



University of the Sunshine Coast

Case study report

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This case study is one of eight studies which contribute to a wider project:

Shaping the 21st Century Student Experience at Regional Universities

<http://shapingtheregionalstudentexperience.com.au/>

Table of Contents

1	Introduction.....	3
1.1	Context	3
1.2	Purpose of report	3
2	Case design.....	3
2.1	Case study plan.....	3
2.2	Theme.....	4
2.3	Data collection, management and analysis.....	4
3	Timeline.....	5
4	Findings	5
4.1	Overview	5
4.2	Description of themes	5
4.3	Observations from the case study.....	6
5	Understanding the regional student experience.....	6
5.1	Relationship to the Kahu model	6
5.2	Insights gained.....	6
5.3	Good practice examples	7
6	Implications	7
7	Conclusion	7
8	References.....	7
	Appendix A. USC Case Study WIL initiatives	9
	Appendix B. Student and Staff Interview Protocols.....	11
	Appendix C. Procedures for data management/ descriptive content analysis	13
	Appendix D. Descriptive content analysis alignment with Kahu model coding.....	14
	Appendix E. Good Practice Examples.....	20

Executive summary

The University of the Sunshine Coast (USC) strategic plan 2016-2020 (USC, 2015) focuses on the university as a capacity builder, to its student and staff stakeholders and to the community - local, regional, national and international. USC seeks to build capacity in its educational endeavours by being a comprehensive university, and by providing high quality experience and improving student success. This vision and its imperatives reflect those of the Australia tertiary sector more generally and regional universities in particular. The aim of the USC case study was to investigate characteristics, circumstances and conditions in USC work integrated learning (WIL) curricula and educational experience which inform student success and show potential for future sustainable development in WIL in tertiary studies. Four undergraduate WIL experiences were selected and data collected was collected in individual, semi-structured interviews with a purposive sample of students and staff.

The findings support WIL as an authentic educational experience that supports the development of transferable knowledge and skills for lifelong learning, employment and career development. They speak to practical ways in which the USC strategic priorities and imperatives can be met.

1 Introduction

1.1 Context

The USC case study focused on student engagement in WIL initiatives. WIL is an umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum (Patrick et al., 2008). WIL is recognised as authentic learning which provides students with the opportunity to engage with industry and professions in order to develop an understanding of the contexts, services, industries and practices associated with their field of learning or discipline. WIL forms a key element of contemporary HE curriculum to support opportunities for students to develop contemporary knowledge and skills for lifelong learning that will be transferable to employment and career development (Jackson, 2014; Oliver, 2013; Hager & Holland, 2007).

USC offers WIL as part of the curricula for 43 disciplines across its two faculties; The Faculty of Arts and Business and Law (FABL) and the Faculty of Science, Health, Education and Engineering (FoSHEE). WIL experiences can be broadly identified in two groups, first those that are part of highly structured learning requirements organised as iterative, scaffolded curriculum in externally accredited programs, for example such as in Nursing and Midwifery, Occupational Therapy and Education, and second, those required or elective courses in undergraduate programs which incorporate a broad range of stand-alone, internships, special projects, study overseas programs and other opportunities for work integrated learning.

1.2 Purpose of report

The USC case study methods and findings are presented. The findings are discussed as they contribute to the aim of the OLT project.

2 Case design

2.1 Case study plan

The following sections set out the theme, scope, and procedures conducted in the USC case study. Ethics approval (A15717) was provided for the study by USC HREC.

2.2 Theme

2.2.1 Theme title

Enhancing graduate capabilities, employment and career opportunities through authentic Work Integrated Learning initiatives.

2.2.2 Theme description

Four USC undergraduate WIL initiatives were selected. Each of the courses offers undergraduate USC students a unique WIL experience aimed at enhancing community engagement, graduate attributes and employability. Combined, the WIL course experiences included in this case study offer hundreds of undergraduate students in different year levels, an opportunity to participate in industry-related practice, activity and learning. The initiatives reported on here are established and embedded components of course curricular in Bachelor of Business, Bachelor of Serious Games, Bachelor of Arts, Bachelor of Creative Industries, and Bachelor of Laws programs. See appendix A for details of each initiative.

2.2.3 Unit/Units of analysis

Characteristics of selected WIL initiatives which support student engagement and success, and offer potential for translation and future sustainable development in WIL.

2.2.4 Theme scope

The focus was to provide a rich description from student and staff perceptions of the characteristics, circumstances and conditions which inform the success and potential for future development and translation in WIL in tertiary studies. Cohort surveys were not included nor were objective measures of student attainment. None of the included initiatives were required components for external accreditation purposes.

2.2.5 Participants

Participants were recruited using a purposive approach and convenience methods. Participants were 13 domestic undergraduate students who were currently enrolled in or had undertaken the WIL course in the previous 2-3 offerings and 8 academic staff with experience in development and/or delivery of each of the courses. There were 3 male, and 9 female students, 10 aged 20-29, 2 aged 30-39 and 1 aged over 40 years. 5 were in the Law WIL, 2 entrepreneurship, 4 drama internship and 2 tourism. Five were the first in family to undertake tertiary study, 8 had entered undergraduate study via a tertiary pathway program.

Student participants were currently or had been, studying full time. They identified a variety of **motivations** for choosing their current study program. These included one or more of the following; *the influence of prior secondary or tertiary studies; learning aptitude; long held aspiration or desire; and undertaking a personal journey.* They chose to study at USC because it was convenient to home and family, the coast lifestyle and the availability of particular programs, which removed the need to travel to undertake a desired study program. They had a very positive perception of USC as **an environment for personal connection** and provided insight into the context and conditions in which learning occurred. Key facets they identified included *the physical environment, the social environment, and academic engagement and influence.* Students identified at least one facet but more often they identified a combination of these facets as important to their choice for study and as a positive influence on their learning.

2.3 Data collection, management and analysis

An individual, in person, semi-structured, interview was conducted with each student and staff participant using a protocol informed by the revised Conceptual Framework for Student Engagement (Kahu, 2014) (see appendix B). Data was transcribed verbatim and de-identified and subject to a descriptive content analysis. Data was also entered into nVIVO (v10), and coded by question and against pre-determined nodes for comparison purposes. See appendix C for details.

3 Timeline

Table 2 USC Case study timeline

Year/Date	2015 Aug	Sep	Oct	Nov	Dec	2016 Jan	Feb	Mar	April	May
Activities										
HREC approval	X									
Recruit participants	X	X								
Conduct interviews		X	X	X						
Conduct analysis						X	X	X		
Report									X	X

4 Findings

4.1 Overview

Two interdependent themes **1 Learning Work** and **2 Learning Accomplishment**, articulate the learning experience. Two further findings represent contextual influences on student engagement; **Motivation** and **An environment for personal connection**. The two contextual influences are described in section 2.2.5 and details of all findings are in appendix D.

4.2 Description of themes

Theme 1 **Learning Work** captures and describes the educational experience. The learning work across the disciplines was primarily hands-on or an immersion experience. The students and staff provided detailed and nuanced accounts of learning work represented in three subthemes; *Crafting and practising*; *Applying, innovating and experimenting*; and *Developing generic competencies*.

Practising and crafting. Learning the everyday processes or procedures attendant to a practice context was commonly reported. Immersion learning facilitated rehearsal and iteration, or ‘*learning how to work with a business*’^{S13} which in turn helped students to learn to craft various procedures or practices. Students learnt to craft everyday practice in a professional or business setting. *One student described the work as learning “the nitty gritty sort of things”*^{S03}. Learning the practical, particular and the craft of a specific discipline functioned as a rehearsal or, “*a good initiation how it works*”^{S05}

Applying, innovating and experimenting. Crafting and practising helped students “*tie[s] it all together*”^{S02}. Further, the learning environment and activities facilitated the application of theory to practice, which enabled innovation and experimentation and their comments also evidenced growing ownership or agency over their learning. “*...I kind of just loved creating something and getting up there, just having a stab in the dark and saying “This is my idea” and then forming a team and actually really starting something that has potential.*”^{S07} The ability to apply the learning was recognised as potentially positively impacting on learning in other courses and also to novel contexts.

Developing generic competencies. Competencies, along with capabilities are recognised as useful graduate attributes. Generic competencies may be social, emotional, cognitive skills and knowledge (Scott, 2008). Communication was commonly identified and was linked by staff and students with the other two most commonly cited generic skills that were developed in the WIL experience - problem solving and teamwork. “*I like to talk so I suppose that human connection, just hearing what people are going through and trying to use your brain to see if you can help resolve it.*”^{S03}

Theme 2 **Learning Accomplishment** captured responses to questions about the influence of the WIL experience on further learning and directions, represented in three subthemes, *Changing perspective*, *Confidence and identity*, and *Future focus*. Different ideas of ‘real’ emerged with evidence of an appreciation of the realities of the disciplines/industries/ professions students experienced and from self and learner focused toward a view of others in relation to self. There was evidence of reflection and personal growth. Looking forward there was evidence of both short and long term views, an appreciation of local community and of the breadth of possibilities for their own trajectory that they associated with the WIL experience.

Changing perspective. “Wow” appeared more than once in student accounts related to the WIL experience. The changed perspective and insight into every day and ‘real’ practice was evident and valued as an accomplishment. One important change in perspective, evident in all but one of the student accounts of their learning experience, was a values shift. The common perspective shift was essentially away from self to a more multi-focal lens. *“But it’s actually more than that it’s cementing your knowledge but then also opening your mind to other people’s perspectives and not just having a one-sided view, so multi perspectives I guess.”* ^{S11}

Confidence and identity. The immersion experience, meaningfulness of the learning work and attendant changed perspective also were related to several dimensions which could be couched under a general banner of personal growth; increased confidence and via an increasing understanding of self or identity. *“I’ve learned a lot out of it about myself and that this, I want to pursue this as my career..... So it gives you confidence that you can do it, and areas to improve and that type of thing...”* ^{S05}

Future Focus. There was not consensus that employability was improved most described ways in which WIL learning might influence the future, create new possibilities, networks and directions. *“It’s not networking but in a way it was almost like, there is business on the coast. It was reassurance that I’ve picked the right degree...They’re coming from local businesses on the Sunshine Coast, and it was that thing that tourism is real here, and if you want a job and you want to say on the Sunshine Coast, you can do that.”* ^{S12}

4.3 Observations from the case study

The *learning work* whether undertaken in a project and group based initiative or an individual internship model led all students to articulate the industry skills that they were able to develop through practice. Not unsurprisingly participants from the project-based courses commented on the growth of their teamwork and leadership skills. The finding relating to the ability of the educational engagement to lead to innovative and experimental learning, that is to support learning knowledge and skills in novel situations, is one which aligns with recognised desirable graduate capabilities (Scott, 2008).

Learning accomplishment captured the way students were envisioning their identity and lives more generally, post-graduation - as a professional, their employment, and future study. There was evidence that this experience led to a realisation of new and local opportunities, and different career trajectories than previously imagined as well as an understanding that learning and formal study may be ongoing.

5 Understanding the regional student experience

5.1 Relationship to the Kahu model

See appendix F for alignment of selected meaning units from content analysis with Kahu nodes. Of note were elements of proximal and distal consequences from the model and elements of psychosocial student influences. The findings contribute to a more nuanced definition of personal growth, with characteristics not only understood as a distal consequence of learning in terms of the future trajectories of graduates but also as an effect that may feed straight back into their learning and engagement in their present program of study and contribute to their success. The contextual finding named the *environment for personal connection* evidenced a learning environment that was motivational and enhanced student sense of belonging because of the scale, amenity and interactional tone of the environment. This relates to a number of structural and psychosocial influences in the Kahu model (see appendix D). The physical environment is an area of support in which USC rates highly in University Experience Survey (UES) results (UES analysis supplied by OLT project leadership team).

5.2 Insights gained

Being able to respond to novel and unexpected situations with appropriate solutions is recognised as a desirable graduate capability (Scott 2008). This adaptive capability along with the ability to develop skills and understanding as well as grow personally are thought to enhance employability (Oliver, 2013). Across the four discipline areas learning which contributed to such capabilities and generic competencies was highlighted. Problem solving and application of ideas to novel situations, communication, particularly interpersonal skill development, networking and professional communication, as well as written communication were highlighted as practice skills necessary to

function in a profession. These findings reflect those of national surveys. Motivation as a contextual theme provided some details about what makes students prepared to engage which has some correspondence to self-efficacy items in the University Experience Survey (UES). Self-efficacy was found to relate to learning accomplishment or consequence in the present study. Student engagement satisfaction is rated lower by students in the UES than other areas of their experience. The focus of the items is on their preparation and interactions and belonging as students. The findings of this case study put the focus on WIL and its ability to act as a multi-faceted influence on students' engagement, with concepts, with industries and businesses, with other students and with their learning and own sense of purpose and identity.

5.3 Good practice examples

1. **Project and group based WIL to apply, develop and innovate.** Students in the entrepreneurship and tourism WIL courses undertake a specific group project. The exposition, application and adaptation of a business framework or model supports student engagement with local businesses, to whom they present ideas to resolve business issues. Staff envision learning that is “experimental...” in order to foster the ability to “innovate and cope with change” STA15. See appendix E for a detailed presentation of this practice example.

2. **Internship and individual WIL to practise and craft skills.** In drama coordinators facilitate placement in industry and support individual students to develop their knowledge and skills using a reflective practitioner framework where journaling is central. In Law, students undertake activities at a local community clinic, participate in cases, learning the procedures and processes of managing clients and their files. Students appreciate the mentorship of accessible, supportive academic staff who have experience and expertise in relevant professions. “I've learned a lot out of it about myself and that this, I want to pursue this as my career..... So it gives you confidence that you can do it, and areas to improve and that type of thing”^{s05}. See appendix E for a detailed presentation of this practice example.

6 Implications

The findings of this case study, while not generalizable, speak to practical ways in which the USC strategic priorities and imperatives can be met. Providing a comprehensive suite of programs enables students to choose to study in their local area providing them with *continuity*. Providing curriculum which uses project and internship models to engage students with local industry, business and professions *strengthens the university's engagement with local communities* and those further afield, potentiating advantage for all stakeholders. *Students apply and adapt knowledge and skills and innovate in novel and authentic settings* which enhances important generic competency development, identity transformation and personal growth, essential graduate capabilities.

7 Conclusion

WIL initiatives that engage students with each other and with local businesses and industries to practice skills, develop, apply and adapt knowledge, to innovate and experiment, facilitate changed perspectives, of their own learning, understandings of the local community and open up future possibilities. Further and importantly, findings suggest that WIL can contribute to contribute to identity development and personal growth. WIL is evidenced as an authentic educational experience that supports transferable knowledge and skills development for lifelong learning, employment and career development.

8 References

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Appendices

Appendix A. USC Case Study WIL initiatives

The four USC initiatives which form the USC Case Study are outlined below.

Initiative 1: Student mentoring of businesses *Technology and Innovation in Tourism, Leisure and Events.*

This required advanced level third year course is an established component of the Bachelor of Business (Tourism, Leisure and Events Management). It provides undergraduate students with a unique opportunity to gain knowledge and understanding of innovative technological methods and their application within Tourism, Leisure and Event Management businesses in the Sunshine Coast region. Students engage in a student-industry project, the WIL experience component. Students participating in this course have not only learned more about principles and practice in social marketing and management in TLE but have contributed to enhancing the confidence, skills and information of businesses engaging with the WIL initiative. The initiative has been disseminated in the refereed literature by the course developer and coordinator¹. Schaffer has described the mutual mentoring between business and students which informs learning and mechanisms through which theory may be embedded in innovative practice in novel situations.

Student enrolments each offering 2013-2015 number 60-76. In 2016 the course is offered at Sippy Downs and Southbank campuses

Initiative 2: Student participation *Theatre Internship.*

This course is an option for second year undergraduate students, in the Bachelor of Creative Industries (Drama) program. It provides them with an opportunity to take part in an individual or team project with industry related businesses or partners: The experience gained by these students contributes significantly to their industry knowledge, networks and employability. Examples of student experiences include participation in projects with the Sunshine Coast Theatre Alliance, the Belvoir Street Theatre in Sydney, and an opportunity to partake in USC's 'Acting 4 Health' program, which requires students to role-play as patients in the practicum component of USC's Bachelor of Nursing. This last initiative is subject to a project funded by a USC learning and teaching grant.

This course was offered for the first time in 2014. Student numbers each offering 2014-2015 = 8-10.

Initiative 3: Student engagement with regional community and industry experts *Law Professional Practice.*

This course is an elective course and offers second and third year undergraduate students in the Bachelor of Laws programs an opportunity to work in a legal office on the Sunshine Coast observing and participating in legal practice. Students may interview clients, prepare and deliver legal advice, draft legal documents and sometimes play a role in court proceedings. The course provides students with an opportunity to contribute to the local Sunshine Coast community through legal aid placements as well as gain valuable knowledge, experience and advice from professional volunteer lawyers as part of USC's *Law Clinic* partnership with 'Suncoast Community Legal Service'. This course was offered for the first time in 2014. Enrolments in 2014-2015 offerings = 3/9.

Initiative 4: Student networking and participation in the *Multi-disciplinary Experiential Entrepreneurship Model (MEEM) Start-up Weekend New Venture Establishment or Industry Project: Communication.*

Facilitated by the School of Business, students enrolled in ENT311 as part of a Bachelor of Business (minor in Entrepreneurship or Social Enterprise) or CNM 2IP a design or communications project course as part of a Bachelor of Arts, or Bachelor of Serious Games participate in the *Multi-disciplinary Experiential Entrepreneurship Model (MEEM)* involving the USC event "Startup Weekend". This event involves between 14-20 students annually, with a gathering of approximately 80 business owners, entrepreneurs, technologists and designers (creatives). Students submit and pitch their entrepreneurial business ideas at the action-based event,

¹ Schaffer, V. (2015). Student mentors: aiding tourism businesses to overcome barriers to social media, *Current Issues in Tourism*, 18, 1022-1031 <http://dx.doi.org/10.1080/13683500.2014.904847>

which are then put to the vote, and if successful, developed through the business model creation, coding, designing and market validation stages. Entrepreneurial leaders are then invited to provide critical feedback to attending entrepreneurs, contributing to student knowledge, ability and expertise in developing solutions to entrepreneurship issues. Student no.s in CNM 2IP1 course 2013-2015 – 38-50, ENT311 2013-2015 = 6-9.

Appendix B. Student and Staff Interview Protocols

Students

Qu.	Introductory
1	In regards to your choice to study at USC, can you tell me what brought you to study here?
1a	What was your motivation to study?
1b	What led you to choose this program of study?
1c	Who or what were the influences on your choices in this area?
Qu.	Framing
2	Can you tell me about your usual uni week?
2a	How does uni fit with other aspects of your life?
2b	What are the challenges for you of studying at university?
2c	Can you tell me what you like about your uni experience and/or being here at USC?
Qu.	Focal
3	Is there anything that you particularly enjoy or find helpful to your learning in this course?
4	How does this WIL experience contribute to your overall learning in your program of study?
5	Is there any aspect of your experience in this course that you think is or will be particularly helpful/valuable to you outside uni?
5a	Do you feel the course developed any generic skills?
5b	Do you feel the course offered networking opportunities in your industry?
6	Looking forward, what do you plan to do once you finish your current study?
6a	Do you feel that this WIL experience has improved your prospects of gaining future employment in your field of interest? How? (has it improved your employability?)
6b	Would you consider staying in the Sunshine Coast region to work?
7	Is there anything else you would like to mention that you feel we haven't covered?
8	[Additional information the student has offered post-interview]

Staff

Qu.	Introductory
1	Tell me about this course, or the WIL component of this course, and how it fits into the program of study for students at USC?
1a	What is the key focus of the course?
1b	How did this course develop? What was your role?
1c	What makes this course innovative?
Qu.	Framing
2	How do you engage students in this course, or the WIL component of this course?

2a	What sort of activities are students required to undertake?
2b	How do these opportunities contribute to graduate development?
Qu.	Focal
3	Is there any aspect of this course, or the WIL component of this course, that responds to USC's or the students' regionality?
4	In what ways do you think this course, or the WIL component of this course, enhances students' USC experience?
5	What particular skills do you think this course, or the WIL component of this course, equips students with for their future work / life?
5a	Does the course contribute to employability in any way?
5b	Does the course develop students' generic skills?
5c	Does the course offer students networking opportunities?
6	Is there anything else you would like to mention that you feel we haven't covered?

Appendix C. Procedures for data management/ descriptive content analysis

1	Transcribe each interview recording verbatim
2	Check each transcript against recording and interview notes
3	De-identify information as necessary in each transcript
4	Enter data from each transcript into NVIVO (10) by question numbers (see appendix B interview questions) using the predefined nodes representing the elements of the Conceptual Framework of Student Engagement (Kahu, 2014) provided by the OLT project leadership team
5	<p>Conduct descriptive content analysis:</p> <ul style="list-style-type: none"> a) Identify meaning units in each transcript (words, sentences, paragraphs with related content and context) b) Examine, condense and label meaning units within and across transcripts (codes from the condensed meaning units and within context) c) Examine and collate labelled condensed meaning units across transcripts into subthemes (categories containing content with similar underlying meaning) d) Examine and collate subthemes to form descriptive themes. <p style="text-align: right;">(Graneheim & Lundman, 2004)²</p>
6	Queries run in NVIVO using data coded against predetermined Kahu nodes and nodes created against questions, and compared with meaning units informing the subthemes to check for correspondence and comparison with elements of Kahu model, and revise subthemes and themes.

² Graneheim, U.H. & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today*, 24, 105-112, doi:10.1016/j.nedt.2003.10.001

Appendix D. Descriptive content analysis alignment with Kahu model coding

Theme 1: Learning Work.

Meaning unit / context (illustrative excerpt in bold)	Kahu model coding
Subtheme Practising and crafting	
Student 09 <i>I think it's really good for realism in drama, that particular aspect. So you do several different forms in the drama course. And it's just really helpful for that everyday sort of acting naturalism. Just helping my form and my acting abilities in general, rather than some of the other forms that aren't as realistic. I can actually relate it to real life situation... and bringing both fields together to help each other out. Because it helps me develop my acting style and abilities while also helping them. But it's really, it's a very different sense to what I'm used to</i>	Psychosocial influences Motivation Skills Student engagement Interest Deep learning Interaction / participation Proximal consequence Learning Distal consequences Lifelong learning
Student 04 <i>Definitely the fact that we're seeing clients from the get-go, so they're fresh not just to us but to the lawyer as well, and then having to follow through and then build a narrative [on] their issue...it's the meeting the client, figuring out the issue, doing the research and writing the letter has been very good because that's a fairly standard operation for a lawyer and we've done it quite repeatedly.</i>	Student engagement Deep learning Interaction / participation Proximal consequences Learning
Staff 18 <i>I think specific skills they get taught by their mentors during their placement, which is hugely important because we don't always teach those skills at all here. So, for example how to rig a light is not something we teach here, but that's something that student x's going to learn when he's up at the [theatre], so that yeah those really practical skills. And I think how to become a reflective practitioner...</i>	Psychosocial influences Skills Support Student engagement Deep learning Interaction / participation Distal consequences Citizenship Personal growth
Subtheme Applying innovating and experimenting	
Student 02 <i>Yeah, so we've been doing property law, contract law, tort law, criminal law, all of those subjects we've done people have come in say with a car accident matter which relates to the traffic piece of legislation which we studied in our first year, and then some people come in with domestic violence which relates to criminal law and family law, and then you have people with neighbour disputes which is related to property law, and then phone contract issues where there's money involved and that's all contract related. So you actually get to put all of this stuff that's just been floating around in your head that you've learnt into practice and be like "I remember that time we learnt about that thing" and then you can go and look it up.</i>	Student engagement Deep learning Interaction / participation Proximal consequences Learning Achievement Satisfaction
Student 07 <i>It was just such an amazing experience, I don't know, I loved the whole thing, I just loved being able to, especially I think because I went in there completely blind, so I had no idea what I was walking into. And then coming out of it was such an amazing experience, and all this knowledge that I'd never had before, I think that was just amazing. That's what I like about, I loved funnily enough the education side to it, so learning about the industry. But yeah, I kind of just loved creating something and getting up there, just having a stab in the dark and saying "This is my idea" and then forming a team and actually really starting something that has potential. It was a bit of a whirlwind weekend and yeah, I don't know, it was just I'd totally do it again</i>	Psychosocial influences Emotion Student engagement Enthusiasm Interest Belonging Self regulation Deep learning Interaction / participation Proximal consequences Learning Achievement Satisfaction Distal consequences Lifelong learning
Student 13 <i>Actually having that one on one time with the actual business owners was really good. My group in particular, we went down and spoke to- We were there for, like, an hour and we just had a chat and they walked us through and showed us everything and then they were just like "We can't wait to see what you come up with." So, we could email them backwards and forwards and ask them questions and it was really good to have that constant interaction with them... ...I worked with the [x business], so they do the puzzle rooms. So, we were coming up with new ideas of how to get business for them.</i>	Student Engagement Participation/ Interaction Deep Learning Proximal Consequences Satisfaction
Staff 15 <i>They love it. How do you put that? I think because it's experimental. It's so engaging and its real world and they're getting to do that real world stuff...It's trying to hit those broader objectives rather than vocationally based skills. Again, coming back to those attributes... So it's the novel and adaptive thinking. It's the design mindset. Ability to innovate and cope with change.</i>	Psychosocial influences Staff Support Skills Self efficacy Student engagement Deep learning Interaction / participation Proximal consequences Learning Achievement Satisfaction
Staff 17 <i>...the method that we follow in the course is called Lean Start-up. It's a new way of action focussed approach to entrepreneurship and establishing new ventures. So they learn that method. It</i>	Psychosocial influences Skills

<p><i>teaches them about the business model. That's embedded and revising that business model and testing the assumptions in the business model. Hopefully it does that.</i></p>	<p>Student engagement Deep learning Interaction / participation Proximal consequences Learning</p>
<p>Subtheme Developing generic competencies</p>	
<p>Student 03 <i>...I've enjoyed doing the telephone, I think I'm the only one in this group, the pre-advice we normally had to do but in the earlier part of the course, we'd ring up clients and say "What's your matter about?" and they would explain. I like to talk so I suppose that human connection, just hearing what people are going through and trying to use your brain to see if you can help resolve it.</i></p>	<p>Psychosocial influences Emotion Student engagement Deep learning Interaction / participation</p>
<p>Student 10 <i>...Where I think I've got to know everything else, otherwise I haven't completed the project. I'm allowed to just do my job and not have to do other people's job. And that's a hard thing for me, cause I've always worked individually...How to approach work as, cause I've always been a sole trader in my life, so how to approach work as a team member. Usually I'm a team leader, but how to approach work as a team member is different.</i></p>	<p>Psychosocial influences Skills Student engagement Deep learning Self-regulation Interaction / participation</p>
<p>Staff 17 <i>Firstly conveying your idea or pitching your idea. It teaches them to follow a problem solving method which is transferable into any kind of new skill or new environment. It teaches them some interpersonal skills about teams. These are-I guess these are very generic kind of things that everybody would take away and then of course it teaches them very entrepreneurship specific skills or discipline things...</i></p>	<p>Psychosocial influences Skills Student engagement Deep learning Interaction / participation Proximal consequences Learning</p>
<p>Theme 2: Learning Accomplishment</p>	
<p>Subtheme – Changing perspective</p>	
<p>Student 06 <i>But this was a real-life course, you actually had to come up with real ideas, you had to pitch to real people, like it was a fake, you're not presenting to a class, you've got real people in front of you who are interested and they're investors and small business owners, and it's just like "Wow, the world's just all of a sudden, it's turned real and there's so many possibilities that could evolve, if you do a good job from that experience" so it just changes the way you look at what you're doing.</i></p>	<p>Student engagement Deep learning Self-regulation Time and effort Interaction / participation Proximal consequences Learning Distal consequences Lifelong learning</p>
<p>Student 02 <i>I feel like doing that subject has increased my grades in the other subjects too because just being in that environment you learn to look for certain things and you learn to pick up on certain things. So my grades have increased in all my other subjects substantially. I think doing clinic has really made me view the law in a different way because you get the fulfilment of actually being able to help people so it drives you more to know your stuff so when people come in you can be like "Okay, I know how I can help you" instead of being like I didn't listen in that lecture.</i></p>	<p>Psychosocial influences Motivation Student engagement Deep learning Interaction / participation Proximal consequences Learning Achievement Satisfaction Distal consequences Personal growth</p>
<p>Student 11 <i>I just think you think oh like I just saw it, yes we can talk about it people can talk about their opinions. But it's actually more than that it's cementing your knowledge but then also opening your mind to other people's perspectives and not just having a one-sided view, so multi perspectives I guess. Then I think as well is understanding that everybody's opinion is of worth is a huge skill as well.</i></p>	<p>Student engagement Deep learning Self-regulation Interaction / participation Proximal consequences Learning Distal consequences Lifelong learning Personal growth</p>
<p>Student 06 <i>...which was something that we ended up pitching at start up weekend, and I've never really thought of myself as a business person, but all of a sudden I was doing a business course and I had to look at something from a realistic perspective, I wasn't detached, it wasn't abstract, which is what a lot of the uni course work is. It all of a sudden became very personal and very real, and so I had to think of what the problem was and my problem was finding work that fitted in with my university timetable, and my solution was I came up with a business, and tomorrow I've actually got a business meeting about that, I've got people contacting me saying "Yeah, I want to get involved".</i></p>	<p>Psychosocial influence Emotion Student engagement Deep learning Self-regulation Time and effort Interaction / participation Proximal consequences Learning Achievement Distal consequences Work success Citizenship – Jen I added this...okay?</p>
<p>Subtheme Confidence and identity</p>	
<p>Student 08 <i>One was my confidence. I did stage management in that work experience, but I'm not particularly trained in stage management and that's not something that's offered here at this university. But it is something that I felt like I could do. And so that program really helped me. So many people said to me, and so many people that know stuff about the business, said to me "You'll be a great stage manager. You're already displaying the skills that you need...and they're people that have had some</i></p>	<p>Psychosocial influences Skills Self-efficacy Student engagement Deep learning</p>

<p>success in the industry and so they know what it takes. And so that was huge, just to know that I've got what it takes... But sitting in a tech week and seeing what happens to produce a show and how the stage manager operates and what the stage manager has to do within that and then continue to do for the duration of a production, I guess theoretically I understood those things, but to see it in practice and to be a part of that, that to know that (1) I can do it; and (2) what I have to do was really positive.</p>	Time and effort Participation Proximal consequences Learning Achievement Satisfaction Well being Distal consequences Work success Citizenship Personal growth
<p>Student 05 ...just that it's been a fantastic opportunity, I've learned a lot out of it about myself and that this, I want to pursue this as my career. And that yeah, we're lucky to get this opportunity compared to some of the other students I know, [other University] don't get that. They've got to try and source it themselves, which I can imagine would be difficult. So we've kind of been given this on a platter and we've taken advantage of it. The feedback that [the lecturer] provided to myself has been really good, you know she's been really happy with what I've been doing. So it gives you confidence that you can do it, and areas to improve and that type of thing.</p>	Psychosocial influences Staff Support Self-efficacy Distal consequences Personal growth
<p>Student 10 I'm actually developing more incubation modules happening across the coast, so we're going to do them in [multiple suburb locations]. So I'll create three more days work for myself as soon as Uni finishes...I'm creating other classes because there's more students that want, disability students, so I've become a disability drama teacher, that want access to these programs but can't get to it.</p>	Distal consequences Work success Citizenship
<p>Staff 21 And I know I do a lot of talking about positive professional identity and building that, and constantly through their reflections and what they're learning and who it is that they feel that they're becoming as a potential practitioner, I think that a lot of those values are internalised and I think through our assessment practices, we can kind of socialise them into those expectations, so we can kind of mould that a wee bit as well.</p>	Psychosocial influences Identity Student engagement Participation Distal consequences Citizenship Personal growth Lifelong learning
<p>Subtheme Future Focus</p>	
<p>Student 09 There's just so many things that I think it's contributed to, it's even opened my eyes to the industry of simulated patients. Because that is actually a job you can do. You can actually get into the industry and they use it in real life situations. So I think, I believe the Police, Police Force use it. Emergency Services, SES, I think I actually recently saw in the news a scenario.</p>	Distal consequences Work success Lifelong learning Citizenship
<p>Student 06 Well it's really changed my direction, I didn't want to go in the direction that I'm going in, but I just found this experience so interesting. I was planning on doing a grad in secondary education this year, and this, the start-up weekend and this course, just showed me that there's so much more that is possible, and I'm a bit of a geek I guess, where I like to look into things so that's why I'm doing my thesis on the communication part of that pitch, which I think's really, really interesting. It's so important. But I want to keep on studying entrepreneurship and be involved in it, and that was certainly nothing I was--I didn't even know it existed, didn't know what it was.</p>	Psychosocial influences Emotion Motivation Student engagement Interest Distal consequences Lifelong learning Personal growth
<p>Student 12 It's not networking but in a way it was almost like, there is business on the coast. It was reassurance that I've picked the right degree. There's people coming from the industry that aren't coming from Sydney or Melbourne. They're coming from local businesses on the Sunshine Coast, and it was that thing that tourism is real here, and if you want a job and you want to say on the Sunshine Coast, you can do that.</p>	Student engagement Interaction Distal consequences Work success Citizenship
<p>Student 04 Then I want to get a graduate program in a criminal defence arrangement, whether that's with a private firm or a government funded program. Particularly my interest is in indigenous and Torres Strait Islander legal aid, so that's probably where I'm hoping to go. Then I want to re-enrol back into uni and do part time criminology and psychology so I can be, if not criminology and social work, to be not just a lawyer but, how do I explain it, just to help my clients and being able to deal with people who...Interviewer Counselling? St04 Counselling, yeah and being just a little bit more broader umbrella employability, but more because I do want to make a difference in the world for vulnerable people.</p>	Psychosocial influences Motivation Identity Distal consequences Work success Citizenship Lifelong learning Personal growth
<p>Staff 18 But, that kind of networking, so that what happens is that when there's another project and they need someone, they'll go, ah that [student] was good, let's give her a call. So, that's the kind of way the arts industry works, so trying to try and get them out and having those experiences and meeting those people that could potentially be the one that rings them and says can you do this job is what's really important to me. But, also in terms of their learning, it's about how do they make themselves the type of person that someone would ring? That's the kind of thing.</p>	Student engagement Deep learning Interaction / participation Proximal consequences Learning Distal consequences Work success Lifelong learning Citizenship Personal growth

Context findings: Motivation

Meaning unit / context	Kahu model coding
The influence of prior secondary or tertiary studies	

Student 05 <i>Absolutely yeah, so I really enjoyed the Justice and Legal Studies, but through some of the courses I'd done in my later years, was just Employment Law. So I knew that I was probably, the way I think about problems and things, Law rather than the Justice would suit me better... I'd enjoyed my previous degree and I thought I would keep going while I was still motivated and to get my skill set up and all that type of thing.</i>	Psychosocial influences Motivation
Student 09 <i>...once I started doing drama in high school, the majority of my drama teachers, they saw that I enjoyed drama, I did some drama outside of high school as well... I just wanted more opportunities for once I, once I finished high school, just going on to extra education. Even just more knowledge for me because I like learning new things, I like learning the origins of different subjects, specifically drama and also like film and television, media and screen studies...So yeah, [I] just really like learning new things and growing because I just feel like the more experience I have, the more I can use it in my every day life and once I go out to work.</i>	Structural influences Support Psychosocial influences Motivation Skills Distal consequences Personal growth Work success
Student 11 <i>I graduated high school in 2012 and I had studied drama as a subject in high school and I'd also studied English and I was really passionate about both drama and English and I wanted to further study after I finished high school and so I was looking at different universities and the courses that they offered.</i>	Structural influences Discipline Background Family Psychosocial influences Motivation Skills
Learning aptitude	
Student 01 <i>I've always done well in school and the sort of fields that interest me were law and commerce and the things that you needed a degree for. I'd rather work in an office than do a trade... After that year I was like well it was interesting to study but is it something I definitely want to do as a career? I wasn't sure so that partly influenced why I did commerce up here instead. But I really found that I did want to do law, so when that opportunity became available it was definitely something I wanted.</i>	Psychosocial influences Motivation Emotion
Student 02 <i>I never imagined myself not being at uni. When I was little and ever since I was like "Yep, soon as I finish high school I'm going to uni". I don't know, I just like to study and I like learning things.</i>	Structural influences Background Psychosocial influences Motivation
Student 04 <i>...I knew that I was going to need to do more study anyway whether it was teaching or honours or whatever it was. I majored in politics as well and so it was just the natural sort of progression. My dad suggested "Why don't you become a lawyer?" and it had never occurred to me because I thought that was only for the real geniuses and then I was like I've actually got a degree so I'm one of those smart people. So it occurred to me quite late in the game to become a lawyer, and it made a lot of sense when it did all start... It was all very sensical to me. As for influencing, there wasn't so much influence as there was affirmation that it was "That's a good idea, that's a great career, makes a lot of sense with your background".</i>	Structural influences Background Support Family Psychosocial influences Motivation Distal consequences Work success
Student 12 <i>I had friends that were staying and a lot of friends that started the commute to Brisbane hated it and then, of course, came here. I just looked at the different university courses that were offered re tourism around the country, and none of them offered tourism, leisure and events in one and I was like "That's really cool". I saw that a lot of degrees had international tourism, so I thought if that is what I'm competing with, I'll do a double degree and do international business as well. So I did two majors.</i>	Structural influences Background Family Psychosocial influences Emotion Motivation
Long held aspiration or desire	
Student 07 <i>I didn't really know what part of the media I wanted to narrow in on, I always, ever since I was little, knew I wanted to do something around TV or magazine or fashion, so I thought journalism was the most smart one, because it can cover all bases. So rather than doing PR, which I did consider as well, I thought journalism was more broad. It was a broader subject which I can then focus in on a specialty later on.</i>	Structural influences Background Psychosocial influences Motivation
Student 02 <i>Well I always wanted to study law, but I got into music so I thought I may as well give it a crack. Then I saw that it was starting up at Sunshine Coast Uni which meant that I didn't have to go down to Brisbane from living up here, so I decided to have a go.</i>	Structural influences Curriculum Background Psychosocial influences Motivation
Student 10 <i>I always study, it's part of who I am. So I've done lots of different things in my life. I was in the fashion industry, in natural therapies, so I have lots of qualifications in the past. What I originally always wanted to do was drama and write, but it wasn't a employable opportunity in...so doing it now was a choice of doing something for myself... So yeah it's been really fulfilling because it was a big hole in my life not having done, these were my two personal choices in my life. What I wanted to do was write and be involved in theatre and acting. And so it was like finally fulfilling my lifelong dream.</i>	Structural influences Background Psychosocial influences Emotion Motivation Self-efficacy Distal consequences Lifelong learning Personal growth
Undertaking a personal journey	

<p>Student 03 <i>I've done a previous degree and then I floated about, travelled and then ended up falling pregnant. Her dad's overseas floating around probably as well, so I had to take on the responsibility of grow up a bit with that. So I had the baby and then it was like how am I going to support myself and her? ...The prospects, that was it, yeah. I was 25 going on 26 when I started it, so yeah employability. Surely by the time I have two degrees and one's a law degree, surely I should get a job somewhere.. My parents encouraged me to apply I'd say. I had discussions with them. So that was it, my parents really, talking it over and making sure it was the right... At one point I was going to do the GAMSAT and do medicine and I was like ooh I don't know.</i></p>	<p>Structural influences Support Family Lifeload Psychosocial influences Motivation</p>
<p>Student 06 <i>I got married when I was 17 and I've sort of done things backwards, and so now I'm divorced and I've found myself I suppose without any kind of real qualifications, and I wanted to have the skills to offer a better life to my kids really.</i></p>	<p>Structural influences Background Support Family Lifeload Psychosocial influences Motivation</p>
<p>Student 08 <i>I am a mature age student and I've been working in the workforce for close to 15 years on a mostly on, but a little bit off. I worked in Sydney for a large market research company and it got to a point where I felt like I had to do something differently. So I left that job and I came to the Sunshine Coast purely for rate ease..And I had opportunities to seek work elsewhere, but I decided that studying, which is something that I'd always meant to do, was kind of available to me now and so I decided to enrol at university here.</i></p>	<p>Structural influences Background Lifeload Psychosocial influences Motivation</p>
<p>Student 13 <i>I just finally decided what I wanted to do with my life, so I thought I'd come back to uni and get a degree and help me move in that direction?</i></p>	<p>Structural influences Background Psychosocial influences Motivation</p>
<p>Context findings: Environment for personal connection</p>	
<p>Meaning unit / context</p>	<p>Kahu model coding</p>
<p>Student 06 <i>I think it's I live on the Sunshine Coast and it was close, it had what I wanted, it had the courses that I was interested in, and it was around the corner. I didn't really want to have to travel to go, and I've got children as well.</i></p>	<p>Structural influences Background Support Family Lifeload</p>
<p>Student 04 <i>Nice environment, it's a pleasant place to be, lots of sunshine, lots of trees, so nature, it's a very relaxed culture. That's probably what I meant, it's relaxed.</i></p>	<p>Structural influences Culture</p>
<p>Student 11 <i>I think it's the atmosphere. My friend talks about how every place has a soul and I think that's true and it also applies to universities. I think the atmosphere that USC has is quite nice. Everybody talks about this but I think it's the kangaroos and it's the connection with the environment that is quite nice as a student rather than being in a concrete jungle. So I think that landscape and setting is quite nice. And its connection to culture as well, Aboriginal culture as well, the buildings all cater to the environment. So I think that's really nice to have patches of grass and everything like that is quite beautiful so the environment for one. I think that has a huge affect on your ability to work which I don't think a lot of people acknowledge but I think psychologically it's important to be in a pristine environment. So I think that for one, I just think we're so lucky to have such beautiful resources and buildings and open space.</i></p>	<p>Structural influences Culture Psychosocial Influences Staff Support Motivation</p>
<p>Student 02 <i>Compared to [metro university] especially I love being here because it's such a smaller group of students and you're not just a number. All the teachers know your names, everyone knows everyone, you know all the people in your classes and it's a really close group of students. It's more like a family and you get to come to uni and you get really excited to see everyone, whereas being at a bigger university it was like I'm just an anonymous little number walking around. And just the environment as well, it's really conducive for learning. It's a beautiful campus and a beautiful place and everyone's so lovely.</i></p>	<p>Structural influences Culture Psychosocial Influences Staff Support Emotion Motivation Student engagement Belonging Interaction</p>
<p>Student 05 <i>...so if I was to compare [metro university] Law, compared to our Law, there's over 3000 student there, there's probably only a couple of hundred here, because it's only the second year of Law. So smaller group, getting to know everybody and we all get along pretty well, so everybody helps each other out. Getting to know our lecturers and tutors, getting that one on one help if we need it has been really beneficial. You know they know who we are, so there's more of that personal connection, yeah just makes a bit more relaxed environment, if we all know each other, we know how we all work differently. We can all work together, rather than at [other uni] you're one of so many and you don't have that personal interaction I think. Because Law is a very difficult area to study, just having those connections can make it easier. You don't feel you're on your own, you've got people around you doing the same thing, the same courses, just really helps...What do I like about it? I enjoy learning, I've been challenged every day, learning so many new things and skills. I enjoy interacting with the students that we have, especially because we're a tight group...</i></p>	<p>Structural influences Background Culture Psychosocial Influences Staff Support Student engagement Belonging</p>
<p>Student 11 <i>I think because it's a small university and possibly because of where we're based the people are really friendly so that's really nice, especially with group work it's really nice to know a lot of the</i></p>	<p>Structural influences Culture</p>

<p><i>people in your groups. I know for me when I graduate I'll have people not only from my disciplines but people from disciplines in accounting and marketing and creative advertising that I know who haven't done a lot of courses with me, maybe one or two. But because of that social and collective nature of the university when I graduate I'll also be able to graduate with them and I'll know them.</i></p>	<p>Psychosocial Influences Staff Support Motivation Student engagement Belonging Interaction</p>
<p><i>Student 12 Yes it's smaller, but I like that. I've always been a person who liked this uni and I come from a small country town before we moved to the Sunshine Coast. So for me this is still big. It's still very big. I love it and I think in a way being a regional university and having that coastal culture, yes the people are more laid back and yes they are a little bit more like "Oh you know we'll do it tomorrow". In a way that is still reflected in, they want to help you. The coast is naturally just nice people. I have a friend that I said "I just popped in to see my lecturer". She's like "What? You can just pop in to see your lecturer?" I'm like "Yeah, yeah you can do that. If they have times you can do that, but they will make a time to see you" which I think is just beautiful. I loved to study here. It was fun.</i></p>	<p>Structural influences Culture Background Psychosocial Influences Staff Emotion Motivation Student engagement Enthusiasm Proximal consequences Well-being</p>
<p><i>Student 08 It's just a nice atmosphere. There's nice places to go. I don't like to tell people the places that I like to go study because then they'll all discover them. But it's a really nice campus and people are friendly, especially the academic staff, they're all so approachable and all very helpful... I've always found them to be really willing to help. I haven't loved all of them, but they're generally really willing to help.</i></p>	<p>Structural influences Culture Psychosocial Influences Teaching Staff Support Emotion Student engagement Belonging Proximal consequences Satisfaction Well-being</p>
<p><i>Student 13 I love USC. I love the lecturers are always so good and they're so friendly and helpful. You can go to them about anything, even personal stuff. Like, I've had a few issues where I've had to get extensions and stuff and they're just so approachable. And I find it's really laid back but it's also really good. Like, some of the unis; when I was in school I went to [metro university] on their start program and it was just really rigid and... Whereas here it's- I think because it's a bit smaller you get that more one on one with your lecturer's and your tutors which is really good. So, if you need to talk to them, it's easy enough to get access to them which is really good.</i></p>	<p>Structural influences Culture Psychosocial Influences Staff Support Emotion</p>

Appendix E. Good Practice Examples

Introduction.

The findings of the USC case study presented in the report highlight two approaches to WIL. The first is characterised as group and project based WIL and emphasises application of theory to practice and novel situations, innovation and development. The second is characterised as an internship WIL and emphasises students' practice and crafting of relevant skills. A brief outline of each is provided with a description of the purpose and organisation of the WIL, key student learning and perceptions of influence on graduate outcomes and employability.

1. Project and group based WIL to apply, develop and innovate. Students in the entrepreneurship and tourism WIL courses undertake a specific group project. The exposition, application and adaptation of a business framework or model supports student engagement with local businesses, to whom they present ideas to resolve business issues. Staff envision learning that is "experimental..." in order to foster the ability to "innovate and cope with change" ^{STA15}. Four students from the case study sample had undertaken one of these courses.

Purpose and structure – organisational influences. Students worked individually but also in pairs or groups with an industry partner on a project to address a business issue, social marketing in the tourism and events management course or the development of a business pitch in the entrepreneurship course. The vision and purpose set out by the staff participants was multi-focal, and they emphasised the importance of providing a structure that helped students to apply principles and processes to novel circumstances, to problem solve and innovate and to develop personal competencies in the process.

As a staff member involved in the entrepreneurship WIL commented, *Firstly conveying your idea or pitching your idea. It teaches them to follow a problem solving method which is transferable into any kind of new skill or new environment. It teaches them some interpersonal skills about teams.* ^{Sta 17}

Students in the tourism course are put in contact with a business. They to develop technology based innovations to address an aspect of the enterprise. "So, we were coming up with new ideas of how to get business for them [a Brisbane based business]." ^{S13} This required application of theory, problem solving individually and in groups, and used a scaffolded approach to assessing student outcomes – an initial assessment, a group presentation and a final individual report.

The entrepreneurship WIL was around a key intensive activity - the business pitch, with students engaging in a weekend gathering with a range of local enterprises known as the 'Startup Weekend'. "They have to come up with a product, with a website, with a marketing plan, a business plan, everything. And they have to pitch at the beginning..." ^{Sta16}. Students then developed a business plan and received feedback from the businesses. Outcomes were assessed in the quality of the initial pitch, reflection on that activity and the final business plan.

Learning activity - affect, cognition and behaviour. The real, experimental and unexpected character of the experience was noted by students as a positive influence on their engagement. "But this was a real-life course, you actually had to come up with real ideas, you had to pitch to real people" ^{s06}. The students recognised that their learning was centred on applying a framework or theoretical concepts in structured and focused activities. They sensed their achievement in successfully undertaking the required activities, "I kind of just loved creating something and getting up there, just having a stab in the dark and saying 'This is my idea', and then forming a team and actually really starting something that has potential". ^{s07} **Teamwork** was an intentional learning activity and appeared to resonate in students' reflections, "it really pushes me to work in a group, it pushes me to do even better than I do if I'm working by myself and you do have to work in a team, when you're working at start up weekend,

when you're in a business, in real life you need to work in a team and I mean I guess I've always known this, but it's given me real-life experience.”^{s06} The learning environment was universally appreciated by participants in the case study and accessible supportive staff were commented on as a positive influence “...people care, they're interested, they are actually interested and you get real answers, you're not blown off. Lecturers and tutors have taken time to talk to me,”^{s06}. The professional experience and expertise of academic staff involved in the WIL, was appreciated when transparent and shared, “...her general knowledge of the industry, and being completely open with us particularly helped us guide through it”^{s07}.

Students reflected on their personal development, and learning. There was a sense of satisfaction, growing self-assurance and self-awareness and they had an increased sense of belonging and identity with their potential professional roles and professions, “...more aware of what goes into businesses and what goes into a start-up, and even the importance of different roles and different careers. I think it's a very rounded experience and I think it has everlasting benefits”.^{s07}

Enhancing employability and graduate outcomes - consequences. The students' reflections on their achievement led to comments on their future which were positive and without exception showed a changed perspective. Self-awareness shaped their understanding of the potential opportunities, “That's one thing that I did learn from here is that, you can do whatever you want”^{s12}, They developed practical understandings of employment, business roles and career opportunities, “Wow, the world's just all of a sudden, it's turned real and there's so many possibilities that could evolve, if you do a good job from that experience” so it just changes the way you look at what you're doing. ...I never thought of myself as a business person, and I've come up with a business, and it's viable and people are interested and they're looking to invest.^{s06}

There was also evidence of a new appreciation of local, regional, employment opportunities for them as graduates, “It's not networking but in a way it was almost like, there is business on the coast. It was reassurance that I've picked the right degree... and it was that thing that tourism is real here, and if you want a job and you want to say on the Sunshine Coast, you can do that”.^{s12}

The WIL for staff “...brings it all together for them...Now I get it. You know, now I understand how it fits into the big picture”.^{sta14}

2. Internship and individual WIL to practise and craft skills.

Students in the drama and law WIL courses undertake an experience that may be characterised as an internship. Eight students from the case study sample had undertaken one or other of these courses. Their placements facilitate a process where they practice, rehearse and craft skills relevant to the diverse activities of law and drama professions. In both disciplines developing as a reflective practitioner is emphasised and having everyday professional practice and learning assessed is a key.

Purpose and structure – organisational influences. In drama coordinators facilitate placement in industry, with professional and amateur organisations and even in an innovative program at USC, ‘Acting for Health’ where they learn a discrete professional role, patient actors, and in doing so, support the simulation learning of healthcare students. Achievement is measured in a professional journaling activity and report on their aptitude and skill development during the internship. “...this contributes to people who can have a good understanding of acting skills and how to create a character, but also understand how those skills relate to applied performance and how you can use your acting skills for education and to explore an issue and to do that.”^{sta19}

In the Law WIL students undertake activities at a local community clinic which has a partnership with USC. They work alongside qualified lawyers and a USC guide and mentor to participate in cases, and learn the procedures and processes of managing clients and their files. Achievement is measured in the development of a journal and assessment of their practice.

Learning activity - affect, cognition and behaviour. Practising and crafting professional skills was a key feature of the WIL experience – in law, *So it's the physically meeting the client, figuring out the issue, doing the research and writing the letter has been very good because that's a fairly standard operation for a lawyer and we've done it quite repeatedly.* ^{s04} and in drama, *"on a daily basis, take note of the things that I was learning. And it was so good to do on a daily basis too because it meant that I had the opportunity to reflect a little bit each night and so the next day when I went knowing what I'd reflected on just helped me build every day."* ^{s08} Students were able to describe their developing generic skills with communication and problem solving key, *"I think interaction with people because you're dealing with real people on a daily basis..."* ^{s02} and, *"Probably problem solving skills, yeah the difference between our practical and our tutorial problems, there's a big difference."* ^{s05} Students recognised the summative effect of the WIL beyond the practice and crafting of skills, in both professional and personal domains, *"Just helping my form and my acting abilities in general, it helps me develop my acting style and abilities while also helping them [healthcare students in simulation learning]. But it's really, it's a very different sense to what I'm used to* ^{s09} and this from a law student, *"...[I] view the law in a different way because you get the fulfilment of actually being able to help people so it drives you more to know your stuff so when people come in you can be like 'Okay, I know how I can help you' instead of being like I didn't listen in that lecture."* ^{s02}

Enhancing employability and graduate outcomes - consequences. Students expressed a 'can do' perspective, increased confidence and self-awareness which supported a future focus beyond student life and an enhanced perspective on career opportunities, potential direction and employability, *"And so that program really helped me. So many people said to me, and so many people that know stuff about the business, said to me "You'll be a great stage manager. You're already displaying the skills that you need... And so that was huge, just to know that I've got what it takes... to know that one, I can do it; and two, what I have to do, was really positive."* ^{s08} and from a law student, *"Then I want to get a graduate program in a criminal defence arrangement, whether that's with a private firm or a government funded program. Particularly my interest is in indigenous and Torres Strait Islander legal aid, so that's probably where I'm hoping to go... [and then undertake more study] Counselling, yeah ...a little bit more broader umbrella employability, but more because I do want to make a difference in the world for vulnerable people."* ^{s04}

Summary.

The vision, purpose, organisation, learning and consequences of student engagement in WIL to enhance employability and graduate outcomes are set out in the findings of the case study in interdependent themes related to the student perceptions of their experience and achievement. They are illustrated in the examples above. The words of one of the academic staff participants form suitable final text for these examples, *"And I know I do a lot of talking about positive professional identity and building that, and constantly through their reflections and what they're learning and who it is that they feel that they're becoming as a potential practitioner, I think that a lot of those values are internalised and I think through our assessment practices, we can kind of socialise them into those expectations, so we can kind of mould that a wee bit as well."* ^{Sta21}