Purpose

This document has been designed to help you understand and prepare for Work-Integrated Learning at the University of Canterbury (UC), more specifically for placement-based WIL experiences. This information may not be as suitable for project-based or other WIL experience formats; however, we encourage you to take a look.

This resource includes:

- Advice on how to get the most out of the WIL experience (before, during and after);
- An outline of what UC requires from your organisation and supervisor and,
- Support tools for students.

This handbook is designed to be read in conjunction with any other information you may have received from the programme you are working with. Please work with your UC contact to gather any additional UC programme-specific needs.

If you have any feedback suggestions about this handbook, please email these through to akoamahi@canterbury.ac.nz.

'[The] experience gave me a taste of what work life may look like, and it was great to see how I may use my degree in the future.'

Heidi Cuttle
Bachelor of Laws/Bachelor of Arts in English, minor in Professional and Community Engagement.

Key Terms

WIL Experience
The general term used in this Guide to describe the Work-Integrated Learning experience. This guide focusses on those in a placement setting.

Host Organisation
The organisation where the student will conduct their WIL experience. This may be a governmental organisation, community organisation, private company, educational provider or not-for-profit organisation.
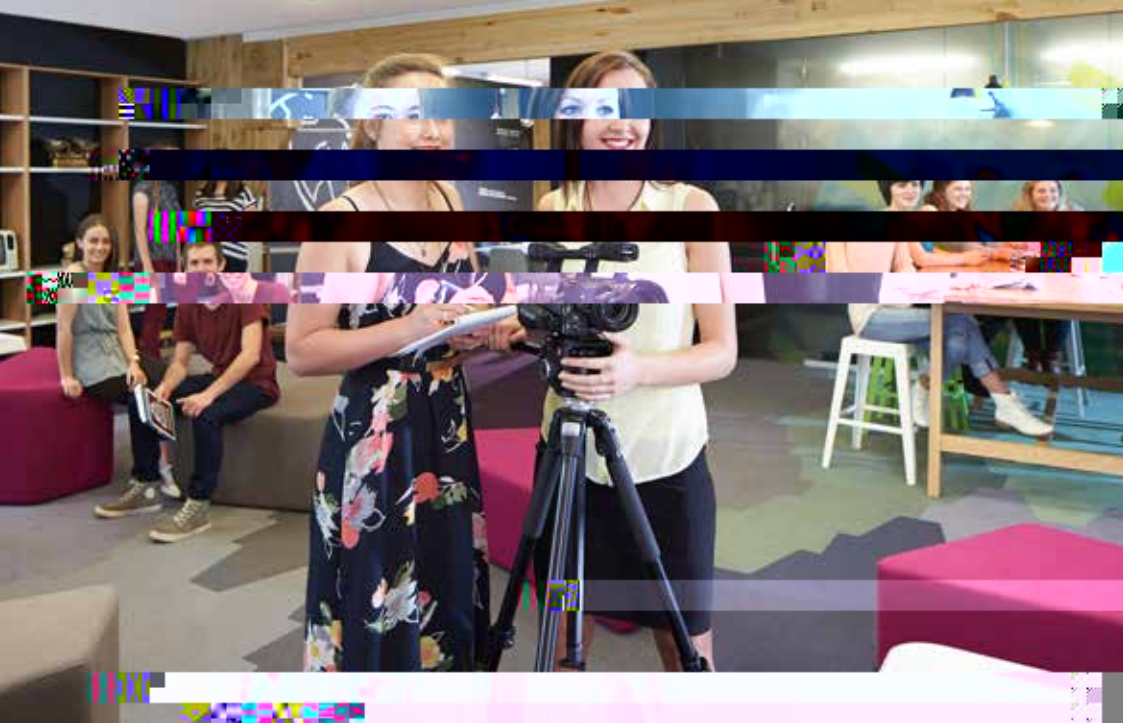
Supervisor
The term used to describe the person responsible for the student whilst they are in a WIL experience at the Host Organisation. This person will provide support, guidance, mentorship, and often will provide oversight to tasks/ projects.
Elements of this role may be split between various staff depending on the WIL experience.
Specific programmes may also have specific terms for this role.

UC Contact
The person from UC who is your main point of contact for the course you are engaged with. Your UC Contact may be known as a Course Coordinator, Academic, Clinical Director, Associate Teacher, Administrator, or something else altogether.

Work-Integrated Learning (or WIL)

Induction	Orientation
• Outlining emergency procedures, including location of first aid supplies, fire extinguishers, and any other relevant items. • Highlighting any hazards, associated risks, and mitigations. • Explaining reporting procedures for incidents and accidents. • Providing the student with relevant policies and procedures including those regarding physical and emotional harm, bullying and harassment.	• A tour of the office/environment. • Introductions to the team, and explanation of their responsibilities. • Discussion of workplace norms such as work hours, dress code, any office regulations and policies which are relevant, social media expectations, breaks and lunch expectations.

Safe Working Conditions

UC expects students will be in a safe (both physically and psychologically) and supported environment.

Please share any relevant policies and procedures including relating to bullying, harassment and discrimination, with the student as well as reporting processes. If you do not have a policy for this, please contact your UC Contact.

If you are made aware of an incident involving the student, please inform your UC Contact as soon as possible.

'[Placement] opportunities were very valuable in learning which parts of speech therapy you like, and getting experience to apply for jobs.'

Claire Elliott
Bachelor of Speech and Language Pathology with Honours.
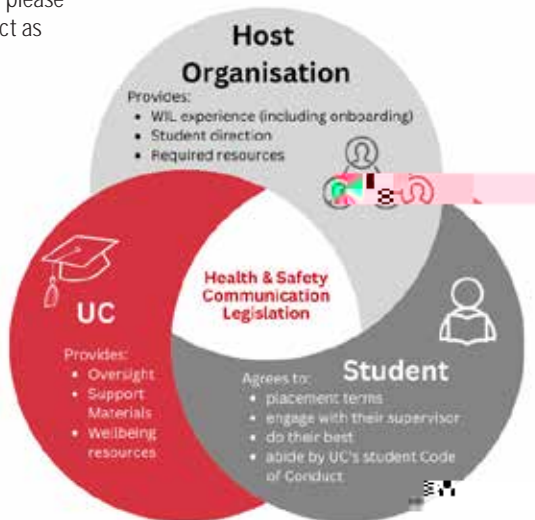
Setting up for Success

Getting started

It's fantastic that you've agreed to host a student, so… what next?

Plan and prepare! This helps to make the most of the opportunity, for you, your organisation and the student.

Consider these questions:

- What is your organisation hoping to gain from this experience? What are your goals? What can you do to set this experience up for success?

- What is the type of experience you are providing? Are there elne eg? Ao121.6 (g? A)lien10 ( )t (e)-22.7dyis ex   o121.6cdEs.)-1.6 ((x)-12.6 ag( )TjEMC m0 -1.21

During the WIL Experience

Supporting a student to develop personally and professionally throughout their experience can come in a variety of forms. Some suggestions include:

Communication

- Be available to help ease the student into the experience and encourage students to find solutions or alternative. Support the student to break the larger elements into smaller components to help them be able to monitor their own progress.

- Understand how to best communicate with your student – do you prefer email, text or phone, or in person? Will this work forth

Supporting a Remote WIL Experience

With the increasing use of remote working, it helps to consider how you communicate and interact with a student if hosting remotely. One of the most important elements when supporting a student remotely is communication and building rapport. This means it is more important than ever that channels of communication are clear.

In addition to the above suggestions, you may want to consider:

- Extending invites to virtual or face-to-face meetings and/or social activities. This helps the student feel a part of the team and build workplace connections they may otherwise miss out on.

- Keeping an eye out for any changes in the student's communication, personality, or quality of work when connecting with them as remote work may add or emphasise personal challenges for the student. Discuss with the student about their experience and explore with them any barriers (perceived or real). Please reach out to your UC Contact if you have any concerns.

'The Social Work degree teaches students to communicate in ways that are understanding, effective and empowering and encourages reflection of the self and insight into your own behaviour, thoughts, and feelings. Being able to communicate well and better understand people is invaluable, and these skills can be used throughout your life in any situation not just specific to one job or career. I feel like what I have studied is useful in every area of my life no matter what I do.'

Frederica Duncan
Bachelor of Social Work

Once students are enrolled at UC, including during their WIL experience, students have access to a wide range of support services through UC.

be an opportunity to speak with the student and discuss any feedback you had with them and to help them achieve a deeper learning experience. We're aiming for WIL feedback to give the student an overall summary of their placement performance and development – this would include feedback you have provided the student throughout the placement. Nothing in this summary should come as a surprise to the student.

Feedback options for you to consider:

- Conducting an exit interview with the student
- Sharing your feedback with the student

Legal and Security Considerations

If the student and host organisation enter into an employment agreement, this will be treated by UC as a private agreement, excluding UC.

When WIL experiences are arranged by the student, they are encouraged to enter into an employment agreement directly with the host organisation. This will be treated by UC as a private agreement, excluding UC.

Security Checks

We understand and accept that there are times when the host organisation requires additional checks to be completed:

Police Vet (background check)

Please advise your UC Contact if you require a Police Vetting Check as early as possible, Tm(P)-0.66 (e V)1t0 (

Host Organisation Checklist

Consider printing and updating the checklist below to give you confidence that nothing inadvertently falls through the cracks.

WIL Partner Checklist

Preparing to host a student

- [ ] Placement requirements defined and confirmed
- [ ] Placement start and end dates confirmed
- [ ] Student confirmed
- [ ] Documentation received
- [ ] Primary supervisor/ mentor confirmed
- [ ] Secondary supervisor confirmed (if required)
- [ ] Supervisors understand their role and responsibilities
- [ ] Communicated with the student about first day
- [ ] Work area ready for student, including any IT needs (as required)
- [ ] Any documentation required from your own organisation completed
- [ ] Plan for student's first week in place
- [ ] Completed any required documentation from UC

First week and beyond

- [ ] Workplace induction completed including sharing relevant policies
- [ ] Risk assessment completed by Student
- [ ] Project or tasks defined for placement including first few days work tasks
- [ ] Workplace tour completed (if applicable)
- [ ] Set up regular communication channel e.g. weekly meeting
- [ ] Set up a mid-placement review
- [ ] Invite the student to broader organisational opportunities e.g. leadership meetings, or networking opportunities

Wrapping up

- [ ] Any final documentation completed
- [ ] Placement debrief completed (if appropriate)
- [ ] Complete the feedback loop- discuss with the student, and UC
- [ ] Advise student if any further opportunities available
- [ ] Exchange professional contact details

Ako-Mahi
Work-Integrated Learning