation. Further, the term "Disability and Medical Conditions policy" chosen by U36, clearly indicates an understanding of disability through the medical model lens. The NCSEHE (2020) propose that to support disclosure, a nuanced, needs-focussed definition of disability is required, that includes a definition of mental health that is broad enough to include episodic, chronic and temporary conditions.

Two of the 36 universities with disability materials provided this broader idea of disability in their disability materials that expanded on the Disability Discrimination Act 1992 (Cth) definition:

Disability may be temporary or permanent and is not necessarily visible. Some 18% of the Australian population have disability. Whilst some people with disability contribute to society in the same way as those without disability, many must overcome significant barriers which prevent their full participation. U22.

Disability is a complex experience that reflects the interaction between people and the society in which they live. Disability may be physical, mental, intellectual, neurological, or sensory, and can be permanent or temporary. Overcoming the difficulties faced by people with disability requires interventions to remove environmental and social barriers. U24

Pitman et al. (2021) highlights the importance of higher education policy in recognizing such structural and societal issues that compound the student's experience of disability. This expanded definition, (U22 and U24), reflects the social model of disability, and recognizes students with disability as a

heterogeneous group, with disability and its impact on student life a fluctuating, fluid issue, dependent on situation and structure. As such, it offers a contemporary, inclusive and meaningful approach to inclusive WIL.

Within this same dimension is the nature of the language used to communicate to the student in WIL and disability documents. The language used in the majority of documents was passive and talked about rather than to the student. General language around disability and associated university processes sometimes implied a rather passive stance rather than an active interest in equity for students with disability, for example: “The University is required to comply with the Anti-Discrimination Act 1991 (Qld), the Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education 2005 (Cth)” U15.

Language around disclosure is particularly important to get right if students are to access university support required to engage in WIL (Lister et al., 2019). In practice, students commonly decline to disclose (Nolan et al., 2015). Thompson and Brewster (2022) indicate universities must understand the complex nature of why students may choose not to disclose, and act on this understanding to support this process. This review found that some of the language used in university materials could be seen as a deterrent to disclosure. For example: the reasonable adjustments section of the Work-Integrated Learning Policy and Procedure for U21 states, “The Head of Course (or nominee) may refuse to allow a student to undertake a WIL activity or may withdraw a student found not to be fit to participate in the WIL activity” U21. It is reasonable to assume the tone of this language would constrain disclosure and therefore access to required reasonable adjustment processes that could enable WIL participation and success.

Responsibility for disclosure was placed firmly within the remit of the student with disability in the vast majority of WIL and disability materials, for example: “Students *must formally disclose* their disability prior to the allocation of a placement” U8, and “Where a student identifies themselves as having a disability and requests assistance” [emphasis added] U14.

Inclusive language around shared responsibility for disclosure was difficult to find. One example from NSW university however demonstrates inclusive, reassuring language, talking directly to the student :

We don't need to know every single detail about your disability. We do need to know how your disability impacts on your capacity to study. The more we know and understand about your disability, the greater chance we have of reducing its impact upon your studies. If you're still unsure, email the Disability Service team to find out more about what you do and don't need to disclose to us. Any conversations you have with them remains confidential. U3

In some cases, the language used to talk to students within WIL and disability materials could be construed as infantilizing and even hostile. Pertinent examples include: “You are responsible for making sure you have completed all the mandatory checks and other requirements prior to the cut off dates for your placement – don't expect to be told or reminded to get these completed” U13, and “The University reserves the right to ‘isolate or discriminate’ against a student with a disability, where it is reasonably necessary to protect the health or welfare of the student or other people” U11.

As social norms shift so does understanding of acceptable language. Even the term disability itself has come under criticism, with a UK participatory study finding UK university students may feel uncomfortable with the label, which in turn may mean they are less likely to disclose and seek support (Lister et al., 2019). It is therefore important for the university to remain cognizant of these societal

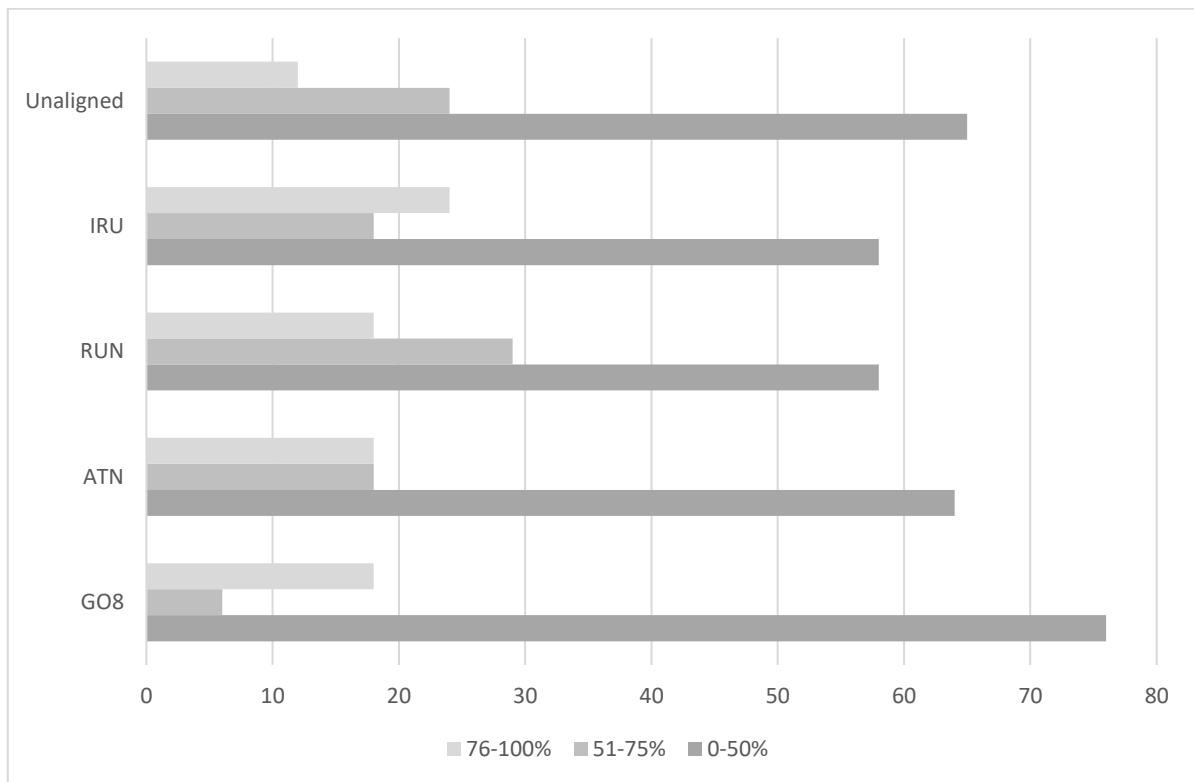
changes to remain relevant and acceptable to its future students. Collaboration with student groups and disability education advocates such as the Australian Disability Clearinghouse on Education and Training (2023) in the development of inclusive and accessible WIL policies and processes is key. Interestingly, some of the universities in this review that used the least acceptable terminology in their WIL and disability documents were found via a Google search to promote their own inclusive language guides that outlined appropriate terms across a range of marginalized groups, including people with disability. It is difficult to imagine these universities relying on theories, legislation and terminology used to discuss, for example, homosexuality, as described in 30 years ago. Students with disability require the same shift in inclusive language in the higher education vernacular.

Performance of University Groups

While not an exact science, the shading used in Table 1 is useful as a quick reference guide to demonstrate which dimensions are insufficiently addressed, which are better addressed and how these compare across each criterion. A comparison of this data across university groups in Figure Two shows Go8 universities had the highest percentage of universities performing poorly across the criteria. In contrast IRU and RUN universities had the lowest percentage of poorly performing universities, and the highest mid to well performing universities. The difference between university groups however was not great and it is difficult to infer from this type of data and analysis. Furthermore, it is important to note the variation between universities approach to WIL in each group - demonstrated in Appendix A Table 2.

Examples of good practice in terms of language and approach to disability were similarly dispersed across the university groups. A more detailed examination of these universities' performance across all dimensions and criteria revealed these positive examples tended to be one-offs rather than an overall approach adopted by a university. For example, the university that encouraged universal design of student activities in its disability access and inclusion plan U35 (an IRU university) did not include a discussion of disability in its WIL materials, nor did it discuss reasonable adjustments, inherent requirements or unreasonable hardships in its WIL material. Further, the universities that offered a discussion of disability through a contemporary social model lens had no WIL materials on their public site U24 (UN) or did not include a discussion of disability or reasonable adjustment terms in its WIL materials U22 (Go8).

FIGURE 2: University performance across criteria and dimensions according to university group.



LIMITATIONS

The main limitation of this review is that information relevant to the student with disability experience in WIL may have been missed in some university sites, because of the difficulty in navigating these sites and the variety of terminology used (a limitation referred to as low retrievability Bowen, 2009). Nevertheless, the extensive efforts made to access this materials demonstrates those missed would most likely also be missed by the prospective student.

CONCLUSIONS

This study has reviewed components of publicly available university WIL and associated disability materials to ascertain if current practices comply and align with best practice evidence on inclusive WIL for students with disability. A piecemeal and heterogenous approach to disability in WIL has been revealed. Although legislation exists to guide universities, there appears to be no nationally coordinated approach to equity in WIL for students with disability.

The main findings are that the availability of WIL information in the form of policies and procedures varies greatly, as does the language used to describe crucial issues such as reasonable adjustments. Dated disability terminology and approaches reduce their acceptability, while policies that are expired, lack reference to higher education standards and current disability legislation, impact their relevance.

In summary, most of the universities reviewed fell short of best practice guidelines and the expectations of the Higher Education Standards Framework (TEQSA, 2021) regarding inclusive practice with

students with disability. This situation disempowers, confuses and demotivates an already disadvantaged student group and creates a situation contra to higher education's equity agenda.

RECOMMENDATIONS

While the reasons behind the identified situation in WIL across Australian universities cannot be ascertained by this desktop review, factors likely to play a part include the lack of nationally coordinated approach to student inclusively in WIL and the absence of clear definitions of terminology in guiding legislation. Audits of university performance against the Disability Standards for Education 2005 by bodies such as TEQSA and the inclusion of students with disability in the performance-based funding for the Commonwealth Grant Scheme (Department of Education, 2022) are potential ways to redress this.

Tensions between the needs of the student, the university and the host placement provider also need to be acknowledged and addressed. A way forward here is better collaboration in the development of the WIL placement between these parties and the adoption of a universal proactive and evidence-based approach and the use of resources to support this process (see report and resources from Lawlis et al., 2023). The following recommendations provide the individual university with a guide to improving their own practice around WIL for students with disability:

Universities to provide WIL policies and related procedures that are:

- easily accessible
- developed collaboratively with students, disability experts, and industry
- informed by current research evidence on the student experience, best practice and higher education disability legislation
- updated to reflect changes in legislation, social expectations and higher education context
- transparent, using consistent, agreed upon language about relevant terms including reasonable adjustments, inherent requirements and disclosure

that apply:

- inclusive language around disability
- a social model of disability approach
- a universal, proactive design to WIL processes

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APPENDIX A: TABLE 2: Summary of university criteria review.

University code and group	WIL materials: Availability, format and discussion of disability ¹	WIL materials: TEQSA Threshold Standards embedded?	WIL materials: industry engagement collaboration ²	WIL material up to date?	WIL materials: Disability definition.	WIL materials: Reasonable adjustment ³	WIL materials: Inherent requirements ³	WIL materials: Unjustifiable hardships ³	Disability materials: WIL discussed? 2005 Standards in Education mentioned? Disability defined?	Language, tone and disability lens in materials that discuss disability in WIL materials ⁴
U1 Unaligned	No WIL materials.	NA	NA	NA	NA	NA	NA	NA	No disability policy.	NA
U2 Group of Eight (Go8)	No WIL materials.	No	NA	NA	NA	NA	NA	NA	Disability policy - WIL not discussed 2005 Standards cited. Disability Discrimination Act 1992 (Cth) definition cited.	Speaks about student. Passive language used.
U3 Regional Universities Network (RUN)	Disability and Work or Study Adjustment Guidelines and Workplace Learning for Students with a Disability Guidelines. WIL and disability discussed in detail.	Yes	No	Expired	1992 Disability Act expanded on to include long covid and autism.	Defined Concepts are Equity for student with disability without compromising needs of others.	Definition: “core and essential components of a job or course of study.”	Defined “Unjustifiable hardship - refers to a defence in law...’ - see findings.	Disability and Work or Study Adjustment Guidelines and Workplace learning for Students with Disability Guidelines. WIL discussed. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) definition cited.	Speaks to student “We don’t need to know every single detail about your disability ...” -see findings.

U4 Unaligned	No WIL materials.	NA	NA	NA	NA	NA	NA	NA	Student Disability Support Policy - discusses WIL 2005 Standards cited. Disability Discrimination Act 1992 (Cth) verbatim definition.	Speaks about student.
U5 RUN	Community Engaged Learning Policy - disability not discussed.	No	No	Up to date.	No definition.	Not discussed.	Not discussed.	Not discussed.	Equity and Inclusion Policy - WIL not mentioned. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) definition cited.	Minimal information provided.
U6 RUN	WIL Procedure - disability not discussed.	No	Engagement discussed.	Up to date.	No definition.	Not discussed.	Not discussed.	Not discussed.	Accessibility Action Plan - WIL discussed No definitions or mention of 2005 Standards.	Speaks about student. Responsibility is with student.
U7 Go8	WIL Procedure - disability discussed, limited to 1992 Disability Discrimination Act 1992 (Cth).	Yes	Engagement discussed.	Up to date.	No definition.	Not discussed.	Not discussed.	Not discussed.	Disability Inclusion Action Plan - WIL discussed. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) definition cited.	Speaks about student.
U8 ATN (Australian Technology Network)	Student Professional Experience Policy - disability discussed.	No.	No.	Expired.	No definition.	Limited definition No wider discussion.	Discussed. No definition.	Not discussed.	Supporting students with Disability Policy - WIL not discussed. No definitions or mention of 2005 Standards.	Speaks about student. Responsibility is with student

U9 Go8	Student Placement and Projects Policy 2015 - disability discussed.	No.	No.	Expired.	No definition.	No definition. Limited discussion.	Not discussed.	Not discussed.	Disability Inclusion Action Plan - WIL not discussed. 2005 Standards not mentioned. Disability Discrimination Act 1992 (Cth) definition cited.	Speaks about student Responsibility is with student.
U10 ATN	Internships Management Policy -disability discussed.	Yes.	No.	Up to date.	No definition.	No definition. Limited discussion. One example: assisted technologies.	Discussed - student directed to linked admissions policy.	Not discussed.	Equity, Inclusion and Respect Policy - WIL not discussed. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) definition not mentioned.	Speaks about student.
U11 Unaligned	WIL Code of Practice -disability is discussed.	No.	No.	Up to date.	Disability Discrimination Act 1992 (Cth).	Definition included: - 'Equity' for student with disability without 'compromising' needs of others.	Mentioned. No definition.	Mentioned. No. definition	Disability Policy, Accessibility Action Plan 2019-2021 - discusses WIL. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) verbatim definition.	Speaks about student. Aspects of language appear reactive and defensive "the University reserves the right to isolate or discriminate against a student with a disability"- see findings.

U12 Innovative Research Universities (IRU)	Placement Policy and procedures – disability discussed.	Yes.	Collaboration discussed.	Up to date.	No definition.	Not discussed.	Mentioned. No definition.	Not discussed.	Disability Policy - discusses WIL. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) paraphrased definition.	Speaks about student. Responsibility is with student.
U13 RUN	WIL Policy and Procedure - disability discussed briefly in terms of reasonable adjustments only.	No.	Stakeholder engagement discussed.	Up to date.	No definition.	Definition included: 'Equity for student with disability without 'compromising' needs of others.	Definition: 'Essential capabilities, knowledge, behaviours, and skills' ... to complete placement.	Not discussed.	Disability Policy and Action Plan. WIL not discussed 2005 standards cited Disability Discrimination Act 1992 (Cth) cited.	Speaks to and about student. Responsibility is with student.
U14 RUN	WIL placement policy and a higher education WIL placements requirements procedure - disability discussed via link to Disability Discrimination Act 1992 (Cth).	Yes.	No.	Up to date.	No definition.	Limited mention. No definition.	Not discussed.	Not discussed.	Equal opportunity and valuing diversity policy - WIL not discussed 2005 Standards cited. Disability Discrimination Act 1992 (Cth) cited.	Speaks about students. Responsibility is with student
U15 IRU	WIL Policy - disability not discussed.	No.	No.	Up to date.	No definition.	Not discussed.	Not discussed.	Not discussed.	Students with Disability Policy - discusses WIL. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) verbatim definition.	Tone appears reactive "University is required to comply with the Anti-Discriminatory Act 1992..."

U16 IRU	Professional Experience Placement Requirements Procedure - disability not discussed.	No.	No.	Up to date.	No definition.	Not discussed.	Not discussed.	Not discussed.	Students with Disabilities Policy - discusses WIL. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) verbatim definition.	No mention of inclusivity in WIL material.
U17 ATN	WIL Policy - disability discussed briefly regarding reasonable adjustments only.	Yes.	No.	Expired.	No definition.	Not discussed.	Not discussed.	Not discussed.	Disability Support Policy Equal Opportunity and Diversity Policy- WIL not discussed. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) cited.	Minimal information.
U18 Go8	WIL and Work Experience Policy - disability not discussed.	Yes.	No.	Up to date.	No definition.	Not discussed.	Not discussed.	Not discussed.	Disability Action Plan - WIL not discussed. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) cited.	Minimal information.
U19 RUN	No WIL materials.	No.	NA	NA	NA	NA	NA	NA	Students with disability Policy and Procedure - WIL not discussed. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) verbatim definition.	Speaks about student. Responsibility is with student.

U20 RUN	Work-Integrated Learning Placement Procedures and Work-Integrated Learning Academic Policy -disability discussed.	Yes.	Community engagement discussed.	Up to date.	No definition.	Definition: 'Equity' for student with disability without 'compromising' needs of others.	Mentioned, no definition.	Not discussed.	Students with a Disability - Operational Policy (SWDOP). Discussion of WIL limited to a link to WIL materials. 2005 Standards not cited. Disability Discrimination Act 1992 (Cth) verbatim definition.	University disability policy discusses the principle of universal design but does not apply this to WIL.
U21 IRU	WIL Policy- disability discussed.	Yes.	No.	Up to date.	No definition.	No definition. Limited discussion.	Definition: 'Essential capabilities, knowledge, behaviours, and skills ... to complete placement'. Examples: health and security checks, vaccination, language requirements.	Not discussed.	Disability policy - discusses WIL. 2005 Standards cited. Disability Discrimination Act 1992 (Cth) cited.	Speaks about the student. Responsibility is with student. Lens appears medical and deficit focused. "(student will disclose)... physical or mental impairment ..."- see findings.

U22 Go8	No WIL materials.	NA	NA	NA	NA	NA	NA	NA	Disability Inclusion Action Plan 2020-2024 -WIL not discussed. 2005 Standards cited. 1992 Disability Discrimination Act 1992 (Cth) Act- expanded on to include structural barriers to participation.	Disability is described through social model- see findings.
U23 ATN	WIL Policy - disability discussed briefly in context of RA.	No.	No.	Up to date.	No definition.	Not discussed.	Not discussed.	Not discussed.	Students with Disabilities Policy - WIL not discussed. 2005 Standards cited. 1992 Disability Discrimination Act 1992 (Cth) Act verbatim definition.	Minimal information.
U24 Unaligned	Professional Experience Placement Procedure - disability not discussed.	Yes	Collaboration discussed.	Up to date	No definition.	Not discussed.	Not discussed.	Not discussed.	Disability Inclusion Action Plan 2022-2024 - WIL discussed 2005 Standards cited. 1992 Disability Discrimination Act 1992 (Cth) Act definition expanded to acknowledge societal role in disability- see findings.	Speaks about student. Language describing disability uses social model of disability lens- see findings.
U25 ATN	No WIL materials.	NA	NA	NA	NA	NA	NA	NA	Diversity, equity and inclusion policy - WIL not discussed. 2005 Standards and 1992 Disability Discrimination Act 1992 (Cth) Act not cited.	Minimal information.

U26 RUN	WIL Placement Policy and higher education WIL Placements Requirements Procedure - disability discussed via link to 1992 Disability Discrimination Act 1992 (Cth) Act.	Yes.	No.	Up to date.	No definition.	No definition. Limited discussion.	Not discussed.	Not discussed.	Equal opportunity and valuing diversity policy- WIL not discussed. 2005 Standards cited. 1992 Disability Discrimination Act 1992 (Cth) Act cited	Speaks about student. University-requirement focused language. No discussion of equity or inclusivity. Responsibility with student.
U27 IRU	WIL framework - disability not discussed.	No.	No.	No date given.	No definition.	Not discussed.	Not discussed.	Not discussed.	Disability policy - WIL not discussed. No reference to 2005 standards.	Speaks about student. Disability discussed using medical model approach- see findings.
U28 Go8	Industry Experience Procedure - disability discussed.	No.	Collaboration discussed.	Expired.	No definition.	Not discussed.	Not discussed.	Not discussed.	No disability or inclusivity policy or procedures found.	Speaks about student. Responsibility is with student. Lens appears deficit based for disability.
U29 ATN	WIL Procedure - disability discussed.	No.	No.	Up to date.	No definition.	Not discussed.	Not discussed.	Not discussed.	Diversity, Inclusion & Equal Opportunity Policy - WIL not discussed. No reference to 2005 standards. 1992 Disability Discrimination Act 1992 (Cth) Act verbatim definition.	Minimal information.

U30 Unaligned	WIL Policy – disability not discussed.	No.	Collaboration discussed.	No date given.	No definition	Not discussed.	Not discussed.	Not discussed.	Student Disability and Carer Guidelines - WIL not discussed. No reference to 2005 standards. 1992 Disability Discrimination Act 1992 (Cth) Act verbatim definition.	Minimal information.
U31 Go8	No WIL materials.	NA	NA	NA	NA	NA	NA	NA	Disability Accessibility and Inclusion Policy Disability Action Plan - WIL not discussed. 2005 Act cited 1992 Disability Discrimination Act 1992 (Cth) Act verbatim definition.	Minimal information.
U32 Unaligned	Work-Integrated Learning Policy, and procedures – disability discussed.	Yes .	No.	Up to date.	No definition.	Limited discussion. No definition.	Not discussed.	Not discussed.	Student Equity and Social Inclusion Policy -discusses WIL. No reference to 2005 standards. 1992 Disability Discrimination Act 1992 (Cth) Act cited.	Deficit approach to disability noted “Students are fit for placement if they can attend placement without endangering themselves or others”- see findings.

U33 ATN	Fieldwork policies and procedures - disability discussed.	No.	No.	Up to date.	Defined via 1992 Disability Discrimination Act 1992 (Cth) Act only.	Definition: "'Equity' for student with disability without 'compromising' needs of others".	Definition: "Characteristics (mental, physical and emotional) necessary for successful completion of a course".	Not discussed	Students with a Disability Policy, Procedures. Disability Access and Inclusion Plan - WIL discussed. 2005 Standards cited. 1992 Disability Discrimination Act 1992 (Cth) Act not cited.	Language formal.
U34 Unaligned	WIL policy, and guidelines for students - discussion of disability limited to Disability Discrimination Act 1992 (Cth) Act 1992 link.	No.	Collaboration with industry provider.	Up to date.	Defined via 1992 Disability Discrimination Act 1992 (Cth) Act only.	Definition: "'Equity' for student with disability without 'compromising' needs of others".	Not discussed.	Not discussed.	Disability and Inclusion Action Plan - discusses WIL. 2005 Standards and 1992 Disability Discrimination Act 1992 (Cth) Act not cited.	Speaks to student. Responsibility is with student.
U35 IRU	Work-Integrated Learning Policy - disability not discussed.	No.	No.	Up to date.	No definition.	Not discussed.	Not discussed.	Not discussed.	Disability access and inclusion plan -WIL mentioned 2005 Standards cited 1992 Disability Discrimination Act 1992 (Cth) Act not cited	Inclusive language identified "The university encourages the adoption of universal design (to WIL)"- see findings.
U36 Go8	No WIL materials.	NA	NA	NA	NA	NA	NA	NA	Disability and Medical Conditions policy - WIL not discussed. 2005 Standards cited. 1992 disability verbatim definition.	Minimal information.
U37 IRU	WIL Policy - disability discussion limited to link to disability policy and Disability	No.	Collaboration of design and delivery discussed.	Up to date.	No definition.	Minimal discussion. No definition.	Not discussed.	Not discussed.	Disability Policy - WIL not discussed. 2005 Standards cited. 1992 Disability Discrimination Act	Minimal information.

	Discrimination Act 1992 (Cth) 1992 Act								1992 (Cth) Act verbatim definition.	
U38 Unaligned	No WIL materials.	NA	NA	NA	NA	NA	NA	NA	Students with Disability Policy and Diversity Equity and Inclusion Policy -WIL not discussed. 2005 Standards cited. 1992 Disability Discrimination Act 1992 (Cth) Act cited.	Universal design discussed in disability policy but not related to WIL -see findings.

Note. ¹ Availability to public via university site or Google search, format of materials (policy/procedure) and discussion of disability in these materials. WIL policy reviewed only in university sites where WIL policy and procedures available, WIL procedures reviewed in university sites where no WIL policy available.

² Industry engagement/collaboration discussion in the development of WIL placements in WIL materials reviewed.

³ Discussed? Defined? Examples?

⁴ If no WIL materials, discussion is reviewed in disability materials. Speaking to or about student? Focus on individual responsibility to seek adjustments to placement, or universal proactive design of WIL?



About the Journal

The International Journal of Work-Integrated Learning (IJWIL) publishes double-blind peer-reviewed original research and topical issues related to Work-Integrated Learning (WIL). IJWIL first published in 2000 under the name of Asia-Pacific Journal of Cooperative Education (APJCE).

In this Journal, WIL is defined as:

An educational approach involving three parties – the student, educational institution, and an external stakeholder – consisting of authentic work-focused experiences as an intentional component of the curriculum. Students learn through active engagement in purposeful work tasks, which enable the integration of theory with meaningful practice that is relevant to the students' discipline of study and/or professional development (Zegwaard et al., 2023, p. 38).*

Examples of practice include off-campus workplace immersion activities such as work placements, internships, practicum, service learning, and cooperative education (co-op), and on-campus activities such as work-related projects/competitions, entrepreneurship, student-led enterprise, student consultancies, etc. WIL is related to, and overlaps with, the fields of experiential learning, work-based learning, and vocational education and training.

The Journal's aim is to enable specialists working in WIL to disseminate research findings and share knowledge to the benefit of institutions, students, WIL practitioners, curricular designers, and researchers. The Journal encourages quality research and explorative critical discussion that leads to the advancement of quality practices, development of further understanding of WIL, and promote further research.

The Journal is financially supported by the Work-Integrated Learning New Zealand (WILNZ; www.wilnz.nz), and the University of Waikato, New Zealand, and receives periodic sponsorship from the Australian Collaborative Education Network (ACEN), University of Waterloo, and the World Association of Cooperative Education (WACE).

Types of Manuscripts Sought by the Journal

Types of manuscripts sought by IJWIL is of two forms: 1) *research publications* describing research into aspects of work-integrated learning and, 2) *topical discussion* articles that review relevant literature and provide critical explorative discussion around a topical issue. The journal will, on occasions, consider good practice submissions.

Research publications should contain; an introduction that describes relevant literature and sets the context of the inquiry. A detailed description and justification for the methodology employed. A description of the research findings - tabulated as appropriate, a discussion of the importance of the findings including their significance to current established literature, implications for practitioners and researchers, whilst remaining mindful of the limitations of the data, and a conclusion preferably including suggestions for further research.

Topical discussion articles should contain a clear statement of the topic or issue under discussion, reference to relevant literature, critical and scholarly discussion on the importance of the issues, critical insights to how to advance the issue further, and implications for other researchers and practitioners.

Good practice and program description papers. On occasions, the Journal seeks manuscripts describing a practice of WIL as an example of good practice, however, only if it presents a particularly unique or innovative practice or was situated in an unusual context. There must be a clear contribution of new knowledge to the established literature. Manuscripts describing what is essentially 'typical', 'common' or 'known' practices will be encouraged to rewrite the focus of the manuscript to a significant educational issue or will be encouraged to publish their work via another avenue that seeks such content.

By negotiation with the Editor-in-Chief, the Journal also accepts a small number of *Book Reviews* of relevant and recently published books.

Reference

Zegwaard, K. E., Pretti, T. J., Rowe, A. D., & Ferns, S. J. (2023). Defining work-integrated learning. In K. E. Zegwaard & T. J. Pretti (Eds.), *The Routledge international handbook of work-integrated learning* (3rd ed., pp. 29-48). Routledge. <https://doi.org/10.4324/9781003156420-4>



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