

Successful Supervision for Work Integrated Learning (WIL)

Supervision by academic and workplace supervisors is well recognised as a fundamental, integral, and important part of WIL. It is essential to realise the complex learning required of WIL students and to assist them to navigate the many emotional challenges WIL entails. In short, to survive and thrive in WIL, students need the support and guidance of a dedicated supervisor or supervisory team.

Although the roles and responsibilities of workplace and academic supervisors vary, they are essentially complementary and rely on the same fundamental elements: a constructive relationship and a positive learning environment (Winchester-Seeto et al., forthcoming). The diagram below captures the key components of these elements, which together support some of the more effective supervisory strategies. These include modelling and feedback, as well as encouraging self-directed learning, which relies heavily on reflective practice and debriefing.

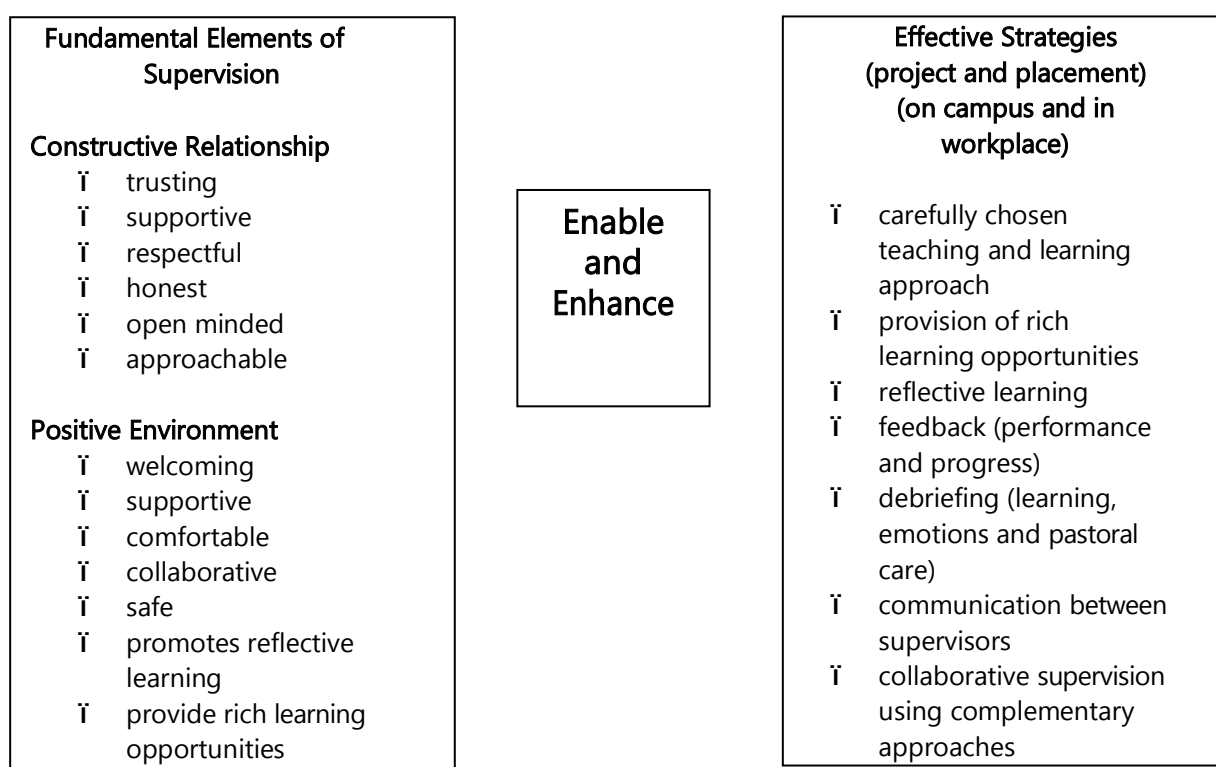


Figure 1: From Winchester-Seeto, Rowe and Mackaway (forthcoming)

Further resources:

WIL Supervision and Support Guidelines:

<https://unsw.sharepoint.com/sites/WIL/SitePages/Resources.aspx>

Winchester-Seeto, T, Rowe, A D, and Mackaway, J (forthcoming) 'Effective supervision: a key consideration in work-integrated learning' in S J Ferns, A D Rowe and K E Zegwaard, (eds.). Advances in research, theory and practice in work-integrated learning: enhancing employability for a sustainable future, Routledge