

# Faculty of Health

## Nursing - Work Integrated Learning Clinical Learning Plan

### Section 1 - Purpose

This document provides a concise guideline for developing and implementing a Clinical Learning Plan (CLP) to support students who are at risk of not meeting Work Integrated Learning (WIL) performance or conduct requirements. It outlines the roles, required components, and processes involved in creating a supportive and structured improvement plan.

### Section 2 - Scope

The guideline applies to situations where a student in a Work Integrated Learning (WIL) setting is identified as being at risk of not meeting academic, professional, behavioural, or conduct expectations, and it outlines the roles, required components, and processes for creating and managing a Clinical Learning Plan (CLP) to support that student. Section 3 outlines policy. Section 6 outlines step-by-step procedure.

### Section 3 – Policy

WIL within the Faculty is guided by the [WIL Framework](#), which provides guidance and assistance to staff involved in the design, delivery, administration, and evaluation of WIL. The [WIL Procedures](#) have been developed in accordance with this Framework and inform how the University:

- Supports students to have an optimal WIL experience.
- Manages performance and conduct issues that arise during WIL activities;
- Monitors and quality assures its WIL activities; and
- Supports compliance

Section 5 (44-73) covers WIL delivery, and includes the following key statements:

*(44) Faculties/Colleges must have documented processes and staff assigned with clearly defined responsibilities for supervising students and monitoring academic progress during their participation in WIL activities. Students should undertake their WIL in accordance with their course progressions.*

*(49) WIL Coordinators and WIL Partner Supervisors are responsible for monitoring student progress.*

*(50) Students may be identified at risk of failing to maintain satisfactory progress if the student fails any of the following:*

- a) Completion at a satisfactory standard in academic or professional components specified for the WIL activity.*
- b) Meeting the terms of the WIL Student Statement.*
- c) Appropriate standard of conduct while participating in WIL.*

### **Development Support Plan**

*(59) In the event a student is placed on a development support plan the WIL Officer must:*

- a) notify the student in writing that they are 'at risk' of failing the WIL and outline the factors that led to this decision, the Notification Template must be used.*
- b) provide a developmental support plan to the student with clear expectations on what standards are required from the student.*

*(60) The student's ability to satisfy the requirements set out in the development support plan will be reviewed by WIL Officers during and at the expiry of the specified review period.*

*(61) Where it is deemed that the student is continuing to fail meet the requirements set out in development support plan, the WIL Officers, in consultation with other relevant staff, may elect to terminate the WIL prior to expiry of the plan. If the WIL is terminated, the WIL Officer must inform the student in writing, using the appropriate template.*

### **Assessment on Completion of Development Support Plan**

*(62) Where the student is given the opportunity to complete the WIL activity, the WIL Officer, in consultation with other relevant staff, will determine at the conclusion of the WIL whether the student has satisfied the requirements for passing the WIL and may decide to:*

- a) require the student to undertake additional remedial work including, if warranted, a repeat WIL; or*
- b) advise the student that a Pass grade for the unit will be recommended to the Associate Dean (Education); or*
- c) advise the student that a Fail grade for the unit will be recommended to the Associate Dean (Education).*

## **Section 4 - Definitions**

1. Faculties/Colleges: Southern Cross University staff
2. WIL Coordinators and WIL Partner Supervisors: Clinical Facilitators
3. WIL Officer: Unit Assessor
4. WIL: Work Integrated Learning, this is an assessment item in your clinical unit of study. Students must achieve a pass for WIL in order to pass the unit of study.
5. Development Support Plan: In the school of Nursing, these are called Clinical Learning Plans (CLP)
6. Clinical Learning Plan: A CLP is a short, structured improvement plan used when a student is identified as at risk of not meeting WIL performance or conduct requirements

## **Section 5 - Guideline Statement**

This guideline provides a structured process for developing and implementing a Clinical Learning Plan (CLP) when a student is identified as being at risk of not meeting Work Integrated Learning (WIL) performance, conduct, or professional expectations. It outlines the responsibilities of students, unit assessors, clinical facilitators, and support services in collaboratively creating and monitoring the plan.

The guideline specifies the essential components of a CLP, including identified issues, goals, actions, timeframes, evidence of progress, and escalation pathways. It is intended to ensure consistent, fair, and supportive management of student performance concerns within WIL settings. Overall, the guideline aims to maximise student success by providing clear expectations, structured support, and timely feedback.

## Section 6 – Procedures

### 1. Process for using a CLP:

- 1.1. Identify the concern - based on supervisor reports, if inability to improve after facilitators feedback, then progress to next step (1.2).
- 1.2. Meet with the student - clarify expectations and support needs.
- 1.3. Escalate concerns with the Unit Assessor. An ISBAR-formatted email is preferred documentation and communication. If shared decision is CLP required, progress to next step (1.4)
- 1.4. Develop the CLP – Student drafts CLP with the Clinical Facilitator, and Unit Assessor oversees.
- 1.5. Implement & monitor - regular feedback and supervision.
- 1.6. Review & close - goals met or escalate if required.

### 2. What a CLP must include:

- 2.1. Identified issue(s) linked to learning outcomes.
- 2.2. Goals for improvement - SMART goals
- 2.3. Actions & support strategies - supervision, practice tasks, feedback meetings.
- 2.4. Timeframes & checkpoints.
- 2.5. Evidence of progress - observations, sign-offs, improved performance.
- 2.6. Reasonable adjustments (if applicable).
- 2.7. Escalation path if goals are not met.

### 3. Who is involved:

- 3.1. Student - completes actions, engages with feedback, discloses health/adjustment needs if required.
- 3.2. Clinical Facilitator/WIL Partner Supervisor - develops and monitors the CLP with the student and the Unit Assessor provides workplace oversight and feedback.
- 3.3. Unit Assessor - leads assessment, communicates with all parties, oversees CLP.
- 3.4. Student Equity & Inclusion - assists with reasonable adjustments if needed.
- 3.5. Phase Leads – Supports student and progression

### 4. Student responsibilities:

- 4.1. Contribute to the CLP document, collaborate with clinical facilitator to build the plan.
- 4.2. Follow workplace safety, attendance and professionalism expectations.
- 4.3. Actively participate in improvement activities.

### 5. Facilitator responsibilities:

- 5.1. Identify concerns early, communicate concerns to the Unit Assessor in a timely manner
- 5.2. Provide clear, documented feedback.
- 5.3. Ensure supervision and safety measures are appropriate.

### 6. Useful reminders:

- 6.1. A CLP is supportive, not punitive.
- 6.2. Keep the plan clear and practical.
- 6.3. Maintain confidentiality and share information only as needed for safe supervision.
- 6.4. The goal of a CLP is to maximise support to the student.

[Rules Relating to Awards - Rule 3 - Coursework Awards - Student Assessment and Examinations / Document / Policy Library \(scu.edu.au\).](#)

[Health > Work integrated Learning](#)

[SCU Policy: Work Integrated Learning Procedures](#)

[Staff teaching and learning resources: Work Integrated Learning](#)