

Host Organisation Guide

**Supervisor Guidelines:
Your Guide to Optimum Hosting
of a Student on Placement**

2024



Ngā kai o roto

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Nau mai, tauti mai ki Ako ā-Mahi

Welcome to Ako ā-Mahi, Work-Integrated Learning at the University of Canterbury (UC). We are excited to have you on board to host our bright, talented, and motivated students from UC.

We often hear inspiring stories from our students that describe the meaningful impact of their supervisors. Your involvement is crucial in helping students to bridge the gap between their academic present and their professional future. Our aim is for the value to flow both ways – all going well, you will benefit from hosting a UC student and learn a thing or two along the way.

For students, entering the workforce in their industry or career of choice is an exciting time full of new opportunities, challenge and potential. University is a time where students can explore the idea of career, where they are wanting to go, and how it all connects. It is also a time where students build the vital skills and qualities needed to thrive in the ever-changing world of work.

Supporting students to build their confidence and develop key skills for their future careers is increasingly important. One way this can be done is through what is called Work-Integrated Learning (WIL for short). This is the learning practice of connecting what is learned in the academic sphere, with the meaningful practice of work.

WIL provides students with an important opportunity to foster and develop professional identity and networks and deepens their understanding of what they've learnt as it applies to the "real world."

Thank you for coming with us on the journey to help students bridge the world of academia with your industry.

Clare Murray
Ako ā-Mahi | Work-Integrated Learning Director

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.



Understanding WIL

Work-Integrated Learning (or WIL) may be a new term for you but has been around for a long time in the academic environment.

You may be more familiar with terms such as placement, practicum, internship, or apprenticeship. In essence, WIL is a teaching and learning practice (based on theories such as in education, psychology, and sociology) where students are given the opportunity to connect their discipline, and the skills they are learning, to the world of work as part of a course or programme of study.

‘I learnt a wide variety of skills including how to communicate with people at different levels throughout an organisation, how to write and format reports for management, [and]... knowledge on how to research and analyse data.’

Hannah Peterson

Bachelor of Commerce in Human Resource Management, and Management.



WIL Expectations

As a tertiary education provider and a host organisation, there is a shared responsibility to ensure students are in safe and supported environment under various legislation.

This means that before a student commences a WIL experience, it is important all aspects of the WIL experience are clearly articulated to all parties, including:

- roles and responsibilities,
- the process to raise issues or concerns, and
- available support mechanisms.

Your UC Contact will be in touch with specific information relevant to the programme of study the student is engaged in.

Responsibilities

All parties play an important role in ensuring the success of any WIL experience, each with their own responsibilities. For more details, please refer to programme specific documentation or be in touch with your UC Contact.

At a high level, these include:

Health and Safety Induction and Workplace Orientation

Like for any new employee, having an induction on the student's first day is very important.

For some students, this may be their first time in a professional setting so not only does an orientation and induction provide students with critical information, but it can also help the student settle in and understand some of the workplace norms for your organisation.

Induction	Orientation
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

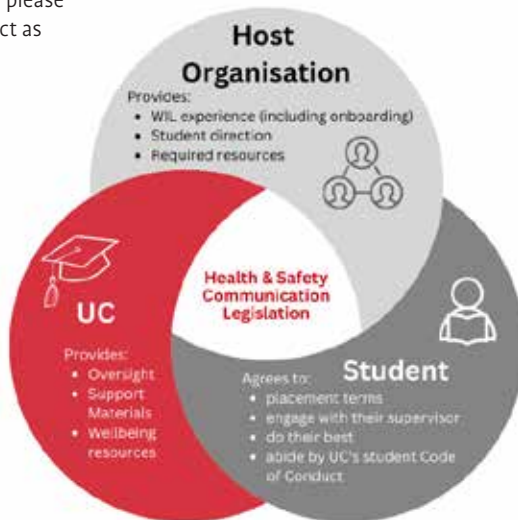
Please share any relevant policies and procedures including relating to bullying, harassment and discrimination, with the student as well as reporting processes. If you do not have a policy for this, please contact your UC Contact.

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 defined parameters you need to be aware of? How much flexibility is there for the student to be involved in wider opportunities?
- Are there other areas of the organisation which may be useful for the student to be involved with? Do they have any appropriate tasks and opportunities for the student?

- What support mechanisms do you have in place that you can tap into? What additional support needs to be organised? Who will be the student's main point of contact? How can you enable them to be part of the team?
(Students learn a lot from working in a team so they can see how different people work together, practice collaboration skills, and to have exposure to the various workstreams of the organisation.)
- What is the plan for the first week? Who will be responsible for discussing the WIL experience? What tasks or activities can the student start with while they are settling in? Have you set aside time in the first week to support them?
(Students often want to be able to take the initiative but they need to understand what they are doing, and settle in).
- Have you confirmed details for the first day with the student, including where they go, on what date, at what time, and who they are meeting when they arrive?
- Has an orientation and induction been arranged?

We've designed a checklist on page 15 to help you keep on track while you prepare for your student and encourage you to refer to this.

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 for the student as well? At what frequency? Is this understood by you both?
- Be generous with positive reinforcement to help build confidence. Provide feedback throughout the experience so the student has an opportunity to reflect and improve.
- Establish structured check-ins to connect with the student. It is important that these are regular and predictable, and in a forum where the student can raise concerns or questions. It is also an opportunity for you to provide feedback to the student.
- Respect what a student is comfortable sharing about themselves and provide relevant document on your organisation's diversity and inclusion policies.

Professional Development & Self-Confidence

- Support the student in their career progression by exposing them to appropriate networking and development opportunities.
- Understand what drives them – consider ways you can involve the student in these areas.
- Encourage the student to ask lots of questions and ensure someone is available to help where required.
- Encourage your wider team to approach and include the student where appropriate, e.g. inviting them to meetings.
- When mistakes are made, help students to understand the impacts and support them to learn from these.
- Guide the student to create realistic deadlines. Regular check-ins on progress can help get you on the same page and help to ensure the student gains a good understanding of typical work practices.

Business Knowledge

- Provide a variety of tasks for the student to get stuck in to.
- Encourage the student to connect what they have been learning in their degree, with the WIL experience.
- Don't assume prior knowledge – assume initially that everything will need to be explained. Terms and tasks which may seem common sense or familiar to you may be completely new to the student, such as acronyms you may use frequently.



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



Student Support and Pastoral Care

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

If you or your team become concerned about a student you are hosting (or their performance), please keep your UC Contact informed and reiterate to the student there are UC support services available to them.

Students can also find details about various support services available on campus here: www.canterbury.ac.nz/life/support-and-wellbeing.

Student Absences

Life happens. Sickness and bereavement can and do happen. However, these occurrences can impact students differently depending on the requirements of their programme of study, such as the required hours and attendance.

It can be helpful if you understand the WIL requirements of the student. However, it is ultimately the student's responsibility to be aware of the requirements, keep track of their hours and be in touch with their UC Contact if there are interruptions which may affect their course requirements. It is also the student's responsibility to ensure they keep you in the loop. If you have not heard from your student or do not know what is happening, reach out to your UC Contact.

Culturally Responsive Workplaces

Sometimes, students from Māori and Pacific backgrounds are asked to complete work outside of, and additional to, the scope of their placement (i.e., translating works, providing cultural advice). Workload in this capacity may be considered cultural taxation and would not be appropriate unless clearly related to the student's programme of study, outlined in the placement scope, and discussed with the student. If you have any questions or are unsure, have a chat with your UC Contact in the first instance.

Reporting an Incident or Concern

Although the Host Organisation has primary duty of care, UC also has a shared responsibility under the Health and Safety at Work Act 2015. This means that it is important that if any event or incident occurs while a student is on a WIL experience with you that you notify your UC Contact as soon as practically possible.

If you would like to make raise a complaint about any aspect of the WIL experience, there are a variety of mechanisms available to you, depending on the situation:

- your UC Contact
- the Programme Coordinator, Head of School/ Department, or Dean (Academic)
- If it needs to be raised further, you are able to go through UC's complaints process – informal anonymous report or formal complaint. Details can be found at www.canterbury.ac.nz/life/support-and-wellbeing/raise-a-concern/reporting-an-issue.

Discontinuing a WIL Experience

On rare occasions, a student may no longer be able to continue with their WIL experience, for example:

- if your organisation is no longer able to provide appropriate opportunities for the student.
- if there is a change in the student's situation, meaning they are no longer able to continue with their placement.
- if your organisation is no longer able to provide a safe working environment.
- if the student no longer feels safe in the environment.
- if the student breaches legal, ethical, or professional codes of the industry, shows negligence or unsafe practices.

If you are aware of a situation which may impact a student's ability to make the most of their WIL experience, or if the student has indicated they would like to end their WIL experience, please get in touch with your UC Contact as soon as possible. UC will work with you to understand the challenge, and work towards the best outcome possible for both you and the student.

Wrap up and Feedback

Nine times out of 10 the WIL experience will be a positive one for both you and the student. However, there is always an opportunity to learn and develop.

Feedback is an essential part of the WIL experience. We encourage you to pass on any feedback about the experience and process to your UC contact so that we can learn from it too.

At the end of the WIL experience, you may be asked to fill in some paperwork relating to the student to help the programme team understand the student's progress. This can



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 insight with your UC contact (both positive and constructive)
- Asking for feedback from the student and/or your UC contact

The student may request you to act as a reference on future job applications or for a letter of recommendation. Please keep in

mind that students have limited professional experience and your support may be the key to them securing future professional or academic opportunities. Accepting any such requests is at your discretion.

Your next student

How did that go? Would you be interested in hosting another student (perhaps next intake, or the following year)?

We appreciate your support hosting UC students and are keen to understand how we can work in with you. Please reach out to your UC Contact to discuss next steps, your requirements or if you have any questions. We see firsthand the transformational effect WIL has on students – without support from hosts like you this transformation would not be possible.

Legal and Security Considerations

Privacy and Confidentiality

We understand that students may be subject to information that is sensitive in nature, and it is therefore important to be clear with the student what your expectations are and what is required of the student.

UC encourages you and the student to sign a confidentiality agreement to cover the duration of the placement. This not only protects you and your organisation, but also the student. Be in touch with your UC Contact for a copy of UC's confidentiality agreement template if needed.

Intellectual Property (IP)

The provisions for intellectual property associated with the placement are outlined in the programme-specific documentation.

Insurance

Students who are involved in a UC WIL experience are covered by UC's general liability insurance. This insurance covers paid and unpaid WIL experiences. If you have any questions about this, please contact insurance@canterbury.ac.nz.

Student Payment

When WIL experiences are arranged through UC, the WIL experience will generally be unpaid, and there is no expectation that an employment relationship will come out of it.

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, as they can take several weeks to be processed.

Working with Children (Children's Act check)

If any WIL experiences undertaken by the student involve working with children under 18, they will require a Children's Act check to be completed.

Please advise your UC Contact if you require a Children's Act check to be completed as early as possible, as they also can take several weeks to be processed.

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 ā-Mahi **Work-Integrated Learning**

W: www.canterbury.ac.nz/study/other-study-options/work-integrated-learning

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