Work Integrated Learning Co-Development Model
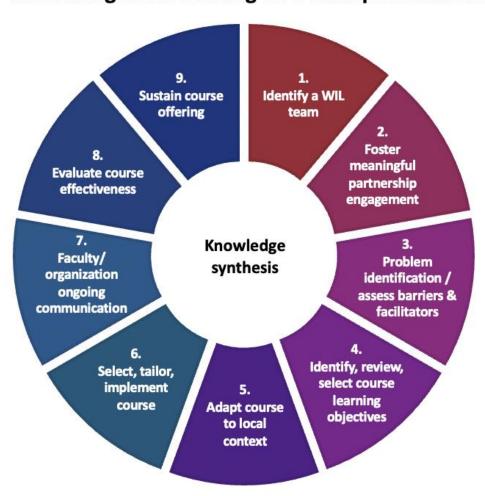

WIL Co-Development Model overview of phases

WIL Co-Development Model Checklist

Phase	Action steps	
Knowledge synthesis	Identify current curriculum	☐
	Identify current partner trainings	☐
	(optional) Identify curriculum and teaching and learning best practices from other universities or in the literature	☐
Identify a WIL team	Identify WIL team faculty and community partner leads	☐
	Identify and recruit content area specialists as team members/consultants (e.g., faculty/staff, students)	☐
	Identify and recruit organization or community partner decision-makers as team members/consultants (e.g., site leads and employees, organization members/participants who use the service)	☐
	Decide on structure of team overseeing implementation (e.g., steering committee, advisory board, community coalition, workgroup, etc.)	☐
	Discuss and assign team members roles, processes, and responsibilities	☐
Foster meaningful partnership engagement	Establish practices for meaningful partnership engagement and shared decision-making, e.g., Discuss core components of meaningful engagement (e.g., mutually beneficial, supports needed, expertise to share, valuing contributions/compensation), create policies or strategies that enhance accountability to action on feedback, discuss meeting logistics and timelines and emphasize the iterative nature of communication and feedback	☐
Problem identification/ Assess barriers/ facilitators to course implementation	Identify the perceived need for the WIL program within the organization/community and how the WIL program can address these needs Identify the barriers and facilitators to course implementation Example modes of collection: Surveys, interviews, focus groups, meetings	☐
Identify, review, select course learning objectives	Determine priority needs for training and/or learning objectives from students, participants, faculty, and host organization Triangulate with knowledge synthesis phase findings Ensure initial course vision aligns with academic curriculum and WIL policies.	☐
Adapt course to the local context	Design course syllabus with appropriate learning objectives, evaluations, course content	☐

	Discuss roles, timelines, and supervision strategies amongst those involved in course delivery	
	Create and distribute documentation which outlines roles for WIL students, supervisors, management, and faculty	
Select, tailor, implement course	Academic institution activities for course launch completed	☐
	List tasks, roles, and timeline required for course launch, e.g., advertising the course, reviewing applications, selecting and notifying students admitted to the course, orientation delivery	☐
	Provide relevant training prior to commencement of course for staff to support WIL students	☐
	Deliver the course	☐
Faculty-organization ongoing communication	Collaborate with partner about factors impacting quality of course implementation	☐
	Engage in problem solving	☐
Evaluate course effectiveness	Assess extent to which learning objectives are met	☐
	Assess learner satisfaction or other priority outcomes (e.g., course enrollment, specific benefits to the organization partner)	☐
	Document adaptations	☐
Sustain Course Offering	Modify course as needed in response to evaluation and stakeholder needs	☐
	Report back to stakeholders on results of implementation	☐

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