Student-reported quality of supervision/mentoring in Work Integrated Learning

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The literature in the work integrated learning space is primarily centred on increasing the capacity for work integrated learning (WIL), challenges associated with developing WIL placements, and implementation of alternative WIL experiences for students. Student involvement in assessing the outcomes of a WIL experience is usually their experience with the activity as a whole. There is however little in the literature on evaluation of the teaching and learning associated with the WIL from the students’ mentor or supervisor. The current paper will draw on the experience from health professional clinical education where the students regularly assess the quality of the teaching provided by their educator or supervisor. Assessment of the teaching or supervision quality can assist institutions to identify valuable student mentors or supervisors to enhance the WIL experience.

Keywords: Work integrated learning (WIL), industry supervisor role, workplace assessment, workplace educator