Reflective practice has long been recognised as having significant impact on deep learning. In recent years generalised reflection frameworks that have arisen in Work Integrated Learning (WIL) include: schemes based on a prescribed set of levels of engagement with reflective practice (the 5R's, the 6A's, four category scheme), models and applications to improve practice, and rubrics designed for CDL pathways in courses.

Varied approaches to reflection across disciplines and the difficulty of including sufficient detail without prescription may have contributed to the paucity of tested formative and summative assessment templates designed for WIL placement reflections. A new framework entitled the ‘WIL-placement Assessment Reflection Paradigm’ (WRAP) provides an amalgamation of key models and frameworks and utilises Borton’s ‘What? So What? and Now What?’ model (1970) as well as adopting the principles of instructional rubrics that aim to address criteria across a range of experience-based reflections.

This paper will reflect on the WRAP framework: its development, trials, operationalisation to date, and further empirical studies planned to test the framework and whether reflective practice has a positive impact that can be equated with transformative learning.

Key Words: Work integrated learning, reflection, rubric, frameworks

REFERENCE