

Professional and Practice-based Learning

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Enriching Higher Education Students' Learning through Post-work Placement Interventions

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Professional and Practice-based Learning

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Professional and practice-based learning brings together international research on the individual development of professionals and the organisation of professional life and educational experiences. It complements the Springer journal *Vocations and Learning: Studies in vocational and professional education*.

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Series Editors' Introduction

A key purpose of the Professional and Practice-Based Learning book series is to understand and elaborate how initial preparation for and on-going development of professional capacities can be effectively realised through experiences in educational and practice settings, actually or virtually, with an emphasis on the role that learning through practice can play. Increasingly, programs of initial occupational preparation for the professions are including work-based learning experiences. Although the organisation, form and duration of these experiences differ across occupations, national jurisdictions and educational programs in terms of their educational purposes and the processes of support for student learning, they are now a common feature of most tertiary education programs. However, more than providing these experiences for students, there are concerns about how these workplace experiences can be made more educationally viable and integrated into students' programs of initial occupational preparation or professional development. This includes consideration about their ordering (i.e. when they should occur in that program and what they should comprise), their organisation (e.g. short or longer term placements) and how what students learn through these experiences can be reconciled with the educational intents of those programs. Given the significant investment by educational institutions, workplaces and students themselves, and respecting the resources of workplaces, there is an imperative to optimise the learning potential of those experiences. This includes directing those experiences and learning towards specific educational outcomes. Much of this educational focus is associated with developing the competence required to practice the occupation and, increasingly, towards being able to move into practising those occupations in the work settings where education graduates are employed.

In this edited volume, the focus is on interventions utilising students' work experiences after they have been completed (i.e. post-practicum interventions). The key imperative is to identify and evaluate how we can enrich or augment students' work-based experiences after they have completed them. The occupational and educational context is what is currently occurring in Australian higher education institutions in which there is a strong and growing focus on work integrated learning experiences: work integrated education. In this volume, projects focusing on

post-practicum interventions from a wide range of occupations serviced by university programs are described and discussed. Among the occupational sectors represented by these projects are journalism, education, psychology, service learning, physiotherapy, occupational therapy and medicine. Importantly, across these projects, a range of different educational goals are represented that are sought to be achieved through these work placements and diverse kinds of processes that have been adopted to augment those experiences educationally. The intention here has been to trial and evaluate a range of processes to identify ways in which they can be effective and how they might be improved. Importantly, the approaches adopted have also been informed by understandings about what purposes students aim to secure from their participation in these kinds of activities and what are their preferred means to do so. Students' perspectives are clearly important as they are, ultimately, those who engage in these experiences, learning through and from them, and then reconciling the two sets of experiences. As a consequence, it is not possible to identify the effectiveness of these strategies without considering how students come to engage with them and will do so in the future. As evident across the contributions to this book, factors associated with student engagement and participation are central to whether these strategies could be implemented, and prospects for what was trialled through the interventions reported in these chapters being implemented in the longer term.

The contributions to this volume were generated through a large Australian teaching project in higher education that used broadly common processes and engagements, provided opportunities for the contributors to meet, discuss, share and advance their work. This coherence is aimed to be exercised through the organisation and structure of the volume. The opening two chapters sets the scene for the project and the contributions, followed by a series of chapters in which each of the interventions are introduced, the implementation and outcomes discussed and conclusions drawn about the elements and qualities of their effectiveness. Then, finally, a chapter provides a review and synthesis of these chapters in their contributions, in the first instance, and then an overall evaluation of the project in the latter.

In these ways, this edited monograph makes direct contributions to this book series, and more broadly to the field of the occupational preparation of the professions. The key focus on addressing, educationally, considerations of different ways in which students' experiences in work settings can be enriched and integrated into their studies, provides models and practices that have far broader application.

Regensburg, Germany
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March 2020

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Stephen Billett

Preface

This edited book aims to offer a range of insights about the processes and outcomes of enriching higher education students' learning through post-work placement interventions. That, that is, using these interventions after students have completed their work placements to enrich those learning experiences and integrate them into the students' program of study and their learning. Work placements and their integration into the experiences provided in and by higher education institutions are now becoming essential elements of higher education. This is because there are growing demands for these students to secure capacities during their studies that will assist them find employment and be productive upon graduation. Although once restricted to healthcare, law, and education, the use of work placements, work experiences, and practicums of different kinds is now becoming a common element of the higher education provision. However, just providing work placement experiences alone is insufficient. Instead, it is necessary to assist students to draw upon, utilize, and reconcile what they have learnt through their workplace experiences with what they are being taught and are learning through the university-based components of their higher educational programs. Hence, there is a need for educational interventions to engage students in these processes and realize these outcomes.

The collected contributions in this edited monograph draws on the processes and outcomes of projects that were part of a large national teaching grant funded by the Australian federal department of education. That grant aimed to identify how best students' workplace experiences can be integrated into their programs of study. The key focus for the work in this grant was how, once students had participated in or completed workplace experiences, those experiences could be utilized to assist students' immediate studies, but also make them better placed to enjoy effective transition to work beyond graduation. This grant built upon two earlier teaching fellowships that focused on the integration of students' activities in work settings and the outcomes that have arisen from them into their programs of studies. Those earlier fellowships firstly explored the importance of students being agentic learners to engage effectively in both workplaces and their university-based activities and, importantly, to actively reconcile the two sets of experiences. The second of the two fellowships was far larger and explored curricular and pedagogic practices that can

promote the effectiveness of the two sets of experiences and how best they might be integrated within higher education programs across a range of disciplines and programs. In that second fellowship, the importance of engaging students actively after they had completed their work placements, practicums, clinical experiences, and the like was identified as being perhaps the most important moment to engage students in considering their experiences, reconciling them with what they are seeking to learn through those programs, and taking the opportunity to share, compare, and contrast with other students. In particular, accessing others' experiences provided opportunities to learn from a far wider range of sources than individuals' own workplace experiences.

These findings led to a grant focusing on how to optimize students' learning post-practicum. The first phase of this grant was restricted to healthcare disciplines, given the centrality of practicum experiences within healthcare education. That phase trialled a range of approaches and educational interventions that were then evaluated in terms of the kind of goals they were seeking to achieve in medical, nursing, midwifery, physiotherapy, dietetics, and speech pathology education. The processes and outcomes of those initial projects in healthcare were made available to participants planning similar activities in the second phase in a developmental conference held in February 2017. From engaging with the presenters and their projects, being aware of the processes that were used, the difficulties encountered, and the outcomes they were able to achieve, the second phase of participants planned and enacted their own interventions. The processes and the outcomes of those projects in the first phase have been published as an edited monograph (Billett, Newton, Rogers, & Noble, 2018).

It is the processes and findings of those second-phase projects, undertaken across 2017, that are the focus and contributions to this monograph. Occurring after students have had workplace experiences of different kinds (i.e., work placements, practicums, secondments, and clinical placements), the interventions trialled in these projects and comprising the contributions here occurred across a range of higher education programs and disciplines. These occurred across a range of Australian universities and had a common concern to enrich those workplace experiences for purposes of improving students' understandings and abilities to undertake occupational activities and of developing the kinds of dispositions that are required for practising those occupations. These processes and findings speak directly to educators across the broad ambit of higher education programs. Offered here are accounts of the issues, challenges, and complications faced by educators when enacting these interventions, the reporting of outcomes arising from them. In this way, the reach of the accounts of processes, findings, and evaluations is not wholly restricted to the disciplines represented by these chapters, but rather speaks more broadly to the range of disciplines across higher education that are now including work placements as part of the curriculum. The lessons provided through this edited volume are intended to inform how post-work placement interventions might be enacted across a range of occupational fields.

Such insights are likely to be informative and welcomed. In recent times, administrators and teachers within higher education have sought to utilize students' workplace experiences more effectively, and to enrich and integrate those experiences

with the activities and interactions provided to students in university settings as directed towards assisting students to become employable upon graduation. Providing students with opportunities to consider, share, compare, evaluate, and discuss their clinical experiences is now seen as a key means to achieve important educational outcomes associated with the efficacy of their occupational preparation. In particular, these processes are seen as ways in which students' knowledge can be enriched through the application of what they have learnt, and can be extended to other situations, preparing students for the requirements for clinical practice beyond graduation. Post-practicum interventions can be used to address diverse educational goals ranging from informing students about the range of tasks and performances that they need to secure their nominated occupations; developing the procedural capacities (e.g., skills) to interact with patients and clients, undertake assessments, and provide effective care over time; to beginning to understand variations in and options for occupational practice.

This monograph provides a selection of systematic accounts and analyses of different kinds of post-practicum interventions used to enrich their learning. In particular, the concern here is to find ways of utilizing their placement experiences that position them as being more than opportunities to practices or rehearse what has been learnt within the classroom and lecture theatre. Instead, it is accepted and understood now that these kinds of workplace-based experiences can make their own and salient contributions to higher education students' learning of the kinds of knowledge they need to practise their selected occupations after graduation. These include being generative of making students more informed, practiced, and dispositionally ready to effectively integrate their practice experiences with those from their classroom-based activities, with a focus on promoting their employability. However, consideration of how such interventions should progress and the goals that they seek to achieve differ across disciplines, and the particular purposes to be achieved need to be illuminated, further understood, and elaborated. This is the aim here.

Drawing upon the processes and outcomes of some of these projects, this monograph offers a range of insights about, approaches to, and practices for augmenting students' experiences through post-work placement interventions within the Australian higher education system. A total of 27 projects were enacted across 14 Australian universities. Each project identified and responded to a particular educational concern identified by its proposers or through a student survey, and collectively focused on how to use post-practicum experiences to more adequately prepare students for the transition to employment after graduation. These projects are located in journalism, marketing, physiotherapy, education, hospitality, animal care, etc. In each instance, the project trialled different kinds of interventions, detailed the kind of processes that were adopted, and also gathered data about how students reacted, the contributions and outcomes realized, and conclusions drawn. It is a synthesis of the overall findings of those studies and a selection of those studies that are offered here as important contributions to the field of higher education. In these ways, insights derived from interventions of different kinds across a range of Australian universities providing occupational preparation across a range of disciplines and occupations are advanced.

Structure of Edited Monograph

This edited monograph is structured into three discrete parts. The first part – Post-practicum *educational* Educational and *learning interventions* Learning Interventions – provides an overview of the need to provide post-practicum interventions to promote student learning and to reconcile their experiences in both university and workplace settings, as directed towards developing the kinds of capacities required to practise their selected occupations. This part comprises two chapters. The first is an overview of the post-practicum project – its educational purposes, importance, and roles in achieving the kinds of outcomes being requested of contemporary higher education. The second focuses on and discusses the kinds of institutional arrangements, including curriculum structures and partnerships with workplaces, that can promote these kinds of educational experiences. The implications for higher education provisions are central here.

The second part – Instances and Evaluations of Post-practicum *practices* Practices – comprises 13 chapters from the projects that address distinct aspects of organizing, enacting, and evaluating post-practicum experiences for students. These chapters represent a range of disciplines including journalism, nursing, public healthcare, business, occupational therapy, organizational psychology, marketing, and physiotherapy. Importantly, beyond disciplinary diversity, the projects refer to a range of ways in which post-practicum interventions can be enacted. The focus on these chapters is not to present idealized and sanitized instances of these practices. Instead, what is proposed in these contributions is considerations of the practicalities of implementing such interventions and engaging students in these activities, and in ways that are constructive, focused, and directed towards achieving the kinds of outcomes that students require to make the transition from higher education into effective occupational practice.

The third part – Post-practicum *interventions* Interventions and Practices in Prospect – comprises a concluding chapter that seeks to capture the contributions of a range of projects described and discussed in the second section. It initially collates, summarizes, and synthesizes the contributions of the projects and then proposes and predicts how such interventions might be advanced in the future.

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 February 2020

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However, whilst the teams in the two cycles of interventions were provided with funding to support and monitor their interventions, the investment by team members and their institutions goes well beyond that which was provided to them through the project. The project leaders often went beyond what was planned in their project proposals, extending their studies to engage as many students as possible and also to explore thoroughly the efficacy of the strategies they were implementing in their programs. So, we wish to acknowledge those significant contributions.

Also, the lead editor, who is also the overall project leader, would like to acknowledge the assistance given in the earlier phase of the project by Melissa Cains and An Ha Le, who both provided invaluable support.

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Part I

Post-practicum Educational and Learning Interventions

This first part provides an overview of the need to provide post-practicum interventions to promote student learning and to reconcile their experiences in both university and workplace settings, as directed towards developing the kinds of capacities required to practise their selected occupations. It comprises two chapters. The first is an overview of the post-practicum project – its educational purposes, importance, and roles in achieving the kinds of outcomes being requested of contemporary higher education. The second focuses on and discusses the kinds of institutional arrangements, including curriculum structures and partnerships with workplaces, that can promote these kinds of educational experiences. The implications for higher education provisions are central here.

Post-practicum Project: Its Educational Purposes, Importance, and Roles



Stephen Billett and Faith Valencia-Forrester

1 Providing and Integrating Workplace Experiences in Higher Education

The practice of providing higher education students with workplace experiences has become increasingly common. This situation has arisen as the importance of graduate employability has become a central concern for universities, students and governments (Billett, 2015a; Cooper, Orrel, & Bowden, 2010). For some disciplines, these kinds of student experiences are long-standing and commonplace. Programs preparing graduates to be doctors, nurses, midwives and teachers have long provided workplace experiences and to do otherwise would be unthinkable. They even have specific names associated with them: clinical placements, continuity of care, internships, practicums etc.¹ Indeed, many occupations with occupational licensing requirements demand periods of workplace experiences, as do professional bodies such as engineers. However, the provision of workplace experiences (e.g. practicums, placements, internships) is now no longer restricted to these occupations. Instead, there is a growing demand for students in all kinds of university programs to have access to workplace experiences as part of, and to be integrated into their

¹In this book we use the term practicum to refer to these workplace experiences, although appreciate and respect that occupational fields have their own well understood and established terms (e.g. clinical placements, internships et cetera).

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degree programs across a range of programs (Patrick et al., 2008), and also how best these experiences can be optimised (Billett, 2011; Cooper et al., 2010; Orrell, 2011).

The optimisation of these experiences has become a key concern for higher education institutions in the contemporary era for a range of reasons (Billett, 2015a). Firstly, securing work placements and practicums has become increasingly difficult because of the demands being made on workplaces not only by universities but also vocational education colleges and high schools. Secondly, often, these experiences are not of the kind and duration that is ideal to develop the kinds of employability capacities for which they are being sought by higher education programs. Whereas there are accepted practices and arrangements to provide rich and supportive experiences within teaching hospitals that support medical and nursing students' learning, and the same in schools to support student teachers, these are less available in other sectors that do not have traditions of support. Thirdly, supporting the learning intended for students in higher education institutions is not a priority even for many of those workplaces with traditions of support and is a far lower priority in many others. Fourthly, there is a growing expectation now that universities will provide these kinds of experiences and students will directly benefit from them in ways that promote their employability. Indeed, some universities have practicum experiences as a central element of their marketing to attract students who are increasingly concerned about securing employable educational outcomes by the time they graduate (Cain, Le, & Billett, 2019). In these ways, not just the provision of workplace experiences, but how these can be effectively utilised is becoming increasingly central to higher education provisions of all kinds and disciplines (Patrick et al., 2008). Therefore, there is a need for an educational approach that encompasses experiences in work settings to support that learning and adopt pedagogic practices to achieve those outcomes.

Central here is the concern to find ways of augmenting these experiences, particularly once students have engaged in workplace activities and interactions. This augmentation is important for a number of educational reasons. The difficulty in securing workplace experiences for higher education students, the variability of their duration and quality, and that they are not always neatly aligned with securing the kinds of knowledge required for university programs means that these experiences need to be augmented and extended. Consequently, finding ways to optimise these experiences has become an imperative for teachers in higher education, administrators of universities, higher education students and also addressing governmental priorities associated with the quality and outcomes of university education (Billett, 2019). This book seeks to contribute to achieving those goals. In this way, it engages with an issue that has immediate relevance to practices within and policies about higher education. This is an important goal for informing teaching and learning practices in higher education. But, in doing so, it also addresses broader concerns about how knowledge that students learn in higher education programs can translate or adapt to circumstances beyond them.

A key premise for the broad educational project, albeit in schools, vocational colleges or universities, is that the knowledge learnt within them needs to be applicable following graduation. These institutions have been established not to serve their own purposes, but to generate knowledge in students that has applicability beyond the activities of the institutions in which they are learnt (e.g. universities and workplaces)

and to other practices and settings and into the future. This fundamental goal of the broad education project sometimes seems lost in the institutional practices and goals of educational institutions. It seems forgotten when there is such a key emphasis on primary education being a primer for secondary education, much of which is directed towards entrance into tertiary education (i.e. vocational and higher education). Indeed, relatively recently, initial theorising about curriculum defined it as serving the purposes of the institution in which they were provided (Tyler, 1949). This is not to suggest that educational institutions are and have become cloistered and inherently focused on themselves, but there is a risk that this can arise. For instance, it is often the case that the kinds of and focuses of assessment of student learning are those that are directed towards measures and performances that reflect institutional values and practices, not those beyond them. Yet, those basis for focusing efforts for intentional learning, providing experiences to achieve those learning outcomes and their assessment, may not always be well aligned with requirements outside of these institutions. With the governmental focus on ensuring the applicability of what is learnt in higher education to circumstances beyond it, and in particular, a smooth transition to work, these issues have become prominent, and also of interest to students, their parents and also those who employ upon graduation. The term often used here is about making graduates employable.

1.1 A Focus on Employability

Here, the concern is how students' workplace experiences can be optimised in terms of informing and being integrated with their overall programs of study to promote their employability. This educational process is often referred to as work-integrated learning (WIL), although whenever it is associated with the provision of experiences, more accurately, it should be described as work integrated education (WIE) (Billett, 2019). The overall objective of these educational processes is to provide students with experiences of the physical and social settings in which the occupations are enacted for which they are being prepared and they might find employment. This can and should include engaging in the activities and interactions that comprise the occupational practices that they are learning to enact. Importantly, the provision of these experiences is much more than orientation to those settings and the occupation or making these familiar. Instead, those settings (i.e. workplaces) and those experiences (i.e. activities and interactions) afford experiences of kinds and in ways that cannot be provided through educational institutions. That is, these experiences make particular and specific contributions to students learning and vice versa. Here, it is also important to note that educational institutions and the experiences they provide are often generative of learning that cannot be found in workplaces. So, each of these two kinds of social and physical settings (i.e. workplaces and educational institutions), and the activities and interactions they provide are helpful and, at best, complimentary in developing the kinds of knowledge that students need to learn and graduates and possess to move to find employment and be effective in their occupational practice.

In an earlier project that is focused on how the integration of these experiences could best progress, it was identified that there were curriculum, pedagogic and personal aspects to that integration (Billett, 2015a). The curriculum considerations included planning for and providing workplace experiences for students in ways that were enmeshed within the overall curriculum, rather than something which was in addition to it. Hence, considerations of the timing, sequencing, duration and purposes of providing work experiences is a central curriculum issue. Then, pedagogic considerations were identified as being those that might be enacted prior to students participating in practicum experiences, during them and then once they have been completed. Most compelling was the evidence from the earlier studies about the potency of engaging students once they have had work experiences and had a basis for engaging with other students and their teachers, in processes that permitted them to compare, contrast and critically appraise those experiences in terms of the knowledge that they need to learn. So, whilst it is important to prepare students for workplace experiences and provide them with support during their work placements, the findings suggest that the optimum time for structured interventions to integrate and augment these two sets of experiences were at the point when students had had all completed their workplace or practicum experience. It was also identified in the earlier study that it was important to account for the experience curriculum – how students come to experience, construe those experiences and learn from them. Considerations of the ‘experienced curriculum’ (what students come to experience and learn) needs to be considered within what is planned (the ‘intended curriculum’) and what experiences are being provided through these interventions (‘enacted curriculum’). So, whilst the focus of this book seeks to emphasise interventions after students have completed their practicum – post-practicum interventions – those interventions need to account for, encompass and integrate students’ experiences.

1.2 Post-practicum Intervention: Augmenting Students’ Workplace Learning Experiences

All the above suggests that a consideration of experiences in workplaces, how those experiences can be engaged with by students, how university educators can organise the integration of two sets of experiences effectively and then augment them through specific pedagogic practices has become a key priority for contemporary higher education (Billett, 2019). It is finding ways of augmenting those experiences that is central to what is presented and advanced in this book. Much of what is advanced here, and the project that is the source of the contributions, intentionally builds upon earlier work focusing on the importance of the student as an active or agentic learner and considerations for how to effectively integrate the learning potential of both sets of experiences in developing those students’ knowledge. If that thinking and acting can be augmented in productive ways and can be directed towards the intended outcomes of students’ experiences, these outcomes are likely to be richer and far more

effectively directed towards achieving intended outcomes. In particular, the ability for students to articulate, share, compare and critique those experiences is likely to lead to informed and adaptable outcomes through means that are structured and focused, and can go beyond what can be achieved through students' own mediated experiences (i.e. their zone of potential development) (Grealish et al., 2019; Harrison, Molloy, Bearman, Ting, & Leech, 2018; Levett-Jones, Courtney-Pratt, & Govind, 2019; Noble et al., 2019; Rogers, Parker-Tomlin, Clanchy, & Townshend, 2019). Whether experiences alone or processes of augmentation are being considered, the learning process needs to be interdependent, rather than independent or dependent. Learners need to be engaging actively with, and being informed by, the contributions of activities and interactions in which they think and act. Ultimately, experiences provided by educational programs and in work settings are nothing more than invitations to change; it is the learners who decide how and for what purposes they take up that invitation. So, finding ways of engaging students, placing them in the driver's seat, supporting their construal and construction of what is provided for them will be central to the success of educational programs and interventions. It is for this reason that some studies have emphasised the importance of positioning a student in this way (Cardell & Bialocerkowski, 2019; Harrison, Molloy, Bearman, Ting, & Leech, 2019; Noble et al., 2019; Steketee, Keane, & Gardiner, 2019).

So, once students have had workplace experiences, they can be engaged with and optimised through educational interventions – i.e. post-practicum experiences. That is, the kinds of pedagogic practices that can be used to assist students to articulate their experiences, what they learn from them and how they might come to share, compare and contrast their experiences with others so that the learning will not be restricted to what individuals alone have directly encountered and learnt from but through the sharing of experiences. All this puts considerable emphases on the organisation and implementation of pedagogic practices within higher education settings once students have had practicum experiences. This volume is a product of a large teaching grant that has generated a previous volume focusing on health and social care work that comprise the first phase of that grant (Billett et al. 2019). Building on what is learnt in that first phase, the studies reported here address issues associated with the provision and integration of practicum experiences, including disciplines that sit outside of those with long-standing traditions of support for learners.

Having introduced the need for and importance of providing and augmenting students' workplace experiences, this chapter now progresses by overviewing the earlier work that has led up this emphasis on post-practicum interventions (i.e. augmenting or optimising practicum experiences after students have completed them) and the process and procedures comprising the practical inquiries that were undertaken through the teaching grant. Then, four salient findings associated with students' participation in these activities are discussed. These comprise firstly, student readiness to engage in these interventions, secondly, managing the engagement of students who are time jealous, thirdly, considerations about whether post-practicum activities should be voluntary or compulsory, and fourthly, the importance of a safe social and psychological environment in which the sharing of experiences in post-practicum events occurs.

2 Students' Integration of Experiences in the Workplace and Higher Education Settings

As a means of explaining the importance of augmenting student's workplace experiences, this section, briefly describes the two earlier studies and the most recent study from which the contributions for this book are drawn. As foreshadowed, whether referring to work-integrated education or work-integrated learning, curriculum and pedagogic practices, there is a primary and central concern to place students centrally within these discussions. Throughout the considerations of educational provisions centred on curriculum and pedagogy that are progressed below, there is a need to consider how students come to engage in and learn through these experiences. The first project was about developing students to be agent learners to participate effectively in the workplace experiences and, thereby, prepare them for effective learning across working life. The second was a large multi-institutional and cross disciplinary project that sought to identify the bases by which work integrated learning could be effectively realised. That is, identifying the curriculum, pedagogic and personal practices students require to achieve this goal. The third project, again a multi-institutional and cross disciplinary project, sought to understand ways in which students' workplace learning experiences could be augmented to achieve the kind of educational goals identified.

2.1 *Project 1: Developing Agentive Learners*

Based on understandings about how people learn in and through work, in 2008 a pilot project was undertaken (Billett, 2009) to examine how higher education students' learning could be enhanced through the provision of experiences with a particular focus on engendering these learners to be agentive (Billett & Pavlova, 2005). That is, generating the capacities of higher education students to be proactive, focused and directed in their engagement with workplace experiences and to secure effective learning outcomes. The overall consideration here is that students need to be agentive in their practicum experiences as they ultimately have responsibility for organising, directing and securing their learning in workplaces. This capacity will be the premise for how they will come to engage in and learn across their working lives (Billett & Pavlova, 2005). This project was quite small involving four discipline areas (i.e. nursing, physiotherapy, human services and midwifery) across five university programs that focused on the integration of students' experiences in the workplace into their programs of study. The key premises were that effective work-integrated learning is required to develop the kinds of knowledge required for graduates being effective within occupational practice and that learning was premised upon the actions of the learners (i.e. students). It also focused on how students might

come to take up the educational invitation that has been provided to them through the organisation of workplace experiences. In particular, and as the title suggests it focused on examining how best to develop the agentic qualities of students when engaged in work-integrated learning.

The key findings from this study were identifying the importance of preparing students before they engaged in practice settings to permit them to participate effectively and learn. That is, to promote their readiness to engage in these learning experiences. Here, there was a combination of the kinds of capacities they would need to participate effectively in their placements, as well as strategies that they might engage to learn effectively. It was also identified that having other forms of support during engagement in practicum activities and in practice settings was helpful in a multitude of ways. This included overcoming isolation, having-bases for mediating their experiences and learning on the basis of what others had experienced and learnt, peer interaction as a form of discrete but trustworthy interaction and the need for some structuring to achieve those outcomes. In all, when students could identify the direct benefits of developing and enacting such dispositions and procedures, they appreciated and valued the worth of being agentic. However, being able to exercise agency was differentiated across students and circumstances of their practicums. Finally, it was reported that when students have the opportunity to share, reflecting critically appraise their experiences this was helpful in developing professional capacities and maximising their learning.

2.2 Project 2: Integrating Students' Workplace Experiences in Higher Education Programs

The second project comprised a large national teaching fellowship that sought to identify the curriculum and pedagogic practices required for effectively integrating practice-based experiences within students' programs of study (Billett, 2011). Here, the consideration of curriculum and pedagogies were about those that would assist with the provision of practice-based experiences and how they might come to be effectively applied. This project comprised 20 projects across 6 universities in a range of disciplinary areas and involved individual projects that sought to trial curriculum and pedagogies to support that integration. This fellowship was premised upon a collaborative model of development in which the participating project shared their processes and outcomes in a professional environment and the sharing of those through with face-to-face meetings, videoconferences and a dialogue forum (i.e. were participants presented, shared and critique their findings). One of the key outcomes of this fellowship was the identification of the range of different educational purposes to which work integrated education might be directed (Billett, 2011, 2015a). These range from: learning about an occupation;

learning about some of the various forms of that occupation; extending the knowledge learnt in university settings; orienting to the kinds of settings where the occupation is practised; building the actual occupational capacities required to be an effective practitioner; developing specific forms of knowledge associated with the particular occupation and also those more broadly associated with engaging with others, solving problems and responding to new challenges, as well as securing occupational licensing. Other key findings from this study included that just having workplace experiences alone is insufficient: they needed augmenting and mediating by specific kinds of experiences to optimise the learning. Building upon the previous study, there was an emphasis on, firstly, preparing students for supporting during, and assisting them connect experiences after work placements were completed.

Again, and as foreshadowed in the pilot study, students' readiness (i.e. their interest, capacities and disposition) to participate in the workplace and learn from it was central to the kinds and qualities of learning outcomes. That also realised the importance of students' "time jealousy" (Billett, 2015a). That is, whilst they often refer to students as being time poor, this does not adequately capture many of the students bases of engagement. Whereas being 'time poor' suggests that students do not have enough time, time jealousy refers to the actions by students in prioritising and being selective about the activities they engage with to meet the needs of competing demands upon their time. Also, teachers' attitudes and actions, the degree by which they valued students work experience and the need to integrate those experiences into their programs of study, varied widely. Again, the importance of how students come to engage in activities, construe meaning, procedures and dispositions from them and ultimately come to practice, emphasise the importance of the experience curriculum, namely, what students experience and how they respond to it. Students also reported that as neophytes or novices they preferred a gradual or incremental process of engagement in practice-based experiences and support. This fellowship also reinforced what was identified in the initial study, namely, that preparation for their practicums followed by assistance in reconciling their experiences after their practicums were key focus of effective educational intervention.

From this fellowship, a series of findings about the intended enacted and experienced curriculum were advanced. The intended curricular is what is planned for and anticipated would be the outcomes of the experiences provided for students. The enacted curricular is what happens when it is enacted, and students engage in the activities provided for them. The enacted curricular is what students experience and it is a product of a range of factors including the teacher, their interests and present work, the kind of practice setting in which they are engaged, and the kinds of support that they are able to secure or within the work settings and experiences provided for two reconcile what they had experienced and learnt. This study led to the development of a range of premises for organising and enacting work integrated education, including how students might come to engage effectively in these learning experiences (Billett, 2015a).

2.3 Project 3: Augmenting Students' Post-practicum Experiences

The third project – Augmenting students' post-practicum experiences - and the contributions reported here (Australian Government, 2019) arose from that second study – the fellowship. It was found in that fellowship that, on balance, that, the point at which students had completed their workplace experience, was the optimum moment for educational interventions. That is, to engage with them in articulating, sharing, comparing and, the experiences they had in workplace settings. This is not to negate the importance of preparing students for workplace experiences or supporting them throughout. However, it is only when the students have had workplace experiences, engaged in the activities and interactions that comprise their target occupations that they have a strong foundation to understand what that occupation comprises, its requirements for performance and having a basis by which they can align and organise their knowledge accordingly. This project comprises two rounds of post-practicum interventions over a three-year period. The first was through 14 projects in the health and social care sector (Billett, Newton, Rogers, & Noble, 2019). At the end of those projects these 14 projects were presented to the organisers of 30 additional projects that were enacted across 19 Australian universities. This book reports the processes and outcomes of those projects. There was no single preferred approach for organising these post-practicum interventions and each project that devised a process that was germane to its circumstances and students. Here, two forums were provided to assist the process of learning from, and sharing across, these projects. In addition, a survey was undertaken to gather information from a larger body of students about the kinds of purposes and practices to which work integrated education was being utilised and, to identify in what ways all of this could be effective.

The first round of projects from health and social care sector utilised a range of interventions to engage students' post-practicum. The processes and outcomes of these 14 projects were made available to the second round of projects for them to learn from and perhaps adapt or adopt particular approaches and were published in an earlier and volume with a focus on health and social care (Billett et al., 2019). The findings of the survey provided patterns of responses that were helpful in considering how post-practicum interventions could be used, and for what purpose (Cain et al., 2019). A range of findings came from the survey including students' preference for such a provision to assist them be effective. Interestingly, and against some expectations, it was found largely necessary for their post-practicum processes to be guided by more informed partners. Students were particularly interested in judgements of their development when made by experienced healthcare practitioners. So, against expectations about students needing and wanting to be agentic, they had a preference for engaging with more expert partners who could advise about their progress and assist them to align their learning with employment beyond graduation. In many ways, this is not surprising given the importance for

students to receive informed feedback by those who are most credible and expert. Perhaps also, the health sector, with its hierarchical organisation, may well prevent such arrangements. Yet, a recurring concern is that students were less interested in leading and organising post-practicum interventions.

In the first round of projects, a range of post-practicum strategies were trialled in health and social care disciplines. These included: oral assessment tasks, professional exchanges, reflective writing, structured learning circles structured clinical debriefings, workshops, face-to-face reflective debriefs, personalised feedback and students generating videos to capture their work experience and analyses of it (Billett et al., 2019). The findings from this first round of projects informed the subsequent round of studies that are the focus and content of this publication. They discussed purposes, principles and practices associated with curriculum and pedagogies, and their interrelationships, to understand how to effectively and purposefully utilise information about post-practicum experiences. In doing this, a concern is to identify and evaluate the specific educational purposes that these interventions have sought to achieve using specific curriculum and pedagogical practices.

The second round of studies, thirteen of which are reported here were not restricted to the health and social service fields, but were far more broadly arrayed. There are a range of educational purposes to be achieved through integrating and augmenting students' workplace experience within the overall course of study. In these projects, some focused on broader educational purposes, such as the broad development occupational identity and capacities in their assessment, whilst others focused on more specific purposes. For instance, Edgar, Sutherland, and Connaughton ([this volume](#)) this aim to provide experiences that would make students aware of and more ready for the requirements of physiotherapy work beyond graduation, through the provision of targeted experiences. Gribble and Netto ([this volume](#)) aim to identify and validate means by which students could critically appraise their and others' practice is devised to improve their effectiveness as occupational therapists. Heck, Grainger, Simon, Willis, and Smith ([this volume](#)) are concerned to provide a framework for teachers to, similarly, appraise their and others' practices teachers with a focus on improving their self-efficacy and capacity to address novel challenges that they might face in classrooms. Following this trend, Murray, Roiko, Sebar, and Rogers ([this volume](#)) focus on promoting professional identity and efficacy in healthcare students through fostering critical appraisal of their and others' experiences. Similarly, Palesy and Levett-Jones ([this volume](#)) focus on developing professional dispositions within cohorts of student nurses. As with those above, there was often an implied concern about students being ready to face the challenges of practice. This was evident also in Wake's ([this volume](#)) focus on resilience for journalism students who might be find themselves in confronting situations and, the evidence suggests that there may be little support for them in or from their workplaces. In a different but also broad focus, Patrick, Webb, Peters, and Trede ([this volume](#)) seek to generate student efficacy through promoting work ethic and focus on service, that is intended to be broadly applicable across a range of occupations.