

The additional cost of placement experiences for allied health students

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This study addresses a critical gap in understanding the financial burden of mandatory professional placements for allied health students. Utilizing a cross-sectional design, an anonymous online survey was conducted with students from nine allied health disciplines at a regional Australian university (n=132). Findings of the pilot study reveal that living expenses during placement averaged AUD\$536 per week, with major costs related to transport, groceries and accommodation. Many students relied on personal savings or family support to manage these costs, while some also continued paid employment alongside placement demands. Notably, approximately two thirds of students (68%) reported reducing essential expenditure, such as food and healthcare, to cope with costs during professional placements. These findings highlight the significant financial strain experiences by allied health students and emphasize the urgent need for targeted support and policy reform, particularly given the current initiatives such as the Commonwealth Prac Payment, exclude allied health students.

Keywords: Allied health, professional placements, financial stress, socioeconomic factors

Professional placements are an integral component of allied health student training and generally involve immersing students in authentic clinical practice settings for the purpose of developing and evaluating students' skills, knowledge, and professional attributes (Hay, 2020; O'Brien et al., 2010). Professional placements often occur in full-time blocks of varying duration (Green et al., 2022; McAllister & Nagarajan, 2015; Wolfgang et al., 2019) and may involve experiences in diverse practice contexts and geographical locations (McAllister & Nagarajan, 2015; Wolfgang et al., 2019). While exposure to diversity enhances readiness for practice (Wolfgang et al., 2019), students undertaking professional placements are often required to temporarily relocate away from their usual place of residence (Baik et al., 2019), leading to a reduction or cessation of paid employment, to meet placement requirements.

Unlike some professions where placements are often paid, though sometimes considered "under-paid" (Lloyd et al., 2019), health students traditionally undertake unpaid, mandatory, competency-based placements (Hoskyn et al., 2023). Unpaid placements are common across many healthcare disciplines due to historical and structural factors (Hoskyn et al., 2023), reflecting longstanding practices where placements are considered part of academic training rather than employment (Fair Work Ombudsman, 2023). Additionally, students are generally responsible for the extra costs associated with undertaking professional placements, which may include uniforms, travel, and accommodation (Fair Work Ombudsman, 2023). For example, nursing students have reported additional costs of approximately AUD\$577 to complete a placement averaging approximately two and a half weeks (Usher et al., 2022).

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University students have long faced financial pressures (Khanal & Gaulee, 2019; Robb, 2017; Stoffel & Cain, 2018), but the current cost-of-living 'crisis' has intensified these challenges, leaving more students experiencing an increased financial burden. Within the placement context, the collective impact of rising living costs, placement-related expenses and potential loss of paid income has led to what is now termed 'placement poverty' (Dabrowski et al., 2025; Lambert, Austin, Charlton, Heins, et al., 2024). While scholarships and subsidies exist to support students undertaking professional placements, they are often limited and subject to eligibility criteria, such as rural placement locations (Jessup et al., 2022) or means-testing (Australian Government, 2025). Beyond financial strain, 'placement poverty' can adversely affect students' physical and emotional health, contributing to heightened anxiety, depression, burnout and fatigue (Grant-Smith & de Zwaan, 2019; Johnstone et al., 2016). These challenges may lead to attrition in healthcare programs and in turn threaten the sustainability of the future healthcare workforce (Lambert & William, 2025; Winchester et al., 2025).

Previous research has largely examined the direct and indirect costs of placement for nursing and social work students (Capper et al., 2025), or focused on rural placements (Dodd et al., 2021; Jessup et al., 2022; Schofield et al., 2009). However, emerging evidence indicates financial challenges associated with professional placements affect allied health students across multiple disciplines, placement types and geographical locations (Lambert, Austin, Charlton, Heins, et al., 2024). This concern is echoed in the recent Australian University Accord, which highlights the detrimental impact of rising living costs on students' ability to access and complete tertiary studies (Australian Government, 2024). Despite growing recognition of these issues, there remains limited data quantifying cumulative costs specifically for allied health students undertaking professional placements. Understanding the financial burden incurred whilst undertaking placements for allied health students is crucial given the recent policy initiatives such as the 'Commonwealth Prac Payment' introduced in July 2025 by the Australian Government (William et al., 2024). Despite undertaking comparable placement hours, allied health students are currently ineligible for this AUD\$331.65 a week means-tested payment, which is limited to nursing, teaching, and social work students. As a result, allied health students continue to bear the full financial impact of placement participation (William et al., 2024).

This study addresses this gap by examining the financial costs associated with placements for allied health students at a large regional university. Specifically, quantifying placement-related expenses, exploring the strategies students use to fund their placements and identifying changes in spending behavior. Understanding these financial realities of placement participation is essential for informing institutional policies and developing equitable and sustainable placement models within allied health education.

METHOD

This is a cross-sectional study design involving an anonymous online survey of students enrolled in allied health training programs. The study received ethics approval from the University of Newcastle Human Research Ethics Committee (H-2023-0399).

This study was conducted at a regional Australian university with approximately 37,000 enrolled students (University of Newcastle, 2025b). The School of Health Sciences, within the College of Health, Medicine and Wellbeing, offers nine allied health programs, each requiring compulsory placement requirements. These placements are typically undertaken within New South Wales or interstate and placement requirements as specified by accreditation bodies range from 500 to 1500 hours, depending on the program (University of Newcastle, 2025a). Participants were allied health students currently

enrolled in any year level of the following undergraduate allied health training programs: diagnostic radiology, nuclear medicine, nutrition and dietetics, occupational therapy, oral health, physiotherapy, podiatry, radiation therapy, and speech pathology. Any student who had completed a placement of two weeks or longer was eligible to participate. Potential participants were emailed an invitation to the research project via discipline-specific learning management systems (CANVAS). Invitations were emailed by the program convenor, who was not involved in the research, to minimize potential power imbalances (Fleming & Zegwaard, 2018). The email invitation contained a brief description of the project, a detailed participant information statement, and a link to the anonymous online survey. A single reminder email was sent to all potential participants between two and four weeks following the original email invitation. Potential participants were informed that accessing, completing, and submitting the anonymous online survey constituted implied consent, however, participation was entirely voluntary (Fleming & Zegwaard, 2018).

Data were collected and managed using the REDCap electronic data capture tool via a purposefully developed online questionnaire (Harris et al., 2009). The questionnaire was developed by the research team, consisting of academics experienced in professional placements. The content of the questionnaire was developed based on the aims of the research project and a review of relevant literature. The questionnaire was reviewed by a small sample of people similar to the target audience (recently graduated allied health professionals) to enable feedback regarding content, structure, clarity, and utility. Minor adjustments were made to the questionnaire before dissemination.

The final questionnaire was divided into four sections. Section one 'About You' contained categorical questions regarding participant demographics, including age, gender, postcode, program of enrolment, year of study, domestic or international enrolment status, employment status, and carer responsibilities. Section two 'About your Placements' contained categorical questions about each professional placement completed by participants, including location, duration, structure, accommodation, major expenses, estimated costs, methods of covering expenses and whether students cut back on essential or non-essential expenses. Section three 'About your Placements and your Wellbeing' contained Likert scale and open-ended questions about the impact of financial challenges on physical health, mental health, and placement performance. The fourth and final section 'What would you recommend' contained open-ended questions regarding students' strategies to manage financial challenges relating to professional placements.

Anonymous data were transferred to the IBM SPSS Statistics (Version 25) software package for analysis. Categorical data (including demographic characteristics, placement duration, travel distances, accommodation types, and financial impacts) were analyzed descriptively by calculating frequencies and percentages. Mean and ranges were also calculated for data relating to placement duration and associated costs. Placement-related expenses were categorized by type (e.g. transport, groceries, rent) and analyzed descriptively to determine average weekly costs per student. For the purpose of reporting, all cost data are reported in 2025 Australian Dollars. Cross-tabulations were conducted to explore potential relationships between travel distance and cost. Open-ended responses regarding changes in spending behavior were thematically analyzed to identify common patterns. Only data from Sections One and Two of the questionnaire are reported, as they specifically relate to quantifying the direct costs of placement for allied health students.

RESULTS

A total of 132 completed questionnaires were received. The demographic profile of participating students is presented in Table 1. Most students were domestic (98%), female (85%), and aged 18 – 24 years (80%). Students represented nine allied health disciplines, with the majority in the second year of their program (40%). In addition to their tertiary studies, most students indicated that they were employed on a casual basis (61%), with only a small proportion (7%) reporting they were a carer or guardian of dependents.

TABLE 1: Demographic profile of students (n=132).

		N (%)
Age	18-24	105 (80)
	25-34	21 (16)
	35-44	6 (5)
	45 years and older	0 (0)
Gender	Female	112 (85)
	Male	19 (14)
	Nonbinary	1 (1)
Student classification	Domestic	129 (98)
	International	2 (2)
	No response	1 (1)
Discipline	Diagnostic Radiography	27 (20)
	Nuclear Medicine	15 (11)
	Nutrition & Dietetics	8 (6)
	Occupational Therapy	29 (22)
	Oral Health	4 (3)
	Physiotherapy	6 (5)
	Podiatry	3 (2)
	Radiation Therapy	23 (17)
	Speech Pathology	16 (12)
	No response	1 (1)
Year of Program	1	9 (7)
	2	53 (40)
	3	30 (23)
	4	40 (30)
Current employment status	Full time	8 (6)
	Part-time	35 (27)
	Casual	81 (61)
	Self-employed	0 (0)
	Not currently in paid employment	8 (6)
Carer or guardian of dependents	Yes	9 (7)
	No	122 (92)
	No response	1 (1)

Note. Due to rounding, percentages may not equal 100%

On average, students completed 6.3 weeks of total professional placement time, with an overall range of 2 to 20 weeks. Most students (86%) indicated that their professional placements were undertaken on a full-time basis. Over half (56%) of students reported traveling more than 100km from their usual residence for professional placements, with 14% traveling more than 500km (Table 2). Less than half of the students indicated that they remained at their usual place of residence during their professional placements (44%). Students traveling away from their usual placement of residence for professional placements sought temporary accommodation privately (19%), via subsidized university accommodation (16%), or at Health Service accommodation (3%). Some students (18%) indicated that they were able to stay with family or friends during their professional placements.

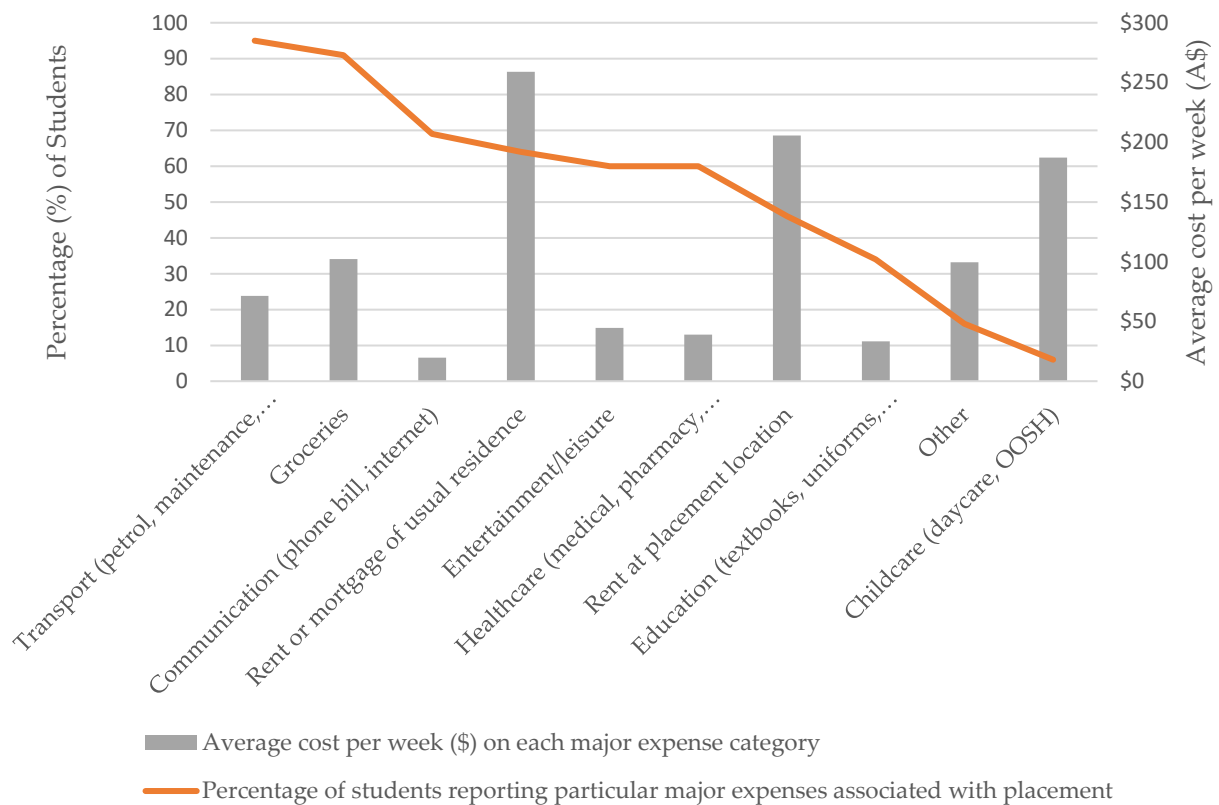
TABLE 2: Placement distance from usual residence (n=224).

Placement distance (km)	N (%)
0 – 49km	69 (31)
50 – 99km	31 (14)
100 – 199km	31 (14)
200 – 499km	65 (29)
500+ km	28 (12)

Note. Combined data can represent more than one placement completed by a student.

The average cost of placement per student was AUD\$3,379.18, which equated to AUD\$536.38 per week. The estimated total costs incurred by students to complete their placements ranged from AUD\$80 to A\$41,900. See Figure 1 for a breakdown of the average cost of expenses. Transport expenses, which included petrol, insurance, and maintenance costs, were the most common expenses reported by 95% of students (n=250), costing an average of AUD\$71.35 per student per week of placement. This was followed by groceries for 91% (n=240) of students, costing an average of AUD\$102.35 per student per week of placement. Rent or mortgage of their usual residence was the greatest expense reported by 169 students, costing an average of AUD\$258.89 per student, per week of placement. Thirty-nine students (30%) reported that during at least one placement, they had to cover expenses for accommodation at the placement location while also managing the costs of rent or mortgage at their usual place of residence. For 20 students this was for one placement block, 14 students for two placement blocks, and 5 students for three placement blocks.

FIGURE 1: Average cost of major expenses per week.



Note. Reported in Australian dollars.

There was no significant difference identified between the distance students traveled and the cost of placement (Table 3).

TABLE 3: Comparison of travel distances and total cost of placement.

Distance	N	Mean (SD)	Minimum	Maximum	p-value
					0.509
0 – 99km	99	\$3,627 (\$385)	\$80	\$20,800	
100 – 499km	96	\$3,139 (\$2,587)	\$200	\$14,920	
500+km	28	\$3,133 (\$1,619)	\$370	\$6,060	

Note. Rounded to the nearest dollar.

Forty-one percent of students reported relying on personal savings to cover the costs associated with their placements. An additional 20% of students sought financial assistance from family or friends to manage these expenses and 18% of students continued to engage in paid employment alongside their placement commitments to offset costs. In contrast, only 15% of students accessed formal financial aid either internal or external to the university, and 6% received scholarships or grants, to support their placement participation.

When students were asked if they cut back on expenses during placement, 84% reported reducing non-essential expenses because of costs associated with placement. The most common expense cutback was

socialization, with 115 students, indicating they reduced time spent with family and friends to save costs "... having to miss special events, for example, friends 21st or engagement party". Additionally, 33 students mentioned they avoided eating out, including purchasing takeaway coffees and limiting alcohol intake, 31 students paused or canceled streaming subscriptions "I got rid of all my subscriptions except for Spotify for placement" and 25 canceled or paused gym memberships. Eleven students reported they reduced spending on beauty products or services and 3 students specifically mentioned not purchasing gifts for family and friends to save money.

More than half of participating students (68%) reported reducing or foregoing essential expenses during their placement period. The most common area of cutback was food, with 134 students indicating they compromised on nutrition to manage costs. For example, one student shared, "I have coeliac and gluten-free food is more expensive, so I ate normal food the whole time... it was cheaper." Another noted, "I made one meal a week to last the whole week, ate a lot of bread and Weet-Bix. The groceries were also twice as expensive because it was in a remote mining town." In addition, 23 students reported avoiding medical appointments or discontinuing medications due to financial constraints. Examples included: "Didn't continue regular contraceptive medication to save on cost," and "Stopped doing physio for back pain." Twelve students reported limiting their use of personal vehicles to reduce fuel expenses, with one stating, "no unnecessary driving, walked when I could." A further 8 mentioned they refrained from buying new clothes and 7 students indicated they were unable to pay essential bills, including car insurance, phone, and utility bills. One student explained, "couldn't afford phone bill or utility bills—had to ask for extensions," while another noted, "(I) didn't take the car to the mechanics."

DISCUSSION

This study addresses a critical gap in the placement literature by quantifying the cumulative costs of mandatory placements for allied health students and exploring subsequent changes in spending behavior. These findings extend previous research by demonstrating that financial challenges during placement are widespread and impact all students regardless of placement duration and location (Capper et al., 2025).

The average cost of placement per student was AUD\$3,379.18 for an average placement duration of 6.3 weeks (AUD\$536.38 per week). This represents a substantial increase compared to the AUD\$280 per week reported in a 2023 study of Australian health and teaching students (Lambert, Austin, Charlton, Kennedy, et al., 2024). While some increase would be expected in line with the Consumer Price Index (CPI), the rise in placement costs far exceeds the 2.4% CPI increase recorded for the twelve months to March 2025 (Australian Bureau of Statistics, 2025). Consistent with previous research (Grant-Smith & de Zwaan, 2019; Moore et al., 2012), accommodation emerged as the largest expense, followed by travel and food. Importantly, our findings show that costs persist even when students remain at their primary residence, reflecting ongoing rent or mortgage obligations, combined with additional placement related expenses. This challenges assumptions that higher placement costs are primarily driven by greater travel distances (Usher et al., 2022) which this study did not find a similar relationship. Instead, our findings indicate that students incur substantial additional costs regardless of whether they travel away from their primary residence. Despite this finding, over 40% of students reported travel distances exceeding 200km to attend placement, highlighting the unique challenges of placements in regional Australia. Factors such as car dependency and limited public transport options further exacerbate the financial burden associated with long-distance travel for placements (Bradley et al., 2020; Moore et al., 2015). Although loss of income during placements may also contribute to these challenges, this was

beyond the scope of this study. Overall, these findings highlight that the factors contributing to financial challenges for students undertaking professional placements are complex and extend beyond travel-related expenses alone.

To mitigate the costs associated with undertaking professional placements, findings from this study indicate that students are heavily reliant on personal savings or informal support from family and friends. This finding reflects those presented in a similar study exploring the strategies employed by nursing students to alleviate the financial burden associated with professional placements (Grant-Smith & de Zwaan, 2019). However, our findings also indicate that approximately one-fifth of students were in paid employment to manage the financial burden associated with professional placements. While such strategies may help offset costs associated with professional placements, it introduces significant challenges regarding work-study balance. Previous research has shown that continuing paid employment during placement does not necessarily buffer against financial challenges, as students often reduce paid hours or exhaust leave entitlements (Usher et al., 2022). It is also possible that balancing the dual commitments of full-time placement and paid employment may also negatively impact academic performance and overall wellbeing, a concern supported in the literature linking financial strain to burnout and attrition in health programs (Grant-Smith & de Zwaan, 2019). Further research is needed to explore the cumulative impact of these competing demands on student success and mental health.

Although subsidies, scholarships and financial aid may be available to assist students with costs associated with professional placements, our findings suggest that only a small proportion of students access these supports. This aligns with previous studies in nursing education (Davis et al., 2025; Grant-Smith & de Zwaan, 2019; Usher et al., 2022), which highlight persistent barriers such as limited awareness of available initiatives, restrictive eligibility criteria, such as means-tested payments or location-based restrictions and low application success rates (Davis et al., 2025). Recent policy developments, such as the Commonwealth Prac Payment introduced in 2025 (Australian Government, 2025), aim to reduce placement-related costs for teaching, nursing and social work students, however allied health students remain excluded, further perpetuating systemic inequalities in financial assistance frameworks (Lambert & William, 2025). Additionally, even at the full rate of AUD\$331.65 per week, our findings show this payment would cover only two-thirds of the average weekly placement costs identified in this study (AUD\$536.38 per week). Addressing these challenges therefore requires targeted strategies including expanding eligibility for national schemes to encompass allied health disciplines and increasing subsidy amounts of the payments but also improve accessibility and uptake of financial aid initiatives (Lambert & William, 2025).

In addition to reliance on savings and external support, students in this study reported engaging in substantial cost-cutting behaviors as a means of managing placement-related financial challenges. Our findings indicate that up to 84% of students reduced non-essential expenses. This is notably higher than figures presented in a similar study, suggesting 10% of nursing students reduced spending on non-essential items (Grant-Smith & de Zwaan, 2019). Social activities were the most commonly reduced to save money, followed by streaming services, gym memberships and personal care. While these strategies may alleviate financial strain, there could be negative repercussions with respect to social connection and recreation which are critical for maintaining student wellbeing during demanding placement periods (Morley et al., 2024). This concern is particularly important for students undertaking professional placements in more geographically isolated settings where social engagement options are already limited (Rogers, 2021).

More concerning, however, there were reports that 68% of students reduced or eliminated essential expenses, including food, healthcare or bill payments. Students described skipping meals, consuming nutritionally inadequate food and avoiding medical care or medications due to cost. These behaviors mirror findings from broader research on Australian health and teaching students (Lambert, Austin, Charlton, Kennedy, et al., 2024), and raise serious concerns about food security and health risks for students during placement periods (Lambert, Austin, Charlton, Kennedy, et al., 2024). Such compromises not only jeopardize physical health but may also exacerbate stress and fatigue, compounding the challenges of meeting academic and professional expectations (Lambert, Austin, Charlton, Heins, et al., 2024). These findings highlight the urgent need for interventions to prevent students from resorting to harmful coping strategies and to safeguard wellbeing during placements (Grant-Smith et al., 2017).

Based on the findings of this study, it is recommended that ongoing research and initiatives focus on alleviating the financial burden for allied health students undertaking professional placements. While student experiences regarding the financial impacts of undertaking professional placements vary based on individual circumstances (Usher et al., 2022), it is clear from this study that the challenges are widespread. The broader implications of financial stress are becoming increasingly evident, with a marked growth in the number of students seeking financial and mental health support (Lifeline, 2023). Therefore, it is important to consider the financial challenges experienced by students undertaking placement as more than just something they must “endure and manage” (Johnstone et al., 2016, p. 480). The financial challenges faced by students undertaking professional placements that have been illustrated in this study reflect systemic issues in student support and funding structures. Expanding eligibility for schemes such as the Commonwealth Prac Payment (Australian Government, 2025) to include allied health students represents one potential strategy to alleviate these challenges. Concurrently, tertiary institutions should explore strategies to optimize placement structures (e.g., duration and scheduling) and develop novel solutions targeting key cost drivers such as accommodation and travel (Capper et al., 2025). Future research should examine the longitudinal impact of financial stress on academic performance and workforce retention, as well as evaluate the effectiveness of financial support schedules and alternative placement models.

There are several limitations relating to this study that should be acknowledged. Firstly, this pilot study examined placement costs for 132 allied health students from a single regional Australian university and therefore the findings may not be generalizable to allied health students more broadly. However, completion of this study has addressed a gap in knowledge relating to several allied health professions, and supplements existing literature relating to other disciplines. An additional limitation relates to the nature of data collection, involving an anonymous online survey. While participants represented nine allied health professions, participation was voluntary and relied on self-reported data at a single point in time. This approach may have led to inaccuracies in reporting the actual costs associated with undertaking professional placements. It is also possible that those experiencing the most difficulties may not have participated. Whilst the study reports on a broad range of costs associated with professional placements, some aspects were not accounted for such as indirect costs from loss of income. Future research should aim to quantify both direct and indirect costs to provide a more comprehensive understanding of the financial impact associated with allied health students undertaking placement. Finally, while this study focused on quantifying the cost of placement, it was beyond the scope of the study to address the impact of financial challenges on student well-being or placement progression. To gain a more holistic understanding of the impact, further research is needed to explore student perceptions regarding the cost of placement on their physical and mental wellbeing and perceived placement performance.

CONCLUSION

This study extends the existing literature on the financial challenges faced by students undertaking mandatory unpaid placements by amplifying the voices of allied health students. Our findings revealed that these challenges are not isolated but systemic, with the cumulative costs of placements exceeding previous literature reports beyond the expected CPI increases and affecting students regardless of geographic location.

Targeted financial support is urgently needed for allied health students undertaking placement in Australia. Expanding eligibility for schemes such as the Commonwealth Prac Payment (Australian Government, 2025) to include allied health students and improving awareness of existing supports are important first steps towards ensuring equitable access to placements. However, these measures alone are insufficient. Even at the maximum rate, current payments will fail to cover the full cost burden and restrictive eligibility criteria exclude many students including international cohorts. Addressing these issues requires a multi-level response from both government and tertiary institutions. Advising students to simply “endure and manage” (Johnstone et al., 2016, p. 480) is no longer a viable option. Ensuring equitable access to placements is critical for building a sustainable allied health workforce and safeguarding student wellbeing.

Disclosure of the Use of GenAI

The authors used an AI-based tool (Grammarly) to assist with language editing during manuscript preparation. No AI-based tools were used to generate original data, conduct analyses or make scholarly judgments. All content has been critically reviewed, revised and approved by the authors, who take full responsibility for the integrity and accuracy of the work.

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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 [WILNZ](#), [WACE](#), [WIL Australia](#), and the [University of Waikato](#).

Types of Manuscripts Sought by the Journal

Types of manuscripts sought by IJWIL are primarily in two forms: 1) *research publications* describing research into aspects of WIL 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 including recommendations.

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 into how to advance the issue further, and implications for other researchers and practitioners.

Good practice and program description papers. On occasions, IJWIL seeks manuscripts describing an example of good practice, however, only if it presents a particularly unique or innovative practice or it 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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