THE DEVELOPMENT OF POSTGRADUATE WORK INTEGRATED LEARNING (WIL) – A REVIEW OF THE LITERATURE AND LESSONS FOR THE MASTER OF DEVELOPMENT PRACTICE AND HASS FACULTY

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1.0 Introduction

The University of Queensland – like most Australian Universities – has strengthened its commitment to Work Integrated Learning (WIL) as part of its suite of constantly developing pedagogical practices (many of which have been quickly reimagined during the COVID-19 pandemic health crisis). This commitment was articulated in the UQ Student Strategy White Paper (2016 – 2020) and is backed by Universities Australia (2019); each describing the significance of WIL in preparing graduates for work readiness and employability through the provision of unique and valuable learning environments. UQ has recently developed a WIL Guide to Good Practice (2019) to support good practice development in this nascent, yet rapidly expanding, space.

UQ defines Work Integrated Learning (WIL) as "learning experiences that explicitly integrate theory with practice with purposefully designed curriculum to foreground employability" (UQ WIL Guide to Good Practice, 2019, p. 1). The expansion of WIL activities – including industry placement and/or industry projects, work simulations and field experiences, amongst other interventions – present opportunities that may enhance the student experience. This report aims to enhance effective WIL activities – alongside other practice-based learning experiences, by providing a resource that can support a suite of WIL, and what we refer to as 'WIL-type'[1], experiences. The specific focus of this report is upon UQ's HASS Faculty postgraduate community. Whilst there has been considerable development of WIL across the Faculty at the undergraduate level, it remains comparatively under-developed across postgraduate programs at UQ, and nationally.

In addition to limited documented postgraduate WIL and WIL-type activity development, there are opportunities to grow those WIL activities that give particular attention to international students, who comprise the majority of enrolments in postgraduate programs in the Faculty of HASS. There are also opportunities to extend development of postgraduate WIL activities designed with, and for, Aboriginal and Torres Strait Islander students within

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[1] WIL type experiences refer to a broad range of practice-based learning, that does not necessarily meet the strict definition of WIL (including as set out by UQ). Most common WIL type experiences in the MDP include practice-based learning experiences such as internships, meetings and workshops with industry professionals, mentoring and other professional training that is not tied to assessment, or occurs alongside (rather than embedded within) formal course delivery.

the Faculty[2]. This represents an opportunity for on-going WIL project planning and implementation, including given the recent appointment of an Associate Dean (Indigenous Engagement) to support the Faculty of HASS Indigenous engagement agenda, alongside the University of Queensland's commitment to increase enrolments, retention and success rates for Aboriginal and Torres Strait Islander students. The Universities Australia Indigenous Strategy 2017-2020 – embodying the ethos and content of the United Nations Declaration of the Rights of Indigenous Peoples – commits its members, including the University of Queensland, to ensure structural realignment "to make Indigenous higher education core business" (p. 9). There is an opportunity to ensure on-going WIL development in the Faculty of HASS aligns with The Universities Australia Indigenous Strategy.

Turning to the Faculty of HASS' Master of Development Practice (MDP); WIL (and WIL-type) activities have been identified via a recent Academic Program Review (2018) as central to the Program going forward. Our unique postgraduate Development Practice program – focused on enhancing students' theoretically informed development practice – is strategically placed to benefit from the expansion of its WIL and WIL-type activities. The on-going creation of engaged learning WIL experiences should also be commensurate with MDP program goals, values and pedagogy, as well as the needs and career aspirations of our specific postgraduate student cohort, including at least 50 per cent international students.

The MDP provides students with ethically grounded interdisciplinary training that equips graduates for work in diverse national and international development settings. Graduates from the program establish careers in the humanitarian sector, foreign aid, development-related government policy and planning, alongside roles in private industry, civil society and community-based organisations. Graduates frequently work in cross cultural contexts, with Indigenous communities and Indigenous owned and operated organisations. Development and implementation of WIL activities (and WIL-type activities) in the MDP must, therefore, complement an MDP approach that is grounded in interdisciplinarity, ethical conduct and cultural safety.

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[2] The authors acknowledge key staff in the Faculty, and across the University, including in the Aboriginal and Torres Strait Islander Studies Unit and in the Office of the Pro Vice Chancellor (Indigenous Engagement), engaged in activities related to the implementation of WIL activities designed with, and for, Aboriginal and Torres Strait Islander students. Here we suggest there are further opportunities to do so, especially for the Master of Development Practice.

This is the first report drawing upon research undertaken as part of a Faculty of HASS Teaching Fellowship (Lyons, 2019) related to "Developing Post Graduate Student-Led Engaged Learning Environments for Specific Cohorts". The key focus of this Teaching Fellowship is the development of a portfolio of WIL activities and experiences for MDP students, with insights that may inform other postgraduate programs within the HASS Faculty, and across the University of Queensland.

This report is structured in four parts. It begins with a brief review of literature that defines WIL, including distinguishing it from other similar terms. The report identifies the possibilities of WIL activities in fostering a third space – referring to the hybrid space where diverse worlds and roles come together, creating new possibilities for transformative practices (Bhabha, 1994) – including by centring Indigenous ways of knowing, being and doing, alongside the development of WIL activities. Second, the report then sets out key principles that may guide the development and implementation of postgraduate WIL and WIL type activities, including: creating authentic learning experiences; ensuring students engage in reflective practices; creating transformative learning experiences; centring ethical conduct; ensuring an inclusive approach; mutual benefit and reciprocity between the university and host organisations; as well as ensuring WIL activities are well resourced. Noting the nascent WIL literature related to postgraduate, international and Aboriginal and Torres Strait Islander students, the report then, thirdly, provides a review of some of the challenges associated with WIL activities, including: challenges faced by employers and administrators; difficulties in assessing WIL; ensuring fair access, equity, and managing costs for students; the degree to which WIL might advance a neoliberal education model; WIL, work experience and the extension of the colonial project; and inconsistent employment outcomes. Finally, the report concludes by describing how the School of Social Sciences' MDP may benefit from further expansion of WIL and WIL-type activities – including building upon the diversity of practice-based experiences currently being led by outstanding cross-disciplinary scholars teaching into the program.

Key features of a WIL programme:
1. Work experience in WIL is integrated within the academic curriculum 2. WIL promotes learning through a process of (critical) reflection 3. WIL activities can create a third space, where diverse knowledges and perspectives are centred 4. WIL provides institutional support for students who are enrolled in the programme 5. By reordering knowledge, WIL activities may be commensurate with Indigenisation, and 6. Learning in WIL programmes is situated, constructed, and experiential, rather than ad hoc and/or predesigned.

2.0 What is WIL? Similarities and Differences with Other Approaches

Across most academic disciplines, conventional university curricula have been oriented toward theoretical, curriculum focused and formulaic learning, including lecture and classroom-based approaches. This dominant pedagogical model, some critics assert, can leave students without sufficient practical knowledge and experiences to apply to the 'real world' of work. Similarly, many workplaces may struggle to incorporate academic-style – analytical, critical, and innovative ways of thinking into their practices – thereby, failing to leverage the depth of skills of university graduates. This is a significant issue, and potential missed opportunity for both the tertiary sector and employers alike.

Work Integrated Learning (WIL) was introduced as a framework and approach to reconcile this gap[3] – including by offering students the opportunity to improve their study-related practical knowledge, while at the same time enabling practitioners to benefit from academic perspectives. WIL is an umbrella term that denotes various activities designed to ensure students experience work-related practices relevant to their study (Universities Australia Report, 2019, p. 4). More specifically, Xia et al. (2015) define WIL as:

> … formal or informal workplace learning that integrates theoretical training with workplace application within a designed curriculum. This integration helps universities address the research/teaching balance as a collective issue rather

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[3] The authors recognise that many tertiary educators are committed to forms of education that provide practice-based experiences, and have worked with community, government and industry organisations to provide practice-based training experiences (some of which may fit within the 'WIL' category) over many years. In this report, we centre our analysis upon the national institutional commitment to such activities through Work Integrated Learning (WIL), including the new possibilities that might be realised via this institutional commitment to a practice-based turn.

than two conflicting issues and enhances students' work-readiness upon graduation.

WIL is sometimes used interchangeably with a variety of other concepts, such as work-based learning, internships, cadetships, work experience, graduate programmes, government employment programmes, clinical learning, cooperative learning, apprenticeships, simulation, placement and fieldwork. However, university-based 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 much 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).

'WIL type' experiences include a broad range of practice based and professional learning experiences and opportunities. Common WIL type experiences – including those engaged as part of the Master of Development Practice – include internships, meetings and workshops with industry professionals, mentoring and other professional training. These are activities that are not tied to assessment and occur alongside – rather than embedded within – formal course delivery, including as part of an Annual Program of Professional development activities.

2.1 WIL Activities and the Third Space

Creative, ethically sound and academically grounded WIL initiatives and activities (and their WIL-type counterparts) – the intended outcome of the HASS Teaching Fellowship from which this report draws – can expose students to diverse forms of enquiry and knowledge systems. If designed, delivered and assessed effectively, WIL activities can support students

to enhance their critical thinking, and other capacities, for work in dynamic and challenging professional environments.

Familiarising students with Indigenous worldviews, cultures and laws – in particular – as part of their engagement in WIL activities, can support both Indigenous and non-Indigenous students' exposure to diverse forms of enquiry and knowledge systems. The University of Queensland is responsible – including via its UQ Reconciliation Action Plan (RAP) and as signatory to The Universities Australia Indigenous Strategy 2017-2020 – to expand its pedagogical practices in these ways. Indigenisation can also contribute to changing university structures, ways of working and learning to advance UQ's RAP agenda. Indigenisation, as referred to here, includes:

> processes that can benefit both Indigenous and non-Indigenous peoples within tertiary education. A curriculum that values Indigenous knowledges not only allows Indigenous graduates to feel as though their respective epistemologies are respected, but also enriches the educational standards of non-Indigenous students (Al Natour and Fredericks, 2016, p. 194).

The on-going development of WIL (and WIL-type) activities may provide a platform for the continuation of UQ's Indigenisation work. With its purpose of re-ordering knowledge – including rupturing the boundaries about where learning takes place, as well as who holds knowledge – WIL activities may provide a 'third space' where diverse knowledges and perspectives are centred (Bhabha, 1994). In this way, WIL activities have the potential to foster learning environments where norms and subjectivities are disrupted, and where knowledges may be re-ordered (Bhabha, 1994; Al Natour and Fredericks, 2016).

The challenge remains to ensure UQ's WIL activities, moving forward, embrace the possibilities of delivering teaching and learning outcomes that benefit both Indigenous and non-Indigenous students, and more broadly lend support to UQ's Reconciliation Action Plan.

Embracing diverse ways of knowing, doing and being as part of the development of WIL activities may also enhance students' social, economic, and environmental resilience, and facilitate their effective decision-making on complex issues (Ostrom & Janssen, 2004; Tengo et al., 2014). Such resilience-building is crucial in the face of existing global challenges – including climate change, global health pandemics and rising inequality – that each have multifaceted local impacts. On this basis, Development Practice students, alongside other

social science students, can be expected to benefit from WIL initiatives that incorporate diverse knowledge systems, perspectives, and approaches into their curricula.

2.2 International Students and WIL Activities

The Master of Development Practice in the HASS Faculty has sustained, over a number of years, around 50 per cent international students, and this is a trend that continues. International students represent a significant revenue source across Australian Universities; generating $32.4 billion in 2017-2018 to the Australian economy, and – at least prior to the effects of the Covid-19 pandemic – international student enrolments were expected to increase by a further 30 per cent by 2020 (Hil, 2015; Ferguson and Sherrell, 2019)[4].

At UQ, around 26.4% of all international students are enrolled in postgraduate programs (with 73.6% of international students enrolled in undergraduate programs) (University Rankings Australia, 2019). Despite the significance of this cohort – including for the Faculty of HASS – very little literature examines the needs and opportunities in providing a competitive WIL program that is able to service the specific needs of international students. Amongst this literature, a number of key issues and challenges are identified.

Firstly, WIL activities are identified as frequently utilised by Universities as part of promotion and marketing in a competitive international education market; including with the aim of attracting international students on the basis of WIL experiences on offer (Tran & Soejatminah, 2017). Many international students aim to study overseas at a prestigious university as a pathway to ensure competitiveness in the job market of their home country. Workplace experience is crucial for many of these students. Yet despite the promises of WIL, many international students studying in Australia describe being "dissatisfied with the opportunity to gain relevant work experience in their field of study" (Gribble, 2014, p.2). More broadly, at UQ in particular, a 2015 UQ Student Strategy survey identified less than half of international student respondents agreed their degree program provided them with opportunities to access work experience or interact with industry/employers.

Quite simply, there appears to be a gap between international students' aspirations, and their lived realities.

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[4] This report acknowledges the 2020 COVID-19 global health pandemic poses significant challenges for current – and likely future – university income from international students.

Secondly, Gribble et al. (2015, p. 14) note that international students face significant barriers that can constrain their capacity to secure, or to be selected, for WIL programmes, including limited "English Language Proficiency (ELP), lack of social networks and unrealistic employment expectations". There are also uncertainties and constraints imposed by visa and scholarship requirements for international students. This may be an issue of particular concern for employers during student recruitment, with uncertainty driving discrimination against international student selection (Gribble, 2014). Employers may also be reluctant to select international students for a WIL programme based upon perceptions the student may plan – or be obliged to return to their home country, thereby disrupting their placement (Orrell, 2018).

Despite recognising the current limits of WIL in servicing the specific needs of international students, WIL placements offer many opportunities. In particular, WIL can support international students to enhance cultural and social understandings of their host country; with outcomes that may enhance their 'employability' in the global marketplace. WIL has the potential to provide international students with valuable knowledge of the Australian labour market, work cultures and expectations, and may assist them to build a professional network, provide opportunities to further advance English language skills, as well as develop a range of skills related to communication, critical thinking, leadership, and an ability to work in groups (Gribble et al., 2015).

2.3 Postgraduate Level WIL Activities

The expansion of WIL presents an opportunity to enhance the postgraduate student experience – including in the Faculty of HASS at UQ. Amongst current literature related to postgraduate WIL – to which the current report and Teaching Fellowship contributes – a number of key themes are emerging.

To begin, whilst workplace experiences may encourage students to pursue postgraduate study, WIL programmes may also support postgraduate employability. For instance, Barber et al. (2004), in their study at the University of Sussex (UK), found the majority of postgraduate students believed that undertaking a postgraduate course had a positive impact on their lives; including higher status and financial benefits in the medium to long

term. These findings may be explained by a number of factors. First, postgraduate studies seem to improve self-motivation, self-management, and resilience; each of which are identified as crucial skills by most employers (Barber et al., 2004). Second, Zegwaard and McCurdy (2014) identified the ways WIL influences students' decisions to pursue graduate studies. They noted that undergraduate students who participated in a WIL programme were more familiar with work cultures, including workplace hierarchies. They became motivated to pursue postgraduate study, and to enjoy higher levels of responsibility and independence once they returned to the workplace.

In investigating the learning benefits of masters' students in WIL programmes, Thune and Store (2014) found that project-based interaction positively and significantly affected on-time completion of studies, and increased learning outcomes and study motivations. WIL also provided students with relevant competencies, skills, and networks required in the labour market.

In a similar study, Storen and Arnsen (2016) examined skills' utilisation at work for masters' students. They argue the level of theoretical and practical skills the study programme provided was crucial for skills utilisation in future work. Students in humanities, social sciences, and natural sciences generally have more difficulties in utilising these skills in their work compared to less theoretical disciplines. Practical skills – cultivated as a part of higher educational curricula – can also be enhanced through WIL (or WIL-type) programmes.

In their research, Xia et al. (2015) investigated honours and masters' students' involvement in WIL activities. Throughout the workplace experience, students regularly met supervisors and employers to discuss their progress and receive feedback. The outcome of these students' participation also included co-authorship on a publication, as well as an industry-suited presentation. In their WIL projects, students gained project management skills and improved their networking/communicating abilities. Publishing papers also strengthened both students' academic knowledge and universities' teaching-research linkages.

Potgieter and Coetzee (2013) examined the factors involved in the employability of a large group of business management honours students. The authors observed a significant relationship between the students' personality type and their employability attributes.

Students with ENFP (Extraversion, Intuition, Feeling, Perceiving) type personality were more likely to be enthusiastic, idealistic, creative, and confident in pursuing their careers. Overall, these students scored higher on the career self-management, self-efficacy, career resilience, and proactive variables. Potgieter and Coetzee (2013) also found that 'Thinking' (as opposed to 'Feeling') type personalities tended to be more analytical, problem solvers, and quick decision makers. This analysis could be useful in designing WIL programmes, including assisting to steer students more effectively toward finding suitable workplaces.

Following this review of definitions of WIL, alongside the particular challenges and opportunities related to the expansion of WIL for international and postgraduate students, this report now turns to consider principles for good practice in the WIL space. To do this, our report draws from prior literature to set out some principles that may guide good practice in WIL (and WIL-type) activities. It is critical to note that most studies around WIL have drawn from experiences of domestic undergraduate students in Australia, the UK, and other similar cultural contexts. While insights can be drawn from these studies for broad application, more empirical work is required to expand the scope of research in this field; including further research into postgraduate WIL, in addition to specific issues facing international and Indigenous student participation in WIL activities at both undergraduate and postgraduate levels.

3.0 Principles For WIL to Ensure Beneficial Outcomes

Here we reflect specifically on principles that may inform beneficial outcomes from WIL activities, and later we turn to a more general discussion that considers a broader suite of WIL-type activities.

WIL incorporates key learning methods into higher education curricula to provide – or with the potential to provide – a unique and authentic educational experience for students. WIL programmes, in addition to providing opportunities for authentic learning experiences for students, may also enhance critical thinking that leads to transformative learning outcomes. It may also deliver positive employment outcomes. But how might we achieve these, and other beneficial outcomes?

We now turn to consider a set of principles the authors have identified that may guide good WIL practice.

3.1 Authentic Learning

To begin, good WIL activities appear to be those that are grounded in authentic learning. By authentic learning we refer to a form, or method of learning whereby students engage with 'real-world' tasks that correspond with their current and/or future professional lives. In these learning experiences, students have the opportunity to explore, discuss and discover via their direct engagement in problem-solving and projects (Sullivan, 2009).

Rule (2006, p. 2) has identified **four components of authentic learning**:

1) Involves activities whereby students engage with real-world problems that "mimic the work of professionals";
2) Approaches the learning experience as one of "open-ended inquiry, thinking skills, and metacognition";
3) Engages a process in which students participate in social learning as part of a community of learners; and
4) Empowers students to conduct their own learning in project-based activities.

Community engagement as service learning – with the objective of enriching learning and strengthening communities is identified as a crucial aspect for ensuring successful authentic learning. This learning approach tends to positively change both "recipient and provider of the service" (Power, 2010, p.57). To demonstrate authentic learning, we draw from research by Deale et al. (2010), who examined a case in which students engaged in the actual practice of planning for sustainable tourism; as opposed to passively learning about the process in lecture theatres. In this exercise, students were involved in a learning activity located in a small mountain community in the United States. As part of this project, students participated in activities aimed at improving hospitality and sustainable tourism; including via planning, marketing, as well as conducting and evaluating a festival at a local farmstead. In this setting, the learning activity was academically useful to students, whilst at the same time valuable to the community, including via the active contribution of students towards festival planning.

In another case, Wright and Veness (2017) studied the authentic learning experience of 'Australian Archaeology' course students at Australian National University. As part of a WIL programme, this course incorporated contextual information about the discipline – including major relevant themes, debates and dialogues, whilst embracing critical thinking, reflection, and report writing. The course was designed to make the skills necessary for the workplace central, including teamwork, and ethical and responsible behaviour in working with Aboriginal communities and businesses, as well as government bodies. Throughout the course, commentary was provided by Aboriginal Traditional Owners, alongside relevant businesses (e.g. cultural heritage consultants) and government officials. The outcome of the WIL practice was judged to be outstanding, with high participation by students in lectures and tutorials, alongside an unusual absence of late assignment submissions. Students also voluntarily formed reading groups outside the classroom, and some students carpooled to visit NSW heritage sites (further demonstrating the community building and trust that emerged as an outcome of students' participation). A key element of the WIL practice enabled students to take the lead in coordinating most activities. After completion of the course, several students remained involved with local heritage organisations as part of their postgraduate study. In this case, the opportunity to work with Aboriginal Traditional Owners, alongside Aboriginal businesses and government organisations, was also reported as providing the opportunity for a WIL experience that was culturally inclusive for Aboriginal and Torres Strait Islander students, as well as supporting non-Indigenous students to learn from diverse knowledges and worldviews.

3.2 Reflective Practice

To harness transformative learning outcomes, WIL should also aim to incorporate a significant component of critical reflection as part of the learning process. Reflective practice enables learners to "engage, bridge and negotiate...challenges across the learning environments of their classroom and host organisation, and interact and learn with their teachers and host supervisors" (Ramsey, 2006, pp.1-2). Reflective learning involves a conscious intention for reflection that fosters learning, action, and modification (Moon, 2004, p. 83). Through this process – or "cycles of enquiry" – learners are able to move between action and reflection; constructively modifying their actions on the basis of

deliberate reflections (Ramsey, 2006, p. 5). Critical thinking as part of this reflective practice enables learners to contextualise what they learn within their workplace setting (Brockbank et al., 2017). Hence, reflective practice provides a pathway to engage in critical perspectives on ethical, social and political aspects of learning related to both course material and processes of learning. As a result, reflection may enable learners to effectively weigh competing claims, knowledges and viewpoints, and ultimately, to explore alternative solutions (Hatton & Smith, 1995).

WIL programmes may also engage learners in different modes of reflection. Written reflection is an obvious choice in the university setting. However, beyond encouraging or encouraging students to write, WIL programmes may prompt visual (drawing, photography), performative (dance), and auditory (songs, poems, storytelling) reflection. These practices may enable students, teachers, and practitioners to engage in collaborative and cross-cultural contextual practice (Bilous et al., 2018, p. 288-94), depending on the setting and composition of the student cohort.

An example of reflective practice includes 'co-creating curriculum' as part of the Classroom of Many Cultures (CoMC) WIL project; an initiative that involves management of international placements as part of a larger Professional and Community Engagement (PACE) programme at Macquarie University. The aim of this project is "to co-create curriculum resources for [WIL] with international partners and students that reflect values of collaboration, intercultural sharing and respect for other people's ways of knowing".[5]

There is often a divide between home and host for many students in international placements, with hosts positioned as sites for gaining 'experience'; while the curriculum, reflection, and pedagogical tasks are devised for students in home universities. In this context, the significance, and impact, of the placement experience may be reduced. The CoMC project is aimed at addressing this division (and WIL programme shortfall) through 'co-creation'; with the CoMC project team jointly creating curriculum materials in close collaboration with overseas partners, other educators, and students. This approach to collaboration ensures effective practice-based learning outcomes, and is built upon three principles:

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[5] Details of the Classroom of Many Cultures can be found at https://classroomofmanycultures.net/

1. The importance of acknowledging the individual's context and lived experiences as the basis for building trust and respect;
2. Making space together by engaging in activities to promote relationship building; and
3. Bringing everyone on the journey to ensure a shared understanding of the project's aim and methodology.

3.3 Transformative Learning Experiences and Outcomes

WIL can also make an important contribution in ensuring transformative experiences as part of students' participation in higher education. Transformation via learning may occur when students are supported "to think critically by questioning assumptions and expectations that shape and influence what [they] think and do" (Mezirow, 2006, p. 24). Based on an examination of various case studies, McRae (2015, p. 137) identified a range of factors as key to transformative learning:

1. Opportunities for work and learning;
2. A supportive environment within and beyond the students' workplace;
3. The students' own willingness and capacity to engage in a transformative experience;
4. The willingness and capacity of co-workers and supervisors to foster transformation; and
5. Assessment and reflection practices that are conducive to transformation.

Demonstrating the importance of such factors for transformative learning outcomes, Leal Filho et al. (2018, p. 287) showcase the significance of transformative learning related to sustainable development. These authors argued that 'progress' and 'unmitigated growth' are deeply rooted in Western culture. To assist students in challenging these worldviews, including their impacts for achieving sustainable development – Leal Filho et al. (2018) found that students must be stimulated to question foundational beliefs and assumptions. To do so, however, requires students to face personal, political, and institutional resistance; since transformation frequently involves the reconstruction of meanings, ideals, and beliefs.

Given the importance of socio-cultural and institutional contexts in shaping educational approaches and outcomes, Leal Filho et al. (2018) suggest that each university should develop its own model to reframe the curricula of their courses (including WIL programmes), to enable transformative learning, including for sustainable development. To do this, they posit that transformational leadership is required that will enable academic

staff and students to strengthen their capacities to foster an integrative approach. The research also found that stronger cooperation between students, faculty and civil society organisations, including drawing upon case studies in real time, facilitates the effective integration of sustainable development principles. The involvement of sustainable development practitioners in formal teaching activities was also identified as enriching the students' learning experience (Leal Filho et al. 2018).

More broadly, the reorientation of higher education curricula to foster transformative learning outcomes may also be supported via deeper, and more meaningful engagement with alternative ways of knowing. This includes greater inclusion of Indigenous knowledges. However, it is imperative that efforts to embed Indigenous perspectives into university curricula are framed by a recognition of, and attention to, broader anti-colonial struggles and aspirations, and in so doing, 'disrupting' Eurocentric educational approaches that leave limited space for other ways of knowing (Dumbrill & Green, 2008). Dei (2008) proposes a number of principles to promote 'epistemological equity' in pedagogical practices that could create space for Indigenous knowledges and perspectives (ibid, p. 9-10). These include recognition of the centrality of land and spiritual identity in the lived experiences of Indigenous peoples, and a rejection of 'epistemological racism' that is embedded in the assumed superiority of Western 'civilisation'.

> **Transformative learning frequently involves the reconstruction of meanings, ideals, and beliefs.**
>
> Leal Filho et al. (2018)

3.4 Ethical Conduct

Good practices in WIL activities are also grounded in ethical conduct. There is a range of ethical issues that should be considered alongside planning for, and the conduct of, WIL programmes. These issues can arise before, during, or after the students' time in the workplace or community, and may involve all parties, including students, the university, the

host organisation and/or community. These ethical issues may have legal, financial, and reputational implications for all parties involved.

Ethical issues related to WIL represent opportunities for transformative learning pathways. On the one hand, WIL experiences may heighten students' awareness of ethical issues; with outcomes that may support them to identify and manage ethical issues in future employment scenarios. Early exposure to ethical issues as part of the WIL experience may support students to develop 'profession-ready' skills related to ethical appraisal, and more broadly, their capacity as 'critical moral agents'. On the other hand, mismanagement of ethical issues that arise as part of the WIL experience may cause an 'ethical erosion' amongst students, which they may take forward into their career (Cameron et al. 2019).

Examples of some of the ethical issues associated with WIL (Cameron et al. 2019; Mark, 2001; Rook, 2017) include:

1. Concentration of limited workplace resources – including in poorly resourced organisations – to supervise students (e.g. health sector in low-income countries);
2. Breaches of stakeholder confidentiality/privacy in a workplace or a community, including based on students' limited understanding of professional practice conventions;
3. Student wrongdoing by workplace, clients, community and/or university (e.g. negligence, theft, leaving the job, misusing resources/facilities in workplace or community);
4. Discrimination in the selection of students for placements (including unclear selection criteria and limited accountability/transparency related to the process of selecting students);
5. Inadequate supervision exposes students to poor work or learning environments;
6. Misrepresentation of the work agreed to between students, academic and workplace supervisor, workplace harassment, and exploitation of students; and
7. Lack of free, prior, and informed consent in dealing with Indigenous communities.

There are a number of pathways to mitigate ethical issues associated with WIL activities. Linn et al. (2003) proposes an eight-step procedure for ethical risk management for learners/supervisors:

1. Be proactive, by identifying ethical components of a decision-making situation in advance (including the issues and/or practices that might be problematic);
2. Identify relevant principles and values in light of the different actors involved in a WIL experience;

3. List all the consequences for everyone involved under the condition of giving each principle primacy;

4. Classify the consequences as positive or negative;

5. Choose the alternative that produces the least amount of harm;

6. Act;

7. Evaluate the action and the decision-making process; and

8. Assume responsibility for the consequences of the decision, including via correction if ethical issues are not resolved.

Universities have a responsibility to play a key role in ethical risk management. Universities have the authority to allow or prevent students' entry into WIL programmes (based on their suitability) and may grant the WIL practitioner and host the discretion to accept and/or reject students. This power of intervention, however, may be a double-edged sword; with some critics noting that a preoccupation with risk management in universities – where risk aversion becomes a key organising feature – may result in less innovation and creativity in educational processes (Newhook, 2013). This problem can be seen, in particular, in relation to ethical issues around working with Indigenous communities. In some cases, for example, both universities and employers may avoid working with Indigenous organisations and/or communities due to complexities related to meeting ethical clearance protocols. There may also be issues related to discrimination in terms of student selection, a theme to which we now turn.

3.5 Inclusiveness

A key principle to ensure good practice in WIL activities relates to equitable and inclusive conduct in the design and delivery of programmes.

Students have both diverse academic and practice-based backgrounds, alongside different capacities and interests. Diverse student cohorts also experience different levels of access to participate in WIL activities. Inclusive and equitable participation in WIL may be a challenge for students with a disability, international and English as second language students, and Indigenous students. Inclusion of all students may be fostered by identifying the resources available to a programme, and equitably allocating them during WIL design and delivery to

enable effective participation (Smith et al. 2009). Winchester-Seeto et al. (2015) outline a set of inclusive principles for WIL engagement:

- Provide equal access to WIL for all students;
- Respect and value the diversity of students;
- Take a holistic view of students' lives, including their WIL experiences; and
- Be proactive and collaborative.

There are also specific issues that should be considered for creating an inclusive environment to support participation of Aboriginal and Torres Strait Islander students in WIL activities. Perhaps the most important element informed via our review of the literature is to provide an environment that is broadly inclusive of Aboriginal and Torres Strait Islander students. Recognising and respecting Indigenous knowledges, cultures, and laws are amongst approaches that can be internalised to ensure the design of an inclusive WIL programme. Aboriginal and Torres Strait Islander students may also be more likely to come from regional Australia, and for these students, there may be a preference for WIL activities to be located close to their family and community (Asmar et al., 2011). The availability of Aboriginal and Torres Strait Islander mentors and supervisors may also assist to provide a supportive learning environment for Indigenous students engaged in WIL activities, which could be further enhanced by facilitating networking opportunities for Indigenous students. There is a vital need to ensure appropriate and timely support is available to ensure Aboriginal and Torres Strait Islander students' success in WIL activities.

3.6 Mutual Benefit

Good practice in WIL activities will also ensure mutual benefits to all parties involved. When WIL programmes build upon close and constructive partnerships between all actors (students, universities, employers and communities), a number of benefits can be expected to arise. Indeed, the longevity of WIL programmes relies upon ensuring the balance of benefits is distributed across all stakeholders, thereby creating the basis for mutually beneficial and sustainable relationships.

The benefits for respective parties – which should be balanced to ensure mutual benefit – can include:

- **Benefits for students:** holistic learning experience; career enhancement; a demonstrated professional direction and dedication that is useful in applying for future work; work skill formation; and practical knowledge that is able to complement their studies (Coll & Eames, 2000; Ashton & Sung, 2004);

- **Benefits for universities (academic staff, etc.):** students' improvement in their subject area, thereby maximising student learning outcomes; fine-tuning and enhancing educational curricula, including ensuring a balance between practice and theory; building partnerships with potential community and industry research collaborators; and identification of new/innovative research opportunities; and

- **Benefits for employers/community:** gaining access to workplace ready graduates who are socialised within a workplace culture; developing potential joint research/educational partnerships with universities; improving businesses by gaining access to new ideas and thinking generated in universities.

3.7 Well Resourced

Lastly, good practice in WIL requires adequate, and sustainable financial resources and institutional support. Establishing and maintaining WIL activities (including industry placements, internships etc.) is often time consuming for both academic and administrative staff at universities, as well as for industry, government and/or community partners (it also often requires a significant time commitment for students as participants). Recognition by universities of these workload implications, including via appropriate compensation (including via workloads etc.) will be vital to ensure the long-term viability of WIL activities. Similarly, there are structural requirements for WIL activities to be recognised and built into program offerings. For example, students require space within their degree programs to enrol in courses that offer a WIL component, and academics require support as part of building WIL within their current course offerings. Institutions may also benefit from creating pathways for the addition of new, WIL specific courses.

In sum - Principles of Good Practice in WIL Activities
1. Authentic Learning

2. Reflective Practice
3. Transformative Learning Experiences and Outcomes
4. Ethical Conduct
5. Inclusiveness
6. Mutual Benefit
7. Well Resourced

4.0 Some of the Challenges Associated with Implementation of WIL Activities

Alongside the many benefits associated with the uptake of WIL activities across universities, there are also a number of challenges that need to be considered. Design and delivery of WIL activities for example, as well as structural limitations and unintended consequences, may arise through implementation of WIL programmes. These have impacts for participants, educators, employers, and universities. While acknowledging the potential benefits of WIL programmes, these considerations must also be noted. This report now turns to consider these.

4.1 Challenges for Employers

To begin, Jackson et al. (2017) have identified several challenges faced by employers and/or hosts who elect to engage in WIL activities. These include:

- A lack of clarity about what the WIL activity entails, and how they might be involved, as well as their responsibilities to participants;
- Insufficient resources to coordinate WIL placements; and
- Difficulty locating skilled students, including on the basis of a misalignment between the employer and university expectations for the placement.[6]

An additional challenge may arise in the case where universities and educators fail to understand the particular hopes and aspirations of employers in hosting students. Where this occurs, the WIL placement may be experienced by the host as extractivist; whereby the needs and interests of the student/s and university are prioritised above the needs of the host. Such an arrangement can be expected to drive host and/or partner burn out; with the outcome they may be unwilling, or unable, to take on future student placements.

Further, employers may experience cross-cultural difficulties, such as when:

- Indigenous students work in non-Indigenous organisations and professional contexts where an inappropriate level of cultural safety may be experienced, and/or respect for, and acknowledgement of, Indigenous knowledges;
- Non-Indigenous students work in an Indigenous organisation without appropriate familiarity of Indigenous cultural norms (e.g. respecting culture, law and knowledges) and principle of free, prior and informed consent as the basis for collaboration, alongside the need for trust building;

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[6] As an example of this misalignment, an employers' expectations related to student report writing may be strongly work-oriented, while the University may emphasise academic writing.

- International students work in domestic organisations and require additional supports to ensure they are prepared for, and adequately familiar with, domestic (including corporate/bureaucratic) culture(s).

4.2 Challenges Related to Assessment

For universities, employers' work-oriented requirements often represent a break from traditional pedagogical frameworks and approaches (Choy & Delahaye, 2011). Given this, there is an important role in bringing employers and universities together to manage expectations related to students' roles and responsibilities. To do this, however, may require time and resources unavailable to all parties. In this context, universities are presented with the twin challenge of embedding WIL activities within academic curricula, alongside incorporating career development learning as part of the WIL experience (McLennan & Keating, 2008).

Tied to this, is the question about how universities might assess the professional competences of students enrolled in WIL programmes. In reality, it is often very difficult for academic supervisors to undertake a realistic assessment of student performance in the WIL setting. This challenge is exacerbated when there are a large number of students in WIL placements (McNamara, 2011). The trend toward a pass/fail grading system – with consultation between the university and workplace supervisor, may provide a pathway to address this problem.

4.3 The Challenges of Access, Equity and Cost for Students

There are also a range of challenges related to students' access to WIL activities. One of the most difficult tasks for students often relates to finding a suitable placement; which may require time, domestic information, and often relies upon professional networks. The current rapid growth in WIL programmes across Australia – championed by university strategy documents and Universities Australia – may also create increased competition amongst students to secure placements within organisations, communities, or other workplace settings (McLennan & Keating, 2008). Grant-Smith et al. (2017) also note that many WIL participants experience considerable financial stress. Not only are WIL

programmes mostly unpaid, students may experience lost incomes as a result of their time dedicated to WIL activities, alongside the additional expenses that participation in WIL can engender (e.g. transport and meals during placements).

Fundamental to this cost issue is the ambiguity around what WIL may actually entail (Grant-Smith & McDonald, 2018). Under some schemes, for example, participants do unpaid work – or even pay to gain entry into a programme – only to become 'uncompensated workers' (Durack, 2013). Students' hopes (or calculations) may be that this WIL investment will translate into future employment opportunities; but of course, this is not always realised. The issue of unpaid work supplementary to education (e.g. WIL activities) has been a source of ongoing debate; with critics arguing "the characterisation of unpaid work as not working but learning is used to legitimately deny a whole raft of rights, protections and claims to wage and working conditions that are granted to other workers" (Durack, 2013, p.562).

The challenges and ambiguities raised here related to students pose crucial ethical questions for WIL designers and supervisors. These questions include:

- Might students that participate in WIL programmes be exploited by employers, who are legally protected by terms and conditions they are able to impose on student applicants?
- Does everyone have access to participate in a WIL programme, or is it for a group of 'elites'; including those who have the financial means to invest in an unpaid workplace experience?
- Further, does the use of unpaid labour place pressure upon existing workers, including cheapening their labour as a result of competition and the high supply of unpaid or cheap labour that is injected into industry through WIL programmes (Seibert & Wilson, 2013).

4.4 Advancing a 'Knowledge Economy' Education Model

At a more foundational level, Johnson (2011) argues that WIL programmes appear to follow the existing knowledge economy driven by global neoliberal processes. Privatisation of the education sector – including universities – is based upon the assumption that the private sector operates more efficiently and effectively than the public sector. This assumption has supported a shift in universities' curricula toward the interests of industry. This is also

associated with an accompanying shift in focus from "student needs to student performance" as a way of optimising profit-seeking industries (Johnson, 2011, p. 175). The rationality of neoliberal economic efficiency entails a restructuring of educational (academic) settings "to become more responsive to the needs of employers, viewing students as human capital" (Johnson, 2011). Driven by forces of globalisation, this trend entails a "massification of higher education" for greater international competition (Gribble, 2014) and corporate profit. Johnson (2011, p. 176) posits that WIL contributes to a reduction of the social and political relevance of education to "the economic language of measurement and quantification". In this context, the critical thinking required to understand, and ultimately tackle, existing local and global challenges has arguably become irrelevant to students, who are instead in the pursuit of employment and a secure income.

4.5 Indigenous Knowledge as 'Add-On'

WIL – as part of the broader Australian education system – has also been subject to criticism for perpetuating colonial relations between Indigenous and non-Indigenous Australians. Crane et al. (2018) urge universities to ensure they "account for Indigenous understandings of purpose, accountability, relationship and meaningful engagement" in all educational policies and processes. We would argue this also applies to on-going developments in the WIL space.

For Nakata (2007), Indigenous students' struggle in the Australian education system is an epistemological problem as much as a political problem. There is a tendency to include Indigenous knowledges as merely 'add ons', rather than to recognise these as parallel and independent knowledge systems. No matter how progressive universities are, they still tend to bring Indigenous issues into non-Indigenous curricula, or to extract elements of Indigenous knowledges – including mathematical knowledge, astronomy, and art (Nakata, 2007, p. 355-6). Nakata (2007, p. 365) argues that:

> Within university courses, especially those concerned with the preparation of students for the professions, the practice of 'adding in' Indigenous content developed within the Western disciplines is the norm and likely to remain the only real avenue for inclusion. The more recent attempts to include relevant aspects of Indigenous knowledge systems to develop deeper appreciation of these

knowledge traditions are largely engaged in the same process of incorporation or inclusion.

4.6 Questionable Employability Outcomes

There is a growing demand from industry to enhance job-ready skills amongst university graduates. Employers generally view university graduates as technically competent, but as lacking sufficient workplace skills. Furthermore, a rapidly changing job marketplaces additional pressures upon universities to 'catch up' with the demands of industry; to the extent that "employment as an outcome" (Thijssen et al., 2008, p. 174) has become a guiding principle for higher education. To address this issue, some guidelines and strategies have been introduced – and to some extent incorporated within the higher education sector – under the umbrella term 'employability'. One largely cited definition of employability includes:

> The capability to move self-sufficiently within the labour market to realise potential through sustainable employment. For the individual, employability depends on the knowledge, skills and attitudes they possess, the way they use those assets and present them to employers and the context […] within which they seek work (Hillage & Pollard, 1998, p12).

A key objective of WIL programmes, then, is to enhance the employability of university graduates, including through strong workplace experiences. Advocates of employability-based higher education have made connections between the quality of workplace experiences and employability outcomes. Accordingly, factors that increase the quality of the experience include:

- The authenticity of the work during preparation for workplace experience (both academically and personally);
- Appropriate supported debrief after the experience, with a focus upon learning outcomes;
- Appropriate supervision during placement; and
- The integration of theory and practice (Smith et al., 2019).

However, critics also dispute these claims. For instance, a survey of UK's university graduates in 2009 and 2010 actively seeking work found no significant relationship between students' study-related work experience and employability (Palmer et al., 2018). In the

Australian context, and drawing from national data on graduate employment in 2011 and 2012, Jackson (2014) showed there was an alignment between employers' selection criteria and factors related to employment, including technical expertise and generic skill proficiency. In other words, selection of participants for inclusion in WIL activities was based on their already having skill sets that made them competitive in the workplace. In addition, evidence also pointed to employers demonstrating bias toward graduates from prestigious universities, as well as part-time students (the latter of which poses particular challenges for international students, a theme we return to below). In addition, judgements based on discipline of study, and participants' age and residency status may also be expected to override employability factors in some cases.

Divan and McBurney (2016) examined how students' WIL experiences influenced their subsequent employment. The authors found significant evidence showing the positive impacts of WIL programmes on students' confidence in their workplace capabilities, their understanding of the nature and standard of industry-required skills, and employment outcomes. However, their research also found that those students who opted not to participate in WIL programmes often did so on the basis of the perception of limited viable opportunities, alongside personal issues (including ill health and financial constraints). On this basis, there are important equity issues that require further consideration.

Other critics suggest universities' motivation for engagement in WIL relates to its efforts to attract high performing students. On this basis, WIL may implicitly become

conflated with marketing strategies for graduate employability, graduate employment and gaining a return on investment for students and industry (Orrell, 2018).

This critical literature presents a more complex image of the link between employability and WIL programmes. Consideration of the context-specific detail of each WIL experience, alongside a range of other variables (including those detailed in this report) is vital in assessing the effectiveness – including employability outcomes – associated with WIL.

In sum - Some of the Challenges Associated with WIL Activities

- Challenges for Employers
- Challenges Related to Assessment
- Challenges of Access, Equity and Cost for Students
- Advancing a Knowledge Economy Education Model
- Indigenous Knowledges as Add On
- Questionable Employability Outcomes

5.0 Going Forward: Centring Good Practice in Post Graduate WIL and WIL-type Activities in the HASS Faculty

This report concludes with some reflections on the opportunities and challenges associated with design, implementation and assessment of WIL and WIL-type activities across the higher education sector. To do this, we reflect on the literature as documented in this report. In doing so, we identify some lessons that might inform on-going development of postgraduate level WIL in the HASS Faculty, with a particular focus on the Master of Development Practice program. In offering our reflections and conclusions, we acknowledge the important work that is already occurring in this space across the HASS Faculty (including at both the undergraduate and postgraduate levels); our concluding remarks are intended to support, complement and build upon this work. In particular, we seek to draw attention to the vital on-going role of what we refer to as WIL-type activities, including those diverse practice-based experiences that cultivate development of professional identities and a cohort experience.

While significant insights can be drawn from prior research and practice related to WIL programmes and activities, this report has showcased the significant focus – to date – on undergraduate level WIL programmes. Through this report, our aim has been to highlight the gap in knowledge (including understanding impacts and issues) related to postgraduate level WIL activities, thereby drawing attention to the need for more research and practice related to postgraduate WIL activities. The literature on postgraduate WIL activities suggests there may be a range of benefits and opportunities that derive from postgraduate student participation in WIL activities, including some that differ to the experiences of undergraduate students. In particular, postgraduate students – who are focused and committed to an area of scholarship (e.g. Development Practice), and who may already have

some professional practice experience – can be expected to experience deep, and long-lasting benefits from WIL participation. This report has set out, however, the terms upon which any such benefits might be realised. The Faculty of HASS has a great opportunity to build upon the expanding work in this space, thereby continuing to ensure its postgraduate level WIL – and importantly, its WIL-type – activities, deliver positive outcomes for students, employers/host and UQ.

In expanding postgraduate WIL and WIL-type activities, it will be vital to focus attention on the particular students that Faculty of HASS programs attract, as well as UQ's student recruitment goals, moving forward. This will require on-going consideration of the unique assets and skills that international students – representing a significant portion of the HASS Faculty student cohort, can bring to WIL activities. This also requires us to think more deeply, and plan so as to manage the particular challenges international students may face in relation to WIL activity participation. Indeed, on the basis of the significant enrolments of international students at the postgraduate level, on-going development of more flexible and inclusive WIL-type activities must also be maintained. This will ensure flexibility and inclusivity in the practice-based experiences available to students.

Secondly, given UQ's commitment to increase Aboriginal and Torres Strait Islander student enrolments and graduate success – including as articulated in Universities Australia Indigenous Strategy, to which UQ is signatory, it is vital that postgraduate level WIL development, going forward, is commensurate with an Indigenisation agenda, including valuing Indigenous ways of knowing, being and doing. Regular dialogue – and including creating well-resourced opportunities for collaboration and dialogue with the Aboriginal and Torres Strait Islander Studies Unit and the Associate Dean (Indigenous Engagement) in the HASS Faculty, as well as increased resourcing for the provision of student mentors – could be part of this process.

We now turn to consider particular benefits for the Master of Development Practice (MDP) that can be expected via further WIL and WIL-type activity development, before reflecting on some general lessons for the Faculty of HASS more broadly.

5.1 How the MDP May Benefit from Expanding its WIL and WIL-type activity Content

With its commitment to interdisciplinary training, ethically grounded practice, fostering strong ties with the alumni community, and preparing graduates for careers in diverse development practice settings – including with government, civil society and the private sector, both in Australia and across the world – the expansion of WIL and WIL-type experiences in the MDP has the capacity to deliver a range of benefits. It also has the capacity to enhance the UQ postgraduate student experience, including responding to student needs as identified by Student Futures (2018).

Given that around 50% of MDP enrolments are international students, on-going developments in the WIL space should be mindful of the particular challenges and opportunities WIL presents for this group of students, including to ensure equal access and participation in WIL (and WIL-type) activities. Similarly, with UQ's stated commitment to increasing Aboriginal and Torres Strait Islander students' enrolment and success, it will be vital to ensure on-going WIL development is able to ensure culturally safe activities and experiences to meet the needs of current – and future – Aboriginal and Torres Strait Islander students. This may include ensuring that WIL activities create a third space for learning; including one that embraces diverse ways of knowing, being and doing.

On the basis of prior research findings presented in this report, there is also a vital need to manage students' employability expectations. Quite simply, it is clear that participation in WIL activities can deliver so much more than simply assisting students to land their dream job; ethical practice in this space will require Faculty staff to assist students to understand the suite of benefits – beyond employment – that WIL activities can enable. More broadly, a central principle of ethical conduct will require that future WIL activities are compatible with the MDP ethos (including grounded in a professional commitment to equity, justice and sustainability). It will also require Faculty staff to ensure mutual benefit for all parties involved, including as the basis for ensuring the longevity of WIL opportunities.

The on-going expansion of WIL and WIL-type activities may enhance the Master of Development Practice student experience, and the program more broadly, in the following ways:

- Provide supported learning environments where students can cultivate diverse skills, including: expanding connections with their professional community; critical thinking; reflective practice; leadership capabilities; an understanding and value for diverse knowledges; and facilitation techniques. These skills, in combination, are vital for students to establish an effective and meaningful career in the complex development practice space. Prior research also indicates this array of skills can cultivate graduates' confidence – not simply 'employability' – for entry into the profession.

- Diverse practice-based experiences may provide opportunities for authentic learning – when supported by appropriate mentoring and/or assessment, including when developed via collaboration between academics, the host organisation and communities (such as inspired by the Classroom of Many Cultures), and where diverse knowledges – including Indigenous knowledges – are equally valued and respected.

- Creation of a third space, where students learn to value diverse ways of knowing, being and doing, including where Indigenous knowledges are included in meaningful ways, can assist in creating culturally safe environments for Aboriginal and Torres Strait Islander students, and assist non-Indigenous students to continue to understand the legacies of settler colonial society for development practice work.

- Through transformative learning opportunities that support graduates to recognise the complexity of multiple perspectives of diverse stakeholders with whom they may work in the development practice profession (e.g. government, industry, community-based organisations).

- 'Real world' experiences through WIL assist students to understand, firsthand, the importance of agility and adaptability as part of working in the dynamic field of development practice. In reality, the development sector is highly dynamic, and is frequently affected by changes in funding priorities, government initiatives, global health pandemics, etc. Having the capacity to be responsive to these changes will

assist graduates to make meaning, and thrive, in their career in development-related professions.

- Through immersion across culturally diverse WIL settings, students may be better prepared for work in cross-cultural and diverse professional contexts, including developing capacities and empathy in working across difference. Including for non-Indigenous graduates, this may include the capacity to engage in culturally respectful conduct working with Aboriginal and Torres Strait Islander businesses, departments and community organisations.

- By working alongside alumni and industry stakeholders – including through placements, internships, mentoring, shadowing, professional development workshops etc. – graduates can be supported to develop their 'professional identity'; with outcomes that may assist graduates to make meaning of their career in development practice.

- By forging diverse professional networks – including through participation in panel sessions and industry-based workshops offered by industry professionals etc. – students may graduate with mentors and professional allies that are able to provide future support, advice and collegiality.

- Through the opportunity to engage in diverse practice-based experiences, graduates will be supported for entry into careers that directly work to address 21st century grand challenges, including global health pandemics, inequality, climate change etc.

- Grant writing workshops, building a career narrative and other on-campus training as part of the WIL experience will support graduates to gain entry into meaningful work.

- The implementation of a diverse and culturally sensitive suite of WIL experiences can support inclusive and meaningful participation for all, including international and Aboriginal and Torres Strait Islander students.

- Diverse WIL experiences, including in government, civil society and industry settings, will provide students with opportunities to practice 'ethical' behaviour, thereby developing competencies to navigate the array of ethical issues that frequently emerge in the development practice space.

- Collaboration with industry partners as part of the design of WIL may ensure mutual benefit, as well as assisting academic staff to increase their knowledge of the dynamic development practice space.

- Through the provision of multiple supports, equitable and meaningful participation by international students in WIL programming can be ensured. In particular, students may be offered language programs and other support (including through Student Services, Language Units etc). International students may also be allowed to complete WIL and WIL-type activities abroad; including in students' home countries.

Given the challenges all students – including international students – face in Australia, UQ – and other universities – must recognise that a 'one size fits all' approach to WIL programmes is unworkable (Gribble 2014). Rather, benefits will arise when universities are able to recognise the diversity of students and consider these diverse student needs as part of WIL program design, curriculum and delivery (Valencia-Forrester et al., 2019, p. 32). This will require flexibility and agility. On this basis, we recommend the on-going development of both WIL and WIL-type activities that can cater to the diverse needs of our cohort, including their learning aspirations and needs.

5.2 Developing HASS Postgraduate WIL: Preliminary Lessons

The HASS Faculty Teaching and Learning Plan (2018 – 2020) sets out a number of Priorities related to WIL. In particular, the T&L Plan details:

Priority 1. Expanding opportunities for students to develop their employability, including via the expansion of WIL and student employability programs.

Priority 2. Configuring our pedagogies, assessment and learning spaces to encourage active and collaborative learning, including via extending online and on campus active learning.

This report set out to support these Priorities, including by supporting initiatives to build a vibrant WIL and WIL-type practice culture in the HASS Faculty. To do this, our report has detailed the opportunities and challenges associated with expanding WIL within the School

of Social Sciences' Master of Development Practice (MDP) – a postgraduate program committed to Development *Practice*. This program consistently comprises a 50% spilt between domestic and international students. Given that 15% of enrolments in the Faculty of Humanities and Social Sciences' are international students, the insights from the analysis of WIL for the MDP may provide insights for the Faculty more broadly.

The discussion presented in this report demonstrates there are particular issues for consideration related to the expansion of WIL across the postgraduate Faculty of HASS space. Foremost amongst these includes ensuring the needs and interests of diverse student cohorts as part of on-going WIL development. As part of the Faculty of HASS commitment to progressing UQ's Reconciliation Action Plan, developments in WIL should also reflect upon the particular issues associated with ensuring effective Aboriginal and Torres Strait Islander student engagement in WIL, alongside the participation of Indigenous host organisations.

In sum, the on-going expansion of WIL – including in the postgraduate space – can provide the opportunity for unique, authentic and transformative educational experiences. On this basis, WIL should not be approached primarily as supporting employability outcomes for graduates. It is clear that WIL can achieve so much more; for students, universities and employers. We argue it is best able to do so when conceptualised expansively, hence our encouragement of the term WIL-type activities and experiences.

The benefits and opportunities for expanding postgraduate WIL and WIL-type experiences has the potential to support today's students to become tomorrows' compassionate and engaged leaders. To do so will require educators, administrators and host organisations to continue to take seriously the challenge of ensuring WIL and WIL-type best practice. We are thankful to so many staff in the Faculty of HASS, and across UQ, who are doing just this. Our hope is the principles outlined in this report may contribute to their endeavours.

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Appendix: A Snapshot of Australian University WIL Programmes and Activities

Name of University	Available WIL Programme(s)
Australian Catholic University	WIL is available in the Faculty of Education and Arts and the Faculty of Health Sciences.
Australian National University	ANU offers various WIL programmes including in Business & Economics (e.g. Special Industry Project; International Marketing; Student Managed Fund; Student Managed Fund Extension; Industry Research Project); Science; Health and Medicine (Science Internship for undergraduate and graduate students); Social Science (Study Tour: Archaeology in Asia)
Bond University	The Faculty of Law and Business provides WIL through pro bono legal experience, work placements, community engagement, and business internship schemes for students. The Faculty of Society & Design offers an Integrated Design Management course that involves 12 weeks of full-time placement under a WIL scheme.
Charles Darwin University	WIL is available at School of Business (e.g. Master of Accounting); School of Creative Arts and Humanities (e.g. Bachelor of Creative Arts and Industries); School of Education (e.g. Bachelor of Early Childhood Learning); School of Indigenous Knowledges & Public Policy (e.g. Bachelor of Aboriginal and Torres Strait Islander Advocacy (BATSIA); School of Law (e.g. Associate Degree in Legal Studies)
Charles Sturt University	Faculties and Schools that provide WIL programmes: Arts' professional experience and placements; Biomedical Science's WPL component; Business, Justice and Behavioural Sciences' WPL component; Community Health's WPL component; Environmental Sciences' International field programs; Humanities and Social Sciences (Social Work and Justice studies)' WPL component; Information Studies' professional experience; Nursing's WPL component; Science's WPL component; Teacher Education's professional experience
CQUniversity	Types of WIL at CQU: Work placements; WIL projects that are not involving a work placement; WIL in simulated workplace settings
Curtin University	Types of WIL offered at CU: Fieldwork; Industry-based projects and research activities; Service learning; Simulation and virtual learning; Co-curricular work experience placements
Deakin University	There are various WIL placements within and outside Australia (e.g. African Internship - Ghana; Morocco Journalism; etc.)

Edith Cowan University	There are two types of placements for students doing WIL: Unpaid placements; Paid placements such as scholarships/summer vacation programmes/internships.Industry-related WIL includes: Guest lectures by industry representatives; Industry suggested projects completed on-campus; Industry or community volunteering; Short term placements; Industry embedded placements or internshipsSelection of organizations working with ECU (The Aurora Project; Landgate; Icon Water, etc.)
Federation University Australia	Types of WILL at FUA: Clinical placement for student in disciplines such as nursing, midwifery, paramedicine, clinical psychology and social work; Professional experience placement as part of education programme in the School of Education; Professional practice for students enrolled in exercise and sports science and sport management programmes; Internship; Industry placement programme; TAFE practical placements School based programmes; Volunteering; Paid employment
Flinders University	WIL at FU can be in the form of: Work placements such as; clinical placements, internships, field education, vocational and professional practice; and Projects with industry and community organisations.
Griffith University	WIL is available across schools and disciplines including: Tourism, Hospitality, Event, Sport and Property Internship; Community Internships; Science, Engineering, Environment, It and Communication Technology; Business School; Arts, Education, Law, Criminology, Social Science
James Cook University	WIL at JCU, depending on the area of study can be in the form of: Student placements or fieldwork; Projects; Simulations and virtual experiences (VE); Vacation Practice (Engineering students only)
La Trobe University	La Trobe offers WIL in most areas including Art, Business, Education and Law. Also science. Also, College of Science, Health and Engineering offers WIL for various areas including: Advanced Biochemistry and Medical Biology; Agricultural Science, Animal and Veterinary Biosciences; Allied Health; Computer Science and Information Technology; Data Science, Maths and Statistics; Engineering; Exercise Science; Psychology; Public Health.
Macquarie University	Macquarie's WIL initiatives such as PACE (Professional and Community Engagement) programme provides undergraduate students with experiential learning opportunities with local, regional and international partners. Macquarie has an extensive institutional process for incorporating PACE into transformative learning.

Monash University	Types of WIL available at Monash: clinical placements; practicums; fieldwork; study tours; placements; internships. WIL is available for disciplines of Art, Design and Architecture; Arts; Business and Economics; Education; Engineering; Information Technology; Law; Medicine, Nursing and Health Sciences; Pharmacy and Pharmaceutical Sciences; Science
Murdoch University	MU offers WIL in various types including Work placements; Industry projects; Work simulations.
Queensland University of Technology	QUI offer WIL in the form of Internship, Projects, and Study tours
RMIT University	RMIT offers different types of WIL including: Work placements such as clinical placements, internships, cooperative and field education, vocational and professional practices; Projects with industry and community-based organisations; Art projects with exhibitions; Off-shore and online activities.
Swinburne University of Technology	Types of WIL available for students at Swinburne: Professional degrees that incorporate a 12-month full-time placement; Professional placements in a paid 6-12-month replacement; Professional internship for a minimum of 18 days; Industry-linked projects; Accreditation placements; Industry study tours.
University of Adelaide	There are various types of WIL available in different schools – e.g. Marketing/PR; Live event production; Social media; A/V production; Content management; Engagement; Brand awareness; Graphics for live events; Live event production
University of Canberra	Types of WIL available at UC: Internships; Industry, Research and Community Projects; Clinical Placements; Teaching Professional Experience; Professional Mentoring
University of Melbourne	WIL is available for disciplines of Architecture, Building and Planning; Arts; Business and Economics; Education; Engineering; Law; Science
University of New England	UNE offers WIL as a course - i.e. Professional Skills Development for all students.
University of New South Wales	School of Education (Postgraduate Professional Experience); School of Social Science (Social Work, Social Research and Policy, and Development Studies, and Master of International Relations)
University of Newcastle	Various Schools offer different WIL opportunities: Faculty of Education and Arts - Professional Experience Unit; Faculty of Engineering and Built Environment - Industrial experience; Faculty of Health and Medicine - Student placement information

University of Queensland	Types of WIL available at UQ: Industry placements; Industry projects; Work simulations; Field experience; Entrepreneurship/Enterprise; Reflection on current employment.
University of South Australia	UNISA offers WIL as a course for all undergraduate students with a placement component. Also different schools offer their own WIL - e.g. clinical placements for medical and health science-related studies such as nursing and midwifery.
University of Sydney	WIL is offered in the Faculty of Medicine and Health and Faculty of Science. Placements are offered in other faculties.
University of Tasmania	UTAS offers WIL in various faculties/colleges including: College of Arts, Law and Education; College of Science and Engineering
University of Technology Sydney	UTS offers WIL in different disciplines including Engineering and Information Technology
University of the Sunshine Coast	Placements are available in various disciplines including: Animal ecology; Biomedical science; Environmental Management; Environmental science; Science
University of Western Australia	Types of WIL available at UWA: For-credit practicums; Professional placements; Not-for-credit; Industry Research Projects; International opportunities; Vacation programs and internships
University of Wollongong	WIL at UOW in the form of courses including: Career Ready Learning & Practice; Career Ready Learning; International Workplace Practice; Career Ready Learning for Higher Degree Researchers; Professional Workplace Practice; UOW Mentoring Program; Univative Competition; Career Accelerate
Victoria University	VU offer WIL in both offsite and onsite setting in various types including practice integrated learning; client-driven projects; placements; practicum; industry-focused research; laboratories; fieldwork; cadetships and internships; simulations (such as moot courts and virtual businesses)