

Chapter 3

Putting Industry Into WIL Teaching Praxis: Engaging Creative Industries for Lifelong Employability

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ABSTRACT

A 2008 review identified the need for Australia to get more citizens into higher education. With this increase in participation, the student cohort began to diversify. Qualitative research showed that final-year students experienced anxiety and a lack of confidence towards their impending transition into professional practice. The WIL course in this case study encouraged students to view career management proactively, as more than generating professional sustenance, but to connect to individual values and working preferences. Students reported that the WIL course helped them gain confidence in their existing skillsets to approach the market. There is an evidence base that as graduates the 'lifelong' career management benefits of the course continue to be valued. Considerations for WIL praxis include earlier adoption of work-based learning, leverage internal stakeholders to understand the student cohort, and educating academics on assessment design to enhance students' opportunity to learn.

INTRODUCTION

This chapter will situate a five-year WIL completed case study in the context of the Australian higher education and industry environment. The course provided generation Z and Y students from multiple academic disciplines an opportunity to calibrate the disciplinary skills acquired, and work with industry and academic practitioners to construct this into a marketable asset for employability.

The shift in assessment design reflected the diversity of student cohort and their programmes, drawing in valuable professional skills such as peer review. Multimedia activities devised from career manage-

DOI: 10.4018/978-1-7998-6440-0.ch003

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ment, marketing, and psychology disciplines taught the importance of students acquiring knowledge of professional workplaces, but also of themselves to make sense of the world around them.

As a higher education sector, where a good job is done connecting curriculum to learning outcomes, and a reasonable job of connecting learning outcomes to graduate outcomes, there seems a gap missing: directly connecting curriculum to graduate outcomes. This case study exemplifies one model of WIL which can bridge that gap.

This chapter will:

- explore the Australian higher education landscape, and its nexus with industry;
- apply education pedagogy to the situation facing generation Z and Y;
- describe real-life artefacts of creative WIL curriculum in action;
- distinguish the suitability of assessment types to enhance lifelong employability; and,
- discuss approaches to consider for WIL design and teaching praxis.

AUSTRALIAN HIGHER EDUCATION POLICY TRAJECTORY 2010-2020

There are 43 universities in Australia, encompassing public, private, international and specialty institutions. Education is Australia's third-largest export (Tertiary Education Quality and Standards Agency [TEQSA], 2019). The 'Bradley Review' of 2008, a wide-ranging review into Australia's higher education system, recommended an increase in participation in higher education targets on the basis of population growth alone being insufficient to meet the skills and education needs of a future workforce (Bradley, 2008). In 2011, Prime Minister, and former Education Minister, Julia Gillard introduced a demand-driven university funding model for all Australian tertiary education institutions in response to one of the Review's 46 recommendations. Government funding increased alongside enrolment numbers. The result saw 190,000 more university students nationally, over two years (McGowan, 2018).

Lured by the prospect of additional funding, universities amplified marketing efforts. Vocational providers formed alliances with universities to provide higher education 'pathways'; many universities created their own entry pathways in the form of 'colleges'; universities launched online-only degrees; and regional universities emerged, targeting those living outside major cities.

With this philosophy of the then-government, the diversity in student cohort changed significantly. This was also one of the Recommendations of the Bradley Review – to bolster growth in students amongst groups “disadvantaged by the circumstances of their birth” (Bradley, 2008, p. xi). Many new students were: Indigenous; of low socio-economic status; from regional and remote areas of Australia; or, simply known as ‘first in family’, denoting their entrance into higher education as the first instance in their family. Tertiary admission scores (“ATAR”) lowered for several programmes to increase intake (Robinson, 2018). This meant that the summative assessments in use across programmes in higher education were now being undertaken by a more diverse student cohort than, arguably, ever before.

In 2013, there was a change in national government and with it, a shift to a conservative policy ideology. This government introduced, in 2017, a ‘cap’ on university funding from government. The days of demand-driven funding were over, with future funding instead pegged to 2017 student levels for their institution. For the next two years, any increase in student numbers would not be accompanied by a commensurate increase from the government (Doyle, 2017).

As universities now grapple with ‘doing more with less’, another variable in play is Australia’s three-year general election cycles. Grube (2011) analysed the role of election cycles in defining political rhetoric. The rapidity of policy formulation, and policy change in response to being election-ready, has ramifications for industry. Industry has, for some time, expressed concern over the quality of graduates in terms of skill set, capability, and mindset (Steed, 2018).

In some sectors, such as the creative industries, some employers are eschewing university graduates, or making a qualification optional, heralding a return to cadetships. There is no requirement for a journalism degree, for example, to gain entry as a cadet journalist at several Australian media outlets (Thorn, 2018).

For learners, now more diverse, degrees now take longer to complete, if at all. At most risk of non-completion are students: studying off-campus; studying part-time; with low ATAR entrance scores; or, of low socio-economic status (Robinson, 2017). These categories arguably comprise the same type of student attracted to higher education via the Bradley Review, and the entry pathways devised in response to demand-driven funding. Indeed, the Bradley Review set a target – “by 2020, 20 per cent of undergraduate enrolments in higher education should be students from low socio-economic backgrounds” (2008, p. xiv). By 2017, the metric was 14%, some nine years after the target was set.

These dynamics have created a tension within university environments. Academic traditionalists possess an Aristotelian view of valuing curiosity, a commitment to truth, and a desire to use knowledge for students to be a better person in themselves, and of the world (Neem, 2013). However, market forces drive the importance of graduate employment, so ensuring exposure to industry tools and processes often takes priority, in order to maintain competitive positioning. This friction leads to internal ructions around the supposed ‘dumbing down’ of curricula; being only a vocational training provider; or, absolving employers of their duty to develop their employees.

Where the liberal view supports the empowerment of the student, assessment design has arguably focused on fulfilling neo-liberal objectives: to validate the delivery of a ‘product’ to market, which can be commoditised and replicated with minimal additional resource. The advent of authentic assessment over the past two decades, has seen a shift to assessments which are more realistic, representative of workplace scenarios, and which cultivate ‘softer’ employability skills of negotiation, situational analysis, risk management, and evaluation (Villarroel et al., 2018).

Table 1 summarises how the primary stakeholders in higher education – universities, government, employers, and learners – are approaching this challenge from different perspectives.

WIL COURSE DESIGN IN SUPPORT OF EQUITY AND INCLUSIVITY

The ‘opportunity to learn’ (“OTL”) is a broad term which seeks to venture beyond the availability of education, itself an ongoing challenge in many parts of the world and not part of this study. Moss et al. (2008) refocus the use of OTL in educational parlance to look at the equity of learning opportunities afforded to a diverse cohort of students. This same approach is taken by this author. Australian universities arguably succeeded in making tertiary study more accessible, as demonstrated earlier. Yet with that broadening of cohort, there arguably necessitated an adjustment to the teaching and learning approaches of institutions.

The issue of assessment equity and inclusivity has amplified in recent years, with increasing student diversity and multiple entry points into higher education. Bain (2004) establishes the importance of an adaptivity to the needs of students as individuals, as well as a proactivity in the creation of learning

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and teaching materials. Moss et al. (2008) focus on the social, economic, cultural, and special needs of individuals and the impact on assessment design and delivery i.e. the ‘opportunity to learn’.

Table 1. Stakeholder views and philosophical positions

Stakeholder	Position	Philosophical Ideology
Government	Universities exist to produce improved economic outcomes for society (Collini, 2012). There is no nexus between increased funding and better education outcomes. Education policy must deliver the skills needed in the economy (Birmingham, 2017). University standards must rise – in terms of intake thresholds, degree completion, and employability skills (Bradley, 2008).	Utilitarian Acquisition of knowledge and skills needed to compete in the global market (Aubrey & Riley, 2016).
Universities	Limitations to funding necessitate a change to the status quo. Universities must adopt a more streamlined business model approach in order to remain competitive (Lloyd, 2017). Streamlined business models incorporate a need to move students through at a faster pace, such as trimesters to increase revenues (Armstrong, 2016). Students must secure employment quickly after graduation – it is a measure used in marketing materials, and publicised in media coverage (Singhal, 2017). Industry is reporting that students need to be academically- and vocationally-trained in order to secure employment (Plump, 2010). Accordingly, universities must respond to industry demands in how programmes are structured. Universities exist to empower students to interpret and acquire knowledge, to take them forward as enlightened individuals and citizens of the world (Neem, 2013).	Neo-liberal (Collini, 2012). Competency-based. Equip students with enough skills and knowledge to secure employment upon graduation. Aristotelian (Neem, 2013).
Industry	Graduates lack basic skills needed for industry such as problem-solving, critical thinking, teamwork, and communication (Singh et al., 2014). Universities are producing graduates with base-level understanding of industry with their undergraduate degrees, and industry has to pick up the teaching in order to make them useable (Plump, 2010). Practical skills are more valuable than theoretical concepts. Welcome the advent of ‘authentic assessment’ - better prepares students for work (Villaroel et al., 2018). Keen to participate in work-integrated learning (“WIL”) programs. Can serve as a pipeline of future talent, whilst eliminating recruitment costs (Cameron et al., 2019).	Neo-liberal (Collini, 2012). Wants universities to cater to the needs of industry. Is recognising that it needs to help shape that agenda (Cameron et al., 2019).
Learners	Want to get a job, using their degree (Andrews & Higson, 2014). Worry about being exposed to a multitude of industry-ready skills, but having no depth beyond a basic introduction when commencing employment (Ken & Chean, 2012). Confidence can be affected in seeking employment because of anxiety over ‘depth’ of disciplinary knowledge acquired from degree (Ellström & Ellström, 2014).	Pragmatic (Neem, 2013).

Research abounds regarding the challenges of achieving equity in assessment, across a range of characteristics. Bourdieu and Saint-Martin (1974) noted that certain academic essay qualities demanded by French institutions were borne of the values similar to those in the dominant societal classes, such as the number of times students of varying societal classes had travelled overseas. Van Dyke (1998) traced the progression of ethnic minorities in two UK universities, and found issues not only relating to assessment

inequity in terms of assessment design and weighting, but also institutional culture between staff / student interactions. Quinn (2003) wrote of the unsuitability of much of the higher education curriculum in the UK for female students as well as ethnic minorities. This author regularly witnesses a difference across cultures when facilitating learning activities in seminars. When formative tasks are set, or collaborative preliminary sessions are designed for summative assessments, Australian students have been observed to protest the need to share information, even disclose inaccurate sources to the group to preserve their own research efforts, and view the situation competitively. International students in these settings, often from Asian or Latin American cultures, are instead observed to be keen to collaborate, and will spend much of their preliminary planning for summative assessments working together, whether in classrooms or the cafeteria, though all will submit their own individual work for assessment. This is akin to a Freirist approach to learning, where knowledge is built through communities (Aubrey & Riley, 2016). Indeed, Indigenous Australians often eschew formalised learning environments such as classrooms, and instead prefer to learn in community-based, collaborative spaces (Kral & Schwab, 2016). In Australia, where, conservatively, a third of university income is sourced from international fee-paying students, the challenge is real to develop inclusive assessment designs which optimise OTL.

STUDENTS AS INDIVIDUAL LEARNERS IN A CHANGING WORLD

There are multiple types of student diversity. Age, gender, socio-economic status, life experience, and education history are just some of the categories under which learners begin to differ (Collini, 2012). By focusing on the student as an individual, it is possible to explore a more humanistic orientation of learning (Wang, 2009). Equipping students with the ability to embrace change and continued learning (Elias & Merriam, 2005), and striving to focus teaching and learning on conceptual understanding and problem solving (Moss et al., 2008), starts to position learning as something beyond fulfilling the immediacy of market needs today.

Jarvis defines “human learning” as:

.....the combination of processes throughout a lifetime whereby the whole person – body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and senses) – experience social situations, the perceived content of which is then transformed cognitively, emotionally or practically (or through any combination) and integrated into the individual person’s biography resulting in a continually changing (or more experienced) person. (Illeris, 2018, p.19)

The focus is that it is the individual who learns, and it is the individual who changes, as an outcome of that learning. There is also a focus on learning occurring across one’s lifetime.

Knowles’ work made andragogy a mainstream concept during the 1980s in many developed nations such as the United States, Europe, and Australia. Distinguishing adult learning from the education of children (pedagogy), Knowles (1980) posited that adults learn differently to children. Indeed, adults have a desire for self-direction, experience, motivation, a readiness to learn, and an orientation towards learning. With such a big emphasis on the self as part of learning, the humanistic and liberal ideologies underpinning this concept resonate when considering learners as individuals.

At the same time as Knowles’ andragogy was taking hold, economies were undergoing a significant shift. The economies of the world became much more globalised. There were fewer organisations that

did not have some kind of dependence on what was happening in other economies whether through supply chains, commodity prices, or demand of labour skills. The concept of human resources started to change also. Where once employees were loyal, and employers were loyal too, the worker began to be viewed as a ‘resource’ which just like other resources of an organisation, could be moved around and manipulated to suit the needs of the organisation. The psychological ties – what is often referred to as ‘loyalty’ – which would once bind employer and employee, through times of prosperity and austerity, were broken. As a consequence, the concept of a ‘traditional’ career changed; careers were no longer linear, as individuals recognised that they were no longer bound to one employer, and that other organisations may offer career advancement. The professional education and training industry grew, as individuals found themselves in a more volatile employment situation and at the mercy of outsourcing, or redundancies. Re-training, acquiring new skills to improve career mobility, and self-directing such learning, were suddenly in focus for individuals (Greenhaus et al., 2019).

Assessment types started to change, primarily in response to these external forces at play, more so than any considered evaluation of the purpose of assessment and its role. Recognising the ‘soft skills’ of students such as negotiation, teamwork, and experience in decision-making, delivered through assessments which encompass self- and peer review and/or assessment, portfolio learning, and reflective journals, became a marked trend in assessment practice (Leathwood, 2005). These assessment types can have benefits in edging closer to equity in assessment design, as they are more inclusive for a diverse cohort and may afford a greater OTL. The co-designing of assessments in this way, nurtures an alternate relationship dynamic between teacher and student, from one of instructor-learner (or master-apprentice), to partners (Fluckiger et al., 2010).

From an OTL perspective, many of the assessment changes partially eroded the disadvantage built into assessments as had been previously found. Assessments which encapsulated a more participative element – whether through self- or peer assessment, portfolio development, collaborative assessment, or collaborative design of assessment – were found to not only foster critical thinking skills and independent learning (Boud, 1986) which were deemed necessary for a changing global society, but arguably gave more OTL to groups identified as being disadvantaged, such as women, ethnic minorities (Leathwood, 2005), and those where English is not a native language (Van Dyke, 1998). Characteristics of assessment such as participation, collaboration, and non-written forms of assessment, were now establishing an increasing presence.

With learning established as something which can occur through a lifetime, and noting the differences Knowles suggest exist between how adults learn from children, what role then for higher education, which primarily enters individuals’ lives at the end of childhood, and the beginning of adulthood?

Erik Erikson put forward a view in his 1963 work, encompassing eight stages of psychosocial development, that individuals essentially pass through “stages” of development. Beginning in infancy, each stage possesses an almost binary set of circumstances which all humans face. For example, we either experience favourable conditions in this first stage of life, learning to develop a basic trust of others such as parents, siblings, or carers to provide a level of care for us at our most helpless; or, we do not receive this care and we come out of this stage with a mistrust of others.

Erikson’s latter stages can be viewed with a professional and higher education focus. Specifically, stage six refers to an ‘intimacy vs isolation’ scenario, mapped to occur in young adulthood, around the same time as higher education first plays a role in many individuals’ lives. The experiences of an individual at this sixth stage either foster a commitment to friends, lovers, and other groups of people such as peers or co-workers; or, should this not occur, a sense of isolation may impair their ability to connect

to environments of both a personal and professional nature. Through a higher education prism, teaching and learning activities such as groupwork, tutorials or seminars in small groups, or assessments involving peer collaboration and / or review, are examples of how universities could navigate an individual towards the positive outcome of this stage.

This approach towards a lifetime of individual learning, nestles between the work of Erikson's latter stages, and the concept of lifelong learning. In 1996, which was known as the Year of Lifelong Learning, the Organisation of Economic and Cultural Development ("OECD") re-framed this term from one which originally focused on adults learning for their own personal betterment or interest, to learning which had more of a societal, economic interest. The OECD stated that there were two key qualities: individuals needing to pursue knowledge throughout their working life to essentially preserve occupational life, to avoid becoming redundant, or losing competence in the skills mix required by their occupations; and, that individuals needed to take responsibility for their own learning, and not look to governments or employers to drive this (OECD, 1996). These sentiments are not out of sync with the views of primary stakeholders of higher education as summarised in Table 1, namely government and universities. Thus by the time of the OECD's Year of Lifelong Learning, with andragogy underpinning much of the adult education industry since the 1980s, the OECD were largely encapsulating a movement which had been decades in the making.

Indeed, Erikson's seventh stage (1963), 'generativity versus stagnation', in a professional context can be interpreted as the role of ongoing professional development, mentoring and management. If an individual does not do something to 'pass on' their knowledge and experiences to the next generation workforce, they will feel a lack of purpose, and may stagnate in their outlook. So, where the shifts described above precipitated a *need* for lifelong learning to evolve, so too Erikson suggests a *want* on behalf of individuals, resonant of an Aristotelian view, to continue them on a path of knowledge and enlightenment as world citizens.

Building upon the work of Erikson (1963), the Stages of Career Development (Greenhaus et al., 2019) is perhaps the most-suited career management theory to graduates today. It is particularly durable with the concept of portfolio careers now common amongst generation Z and Y, as a 'career slashie' (Edwards, 2016). This is because generation Z and Y are more willing to move sideways in career progression for fulfilment. The model describes four stages of career development:

1. Occupational and Organisational Choice;
2. Early Career;
3. Midcareer; and
4. Late career.

Each stage describes a range of tasks an individual is undertaking in relation to their career. For example, in the first stage, the focus is on undertaking research on job options and preferences, self-assessment of skills and capabilities, exploring work environments, and/or pursuing education or vocational training. For many, it is a time of taking tentative steps into professional practice. The Early Career stage is one where an individual develops competence in the workplace, observes and seeks to understand workplace culture and best fit with their own style and preferences, and is also associated with the pursuit of career goals.

THE ROLE OF ASSESSMENT FOR GENERATION Z AND Y

With lifelong learning and professional career management now intertwined, higher education plays a role in fostering this connection. Indeed, the Bradley Review (2008, p. xii) states the need “to turn the rhetoric of lifelong learning into a reality.”

The Australian Qualifications Framework (“AQF”) details the knowledge and skill levels associated with ten defined levels of education, and describes how those are applied by graduates at each level. Ranging from secondary school through to doctoral study, the descriptors of each level describe what learners should be able to demonstrate at that level (AQF, 2013).

Whilst the AQF sets down a blueprint, and higher education institutions go on to develop their own charter of graduate qualities, almost as a pledge of quality to industry, the role of assessment merits consideration. Martin and Mahat (2017) reported from their research that across the bulk of surveyed universities in Australia, whilst professing graduate qualities or similarly-worded characteristics on their public-facing websites and in programme documentation, most actually did very little measuring of student attainment of these qualities. There was more focus on ensuring the connection between curriculum and learning outcomes (58% of respondents), often at a course level, since there is a large degree of autonomy in Australian universities for course coordinators relating to content, design, resourcing, and assessment task.

It is pertinent to consider the role of assessment in higher education. Students, teachers, and universities are all subject to assessment in one form or another: respectively, the essay; the student evaluation of teaching; the national quality standards and accreditation framework. Where assessment fulfils a neo-liberalist perspective of achieving competency, in a modularised and commoditised approach to education (Land, 2011), this has been accompanied by the utilitarianist view of designing assessments to achieve economic outcomes, such as employment, and competitive advantage.

The authentic assessment movement seems a natural genesis in the context of the wider societal changes noted, and the impact this was having in catalysing organisations and their outlook towards education. Authentic assessment aims to bridge the gap between the learning undertaken in an educational setting, and the realities of the workplace where students will eventually find themselves. It does this by replicating the types of scenarios, contexts, and tasks which may be encountered in professional practice into assessments (Wiggins, 1990).

By designing assessments which reinforce skills and learning that can be applied outside a classroom setting, this arguably serves to enhance the employability of graduates. Indeed, Villaroel et al. (2018) note that this approach to assessment achieves this because of its promotion of the skills and abilities needed in professional workplace settings. Students have the ability to learn, apply and practice their skills and competencies in the safety of a learning environment, which instils in them a confidence not only in their abilities, but in the knowledge that these are skills which will be valued in professional practice.

Authentic assessment therefore makes considerable inroads to allaying the anxieties of learners, who fear for the ‘translatability’ of their degrees into employment outcomes. It also fulfils some of the needs of other stakeholders such as industry, and universities, which seek to promote the success rate of graduates finding full-time employment for marketing purposes.

Whilst authentic assessment has received considerable commendation in the past two decades, this author suggests that whilst authentic assessments fulfil a neo-liberal view, they also serve a utilitarian agenda. Authentic assessment aims to align to the needs of the ‘real world’, and this outcome focus therefore develops skills in students who can now compete for a job, at the same time as delivering for

the end users of these skills i.e. industry. This author, for all their admiration of authentic assessment – indeed any learning which prepares students for professional practice – suggests that the downside of this approach is it can place the focus of student learning in the hands of industry. Industry is often not well-placed to know what they require beyond the most immediate needs. They want people who are ‘motivated self-starters’ capable of coming straight in and doing what is required with the least training possible. However, what industry wants today will be different tomorrow. This short-term viewpoint challenges the notion of industry being an oracle of future direction.

Most organisations, in any sector, will have no further future-gazing beyond a 3-5 year strategic plan. Really, then, higher education institutions can only prepare its graduates for the next half a decade, at best, through a neo-liberal prism. It is often only those industry actors with a longer-term perspective which are keen to employ students with a lifelong approach to learning. Such industries seek graduates who can develop over a number of years and can deal with shifting skill sets, and who also bring new knowledge about the field from their studies. This last point is particularly critical especially in Australia, which has one of the lowest rates of R&D spending in the OECD group. So whilst it may be industry which knows what’s going on today, it is higher education which knows the bigger picture of tomorrow: what’s coming, what’s going, what’s emerging.

Land (2011) promotes a macro-view of learning with ‘threshold concepts’, which take learners into a new conceptual space, necessitating the uptake of new information and perspective. Not every piece of course content is a threshold concept; Meyer and Land (2003) define five characteristics which distinguish a threshold concept from other content:

1. Transformative – involves changing what a learner knows (conceptual shift) and their sense of being;
2. Irreversible – once known, a threshold concept is not likely to be forgotten;
3. Integrative – it will enable the learner to make connections of previously-unconnected content and concepts;
4. Bound – they mark out a border between disciplinary areas; and,
5. Troublesome knowledge – the concepts may appear to be counter-intuitive to the learner, and flow in the opposite direction of what they already know.

Learners progress through three states – pre-liminal, liminal, and post-liminal – as they encounter the above characteristics. This approach to learning is not dissimilar to a graduate ‘learning the ropes’ of a new job, in a new sector. In equipping students with the ability to learn and to adapt, in often unknown and uncomfortable spaces, this arguably empowers students to not just respond to industry drivers, but to proactively navigate the industry conditions they encounter.

There is a broader consideration around the infrastructure within which these changes to assessment in higher education have been occurring. Reynolds and Trehan (2000) point to the futility of such co-designed assessment processes if there is no change to the “disciplinary regime” of the academic organisation.

Leathwood (2005) puts forward a need for a holistic debate about assessment in higher education. She refers to the importance of interrogating policy positions on funding, employment conditions of academics, academic cultures, and pedagogic practices, as well as a need to prioritise the cause of social justice, resonant of OTL, in such discussions. Whilst this case study focuses on one course, this ‘bigger picture’ is not lost on this author’s worldview of assessment.

CURRICULUM CO-DESIGN WITH INDUSTRY

A recent advent in Australian higher education over the past decade has been the prevalence of industry representative groups advising academics on the structure of programmes. Where once industry advice was often only sought at the executive level at the turn of the century, this has trickled down to a programme level. Even majors within a programme can have different industry advisers, so serious is the word of industry taken in higher education. A typical industry committee sees programme academics table ideas and proposals for course content, assessment topics, and proposed programmes. The input received often relates to industry trends and recent case studies, and serve to filter and validate an institution's understanding of what is occurring in industry. However, recalling the earlier discussion - that industry is often focused on fulfilling immediate needs, as opposed to future-directional - the gravitas placed by higher education on such bodies is worthy of examining. So too, the membership composition of these industry bodies. Discipline specialisms of industry representatives have been shown to influence advice outcomes. One example is a regional university's programme advisory body dominated by digital marketing and social media managers, reflective of the immediate needs of industry, where the local market is still grappling with servicing the need for social media expertise, notably to the largest employer of the region: government. This programme went on to design a new social media major, with core courses swapped from those more theory-driven and conceptual (Aristotelian) in nature, to courses more neo-liberal in nature, to ensure graduates entered the workforce 'job-ready'. It also reflected the desire of industry to not have to further train graduates (Plump, 2010).

Industry engagement has multiple models of operation. In 2013, one programme decided to approach industry engagement differently. An industry advisory mechanism was established, but rather than keep this body at arm's length, meeting periodically over an academic year, representatives were invited to co-design a new course offering, the focus of this case. Some academics bristle at the idea of 'co-designing' curriculum with non-academics. However, this author contends that any engagement with industry to solicit views or feedback on programme proposals, is effectively designing curriculum with them too.

With three industry practitioners expressing interest, a group of interdisciplinary academics began a new course in 2015, designed to serve as a 'bridge' between graduation and professional practice. Using a mixed methods approach, grounded theory was used to perform a theoretical sampling across core stakeholder groups – learners, universities, government, and industry – over a five-year period, with the iterative research findings incorporated into subsequent deliveries of the course (run in two semesters per year, with an additional online module added in the fifth year of the course run). The course was a capstone of several undergraduate programmes, and was a university-wide elective, which saw a broad range of disciplines represented in the enrolments: marketing, communication, media arts, journalism, and performing arts. Entry points into these programmes were also broad – foundational studies, recognition of experiential learning, as well as secondary school – underlining the importance of respecting and encompassing the different learning styles and skillsets of these generation Z and Y students, as well as their intended sectors of pursuit beyond graduation.

In this course, students would study a range of career management theories, learn about industry sectors and their drivers, understand the importance of self-awareness in navigating a career through a range of diagnostic tools, adopt personal branding techniques to craft their proposition to the market, and also interact with industry experts who share their perspectives on forging a career in the creative industries. Industry practitioners would also be brought into the classroom, either in-person or via multimedia tools

such as video or audio soundbite, to deliver case studies for discussion in class, or to deliver feedback on similarly-designed activities.

The course began with a standard approach to assessment – two essays and a portfolio. On reflection, it was this ‘standard approach’ which likely saw the new course approved by the relevant internal powers in the first place. The later designs of the course – informed by ongoing research – may not have been approved at the outset, as attested by several academics sampled in research.

FINDINGS: QUALITATIVE

Research findings crafted an interesting direction for a newly-created WIL course. Where many programmes believe they are adding value to student learning by introducing them to as many sub-disciplines in their area of expertise as possible, to best-prepare them for graduation, the research showed that both students and industry were not particularly enamoured with this approach. ‘Skill-skimming’ is a very real concept whereby students are somewhat familiar with skills, yet not sufficiently trained to execute tasks with those skills. For industry, this represents a frustration with higher education. As one industry stakeholder commented:

What use is teaching a student about InDesign [widely-used design package] for four weeks, in second year? It’ll be me who has to send them off to night school when they join, so they can actually be of use. (Participant X1, 2017).

This approach was contributing to an anxiety amongst students, and their impending entry into industry.

Research also sought to discover what students (n=580) wanted from a final-year higher education WIL course, and Table 2 lists the top seven themes:

Table 2. Top student responses (themed) from research

1.	Establishing a professional network / networking;
2.	Building a portfolio;
3.	Confidence;
4.	Selling skills to industry;
5.	Job-hunting;
6.	Personal presentation / branding; and,
7.	Reputation management.

These findings served as a stimulus to evaluate the assessment designs in use. The transition away from two essays as summative assessments, to a flexibility in two assessments (self-assessment, peer review, portfolio, presentation) was undertaken to apply the existing skill base of students, and to mirror some of the more likely workplace scenarios to be encountered by students upon graduation. Students now had an opportunity to choose their assessment design, with advice from tutors and from industry practitioners as to the assessment types which would most be useful to industry. So long as the student

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was able to demonstrate how the learning outcomes of the assessment would be achieved, they could select the design which played strongest to their skill set, in turn serving to build their confidence with their fledgling skills.

Reflective learning was also infused into the WIL course, to aid students' transition through their 'threshold concepts'. Moon (2006) cites six key factors how students learn from reflective journals. In tackling Land's "troublesome knowledge" which students may encounter with threshold concepts, one factor particularly resonant from Moon is how journals give students experience in dealing with "ill-structured" material. The "oscillation" referred to by Meyer et al. (2010) may be alleviated through assessment types which allow for the unpacking of unfamiliar concepts being taught, and which acknowledge the role of emotion in a student's learning, another one Moon's six factors. An assessment design such as a reflective journal affords learners with 'breathing space' to reflect upon the content, process what it means for them, and then revisit it.

In changing the assessment designs, the aim was not only to provide more equitable opportunity to demonstrate learning outcomes, but also to enhance student self-awareness of their employability skills.

Teaching and Learning Activities

The diversity of student cohort across programme disciplines necessitated a broad range of teaching and learning activities be designed to build this desired self-awareness and confidence. One example was the classroom case study. A common feature of many a tutorial in higher education, rather than read a case study, break into groups, write some suggested solutions on butcher paper, then present back in a plenary recap session, the case study was approached in a different way in this WIL course.

Firstly, the case study was told to the students, via video or audio, and with a written accompaniment. The case studies were direct from industry, delivered by industry practitioners as a real-life dilemma to be resolved. They would record a short piece-to-camera, or a short audio file would be captured, and then played in class. The method of student task was also different. Students would work in groups and use technology to capture their response to the case study. For example, record a video letter back to the protagonist of the case study, sharing their group's counsel on how to resolve their dilemma.

Research also showed there was a paucity of exposure to industry practitioners for students, leading up to their final year of undergraduate study. Accordingly, industry insights were delivered by industry practitioners themselves. One industry practitioner would interview another, and together they would share their experiences. By the end of a seven-minute video, students had then 'met' two industry practitioners, and often one of these practitioners would then come into the classroom in a later week, to reinforce learning.

In order to determine career priorities, individuals need to have an understanding of their career drivers, and the things that matter to them. One simple method used to achieve this was to have students draw a large love heart, and fill that heart with all of the things which they felt mattered to them. They also had to apportion sizes to each at the same time. The ensuing discussion would look at what was in the heart, in what proportion, and students were then asked to reconcile those findings with their initial perceptions, as well as the real time spent on these things. This would be complemented with academic career management theory, such as Schein's model of career anchors (Greenhaus et al., 2019) to help students determine their 'safe harbour' when making professional decisions.

To acknowledge the education experience of generation Z and Y students, website and smartphone technology underpinned much of the learning activities. Interactive activities used H5P software and

included drag-and-drop activities for students to: prioritise preferred work environments; debate desirable job characteristics with peers; and, categorise the differences in employment terms and conditions when working in-house, as a freelancer, or as a contractor.

When approaching WIL in this manner, ongoing feedback is crucial and this was partly the rationale for using grounded theory. Students were able to regularly give feedback at the end of each class (either in-person or online) through the utilisation of the 'one-minute paper' (Harwood, 1996) concept, where students record quick reflections on what they have learned in a session, and outstanding questions they have on a topic. This provides an invaluable and real-time body of evidence for teaching staff to inform their ongoing practice. It also serves to strengthen the teacher-student relationship, and foster productive working approaches, by achieving a greater understanding of the student cohort. This has been shown to be an effective strategy in mitigating risk associated with students on WIL placements (Cameron et al., 2019).

The Graduate Reflection

Data capture continued beyond completion of the course, with a small population of students (n=57) tracked via LinkedIn to follow progress beyond graduation. On occasion, unsolicited qualitative feedback would be provided by graduates also:

I just wanted to quickly touch base and thank you for your support, especially the last semester...

I have now graduated and am working in the Corporate Marketing space...I am absolutely loving my job and owe you a big thank you.

The time you invested in us with the assessments, some which I'd never done before in my whole three years at uni, our portfolios, providing feedback and sharing your experiences... has helped me so much transitioning from university into my career.

So thank you for everything, you really did have a big impact.

- Student M, 2018

FINDINGS: QUANTITATIVE

Data results show a positive reception to the adjustment in assessments from students. Across eight iterations of students (n=744) undertaking the redesigned course: assessment completions increased from 91% to 96%; student evaluation of assessments improved from 5.2 to 6.5 on a seven-point Likert scale; and, perhaps most importantly, tutorial attendance rose from 63% to 71%. In a ten-week delivery of in-person tutorials, this represents one extra week of attendance in class. Student-led discussions in class dominated tutorials, moving from 55% (of total tutorial time), to 87%, and average grades improved from 67% to 71%.

Assessment Design Changes

Figure 1 shows the average assessment results for Cohort A (students from a Communications discipline) and Cohort B (students from a Media Arts discipline) in this WIL course, before assessment designs were changed. The focus on written assessments were advantageous to those students with writing as a core focus of their disciplinary study.

Figure 1. Average assessment results (Before): Cohort A (Communications) vs. Cohort B (Media Arts)

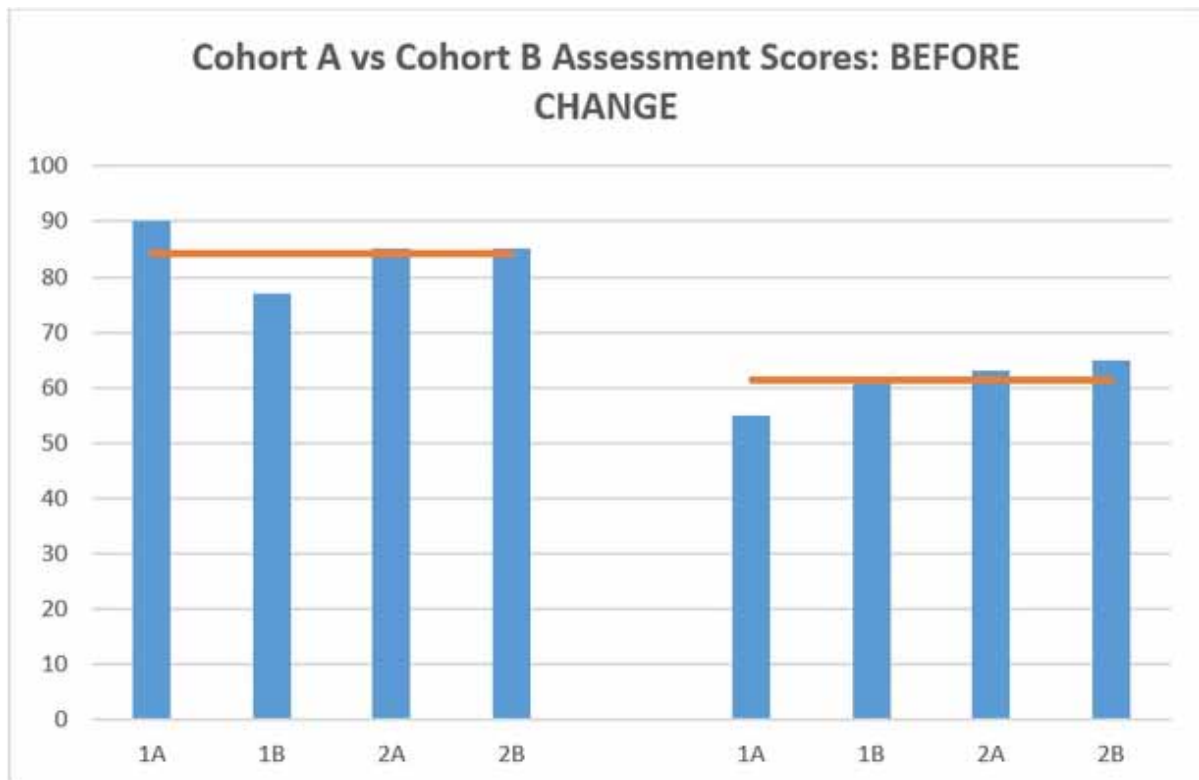
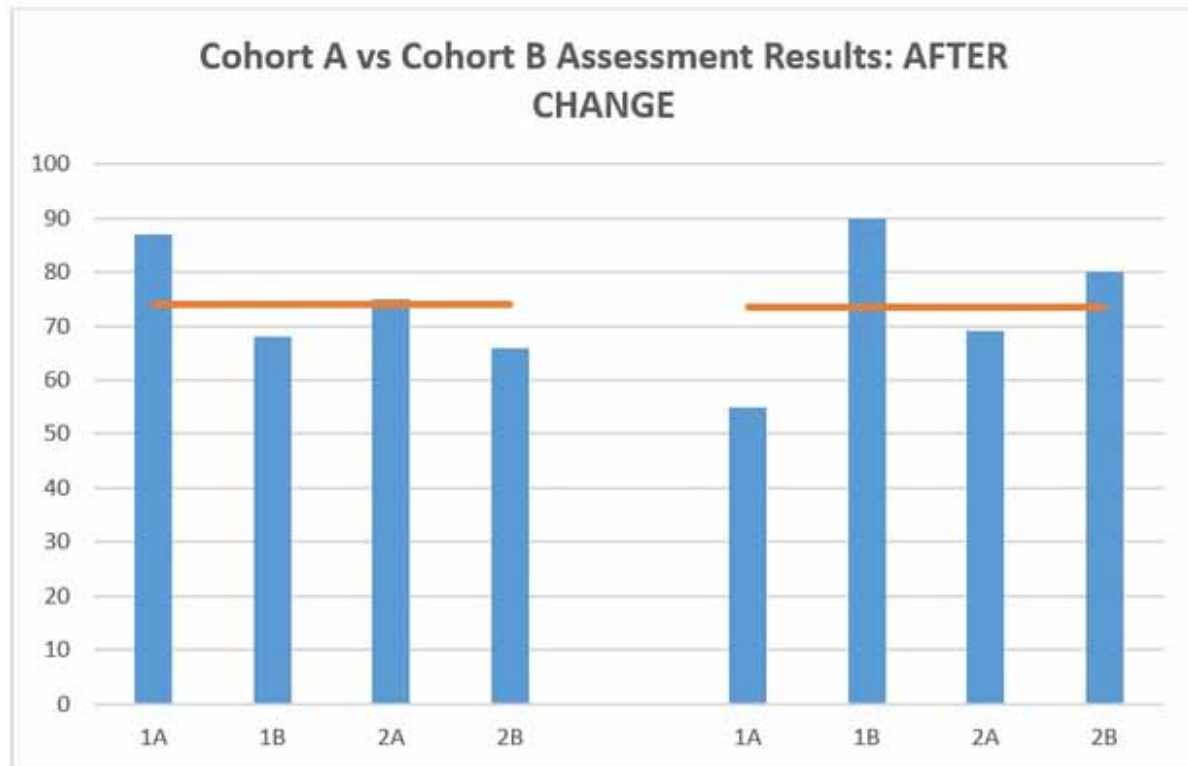


Figure 2 shows the average assessment results for the same two types of cohort in this WIL course, after the assessment designs were changed.

Students would now view the learning outcomes attached to each assessment, and select the assessment type they felt was most suited to their existing skill set. Their selection was informed by a discussion (either via phone, email, or in-person during tutorial) with an industry practitioner in the sector of the creative industries which the student wished to pursue, for example public relations, marketing, or film and television production. The freedom to select assessment type was shown to increase the opportunity for students to demonstrate the learning outcomes of the assessment. Most importantly, the research showed that students reported an increased confidence in their own abilities, as they went through the process of selecting assessment type, co-designing that selection with an industry practitioner, and then crafting the assessment submission.

Figure 2. Average assessment results (After): Cohort A (Communications) vs. Cohort B (Media Arts)



Assessment Quantum vs. Completion

Alongside assessment types, a high number of assessments per course was observed in the primary programme where this WIL capstone course was housed.

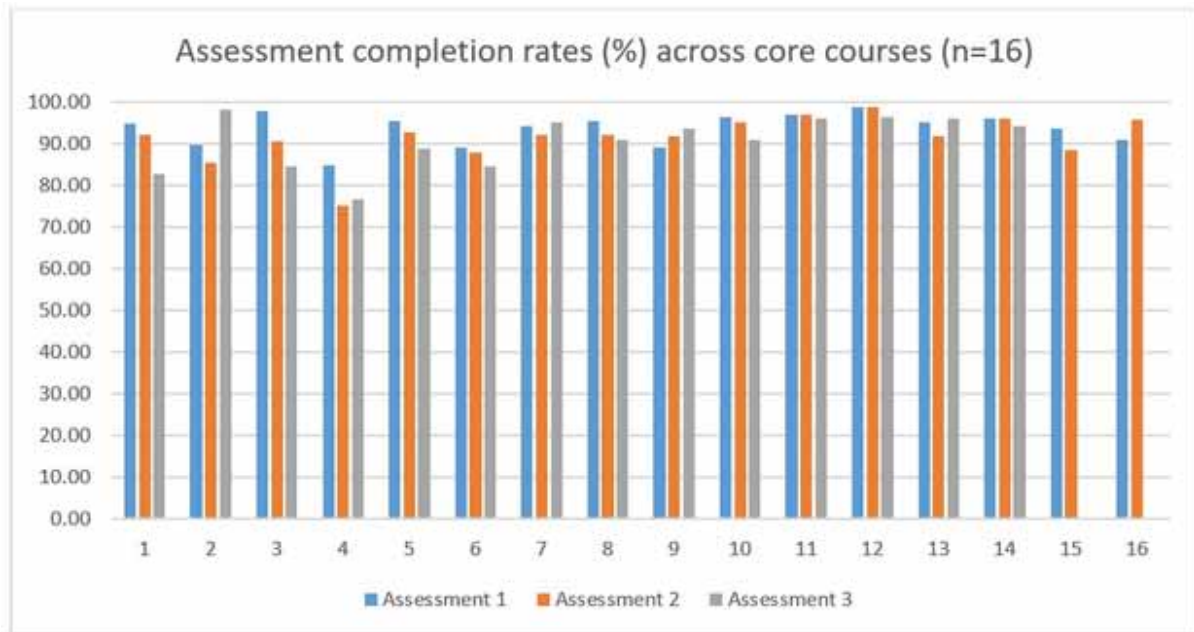
In Australia, a full-time student load equates to between three and four courses per semester. Students were completing up to 12 assessments per semester. This is observed to be affecting assessment completion rates, as illustrated in Figure 3, where completion rates fall in ten of the 16 core courses of the programme as the semester progresses):

A deeper look into the individual assessment grades of each course revealed that the lowest completion rates (ranging from 75.2% to 91.9%) were accompanied by a negatively-skewed data set i.e. the median values were higher than the mean. In simple terms, those students who were doing well, did well. Those students who were not doing well, didn't tend to take part. It was observed that mean total grade figures were being depressed through non-completions. So, why were students not completing assessments?

Assessment Points

Figure 4 shows the weeks within a semester when course assessments fall due. The highest concentration, aside from 'week 13' which is a common administrative week to finalise assessment after the conclusion of teaching, occurs in week five. Given that an ideal scheduling scenario would tier assessment points across a programme in a given semester, it is interesting to note this assessment point trend.

Figure 3. Assessment completion rates in core courses of an undergraduate creative industries programme (2016-2018)



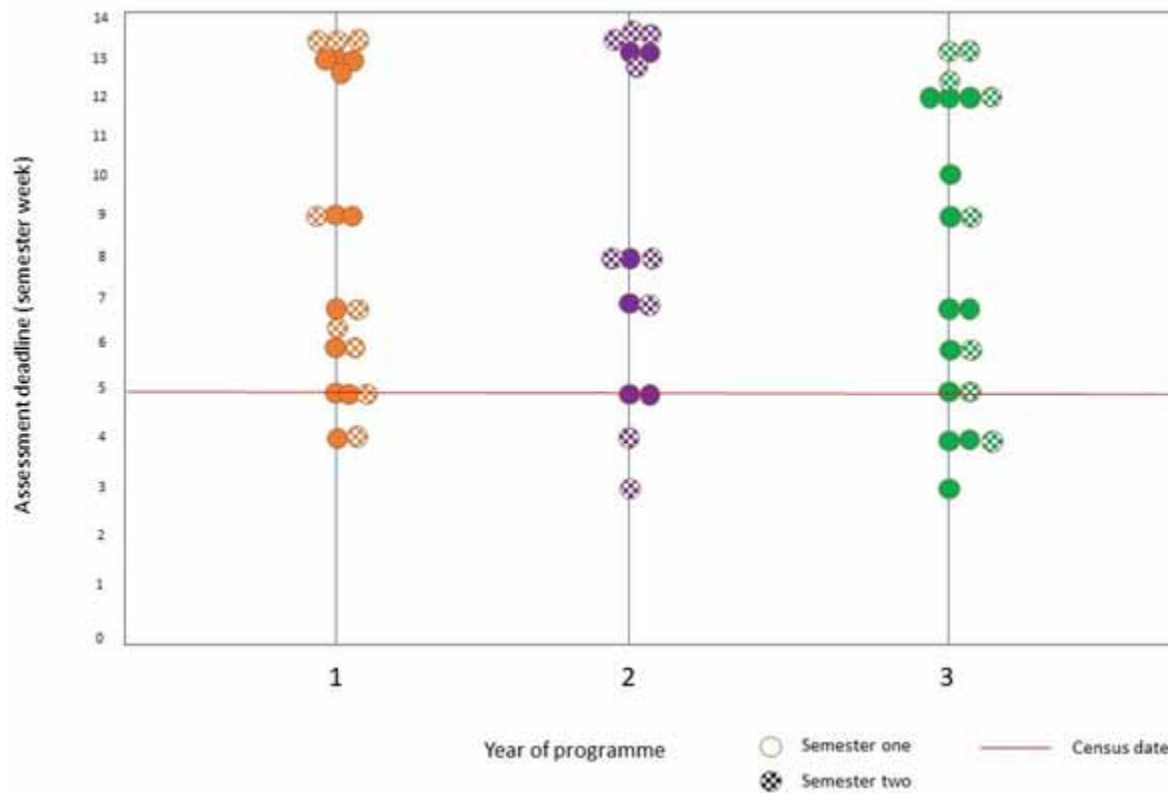
At many Australian higher education institutions still operating the two-semester academic year, week five is also the week when ‘student census’ occurs. Such institutions establish a date within that week when student enrolments are officially counted for administrative reporting purposes, including to external stakeholders such as government. Prior to this date, students can withdraw from courses with no fees incurred nor recording of enrolment on official transcripts. From census date onwards, course withdrawals do not remove the fee incurred by the student. Research found that summative assessments were commonly utilised as a way to ‘filter’ out students, who if they scored badly in that first assessment, would be advised to withdraw from that course. Academics reported this as a fair and supportive way to help students make decisions about their study. However, students reported an anxiety around that time of census, stemming from the prevalence of assessments due at that time, and because they feared a conversation with their course coordinator inviting them “to consider their ongoing enrolment in the course.”

The Graduate Experience

The Quality Indicators for Learning and Teaching (“QILT”) is a group of surveys conducted across Australia of the higher education sector. It was established by the national Department of Education and Training in 2015, and was one of the recommendations of the Bradley Review (2008). This survey is sent to graduates upon their exit from their programme and the university environment.

Two specific measures solicited from graduates relate to:

Figure 4. Assessment points across core courses (2016-2018)



- Skills Development Scale - a metric which captures the percentage of students who positively rated the development of their skills, throughout their studies of the programme. Table 3 lists the skills covered:

Table 3. Skills Development Scale (Source: Department of Education and Training, 2019)

1.	Critical thinking skills
2.	Ability to solve complex problems
3.	Ability to work with others
4.	Confidence to learn independently
5.	Written communication skills
6.	Spoken communication skills
7.	Knowledge of field(s) you are studying
8.	Development of work-related knowledge and skills

- Generic Skills Scale – a metric which looks at the extent to which graduates feel the programme contributed to their ‘generic skill’ set which industry expects. This scale accords with the prin-

Putting Industry Into WIL Teaching Praxis

ciples of lifelong learning - where discipline-specific skills may change over time, these skills are likely to weather changing market forces and industry demands, and enhance the graduate's longevity of their professional career as aimed for by the OECD (1996).

The measure indicates the percentage (average) of graduates surveyed who agreed that the programme had improved their generic skills, based on responses to the statements in Table 4:

Table 4. Generic Skills Scale (Source: Department of Education and Training, 2019)

1.	The course [programme] sharpened my analytic skills.
2.	The course helped me develop my ability to work as a team member.
3.	The course developed my problem-solving skills.
4.	The course improved my skills in written communication.
5.	As a result of my course, I feel confident about tackling unfamiliar problems.
6.	My course helped me to develop the ability to plan my own work.

For students undertaking the WIL course of this case study, Table 5 shows the results for those two measures:

Table 5. QILT metrics of graduates with the WIL course in their programme

METRIC	2015	2016	2017	2018	2019
Skills Development Scale (%)	n/a	76.2	81.5	83.8	92.9
Generic Skills Scale (%)	n/a	35.7	66.7	66.7	81.5

Though the course ran for the first time in 2015, the 2015 population would have completed study in 2014, thus not have taken the WIL course. Academics often query the disparity which can occur between satisfaction-based metrics gathered from students whilst still studying at their institution, versus once they have left. What seemed useful in the moment of undergraduate study, can be viewed differently by generation Z and Y once in the workforce or job-search market. Due to the timing of this survey (approximately four months after graduation), this is the first opportunity for them to retrospectively evaluate the utility of their study. Martin and Mahat (2017) discuss the financial burden shift of higher education onto students - with programmes in many creative industries now totalling almost AUD\$45,000 by the time of graduation - and argue that this shift has recalibrated their view of higher education to one of an investment; the follow-on effect being that when students become graduates, they expect a 'return' on that investment.

Research from this case study, as shown in Table 6, indicated the disparity gap narrowed significantly as the WIL course iterations continued:

Table 6. QILT metrics of graduates vs. student satisfaction with the WIL course in their programme

METRIC	2015	2016	2017	2018	2019
Skills Development Scale (%)	n/a	76.2	81.5	83.8	92.9
Generic Skills Scale (%)	n/a	35.7	66.7	66.7	81.5
INTERNAL course satisfaction	67.1	86.1	87.8	75.9	84.7

Thus the quantitative findings support the themes of the qualitative data. There is a belief amongst students and graduates of this WIL course, that the course has given them a better preparedness for industry.

INSTITUTIONAL PERSPECTIVES ON WIL FOR THIS CASE

Much as readers of this book would wish it otherwise, work-integrated learning is still a bit of a buzzword in higher education institutions. It is used regularly in academia but as an academic discipline, is arguably still emerging in Australia. During fieldwork, one programme administrator admitted to keeping the WIL course in their programme structure “because the [student evaluation] scores are good for the programme” and “it’s a bit of fun” for students. They saw no academic value to the course, beyond improving the likeability of the programme.

A lot of institutions will promote their WIL credentials, primarily as tactical initiatives such as ‘WIL success stories’ or ‘WIL concepts’. Less is said about WIL as an academic discipline. There are some prolific WIL researchers in Australia, advocating not just for WIL but for what this author would term ‘WIL 2.0’ which for academia, embraces more than one model of WIL within an institution. Too often, successful, yet singular, institutional WIL ventures are held up as beacons of WIL excellence. Many higher education institutions seem content with that one venture because of its success. Such institutions fail to capitalise on the intelligence which has been gleaned within their walls, to then evolve the WIL offering to develop different models of WIL. Rather than ring-fence a WIL success, this author asks why not leverage it to create different models, for different contexts? This remains an unanswered question in many Australian higher education institutions.

Whilst many may furnish a tongue-in-cheek response to that question related to phenomena such as ‘glory-hunting’ on behalf of academics, the threat of competition is real and cannot be disregarded with Australian higher education institutions structured in their current form. Funds are finite, and executive leadership can seemingly only sponsor a limited number of WIL initiatives, so as not to expend their own political capital inside their institution. A close peer may also be a competitor, for funding, or leading a relationship with a lucrative external partner. These are realities which must be navigated, in what is a highly competitive sector.

Arguably, WIL isn’t as widely understood at senior levels as it could be, which can prevent stakeholder buy-in. Academia commonly has an organisational structure and culture where people are conditioned to manage ‘upwards’ i.e. it is more important to invest time in what your boss think of you, than investing time in what your team thinks of you as a boss. With such a dynamic, WIL is often seen as a ‘jewel in the crown’, a headline-grabber, designed to enhance the standing of leadership. This is perhaps another reason why the singular WIL model exists in several Australian higher education institutions.

Putting Industry Into WIL Teaching Praxis

It is important to keep professional and academic stakeholders within an institution aware of what is occurring in WIL design. To keep them updated of planned changes, of progress against previous changes, and of wins which occur with industry and students. Not only will it help propagate WIL but will also neuter any detracting commentary from those not so keen on changing the status quo. It also ensures that when setbacks arise – and they will, considering the shift required to achieve re-designed assessments or teaching activities – there is a strong enough narrative to counter any negative sentiment.

Industry engagement is a spectrum, with different relationships serving different purposes along a continuum. Often, higher education institutions look to the same external organisations for all aspects. The same organisation which delivers a guest lecture, may not be best placed to also host an intern; similarly, the organisation which hosts several interns a year need not be a natural contender for research collaboration. Higher education will continue to sophisticate its model of industry engagement in time, and WIL should be at the centre of such maturation, with a focus on the ‘integration’ component of the WIL term.

IMPLICATIONS FOR WIL TEACHERS OF GEN Z AND Y STUDENTS

What alternatives exist then, when assessing WIL? Continuous assessment, whereby coursework forms part of summative assessment (Heywood, 2000), is one option. Benefits here include the ability for a student to learn continually throughout the course, with the provision of feedback (Trotter, 2006). It may also recalibrate the student mindset of only completing tasks if there is a summative component.

Another alternative is to reduce the number of summative assessments, and design more formative tasks to inform the completion of summative assessments. This corresponds with the principles of learning-oriented assessment (Carless, 2007) which focuses more on the process of learning and the provision of feedback. Adopting a learner-centred approach enables assessment to be viewed as an enabler, more than a measure, of learning. The University of Bradford’s PASS (“Programme Assessment Strategies”) project advocates for the scaffolding of activities across a programme, as opposed to being course-specific, and designing formative assessments which encourage the acquisition of key skills. This approach could be adopted and connected to the graduate qualities of higher education institutions. The implementation of this approach at Bradford not only reduced over-assessment in participating programmes, but also achieved a recalibration of student activity between formative and summative assessment (McDowell, 2012).

The role of feedback in WIL is a key consideration. Professor David Carless spoke in 2018 of how feedback demands change and differ for students throughout their academic progression in undergraduate study. First-year students, for example, often just want encouragement and to know they are not wildly off-track. Final-year students, however, want a critical analysis of their work and for the feedback to forensically distinguish between a B and an A, or an A and an A*. This sheds an additional perspective on the role of feedback in assessment. Hernández (2012) studied seven higher education institutions studying a specific course and found 20.8% of first-year students (n=24) responded that they felt they never received feedback which detailed how to improve their work. No other year level had students respond in such a magnitude. Consider the foundation that is set in that environment, and then built upon in subsequent years of study. Those same dynamics may be contributing to the lack of confidence felt by final-year students as identified in this research.

With Australian higher education institutions prioritising job-readiness and employability, industry has the opportunity to play a role in ensuring lifelong learning shifts from “rhetoric” to a “reality”, as advocated in the Bradley Review (2008). For example, the role of such bodies could be refocused to not only forge a connection with academics, but also learners. In the UK, the model of Higher Degree Apprenticeships (“HDA”) is changing the concept of WIL and work-based learning in higher education (R. Helyer, personal communication, August 17, 2019). With HDAs, learners join industry whilst still in study. As an employee, they then receive the benefits of applying their knowledge in an industry setting, participating in workplace environments, and go on to produce a portfolio of evidence for assessment in their studies. HDAs support a diverse student cohort (Hughes & Saieva, 2019), and are yet to make their presence felt in the Australian higher education landscape.

Lifelong learning orientations may be better achieved if the position of industry is viewed as one which collaborates with higher education stakeholders – including learners – to co-design the next generation workforce. By partnering with learners during their studies, those qualities may arguably start to be cultivated earlier, and could equip learners with a greater sense of self-awareness as they apply taught knowledge in a real-time workplace setting (Greenhaus et al., 2019). Martin and Mahat (2017) describe the tendency of most Australian universities to be “stronger on the rhetoric” of graduate outcomes, rather than mapping the line of sight from the course to graduate outcomes. Accordingly, there is a very real opportunity to establish this type of relationship with industry.

Educating the Educators

Educating academics of any programme in the range of assessment types, additional perspectives on the role of assessment and feedback (Coates & Lennon, 2014), and the importance of collaborating across the programme to schedule assessment points are all necessary. The intent is not to single out deficiency, but to recognise opportunity. In Australia, course coordinators enjoy significant autonomy in the construct of courses. Greater transparency across a programme – with the programme leader / manager roles taking a greater stake - may give rise to best practice approaches for students, and ongoing professional development for teachers, to embed WIL throughout a programme curriculum.

Developing learner profiles across the programme would assist to overcome any gaps in awareness amongst the academic staff of the emerging diversity of the student cohort in the programme. Learner profiles, alongside providing a sense of demographic information and personal attributes (Light et al., 2011), provide an insight into psychographic and ethnographic characteristics of learners and may shed light on their values and experiences. This is important for understanding generation Z and Y, with their sense of self and belonging amplified yet arguably distorted by the ‘global village’ of social media. Continual updating, and the potential for co-designing profiles with learners, serves to ensure they will reflect an ‘as is’ view of the cohort, and not risk creating archetypes. This will arguably assist teachers to achieve constructive alignment across the learning outcomes, teaching activities, and assessments (Biggs, 1999) of courses within a programme.

CONCLUSION

In Australia, there is an increasingly-diverse cohort of generation Z and Y students. Yet this study showed higher education institutions tend to over-rely on traditional assessment types, and a high volume of sum-

mativ assessments. Neither outcome is reflective of the diverse cohort enrolling in higher education. Whilst this chapter presents the findings of one case study, it continues the momentum from other research. For example, in recommending a reduction in assessment quantum, and forging a greater balance between summative assessment and formative activity, this accords with the PASS project (McDowell, 2012).

The role of industry in designing curriculum can be evolved using existing industry advisory group mechanisms. Improving engagement with local industry through WIL initiatives which foster employability and manifest a commitment to lifelong learning, complement the articulation of the ‘threshold concepts’ (Meyer et al., 2010) of a programme.

These findings also resonate with the work of Martin and Mahat (2017), in how assessments might better connect to graduate qualities. The need for academics to be educated in a range of assessment designs, innovative teaching and learning activities, and forging stronger connections with students, are additional opportunities.

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KEY TERMS AND DEFINITIONS

Assessment Equity: The concept of ensuring the design and delivery of assessments are equitable for all students, and the backgrounds and experiences which accompany them.

ATAR (Australian Tertiary Admission Rank): A metric between 0 and 99.95 which indicates a student's position relative to all students in their age range. For example, an ATAR of 75 would mean that a secondary school student is in the upper quartile of their 16-20-year-old age range. ATAR score is the primary determinant of entry into undergraduate study in Australia.

Course: Also known as a module or unit, which comprise an overall programme of study.

Inclusivity: A practice and/or mindset which purposefully attempts to involve all types of people.

Opportunity to Learn: A concept of equity which examines the ability of higher education to cater to the diverse backgrounds, experiences, and skillsets of students.

Programme: Also known as a degree. Students complete a programme of courses to graduate with a qualification.