

Quality WIL Preparatory Curriculum Conceptual Framework

QUALITY FRAMEWORK	GUIDING QUESTIONS FOR DESIGNING AND EVALUATING A QUALITY WIL PREPARATORY CURRICULUM
<p>Prior to determining the WIL Preparatory Curriculum AIMS*</p>	<ol style="list-style-type: none"> 1. What type of WIL Program(s) do you support? 2. What is the primary purpose of these WIL Program? Does this vary by WIL stakeholder (employer, student, institution)? 3. Who is the primary stakeholder for the WIL Program (Employer? Student? Professional body?)
<p>AIMS*: Learning Outcomes & Content the primary purpose and outcomes of WIL student preparation.</p>	<ol style="list-style-type: none"> 1. What are the learning outcomes of the WIL Preparatory Curriculum that are intended to support the purpose(s) of the WIL Program? 2. What content and topics are offered in the WIL Preparatory Curriculum to meet the learning outcomes noted above?
<p>ACHIEVEMENTS*: Assessment & Evaluation the changes/ progress towards the changes that result from the actions in support of the aims.</p>	<ol style="list-style-type: none"> 1. What authentic formative (during the course of the delivery) assessments do you use in the WIL Preparatory Curriculum to support student learning outcome? 2. What summative (final) authentic⁸⁴ assessments and evaluations of student learning outcomes do you use in the WIL Preparatory Curriculum to capture achievements? What are the indicators of success and evidence of learning outcomes? Who carries out the assessment? 3. How do students critically reflect throughout the preparatory curriculum? How is this assessed (employer, student, institution, or combination)?
<p>ACTIONS*: Learning and Teaching Process and Procedures the learning and teaching processes involved in arriving at the achievement of the aims.</p>	<ol style="list-style-type: none"> 1. How do you enable success for students in the WIL preparatory curriculum? What learning and teaching methods do you use to support the achievement of the learning outcomes? 2. What are the pedagogically-relevant processes for learning and teaching? What do learners and educators do (e.g., activities)? 3. How do you account for the diversity of learners (e.g., UDL, student-centric, inclusive principles)? 4. What resources/ materials do you use to facilitate the WIL preparatory curriculum learning outcomes? (e.g., student guide). 5. What methods do you use to support critical reflection and reflective practice? 6. What methods do you use to support transfer of learning and the integration of academic and workplace/ situated contexts? 7. How do you connect with broader institutional learning supports?

* McRae, N., Pretti, J. & Church, D. (2018). Work-Integrated Learning Quality Framework, AAA.