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## DESIGNING A FEEDBACK DRIVEN EVALUATION TOOL FOR WORK INTEGRATED LEARNING

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### ABSTRACT

Work-Integrated Learning (WIL) has emerged as a crucial strategy in higher education, aimed at closing the divide between theoretical knowledge and practical skills required in the workplace. Nevertheless, many current evaluation frameworks for WIL primarily concentrate on assessing outcomes, neglecting the ongoing feedback essential for student development and program enhancement. This research suggests the creation of a feedback-oriented evaluation instrument that prioritizes reciprocal communication among students, academic advisors, and industry supervisors. The instrument incorporates organized surveys, self-evaluations, and competency-based rubrics to gather feedback prior to, during, and following placements. In doing so, it not only evaluates technical abilities and readiness for the workplace but also uncovers obstacles, student expectations, and areas needing additional support. The survey aspect captures students' views on confidence, motivation, and skill enhancement, while input from supervisors offers evidence-based assessments of workplace performance. Academic mentors serve a mediating function, ensuring that feedback is transformed into actionable learning objectives. In contrast to conventional evaluation techniques, this model fosters ongoing reflection, dialogue, and enhancement. Dashboards and analytics are integrated into the tool to monitor student advancement, identify competency deficiencies, and deliver consolidated insights for educational institutions. Consequently, the system does not merely assign grades but actively promotes learning, bolsters employability, and fortifies partnerships between industry and academia. This study contends that a feedback-driven evaluation tool improves the quality of WIL by establishing a cycle of learning, assessment, and enhancement. Ultimately, it enables students to take charge of their own development while supplying institutions and employers with data to refine program design and workforce preparedness.

**KEYWORDS:** Work-Integrated Learning, Feedback-Driven Evaluation, Student Readiness, Skill Development, Employability, Industry–Academia Partnership, Continuous Improvement.

### 1. INTRODUCTION

Work-Integrated Learning (WIL) has emerged as a vital strategy in higher education, offering students



the chance to apply their academic knowledge in real-world workplace environments. It is widely acknowledged as a connection between theory and practice, equipping learners with the necessary skills, experiences, and confidence to thrive in today's competitive job market. As noted by Patrick et al. (2008), WIL enhances employability and promotes lifelong learning by enabling students to interact with genuine professional settings. Nevertheless, despite its increasing implementation, numerous WIL programs still depend on conventional evaluation methods that only assess final outcomes, such as concluding reports or grades. These methods fail to recognize the significance of continuous, formative feedback that can assist students throughout their placement experience. The necessity for a feedback-oriented evaluation tool stems from these shortcomings. Students frequently encounter uncertainty regarding their performance during placements due to feedback being postponed until the conclusion of the experience. Likewise, workplace supervisors may concentrate solely on task completion, while academic mentors often remain detached from the daily realities of the student's position. This results in a feedback gap where crucial insights are either lost or provided too late to impact learning. A feedback-oriented evaluation system aims to bridge this gap by facilitating ongoing communication among students, supervisors, and faculty. As proposed by Kolb (2015) in his experiential learning framework ([www.learningfromexperience.com](http://www.learningfromexperience.com)), learning is most effective when it incorporates reflection, feedback, and action at various stages rather than at a single conclusion. The suggested tool focuses on structured surveys, competency-based rubrics, and reflection exercises to gather insights at three essential stages: before, during, and after placement. Prior to placement, student self-assessments can reveal readiness levels, expectations, and skill deficiencies. During placement, supervisor evaluations and formative assessments can provide timely feedback that enhances the learning experience.

The primary objective of this tool is to foster student development through enhanced self-awareness and personal agency. By engaging in self-assessment and responding to supervisor feedback, students are encouraged to take ownership of their educational journey and actively participate in their learning process. At the same time, supervisors are guided to provide evidence-based, constructive feedback rather than vague comments, making the evaluation process more actionable, transparent, and effective. Academic mentors play an equally vital role by moderating feedback to ensure it aligns with course outcomes, upholds fairness, and maintains consistency across assessments. As emphasized by Boud and Molloy (2013) in their research on feedback in higher education, effective feedback is not merely a one-way transfer of information but a dialogic process that relies on active learner engagement and response.

Beyond supporting individual growth, the tool also meets broader institutional needs. Through integrated analytics and dashboards, program coordinators can monitor student progress, identify common competency gaps, and evaluate the overall quality of placements. The consolidated data derived from these insights can inform curriculum adjustments, strengthen collaborations with



employers, and ensure that academic programs remain aligned with industry expectations. For example, if multiple students report insufficient preparation in areas such as problem-solving or communication, institutions can respond proactively by offering targeted workshops or revising course structures. In this way, the tool not only empowers students to take charge of their learning but also contributes to continuous program improvement and the overall enhancement of academic quality.

Another important aspect of this tool is its ability to enhance partnerships between industry and academia. Employers frequently point out that graduates often lack readiness for the workplace, despite being academically proficient. By gathering structured feedback from supervisors, educational institutions can obtain a more precise understanding of employer expectations and the realities of the workplace. This information can be integrated into curriculum development, ensuring that academic programs adapt to the changing demands of the industry. As highlighted by Jackson (2017) in her research on employability and Work-Integrated Learning (WIL) ([www.emerald.com/wil-employability](http://www.emerald.com/wil-employability)), it is crucial to bridge the gap between employer feedback and academic preparation to improve graduate outcomes. In summary, creating a feedback-oriented evaluation tool for WIL marks a significant advancement in making experiential learning more effective, transparent, and impactful. It guarantees that students are not merely passive recipients of grades but are engaged participants in their own growth. Additionally, it assists supervisors and academic mentors in providing timely, structured, and meaningful feedback, fostering a culture of continuous learning. At the institutional level, it produces valuable insights that can facilitate program enhancement and reinforce collaboration with industry partners. Ultimately, the tool seeks to establish a comprehensive ecosystem where feedback is not an afterthought but the primary catalyst for learning, employability, and professional development.



## 2. LITERATURE REVIEW

**3.1 Twyford, E. J., & Dean, B. A. (2024).** Examining the contribution of diverse feedback perspectives during a work-integrated learning intervention. Their findings reveal that diverse feedback perspectives enhance students' reflective learning, professional identity formation, and skill application in real-world contexts. *Journal of Accounting Education*, 69, Article 100931.

<https://ideas.repec.org/a/eee/joaced/v69y2024ics0748575124000472.html>

**3.2 O'Mahony, T., Murphy, C., & O'Sullivan, L. (2024).** The student experience of assessment and feedback in work-placement settings across different programs within an Irish university. The study found that constructive, timely, and dialogic feedback significantly enhanced students' confidence, engagement, and perceived learning value. *International Journal of Work-Integrated Learning*, 25(4), 663–677. <https://files.eric.ed.gov/fulltext/EJ1455740.pdf>

**3.3 Venville, A. (2021).** Formalizing feedback in work-integrated learning: Perspectives of industry partners. *International Journal of Work-Integrated Learning* Their research highlighted that industry partners often provide feedback informally, focusing on task performance rather than developmental learning outcomes., 22(1), 17–23. <https://files.eric.ed.gov/fulltext/EJ1286240.pdf>

**3.4 Peach, D. (2014).** Feedback on student performance in the workplace. *Asia-Pacific Journal of*



*Cooperative Education*, 15(3), 241–252. [https://www.ijwil.org/files/APJCE\\_15\\_3\\_241\\_252.pdf](https://www.ijwil.org/files/APJCE_15_3_241_252.pdf)

**3.5 Griffiths, J. M.** (2016). Promoting high-quality feedback Tool for reviewing formative feedback. *Medical Education Online* in their article in *Medical Education Online*, introduced a tool for reviewing formative feedback aimed at enhancing the quality and impact of feedback practices in professional learning contexts. 21(1), 32404. <https://pmc.ncbi.nlm.nih.gov/articles/PMC4955091/>

**3.6 Fuentes-Cimma, J.** (2024). Designing feedback processes in workplace-based learning: A scoping review. *BMC Medical Education*, effective feedback design in workplace-based learning relies on iterative, learner-centered processes that encourage reflection and continuous improvement. Their review highlights that feedback is most impactful when it is embedded within authentic work tasks, allowing learners to immediately apply insights and reflect on outcomes. 24, 399. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11036781/>

**3.7 Luk, L. Y. Y.** (2024). Assessing student learning in work-integrated learning (WIL) courses: A review. *Assessment & Evaluation in Higher Education*. <https://www.sciencedirect.com/science/article/abs/pii/S0191491X24000245>

**3.8 Boud, D.** (2023). The pivotal role of student assessment in work-integrated learning. *Assessment & Evaluation in Higher Education*, 48(4), 1–13. <https://www.tandfonline.com/doi/full/10.1080/07294360.2022.2152981>

**3.9 Kilgour, A. J.** (2013). Assessment of work-integrated learning: Comparing attitudes to assessment rubrics. *Journal of Medical Imaging and Radiation Sciences*, 44(2), 92–98. <https://pmc.ncbi.nlm.nih.gov/articles/PMC4175827/>

**3.10 Daumiller, M.** (2025). Advancing feedback research in educational psychology. *Educational Psychology Review*. <https://www.sciencedirect.com/science/article/pii/S0361476X25000554>

**3.11 Buckingham Shum, S., Lim, L.-A., Boud, D., Bearman, M., & Dawson, P.** (2023). A comparative analysis of the skilled use of automated feedback tools through the lens of teacher feedback literacy. *Educational Technology Research and Development*, 71(6), 2893–2913. <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00410-9>

**3.12 Jackson, D.** (2017). Developing pre-professional identity in undergraduates through work-integrated learning. *Higher Education*, 74(5), 833–853. <https://www.emerald.com/insight/content/doi/10.1108/ET-12-2016-0189/full/html>

### 3. OBJECTIVES

1. To design a feedback-driven tool that helps students reflect on their learning during work-integrated learning (WIL).
2. To collect feedback from students, supervisors, and teachers for improving WIL experiences.
3. To measure how feedback improves student skills, confidence, and employability.



4. To provide useful data for institutions to make WIL programs better

#### 4. RESEARCH METHODOLOGY

This study employed a descriptive survey research design to understand students' awareness, readiness, expectations, and challenges related to Work-Integrated Learning (WIL) and placement opportunities. The design was selected because it enables systematic collection of quantitative data and helps describe trends, perceptions, and attitudes among a defined group of participants. The target population for the research included undergraduate and postgraduate students enrolled in higher education institutions. Using a convenience sampling technique, a sample of **88 students** was selected to participate in the study. This sample size provided a reasonable representation of student perspectives while allowing efficient data collection within the given time frame. Participants were informed about the purpose of the study and were provided the questionnaire through online forms. Respondents completed the survey voluntarily, and no personal or identifying information was collected to ensure confidentiality and ethical compliance. The responses were automatically recorded and stored in a secure database for analysis. Ethical guidelines were strictly followed throughout the study. Participation was voluntary, anonymity was maintained, and the data was used solely for academic and research purposes. Respondents were assured that their feedback would contribute to enhancing WIL frameworks and improving student preparedness. These approaches assisted in determining the levels of awareness, readiness, and motivation among students, along with the challenges they encountered. The analysis also underscored gaps in skills, issues related to institutional support, and favored formats for Work-Integrated Learning (WIL). Observations indicated that 55% of respondents reported skill deficiencies, while 25% mentioned limited opportunities, shedding light on the barriers that hinder successful participation in WIL.

What is the biggest challenge in getting placement?  
88 responses



How difficult is the placement process (resume, interview, etc.) for you?  
88 responses



Do you get enough support from college for placements?  
88 responses



What support would help you most?  
88 responses



How motivated are you to get a placement?  
88 responses



Why do you want a placement?  
88 responses



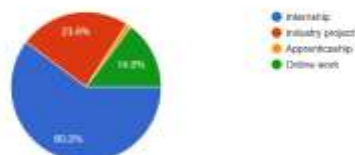
Why do you want a placement?  
88 responses



Do you think WIL fits your career goals?  
88 responses



What kind of WIL do you prefer?  
88 responses



What duration of placement do you prefer?  
88 responses



Do you know what Work-Integrated Learning (placement/internship) is?  
88 responses



Do you know what Work-Integrated Learning (placement/internship) is?  
88 responses



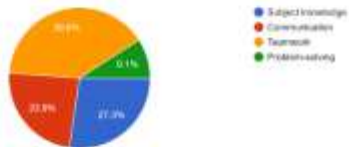
What do you expect most from WIL?  
88 responses



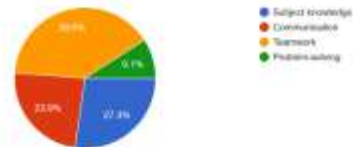
Do you feel ready for WIL?  
88 responses



Which skill are you most confident in?  
88 responses



Which skill are you most confident in?  
88 responses



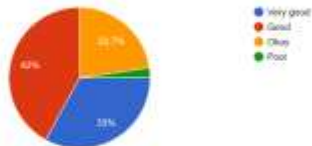
Which skill do you most want to improve before WIL?  
88 responses



How good are you at working in a team?  
88 responses



How good are you at managing time?  
88 responses



What is the biggest challenge in getting placement?  
88 responses





## 5. SCOPE

1. **Student Learning & Skill Development:** Study how continuous feedback during WIL impacts students' technical, professional, and interpersonal skills.
2. **Evaluation Process:** Explore the effectiveness and challenges of using a feedback-driven tool compared to traditional assessment methods.
3. **Supervisor & Mentor Role:** Research how workplace supervisors and academic mentors influence student performance and learning outcomes through structured feedback.
4. **Technology Integration:** Examine the use of digital platforms and dashboards for collecting, analyzing, and sharing feedback in WIL programs.
5. **Institutional Improvement:** Analyze how feedback data can help universities and colleges redesign curriculum, strengthen industry partnerships, and improve overall WIL effectiveness.

## 6. HYPOTHESIS

H1: Feedback-driven evaluation positively improves students' skill development in work-integrated learning (WIL).

H2: The frequency of feedback has a significant effect on students' employability readiness.

H3: Supervisor and mentor involvement in feedback enhances the quality of student learning outcomes.

H4: Use of digital feedback tools increases student satisfaction with the WIL experience.

## 7. Statistical Data

The survey conducted among 88 students revealed important insights into their perspectives on Work-Integrated Learning (WIL) and placements. Awareness of WIL was relatively high, with nearly 72% of students stating they knew it "very well" or "a little," while only a small fraction reported not knowing about it. An overwhelming majority (around 85%) agreed that WIL would definitely help their career. When asked about expectations, most students (over 60%) highlighted "learning new skills" and "gaining experience" as their top priorities, whereas fewer were mainly interested in certificates. Readiness levels varied, with about 40% feeling "fully ready" and another 45% "somewhat ready," reflecting moderate confidence. Skills most confidently possessed were "subject knowledge" and "problem-solving," while communication and technical skills were the most common areas students wanted to improve. College support was mixed, with half stating them "always" or "sometimes" received adequate guidance, while others reported gaps. Motivation levels were strong,



with more than 80% describing themselves as “motivated” or “very motivated” to secure a placement. Students largely preferred internships, typically lasting between 1–3 months or 3–6 months, with a notable interest in both big corporates and startups. Paid placements were considered “important” or “very important” by most, though a few were flexible. Interestingly, a vast majority expressed willingness to relocate outside their city for opportunities, underlining adaptability and career-driven attitudes.

## **8. RESULTS**

A survey of 88 students highlighted their awareness, readiness, and expectations regarding Work-Integrated Learning (WIL). About 72% already knew about WIL, and 85% believed it would support career growth. The main expectations were learning new skills (40%) and gaining experience (30%). Readiness varied, with 40% feeling fully ready and 45% somewhat ready. Subject knowledge and problem-solving were seen as strengths, while communication and technical skills needed improvement. Over half rated themselves good in teamwork and time management. The biggest challenges were lack of skills (55%) and limited opportunities (25%), with resumes and interviews considered difficult. Around half felt they received some institutional support. Motivation was high, with more than 80% eager for placements. Internships were the preferred WIL type, ideally lasting 1–6 months. Most students favored big corporates (45%) or startups (35), valued paid placements (70%), and were willing to relocate. Over half of the participants rated themselves as “good” or above average in teamwork and time management, suggesting that collaborative and organizational skills are relatively well-developed among students. However, perceptions of institutional support were mixed approximately 50% of students reported receiving some level of guidance or resources from their institutions. This indicates that while support mechanisms exist, they may not yet be fully optimized or accessible to all students. When inquired about the difficulties faced in participating in WIL, 55% of respondents indicated a deficiency in practical skills, whereas 25% pointed to restricted opportunities or the availability of placements as significant barriers. Furthermore, students recognized resume preparation and interview performance as particular challenges in obtaining placements. These insights underscore the necessity of incorporating ongoing feedback and personalized skill enhancement strategies within WIL programs essential factors for the suggested feedback-oriented evaluation tool.

## **9. FINDINGS**

The results highlight a positive attitude toward Work-Integrated Learning, as most students already recognized its career benefits and showed strong motivation to participate. However, the finding that nearly half of the students felt only “somewhat ready” suggests a gap between awareness and practical preparedness. The contrast between confidence in subject knowledge and the desire to improve communication and technical skills reveals the need for holistic skill development programs.



Teamwork and time management strengths are encouraging, but the widespread struggle with placement processes like resumes and interviews indicates the necessity for structured career guidance and training. College support, though present for some, was inconsistent, pointing to an area for institutional improvement. The high demand for internships of 1–6 months duration and preference for big corporates and startups shows that students are seeking both exposure and growth opportunities. Strong emphasis on paid placements underscores financial considerations, while the willingness to relocate highlights adaptability. Overall, the findings suggest that while students are motivated and career-focused, they require stronger skill development, placement preparation, and institutional support to fully leverage WIL opportunities.

## **10. CONCLUSION**

The survey conducted among 88 students indicates a predominantly positive perspective on Work-Integrated Learning (WIL), characterized by a strong awareness, high levels of motivation, and well-defined expectations regarding skill enhancement and career preparedness. Students regard WIL as a significant avenue for improving employability, particularly through the acquisition of practical experience and the development of new skills. Although many students feel somewhat prepared, there are still deficiencies in areas such as communication, technical abilities, and confidence in resume writing and interview skills. While institutional support exists, it is often viewed as inconsistent, highlighting the necessity for more organized guidance. The students' readiness to explore a variety of opportunities—including internships of different lengths, positions in corporations or startups, and the possibility of relocation—reflects their adaptability and career aspirations. These results underscore the need to enhance WIL programs by focusing on targeted skill development, providing consistent support, and implementing feedback-driven evaluation mechanisms to better prepare students for successful job placements. The proposed feedback-oriented evaluation tool offers a transformative approach to strengthening Work-Integrated Learning (WIL) by shifting the focus from static, outcome-based assessment to continuous, developmental feedback. By integrating structured surveys, self-assessments, competency rubrics, and multi-source inputs, the model creates an interactive ecosystem where students, academic mentors, and industry supervisors collaborate to support meaningful learning.

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#### WEBPAGE SEARCH

1. [Assessing student learning in work-integrated learning \(WIL\): A systematic review on assessment methods and purposes - ScienceDirect](#)
2. [Designing feedback processes in the workplace-based learning of undergraduate health professions education: a scoping review - PMC](#)
3. [CRADLE Guide: Assessing work-integrated learning programs](#)
4. [IJWIL 22 2 213 239.pdf](#)
5. [\(PDF\) Evaluation of work-integrated learning: A realist synthesis and toolkit to enhance university evaluative practices](#)