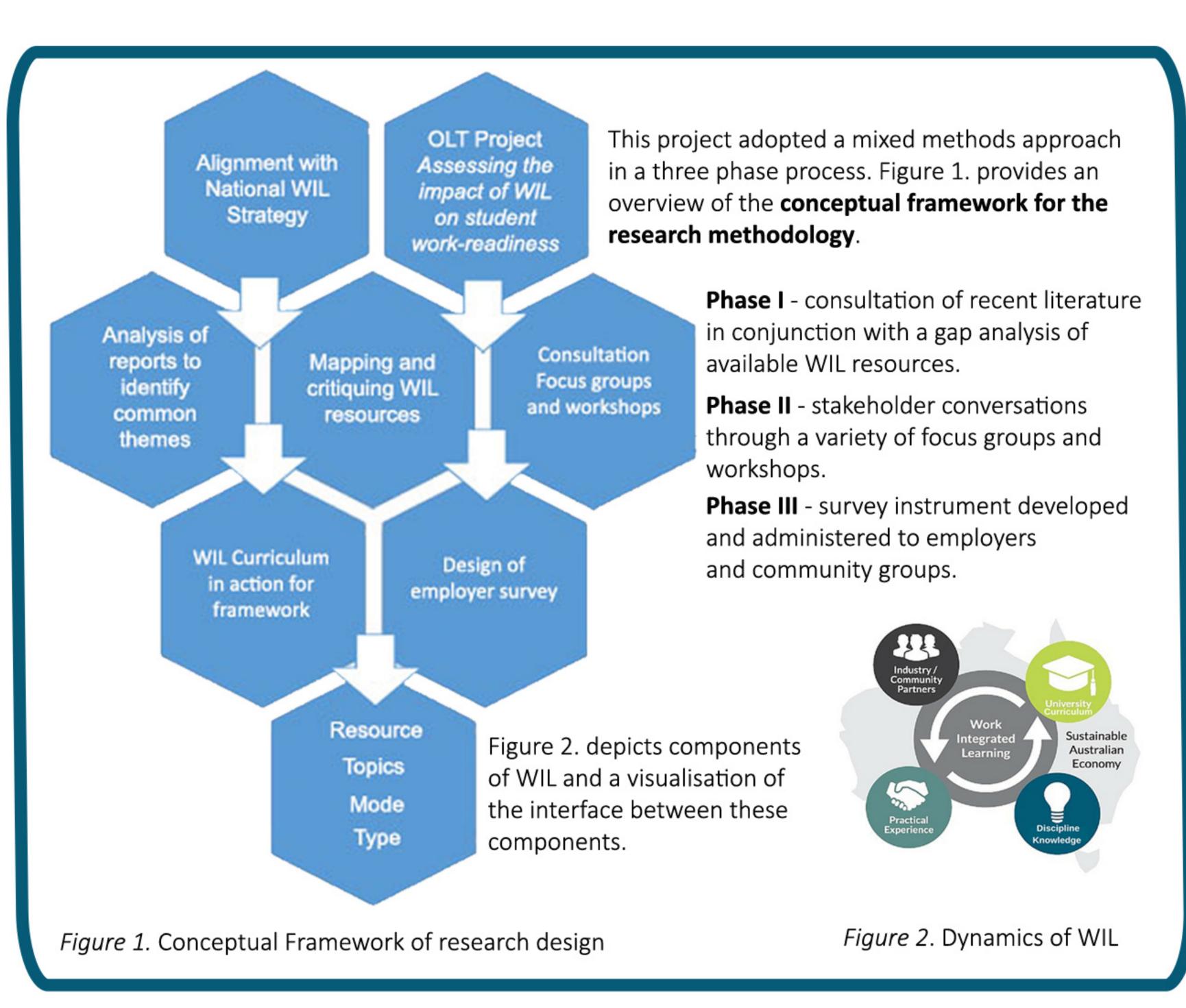


Developing strategies to maximise industry contribution and engagement with the work integrated learning (WIL) experience



W Solement Consequentialit Theoretical Authenticity Knowledge utonomy Skill Integration WIL **Development** Curriculum **Dimensions** Preparation and Debrief Assessment Supervision Responsibility and Feedback Figure 3. WIL Curriculum Framework

A WIL Curriculum Framework (see Figure 3.) is underpinned by industry/community involvement and encompasses the quality curricula dimensions of authenticity, theoretical knowledge, scaffolded skill development, integration of theory and practice, assessment aligned to outcomes, supervision of and feedback on performance, and preparation for and debrief following the WIL experience.

• Build on findings from OLT project: Assessing the impact of WIL on student work-readiness

Respond to approaches outlined in the National WIL Strategy

• Enhance the capacity of industry and community partners to support student learning

Develop readily accessible resources for WIL partners

and students.

Sylvand Community Engagement

Sylvand Community Engagement Integration Authenticity Theoretical Dimensions Knowledge of a WIL curriculum Supervision & feedback Skill development Dimensions of a WIL AUTONOMY LITY RESPONSIBILITY CONSEQUENTIALITY Transition Early degree End degree Mid-degree Increasing in complexity and intensity Life long learning Figure 4. WIL Curriculum in Action

Research Design

Purpose

- Three-phase mixed methods research design
- Critique of resources and analysis of literature
- Focus groups and workshops
- Thirty-one item survey to gather employers' perceptions on the usefulness of resources

Curriculum is informed by negotiations between industry partners, universities

Data Collection

- •127 resources critiqued systematically against criteria
- Common themes identified in twelve publications on WIL Six forums conducted to gather perspectives qualitatively
- 480 survey respondents from diverse industry sectors

Research Outcomes

- Analysis of contemporary reports and identification of common themes emerging • Identification and development of resources to enhance capacity of industry to engage in WIL
- activities Collaboration and communication with other shareholders to ensure integration of national WIL
- activities
- Collation of existing WIL resources aimed at industry partners

Deliverables

- Industry resources to achieve optimal student outcomes
- WIL Curriculum Framework and WIL in action Curriculum Framework Good Practice Guides that outline the role of stakeholders in quality WIL.
- Central portal for accessible resources and support

As a student progresses through a degree program which embodies WIL pedagogy; skill acquisition is developmental and increases in complexity resulting in increased student proficiency. With constructive feedback from industry partners, experiences that reflect the world of work and opportunities to network with industry, students gain confidence in workplace situations.

Figure 4. depicts a quality **WIL Curriculum in Action** with incremental development of student autonomy, responsibility, diversity, consequence, contribution, and active reflection.

WIL Curriculum Frameworks

- WIL Curriculum Framework encompassing quality components of a WIL curriculum: authenticity, skill development, preparation and debrief, supervision and feedback, aligned assessment, integration of theoretical knowledge and practice
- WIL Curriculum in Action: a developmental and scaffolded curriculum

Industry Resources

- Clarifying industry's role in assessment
- Designing industry-focused assessment
- Monitoring progress and providing feedback to students
- Negotiating and maintaining partnerships Preparation and supervision of students









