Models of Industry Feedback for WIL Programs and Activities

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Ms Kathy Henschke
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Models of Industry Feedback for WIL Programs and Activities

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<td>Introduction</td>
<td>The project aimed to develop a model for industry supervisor feedback to students which RMIT academics could draw upon to integrate into their Work Integrated Learning (WIL) courses and activities in accordance with the Work Integrated Learning Policy at RMIT. Guidelines to provide feedback to students were developed as a practical aid for academics.</td>
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| Detailed project description and outline of what was done| The research undertaken for this project built upon the research and findings of the 2008 LTIF project on Developing an Assessment Framework for Work-based Learning. The 2008 project underscored the importance of industry feedback to assessment of Work Integrated Learning courses. The 2009 project:  
- explored and documented existing practices of provision for feedback from industry (including alumni) in WIL courses at RMIT.  
- recommended new and innovative models for providing feedback from industry based on consultations with academics and industry practitioners.  
- these feedback models have been offered to academic staff through professional development workshops, the existing WIL website and WIL Resources Blackboard site.  

Four major investigations were conducted:  
- a literature review  
- exploration of existing feedback practices in use by workplace supervisors during WIL placement. This was accomplished through a review of the literature and through interviews with workplace supervisors involved in WIL.  
- exploration of existing feedback practices in use by academic mentors during WIL placement. This was accomplished through a review of the literature and through interviews academic mentors involved in WIL.  
- Identification of samples, templates and guidelines  

Attach the full and detailed report and evaluation of your project outcomes including evidence of the impact the project has had. Also make reference to how the outcomes address the five key objectives:  
- Improved student learning experiences, outcomes and employment opportunities

The key outcome of this project was the documenting of industry feedback practices in WIL courses from industry and academic perspectives. Samples, Templates and guidelines which encourage the incorporation of industry feedback in assessment of WIL courses were developed.  

Improved student learning experiences, outcomes and employment opportunities

Through enhanced opportunities to receive feedback from a variety of sources, students are provided the opportunity to use feedback to improve their future learning and develop their employability skills. This research through its literature review and interviews with supervisors and academics has recognised the role of supervisor feedback in the professional development of students and in facilitating opportunities for learning.  

Innovation

WIL programs, especially co-op, offer students a learning environment which exists outside the traditional classroom and discipline boundaries. This necessitates teaching and learning approaches that go beyond traditional practices, and traditional relationships. The role of supervisors and colleagues in facilitating learning in the
workplace environment needs to be recognised. Innovative practice that enabled WIL assessment that involved industry supervisors was identified as part of this research. This research has developed templates for incorporating innovative assessment which includes suggestions on how to involve employers in appraising workplace performance, recommendations for academics on how to measure the real life application of learning and the development of generic employability skills and guidelines for student self reflection on their own development in assessment of WIL courses.

- **Strategic Alignment**
  The project aligns with a number of RMIT strategic directions and policies which captured the importance of providing feedback to students such as:
  
  - RMIT's WIL Policy
  - RMIT's Learning and Teaching Strategy 2007–2010
  - RMIT's Student Charter
  - RMIT's Assessment Policy
  - University Wide Application

- **Value for Money**
  RMIT has made a significant commitment to increasing the opportunities for students to integrate their academic learning with the work environment. This project has enabled academics and industry to be interviewed; the literature to be reviewed and this collective information to be analysed. The collaborative model of industry feedback is underpinned by industry and academic needs.

  Whilst gathering data from WIL operational staff across the University best-practice samples, templates and guidelines were identified. Where a gap was identified at the review stage of the experiential learning cycle guidelines for reflective practice were created. Exemplars for the Plan and Do stages were found in Business Information Technology and Logistics (BITL) and Planning and Social Work.

**Dissemination of project outcomes both completed and planned. This should include both within RMIT and externally.**

**Dissemination Completed**

1. **2009 Conference Papers**
   
   

2. **2009 Presentations**
   ATN Conference, Kaidar, F., Henschke, K
   ASCILITE, Richardson, J
   HERDSA, Henschke, K., Richardson, J

3. **Workshops - Business College**
   Industry feedback in the context of WIL Policy requirements, Kaidar, F
   Specific examples of industry feedback in WIL courses in TAFE and HE, Kaidar, F
   Reflective Practice, Kemlo, L

4. **External Grant Application submitted**
   ALTC application submitted - Swinburne, Victoria- Guidelines and exemplars to augment the quality of authentic Work Integrated Learning (WIL) industry feedback - Richardson, J., Henschke, K., Hallohan, T., McKay, J, Tempone, I., Jackling, B.

**Dissemination Planned**

1. **Resources - Guidelines for Reflective Practice, Kemlo, L**
2. **Conferences**
### Summary of the project, outcomes, impacts and dissemination

The key outcome of this project was the documenting of industry feedback practices in Work Integrated Learning (WIL) courses from industry and academic perspectives. Samples, Templates and guidelines which enable the incorporation of industry feedback in assessment of WIL courses were developed and identified.

The collaborative model of industry feedback below describes one cycle of a student work placement.

1. **Industry Supervisor Induction Package**
2. **Work Plan (Planning and Social Work)**
3. **Course Guide – stipulated capabilities**
4. **Work-place agreement (Business Information Technology & Logistics)**

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**Plan**

1. Induction of workplace supervisors with clear guidelines is essential in understanding what role they play in shaping the student’s learning and more specifically how to provide effective feedback to an employee who is still a student.

2. Students require some preparation prior to work placements to ensure that industry supervisor’s and student’s expectations are closely aligned. In addition to work placement preparation, students also need to be clear on their assessment criteria, performance measurements and their role in achieving their own learning goals.

3. Staff identified across the Colleges for their innovative development and implementation of guidelines for industry supervisor induction and collaboratively planning work placement be bought together to review and improve the templates and guidelines available. Staff involved in WIL in the disciplines of education and nursing where the professional associations have influenced the practice of assessing student development in the work-place, be included in the work.

**Do – Feedback**

Design and implementation of assessment practices need to acknowledge the diversity of organisational contexts and the differing requirements of stakeholders.
4. Further work should be conducted to test the industry feedback templates developed in the School of Business Information Technology and Logistics (BITL), identify alternatives from education and nursing. A range of samples and templates require identification.

5. Assessment tools need to be tested against the CCARDS model for assessment design created in the L&TIF 2009. Although industry supervisors and the small number of academics interviewed were asked how their tools aligned with this model the results were not enlightening. Interview results indicated that academics and industry supervisors could not align assessment tools with the CCARDS model as there was a scarcity of tools to use.

Review

6. The reflective practice guidelines for academics and students currently stored in traditional form require dissemination across the University. Pilots of the resources outside the WIL courses should be conducted.

7. The guidelines should be made available to academics on the College Learning and Teaching web site. This dissemination will enable academic staff to link to the resources from the Learning Management System.

Collaboration

Each of these recommendations highlights the importance of academic involvement before and during the placement year. The involvement of academics ensures a focus on the value of the work placement year from one of vocational preparation to that of professional and life-learning skills development. Periodic contact with the workplace supervisor and the student allows the academic to monitor the student’s development; and to work with the supervisor to ensure feedback to students promotes reflective and development learning.

8. Students, their workplace supervisors and the university are encouraged to collaborate in defining meaningful performance criteria that includes student personal goals and the requirements of the job. Ongoing communication between all the stakeholders during the placement is strongly encouraged to ensure there is regular dialogue and constructive feedback given.

9. Attendance of university personal at student work-based performance reviews is highly recommended.

10. Functions at the University that involve all stakeholder groups.
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Introduction

Professionally relevant learning, often known as work-based learning, or work integrated learning (WIL) is a signature feature of study in Australian higher education and takes many forms including industry projects, field work, internships, practicums and co-op years. This project is focussed on the development of guidelines, samples and templates to support industry supervisor feedback given to students completing work placements in the Business disciplines. These learning experiences underpin the professional development of Accounting, Information Systems, Marketing, Economics and Finance and Management students. The workplace has been identified as providing a rich and rewarding source of ‘real world’ opportunities for students to apply theoretical knowledge, develop and consolidate skills, reflect on practice and gain ‘work readiness’ with a deep knowledge of professional practices in realistic contexts.

Students needs vary according to their stage of professional development (Atkinson, Rizetti and Smith, 2005) and support is provided by both academics and industry supervisors during work-placement. Academics, industry supervisors and students need to set achievable goals for personal, professional and workplace development. WIL assessment tools are constructed to validate students’ professional development, which blends the traditional University environment and the workplace.

Industry feedback is as an integral part of the assessment of WIL in business programs. However, an educational framework and component strategies underpinned by a comprehensive description of the consistency and type of feedback given to students by workplace supervisors, in professional settings, has not been extensively studied (Kaider, Henschke, Richardson, Kelly, 2009). The literature on feedback by industry supervisors in assessment processes in WIL activities is not prolific but sufficient to identify key criteria.

Project description and outline

The aims of this project were to develop a repertoire of models of industry feedback for students which RMIT academics could draw upon to integrate into their Work Integrated Learning (WIL) courses and activities in accordance with the Work Integrated Learning Policy at RMIT. A set of samples, templates and guidelines to provide feedback to students were developed as a practical aid for academics.

The project sought to examine models for incorporating industry feedback in assessment of WIL courses through a literature review and interviews with industry supervisors and academics involved in the supervision of RMIT School of Business students.

This project included four phases:

1. Literature review of existing industry feedback models in use in the Australian higher education context.
2. Survey of industry representatives involved in providing feedback to students to identify best practice approaches.
3. Survey of academic mentors involved in work integrated learning to identify best practice approaches for incorporating industry feedback.
4. Analysis of the findings of the above investigations as the basis for designing samples, templates, guidelines and models.
**Literature Review**

A review of literature was conducted in two fields:

- Work integrated learning, the value of feedback in facilitating learning; and
- Feedback practices, particularly how to solicit feedback and direct it towards learning.

**Interviews**

The qualitative research undertaken in this study built on the literature that recognised ‘learning by doing’ through academic value attribution to data collected in the workplace. In particular, the study incorporates input from 15 experienced industry supervisors in terms of defining their roles with students and the University and delineating the criteria for student performance, and input from 6 academic supervisors in terms of describing their methods for soliciting and incorporating industry feedback in assessment of WIL courses.

**Industry Respondents**

The research respondents were employers who host RMIT students from the College of Business on work placements. The employers were selected by the WIL coordinators from four Schools within the College of Business: Accounting and Law; Business Information Technology; Economics, Finance and Marketing and Management. The sample comprised 15 employers from 11 companies which ranged in size from small (less than 50 employees) to large (more than 100 employees). Four of the companies were involved solely in placements of three month duration and seven companies offered traditional 12 month WIL placements.

**Academic Respondents**

The research respondents were RMIT academics involved in the WIL program for their discipline. The disciplines included Accounting and Law; Business Information Technology; Economics, Finance and Marketing and Management, Construction, Social Work and Planning. The small sample comprised six academics. The academics were responsible for students on placements which ranged from 3 to 12 months.

**Data collection**

In both instances guided interview questions were identified to determine the feedback processes being used in practice and the models used for incorporating it into assessment of WIL courses.

**Industry supervisor interviews**

The industry supervisor interviews involved guiding the subjects through five main topics; 1) the role of the supervisor, 2) the practice of giving feedback to students, 3) student involvement in feedback, 4) employer attitude to providing feedback, 5) shortcomings in the current process and recommendations. The employers were encouraged to give examples, and to focus on what takes place in practice. The interviews lasted for between ten and thirty minutes. The interviews were transcribed and a text copy of the interview was sent to the interviewee via e-mail for review.

WIL placement supervisors as opposed to employers were chosen to determine the models of feedback used in practice and they had daily contact with the students on placement. Academics involved in monitoring the student placement were chosen for the academic interviews. Separate surveys were designed for each group. (See Appendix 1) and ethics approval obtained in April 2008. The interviews were Comments provided on the surveys enabled qualitative data collection that enhanced the data set available for analysis.

Participants of the survey were invited to provide information related to the type of Work Integrated Learning (WIL) program undertaken, their perceptions of the effectiveness of assessment tasks completed in terms of the development of discipline learning and employability skills.
**Academic interviews**

The academics interviewed guided the academics through the main topics of 1) the current WIL program, 2) the current process for providing industry feedback to students, 3) the current process for assessing WIL courses and 4) areas for improvement. The academics were encouraged to focus on what takes place in practice. The interviews lasted for between thirty and sixty minutes. The interviews were transcribed.

**Evaluation Model**

To establish the acceptance of WIL assessments, it is necessary to obtain feedback from academics, students and employers (Williamson, 2008). In this project we recognised that the situation under examination is complex. It is necessary to consider industry professional inductions, clarification of student and industry supervisor expectations and feedback. All of these activities occur in diverse learning contexts e.g. within the confines of a traditional classroom, in the workplace, an e-environment to support the blending of Universities and workplaces. In moderating the workplace supervisor’s assessment, a collaborative model including a placement plan negotiated between the academic, student and supervisor; a student portfolio or journal containing self-appraisal of capability and evidence of work tasks performed in the placement and the supervisor’s report are suggested (McNamara, 2008).

Mant’s (1997) plan-do-review incremental change cycle can be aligned with Kolb and Fry’s(1975) learning cycle and the steps in Lewin’s (1947) change model. The first stage of the change model was ‘unfreezing’ or “the process of disconfirming a person’s former belief system. Motivation for change had to be generated before change could occur” (Smith & Lovat, 2004, p.7). During the second ‘movement’ stage participant observation or process consultation or change agents were suggested to facilitate the connection “of concrete (emotional) and analytical detachment required to learn and develop” (Smith et al, 2004, p.7). Collaborative assessment practices that enable continuous feedback cycles during all stages of the work-placement was considered crucial to experiential learning. The interview data, literature review, samples and templates collected were evaluated against Figure 1.

![Plan-Do-Review Model](image.png)

**Figure1: Industry feedback to students**

Kolb (1984) conceptualises the process of action research as a spiral of action and research consisting of four major moments: plan, act, observe and reflect” (Healey et al, 2000, p.3). Pragmatically the plan, act, observe and reflect process described by Healey et al (2000) align with Lewin’s (1947) change model. The obvious focus on the building on the positive included in the Contemporary Action Research Model and the inclusion of a feedback action loop assists in the creation and validation of ongoing development. The action research models both provide a description of activities to be undertaken to enable the ‘unfreezing’ and then position the development and implementation of change as ongoing.
Project Management

The project team that won the grant was comprised of Friederika Kaider, Joan Richardson, Kathy Henschke and Beverley Jackling. Two of the original team members Beverley Jackling and Friederika Kaider left the University to take up other positions during 2009.

The team formed to direct activities and review outcomes was Joan Richardson, Kathy Henschke and Mary Paulette Kelly. The project team successfully applied for ethics approval, designed and conducted interviews with academics and industry supervisors and analysed the data.

Findings

Examples of industry supervisors and academics interview responses and best practice that reflect the important features of work-place assessment found in the literature were grouped under:

- Plan - Industry supervisor induction
- Do – Assessment feedback
- Review - Reflective practice

Examples of best-practice across the University they have been identified.

Plan - Industry Supervisor Induction

Acknowledging a dearth of research into the provision of industry feedback the value of workplace or industry supervisor feedback has long been recognised and practised in a number of fields. Long histories of practical education can be found in the fields of medicine, allied health, mental health, education and law. Practicum, clinicals and professional practice in these fields have required significant feedback from the workplace supervisor, often including intense supervision and comprehensive assessments. There has been less of a tradition in the field of business. Certification processes by professional associations such as CPA Australia has valued supervisor feedback but formalised work-based learning activities and placement in other business programs is relatively new. The challenges faced by practitioners in business are those common to other fields.

Industry supervisors have a role in appraising performance in a workplace and it is not necessarily the same as that of an academic's appraisal. Constructive alignment of learning objectives and goals that use assessment as a means of achieving those learning outcomes is common practice in the academic sphere but not in industry appraisal. A clear set of criteria for the performance based assessment needs to be agreed to by the students and employers at the commencement of the placement. This needs to be periodically discussed by students in consultation with the workplace supervisor (McNamara, 2008).

“I follow a consultative approach. Firstly I give the students my observations, I describe the feedback from peers, ask the student for their view on how things are going. We discuss strengths and weaknesses and determine where to next.” (Industry Supervisor #6)

Eisenberg, Heycox and Hughes (1996) found a lack of training or experience in the role of evaluating performance can lead to work place supervisors feeling less confident in providing practicum feedback (p. 33). Jones et al. (2009) noted general support for half day supervisory training: ‘not that they didn’t already have adequate supervisory skills; but more to put a focus on the student. It was suggested that this might be done in some form of concise document of “hints and tips” (p.75).

A study by Jones, Jackson & Coote (2008) reveals that the most popular types of assessments used in the planning discipline are a combination of formative assessment by workplace supervisors and summative assessment provided by university academic staff. The students value the day-to-day feedback on work tasks provided in the workplace. The
difficulty for many industry supervisors is that they are not trained. The supervisors who were interviewed re-iterated this as shown below:

The businesses need to be given clarity from the word go about what boundaries there are in providing feedback (Industry Supervisor #9).

Guidelines for supervisors given at the start of placement would be good to help the students get the most out of their time (Industry Supervisor#14).

Collecting feedback from workplace supervisors that is meaningful for students and therefore clear, relevant, descriptive and supportable can be problematic (Kudushin in Pepper, 1996). Feedback on performance is clearly important though Kluger and DeNisi (1996) the influence of feedback on performance can be both positive and negative. Kluger et al (1996) found that one third of feedback interventions resulted in decreased performance. How feedback is framed concerned Ilgen and Davis (2000), who suggested that the framing of negative feedback may influence how recipients cognitively and affectively respond to the feedback.

Working with workplace supervisors to establish capability criteria for measuring performance is integral to clarifying their role. Eisenberg, Heycox & Hughes (1996) and the Australian Learning and Teaching Council’s The WIL Report by Patrick et al.(2009) described a need for training and exemplars to assist industry supervisors in their role of evaluating performance. The supervisors who were interviewed re-iterated this as shown below:

Plan - expectations

Bates (2005) described the importance of mentored industry placements to enable students to transfer their theoretical knowledge to practice. Employers interviewed in this study also emphasised the difference between academic learning and workplace learning. Various respondents indicated that they encouraged students to make the transition from an academic to a work based environment that encompassed greater self sufficiency. Efforts to implement this approach included the use of work flow diagrams and skills training.

“I try to assist the student in the transition from the academic (micro managed) cultural environment to the work based (self motivated, initiative) cultural environment.” (Industry Supervisor #3)

“Before the students get to a company, there needs to be a session where they can comprehend what they are signing up to. I get the impression that they don’t recognize that they are an employee. They need to know what that means. They should also know how to do analysis and research – google, youtube and facebook are not research tools. They need to understand what they are going to get out of the placement and the commitment they are making to the employer.” (Industry Supervisor #3)

“Prior to starting the placement there should be an initial meeting with the students, employer, and work placement supervisor in which the terms and parameters of the work to be undertaken are established. The work place coordinator needs to be more accessible in cases where the students are not working out or needs extra attention.” (Industry Supervisor #11)

“Someone, I’m not sure who it should be, needs to brief the mentors as to what is required – an induction for the mentors, students and others involved, so everyone is on the same page is required.” (Industry Supervisor#6)

“RMIT could provide additional information about where the student ‘is at’, what the student needs to develop. They could also explain how we could assist in the student’s development.” (Industry Supervisor #8)

Less evident from the literature is the various understandings of the purpose of WIL that exists between disciplines. When disciplines have a strong association with the knowledge structure of the professions, the emphasis is on producing future professions within the field of discipline. In social work learning plans were developed by the work placement students in which they described learning goals and learning tasks would be achieved during placement.
The learning plan was discussed and coordinated with the field educator/workplace supervisor:

*The learning plan is supposed to underpin this placement experience as being about student learning – it is not about work experience it’s about student learning in the workplace* (Academic supervisor from Social Work & Planning).

The work plan provides the academic mentor with a view of the knowledge and skills applied at the workplace. The plan requires the supervisor to tick a number of boxes.

“The work plan is a way of getting more feedback from the supervisor.... “The student is becoming more professional – the work plan is as good as you want to make it. The more time you put in the work plan the more you get out of it. The work plan makes students more self reliant and the supervisor more connected.”

“The learning plan is supposed to underpin this placement experience as being about student learning – it is not about work experience it’s about student learning in the workplace” (Academic supervisor from Social Work & Planning).

Within the Business School where the association with professional practice is less clear, the focus is on providing the students with work ready skills which will benefit the students employability options and be of benefit to industry:

*The most important thing is will the student be employed into a meaningful role in which they have day to day responsibilities which is attached to their business report project. The student and their supervising manager would work together to determine what might be done. It must add value to the company. It is preferable that it is a logistics related project* (Academic supervisor, Business School).

*We tend to keep hands off. The student is there to gain workplace experience* (Academic supervisor, Business School).

The workplace supervisors who were interviewed identified a number of recommendations for good practice. The academic institution needs to clearly explain the nature of the student’s role as an employee prior to the placement. This is supported by supervisors who clearly state their expectations to the students at the start of the placement. Many employers suggested the need for better preparation of students before undertaking WIL.

*Before the students get to a company, there needs to be a session where they can comprehend what they are signing up to. They need to understand what they are going to get out of the placement and the commitment they are making to the employer.* (Industry Supervisor #3)

*Pre placement, students should be encouraged to understand the role of an employee and the role of an employer. They need to come to work with a better understanding of the expectations an employer has of employees in the work setting* (Industry Supervisor #5)

**Do - Feedback**

Student ownership of their learning is a critical component of workplace learning. Cates and LeMaster (2003) identified common learning outcomes believed to be applicable to all students regardless of discipline. McNamara (2008) describes a supervisor feedback report in which the supervisor indicates whether the student has been observed fulfilling a set of standard criteria. The criteria are set in relation to expected workplace skills. This type of report forms part of the summative assessment, rather than being ‘merely formative’ (McNamara, 2008:4). McNamara expands this model by recommending that students assume primary responsibility for devising learning goals and actions for achievement in consultation with the workplace supervisor.

Zegwaard, Coll & Hodges (2003) describe a model for supervisor assessment which includes a process for establishing criteria. Working with the placement coordinator, science and technology employers’ determined the top ranked competencies of students during placement. The competencies were identified as: ability and willingness to learn, teamwork
and cooperation, initiative, analytical thinking, computer literacy, concern for order, quality
and accuracy, and written communication skills (Zegwaard et al., 2003). As part of Zegwaard
et al.’s study these competencies were used in a template with supervisors asked to rank
student performance part way through the placement and at the end of the placement.

The early involvement of students in setting objectives is also raised by Jones and colleagues
(Jones et al., 2009). They found that the majority of the workplace supervisors advocated
joint cooperation between the university, the work placement and the student in determining
learning objectives. Jones et al. found the majority of supervisors worked from an assumption
that there should be flexible goals and objectives for each student placement. They suggest
that by building on something like a skills portfolio, or a clearly-articulated vision of a career
trajectory, a student could discuss and develop some personal goals and aspirations with the
work place supervisor as a basis for performance assessment. Jones et al. describe a
suggested model in use by a city council in which five or six set competencies each worker
needed to achieve were used as the standard template, but other, personal goals could also
be added. Student ownership over the goals was encouraged and the template provided
clearer expectations for the supervisor, and more open communication between the
university, the workplace and the student (Jones et al. 2009:78). In this model the template
provides the basis of a matrix in which certain work related skills that are to be acquired or
further developed ‘could be set against levels of competency reached, with written comments
– agreed to after discussion between student and supervisor – put into appropriate boxes in
the matrix’ (Jones et al. 2009:79).

The model suggested by Jones et al (2009) is very appealing on a number of fronts: it
enables the students to establish personal goals in conjunction with supervisor and academic
determined course and workplace objectives; it provides for students to collect a portfolio of
work that demonstrates the acquisition of skills and attainment of goals; it reflects a strong
collaboration between student, academic and workplace supervisor and a concomitant clarity
on their respective roles. It aligns with every element of the CCARDS framework, that is
recognition of the workplace context, development of workplace and discipline-specific
capabilities, active student learners who take responsibility for their learning, development
learning and strong collaboration between students, academics and workplace supervisors
(Richardson et al., 2009).

Zegwaard, Coll and Hodges (2003) warn that the complexity of the placement process and
the context of the learning environment make the choice of feedback type complicated. This
is especially borne out on the issue of workplace supervisors marking feedback and
assessments. It is apparent that Hodges’ three dimensions can be integrated. The
performance capabilities can serve as the criteria and if the feedback is marked with grades
instead of just pass/fail, it takes on a normative dimension. Overwhelmingly employers
considered providing feedback to students an important function of the role of supervisor.
This is reflected in the confirmation of regular feedback to students (100% respondents
described providing regular feedback). Provision of appropriate workplace feedback was an
area of uncertainty for a number of employers interviewed. Some were clear on the
performance criteria or capabilities being measured by academics but were less clear about
the criteria on which they were commenting. Many saw their role as providing feedback on
qualities required for professional practice, as illustrated below:

“It is important that students understand what the real world is like and that they need to
make the most of this opportunity to build a network in the small Melbourne IT industry. I
try to give them this feedback.” ((Industry Supervisor #3)

The feedback would relate to work knowledge and maturity, personal growth. (Industry
Supervisor #4).

Performance related feedback dealing with punctuality, dress, things that are appropriate
in the work environment are difficult to address (Industry Supervisor #11).
Employer attitude to providing feedback

Rainsbury et al. (1998) describe a collaborative process involving students, academics and employers used for assessing students in the workplace. Noting overall general support for the collaborative process, employers were noted to be 'positive about participating in the collaborative process' (Rainsbury et al., 1998: 318).

Employers commented, almost without exception, on the need for better communication with the academic institution as well as better liaison between both organisations and the student. Communication needed to occur prior to and during the placement with suggestions that all three parties be involved at certain stages of the placement: The perspectives of the employers interviewed regarding student responses to feedback also varied considerably as shown below:

"The supervisors come in twice a year – they review the appraisal form. They are not present at the actual appraisal. It might be helpful to have them sit in on the appraisal (mid-year and end of year)." (Industry Supervisor #7)

"The supervisor from RMIT should touch base within a couple of weeks of the student starting to see how things are going. The workplace supervisor should be given a contact at RMIT for any issues." (Industry Supervisor #10)

It depended on the student. (Industry Supervisor #5).

The students were supposed to incorporate the developmental feedback. I didn't see it happen though (Industry Supervisor #5).

It is a two way conversation. In the coaching the students are encouraged to interact (Industry Supervisor #6).

Several of the principles of good feedback described by Nicol et al (2006) were recognised as important by the industry supervisors in this study. Comments from supervisors indicated that they employed processes designed to enable reflection, closing the gap between current and desired performance and a shared understanding of the nature of good performance in their feedback processes:

"I ask the students to write down how they're going, I'll write down how I think they're going and we see where the gaps are. This is done twice yearly." (Industry Supervisor #3)

Ilgen and Davis (2000) discussed the impact of the process on recipients' reaction to feedback. Nicol et al (2006) found that students can only achieve learning goals if they understand the goals, assume some ownership of them, and can assess progress. Respondents generally expressed a need for a positive constructive environment in which to deliver feedback as illustrated in the comment below:

"It was difficult to give the performance management feedback, particularly in the presentation. We spoke to the RMIT coordinator after the presentation about performance issues, without the student present. It is hard to know what to do with placement students." (Industry Supervisor #5)

Almost half of those interviewed did not know if their feedback affected the student’s assessment. This is not surprising as Crebert et al. (2004) found that employers, while willing to provide mid-placement formative feedback, were not ready to commit themselves to summative marking affecting the student’s formal academic record. The matter of providing graded feedback by workplace supervisors requires further research.

Measuring the acquisition and application of these skills in a work based learning situation is also a challenge that many academics face. Assessment practices which are typically used to measure the understanding and application of academic knowledge in an educational situation are not the most appropriate measure for assessing work-based learning as WIL assessment requires consideration of: the context; additional criteria to be measured; and the stakeholders involved (academics, students, industry representatives, peers). Nicol et al
(2006) stressed that the purpose of providing feedback is to allow students to use feedback to improve their future learning. Academic staff provided a wide range of opinions about the use of industry supervisor assessment feedback:

If we did get rich feedback from supervisors what would we do with it? If the student has done sufficiently well, and it is not a disaster, the employer is OK, tick (Academic supervisor, Business School).

In the large firms the student is under continual assessment from the organization. We’re not privy to that, it is the organizations process. It is continual and quite demanding. After every job there has to be an audit and you have to be assessed, ordered and ranked. There is a lot of internal assessment. In the small firms that doesn’t happen. We work on the principle that no news is good news (Academic supervisor, Business School).

They make judgment about how the student relates to clients, to colleagues, communicates, organizes their time, shows an awareness of the value of their work, is able to integrate knowledge into what they are doing, is able to reflect on what they are doing, and all of those sorts of things (Academic supervisor, Business School).

“We don’t ask the employers to complete sheets and all that. The reason we’ve avoided going down that path is that in most cases the students go back to the employer for work anyway, so we assume that in most cases it has been a satisfactory experience for both parties”. “We haven’t gone for heaps and heaps of pages of formal assessment”. “We think if there is a problem the employer will contact us, or the student will contact us”. (Academic supervisor, Business School).

Review – Reflective Practice

In terms of summative assessment, students expect to receive clear criteria for writing a good reflective report from their academic supervisors (Jones et al., 2008). Nicol and MacFarlane-Dick (2006) found that students can only achieve learning goals if they understand the goals, assume some ownership of them, and can assess progress. Therefore clear assessment criteria need to be established at the outset by the academic or the academic in collaboration with the industry supervisor in order to delineate the learning goals and to facilitate the measurement of the attainment of these goals. The workplace supervisor is expected to make a professional judgment about whether the student is going to meet the assessment requirements of this placement:

General communication between Jack and the company could be more frequent and last minutes. More guidance is required from Jack. It would be good if the student thought about the placement beforehand and whether they would want to consider remaining with a company on a part-time/full-time basis how to combine with study (Industry Supervisor#13).

An informal weekly meeting. Regular meetings were held to discuss progress; it was a status review and opportunity to provide direction (Industry Supervisor#12).

“The seminar is counted as placement time. Fifteen to twenty work placement students attend the seminar together – it is a way of pulling together some of the experiential learning that is taking place on placement.” (Academic Supervisor Social Work and Planning)

Within the Planning department placements are made up of three days a week for 20 weeks is at the workplace, 2 days back at RMIT debriefing, which provides

“an opportunity to reflect and assess what is going on. It was an opportunity for the student to take responsibility for their own learning, to work collegially, to get shared experience.” (Academic Supervisor Social Work and Planning)

During the two days at RMIT practice professionals provide seminars on emerging professional practices. Complex sites for class visits are provided by the Melbourne City
Council. The students are asked to critically review the planners advice and write their own decision notice.

“We talk about professional ethics – where we give students hypotheticals - what do you think – what would you do. Students then appreciate some of the more theoretical aspects of their learning – feminism, Marxism. Students are able to tie their uncertainty in responding to the underlying values in our society and power relations, gender relations, hierarchical relations and they can begin to see good practice in the way they think and act has been formed not by the immediacy of the situation but in having this wider educated view of the work. The work practices are constantly bouncing off what we do in class. It is very rich.” (Academic Supervisor Social Work and Planning)

Industry, academic and student collaboration

McNamara (2008) presents a collaborative model for assessing students on work placements. This model includes a placement plan negotiated between the academic, student and supervisor; a student portfolio or journal containing self-appraisal of capability and evidence of work tasks performed in the placement and the supervisor's report. The role of the academic supervisor is to approve the work placement plan, assess the portfolio evidence and moderate the supervisor’s assessment. Several studies support the concept of aligning assessment with learning (Biggs, 2003, Henderson and McWilliams, 2008). The instruments and processes currently being trialled in Planning and Social Work fulfil the requirements for collaboratively planning assessment of students’ learning at work.

These comments point to the need for students being versed on what expectations employers have of them and being clear on how to utilise and reflect on employer feedback. Just as the roles of placement supervisors need to be made explicit so too need the roles and expectations of students. These expectations go beyond assessment criteria and included how to reflect on employer feedback; how to interact in feedback sessions; and how to integrate feedback into action learning cycles. A critical aspect of this was improved communication among all the stakeholders. Many employers suggested the need for better preparation of students before undertaking WIL.

Better communication between RMIT and the supervisor. An interface between the student, employer and RMIT should build a relationship between RMIT and the workplace. This person should not be a lecturer. They should consider what is best for the student, nurturing caring role, rather than an academic. The year out is not about the academic, it is about adding one thing into the CV. (Industry Supervisor#14)

At no stage with RMIT were we asked ‘how is it going? When it is not working we try to sort it out internally. There needs to be a way to provide the feedback - ‘these are my observations’ to someone who does not judge them academically. We need a non threatening way to raise issues – one that does not embroil the company in more HR procedures. This is a place where they (the students) should feel safe and learn. (Industry Supervisor#12)

Project Outcomes – samples, templates and guidelines

Plan - Samples and Templates

The Industry Supervisor Induction Package created by the School of Business Information Technology WIL team is attached as Appendix 1. Templates for Work-place agreements are a component of this package.

Social Work at RMIT has integrated the learning plan into their WIL program. The learning plan is understood to be an evolving document. The student and their supervisor might change the emphasis and learning tasks during the placement and this is considered appropriate. In some ways the learning plan mitigates against the student being given work purely because it is around. The work given to Social Work students is supposed to reflect
the learning goals of the student as described in the plan – in this way developing the professional.

**Do - Samples and Templates**

Industry feedback templates created by the School of Business information Technology are currently being used. These templates need to be trialled more extensively.

**Review – Guidelines for Practice**

The guidelines for reflective practice developed by the College of Business, Academic Development Unit are stored on the CDROM attached to this document.

Best-practice samples, templates and guidelines identified as a result of the data collection phase of the project are illustrated in Figure 2.

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1. Industry Supervisor Induction Package
2. Work Plan (Planning and Social Work)
3. Course Guide – stipulated capabilities
4. Work-place agreement (Business Information Technology & Logistics)

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**Gaps and Issues**

A range of concerns about the assessment processes in WIL programs have been documented with many believing assessment is often concluded in a rush and as such frequently not under the best conditions (Coll et al 2009, Hodges 2008). Additionally there is a tendency to assess that which is easiest and in doing so omit a more detailed insight about student core capabilities (or lack thereof). Consequently assessments for work based projects differ little from those which are university based. Many current practices only assess criteria which are based on academic learning outcomes and do not reflect the specialised learning that takes place in WIL courses. Many institutions continue to use traditional assessment techniques such as exams as a preferred means of “testing” student learning in WIL programs. This remains the scenario in most engineering courses and reflects what Hodges (2008) refers to as a tendency towards ‘package learning into neatly proscribed and specific learning outcomes’, something noted to be problematic for learning which takes place in the workplace (Hodges 2008, Coll et al 2009:10).
One of the main reasons for inadequate assessment in the workplace is the lack of understanding of the nature of learning in this environment – what is being learnt and how. Learning in the workplace is influenced by personal, interpersonal, institutional, social and historical factors (Foley, 2004). Learning can be formal, non-formal, informal and incidental. Most workplace learning occurs informally, but consciously through experience, or incidentally and unconsciously (Eraut, Alderton, Cole and Senker, 1998). This means that measurement of learning and capturing individual learner progress in the workplace is fraught with complexity.

Clearly it is important to have learning outcomes for WIL activities that reflect the unique nature of the learning. It is not just the on-the-job learning nor is it just academic learning, rather it is the combination of the two. This learning also involves people other than the student and academic. Work-based learning may involve a workplace supervisor and/or mentor and workplace colleagues. These workplace personnel frequently are more closely linked with the students' learning and thus their role in assessment and feedback needs to be taken into consideration.

The successful introduction and provision of a WIL program requires commitment by all stakeholders and a clear conviction in the positive outcomes and relationships that can be achieved. Models that focus on providing a superior learning experience for the student, and that also meet the needs of other stakeholders are, could be expected to have greater long term success.

Increased student numbers causes problems in WIL programs run in the Business school, however, the problem is identified as finding employers. The student is encouraged to find their own placement, though RMIT also uses its industry contacts to place students. Prior to placement it is possible that the day-to-day supervisor is unknown to the academic mentor or student.

“Often we don't meet the supervisors. The person often employing these students for the co-op year is the HR person. In some companies they may meet them in the 2nd interview. In smaller companies they may be recruited by the CEO and then given to someone when they start” (Academic Supervisor Business School)

With increasing numbers of students enrolled in higher education institutes and budgetary constraints, the capacity to maintain a stable program of field education in which the development of competent professional is overseen by academic mentors is causing tensions in some disciplines.

“In the old days we had a site visit. We had a chat. Building up relationships for next year's placement and checking on what the students were doing. Then resources became tight and we did selective visits with the students who were more vulnerable or unhappy. We then lost more funding and we contracted out to a retired planner to do the site visits. Right now, the site visits which were integral to the program have gone by the wayside. If a student is really unhappy I'll go out. If we want to chat up a new employer to build up the relationship we'll go out.” (Academic Supervisor #2)

**Association with the corporate structures**

Nursing has sought commonwealth funding to maintain standards of practical training (NET, 2006). In other disciplines varying approaches are taken. Shapton (2002) suggested that rather than seeking to provide more of the same, a differentiated approach to practice learning should be pursued. Shapton (2002) argued that quality could be provided by building on existing approaches to learning about practice in groups and the used of simulated learning. Shapton (2002) proposes using managers, court staff, and group-based simulations of such high anxiety practice events as child protection conferences. Clapton et al (2006) describe a university in the US which expects students to demonstrate their readiness to practice via what is termed a 'Capstone Seminar'. This involves the presentation of a project or piece of work to a panel that consists of faculty members, student peers and other invited guests (who may include service users). Variations were also found within the
various disciplines in RMIT, particularly those in which the focus was on the professional
development of the students.

Within the business school where the association with professional practice is less clear, the
focus is on providing the students with work ready skills which will benefit the students
employability options and be of benefit to industry.

“The most important thing is will the student be employed into a meaningful role in
which they have day to day responsibilities which is attached to their business report
project. The student and their supervising manager would work together to determine
what might be done. It must add value to the company. It is preferable that it is a
logistics related project.”(Academic Supervisor School of Business information
Technology)

When work placement is seen as an opportunity for developing professional practitioners a
greater emphasis is placed on understanding the nature of generic skills and how they are
acquired. The ways generic skills cluster are strongly shaped by particular features of the
context in which the work is carried out Hager (1997) cited in Beckett and Hager (2002).

From this perspective, generic skills are acquired through completing a variety of tasks in a
range of work contexts. Classroom contexts are limited as are the scope of tasks for
execution. There is an assumption that learning the theory of teamwork and then working on
a team assignment within a university setting provides students with some teamwork skills
that transfer into the workplace setting. However, research evidence suggests knowledge
gained in the classroom does not become usable at work without further learning in the
workplace (Eraut 2002). Eraut (2002) adds that acquired knowledge only has meaning once
used; and its meaning is strongly influenced by previous contexts of use. The contextual
nature of employability skills (particularly within practical judgement) moves focus from skills
acquisition to professional development. From this standpoint, the development of
professionals is seen as a life-long endeavour where educational and workplace settings
contribute various formal and informal admixtures to shaping the individual. Professional
education shifts thinking from training the individual mind to the social setting in which the
individual is situated (Gonczi 2004)

As co-op programs are located in the workplace, they provide rich environments for learning
and developing generic employability skills. However, many co-op programs struggle for
educational recognition and overall viability. Also, there is little written on the learning value of
coop programs. Much of the research literature on co-op tends to reflect the practitioners’
orientation that is largely focused on the effects of co-op programs on the personal growth
and career development aspects of students. As a result the nature of learning in co-op
education is not well understood (Ricks et al. 1993).

### Value for Money

RMIT has made a significant commitment to increasing the opportunities for students to
integrate their academic learning with the work environment. This project has enabled
academics and industry to be interviewed; the literature to be reviewed and this collective
information to be analysed. The collaborative model of industry feedback is underpinned by
industry and academic needs.

Whilst gathering data from WIL operational staff across the University best-practice samples,
templates and guidelines were identified. Where a gap was identified at the review stage of
the experiential learning cycle guidelines for reflective practice were created. Exemplars for
the Plan and Do stages were found in Business Information Technology and Logistics (BITL)
and Planning and Social Work.
Dissemination

Dissemination Completed

2009 Conference Papers


2009 Presentations
ATN Conference, Kaider, F., Henschke, K
ASCILITE, Richardson, J
HERDSA, Henschke, K., Richardson, J

Workshops - Business College
Industry feedback in the context of WIL Policy requirements, Kaider, F
Specific examples of industry feedback in WIL courses in TAFE and HE, Kaider, F
Reflective Practice, Kemlo, L

External Grant Application submitted
ALTC application submitted - Swinburne, Victoria- Guidelines and exemplars to augment the quality of authentic Work Integrated Learning (WIL) industry feedback - Richardson, J., Henschke, K., Hallohan, T., McKay, J, Tempone, I., Jackling, B.

Dissemination Planned

Web based resources
Guidelines for Reflective Practice, Kemlo, L

Conferences
HERDSA 2010 ( submitted)
ATN Assessment Conference 2010
ASCILITE 2010

Journals
HERD journal (A*) – The role of industry supervisors in assessing student performance during work placements

Workshops
RMIT Learning and Teaching Expo 2010
**Key Recommendations**

The key findings of the literature review and industry and academic supervisor surveys present characteristics that specifically pertain to learning in a workplace environment namely:

- The increasing importance of collaborative relationships between the students, the academics and the employers.
- The developmental nature of workplace learning requires assessment to be designed so as to provide formative and summative feedback to the student from a mix of sources (academic, workplace supervisor, work peers or study peers).
- The purpose of the WIL program in understood differently across academic disciplines. How the purpose of WIL is understood impacts on the approach taken to soliciting and incorporating employer feedback in assessment tasks.

Literature and empirical findings highlight the value of workplace supervisors’ feedback in promoting student learning. However it cannot be assumed that students will learn by just being in the workplace and that workplace supervisors will provide meaningful feedback. Universities have a large part to play before and during the work placement year in maximising the effectiveness of the students’ learning experience.

**Plan**

1. Induction of workplace supervisors with clear guidelines is essential in understanding what role they play in shaping the student’s learning and more specifically how to provide effective feedback to an employee who is still a student.

2. Students require some preparation prior to work placements to ensure that industry supervisor’s and student’s expectations are closely aligned. In addition to work placement preparation, students also need to be clear on their assessment criteria, performance measurements and their role in achieving their own learning goals.

3. Staff identified across the Colleges for their innovative development and implementation of guidelines for industry supervisor induction and collaboratively planning work placement be bought together to review and improve the templates and guidelines available. Staff involved in WIL in the disciplines of education and nursing where the professional associations have influenced the practice of assessing student development in the work-place, be included in the work.

**Do – Feedback**

Design and implementation of assessment practices need to acknowledge the diversity of organisational contexts and the differing requirements of stakeholders.

4. Further work should be conducted to test the industry feedback templates developed in the School of Business Information technology and Logistics (BITL), identify alternatives from education and nursing. A range of samples and templates require identification.

5. Assessment tools need to be tested against the CCARDS model for assessment design created in the L&TIF 2009. Although industry supervisors and the small number of academics interviewed were asked how their tools aligned with this model the results were not enlightening. Interview results indicated that academics and industry supervisors could not align assessment tools with the CCARDS model as there was a scarcity of tolls to use.

**Review**

6. The reflective practice guidelines for academics and students currently stored in traditional form require dissemination across the University. Pilots of the resources outside the WIL courses should be conducted.
7. The guidelines should be made available to academics on the College Learning and Teaching web site. This dissemination will enable academic staff to link to the resources from the Learning Management System.

Collaboration
Each of these recommendations highlights the importance of academic involvement before and during the placement year. The involvement of academics ensures a focus on the value of the work placement year from one of vocational preparation to that of professional and life-learning skills development. Periodic contact with the workplace supervisor and the student allows the academic to monitor the student’s development; and to work with the supervisor to ensure feedback to students promotes reflective and development learning.

8. Students, their workplace supervisors and the university are encouraged to collaborate in defining meaningful performance criteria that includes student personal goals and the requirements of the job. Ongoing communication between all the stakeholders during the placement is strongly encouraged to ensure there is regular dialogue and constructive feedback given.

9. Attendance of university personal at student work-based performance reviews is highly recommended.

10. Functions at the University that involve all stakeholder groups.

Key Issues and gaps
11. Ensure the incorporation of the disciplines within the University that have extensive experience in the delivery of work practice to ratify the requirements of their professional bodies eg. Nursing and education

12. Investigate the alignment of process and work loads with organisational structures
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Appendix 1: Industry Supervisor Induction

SCHOOL OF BUSINESS IT & LOGISTICS
(DRAFT)

Bachelor of Business (Business Information Systems)

CO-OPERATIVE EDUCATION PROGRAM

WORK PLACEMENT SUPERVISORS GUIDE
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Introduction

The purpose of this document is to provide a guide to workplace supervisors involved with students in the Co-operative Education Program (co-op) within the Bachelor of Business (Business Information Systems) (BBBIS). This guide introduces RMIT’s Work Integrated Learning (WIL) program, outlines the support available to employers and discusses the roles and responsibilities involved in hosting students.

One of the key aims of the BBBIS is to prepare work-ready graduates who possess a sound business background combined with the ability to develop and manage business information systems in a wide range of business, government and non-government settings. The Co-operative Education Program forms the 3rd year of the four year BBBIS program. Students are required to complete a 40 week work placement in industry. In most cases students are paid as a full-time employee of the company; however where students are working for a not-for-profit organisations they are paid a per diem to cover travel and miscellaneous costs.

Students are eligible for Co-op once they have successfully completed 14-16 courses within the BBBIS program (refer Appendix A for BBBIS Program Map). The first two years of the Program cover a set of core general business and business information systems courses.

WHAT IS WORK INTEGRATED LEARNING (WIL)?

WIL describes an educational program that integrates real workplace experience, professional practice and disciplinary knowledge within the educational curriculum. ‘Real world’ experiences provide opportunities for students to apply theoretical knowledge, develop and consolidate skills, reflect on practice; gaining ‘work and industry readiness’ with a deep knowledge of professional practices in realistic contexts.

The WIL program encourages students to widen their practical experience of workplaces and to build their workplace and industry skills as part of their studies. The programs allow employers to help students understand the workplace and directions in industry. The programs support a wide range of experiences and industry settings, in a field of work the student is planning to do after completing their studies. Direct experience of a workplace helps students to apply theory learnt to real situations, learn about the nature of work and workplaces; what attitudes and skills employers are looking for; further develop communication skills, written, oral and presentation.

IS WORK INTEGRATED LEARNING AN ACADEMIC COURSE REQUIREMENT?

Work Integrated Learning (WIL) is considered so important that it is a mandatory requirement for the Bachelor of Business in Business Information Systems (BBBIS) program.

HOW DOES AN EMPLOYER BENEFIT FROM HOSTING A STUDENT?

Being involved;
- lets you identify students with potential that might be interested in joining your organisation on a permanent basis;
- gives you the opportunity to access motivated engaged individuals with relevant up-to-date knowledge;
- gives you input into developing an enthusiastic and skilled workforce with the attitudes important to you;
- provides your staff with opportunities to increase their supervisory skills.

WHEN CAN WORK PLACEMENTS OCCUR?

There are two main recruitment periods during the year. The ‘Mid year placement’ process begins with the RMIT Careers Expo in early March. Participating employers are confirmed in early May for students starting placement in July. The ‘End of year placement’ process begins with the Melbourne Careers Expo in mid June. Participating employers are confirmed in late July and students are available to commence employment from late November. Placements usually reflect the hours of the industry, in most instances this is Mon-Fri.
WHO ARE THE STAKEHOLDERS; WHAT ARE THEIR EXPECTATIONS AND RELATIONSHIPS TO EACH OTHER?

Each work placement involves a three-way partnership between the student, the employer and RMIT. A number of stakeholders may be involved including students, human resource personnel, managers, workplace supervisors, RMIT academics and administrators. Each party has a set of roles and responsibilities together with their own aims and aspirations.

The aims of the work placement for the student are likely to include:
- Improving personal and business skills such as communication, teamwork, problem solving, decision making, imitative and creativity
- Implementing some academic learnt IT and business skills, and lay experiential foundations for further study
- Enhancing own awareness of the world of work in professional, social and behavioural contexts
- Developing self awareness and development of their individual career planning
- Maximising the learning opportunities of the workplace by utilising support structures offered by both the workplace and RMIT.

The workplace supervisor is likely to have such aims as:
- Deriving value for money within the work placement year
- Benefiting from students’ enthusiasm and creativity as well as up-to-date knowledge and skills
- Extending selection procedures
- Personal satisfaction

Each placement involves a number of relationships:
- Between the student and the employer organisation. This is formalised through a legal contract of employment with all the implied entitlements and responsibilities.
- Between the student and RMIT. A formal contract is implicit in acceptance of a student enrolling in a course, and evidenced by the student’s contribution towards tuition fees.
- Between RMIT and the employer. A less formal contract - Memorandum of Understanding (Appendix B) that once signed by the employer implies acceptance by employer of a student in connection with Co-op.
- Between the student and the workplace supervisor. A Workplace Learning Agreement (Appendix C) sets out the student’s learning goals and work performance requirements for the work placement year.

Each of the parties has entitlement and responsibilities before, during and after each work placement period. The following sections focus on activities during the placement year.

Providing a quality WIL experience

WHAT MAKES A GOOD WORK INTEGRATED LEARNING EXPERIENCE? HOW CAN IT BE MADE A POSITIVE EXPERIENCE FOR EMPLOYERS, THEIR STAFF AND STUDENTS?

With more than 20 years experience in providing work integrated learning programs, RMIT has some best practice suggestions.

BEFORE STUDENTS START THEIR PLACEMENT:
- Consult with your staff to identify a list of activities that can be achieved by the student and which are varied, challenging and provide exposure to the industry and workplace.
- Ensure that employees understand the purpose of the placement. Emphasis that the student should be treated with respect and courtesy, just as they should treat you and your staff.
- Appoint a staff member to co-ordinate the placement program for the student.
- RMIT prepares the student for placement, however, it is a good idea to appoint a staff member to advise or mentor the student.
The role of the industry supervisor may be that of manager, educator, mentor, coach and/or administrator. It is important to select as the student supervisor someone who has the interest, time and experience to assume the role.

- Arrange and prepare the student’s work area (desk, computer, chairs, etc); arrange login and access to company resources.
- Organise/book student into a company induction program
- Provide WIL students with a standard employment contract for new employees which can include a formal letter of appointment, position description, role responsibilities, reporting line, remuneration, terms and conditions.

**COMMENCEMENT OF THE PLACEMENT:**

- Assist the student in developing some personal goals and aspirations as the basis for performance assessment. Use the Work placement Agreement to set out both personal learning goals and work-based performance requirements/outcomes (Refer Appendix B)
- Ensure students complete an induction/orientation tour including safety procedures.
- Set expectations about behaviour, attitude and dress.
- Explain working hours, break times and other applicable work routines and other relevant company policies – confidentiality, telephone calls, internet use.

**DURING THE PLACEMENT:**

- Do not assume previous experience.
- Provide appropriate feedback and encouragement. Feedback is invaluable and contributes to the students learning. Feedback should be provided throughout the placement and at the end of placement. Feedback on the performance of the student is given consideration during assessment of the work integrated learning component of a course, impacting the student’s final results. Contributions to the student appraisal process involve providing feedback on:
  - Personal/attitude towards work - commitment, initiative, motivation, reliability, teamwork and productivity.
  - Interpersonal communication skills – effectiveness in professional/formal situations, meetings, presentations, written communication, interaction with colleagues, solution orientation.
  - Organisational knowledge and skills – understanding of role, business unit, effective use of technology, time management and ability to meet deadlines, attention to detail.
  - Areas for development – identify strengths that can be harnessed, and make recommendations for further development.

The Mid-Term and Final Workplace Performance Review forms (Appendix D & E) incorporate these attributes and skills.

- Have a range of interesting, appropriate and meaningful business IT work, to allow the student to extend their skills and knowledge. Examples of activities undertaken by students include designing an advanced database system, and making recommendations for an e-business system.
- Provide adequate training to perform within the role.
- Provide time and guidance in completing course assessment tasks.
- Provide adequate work space and access to equipment.

**WHAT IF THERE ARE MISUNDERSTANDINGS DURING PLACEMENT?**

- Misunderstandings can sometimes occur. You are not alone. Each student is allocated a Professional Advisor whose details you will be given before the start of the work placement and acts as the first point of contact should you wish to discuss any academic or professional issues including problems concerning the student.
Working together

**WHAT IS EXPECTED OF THE PROFESSIONAL ADVISOR?**

- The RMIT Professional Advisor visit/contact the student and their supervisor three times during the 12 month placement, initially to set the groundwork for a learning/working relationship between the student and their supervisor; monitor the student progress and performance; and later to finalize assessment.
- The Professional Advisor is your point of contact within RMIT. In the event of an accident or a work performance issue that require escalation, contact your Professional Advisor in the first instance, or the Co-op Administrator, Shona McIntosh on 9925 5790.

**WHAT IS EXPECTED OF THE STUDENT?**

- Students understand the important and valuable opportunity they are being provided.
- Students are obliged to participate in all pre-placement activities organized as part of their course.
- Students are to behave with courtesy and respect, observing the policies and procedures of the workplace.
- Students are to act within professional code of ethics and conduct appropriate to their discipline.
- Students must treat as confidential material and information gained about workplaces.

**WHAT IS AN APPROPRIATE SALARY?**

- Cooperative learning students are paid a salary. This in approximately 75% of a graduate salary and moves with the graduate market.

**WHAT ARE MY LEGAL REQUIREMENTS?**

Students are subject to standard industrial legislation including:
- Workplace safety
- Occupational Health and Safety
- Professional Indemnity
- Public liability insurance.

RMIT must approve the placement prior to it being made available to students for offer. RMIT has a Memorandum of Understanding (Appendix B) which is signed by the student, RMIT WIL Coordinator and the employer prior to the commencement of the placement.

**ARE INTERNATIONAL STUDENTS PERMITTED TO WORK FULL-TIME DURING THE CO-OPERATIVE PLACEMENT YEAR?**

Under the rules of the Education for Overseas Students (ESOS) Act, international students can work legally in paid, full-time employment if:
- enrolled in a course/program that has a work experience in industry component (WEI); &
- the student has the appropriate Visa Conditions (8105).

Outside of the work-related courses, international students are permitted to work for up to 20 hours a week, and many international students continue to give value to their workplace employers during their final year and beyond on graduation.

**WHAT IF I WANT MY CO-OPERATIVE LEARNING STUDENT TO CONTINUE WORKING AFTER THE PLACEMENT PERIOD ENDS?**

An increasing number of students are obtaining graduate employment as a result of their cooperative experience. Once students complete their program requirement in relation to Co-op, employers can negotiate any future arrangements directly with the students. Other student may work part time while completing their final year studies; while others return to full time study with the promise of graduate work after completing final year.

Some students continue full time with their co-op employer and apply to complete their degree on a part-time basis.
### Work placement calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
<td>Orientation</td>
<td>To 5/3/2010</td>
</tr>
<tr>
<td>February</td>
<td>22</td>
<td>Academic year begins - Semester 1 begins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>RMIT Careers Expo</td>
<td>Ethad Stadium</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Last day to add courses for Semester 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Census date (Semester 1) – last date for students to ‘drop’ courses without financial penalty</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>31</td>
<td>Last date to withdraw or take approved Leave of Absence (LOA) without academic penalty for Semester 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>BIT Breakfast Seminar 7:00am to 8:30am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Mid Semester Break</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>30</td>
<td>Assessment / Exam Period</td>
<td>To 25/7/2010</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Mid Year Orientiation</td>
<td>To 23/7/2010</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Official results release date</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>14</td>
<td>Mid Year Break</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>11</td>
<td>BIT Breakfast Seminar 7:00am to 8:30am</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>30</td>
<td>Mid Semester Break</td>
<td>To 5/8/2010</td>
</tr>
<tr>
<td>August</td>
<td>28</td>
<td>Vacation Work Expo (TBC) 12:00pm to 4:00pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Vacation Work Expo (TBC) 12:00pm to 4:00pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Swot Vac</td>
<td>To 22/10/2010</td>
</tr>
<tr>
<td>October</td>
<td>25</td>
<td>Exam/Assessment Period</td>
<td>To 12/11/2010</td>
</tr>
<tr>
<td>November</td>
<td>3</td>
<td>Monthly WIL Team Meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>WIL End of Year Cocktail function at the Arts Centre 6:00pm to 8:00pm Arts Centre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Official results release date for Semester 2</td>
<td></td>
</tr>
</tbody>
</table>

### Who’s Who in the WIL Team

**Kathy Henschke** kathy.henschke@rmit.edu.au  
Program Director – WIL  
Key responsibility: Manages the academic component of WIL programs; course coordinator for WIL1

**Patrick Poppins** patrick.poppins@rmit.edu.au  
Program Director – Professional Development Co-op  
Key responsibility: Provides professional development for student pre-co-op; academic input into WIL courses

**Vic Kamay** vic.kamay@rmit.edu.au  
Program Director – Business Development – International  
Key responsibility: Increases co-op partnerships locally & internationally; course coordinator for WIL2

**Richard Hogg** richard.hogg@rmit.edu.au  
RMIT Professional Advisors  
Key responsibility: Facilitates the student-workplace supervisor partnership

**David Mackay** david.mackay@rmit.edu.au  
RMIT Professional Advisors  
Key responsibility: Facilitates the student-workplace supervisor partnership

**Angela Vaughan** angela.vaughan@rmit.edu.au  
& **Shona McIntosh** shona.mcintosh@rmit.edu.au  
WIL Administrator  
Key responsibility: Manages co-op operations including visits and documentation
## APPENDIX A – BACHELOR OF BUSINESS (BUSINESS INFORMATION SYSTEMS) PROGRAM MAP

### Year 1

<table>
<thead>
<tr>
<th>Sem 1</th>
<th>ISYS2046 Introduction to BIS Development</th>
<th>ISYS2056 Business Computing 1</th>
<th>ISYS2421 Business Database Fundamentals</th>
<th>BUSM1094 Introduction to Organisational Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISYS2047 BIS Development 1</td>
<td>INTE2043 Business IT</td>
<td>ISYS1039 BIS Analysis and Design 1</td>
<td>MKTG1025 Marketing Principles</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Sem 1</th>
<th>INTE2044 Networks and Operating Systems</th>
<th>INTE2047 E-Business Systems</th>
<th>ACCT1046 Introductory Accounting</th>
<th>ISYS1041 Systems Implementation 1</th>
<th>INTE2443 WIL Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISYS2048 BIS Development 2</td>
<td>ECON1030 Business Statistics 1</td>
<td>ECON1020 Prices and Markets</td>
<td></td>
<td>Discipline-Based Elective</td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Sem 1</th>
<th>INTE2109 Work Integrated Learning 1</th>
<th>INTE2111 Work Experience Industry 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INTE2110 Work Integrated Learning 2</td>
<td>INTE2112 Work Experience Industry 2</td>
</tr>
</tbody>
</table>

### Year 4

<table>
<thead>
<tr>
<th>Sem 1</th>
<th>ISYS2051 Project Management and Professional Practice for Information Systems</th>
<th>ISYS2423 BIS Strategy and Governance</th>
<th>ECON1010 Macroeconomics 1</th>
<th>Student Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISYS2388 BIS Capstone Project</td>
<td>JUST1016 Commercial Law</td>
<td>Student Elective</td>
<td>Student Elective</td>
</tr>
</tbody>
</table>
APPENDIX B - MEMORANDUM OF UNDERSTANDING (MOU)

Agreement regarding the Co-operative Employment / Internship Program

1. The employment period for a student needs to be a minimum of 40 (or 20) weeks, full time. International students participating in the BBBIS Program are permitted to work full-time in a suitable co-op placement position for a period of 12 months.

2. During the industry placement, students are employees of the organisation and are required to observe the same standards and conditions of work within the company as any other regular employee or face disciplinary action as would any other employee within the organisation (warnings, directives and dismissal). The student also risks failing their Co-operative Employment Year.

3. If any problems arise that inhibit the student from reaching their expected potential, RMIT should be contacted and after consultation, undertake appropriate action.

4. The employer should arrange for the payment of tax & superannuation, provide Workcover & professional indemnity insurance, and ensure all standard Australian/Victorian employment conditions apply.

5. The employer agrees that the student is working in areas that are predominantly (~80%) in software, and that students have an IT qualified or experienced supervisor to lead them throughout the placement.

6. Students must complete assignments throughout the year. These are expected to be completed outside business hours.

7. Students are requested to attend the monthly forum (outside normal working hours) at RMIT University during the year as a class group (not applicable to interns outside Melbourne).

8. An RMIT representative agrees to attend the workplace at a minimum, three times during placement (40 weeks) to appraise and discuss progress of the internship. RMIT will speak openly to employers, supervisors and students regarding questions, problems or issues concerning the internship.

I have read and accept the Agreement regarding the Co-operative Employment / Internship Program.

<table>
<thead>
<tr>
<th>Employer Representative/Supervisor</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>Position</td>
<td>Signature</td>
</tr>
<tr>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

RMIT Representative

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

If you haven’t already done so could you please ensure that you forward the following with this agreement either by fax 9925 5850 (to the attention Angela Vaughan) or email to angela.vaughan@rmit.edu.au:

1. Employment Record Form
2. Letter of Offer/Contract
3. Position Description
## APPENDIX C - WORK PLACEMENT LEARNING AGREEMENT

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office Phone:</td>
</tr>
<tr>
<td>Placement Location</td>
<td>Email:</td>
</tr>
<tr>
<td>Department/Division</td>
<td>Student Job Title</td>
</tr>
<tr>
<td>Workplace Supervisor Name</td>
<td>Office Phone:</td>
</tr>
<tr>
<td>Placement Location</td>
<td>Email:</td>
</tr>
<tr>
<td>Start Dates:</td>
<td>Completion Date:</td>
</tr>
<tr>
<td>Daily start and finish times:</td>
<td>Workplace Supervisor</td>
</tr>
<tr>
<td></td>
<td>RMIT Professional Advisor</td>
</tr>
<tr>
<td></td>
<td>Office Phone:</td>
</tr>
<tr>
<td></td>
<td>Email:</td>
</tr>
</tbody>
</table>

### Placement details

(Attach Position Description)

#### The Student undertakes to:
- Observe the same standards (eg. dress codes, working hours), behaviours and conditions of work within the company as would any other regular employee, or face disciplinary action as would any other employee within the organisation;
- Meet with the supervisor for regular feedback and evaluation and in particular to participate in the interim and final performance evaluation sessions;
- Discuss any concerns they have in relation to the placement with their workplace supervisor or the RMIT Professional Advisor as appropriate;
- Complete and submit assignments in a timely manner. Assignment work should be completed outside business hours;
- Maintain strict confidentiality both verbally and written during placement. In the case of assignments, if considered necessary, students (and staff) can be asked to sign non-disclosure agreements. It should be noted that only the course co-coordinator and academic supervisor will normally see the reports for assessment;
- Attend monthly seminars on the first Wednesday of each month (5:30-7:00pm) during the year as part of team and class group (not applicable to interns outside Melbourne).

#### The Workplace Supervisor undertakes to:
- Provide the student with appropriate induction to the organisation;
- Act in a professional way towards the student at all times during the placement;
- Monitor that overtime requirements not be too onerous or sustained and students granted time-off in lieu for sustained overtime.
- Assist in the development of the student’s IT professional skills by assigning and supervising IT tasks and projects that provide an opportunity for learning experiences.
- Provide the student with variety of tasks that draw on the student's IT and business skills throughout the course of the placement;
- Meet with the student on a regular basis to set tasks and provide regular feedback on the student’s performance;
- Notify RMIT Professional Advisor of any problems or concerns as they arise.

#### The RMIT Professional Advisor undertakes to:
- Visit/contact students at least three times during a full-year placement; twice during a half year placement;
- Ensure student's work environment is suitable the job provides the opportunity for personal growth and a support structure is present;
- Evaluate student learning and work performance through F2F (local students) or phone (offshore students) discussions with both the student and supervisor;
- Monitor student performance;
- Promote a positive, ongoing partnership between RMIT, employer and student.
Work Placement Learning Agreement (cont.)

Learning Goals

(You should identify realistic and appropriate learning goals and provide details on actions you plan to undertake to achieve these goals. You should include a range of different learning goals that are appropriate to your placement. Objectives one to three are:

Goal 1:
I will …

To achieve this objective, I will:

Goal 2:
I will …

To achieve this objective, I will:

Goal 3:
I will …

To achieve this objective, I will:

Agreed to by:

Workplace Supervisor: ____________________________

Student: ____________________________

RMIT Professional Advisor: ____________________________

Date: ____________________________
One of the key outcomes of the Co-op Placement is for all students to be reviewed by their supervisor, and to receive constructive feedback on their overall performance to-date. Please complete the following form, review the information with the student prior to the visit and give to RMIT Representative.

### ICT Knowledge, Skills & Abilities

<table>
<thead>
<tr>
<th>Student Exposed to</th>
<th>(Y/N)</th>
<th>Student Exposed to</th>
<th>(Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application development — programming</td>
<td>![Yes/No]</td>
<td>Application maintenance</td>
<td>![Yes/No]</td>
</tr>
<tr>
<td>Languages (please circle): VBA, SQL, HTML, JAVA, ASP. Other (please specify)</td>
<td>![Yes/No]</td>
<td>Applications (please specify):</td>
<td>![Yes/No]</td>
</tr>
<tr>
<td>Application of methodologies e.g OO</td>
<td>![Yes/No]</td>
<td>Hardware support</td>
<td>![Yes/No]</td>
</tr>
<tr>
<td>Artificial Intelligence</td>
<td>![Yes/No]</td>
<td>Networking</td>
<td>![Yes/No]</td>
</tr>
<tr>
<td>Business Systems Analysis (and Design)</td>
<td>![Yes/No]</td>
<td>Operating systems (Unix, NT, other)</td>
<td>![Yes/No]</td>
</tr>
<tr>
<td>Client/User support</td>
<td>![Yes/No]</td>
<td>Requirements specification (needs analysis)</td>
<td>![Yes/No]</td>
</tr>
<tr>
<td>Database development/maintenance</td>
<td>![Yes/No]</td>
<td>Research and development</td>
<td>![Yes/No]</td>
</tr>
<tr>
<td>Project management</td>
<td>![Yes/No]</td>
<td>Systems integration</td>
<td>![Yes/No]</td>
</tr>
<tr>
<td>Web application development</td>
<td>![Yes/No]</td>
<td>Client Support</td>
<td>![Yes/No]</td>
</tr>
<tr>
<td>Other Experience</td>
<td>![Yes/No]</td>
<td>New technical knowledge</td>
<td>![Yes/No]</td>
</tr>
<tr>
<td>Client support</td>
<td>![Yes/No]</td>
<td>Other</td>
<td>![Yes/No]</td>
</tr>
<tr>
<td>Needs analysis (clients)</td>
<td>![Yes/No]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Personal & Professional Skills

<table>
<thead>
<tr>
<th></th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in work</td>
<td>Interest spasmodic, occasionally enthusiastic</td>
<td>Satisfactory amount of interest</td>
<td>More than average amount of interest and enthusiasm</td>
<td>High interest, very enthusiastic. Takes pride in doing work well</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>Exhibits marginal problem solving ability</td>
<td>Satisfactory problem solving ability</td>
<td>Adept at solving problems</td>
<td>Highly adept and innovative</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>Sometimes antagonises others, tends to be uncommunicative</td>
<td>Relations with others are harmonious at most times</td>
<td>Works well with associates</td>
<td>Always works in harmony with others, an excellent team worker.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Rarely offers new ideas</td>
<td>Has average imagination</td>
<td>Frequently offers new ideas, imaginative</td>
<td>Continually offers new ideas, extremely imaginative</td>
</tr>
<tr>
<td>Desire to learn</td>
<td>Requires more than average instruction</td>
<td>Grasps instruction with average ability</td>
<td>Usually quick to understand and learn</td>
<td>Exceptionally keen and alert</td>
</tr>
<tr>
<td>Work Quality, Attention to detail</td>
<td>Make many errors</td>
<td>Usually accurate</td>
<td>Is almost always accurate</td>
<td>Work is always accurate</td>
</tr>
<tr>
<td>Work Quantity</td>
<td>Does just enough to get by</td>
<td>Volume of work is satisfactory</td>
<td>Produced a good volume of work</td>
<td>Very industrious, does more than required</td>
</tr>
<tr>
<td>Dependability</td>
<td>Sometimes needs prompting</td>
<td>Usually takes care of tasks and completes them fairly promptly</td>
<td>Requires little supervision and completes tasks promptly</td>
<td>Requires absolute minimum supervision</td>
</tr>
<tr>
<td>Work knowledge</td>
<td>Lacks knowledge of some phases of work</td>
<td>Moderately informed</td>
<td>Understood most work challenges presented</td>
<td>Understands all phases of work</td>
</tr>
</tbody>
</table>
Cooperative Employment Program

Below Average | Average | Above Average | Outstanding
--- | --- | --- | ---
Communication Oral | Sometimes encounters difficulty in speaking clearly and concisely | Satisfactory verbal skills | Clear well organised and clearly understood | Exceptional verbal expression.
Communication Written | Sometimes encounters difficulty in writing clearly and concisely | Satisfactory written skills | Clear well organised and clearly understood | Exceptional written expression.
Co-operation | Sometimes tactless | Generally gets along with almost everyone | Very polite and willing to help | Inspiring to others with job loyalty and helpfulness
Initiative | Relies on others, must be told frequently what to do | Acts voluntarily in routine situation | Displays initiative consistently | Self starter
Attendance | Lax in attendance and reporting to work on time | Usually present and on time | Very prompt, regular in attendance | Always regular and prompt
Professionalism | Professionalism at a very low standard. Does not conform to Organisational standards | Sometimes acts in a professional manner | Generally acts in a professional manner | A competent professional
Competence | Lacking ability in competence | Satisfactory level of competence | Competent | Expert
Ethical considerations | Frequently behaves in an unethical manner | Satisfactory understanding of the ethical issues within the organisation | Respects and conforms with ethical issues within the organisation | Considers and respects organisations ethical issues to a high standard

Overall Level of Satisfaction

- Outstanding
- Very good
- Satisfactory
- Unsatisfactory
- Major strengths are:
  1.
  2.
- Areas for improvement:
  1.
  2.

Other Supervisor Comments

I have discussed this evaluation with the student

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Supervisor's signature: Date:

Student Comments

Were your personal expectations for growth and development during this work experience:

- Accomplished
- Somewhat accomplished
- Not Accomplished

Other Student Comments

Student’s signature: Date:
Cooperative Employment Program

APPENDIX E – FINAL STUDENT PERFORMANCE REVIEW

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name</td>
<td>Supervisor Name</td>
</tr>
<tr>
<td>Placement Location</td>
<td>Supervisor contact</td>
</tr>
<tr>
<td>Department/Division</td>
<td>Placement From (mo/yr): To (mo/yr):</td>
</tr>
<tr>
<td></td>
<td>Co-op Mentor (if known)</td>
</tr>
</tbody>
</table>

One of the key outcomes of the Co-op Placement is for all students to be reviewed by their supervisor, and to receive constructive feedback on their overall performance to-date. Please complete the following form, review the information with the student and fax to (03)9925 5850 marked to the attention of the BBBIS Cooperative Education Program.

**ICT Knowledge, Skills & Abilities**

<table>
<thead>
<tr>
<th>Student Exposed to</th>
<th>(Y/N)</th>
<th>Student Exposed to</th>
<th>(Y/N)</th>
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<tbody>
<tr>
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<td></td>
<td>Application maintenance Applications (please specify):</td>
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</tr>
<tr>
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<td>Hardware support</td>
</tr>
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<td>Artificial Intelligence</td>
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<td>No</td>
<td>Systems integration</td>
</tr>
<tr>
<td>Web application development</td>
<td>Yes</td>
<td>No</td>
<td>Client Support</td>
</tr>
<tr>
<td>Others (please list)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Personal & Professional Skills**

<table>
<thead>
<tr>
<th></th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in work</td>
<td>Interest spasmodic, occasionally enthusiastic</td>
<td>Satisfactory amount of interest</td>
<td>More than average amount of interest and enthusiasm</td>
<td>High interest, very enthusiastic. Takes pride in doing work well</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>Exhibits marginal problem solving ability</td>
<td>Satisfactory problem solving ability</td>
<td>Adept at solving problems</td>
<td>Highly adept and innovative</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>Sometimes antagonises others, tends to be uncommunicative</td>
<td>Relations with others are harmonious at most times</td>
<td>Works well with associates</td>
<td>Always works in harmony with others, an excellent team worker.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Rarely offers new ideas</td>
<td>Has average imagination</td>
<td>Frequently offers new ideas, imaginative</td>
<td>Continually offers new ideas, extremely imaginative</td>
</tr>
<tr>
<td>Desire to learn</td>
<td>Requires more than average instruction</td>
<td>Grasps instruction with average ability</td>
<td>Usually quick to understand and learn</td>
<td>Exceptionally keen and alert</td>
</tr>
<tr>
<td>Work Quality, Attention to detail</td>
<td>Make many errors</td>
<td>Usually accurate</td>
<td>Is almost always accurate</td>
<td>Work is always accurate</td>
</tr>
<tr>
<td>Work Quantity</td>
<td>Does just enough to get by</td>
<td>Volume of work is satisfactory</td>
<td>Produced a good volume of work</td>
<td>Very industrious, does more than required</td>
</tr>
<tr>
<td>Dependability</td>
<td>Sometimes needs prompting</td>
<td>Usually takes care of tasks and completes them fairly promptly</td>
<td>Requires little supervision and completes tasks promptly</td>
<td>Requires absolute minimum supervision</td>
</tr>
</tbody>
</table>
## Cooperative Employment Program

### Work knowledge
- **Below Average**: Lacks knowledge of some phases of work
- **Average**: Moderately informed
- **Above Average**: Understood most work challenges presented
- **Outstanding**: Understands all phases of work

### Communication Oral
- **Below Average**: Sometimes encounters difficulty in speaking clearly and concisely
- **Average**: Satisfactory verbal skills
- **Above Average**: Clear well organised and clearly understood
- **Outstanding**: Exceptional verbal expression.

### Communication Written
- **Below Average**: Sometimes encounters difficulty in writing clearly and concisely
- **Average**: Satisfactory written skills
- **Above Average**: Clear well organised and clearly understood
- **Outstanding**: Exceptional written expression.

### Co-operation
- **Below Average**: Sometimes tactless
- **Average**: Generally gets along with almost everyone
- **Above Average**: Very polite and willing to help
- **Outstanding**: Inspiring to others with job loyalty and helpfulness

### Initiative
- **Below Average**: Relies on others, must be told frequently what to do
- **Average**: Acts voluntary in routine situation
- **Above Average**: Displays initiative consistently
- **Outstanding**: Self starter

### Attendance
- **Below Average**: Lax in attendance and reporting to work on time
- **Average**: Usually present and on time
- **Above Average**: Very prompt, regular in attendance
- **Outstanding**: Always regular and prompt

### Professionalism
- **Below Average**: Professionalism at a very low standard. Does not conform to Organisational standards
- **Average**: Sometimes acts in a professional manner
- **Above Average**: Generally acts in a professional manner
- **Outstanding**: A competent professional

### Competence
- **Below Average**: Lacking ability in competence
- **Average**: Satisfactory level of competence
- **Above Average**: Competent
- **Outstanding**: Expert

### Ethical considerations
- **Below Average**: N/A
- **Average**: Satisfactory understanding of the ethical issues within the organisation
- **Above Average**: Respects and conforms with ethical issues within the organisation
- **Outstanding**: Considers and respects organisations ethical issues to a high standard

### Overall Level of Satisfaction

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Major strengths are:</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Very good</td>
<td>Areas for improvement:</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>2.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

If employment were available would you support the placement of this student in a permanent position within your company?  

- Yes  
- No

### Other Supervisor Comments

I have discussed this evaluation with the student  

- Yes  
- No

Supervisor’s signature:  

Date:
Cooperative Employment Program

**Student Comments**

Were your personal expectations for growth and development during this work experience:

- [ ] Accomplished
- [ ] Somewhat accomplished
- [ ] Not Accomplished

**Other Student Comments**

Student’s signature:     Date:

**Feedback to BBBIS Program Team**

Did you find the student’s knowledge or skills lacking in any particular area?  [ ] Yes  [ ] No

If so in what areas.

**Feedback to Co-op Education Team**

Could the student have better prepared for the work placement in some way?  [ ] Yes  [ ] No

If so, please specify

Is there a possibility of a further Co-operative Education Placement next semester/year?  [ ] Yes  [ ] No

Contact Name:
Contact Details:
Appendix 2 - Financial Statement Funds Acquitted

<table>
<thead>
<tr>
<th>Date</th>
<th>17.02.2010</th>
<th>Time :16:38:32</th>
<th>Page : 0 / 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Version</td>
<td>2</td>
<td>Current Budget</td>
<td>Requested by : E07284</td>
</tr>
<tr>
<td>Order/Group</td>
<td>360180</td>
<td>Models of industry feedback for WIL prog</td>
<td>Report Number: Z-ORD-5I</td>
</tr>
<tr>
<td>Period</td>
<td>2009</td>
<td>Note: Variance: Favourable +/- Unfav -</td>
<td></td>
</tr>
<tr>
<td>Actuals</td>
<td>Debit/Credit -</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Income</th>
<th>YTD Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Income</td>
<td></td>
</tr>
<tr>
<td>Operating Expenses</td>
<td></td>
</tr>
<tr>
<td>511300 SALARIES- CASUAL ACADEMIC</td>
<td>22,725</td>
</tr>
<tr>
<td>Salaries</td>
<td>22,725</td>
</tr>
<tr>
<td>Salaries</td>
<td>22,725</td>
</tr>
<tr>
<td>521000 SUPERANNUATION- OTHERS ACADEMIC</td>
<td>1,974</td>
</tr>
<tr>
<td>521350 SUPERANNUATION - OTHERS GENERAL</td>
<td>71</td>
</tr>
<tr>
<td>Superannuation &amp; Pension Schemes</td>
<td>2,046</td>
</tr>
<tr>
<td>523100 PAYROLL TAX- ACADEMIC</td>
<td>1,183</td>
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<tr>
<td>523200 PAYROLL TAX- GENERAL</td>
<td>43</td>
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<tr>
<td>Payroll Tax</td>
<td>1,226</td>
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<tr>
<td>524100 WORKCOVER PREMIUM- ACADEMIC</td>
<td>287</td>
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<tr>
<td>524200 WORKCOVER PREMIUM- GENERAL</td>
<td>10</td>
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<tr>
<td>Workers Compensation</td>
<td>298</td>
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<tr>
<td>Oncosts</td>
<td>3,569</td>
</tr>
<tr>
<td>Total Salaries &amp; Oncosts</td>
<td>26,295</td>
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<tr>
<td>556380 MEETING/SEM(NO FBT)</td>
<td>482</td>
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<tr>
<td>556600 SERVICE TEACHING COSTS- CONTRA</td>
<td>10,374</td>
</tr>
<tr>
<td>Staff Administrative Costs</td>
<td>10,856</td>
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<tr>
<td>581750 STAFF DEV- NOT FBT</td>
<td></td>
</tr>
<tr>
<td>Staff &amp; Student Related Expenses</td>
<td></td>
</tr>
<tr>
<td>Total Other Operating Expenses</td>
<td>10,856</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>37,151</td>
</tr>
<tr>
<td>Operating Result</td>
<td>37,151</td>
</tr>
<tr>
<td>Total LTIF Budge Allocation</td>
<td>36,883</td>
</tr>
<tr>
<td>Balance of Funds (+ underspending - over spending)</td>
<td>268-</td>
</tr>
</tbody>
</table>