ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

A STUDY ON EFFECT OF WORK INTEGRATED LEARNING PROGRAMS AND EMPLOYABILITY AMONG GRADUATES

Dr. M. Suresh[1], Anita Ananda[2]
[1]*Assistant Professor, CMS Academy of Management & Technology, Chinnavedampatti, Coimbatore - 49, Tamil Nadu, India.*
[2]*Ph.D. Research Scholar, CMS Academy of Management & Technology, Chinnavedampatti, Coimbatore - 49, Tamil Nadu, India.*

Article DOI: https://doi.org/10.36713/epra17941
DOI No: 10.36713/epra17941

ABSTRACT
The increasing gap between academic knowledge and practical workplace skills has emphasized the importance of Work Integrated Learning (WIL) programs. These programs, encompassing internships, co-op programs, and industry projects, aim to enhance graduates' employability by integrating real-world experience with academic studies. This study investigates the effect of WIL programs on employability among graduates, focusing on key objectives: evaluating the impact of WIL on employability skills and identifying factors contributing to the success of WIL programs, and proposing recommendations for optimizing these programs. Utilizing secondary data and a comprehensive literature review, the findings reveal that WIL programs significantly improve employability skills and job acquisition rates. Graduates who participate in WIL programs are more likely to secure employment and find jobs relevant to their fields of study. This research underscores the value of WIL programs in preparing graduates for the workforce and provides actionable insights for educational institutions and policymakers to optimize WIL implementation.

KEYWORDS: *Work Integrated Learning (WIL), Graduates Employability, Industry Partnerships, Career Readiness, Workforce Preparation, Experiential Learning*

I. INTRODUCTION

In today's rapidly evolving job market, the gap between academic knowledge and practical workplace skills has become increasingly evident (Jackson, 2016; Rowe & Zegwaard, 2017). Work Integrated Learning (WIL) programs have emerged as a promising solution to bridge this gap, offering students the opportunity to gain real-world experience while still pursuing their studies (Helyer & Kay, 2015; Ferns & Zegwaard, 2014). WIL encompasses various forms of experiential learning, including internships, co-op programs, industry projects, and practicum placements, which are integrated into the academic curriculum (Smith et al., 2009; Cooper et al., 2010). These programs are designed to enhance students' employability by providing hands-on experience, fostering professional skills, and building industry connections (Billett, 2011; Jackson, 2015).

The importance of WIL programs is underscored by the growing demand for graduates who are not only academically proficient but also possess practical experience and employability skills (Cameron & Browne, 2011; Tran, 2016). Employability, in this context, refers to the ability of graduates to secure and succeed in relevant employment, which is increasingly influenced by the skills and experiences gained through WIL (Jackson & Wilton, 2016; Yorke, 2006). As such, understanding the impact of these programs on graduates' employability is crucial for educators, employers, and policymakers alike (McCarthy et al., 2017; Smith et al., 2014).

The global shift towards a knowledge-based economy has further emphasized the need for graduates who can effectively apply theoretical knowledge to practical situations (Dressler & Keeling, 2011). Employers increasingly value graduates who can demonstrate not only discipline-specific knowledge but also transferable skills such as communication, problem-solving, and teamwork (Coll & Zegwaard, 2006; Freudenberg et al., 2011). WIL programs offer a unique opportunity for students to develop these skills in authentic work environments, thereby enhancing their overall employability (Rowe & Zegwaard, 2017; Jackson, 2013).

Furthermore, the rapid pace of technological advancement and changing industry practices have created a dynamic job market where adaptability and continuous learning are essential (Billett, 2014; Oliver, 2015). WIL programs can play a crucial role in preparing students for this reality by exposing them to current industry practices and fostering a mindset of lifelong learning (Ferns et al., 2014; Smith & Worsfold, 2015). By engaging in real-world projects and collaborating with industry professionals, students can develop a better understanding of their chosen field and make more informed career decisions (Zegwaard & Coll, 2011; Reddan, 2017).

The benefits of WIL extend beyond individual students to encompass educational institutions and industry partners. For universities, WIL programs can enhance curriculum relevance, strengthen industry partnerships, and improve graduate outcomes (Patrick et al., 2008; Martin et al., 2012). For employers, these programs provide access to a pool of potential talent, contribute to workforce development, and foster

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

innovation through academic-industry collaboration (Atkinson et al., 2015; Rampersad, 2015).

Despite the recognized importance of WIL, there are challenges in implementing and scaling these programs effectively. These include ensuring quality and consistency across different WIL experiences, addressing equity and access issues, and aligning WIL activities with academic learning outcomes (Orrell, 2011; Winchester-Seeto et al., 2016). Additionally, the impact of WIL on employability can vary depending on factors such as program design, duration, and integration with the curriculum (Jackson, 2015; Silva et al., 2018).

This study aims to explore the effect of WIL programs on the employability of graduates, focusing on how these programs contribute to the development of key competencies, improve job prospects, and enhance career readiness. By examining existing literature and empirical evidence, this research seeks to provide insights into the effectiveness of WIL programs and offer recommendations for optimizing their implementation to better serve the needs of both students and the labor market (Lester & Costley, 2010; Billett, 2016).

II. REVIEW OF LITERATURE

Work Integrated Learning (WIL) programs have garnered significant attention in academic research due to their potential to enhance graduate employability. This literature review explores the various dimensions of WIL programs, their impact on employability, and the factors influencing their effectiveness.

1. Definitions and Frameworks of WIL

Work Integrated Learning is a broad term encompassing various experiential learning opportunities that integrate academic learning with practical work experience (Jackson, 2015). According to Smith et al. (2008), WIL includes internships, cooperative education, industry placements, and project-based learning. These programs are designed to provide students with real-world experiences that complement their academic studies, thereby bridging the gap between theory and practice.

2. Impact on Employability

Several studies have highlighted the positive impact of WIL programs on graduates' employability. For instance, a study by Helyer and Kay (2015) found that students who participated in WIL programs exhibited higher levels of employability skills, including problem-solving, communication, and teamwork. These skills are crucial for securing and succeeding in the job market. Similarly, Jackson (2016) reported that WIL participants were more likely to gain employment within six months of graduation compared to their peers who did not engage in such programs.

3. Development of Key Competencies

WIL programs are instrumental in developing key competencies that are highly valued by employers. According to a study by Billett (2011), WIL experiences help students develop industry-specific skills and a deeper understanding of professional practices. Moreover, employers often regard practical experience as a key indicator of a graduate's readiness for the workforce (Cameron & Browne, 2011). This aligns with the findings of McCarthy and McCarthy (2016), who emphasized that WIL programs contribute significantly to the development of critical thinking, adaptability, and interpersonal skills.

4. Factors Influencing the Effectiveness of WIL

The effectiveness of WIL programs can be influenced by various factors, including the quality of the placement, the level of support provided by academic institutions, and the alignment between academic content and practical experience (Billett, 2016). According to McCarthy et al. (2017), successful WIL programs are characterized by strong partnerships between educational institutions and industry, well-structured learning outcomes, and continuous feedback mechanisms.

5. Challenges and Limitations

Despite the benefits, WIL programs also face challenges and limitations. For example, a study by Billet and Choy (2018) highlighted issues related to the variability in the quality of WIL experiences and the lack of adequate support for students. Additionally, some employers may have limited capacity to provide meaningful learning experiences, which can affect the overall effectiveness of the program (Jackson & Wilton, 2016).

6. Future Directions

Future research should focus on addressing these challenges and exploring innovative approaches to enhance the effectiveness of WIL programs. For instance, integrating digital tools and virtual internships could offer new opportunities for experiential learning (Lester & Costley, 2010). Additionally, longitudinal studies examining the long-term impact of WIL on career progression would provide valuable insights into the sustained benefits of these programs (Smith et al., 2016).

III. OBJECTIVES

1. To Evaluate the Impact of Work Integrated Learning (WIL) Programs on Graduates' Employability Skills
2. To Analyse the Relationship Between WIL Program Participation and Job Acquisition
3. To Identify the Factors Contributing to the Success of WIL Programs
4. To Propose Recommendations for Optimizing WIL Programs

IV. RESEARCH METHODOLOGY

Research Design

This study employs a descriptive and analytical research design, focusing on secondary data and literature review. The aim is to synthesize existing research and empirical evidence to understand the impact of Work Integrated Learning (WIL) programs on graduate employability.

Data Collection

Secondary Data: Data gathered from existing academic literature, industry reports, and case studies relevant to WIL programs and graduate employability. Sources include peer-

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

reviewed journal articles, books, and reputable online databases.

Review of Literature: A comprehensive review of literature conducted to identify and analyze previous studies, theoretical frameworks, and empirical findings related to WIL programs.

Data Analysis

Thematic Analysis: The literature review involves thematic analysis to categorize and interpret the key themes related to the effectiveness of WIL programs. Themes include employability skills development, job acquisition rates, success factors, and challenges faced by WIL programs.

Comparative Analysis: Comparative analysis used to evaluate and contrast findings from different studies and reports. This helped in identifying patterns, differences, and similarities in the impact of WIL programs across various contexts and disciplines.

Limitations

The analysis limited to secondary data and literature, which may not fully capture the most recent developments or specific local contexts.

Work Integrated Learning (WIL) has emerged as a key educational strategy aimed at enhancing the employability of graduates by integrating practical work experience with academic learning. This section of the analysis explores the relationship between WIL programs and employability outcomes, drawing on a broad range of secondary data and literature.

V. RESULTS AND DISCUSSION

1. Impact of Work Integrated Learning (WIL) Programs on Graduates' Employability

Kolb's Experiential Learning Theory (1984) underpins the concept of WIL, emphasizing the importance of learning through experience. Kolb's model posits that knowledge is created through the transformation of experience, suggesting that WIL programs enhance learning outcomes by providing practical experiences that reinforce academic knowledge.

Development of Key Competencies - WIL programs are designed to enhance various employability skills. Research by Jackson (2015) and Helyer and Kay (2015) demonstrates that participation in WIL leads to significant improvements in competencies such as problem- solving, communication, and teamwork. For instance, students who engage in internships or co-op programs develop a deeper understanding of industry practices and refine their technical and interpersonal skills (Billett, 2011).

Case Studies and Empirical Evidence - A review of empirical studies reveals that WIL programs have a positive impact on graduates' skillsets. For example, a study by Cameron and Browne (2011) found that graduates with WIL experience reported higher levels of confidence in their job-related skills compared to their peers. Similarly, McCarthy and McCarthy (2016) highlight that WIL participants demonstrate enhanced critical thinking and adaptability, which are crucial for career success.

Enhanced Professional Skills - The literature indicates that WIL programs provide practical experience that complements academic learning, leading to better-developed professional skills. Billett (2011) notes that WIL participants gain a deeper understanding of industry practices and expectations, which translates into increased proficiency in professional tasks and responsibilities.

The findings suggest that WIL programs effectively bridge the gap between theoretical knowledge and practical application. By providing real-world experiences, these programs allow students to develop and refine skills that are crucial for career success. The improvement in employability skills is consistent with the theoretical framework of experiential learning (Kolb, 1984), which posits that hands-on experience enhances learning outcomes. This underscores the value of integrating practical work experience into academic programs to better prepare graduates for the workforce.

2. Relationship between WIL Program Participation and Job Acquisition

Enhanced Employment Rates - Numerous studies have shown a positive correlation between WIL program participation and higher employment rates among graduates. Jackson (2016) reports that graduates who have completed WIL programs are more likely to secure employment within six months of graduation. This is supported by research from Cameron and Browne (2011), which highlights that WIL participants experience higher job acquisition rates compared to their peers without WIL experience.

The positive correlation between WIL participation and higher employment rates is indicative of the practical benefits these programs provide. Graduates who have engaged in WIL activities such as internships, co-op programs, and industry projects often find themselves more attractive to potential employers. This is because WIL programs allow students to acquire hands-on experience, which not only complements their academic knowledge but also demonstrates their ability to apply theoretical concepts in real-world settings.

Employers tend to favour candidates who have demonstrated their capabilities in a work environment, as it reduces the training and adaptation period typically required for new hires. Jackson (2016) highlights that the practical skills and industry insights gained through WIL programs can significantly shorten the transition period from academia to employment, resulting in quicker job placements. This benefit is particularly crucial in competitive job markets where graduates must differentiate themselves from a large pool of candidates.

Improved Job Relevance - In addition to higher employment rates, WIL programs contribute to improved job relevance for graduates. McCarthy and McCarthy (2016) emphasize that graduates with WIL experience are more likely to secure positions that closely match their academic training and career

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

aspirations. This alignment is crucial for several reasons.

First, job relevance enhances job satisfaction and retention. Graduates who find roles that match their field of study are more likely to feel fulfilled and motivated in their careers, leading to higher job satisfaction and lower turnover rates. This is beneficial not only for the graduates but also for employers, as it reduces the costs associated with recruitment and training.

Second, job relevance ensures that graduates can leverage their specialized knowledge and skills effectively. When graduates enter roles that are aligned with their academic background, they can contribute more meaningfully to their organizations, driving innovation and productivity. This, in turn, reinforces the value of WIL programs in preparing students for specific industry needs.

Practical Experience and Job Market Competitiveness - The practical experience gained through WIL programs enhances job market competitiveness. Graduates who have participated in WIL programs are often better prepared for the demands of the workplace. They possess a blend of academic knowledge and practical skills, which is highly valued by employers. This combination allows them to hit the ground running and add value to their organizations from day one.

Moreover, WIL programs often involve exposure to industry-specific tools, technologies, and practices. This exposure ensures that graduates are up-to-date with the latest developments in their field, making them more adaptable and innovative. As industries continue to evolve rapidly, the ability to stay current and adapt to new trends is a critical employability factor.

Networking and Industry Connections - WIL programs also facilitate networking and the development of industry connections, which play a significant role in job acquisition.

Through internships, co-ops, and industry projects, students interact with professionals and potential employers, building relationships that can lead to job offers and career opportunities. Networking is a powerful tool in job hunting, and WIL programs provide a structured way for students to establish these valuable connections.

Research by Smith et al. (2016) indicates that students who participate in WIL programs often receive job offers from their placement organizations or through contacts made during their WIL experiences. This direct pathway to employment highlights the strategic advantage of WIL programs in bridging the gap between education and employment.

The analysis indicates that WIL programs not only improve the likelihood of employment but also increase the alignment between graduates' jobs and their academic qualifications. This relationship supports the notion that practical experience gained through WIL enhances job market competitiveness and career readiness. Graduates who participate in WIL programs are better equipped to secure relevant employment quickly, achieve job satisfaction, and contribute effectively to their workplaces.

3. Factors Contributing to the Success of WIL Programs

Quality of Industry Partnerships - Industry partnerships are the cornerstone of successful WIL programs. These collaborations facilitate the creation of real-world learning environments where students can apply theoretical knowledge to practical challenges. According to Billett (2016), high-quality industry partnerships are characterized by active engagement from industry professionals who are committed to mentoring and guiding students. This engagement ensures that students gain insights into industry standards, practices, and expectations, which are crucial for their professional development.

Patrick et al. (2008) emphasize that strong partnerships involve clear communication and mutual understanding of goals between educational institutions and industry partners. Such partnerships are often formalized through agreements that outline the roles and responsibilities of each party, ensuring that students' work experiences are structured and aligned with academic objectives. Galloway and Jenkin (2005) further illustrate that industry partners benefit from these collaborations by gaining access to a pool of potential future employees who are well-prepared and familiar with their organizational culture.

Academic Integration and Support - Successful WIL programs integrate academic learning with practical work experience and provide comprehensive support to students. Jackson and Wilton (2016) highlight those programs with well-structured learning outcomes, continuous feedback, and academic support yield better results. This integration helps students apply theoretical knowledge in real-world settings and enhances their overall learning experience.

Furthermore, research by Smith et al. (2009) indicates that academic support, including mentorship and regular feedback, plays a crucial role in the success of WIL programs. Students who receive guidance and support from both academic and industry mentors are more likely to navigate the challenges of the workplace effectively and achieve better learning outcomes. Moreover, Coll and Zegwaard (2006) emphasize the importance of reflective practices and assessment methods that align with WIL objectives to ensure that students can critically evaluate their experiences and continuously improve their skills.

The integration of academic learning with practical work experience is essential for maximizing the benefits of WIL programs. Jackson and Wilton (2016) highlight that well-structured WIL programs are designed to seamlessly blend academic coursework with work placements, allowing students to contextualize and apply their learning in real-world settings. This approach not only reinforces theoretical concepts but also enhances students' ability to solve complex problems and make informed decisions.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Smith et al. (2009) stress the importance of providing students with on-going support throughout their WIL experience. This includes regular check-ins with academic advisors and industry mentors, as well as opportunities for reflection and feedback. Such support mechanisms help students navigate the challenges they may encounter in the workplace, build resilience, and develop critical thinking skills. Coll and Zegwaard (2006) add that assessment methods should be designed to encourage reflective practice, enabling students to critically evaluate their experiences and identify areas for improvement.

Recommendations for Educational Institutions:

Strengthening Industry Partnerships - Establish clear communication channels and formal agreements with industry partners to define roles, expectations, and learning outcomes. Engage industry professionals in the design and delivery of WIL programs to ensure alignment with current industry needs and practices. Foster long-term relationships with a diverse range of industry partners to provide students with varied and relevant work experiences.

Enhancing Academic Integration and Support - Design WIL programs that integrate academic coursework with work placements, ensuring that students can apply theoretical knowledge in practical settings. Provide students with continuous support through regular mentorship, feedback sessions, and opportunities for reflection. Implement assessment methods that encourage reflective practice and critical evaluation of work experiences to enhance learning outcomes.

Ensuring Program Quality and Relevance - Regularly review and update WIL program curricula to keep pace with industry developments and emerging trends. Collect and analyse feedback from students, industry partners, and academic staff to identify areas for improvement and implement necessary changes. Promote a culture of collaboration and continuous improvement to ensure that WIL programs remain effective and relevant.

Challenges and Limitations of WIL Programs

Variability in Placement Quality - One of the challenges associated with WIL programs is the variability in the quality of placements. Some students may encounter poorly structured or less relevant work experiences, which can impact the overall effectiveness of the program (Billet & Choy, 2018). Addressing this issue requires robust quality assurance mechanisms and close monitoring of placement experiences.

Limited Capacity of Employers - Another limitation is the capacity of employers to provide meaningful learning experiences. Not all organizations have the resources or willingness to engage in WIL partnerships, which can limit the availability of high-quality placements (McCarthy et al., 2017). Strategies to address this include expanding the range of industries involved and developing innovative WIL models.

Comparative Analysis of WIL Programs Across Disciplines - The impact of WIL programs can vary across different academic disciplines. For instance, engineering and healthcare programs often have well-established WIL components, while other fields may lack similar opportunities (Smith et al., 2008). Comparing the effectiveness of WIL programs across disciplines provides insights into how different industries leverage experiential learning and identifies best practices that can be adapted to other fields.

International Perspectives - International studies offer additional perspectives on WIL programs. For example, research by Lester and Costley (2010) highlights differences in WIL implementation and outcomes across countries. These studies reveal that while WIL programs share common goals, the specific practices and structures can vary significantly, reflecting different educational and labor market contexts.

4. Recommendations for Optimizing WIL Programs

Enhancing Industry Collaboration - To optimize WIL programs, it is essential to strengthen industry collaboration. Recommendations include developing more strategic partnerships with a diverse range of employers, ensuring that placements are meaningful and relevant, and fostering long-term relationships with industry stakeholders (Cameron & Browne, 2011).

Improving Program Design and Support - Improving program design involves aligning academic curricula with industry needs and providing comprehensive support for students. This includes offering pre-placement training, continuous feedback, and post- placement evaluations to enhance the overall learning experience (McCarthy et al., 2017).

Exploring New Models of WIL - Future research should explore innovative models of WIL, including virtual internships and project-based learning, to address the limitations of traditional placements. These models can offer flexible and scalable alternatives to conventional WIL formats (Lester & Costley, 2010).

Long-Term Impact Studies - Longitudinal studies examining the long-term impact of WIL on career progression and job satisfaction will provide valuable insights into the sustained benefits of these programs. Such research can inform future program design and policy decisions (Smith et al., 2016).

VI. CONCLUSION

The analysis of secondary data and literature review highlights the significant impact of Work Integrated Learning programs on graduate employability. WIL programs contribute to the development of key competencies, improve job acquisition rates, and enhance career readiness. However, challenges such as variability in placement quality and limited employer capacity need to be addressed to maximize the effectiveness of these programs. The success of WIL programs is influenced by the quality of industry partnerships and the level of academic integration and support provided to students. Strong industry connections ensure that students gain meaningful and relevant work experiences, while a well-integrated curriculum and comprehensive support mechanisms enhance their overall

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 8| August2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

learning outcomes. By focusing on these factors, educational institutions can maximize the benefits of WIL programs, better preparing students for the workforce and meeting the needs of both students and industry partners.

REFERENCES

1. *Atkinson, G., Misko, J., & Stanwick, J. (2015). Work integrated learning in STEM disciplines: employer perspectives. NCVER, Adelaide.*
2. *Billet, S., & Choy, S. (2018). Workplace learning and the impact on work-readiness: Challenges and opportunities. Journal of Workplace Learning, 30(4), 270-285.*
3. *Billett, S. (2011). Curriculum and pedagogic bases for effectively integrating practice-based experiences. Strawberry Hills, NSW: Australian Learning and Teaching Council (ALTC).*
4. *Billett, S. (2014). Integrating learning experiences across tertiary education and practice settings: A socio-personal account. Educational Research Review, 12, 1-13.*
5. *Billett, S. (2016). Enhancing employability through practice-based pedagogies. In Enhancing employability in higher education through work based learning (pp. 25-46). Springer, Cham.*
6. *Cameron, D., & Browne, L. (2011). Employability Skills and Graduate Attributes. In Transforming Graduate Capabilities & Dispositional Learning (pp. 10-21). Sydney: University of Technology Sydney.*
7. *Cameron, R., & Browne, R. (2011). The impact of work-integrated learning on graduate employment. Journal of Higher Education Policy and Management, 33(3), 281-292.*
8. *Coll, R. K., & Zegwaard, K. E. (2006). Perceptions of desirable graduate competencies for science and technology new graduates. Research in Science & Technological Education, 24(1), 29-58.*
9. *Coll, R. K., & Zegwaard, K. E. (2006). The integration of knowledge in cooperative education experiences. Journal of Higher Education, 77(1), 28-44.*
10. *Cooper, L., Orrell, J., & Bowden, M. (2010). Work integrated learning: A guide to effective practice. Routledge.*
11. *Dressler, S., & Keeling, A. E. (2011). Benefits of cooperative and work-integrated education for students. In International handbook for cooperative and work-integrated education: International perspectives of theory, research and practice (2nd ed., pp. 261-275). World Association for Cooperative Education.*
12. *Ferns, S., & Zegwaard, K. E. (2014). Critical assessment issues in work-integrated learning. Asia-Pacific Journal of Cooperative Education, 15(3), 179-188.*
13. *Ferns, S., Campbell, M., & Zegwaard, K. E. (2014). Work integrated learning. In Higher Education Learning and Teaching (pp. 253-268). Springer, Dordrecht.*
14. *Freudenberg, B., Brimble, M., & Cameron, C. (2011). WIL and generic skill development: The development of business students' generic skills through work-integrated learning. Asia-Pacific Journal of cooperative education, 12(2), 79-93.*
15. *Galloway, J., & Jenkin, C. (2005). Collaborative learning and work-integrated education: A partnership approach to industry placement. Asia-Pacific Journal of Cooperative Education, 6(1), 7-15.*
16. *Helyer, R., & Kay, C. (2015). The role of work-integrated learning in preparing graduates for the workforce. Education + Training, 57(1), 11-23.*
17. *Helyer, R., & Kay, J. (2015). Building capabilities for your future. In Helyer, R. (Ed.), The work-based learning student handbook (2nd ed., pp. 31-50). Palgrave Macmillan.*
18. *Jackson, D. (2013). The contribution of work-integrated learning to undergraduate employability skill outcomes. Asia-Pacific Journal of Cooperative Education, 14(2), 99-115.*
19. *Jackson, D. (2015). Employability skill development in work-integrated learning: The role*
20. *of work placements in enhancing graduate outcomes. Journal of Education and Work, 28(5), 521-541.*
21. *Jackson, D. (2015). Employability skill development in work-integrated learning: Barriers and best practice. Studies in Higher Education, 40(2), 350-367.*
22. *Jackson, D. (2016). Graduate employability: What do employers really think? International Journal of Work-Integrated Learning, 17(3), 139-151.*
23. *Jackson, D. (2016). Re-conceptualising graduate employability: the importance of pre- professional identity. Higher Education Research & Development, 35(5), 925-939.*
24. *Jackson, D., & Wilton, N. (2016). Developing career management competencies among undergraduates and the role of work-integrated learning. Teaching in Higher Education, 21(3), 266-286.*
25. *Jackson, D., & Wilton, N. (2016). The role of work-integrated learning in improving graduate employability. Journal of Higher Education Policy and Management, 38(5), 499- 514.*
26. *Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice Hall.*
27. *Lester, S., & Costley, C. (2010). Work-based learning at higher education level: Value, practice and critique. Studies in Higher Education, 35(5), 561-575.*
28. *Martin, A., Rees, M., & Edwards, M. (2012). Work integrated learning. A template for good practice: Supervisors' reflections. Wellington, NZ: Ako Aotearea.*
29. *McCarthy, P., & McCarthy, K. (2016). Enhancing employability through work-integrated learning. Journal of Applied Learning and Teaching, 7(1), 15-27.*
30. *McCarthy, P., McCarthy, K., & O'Sullivan, M. (2017). Work-integrated learning: The role of industry partnerships. Education + Training, 59(1), 35-45.*
31. *Oliver, B. (2015). Redefining graduate employability and work-integrated learning: Proposals for effective higher education in disrupted economies. Journal of Teaching and Learning for Graduate Employability, 6(1), 56-65.*
32. *Orrell, J. (2011). Good practice report: Work-integrated learning. Sydney: Australian Learning and Teaching Council.*
33. *Patrick, C. J., Peach, D., Pocknee, C., Webb, F., Fletcher, M., & Pretto, G. (2008). The WIL (Work Integrated Learning) report: A national scoping study [Final Report]. Queensland University of Technology.*
34. *Rampersad, G. C. (2015). Developing university-business cooperation through work- integrated learning. International Journal of Technology Management, 68(3-4), 203-227.*
35. *Reddan, G. (2017). Enhancing employability of exercise science students. Asia-Pacific Journal of Cooperative Education, 18(1), 25-41.*
36. *Rowe, A. D., & Zegwaard, K. E. (2017). Developing graduate employability skills and attributes: Curriculum enhancement through work-integrated learning. Asia-Pacific Journal of Cooperative Education, 18(2), 87-99.*
37. *Silva, P., Lopes, B., Costa, M., Melo, A. I., Dias, G. P., Brito, E., & Seabra, D. (2018). The million-dollar question: can internships boost employment? Studies in Higher Education, 43(1), 2-21.*
38. *Smith, C., & Worsfold, K. (2015). Unpacking the learning–work nexus: 'priming' as lever for high-quality learning outcomes in*

work-integrated learning curricula. Studies in Higher Education, 40(1), 22-42.

39. *Smith, C., Ferns, S., & Russell, L. (2014). The impact of work integrated learning on student work-readiness. Office for Learning and Teaching, Department of Education, Sydney.*
40. *Smith, C., Jackson, D., & Wilton, N. (2008). Work-integrated learning and employability. Journal of Vocational Education & Training, 60(1), 1-14.*
41. *Smith, C., Jackson, D., & Wilton, N. (2016). Long-term impacts of work-integrated learning: A review of current research. Journal of Higher Education Policy and Management, 38(6), 567-577.*
42. *Smith, C., Meijer, G., & Kielly-Coleman, N. (2009). Assurance of learning: The role of work-integrated learning and industry partners in the development of work-ready graduates. Journal of Teaching and Learning for Graduate Employability, 1(1), 36-44.*
43. *Smith, J., Meijer, G., & Kielly-Coleman, N. (2009). Assurance of learning: The role of work integrated learning and industry partners. In Work integrated learning: Responding to challenges (pp. 383-396). Australian Collaborative Education Network (ACEN) Incorporated.*
44. *Tran, T. T. (2016). Enhancing graduate employability and the need for university-enterprise collaboration. Journal of Teaching and Learning for Graduate Employability, 7(1), 58-71.*
45. *Winchester-Seeto, T., Rowe, A., & Mackaway, J. (2016). Sharing the load: Understanding the roles of academics and host supervisors in work-integrated learning. Asia-Pacific Journal of Cooperative Education, 17(2), 101-118.*
46. *Yorke, M. (2006). Employability in higher education: what it is–what it is not (Vol. 1). York: Higher Education Academy.*
47. *Zegwaard, K. E., & Coll, R. K. (2011). Using cooperative education and work-integrated education to provide career clarification. Science Education International, 22(4), 282-291.*