

Impact of work-integrated learning on student employment-readiness: initial findings from a national study

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A national study involving 14 partner universities used a survey methodology to examine the impact of work-integrated learning on student employment-readiness. A convenience sample of units (subjects, papers) were selected in each university on the basis that the students would be almost completing a placement at the time of the survey, and, where possible, these were matched with units in the same field of education in other institutions where no placement is part of the programme of study. Employment-readiness was operationalized with 18 self-report items that asked participants to indicate their level of ability in a range of skill and knowledge areas at three times: start of programme of study; start of current semester and now. The measures factored into two broad factors (skills for work and career-development). Results allow the estimation of the differential impact of WIL on a range of skill and knowledge areas.