



"POSTGRADUATE STUDENT LED WIL: NEEDS AND ASPIRATIONS"

**Authored by Catherine Coogan West [1] and
Professor Kristen Lyons**

**A Report as part of the HASS Teaching
Fellowship (2019-2020)**

**School of Social Science
University of Queensland, St Lucia.**

[1] Catherine Coogan West was a participant in the Student-Staff Partnership as part of this Teaching Fellowship, and later employed as a research assistant. We would like to acknowledge all Student-Staff Partnership participants who contributed to research and ideas included in this report: Susan Chen, Camille Freeman, Glenn Ryall and Ciarra Vu.

Table of Contents

Acronyms.....	3
List of Tables	4
List of Figures.....	4
<i>Executive Summary</i>.....	5
Section 1 – Introduction and Background: What This HASS Teaching Fellowship Aims to Achieve.....	6
Section 2 – Background: A Brief Review of Literature To Situate This Report.....	7
Section 3 – The Student-Staff Partnership at the Heart of this Research	10
<i>Student-Staff Partnerships</i>	10
<i>Research Methods</i>	11
<i>Participants Included in this Research</i>	12
Group One: Current Development Practice Postgraduate Students.....	13
Group Two: Development Practice Alumni	13
Group Three: Industry Representatives	14
<i>Foundations of Development Practice and Research Sampling</i>	14
<i>Ethics for this Research</i>	15
Section 4 Current Practice-Based Experiences on Offer in the Development Practice Suite of Programs	16
<i>Audit of Practice-Based Experiences</i>	16
<i>Identified Gaps in Practice-Based Learning</i>	20
<i>International Student Experiences</i>	20
<i>Gendered Dimensions of Student Experiences</i>	23
<i>Insights from Students: Some Final Thoughts</i>	25
<i>Insights from Alumni and Industry Representatives</i>	26
<i>Embedding New Practice-Based Experiences</i>	29
<i>Going Forward: On-going Options to Expand Practice-Based Experiences</i>	33
1. Internship/Placement WIL Based Opportunities	33
2. Practice-Based Skills.....	33
3. Professional Database, Networking and Awareness	35
Section 5 –Postgraduate Practice-Based Experiences: WIL is Just One Piece of the Puzzle.....	36
Section 6 – Our Vision of Development Practice	38
Reference List	42
Appendices.....	43

<i>Appendix 1 Proposed Deliverables on this HASS Teaching Fellowship.....</i>	<i>43</i>
<i>Appendix 2 Invitation to all Development Practice postgraduate students to attend focus groups.....</i>	<i>45</i>
<i>Appendix 3 Focus Group runsheet and questions for current students.....</i>	<i>46</i>
<i>Appendix 4 Interview Questions for Alumni and Industry Representatives</i>	<i>49</i>
<i>Appendix 5 Consent Form.....</i>	<i>50</i>

Acronyms

UQ - The University of Queensland
HASS - Humanities and Social Sciences Faculty of the University of Queensland
WIL - Work-Integrated Learning
CDL - Career Development Learning
SSP - Student-Staff Partnership
MDP - Master of Development Practice program
DP - Development Practice suite of postgraduate programs
SS - School of Social Science
POL SIS - School of Political Science & International Studies
SESS – School of Earth and Environmental Sciences

List of Tables

Table 1 Industry Representatives and their Intersection with Foundational Development Practice Program Themes

Table 2 Current WIL Opportunities in the Development Practice Suite of Programs

Table 3 Diverse Practice-Based Experiences Offered Across the DP program pre-Teaching Fellowship: WIL, CDL and WIL-Type

Table 4 Types of Practice-Based Experiences Students, Alumni and Industry Representatives Identify as Valuable

Table 5 New Practice Embedded Within Program Offerings as Direct Outcome of Teaching Fellowship

List of Figures

Figure 1 Additional Practice-Based Opportunities Students are Looking for as part of their Postgraduate Experience

Figure 2 Additional Practice-Based Opportunities International Students are Looking for as part of their Postgraduate Experience

Figure 3 Additional Practice-Based Opportunities Students are Looking for as part of their Postgraduate Experience from a Gendered Perspective

Figure 4 Types of Practice-Based Experiences Alumni and Industry Partners see as Valuable for Students

Figure 5 The Practice-Based Puzzle

Figure 6 Our Vision of Development Practice

Executive Summary

This report presents findings from a HASS Teaching Fellowship aimed to expand mutually beneficial and ethical postgraduate Work-Integrated Learning (WIL) in the Development Practice (DP) suite of postgraduate programs. Outcomes are also intended to inform WIL uptake across postgraduate programs in the HASS Faculty. To do this, our report presents findings from research conducted as part of a Student-Staff Partnership. This research has identified the needs and aspirations related to practice-based experiences for diverse student cohorts enrolled in the Development Practice (DP) suite of postgraduate programs. This report provides insights from data collected via student focus groups, and alongside interviews with alumni and industry representatives. Our results demonstrate there are a diversity of practices that are able to complement postgraduate teaching and learning experiences in the HASS Faculty. Amongst these practices includes those formally recognised as both WIL and Career Development Learning (CDL) activities. Importantly, too, our research has identified the contributions that a broad array of activities that fall outside WIL and CDL, which we term ‘WIL-type’ activities, to inform rich practice-based learnings, especially at the postgraduate level.

Based upon these research findings, we report on the diverse innovations implemented across the DP postgraduate suite of programs as part of this Teaching Fellowship. These innovations both consolidate – and complement – current practice-based activities, as well as offering new experienced grounded in enhanced understandings of the needs and aspirations of both students and the development practice profession. The findings from our research demonstrate the value in taking an expansive understanding of practice, that includes activities that are WIL, CDL, as well as WIL type. Despite UQ’s enthusiasm for expanding WIL experiences, we argue that WIL activities represent just one component of a ‘Practice-based Puzzle’. On this basis, we conclude this report by offering ‘Our Vision of Development Practice’ for the DP postgraduate suite of courses; demonstrating the vital place of WIL, CDL and WIL-type practice-based experiences that are grounded in mutual benefit and ethically sound practice.

Section 1 – Introduction and Background: What This HASS Teaching Fellowship Aims to Achieve

This report summarises activities and outcomes arising from a University of Queensland (UQ) HASS Teaching Fellowship (2019 – 2020)¹. This Fellowship – awarded to Professor Kristen Lyons in the School of Social Science – aimed to expand mutually beneficial and ethical postgraduate Work-Integrated Learning (WIL) across the Faculty of Humanities and Social Sciences (HASS) at UQ, and with outcomes that may inform WIL uptake across the University. Fellowship outputs are intended to enhance understandings of, and effective development in, postgraduate WIL practice. They are also intended to identify additional frameworks that can support on-going ‘practice-based learning’ experiences.

This Fellowship has specifically focused upon the Development Practice (DP) postgraduate suite of programs within the School of Social Science (SS) as a case study to generate understandings of current – alongside potential WIL – across these programs. The suite of postgraduate DP programs² represents a useful case study given the high number of international students (thereby posing particular challenges and possibilities for WIL developments), alongside the programs’ grounding in practice-based experience. The findings generated from this Fellowship demonstrate that diverse understandings of practice – including many which fall both within, and outside, the WIL scope – have emerged as central to training in the interdisciplinary arena of development practice. On this basis, this report argues that a broadly inclusive approach to practice – including a broader approach than that captured via WIL – is appropriate to foster rich and appropriate learning environments. To this end, this report moves beyond WIL, to consider the contributions of Career Development Learning (CDL) activities, as well as those that spill beyond either WIL or CDL; as captured via our umbrella term, ‘WIL-type’ activities.

The findings from this Fellowship – as outlined in this report – demonstrate the diversity of ways in which practice-based experiences have been enhanced over the last 18 months across the DP

¹ Deliverables for this Teaching Fellowship are detailed in Appendix 1.

² DP (Development Practice) programs are inclusive of the Master of Development Practice; Graduate Certificate in Development Practice; and (the no longer offered) Graduate Certificate in Community Development.

postgraduate space, including for international students, given their significant representation across postgraduate HASS programs (including the DP suite of programs). In addition to reporting on WIL, CDL and WIL-type activities now embedded within the DP suite of programs, it concludes by reflecting on insights for on-going development of WIL practices across the HASS postgraduate space. These insights are grounded in our commitment to mutual benefit and ethical conduct, principles that have informed this Teaching Fellowship, and that are central to the profession of Development Practice.

To do this, our report is structured as follows. Following this introduction in **Section 1**, **Section 2**, provides a brief background on key themes of relevance related to WIL development, and drawing from a literature review to do so. **Section 3** then introduces the Student-Staff Partnership; representing the heart of our research approach. **Section 4** reports on findings generated from this research, including the insights on current practice-based experiences from the perspective of current students, alumni and industry representatives. Here, the report describes practice-based experiences available in the program prior to this Teaching Fellowship, as well as showcasing diverse developments in this space as a consequence of Fellowship activities. Specifically, we outline diverse practices that have been built into the 2020 suite of program offerings, with a particular focus on the experiences of international students. **Section 5** then critically reflects on the contributions of WIL activities to the DP suite of programs, including identifying some of the lessons learnt that may support on-going expansion of WIL activities across the DP suite of programs. **Section 6** then presents ‘Our Vision of Development Practice’, including our approach to practice that incorporates WIL, CDL and WIL-type practice-based experiences. We conclude this report by providing some reflections on lessons learnt from this Teaching Fellowship, and the opportunities to further showcase UQ’s unique interdisciplinary practice-based learning experiences that have emerged through this Teaching Fellowship.

Section 2 – Background: A Brief Review of Literature To Situate This Report

Work-Integrated Learning (WIL) is an umbrella term that denotes various activities designed to ensure students experience work-related practices alongside, and relevant to, their study

(Universities Australia Report, 2019, p. 4). WIL is distinguished by its inclusion of “a range of programs and activities in which the theory of the learning is intentionally integrated with the practice of work through specifically designed curriculum, pedagogic practices and student engagement” (Atkinson, 2016, p. 2). While WIL is more than work experience, “it is often viewed as a distinct component of the learning experience at university, rather than an intrinsic part of the whole learning experience, although this varies by discipline” (Atkinson, 2016, p. 2).

Throughout this Teaching Fellowship, we have identified a gap in the development of WIL across the postgraduate space (see also our earlier report, Rashidi et al., 2020). To date, most development in the WIL arena across both national and global university settings take undergraduate WIL activities as their primary focus. The situation is no different in the HASS Faculty at UQ. In addition, there also remains a gap in the development of WIL opportunities that pay particular attention to the needs and aspirations of international students; a cohort that frequently face additional barriers that may constrain engagement in WIL. This Fellowship takes these twin gaps in knowledge as its starting point, and as providing an opening for on-going WIL project planning and implementation. This report seeks to contribute to the nascent literature on postgraduate level, and including international student focused WIL, by providing insights and details on best practice-based education.

Work-Integrated Learning is defined by the University of Queensland as a specific, structured framework with six distinct forms: Industry placements, Industry projects, Work simulations, Field experience, Entrepreneurship / Enterprise and Reflection on current employment, as detailed on the Types of Work Integrated Learning website (University of Queensland, 2020). WIL is widely championed as a pathway to employability, reflected, for example, in its housing within UQ’s ‘Careers and Employability’ website (University of Queensland, 2020). Despite the hopes that WIL may correlate with employability, it is essential that students’ employability expectations are managed, including in terms of the value of WIL programs in delivering upon such ends. It is also important, we argue, that dialogue related to participation in WIL activities is not simply centred on delivering a job (an issue well examined in the first report tied to this Fellowship – see Rashidi et al., 2020).

While WIL's structured framework is somewhat limited in terms of the activities included within its purview, we recognise there are a much broader array of practice-based experiences available to students, including those that may be most suited to the Development Practice suite of programs. On this basis, this report recognises diverse forms of practice – including, but not limited to WIL – that we identify as beneficial to postgraduate students within the DP suite of programs. These practices include those that fit within the category of Career Development Learning, as well as those we deem as WIL-type activities.

Career Development Learning (CDL) refers to those practices that are student centred, that “...support(s) quality student centred learning opportunities across all aspects of students' lives”, whereby students are supported in “their capacity to systematically reflect, record, and articulate the acquired skills and experience” (Smith et al., 2009 p.13). These activities – including vital professional development activities that take place as part of students' learning experience – fall outside the scope of WIL. Additionally, in this report we introduce the new category – WIL-type activities – to reflect those practice-based experiences that do not fit neatly into either of the categories of WIL or CDL. These WIL-type activities offer diverse practice-based experiences that cultivate the development of professional identities and a cohort experience. Our purpose in introducing this new category is to contribute to literature and pedagogies that aim to expand the ways we think about practice, including by challenging fixed definitions of WIL and CDL, which in combination, have captured the imagination of many universities.

A series of key principles have guided our developments in postgraduate WIL, CDL and WIL-type activities across the Development Practice postgraduate suite of programs. These key principles include:

1. Creating authentic learning experiences;
2. Ensuring students engage in reflective practices;
3. Creating transformative learning experiences and outcomes;
4. Centering ethical conduct;
5. Ensuring an inclusive approach;
6. Being well resourced; and
7. Mutual benefit and reciprocity between the university and host organisations.

These principles reflect the ethos of the DP suite of programs, which are grounded in a commitment to equity, justice and sustainability. This ethos has informed the approach of this report, and outcomes and recommendations arising from this Teaching Fellowship.

Section 3 – The Student-Staff Partnership at the Heart of this Research

Student-Staff Partnerships

Qualitative research for this project was undertaken by five Development Practice postgraduate students and the Teaching Fellow, Professor Kristen Lyons, through a Student-Staff Partnership (SSP). The SSP itself aimed to provide a practice-based experience for the 5 student partners; with partners provided the opportunity to engage in outcome-oriented practice-based research. The SSP project involved research to identify new opportunities to build practice-based experiences within the DP suite of programs. To do this, the partnership developed a methodology to assess the types of practices currently on offer within the DP suite of programs, as well as identifying future opportunities to expand practice-based experiences.

Students were selected for participation in the SSP project via an application process through the Student Hub at UQ. Given the importance of the student experience in reflecting on current – and future – practice-based experiences in program offerings, it was essential that students' voices played a central role in this Teaching Fellowship. The five students were selected to maximise the diversity of student experiences in the program, including representation from international and domestic students, as well as diverse gender representation. The student team held weekly

meetings, each hosted by a ‘chair’ within the group; thereby providing all students with an opportunity to deepen their leadership and facilitation skills as part of the SSP experience. The team was democratic, and this was demonstrated in the centralisation of respect and inclusion as core values driving the SSP experience. The team worked alongside Kristen Lyons in Semester 2, 2019, to support aims of the HASS Teaching Fellowship.

The SSP project aimed to answer the following questions:

1. What are the practice-based skills required to work in the dynamic field of Development Practice?
2. What Work Integrated Learning (WIL) or practice-based skills might assist current development practice students to meet challenging and diverse professional workplace settings?
3. How can the current Master of Development Practice curriculum be refined – via the addition of WIL (and including WIL type) experiences - to meet identified practice based needs?

In addition, the SSP project aimed to deliver the following project outputs:

- Complete primary data collection
- Document desired skill sets for Industry
- Establish industry partnerships
- Expand database of program networks and ‘allies’
- Identify current and future WIL and WIL type host possibilities.

Each of these outputs has been met – to varying degrees, as was possible within the constraints of time, resources and stakeholders’ availability – as part of this SSP project. These outputs are documented in this report.

Research Methods

We undertook a mixed methods approach to the data collection that is documented in this report. This involved two phases of research. To begin, in phase one, a desktop audit of current courses offered within the DP suite of programs was undertaken to analyse the types of practice-based experiences and training currently available to students. This enabled us to identify a range of practices already on offer; many of which were ‘slipping through the cracks’; with little or no recognition of their contribution to the practice-based training currently available. On the basis of this audit of current activities, we identified opportunities where practice could be further

embedded across course offerings.

In phase two of the research, qualitative data was collected, generating rich and in-depth insights that enabled us to answer the research questions, and to deliver project outputs, as detailed above. To this end, we conducted face-to-face interviews (with one via Skype) in Brisbane with industry professionals and program alumni. These interviews allowed for discussions which created rich, nuanced insights related to practice-based training that may support current DP students. Focus groups were also undertaken with current DP students to embed student experiences – including their hopes and aspirations for practice-based training as part of their postgraduate studies – into research findings and broad outcomes of this Teaching Fellowship.

Participants Included in this Research

The approach to data collection was based on a methodology that could ensure a diversity of perspectives were included in the research so as to generate inclusive and diverse understandings of issues. To this end, participants from three distinct groups were sought; current Development Practice postgraduate students; Development Practice alumni; and industry representatives. The perspectives of these different groups were identified as vital for gaining an understanding of practice, skill building and WIL needs and opportunities for the DP suite of programs. While staff were not included in these interviews, the MDP Management Committee (including staff that teach into the program), were regularly consulted and invited to provide input via the quarterly Committee meetings, and core teaching staff were approached as part of auditing current practice-based offerings in the program.

The rationale for inclusion of these cohorts was threefold. Firstly, students' voices were identified as vital to this research, so as to understand their expectations, as well as any challenges they identified related to current practice-oriented program offerings, that might inform future program development. Secondly, program alumni were interviewed to provide insights into the types of practice-based skills they utilise in their current employment, including skills they wished they had gained as part of their studies. Thirdly, industry representatives were interviewed to identify the skills and competencies they look for in graduates, and the extent to which current graduates meet these needs. Industry representatives were also invited to consider future opportunities to

collaborate with the Development Practice suite of programs to support practice and/or WIL activities (including via student placements, mentoring and other activities).

Here we detail the research methods related to each of these cohorts:

Group One: Current Development Practice Postgraduate Students

Primary data was collected with current students via a series of focus groups. An initial Pilot Study was conducted prior to focus groups with current students, to practice facilitation, trial questions, and to refine the focus group process.

The purpose of conducting focus groups with current students was to gain insights into the current practice-based skills and experiences of the student cohort, and to learn more about the kinds of practice-based experiences students sought to add to their repertoire of experiences. We sought to garner views from a diversity of student perspectives, including from the international cohort, who comprise around 50% of the Development Practice student body. An invitation (Appendix 2) was sent to all Development Practice postgraduate students to consider participating in a focus group. Overall, fourteen students participated in one of the three SSP-led focus groups (representing about half of the 2019 student enrolments). A set of questions was used to guide the focus group discussion, and to give students the opportunity to reflect upon their experiences in the Development Practice program, with a specific focus on the current strengths and weaknesses of the program, including in relation to the kinds of practice students identify as beneficial to their studies. These questions, as well as the focus group run sheet, can be found in Appendix 3. Three focus groups – each running for around 2 hours – were led by an SSP student team member, and supported by a second SSP student. Kristen Lyons and a third SSP student attended two of the focus groups. The deliberate decision by the SSP team to exclude academic staff attendance at one focus group was intended to provide a space where students could feel completely open to share with each other, including in offering criticisms of current program offerings.

Group Two: Development Practice Alumni

This research also aimed to generate insights from recent Development Practice program graduates, so as to gain understandings of some of the key challenges facing development practice

professionals in the diverse workplace settings they occupy. To do this, three DP alumni were randomly selected from a non-exhaustive database. Interviews, questions detailed in Appendix 4, were led by two SSP partners, and each interview ran around for around one hour, and took place in cafes, or another location nominated by the interviewee, and in one case, via Skype.

These research participants were invited to reflect upon the skills they understood to be vital in their workplace setting, and the practice-based experiences they wished they had gained as part of their studies to support them in their current roles. Each of the alumni gave useful insights into their current professional practice, and ideas about how such practices might be weaved into programs offerings, as discussed in Section 4 of this report.

Group Three: Industry Representatives

Finally, interviews were also conducted with eight industry representatives so as to identify some of the vital skills, practices and competencies that DP graduates may be expected to have. Industry representatives were purposely selected to ensure an array of organisations across diverse areas of development specialisation were included. These representatives were non-randomly selected, drawing upon established networks amongst academic teaching staff, as well as relationships established by the SSP team. These interviews ran for up to one hour and were focused on a set of questions detailed in Appendix 4. In addition to identifying skills and competencies future development practice graduates may require, the SSP were also effective in building relationships with the industry representatives as the basis for future collaborations that may support practice-based experiences in the DP suite of programs, a theme we return to below in Section 4.

Foundations of Development Practice and Research Sampling

As part of the on-going review of the DP suite of programs, a number of key themes have been identified as core to its structure and course offerings: Environment and Sustainability; Gender and Development; the Politics of Development; Indigenous Studies; and Histories of Development. These themes are both foundational to the program, and align with the University's vision for interdisciplinary learning and skill-building within programs. Sampling industry representatives as participants for this research was intended to ensure inclusion of a diversity of

perspectives, including those that may resonate with these diverse key conceptual and practical areas the DP suite of programs cover. Table 1 outlines the relationships between program themes and the inclusion of industry representatives in this research.

Table 1 Industry Representatives and their Intersection with Foundational Development Practice Program Themes³

Foundational Program Themes	Industry Representatives	Industry Organisation
Environment and Sustainability	Stephanie Ford	Norman Creek Catchment
	John Abbott	Save Our Waterways Now
Gender and Development	Sonali Hedditch	UN Women
	Stephanie Long & Ignacio Correa-Velez	Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT)
Politics of Development and Histories of Development	Carla Martinez	Glencore
	PJ Humphries	CommunityPlus+
	Chris Mundy	Queensland Families and Communities Association
	Shona Hawkes	Global Witness
Indigenous Studies	Jim Walker	Aboriginal and Torres Strait Islanders Group - Faculty of Science – Earth and Environmental Science - UQ
	Marcus Barber	CSIRO

Ethics for this Research

Ethical clearance was obtained for the conduct of this research through the University of Queensland's Ethics Committee - Developing Post Graduate Student-Led Engaged Learning Environments for Diverse Cohorts (#2019001594). All research participants were provided with

³ The work of a number of industry representatives (and their organisation) crosscut a number of DP program themes, however we have selected the theme their work most strongly resonates with. The purpose of this table is to demonstrate that all Foundational Program Themes were represented via the non-random sample of industry participants in this research.

an Information Sheet outlining their rights and the confidentiality processes in place, and all signed a Consent Form as the basis for participation in this study (see Appendix 5). All data was collected confidentially and de-identified prior to storage on a password protected file.

Section 4 Current Practice-Based Experiences on Offer in the Development Practice Suite of Programs

This report now turns to present the findings of our research. We begin by presenting findings of the audit conducted on the DP suite of programs. This enables us to showcase the range of practice-based experiences on offer prior to the implementation of outcomes from this Teaching Fellowship. Following this, we then report on additional offerings integrated into DP programs in response to Fellowship outcomes.

Audit of Practice-Based Experiences

The postgraduate Development Practice programs provide a variety of practice-based experiences for students, and these are embedded across a wide number of core and elective courses – and offered from the three Schools (SS, POLSIS, and SESS) that teach into the programs. These diverse practice-based experiences are offered via two pathways: (1) embedded within core and elective courses, and (2) extra-curricular activities and events offered as part of a broader cohort experience. They also include recognised WIL activities, as well as a diversity of non-WIL practice-based experiences. These activities and experiences include; reflective based journaling, facilitation opportunities, research report writing, CV narrative workshops, networking opportunities, field trips, reflective discussion-based morning teas, as well as research projects.

Beginning with formally recognised WIL activities, the MDP program includes WIL experiences as part of three courses listed in program offerings, as detailed in Table 2. In each of these cases, the courses offer ‘Field Experience’ WIL activities for students, with a placement type experience/fieldwork tied to a piece of assessment within each course. Each of these courses is listed in Part C of the program structure; and therefore, comprise an elective option for postgraduate DP students.

Table 2 Current WIL Opportunities in the Development Practice Suite of Programs

Course	WIL Details
Social Impact Assessment (SOCY7130) Course Coordinator: Dr Kim de Rijke	<ul style="list-style-type: none"> Field trip experience embedded in course which is directly tied to an assessed reflective piece. Students are required to reflect upon the field trip experience, as well as course content as part of this assessment item.
Applied Anthropology and Indigenous Territories (ANTH7260) Course Coordinator: Dr Richard Martin	<ul style="list-style-type: none"> Field trip experience embedded in the course which is directly tied to a piece of assessment. This assessment gives students the opportunity to take notes and teachings learnt from a field experience, and to craft a Native Title evaluative piece. This piece determines whether an Indigenous family is 'eligible' for Native Title based upon information an Elder presents during the field trip.
International Field Course: Understanding Development Complexities (PLAN7200) Course Coordinator: Dr Sonia Roitman	<ul style="list-style-type: none"> This course offers an international field work-based experience and is recognised as WIL as it provides students with experience in working within, and for, an international organisation in Indonesia.

In addition to these formally recognised WIL activities, the DP suite of programs also offer a wide range of activities that enable skill building and practice as part of career centred learning opportunities, or Career Development Learning (CDL). CDL is currently taking place across a number of course offerings, as well as specific extracurricular activities offered to students enrolled in the postgraduate Development Practice suite of programs. These, alongside an array of other practice-based experiences on offer - which we refer to as WIL-type categories – are detailed in Table 3.

Table 3 Diverse Practice-Based Experiences Offered Across the DP program pre-Teaching Fellowship: CDL and WIL-Type

Program Placement	Course	Course Coordinator	Type of practice	Details of practice	Category of practice
Part A	Sociology of the City (SOCY7341)	Dr Peter Walters	Reflective journaling	Weekly reflective group assessment piece where students reflect on themes from the lecture	WIL-type
	Community Development: Local and International Practices (SOSC7288)	Dr Lynda Shevellar	Facilitation, reflective journaling	Facilitation assessment where students run a workshop. Reflective Diary assessment item asks students to reflect upon observations, reactions, and draw out deeper understandings from the class	WIL-type
	Globalisation and Development in Post-Colonial Societies (SOCY7221)	Prof Kristen Lyons	Reflective journaling	Discussion and Weekly Reflections part of the assessment, including reflections with guest lecturer's Dr Christine Slade and Dr Pedram Rashidi	WIL-type
Part B	Indigenous Politics with and Beyond the State (POLS7190)	A/Prof Morgan Brigg	Reflective journaling	Assessed Reflective journaling as part of the course work	WIL-type
	Histories and Theories of Development (SOCY7120)	Prof Kristen Lyons	Reflective journaling	Assessed Reflective journaling as part of the course work	WIL-type
	Gender and Global Politics of Development (POLS7509)	A/Prof Nicole George	Issue brief and reporting	Creation of an issue brief, report and presentation as part of the course work	WIL-type CDL
	Global South Cities: Development Planning Theory and Practice (PLAN7612)	Dr Sonia Roitman	Facilitation, role play	Assessed facilitation and 'fake scenario' role play	WIL-type CDL

Part D	Urban Research and Evaluation Techniques (PLAN7113)	A/Prof Karen McNamara	Research	Students have the opportunity to engage in real data collection, identify the problem and make tangible suggestions based on data collected	WIL-type
	Research Methods (POLS7701)	Dr Glenn Kefford	Research	Students have the opportunity to engage in primary and secondary data collection and create a research proposal	WIL-type
	Advanced Issues in Qualitative Inquiry (SOCY7329)	Dr Kiah Smith	Research	Students have the opportunity to design and obtain data, critique and discuss outcomes and the methodology of a research project	WIL-type
Extracurricular	CV Narrative Workshops		Career Development Learning	Students have the opportunity to attend a CV Narrative workshop where they are supported to develop their CV to include the skills that they have cultivated throughout their degree. Being able to articulate learnings in an eloquent, contextually relevant way is an important skill for students re/entering the workforce.	CDL
	Weekly reflective discussion-based morning teas		Reflective discussions and networking	Students have the opportunity to attend a weekly tea (or Zoom tea during the COVID-19 health pandemic) to reflect on their week, share their thoughts and create connections with other students.	WIL-type

Identified Gaps in Practice-Based Learning

Despite the diversity of current practice-based experiences on offer prior to this HASS Teaching Fellowship, focus groups with current students revealed they seek additional – and including a broader variety – of practice-based experiences. Importantly, some of these experiences identified by students are already on offer in the DP suite of programs; suggesting students seek deeper, or more sustained, and supported, experiences. It also suggests students may be unaware of some of the practice-based offerings available. In addition, some of the experiences students described also sit outside offerings detailed in Table 3; findings which point to gaps in current program offerings. These desired practice-based experiences – emerging from students themselves – are presented in Figure 1.

Figure 1 Additional Practice-Based Opportunities Students are Looking for as Part of Their Postgraduate Experience



International Student Experiences

Figure 1 outlines a variety of practice-based opportunities the broad student cohort are seeking as part of their postgraduate studies. While all students aspired to rich practice-based experiences as

part of their postgraduate studies, international students – who comprise almost 50% of the DP cohort – offered particular insights regarding their expectations.

For many of these international students, practice-based experiences represented part of the study abroad experience they aspired too, with one international student explaining they “would like to have an opportunity to do a placement whilst in Australia”. More broadly, many international students described coming to UQ to “take advantage of lecturer’s connections with local NGOs”, and to gain benefits from “UQ's existing partnerships”. As one international student succinctly put it: “That's the ultimate thing the university can do, teach me both knowledge and practice”. Many international students also explained they selected UQ for their postgraduate studies on the basis of its “prestige” and “reputation”, alongside the “networking base of UQ”. International students also aspired for their UQ postgraduate studies to enable them to “get their foot in the door” via ‘work’ experience in a local organisation in Brisbane. For many of these students, UQ was selected on the basis of its perceived capacity – including on the basis of its highly ranked international standing – to deliver on these ends.

Despite these hopes and aspirations prior to arriving at UQ, a number of international students described being surprised to learn – after arriving in Australia– that they would not have the opportunity to undertake an internship as part of their postgraduate studies. This actual experience stands counter to student expectations; with a number describing internships as “standard before graduating” at the undergraduate level in their home country.

International students also described a number of challenges in accessing Australian networks as limiting their opportunities to secure internships or placements whilst in Brisbane. International students also described facing challenges in accessing relevant information related to placement (and other similar) opportunities; with some international students unaware of job boards and other social media platforms and websites that provide information on the Australian development space.

International students also differentiated between what they described as ‘soft’ and ‘hard’ skills development they sought as part of their postgraduate studies; and identified a series of ‘soft’ skills

they aspired for, and that were particularly tied to their international student experience. For example, international students described their aspiration for new skills that may support them to be “self-motivated and goal-oriented”; and which they described as vital to working effectively as an independent practitioner and professional. At the same time, international students also described seeking skills that could support them to “work with teams” in Australia, including by cultivating new understandings of culturally specific professional practices. These practice-based experiences raised by international students are outlined in Figure 2.

Figure 2 Additional Practice-Based Opportunities International Students are Looking for as Part of their Postgraduate Experience



Unsurprisingly, domestic students also expressed interest in undertaking internships and placement-based practice, including with the opportunity of gaining international – including developing country – experiences. Such findings demonstrate the global orientation of this student cohort and the importance of a holistic approach.

Gendered Dimensions of Student Experiences

Our results also pointed to gendered dimensions related to aspirations for practice-based experiences. Of the 14 student participants in our focus groups, 8 identified as female, and 6 as male. Figure 3 outlines the opportunities students sought; with pink text identifying the responses of women, and green text the responses of men.

Figure 3 Additional Practice-based Opportunities Students are Looking for as Part of their Postgraduate Experience Considered from a Gendered Perspective



Overall, the entire student cohort aspired to seek additional practice-based experiences – thereby complementing their postgraduate studies in Development Practice. However, focus group discussions revealed that women and men frequently expressed differences (sometimes nuanced) in terms of the types of experiences they sought, the skills and competencies they aspired to develop, as well as understandings of the purpose of participation in these activities.

Beginning with the kinds of experiences students sought, common reflections from women demonstrated the importance of having a stronger “practical emphasis in the program”, particularly given the program is named ‘Development Practice’. Women also commonly described seeking practice-based opportunities that would support them to build both their confidence and professional networks, thereby equipping them to gain entry into the competitive development practice profession. Of significance, women also frequently described these experiences – and the subsequent acquisition of these new skills – as supporting them to make a valuable contribution both as part of their postgraduate studies, and on-going through their professional lives. In this way, women students articulated an altruistic – and future focused – motivation for ensuring appropriate practice-based experiences.

Men similarly described the importance of practice-based experiences to enhance their preparedness for entry into diverse development professions. Foremost amongst priorities for men were practice-based opportunities that would enhance their dialogue and facilitation skills, alongside other community based and community development techniques that could be directly applied in professional settings. In this way, men can be understood as seeking to expand their development practice ‘toolkit’ as part of their postgraduate studies. Further demonstrating this, men also described the importance of having opportunities to practice (including via internships and placements), and reflect upon such practices, within a supported academic environment. This enabled them to ‘grow’ as practitioners. Similarly, men also frequently described their desire to expand professional networks and connections as a pathway for future career opportunities.

While in some ways the findings across both women and men students are similar, we identify some significant differences. Firstly, while both women and men expressed a future orientation as the basis for their aspirations for engaging in practice-based experiences, women appeared to be focused outwards; describing enhancing their skills and competencies as vital for ensuring they are effective change agents in their profession. In contrast, men described the importance of practice-based training in fostering their career opportunities and professional impact. Second, for women, practice-based experiences appear to be vital for building confidence – alongside a sense of professional belonging. Given the dominance of women in the DP postgraduate suite of programs, attention should be paid to these nuanced insights.

Insights from Students: Some Final Thoughts

The range of practice-based experiences students are looking for as part of their postgraduate experience – and which they described as not available at the time of our research – provide two additional insights, not yet discussed in this report.

Firstly, our findings demonstrate some students are not aware of the practice-based opportunities that were already available to them. As a result, students have missed out on particular experiences and training opportunities, including some that they described looking for as part of their postgraduate studies (as detailed in Figure 1). For example, opportunities to engage in critical reflection, as well as to participate in data collection and facilitation activities, are each available across a number of program offerings (as detailed in Table 3). This disconnect between students' knowledge, and actual program offerings, indicates there are opportunities to improve communication related to the program, thereby ensuring students are aware of practice-based – and other – opportunities available as part of courses and extra-curricular activities (a point we return to in Section 6, below).

Secondly, our findings reveal the extent to which students enter into postgraduate development practice programs already equipped with a diverse set of practice-based experiences and professional competencies. Indeed, many of our students come with years of practice-based experience working in government, civil society and private sector settings, and across local, national and international domains. Students' decision to seek postgraduate qualifications in development practice is frequently intended to provide opportunities to refine – and build upon – these already existing professional skills and proficiencies based on prior career experiences. Our challenge, moving forward in expanding practice-based experiences for our particular postgraduate cohort, is to ensure we are able to complement, and add value, to such experiences.

These outcomes from our student focus groups have provided clear direction to guide the on-going development of student-led practice opportunities across the DP suite of programs, and this is reflected in Section 5, below.

Insights from Alumni and Industry Representatives

Interviews with alumni and industry representatives revealed similar findings related to practice-based experiences identified as valuable to prepare students for the world of work. These findings are presented in Figure 4.

Figure 4 Types of Practice-Based Experiences Alumni and Industry Partners See as Valuable for Students



As Figures 1, and 4 demonstrate, there are significant overlaps between the views of students, and those of alumni and industry representatives. All identified facilitation, project planning and management, work experience, research-based projects, networking and building connections, alongside critical reflection and the opportunity to have contextual experiences as important postgraduate practice-based experiences. Other commonly identified skills included the capacity to work with, and across, diversity, as well as skills related to networking, resume and grant writing, as well as understanding organisational mandates and responsibilities. In combination, this set of experiences and subsequent skills development were recognised as supporting the next generation of practitioners for professions in the messy and contested spaces in which development practice occurs.

In addition, alumni and industry representatives also emphasised the importance of ensuring students obtain what they described as ‘applied practice’ experiences, including where students would gain opportunities to practice balancing diverse project priorities. This was described by alumni and industry representatives as only possible via directly engaging in complex development milieu; where real world and applied settings generate the conditions where practitioners are regularly required to balance competing priorities and interests. In addition, alumni and industry representatives also identified monitoring and evaluation as a particular kind of development practice that is vital to working in the field of development, and that graduates should be equipped with competencies in.

A summary of the diverse types of practice-based experiences identified by all three research groups (students, alumni and industry representatives) is documented in Table 4.

Table 4 Shared Practice-Based Experiences Students, Alumni and Industry Representatives Identify as Valuable

Practice-based experience	Student Perspective	Alumni and Industry Representative Perspectives
Internship/Placement opportunities	<ul style="list-style-type: none"> • List of available internship opportunities • Postgraduate-level Internship specific course • Opportunities to apply research tools (frameworks, goals and techniques), including via participation in research with a real community or non-government organisation • Engagement in research (data collection and reporting) that delivers positive outcomes for a community group and/or a relevant cause • Opportunities to gain experiences working in different cultural contexts - locally, nationally or internationally • Opportunities to apply learnings in a placement setting 	<ul style="list-style-type: none"> • Internship experiences • Work experience within organisations
Practice-Based Skills Training	<ul style="list-style-type: none"> • Opportunities to develop facilitation skills • Opportunities to reflect critically • Opportunities to apply practice in the workplace through a placement or internship experience • Foster new capacities to assist in balancing community needs with required project outcomes and funding constraints 	<ul style="list-style-type: none"> • Monitoring and evaluation • Project management • Strengths-based practice • Research and reporting • Facilitation experience • Work experience across different contexts • Community development skills • Critical reflection • Project management and project planning
Access to a Database for Networking	<ul style="list-style-type: none"> • A database of Alumni and Industry stakeholders accessible to students, including to support professional development opportunities • Personal and professional networks available to foster employment pathways to support future career development • Supporting students' increased awareness about Australian and international job platforms, websites and networks 	<ul style="list-style-type: none"> • Networking is vital

Overall, the findings generated via research with students, alumni and industry professionals have exposed gaps in the practice-based experiences available to students as part of their postgraduate studies. These gaps point to opportunities – and importantly, provide direction – for expanding practice-based experiences, moving forward. These findings have directly informed activities undertaken to expand practice-based experiences across the DP suite of programs as part of this Teaching Fellowship. It is to these innovations this report now turns.

Embedding New Practice-Based Experiences

As part of this Teaching Fellowship – and informed from findings generated from research with students, alumni and industry representatives – a number of new practice-based experiences have been built into the DP suite of offerings, beginning in 2019 and on-going in 2020. These include activities that can be variously described as WIL, CDL and WIL-type activities, and these are documented in Table 5.

Table 5 New Practice Embedded Within Program Offerings as Direct Outcome of Teaching Fellowship

New Initiative	Practice-Based	Description	Cohort Included	Category of practice
New reflective practice opportunities		Critical reflection is encouraged at all DP events (industry and alumni dinner, career narrative workshop, as well as within course content)	Students	WIL-type
Building professional networks		The Industry and Alumni Networking event (Inaugural event held in 2019) provides an opportunity for students to build professional and employability-based connections within the development practice field. The Alumni DP webpage has also been updated to showcase graduates and provide an online community database	Students Alumni Industry representatives	CDL
		Grant Writing Workshop (offered for the first time in 2019) provides opportunities to build connections with experts and workshop participants, and to practice grant writing	Students Alumni Industry representatives	CDL
		Group Mentoring Program Initiative (introduced in 2020) provides students an opportunity to collectively learn from, and build relationships with, development practitioners	Students Alumni Industry representatives	CDL
		Weekly Teas (Zoom Conversations in the COVID-19 health pandemic) give students and alumni the opportunity to communicate in a safe space to share and build connections	Students Alumni	WIL-type

	Weekly Development Practice Newsletters (2020) provide an opportunity for students, alumni and the broader community to share their professional and personal updates, including potential employment and internship opportunities. The Newsletter is also a place to build community and share connection through the COVID-19 Pandemic	Students Alumni	WIL-type
	DP Alumni Gatherings (introduced in 2020) provides an opportunity for program alumni to stay connected and build community	Alumni	WIL-type
Increased access to information about Australian and international employment platforms, websites and networks	An Annual Program of Events (introduced in 2020) provides a space for all events and initiatives to be showcased for students, alumni and industry representatives. This Program can be found on the Social Science Development Practice webpage . Through the COVID-19 Pandemic some events have been postponed or revamped to run online via Zoom rather than at UQ	Students Alumni Industry representatives	WIL-type
	Awareness of this information via DP Newsletters and student emails. The Development Practice Links page (re-written and updated in 2019/2020) and available on the Social Science Development Practice website, refers to a range of online resources from the Australian Government, NGO and Donor Agencies and Development Sector Company websites. In addition, there are links to Development Information and Resources	Students Alumni Industry representatives	WIL-type
	Group Mentoring Program Initiative (introduced in 2020) allows the mentor to provide students with details about networking and job opportunities	Students Alumni Industry representatives	CDL

	Industry and Alumni Networking event provides an opportunity for students to build professional and employability-based connections	Students Alumni Industry representatives	CDL
Refine facilitation skills	Students have the opportunity to co-facilitate at the Industry and Alumni Networking event	Students Alumni Industry representatives	CDL
	Students have an opportunity to facilitate the conversation at DP tea or other social events	Students	WIL-type
Understand how to overcome the challenges involved with balancing community needs, required outcomes and funding constraints	This skill building and understanding is incorporated within many courses	Students	WIL-type
	Group Mentoring initiative allows students to gain a broad understanding of the complexities to overcome these challenges in the 'real world'	Students	CDL
	Design of 'Our Vision of Development Practice' (Section 6), providing students with a framework to conceptualise their diverse practice-based training, which collectively supports professional development, thereby increasing student knowledge of diverse practice-based experiences available	Students Alumni Industry representatives	

Going Forward: On-going Options to Expand Practice-Based Experiences

Our research with students, alumni and industry representatives has identified a number of additional practice-based experiences that could be considered in the future, thereby complementing on-going training in the DP suite of programs. These identified practice-based opportunities – detailed below – present resources and other challenges that must be addressed prior to their implementation.

1. Internship/Placement WIL Based Opportunities

Overall, students repeatedly expressed support for the introduction of an Internship/Placement WIL based experience, including via a separate course entirely devoted to this experience. Students described this opportunity as enabling them to enhance a number of practice-based experiences, including: working alongside a local organisation/community partner, thereby gaining ‘real life’ experience in the messy world of development; and supported by a well-resourced academic, including with the time to support student learning, as well as maintaining a high level of communication with placement host to ensure expectations for both student and host were met. Yet there remain significant obstacles that must be overcome for the introduction of this option. Amongst these challenges includes: an array of legal, ethical and administrative compliance steps required to support student placements; increased workload implications for staff; UQ’s Pa2 and constraints for the introduction of new courses; as well as costing and other resource issues (as detailed in Section 5).

2. Practice-Based Skills

A number of practice-based training opportunities have been introduced to the DP suite of programs as part of this Teaching Fellowship, and informed by the results of focus groups and interviews with students, alumni and industry representatives (see Table 5). However, at least one notable skills training gap remains. Alumni and industry representatives each described the importance of current students to understand – and build competencies to respond – to the diverse interests of, and obligations to, development project funders, the diverse public and private sector settings in which development professionals work, specific project requirements, alongside the hopes and aspirations of the communities they work with. In short, they described the vital need for students to gain competencies to navigate the complex settings in which development practice

plays out. Practice-based experiences that are able to support students' capacities to negotiate, make judgements and evaluate in ethical contexts represent areas the program can build upon. These skills are, to some extent, embedded within some CDL and WIL-type course offerings and program activities. Demonstrating this, History and Theories of Development, and the Politics of Development, for example, each support students to develop conceptual frameworks to assist them in analysing power relations, and in locating contemporary development projects in historical, including settler colonial contexts. Similarly, a number of courses also support students to refine their evaluative competencies for application in workplace scenarios. Reflective assessment items also encourage students to ground their learnings. In addition, specific program wide 'WIL-type' opportunities, including practitioners' professional storytelling at the Industry and Alumni networking event, Grant Writing Workshops, as well as Group Mentoring, each provide opportunities for students to ground their conceptual, analytical and evaluative knowledges in the context of real-time professional scenarios.

These skills can be expected to be fostered via Internship and/or Placement based opportunities. These practice-based opportunities may support students to directly apply their conceptual knowledge and ethical framework in balancing competing priorities, while at the same time working within resource, time and other constraints. While such experiences may create stressful learning environments – particularly when tied to assessment – these may be managed for students via regular and well-resourced academic and institutional environments, as well as clearly agreed expectations and responsibilities across both host organisation and the student (including time commitments, deliverables required, and any costs). In highly supported learning environments – whether in placement settings or a tutorial room – students can be expected to be well equipped to 'join the dots', enabling students to see how analytical, conceptual and evaluative knowledges can be brought to bear in practical settings to expand the edges of their knowledge to deliver positive outcomes for their host. Yet there remain significant barriers upon establishing this kind of mutually beneficial and ethical placement/internship scenario, including in postgraduate programs in the Faculty of HASS. These obstacles and barriers to introducing a model of internship/placement will be discussed further below, in Section 5.

3. Professional Database, Networking and Awareness

On the basis of results generated through this research, a number of activities have been undertaken to update the program, including enhancing accessibility to information about the availability of practice-based experiences. Amongst these activities includes updating the UQ SS website to include details of networks relevant to the development space, as well as updating alumni profiles. Students are also now provided opportunities to build professional connections – and establish their professional identities – via a series of networking events, mentoring and workshops (as detailed in our [Annual Program of Events](#)).

A database of industry and alumni contacts has also been generated as part of this Teaching Fellowship, however this is not intended to be made available to students, despite their request for such a resource. There are a number of issues that make it unsuitable to share this database, including issues of confidentiality, alongside the likely increased workload for those on the database. Rather, this database will remain a resource that will be available to be drawn upon by academic staff and student representatives to identify appropriate professionals to support coursework activities and the Annual Program of Events. To demonstrate the value of this database, in May 2020 – and as a further outcome of this Teaching Fellowship – a Development Practice Group Mentoring Program was implemented. This program provides students with opportunities to engage in a mentor/mentees relationship, and with mentors drawn from the database generated via this Fellowship. This initiative aligns a group of students with a Development Practice professional to support professional development and foster a professional identity, as well as sharing and skill-building, outside the classroom, as part of their postgraduate studies. This Group Mentor Program – like many initiatives introduced as part of this Teaching Fellowship – does not intend to enhance employability, a narrative frequently championed as the rationale for expanding WIL activities. Rather, its purpose is to support students in developing their professional identities and belonging in the challenging – but equally rewarding – development practice space.

Section 5 –Postgraduate Practice-Based Experiences: WIL is Just One Piece of the Puzzle

This report has, to date, showcased some of the practice-based experiences available to students enrolled in the DP suite of programs, as well as those new opportunities generated as part of this Teaching Fellowship that have been introduced over the last year or so to enhance postgraduate students' practice-based experiences. These new activities have been guided by insights generated from focus groups with students, along with interview findings from alumni and industry representatives, and are intended to support graduates in our programs to (re)enter challenging local and global development contexts as ethically grounded professionals. These new initiatives span across WIL, CDL and WIL-type activities.

The hopes and aspirations of students related to opportunities to practice in an academically supported environment – and alongside insights from professionals working across diverse public/private, local/global contexts – suggest practice-based training is best when it is multifaceted, flexible, and deeply grounded in the messy realities of diverse development practice settings. This Teaching Fellowship has enabled us to understand – in deep and visceral ways – that postgraduate practice-based experiences should be as diverse as the communities of practice students will enter into (and in many cases, return) after graduation.

While cognisant that UQ, like many Australian universities, champions WIL activities as enhancing both the student experience and employability, the findings from this Teaching Fellowship demonstrate WIL is one of a number of practice-based opportunities that may complement students postgraduate experience. On this basis, we conclude that WIL represents only one part of the postgraduate practice-based puzzle, as illustrated in Figure 5. Indeed, WIL can be expected to work best when complemented by a diverse range of well-resourced, and carefully planned and delivered activities that also include CDL and WIL-type activities. Taking this holistic approach – that integrates WIL, alongside CDL and WIL-type activities – also reflects lessons learnt from students, alumni and industry representatives engaged as part this research.

Figure 5 The Practice-Based Puzzle at the Postgraduate Level



Students often enter the postgraduate DP suite of programs with an already impressive and diverse set of practice-based professional experiences. Our students come with sometimes years of experience working across government departments, humanitarian and community-based organisations, resource companies and multilateral organisations, including as consultants, planners, project officers, policy makers, impact assessors, etc. Our postgraduate DP students require content and experience-specific professional practice opportunities that are able to complement – and challenge – these backgrounds. Quite simply, a one size fits all model to practice does not suit an often already qualified and experienced cohort.

When we fail to meet students where they are at – including in terms of their professional practice experience prior to entry to our programs – we fail to engage in appropriate pedagogical practice to support student learning. While current WIL offerings within the DP suite of programs provide significant professional development opportunities for students, insights from our research may assist to continue to improve pedagogy and practice in the WIL space, as well as ensuring it is offered as just one part of the diverse postgraduate practice-based puzzle.

Box 1: Insights from this Fellowship to Improve WIL Offerings at the Postgraduate Level

(1) It is vital to ensure students' understandings of the anticipated WIL activity – including their roles and responsibilities to the host organisation – match with their actual 'in the field' experience. While a level of uncertainty can be expected with any field placement and/or internship, and indeed is a given in many development practice settings, gaps in knowledge and/or ineffective communication between UQ, students and the host organisation can create unnecessary anxiety, and diminish the value of students' experience.

(2) Sufficient levels of appropriate support from both host organisation and a UQ academic is required to ensure the placement is able to provide a meaningful – and reflective – learning environment.

(3) Students should be supported to gain tangible new skills via their placement, not simply be expected to bring their current skills to a workplace setting. Students recognise when they are being used as free labour, rather than enabled via a supported learning environment to cultivate and practice new competencies.

(4) There should be no unexpected costs incurred by students as the basis for participation in internships, such as transportation or food costs. Students are aware they are 'paying' for WIL experiences via their enrolment in a course with WIL content - with international students acutely aware they pay more than their domestic peers for the same experience. Managing additional costs associated with participation in WIL activities is vital to ensure equitable access and uptake of the opportunity.

(5) Students' workload tied to WIL activities should be commensurate with the workload for other course work, thereby ensuring equity across students' program of study. This will ensure participation in WIL activities does not diminish students' learning in other areas of study.

(6) International students may require additional language and cultural support to ensure a meaningful WIL experience. UQ and host should offer appropriate resources to enable international students equitable participation alongside their domestic student counterparts. Consideration must also be given to the potential cost, visa and scholarship ramifications for international students associated with participation in WIL, each of which may impact student eligibility to participate in WIL activities.

Section 6 – Our Vision of Development Practice

Throughout this report we have demonstrated the diverse types of practices that may enhance learning experiences for postgraduate development practice students, including those that may complement the professional practice many already have prior to joining us at UQ. Our research has identified, for example, the central importance of providing reflective practice opportunities to support students' on-going development as ethically grounded development professionals,

alongside research training opportunities that take place in real life settings. We have also identified the importance of supporting postgraduate students to develop new skills to support their engagement and collaboration with others, including across cultural, geographic and disciplinary difference.

Our Development Practice postgraduate students were participating in a range of practice-based experiences prior to this Teaching Fellowship. On the basis of outcomes of this Fellowship, they now have further opportunities to do so, thereby providing supported experiential learning environments where students can push the boundaries of their learning.

Our postgraduate students are of course seeking opportunities that will enhance their employability, but they are also seeking more than this. The approach to practice that has emerged from this Teaching Fellowship therefore takes a deliberately expansive approach to practice. We advocate an approach to practice-based experiences that include WIL, alongside CDL and WIL-type activities. We also advocate an approach to practice that is sensitive to the particular needs of the diversity of students in our programs, including international students and women, both of whom comprise the majority of our student cohort, and who have raised particular challenges and issues related to participation and access to practice-based experiences, as presented in this report.

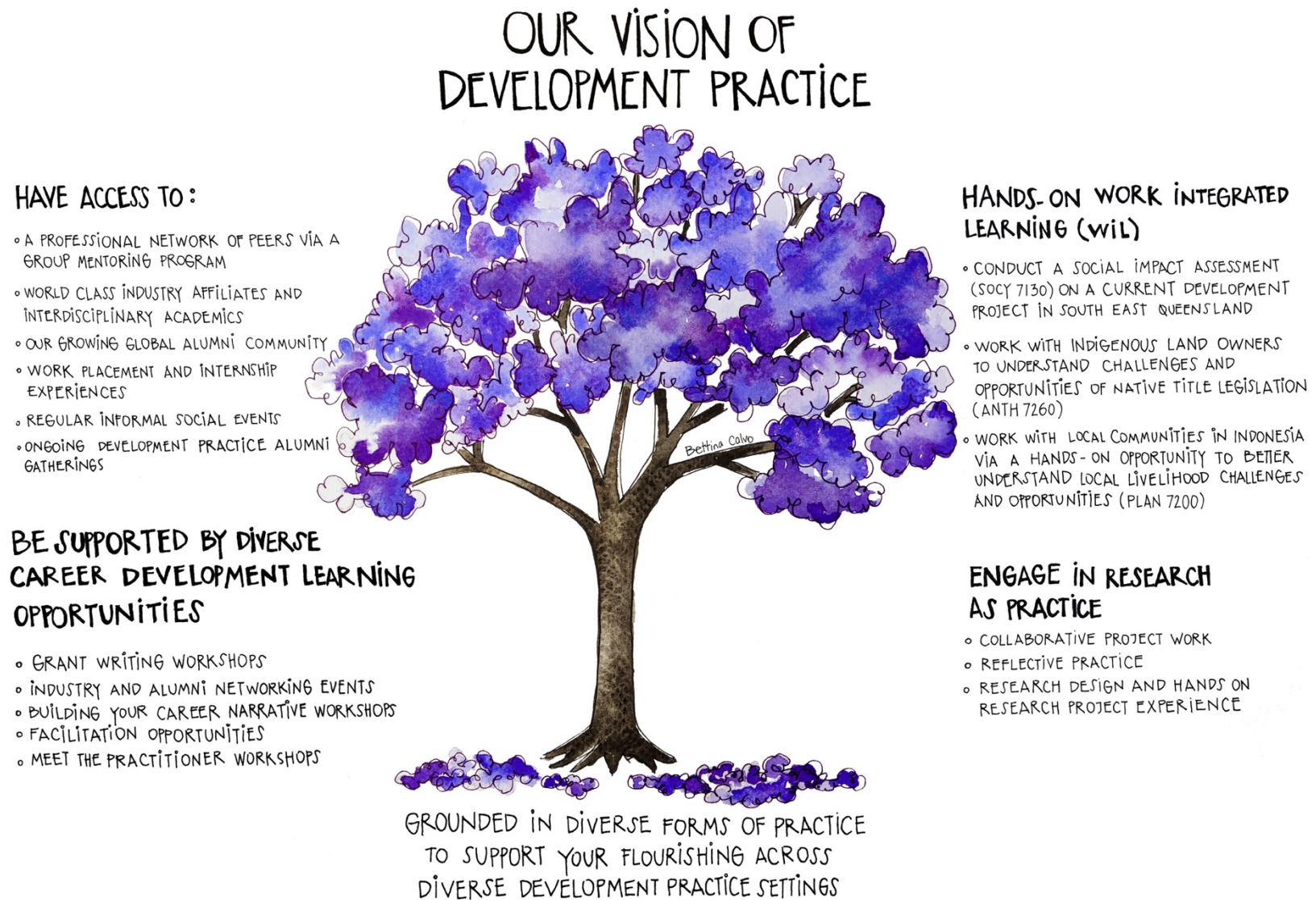
We conclude this report by offering ‘Our Vision of Development Practice’ (see Figure 6). Our vision – signified by UQ’s iconic Jacaranda Tree – articulates our commitment to pedagogy, practice and diverse development professions, and has grown from the insights of students, alumni, staff and industry representatives engaged as part of this Teaching Fellowship. Our Vision of Development Practice reflects the diversity of practices – including WIL, CDL and WIL type activities – that support students’ flourishing across diverse development practice settings.

‘Our Vision of Development Practice’ (Figure 6) articulates the diverse practice-based opportunities now available to postgraduate students enrolled in our DP suite of programs, thereby supporting students to have knowledge of, and therefore make the most of, opportunities that are available.

‘Our Vision of Development Practice’ also enables us to showcase the unique practice-based approach of our program to potential students, alongside the broad development practice community. Importantly, ‘Our Vision of Development Practice’ differentiates UQ’s DP postgraduate suite of courses. Our desktop study was unable to identify any other Australian university that offers Development-related postgraduate programs outlining their practice-based opportunities so clearly. This provides UQ with an opportunity to further distinguish the rich and diverse practice-based training offered as part of the postgraduate DP suite of programs offerings.

Our postgraduate level DP educational opportunities is also supported by UQ’s growing profile as a world class research, impact and engagement institution in the Development space, as reflected in the recent UQ Global Development Strategy Initiative (2020). We hope the work as part of this Teaching Fellowship can contribute to the goal of ensuring UQ continues as a leader in this field, including by playing a significant role in training the next generation of Development professionals.

Figure 6 Our Vision of Development Practice



Reference List

Atkinson, G. (2016). *Work-Based Learning and Work-Integrated Learning: Fostering Engagement with Employers*. National Centre for Vocational Education Research Ltd. PO Box 8288, Stational Arcade, Adelaide, SA 5000, Australia.

Rashidi, P. Lyons, K. & Seini, M. (2020). *The Development Of Postgraduate Work Integrated Learning (WIL) – A Review Of The Literature And Lessons For The Master Of Development Practice And HASS Faculty*, School of Social Science, The University of Queensland.

Universities Australia (2019). *Work Integrated Learning in Universities: Final Report*.

University of Queensland (2020). *Types of Work Integrated Learning*, The University of Queensland website:: <https://employability.uq.edu.au/get-experiences/work-integrated-learning/types-work-integrated-learning-wil>

University of Queensland (2020). *Work Integrated Learning (WIL)*, The University of Queensland website: <https://employability.uq.edu.au/work-integrated-learning>

UQ Global Development Strategy Initiative (2020). *Achieving Impact Through Global Development*, The University of Queensland.

Appendices

Appendix 1 Proposed Deliverables on this HASS Teaching Fellowship

Proposed deliverable	Outcome
A document brief drawing from partnerships with students, including primary data collection, entitled ' <i>Post Graduate Student Led WIL: Needs and Aspirations</i> '. Six MDP students employed as partners to support focus groups and student collaboration.	This report represents this deliverable. Five DP students were appointed as students as partners (SaP) to ensure this research was grounded in student collaboration. Primary data collection was undertaken with current students, alumni and industry stakeholders to generate research findings. Abstract also submitted to the Australian Collaborative Education Network 2020 - 'Beyond 2020: Creating the Future with WIL' entitled "Building Ethical and Mutually Beneficial WIL at the Postgraduate Level: Lessons from Development Practice Studies at the University of Queensland" and with all students as partners as co-authors to ensure national reporting on outcomes of this Fellowship. Paper also planned for publication in <i>Higher Education Research and Development</i> .
A literature review on ' <i>Collaboration for Mutual Benefit and Ethical Engagement as Principles informing Postgraduate WIL</i> ' (to be made available to School and Faculty staff, alongside ITaLI and key MDP teaching staff).	The literature review has been completed (April 2020) and distributed across the School and Faculty.
Development of an ' <i>Engaged Learning Portfolio</i> ' – informed from document brief (1), literature review (2) and input from Student Futures and ITaLI, for implementation in 2020. The portfolio will be made available via the MDP website.	<p>A key outcome from this Fellowship was the finding that a WIL 'Engaged Learning Portfolio' was not realistic for a number of reasons (as outlined in Section 4 of this report).</p> <p>Instead of an Engaged Learning Portfolio a diverse range of WIL, CDL and WIL-type activities have been embedded within the program (outlined in Table 4).</p> <p>To communicate these diverse WIL and WIL type activities (to students and others) this Fellowship has delivered an 'Our Vision of Development Practice' (Section 6); which showcases the diversity of practice-based</p>

	experiences that ground the DP programs (including WIL, career development learning (CDL) and WIL-type practice-based experiences).
Development of a <i>seminar series for post graduate students</i> – in consultation with Student Futures and ITaLI – to run before, during and immediately after completion of WIL experience, to <i>enhance collective engaged learning experiences</i> , and supported by e-portfolio.	Development of new material on the DP website, alongside regular email to students, is ensuring students are made aware of the diversity of practice-based experiences (including WIL, CDL and WIL-type experiences) available as part of their enrolment in the DP suite of programs.
Compilation of database of organizational contacts for WIL for MDP (including guest industry lecturers, internship placements etc) for use by all staff teaching into the MDP program, and made available to any staff across School of Social Science and Faculty as requested.	Database has been compiled which includes organisational contacts.

Appendix 2 Invitation to all Development Practice postgraduate students to attend focus groups

Dear Development Practice students,

We are emailing you today to introduce ourselves as part of a student-staff partner team that is working on a project to incorporate a Work Integrated Learning (WIL) opportunity for students enrolled in the Master of Development Practice program. The expansion of a WIL program presents a significant opportunity to enhance the student experience in the Faculty of Humanities and Social Sciences, but for us to begin the steps towards a WIL, it is vital to hear from you. This will help us improve the program for future students! So come share your thoughts, we want to hear your opinions!

With this in mind, we are recruiting volunteers for focus groups in the coming weeks. These focus groups will seek to determine how to incorporate WIL (work integrated learning) into the Master of Development Practice program. We will provide a light lunch, tea and biscuits at each focus group.

You are welcome to select one of 3 focus groups to join for this discussion. These focus groups will be held:

- 1pm-3pm 22 August 2019 at the Learning Innovation on Building (building 17), level 2, R226
- 1pm-3pm 26 August 2019 at the Learning Innovation on Building (building 17), level 3, R323
- 1pm-3pm 29 August 2019 at the Learning Innovation on Building (building 17), level 3, R323

Please click on this link that will direct you to select a date that best fits your schedule. If you are unable to make one of the available times presented, please notify us. Your thoughts and experiences are important to us. We will notify you with an email confirmation regarding the date, me, and location. At that me, we'd love to hear from you about any dietary needs you might have for lunch. We appreciate any and all participants for doing your part to make the MDP great!

Many Thanks, Camille, Catherine, Ciarra, Glenn, and Susan

Appendix 3 Focus Group runsheet and questions for current students

Developing Post Graduate Student-Led Engaged Learning Environments for Diverse Cohorts, including International Students Run Sheet

Room preparation and set up

Participant arrival – distribute information sheets and consent forms

INTRODUCTION

Acknowledgement to Country:

- I acknowledge the Traditional Owners of the land where we are meeting here today, the Jagera and Turrbal people. I would like to pay my respects to their Elders past, present and emerging.

Facilitator to introduce themselves, notetaker and any observers in the room.

Introduction to project:

- Work Integrated Learning (WIL) presents an important opportunity to enhance the student experience in the Faculty of Humanities and Social Sciences. While there has been considerable development of WIL across the Faculty at the undergraduate level, it remains comparatively under-developed across postgraduate programs both at UQ, and nationally. This research aims to expand post graduate WIL across the Faculty of Humanities and Social Science, and with insights that can inform postgraduate WIL development across the University.
- WIL = at the heart of it, is creating the space to incorporate theory and practice together so that students can experience a deep-enriched learning

Consent and confidentiality

- Your participation today is voluntary.
- The focus group will be recorded. *Seek consent from participants to record.*
- All responses are valid, there are no right or wrong answers. Speak as openly as you feel comfortable.
- With respect to confidentiality concerns, we ask that you do not discuss details of what is raised during today's focus group outside of this room.

Ask participants to introduce themselves and state if they are a domestic or international student. (This may also be an opportunity to lead into the first question and each participant can give their answer as part of their introduction).

	Focus Group Questions	Learning Outcomes
1	<p>How did you come to select the Master of Development Practice / Graduate Certificate of Development Practice at the University of Queensland as your postgraduate course of study?</p> <p>How did you learn about this program, did you consider other similar programs, and what led you to select this one?</p>	Avenues or pathways to the course (online, volunteer, NGO, government)
2	<p>What does practice mean to you?</p> <ul style="list-style-type: none"> Thinking about the course title Development Practice, what does practice mean to you? And how important is it? 	<p>Types of practice (streams)</p> <p>Actual concrete documents?</p>
3	<p>What career positions and/or organisations you envisioned working for initially before beginning in your studies?</p> <ul style="list-style-type: none"> Have these positions shifted since starting your program? If so, why/how? 	<p>People's intention and expectations</p> <p>Naming career outcomes</p> <p>New career options</p> <p>Course/Staff that influence change</p>
4	<p>What skills and experiences do you already have that lend themselves to a career in Development Practice?</p> <p>What practice-based skills do you believe you need to foster to be well equipped for entry into the profession of development practice?</p>	<p>Skills (tangible skills, lived experience)</p> <p>Existing skills, desired, required skills</p>
5	How do you currently believe the Master of Development Practice Program is supporting you to develop those skills and competencies?	<p>Workshops</p> <p>Relations</p> <p>Events</p> <p>Networks</p>
BREAK		
6	<p>Are there ways would you like to be provided with practice-based training/learning as part of your post graduate studies at UQ?</p> <ul style="list-style-type: none"> a) Internships/Placements b) On-campus workshops. What types of workshops would you like to see? c) Shadowing 	Types of support/opportunities that could be offered

	d) CV	
7	<p>If practice-based learning was part of your post graduate studies, how much time outside of formal lectures and other class activities would you be willing to dedicate to such activities?</p> <p>Would your commitment differ if the practice base training was credit-based, paid, or a volunteer position?</p>	<p>Work, volunteer, community groups.</p> <p>What incentives are required to enable students to commit to practice-based activities?</p> <p>Average timespan</p> <p>Depends on the organisation you are engaged with</p>
8	How do you think undergraduate and postgraduate WIL could/should be? What is specific about <i>postgraduate</i> level WIL?	Postgraduate level WIL
9	What are some specific challenges international students might face in undertaking a WIL experience? How could we manage these?	Challenges specific to the international student experience
10	<p>How do we ensure that the host organisation as well as the student have a positive experience as part of WIL?</p> <p>What would ensure an internship/WIL experience is worthwhile and valuable to you?</p> <p>What would appropriate assessment look like to support your WIL experience?</p>	How to ensure positive outcomes for everyone
11	Is there anything else that you think could be changed about the current program, to best meet your needs as a Development Practice Professional?	<p>More opportunities, connections, networks</p> <p>Structure(s)</p>

Concluding remarks

- Feedback and outcomes of research will be provided if you have indicated you would like to receive it.
- If anyone would like to change their consent for participation, they have the opportunity to do so now.
- If you have any concerns following the focus group, please feel free to contact me.
- Thank you for participating.

Appendix 4 Interview Questions for Alumni and Industry Representatives

Introduction/background

1. Can you briefly explain your role?
2. What was your journey to get into this role? (Degree/work experience/connections)
3. What are the most challenging aspects of your work in this field?

Pathways and skills

4. In your field, what are the most desirable skills and attributes you look for?
5. What skills and competencies do you wish you had when first starting your work?
6. What skills do you think are a vital part of entry into your field?
7. What do you identify to be some of the key challenges facing Development Practice professionals?

Opportunities for WIL

8. Has your organisation had any internship or work experience opportunities in the past? If so, what did it look like? What do you look for when hiring for these opportunities?
9. What would **mutual benefit** between the Master of Development Practice Program at UQ and your organisation look like?
 - a. What type of partnership would you hope to develop and benefit from? If you had someone available for 4-12 weeks what would that look like?
10. Do you have any interest or capacity to support students in practice-based training?
 - a. For example, would you consider a role as mentor/host of student placement/delivery of guest lecture workshop etc?
11. If you were to support a WIL student, what would you need from the University?
12. Would you be prepared to provide feedback to the student and University?

Appendix 5 Consent Form



DEVELOPING POST GRADUATE STUDENT-LED ENGAGED LEARNING ENVIRONMENTS FOR DIVERSE COHORTS CONSENT FORM

School of Social Science – Sociology

I consent to participate in the research project, 'Developing Post Graduate Student-Led Engagement Learning Environments for Diverse Cohorts'. I have read and understand the Information Sheet provided to me before this interview/focus group. I consent to have a recording made of this interview/focus group. I understand that this recording will be transcribed without identifiable information, and then erased permanently after completion of the research project. I understand I will have the opportunity to review this transcript, and amend and/or remove any content I see fit. In the case that I choose to withdraw content, this will be erased from the research [data base](#) and no longer included in the research project.

I understand that my participation is voluntary, that I am able to end the interview or recording at any time without penalty. I understand that if I request to withdraw from the study, including withdrawing all information provided, I can do so without any penalty. I understand that the research team will protect my confidentiality and privacy and will not publish or share any data that could be identifiable.

Name: _____

Signature: _____

Date: _____

YES / NO	I would like the outcomes of this research forwarded to me (please circle). If you tick the box, please provide your address here:
-----------------	--

Research Team Professor Kristen Lyons (Project Leader) Kristen.lyons@uq.edu.au

Student researchers: Catherine Coogan West Catherine.cooganwest@uq.net.au; Glenn Ryall g.ryall@uq.net.au;
Cierra Vu ciarra.vu@uq.net.au; Susan Chen susan.chen@uq.net.au; Camille Freeman Camille.freeman@uq.net.au

