

A Template for Good Practice in Work Integrated learning

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This presentation showcases the development of a 'Template for Good Practice' in work integrated learning (WIL) and provides a series of contextual case studies of examples of good practice from across a range of disciplines. A qualitative case study methodology involved semi-structured interviews (15) with a sample of individual lecturers and supervisors (academic WIL coordinators) at Massey University who had previously participated in WIL. The findings indicated that there was a variety of WIL practice involving a wide range of hours on placement. Enthusiastic, industry credible, experienced staff led these WIL programmes providing structured guidelines and clear outcomes. Key competencies outlined were development of communication skills, self-confidence, people skills/relationships and team work, personal organisation and self-motivation; technical industry skills, professional ethics; initiative & analytical ability. The pedagogies involved integrated both on campus and workplace activities. A range of assessment including student reflective reports and oral presentations, along with feedback from employers enabled triangulation of successful outcomes. The findings also emphasised the importance of WIL, as the applied part of the whole degree programme, which benefits both the students and organisations involved. Considerations for increasing WIL practice within tertiary education institutions have significant resourcing implications involving staff time and long term industry connections. The development of a 'Template for Good Practice' has provided a useful resource for students, academic staff, and workplace supervisors in a number of contexts both nationally and internationally and demonstrated the benefit of effective research led teaching. This project was funded by Ako Aotearoa, National Centre for Tertiary Teaching Excellence. The authors wish to acknowledge the support of Manvir Edwards, Massey University; Levinia Paku & Richard Coll, Waikato University.