

Exploring how nutrition students used the relational employability framework to reflect on their micro-placement experiences

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As the world grapples with multiple challenges, workforces increasingly require university graduates who can navigate complexity to facilitate positive change. The relational employability framework (REF) is used by educators to help students develop an awareness of their human and more-than-human career interactions, contributions and possibilities, in addition to developing their foundational employability skills and attributes. This case study, situated in a third-year community nutrition unit at Edith Cowan University, explores how students applied the REF in their final written reflection assessment following a micro-placement. Eighteen students reflected on their micro-placement experience and developing relational employability using Gibbs' reflective cycle. Codebook thematic analysis followed by a matrix coding query revealed students mainly incorporated elements of the REF in the 'description' and 'feelings' components of Gibbs' reflective cycle, signifying a lack of deeper self-evaluation and action-oriented thinking. The REF did, however, help raise students' awareness of their situatedness and effects on others (human and more-than-human). The implications of these findings for universities are discussed.

Keywords: Relational employability framework, critical global citizenship, work-integrated learning, Gibb's reflective cycle, micro-placement; qualitative case study; nutrition workforce preparation

A well-prepared nutrition workforce is crucial to reducing the current burden of disease in society (Croxford et al., 2022; El-Kour et al., 2021). Work-integrated learning (WIL), particularly placement-based WIL, is a strategy used by universities to provide students with relevant, work-based experiences that can enhance their preparedness for work, employability and employment outcomes (Australian Collaborative Education Network, 2024; Jackson & Cook, 2023; Sambell et al., 2020; Universities Australia, 2019). In the context of nutrition education, this paper suggests that students need to be taught how to be critically reflective and relationally aware (beyond solely human aspects), and that this may be facilitated through a turn toward relational higher education (Lacković & Olteanu, 2024). Building on this foundation, this paper contributes to the growing body of evidence supporting the Relational Employability Framework (REF; Cook, 2023b Figure 1), now applied within the context of placement-based WIL. The REF is used by educators to facilitate students' reflections on their human and more-than-human career interactions, contributions and possibilities, in addition to developing their foundational employability skills and attributes (Cook, 2023a; Cook et al., 2024; Lacković & Olteanu, 2024, Chapter 13, pp. 301-315; Wallace et al., 2024;). Research investigating the effects of using the REF with students as part of the curriculum has shown how it can help develop capabilities in critical reflection (Wallace et al., 2024), as well as relational employability awareness and global citizenship (Cook et al., 2024).

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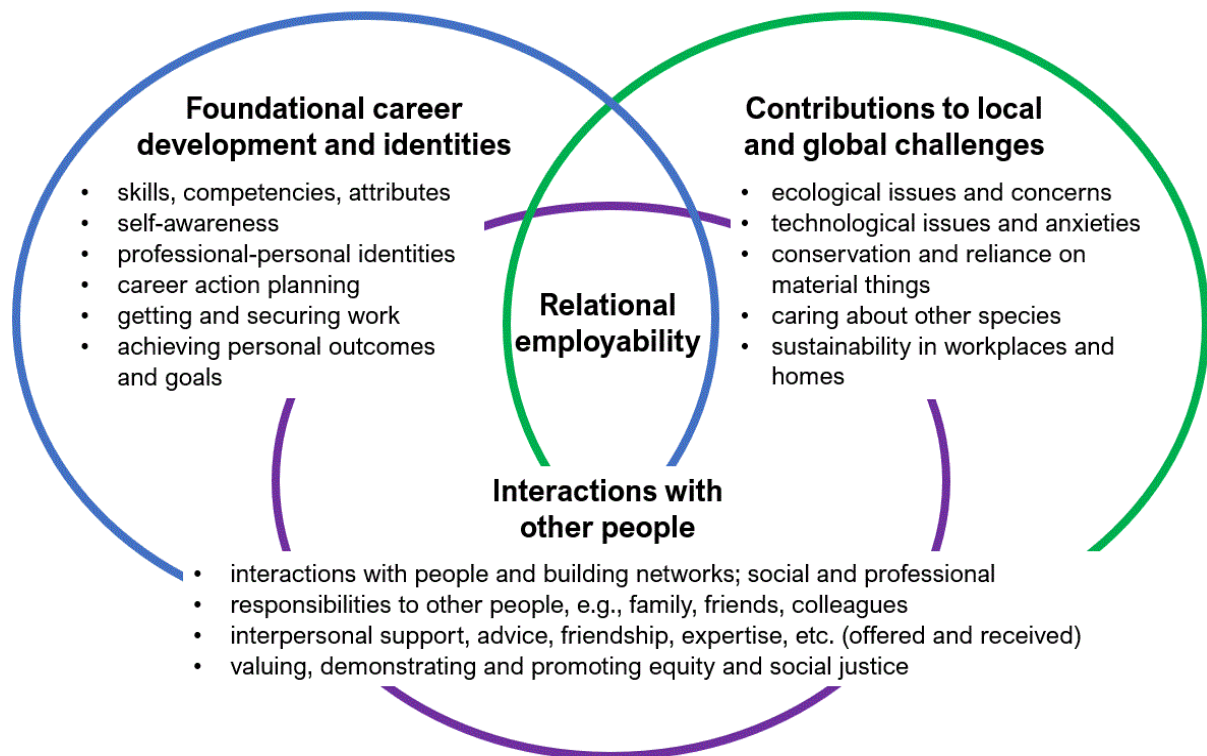
This case study research, conducted within a third-year undergraduate community nutrition unit at Edith Cowan University, Australia, is the first to explore the effects of using the REF with students experiencing placement-based WIL. In this case study, 18 students applied the REF (Cook, 2023b; Figure 1) as part of their final assessment, following a micro-placement experience involving students working in pairs to design, develop and deliver a nutrition education session to a community group. The assessment builds on Gibbs' (1988) reflective cycle and incorporates the REF to engage students in critical reflection around their micro-placement experience and articulate their development of relational employability. The research aims were to explore: (1) how students reflected on their relational employability when using Gibbs' (1988) reflective cycle; and (2) where in Gibbs' (1988) reflective cycle students' integration of learning about relational employability was the greatest.

The next section highlights the REF, including its conceptual underpinning and how it relates to critical global citizenship. Following this, the context of the case study is described, with a focus on placement-based WIL, and the nutrition and dietetic workforce. The method and findings from the case study are then presented, with the researchers using Gibbs' (1988) reflective cycle to examine how students applied the REF in their final assessment. In the discussion section, the findings are discussed and linked to existing research. This paper concludes with an outline of the implications of the REF for WIL practitioners, as well as practical recommendations for REF implementation and ideas for future relational employability research.

RELATIONAL EMPLOYABILITY AND ITS CONNECTION TO GLOBAL CITIZENSHIP

Relational employability, developed into a framework (Cook, 2023b; Figure 1), and tested by educators in curricula (Cook, 2023a), is grounded in two key concepts: relational higher education (Lacković & Olteanu, 2024) and a relational graduate employability paradigm (Cook, 2022a; Lacković, 2019).

FIGURE 1: The Relational Employability Teaching-Learning Framework.



Relational higher education focuses on the interconnectedness that shapes education and its broader societal and environmental impact. This is articulated through three dimensions of knowledge in the curriculum: human society, the environment/more-than-humans and digitalization (Lacković & Olteanu, 2024). Relational employability expands on the notion of employability by incorporating relationality to emphasize the inclusion of more-than-human elements, such as ecologies, technologies and materiality, into career development and employability teaching-learning (Cook, 2022a, 2023a). Unlike traditional graduate employability approaches that focus on questions like, “Which employability skills? How to develop employability? How to measure/assess employability?” (Tight, 2023, p. 559), the REF supports a more contextualized learning experience for students. By doing so, this framework challenges human-centric and individualistic views of employability and careers, aligning with the principles of global citizenship education (UNESCO, 2021, see Target 4.7 of the Sustainable Development Goals).

Global citizenship, which emphasizes skills such as critical thinking, justice-oriented agency, ethical reasoning and social responsibility, is essential for addressing complex challenges of an interconnected and digitized world (Hill et al., 2018). It nurtures individuals’ capacities to navigate and contribute meaningfully to both societal and more-than-human dimensions (Cook, 2023a; Lacković & Olteanu, 2024, Chapter 13, pp. 301-315), preparing graduates to be effective leaders and contributors in a diverse, international context (Lilley et al., 2017). Hill et al. (2018) argue that critical global citizenship is fostered through transformative learning and reflection. Lilley et al. (2015) further suggest that global citizen learning (the process of becoming a global citizen) occurs when students are encouraged to component outside their comfort zones, engage beyond their immediate social environments and reflect on “self, life, others, and career, and the world beyond narrow expectations” (p. 241).

By encouraging individuals to reflect on their broader interactions, contributions and possibilities with both human and more-than-human entities throughout their careers, the REF provides a means for integrating critical global citizenship into teaching-learning and assessment (Cook, 2023a; Cook et al., 2024). It, therefore, supports students in becoming and being global citizens (Cook et al., 2024; Lilley et al., 2015). Importantly, the REF can be flexibly applied and adapted for use by people of any age and discipline (Cook, 2023a, 2023c). To date, it has been used as a teaching tool within university-level curriculum to encourage students to critically reflect on their values, beliefs, identities, motivations, strengths and areas requiring further development, as well as their interactions with human and more-than-human entities (Cook, 2023a, 2004; Wallace et al., 2024). The REF has helped students, graduates (and educators) better understand the connections between their disciplinary knowledge, employability and possible career futures (Cook, 2023a; Lacković & Olteanu, 2024, Chapter 13, pp. 301-315). In placement-based WIL, students, educators, workplace supervisors and peer learners engage in dialogue that fosters collaborative learning.

In the case study presented in this paper, educators used the REF to emphasize critical global citizenship, guiding students to observe and articulate their interactions and contributions during their micro-placements with local community organizations. This approach aligns with Andreotti’s (2006) argument for the importance of examining cultural and material processes at both local and global levels, in order to challenge power imbalances and historical patterns of violence. By fostering critical literacy and justice-oriented thinking, particularly in placement-based WIL, students are encouraged to critique their own and others’ assumptions, behaviors and actions. The aim is for students to embody and promote these reflective practices in their future roles as professionals.

WORK-INTEGRATED LEARNING AND THE NUTRITION AND DIETETIC WORKFORCE

WIL is an umbrella term encompassing various educational approaches that enable students to integrate theoretical knowledge with meaningful work-relevant practice as an intentional component of the curriculum (Zegwaard et al., 2023). Placement-based WIL includes both longer-term internships and short-term experiences, often referred to as micro-placements (Institute of Student Employers, 2021; Institute for Education, 2020; Kay et al., 2019; Toland, 2017). In this case study, the WIL experience was a micro-placement involving a single site visit. Prior to the site visit, students worked in pairs to design a tailored nutrition education session for a specific community organization. They then delivered the session during the site visit and were evaluated by the organization. As in the definition of WIL, the assessments in this unit of study were designed around the WIL experience, with students evaluating their progress in learning with respect to disciplinary content knowledge, skills development and employability.

Although the literature on micro-placements is limited, existing research highlights benefits such as increased learning (Uni Scholars, 2021), expanded understanding of employment options (Uni Scholars, 2021) and enhanced opportunities with external partners (Kay et al., 2019). Micro-placements add diversity to WIL offerings and, for community organizations, are less burdensome than longer-term forms of WIL (Toland, 2017). As a result, they provide a flexible way for students, educators and community partners to explore new employment opportunities and work approaches with minimal disruption.

For nutrition and dietetics students, WIL has numerous personal and professional benefits. However, much of the existing research has overlooked the role of more-than-human elements, such as the environment, material resources and digital tools. O'Donovan et al. (2022) reported that Irish organizations employing nutritionists found graduates with WIL experience to be better prepared for the workforce, though they noted gaps in key business and digital skills. Similarly, in Australia, Barber et al. (2023) found that WIL helped 22 nutrition graduates develop stronger interpersonal skills and social networks, improving their employment prospects.

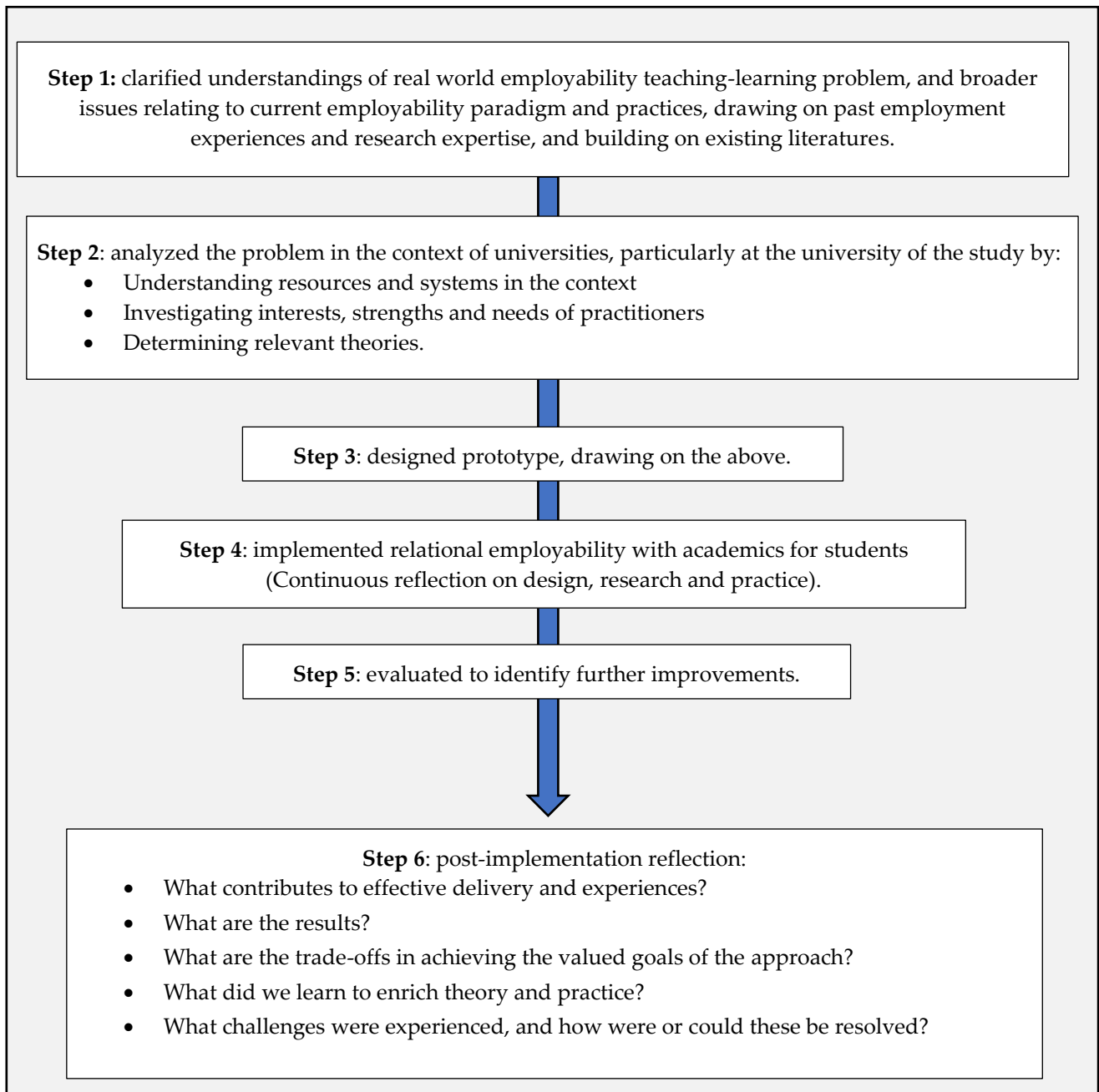
In the nutrition and dietetics workforce, community engagement is vital for designing effective interventions. Health and nutrition professionals must be sensitive to the impact of their interactions, fostering trust through attentive listening and responsive care. Okello and Gilson's (2015) systematic review revealed that workplace trust relationships significantly influence health workers' motivation, cooperation, performance and quality of care. Key motivators included respect, recognition, autonomy and communication, while resource management and organizational practices played crucial roles in sustaining workplace trust. Birkhauer et al.'s (2017) meta-analysis found that patients' trust in their healthcare professionals correlated with enhanced treatment satisfaction, healthier behaviors, symptom reduction and quality of life. Similarly, Nagy et al. (2022) emphasized the importance of the therapeutic relationship in clinical dietetic practice, noting its positive effects on client-dietitian dynamics and outcomes.

Given these insights, incorporating relational awareness and responsiveness into nutrition education, especially within WIL, could assist to further prepare students to navigate the complexities of their future roles. This objective aligns with the concept of relational employability (Cook, 2023a; Lacković & Olteanu, 2024, Chapter 13, pp. 301-315), which addresses often-neglected aspects of traditional employability models – including trust, influence and interpersonal interactions – extending to human interactions with environments, materials and digital technologies.

THE BROADER RESEARCH

Box 1 shows the design research process (Bakker, 2019; McKenney & Reeves, 2019) of Cook's (2023b) doctoral thesis project, which included the case study presented in this paper. Ethics approval for the project was obtained from the Faculty of Arts and Social Sciences Human Research Ethics Committee at Lancaster University.

BOX 1: Design research process by Cook (2023a), adapted from Jen, et al. (2015).



In Step 3 (Box 1), a 'prototype' REF was developed, drawing on Cook's previous research (2021, 2022a) and employment experiences (e.g., Cook, 2017). The prototype REF comprised the following equally important elements:

- Personal career development and identity (blue ring) – later renamed “Foundational career development and identities” (Cook, 2023b; Figure 1) – covers the traditional aspects of employability, such as developing individual skills, attributes and identities, career management, career action planning, and learning about the labor market and knowledge economy – i.e., interactions and contributions relating to self/selves.
- Interactions with other people (purple ring) covers socioemotional interdependencies and responsibilities throughout careers, including family, interpersonal engagements, and concerns for social justice, equity, and inclusion – i.e., interactions and contributions relating to other people.
- Contributions to local and global challenges (green ring) covers the ecological, technological, and material aspects of employability and careers, such as the use of technologies in employment, technological disruption, techno-anxieties, ergonomics in working with technology, digital collaboration and ecological questions, concerns and challenges, such as the climate crisis – i.e., interactions and contributions relating to more-than-human aspects.

The prototype REF served as the foundation for the principles used in the teaching-learning and assessment of the undergraduate community nutrition unit in semester two of 2022.

CASE STUDY

This case study focuses on a third-year undergraduate unit (or 'module' for international audiences) worth 15 credit points, which is part of the Bachelor of Health Science program at Edith Cowan University. This unit, 'Community Nutrition', is a key component of the Nutrition major, focusing on the application of nutrition principles to community health. It emphasizes the development, implementation and evaluation of community-based nutrition programs, preparing students for roles in community health, public health nutrition and health promotion. The unit builds on foundational knowledge from earlier Nutrition units and applies this knowledge to real-world community settings.

The unit is mandatory for students pursuing a nutrition major and is taught on campus, with the Canvas learning management system used for administration, resource sharing and asynchronous discussions. Each student is provided with a micro-placement experience, which is integral to the unit. Placement sites, pre-organized by the university, include options at the university itself, local government organizations, early childhood education and care services and community care organizations. Students were able to select their placement from a list of available sites and locations.

Table 1 summarizes the three assessment tasks for the unit. This case study analyses the third assessment (A3), which is described in the next section.

TABLE 1: Unit assessment tasks and their relationship to the micro-placement.

Assessment	Type	Description	Relationship to micro-placement	Value
A1	Report	Community nutrition needs assessment	Before	40%
A2	Group project	Design and deliver a nutrition education session to a community organisation	Before and during	50%
A3	Written reflection	Critical reflection on A2 experience using the REF and guided by Gibbs' (1988) Reflective Cycle	After	10%

METHOD

Teaching-Learning Design

Before the introduction of the REF, A3 required students to use Gibbs' (1988) reflective cycle to reflect on their micro-placement experience (A2). Additionally, students were expected to reflect on their pre-and-post placement scores using the Employability Skills Cluster Matrix – Self Assessment Tool (ESCM-SAT; Sambell et al., 2020) and consider the feedback they received from their community organization, referred to as 'agency evaluation' in the unit.

The unit coordinator chose to retain Gibbs' reflective cycle in the re-designed assessment because it provided students with structured guidance on how to reflect. Thus, the re-designed assessment and marking rubric incorporated both the REF, to guide the content of students' reflections toward considerations about their relational employability development due to the micro-placement, and Gibbs' reflective cycle to provide a structure for how to effectively reflect. Students were encouraged to integrate elements of the REF that were relevant to their experiences into their written critical reflections (A3).

The ESCM-SAT is a comprehensive framework designed to help university students and recent graduates evaluate and enhance their employability skills. This tool focuses on five key skill clusters: communication; interpersonal; career management; self-management; and academic skills. Users rate their abilities across various competencies within each cluster, identify areas for improvement and track their progress over time. By encouraging self-reflection and providing a structured approach to skill development, the ESCM-SAT enables students to bridge the gap between academic learning and professional readiness. It not only helps users recognize the skills they are developing through their university experience but also guides them in prioritizing areas for growth, gathering evidence of their capabilities and preparing for future career opportunities.

The agency evaluation form assesses student trainers delivering a food literacy program. It uses a 5-point scale to rate 22 aspects of performance across three categories: training delivery; audience participation; and professional communication. Additionally, the form includes open-ended questions that allow the agency supervisor to provide more detailed feedback on areas for improvement, such as knowledge gaps, audience connection, resource utilization and organizational skills. This multi-faceted evaluation tool aims to provide a comprehensive assessment of the student's effectiveness, helping to identify strengths and areas for development in their ability to deliver food literacy education.

As students were required to use their ESCM-SAT scores and agency evaluation to support claims made about their relational employability development, a color-coded tip sheet was created (see Box 2 and 3). This tip sheet assisted students to manage the complexity of this assessment, by providing ideas for how they might incorporate elements of the REF into their reflections, in addition to the ESCM-SAT and agency evaluation, across all the components of Gibbs' (1988) reflective cycle. In the tip sheet, the color-coded text aligns with the colored rings of the REF to help students understand and distinguish between these elements in the prompts provided. Students were not expected to cover every element of the REF and were discouraged from answering the questions in the tip sheet directly.

BOX 2: A3 tip sheet (p. 1) developed by Cook, drawing on Gibbs (1988).

A3 TIP SHEET – Reflective Practice using Gibbs' Cycle, incorporating the Relational Employability Framework (colour coded)

Description

Describe exactly what happened, from your relational employability identity perspective, when you delivered the food education session to the community organisation.

- What was done, why (event goals) and how?
- Who did what (include all stakeholders, i.e., you, your group, clients, etc.)?
- **What employability skills (ESCM-SAT) did you draw upon to contribute to the event?**
- **What did you observe in terms of human interactions?**
- **How did you contribute to those interactions in culturally respectful ways?**
- **How did you share knowledge with the community organisation and engage professionally with the agency?**
- **How did you ensure your delivery met the diverse needs of the community organisation?**
- **What materials/technologies did you use to ensure the event was efficient, effective, safe and sustainable (in terms of workplace delivery or environment)?**

Feelings

Describe and compare your thoughts/feelings before, during and after the event.

- **How did you feel about your professional identity and employability skills (ESCM-SAT)?**
- **How do you feel now about your professional identity and employability skills (ESCM-SAT)?**
- **How did you feel contributing to others through the provision of your expertise?**
- **How did you feel working with your group members and working for an agency?**
- **How do you feel about working with others in your future career?**
- **Did you consider or experience any concerns about technologies, materials and/or environments?**

Evaluation

This part requires you to evaluate both the event and your relational employability.

- What went well, what didn't go so well, and why?
- What was challenging or easy for you/your group, and why?
- What aspects of your relational employability were appreciated by others based on evidence (e.g., agency evaluation, peer feedback, community feedback)?
- What aspects of your relational employability stood out to you based on your reflections above?

BOX 3: A3 tip sheet (p. 2) developed by Cook, drawing on Gibbs (1988).

Analysis

Think critically about the evidence you have in front of you, including your ESCM-SAT results, the agency evaluation, and your observations and assumptions and summarise your analysis. You may wish to acknowledge any limitations you experienced, which may have impacted the results.

- What assumptions did you take into the session?
- Drawing on the evidence and referring to the framework (above), what can you say about your **overall developing relational employability**?
- **How did your past learning and experiences help prepare you for the event?**
- **How would you describe the client's experience of the event?**
- **How would you describe your level of rapport/relationships?**
- **Was instruction and communication among stakeholders (agency/group/community) adequate and culturally competent to enable an effective contribution? If not, why not?**
- **Did technologies/materials/the environment support or hinder the results, and why?**

Conclusions

Summarise what you gained from the experience, what has changed for you and what may have changed for others.

- **What have you learned about your professional identity, cultural competency and employability skills (ESCM-SAT)?**
- **How have you changed in terms of your professional identity, cultural competency and employability skills (ESCM-SAT)?**
- **Reflecting on diverse cultures, what have you learned or what has changed about the ways you interact and contribute with others?**
- **What did you learn about your ability to positively impact others in your career (teams, employers or communities)?**
- **What did you learn about the sustainable delivery of educational events to community groups?**
- **What did you learn about your potential to contribute towards addressing local issues/challenges?**

Action plan

- Look at the **Relational Employability Stages of Development** and use it to outline your next steps to develop your learning, relational employability and career (dot points are fine).
- You may also find it helpful to consider: How you might do things differently; Any behaviours, perceptions, values and actions you will continue; the parts of the **Relational Employability Framework** you will develop and prioritise.
- Use the **Relational Employability discussion forum** to support one another with ideas, ask questions, and utilise the resources available at [ECU Careers and Employability](#).

Participants and the Unit

Implementation occurred with a convenience sample of students ($n=18$). Approximately 80% of the students were female and 20% international onshore. Of the domestic students, 20% were from a regional or remote location, and 7% were from low socio-economic status backgrounds. All 18 students successfully completed the unit.

Table 2 summarizes how the REF was scaffolded in teaching-learning in this unit. Scaffolding was crucial because relational employability was a new concept for the students.

TABLE 2: How the REF was integrated into the unit's 13-week study schedule.

Week	Relational employability teaching-learning
1	Video [4:39] introducing the REF (provided in the Canvas learning management system). Students informed that the REF can help them to critically reflect on how they engaged in groupwork during A2, including the effects of their interactions and behaviors with respect to others (peers, community, project outcomes, more-than-human aspects).
2	Completion of ESCM-SAT – pre-micro placement.
6	Students reminded to keep reflection notes during A2, and to ask questions and engage in the online forums.
12	Completion of ESCM-SAT – post-micro placement. Agency feedback – post-micro placement. Students used the REF, rubric and tip sheet to guide their writing of A3.
13	A3 – Critical reflection due.

In addition to the short instructional video (Cook, 2022b), class time was used to unpack the REF and A3 with students prior to the micro-placement. After the micro-placement, students had further class time to work on their reflections. They uploaded their completed A3 assessments to Canvas and these were marked using the re-designed rubric.

Data Preparation, Coding and Analysis

Eighteen completed assessments were downloaded from Canvas, de-identified and uploaded as PDF files into NVivo14. Codebook thematic analysis (Braun & Clarke, 2021) was used to transform the written texts into quantifiable data for analysis. Coding was conducted in two stages. The first stage involved deductive coding based on the six components of Gibbs' (1988) reflective cycle, as defined by the assessment and outlined in a pre-constructed Excel sheet (codebook). The second stage of coding began deductively, utilizing the codebook to theme the data according to the prototype REF. Themes were then inductively adjusted to accurately represent student sentiments across the texts. Consensus on coding was established through a peer review process.

Within NVivo14, matrix coding queries were generated to determine the density of themes, represented by counts, for each REF element and Gibbs' (1988) reflective cycle component. This technique facilitated the identification of the most and least frequently referenced REF elements and themes across the components of Gibbs' (1988) reflective cycle.

FINDINGS FROM MATRIX CODING

Data was coded using the NVivo14 matrix coding query output that was generated after coding the data, shown in Table 3. This table shows that, broadly speaking, students mostly incorporated REF elements in the Description and Feelings components of Gibbs' reflective cycle and less in the Analysis and Action Plan components. Whether it can be assumed that students' integration of learning was the greatest or least (Leadbeatter, 2021), respectively, at these components in Gibbs' reflective cycle, is debatable for many reasons, including: (1) it is difficult to measure integration of learning accurately and definitively as it is a function of the mind and, thus, not visibly apparent; integration of learning was, thus, measured using a proxy; (2) the variation of REF references (as a percentage) across Gibbs' components (i.e., from one end of Table 3 to the other) is relatively consistent (e.g., one sixth of 100% is 16.67%); and (3) the design of the case study was limited.

The percentages in the far-right column of Table 3 show that students in their assignments mostly reflected on their personal career development and identity, with 55% of themes referring to the blue ring (i.e., the more traditional aspects of career development and employability), followed by students reflecting on their interactions with other people (i.e., 34% of themes referring to the purple ring of the framework). Students rarely reflected on their contributions to local and global challenges, with only 11% of themes referring to the green ring.

TABLE 3: Numbers of references to the REF for each Gibbs’ (1988) reflective cycle component across the 18 student assignments.

RE element	Gibbs’ (1988) reflective cycle (n=18 students)						Total count	Total %
	Description	Feelings	Evaluation	Analysis	Conclusions	Action Plan		
Personal	76	101	98	89	118	93	575	55
Other people	92	89	62	53	48	16	360	34
Local and global	46	8	20	12	18	7	111	11
Total count	214	198	180	154	184	116	1046	100
Total %	20	19	17	15	18	11	100	

The Gibbs’ (1988) components most to least used by students to reflect on each REF element, as shown in Table 3 above, were, for:

- Personal career development and identity: conclusions (118), followed by feelings, evaluation, action plan, analysis, and description (76); the range across Gibbs’ components = 42 (i.e., 118-76).
- Interactions with other people: description (92), followed by feelings, evaluation, analysis, conclusions, and action plan (16); range across Gibbs’ components = 76.
- Contributions to local and global challenges: description (46), evaluation, conclusions, analysis, feelings, and action plan (7); range across Gibbs’ components = 39.

Personal career development and identity was the most mentioned element overall, possibly indicative of students’ heightened familiarity with foundational career development learning, including ‘employability skills’, which were the focus of the ESCM-SAT and had been taught to the students throughout their degree studies (as employability had been in focus within universities for some time, e.g., Gill, 2018).

Tables 4-6 (below) present the matrix coding query outputs for each REF element, respectively, crossed with Gibbs’ reflective cycle. In a practical sense, these tables show the inductive themes created by the researchers for each REF element when analyzing the students’ assignments (noting that the assignment task instructions asked students to reflect on their micro-placement experiences using the REF and Gibbs’ reflective cycle). A limitation of this technique is that uncertainty will always exist as to whether students intentionally referred to a specific element of the REF as guided by the tipsheet and interpreted by the researchers. Nonetheless, these tables do provide valuable insights into how students incorporated the REF into their reflections using Gibbs’ reflective cycle. For example, they

show which Gibbs' reflective cycle components the students most and least used to refer to specific aspects of their relational employability. Key findings were as follows:

- For personal career development and identity (Table 4) students mostly named employability skills they had developed or needed to develop or saw as strengths (i.e., employability skill (named); 125). Students least reflected on resilience and/or wellbeing (15).
- For interactions with other people (Table 5), students mostly wrote about connections with people (66) and least reflected on equity and social justice matters relating to their micro-placement experience (2).
- For contributions to local and global challenges (Table 6), students mostly reflected on their use or development of materials (44) during their micro-placement experience and least referred to global and local issues (4).

BROADER FINDINGS AND DISCUSSION

This section discusses the findings for each REF element with respect to the research aims, micro-placement and wider employment context, drawing on excerpts from assessments to provide insights into how students understood and applied the REF in their critical reflections.

Personal Career Development and Identity

Student reflections on their micro-placement experiences primarily focused on personal career development and identity, demonstrating that, as third-year students, they were proficient in the language of employability skills. This suggests they will be able to articulate their work-relevant skills and knowledge effectively in job interviews and performance reviews (Jackson & Wilton, 2016). The finding highlights the importance of educators emphasizing the practical value of employability skills and identity development in teaching-learning and assessments throughout their studies. Providing clear, evidence-based feedback on employability development helps build students' confidence to make similar claims throughout their careers (Pegg et al., 2012).

As instructed, many students used their ESCM-SAT results (pre-post-test comparisons) to demonstrate the development of their employability skills during the unit, which explains the prominence of the employability-skill-named theme in their reflections. Additionally, students often combined reflections on areas for improvement with their employability skills development, as shown in the following two excerpts from different student assignments:

In the lead up to the session, I can admit that I was not contributing or collaborating with my team members as much as I should have. To ensure this does not happen in future group work I will need to focus on improving my self-management skills by planning and organizing my time more efficiently to allow me to complete the workload that I am responsible for. (A3, Student 1)

I still need to work on interpersonal, communication, and career management skills. In addition, I must communicate with the team member clearly and effectively to prevent misunderstandings and communication gaps. (A3, Student 2)

TABLE 4: Matrix coding query output for personal career development and identity (blue ring, Figure 2) crossed with Gibbs' reflective cycle.

Theme	Meaning	Gibbs' reflective cycle					Action Plan	Totals (across)
		Description	Feelings	Evaluation	Analysis	Conclusions		
Employability skill (named)	Employability skill or cluster named by student. Not named by researcher.	13	22	23	14	31	22	125
Areas for improvement	Self-identified or researcher identified area(s) for improvement. However, this was mostly self-identified by students.	4	7	19	14	18	15	77
Employability skills development	Self-identified or demonstrated or researcher-identified development of employability skills by students.	10	15	6	9	18	15	73
Confidence-Professionalism	Demonstrated or self-identified, or researcher identified, confidence or professionalism by student.	6	16	12	11	14	5	64
Disciplinary learning-practice	Coursework or disciplinary learning and/or the practice of applying that knowledge during the assessment. Usually identified/named by the student.	26	6	4	11	10	1	58
Strengths	Self-identified or demonstrated strength, or researcher's identification of strength, by a student.	2	8	10	11	8	0	39
Goals-Achievements	The achievement of goals and/or planned goals and achievements for the future, established or identified by students.	8	5	8	4	5	8	38
Identity-interests	Self-identified identity and/or interests or researcher's identification of either in student.	2	9	4	6	9	7	37
Careers support-learning	Proactively seeking out additional support or learning about careers/career development. Includes utilising university resources such as, self-help/tier-1 resources, careers advisers, learning advisers, library, technology support, etc.	1	3	2	4	1	15	26
Adaptability-flexibility	Demonstrated or self-identified adaptability or flexibility.	3	5	9	2	2	2	23
Resilience-wellbeing	Demonstrated or self-identified resilience or attention to wellbeing (development or maintenance) or overcoming/need to overcome anxiety.	1	5	1	3	2	3	15
Totals (down)		76	101	98	89	118	93	575

TABLE 5: Matrix coding query output for interactions with other people (purple ring, Figure 2) crossed with Gibbs' reflective cycle.

Theme	Meaning	Gibbs' reflective cycle						Totals (across)
		Description	Feelings	Evaluation	Analysis	Conclusions	Action Plan	
Connections with people	Explicit or implicit examples or descriptions of connecting with other people. Mostly this theme relates to connections with participants and agency, but sometimes connections with peers and as related to working together.	15	14	16	10	6	5	66
Working together	Teamwork, group work examples as described by student.	13	18	1	7	8	1	59
Interpreting others' experiences-feelings-beliefs	Assumptions and interpretations of others' experiences, beliefs, reactions, feelings, behaviors as expressed by students or identified by researcher.	10	9	9	10	4	1	43
Providing expertise	Examples of student providing expertise to participants or peers, either identified by student or by the researcher.	19	6	6	6	3	2	42
Receiving feedback	Receiving verbal, written or observational feedback from agency or peers as articulated by student.	8	10	13	7	2	2	42
Responsibilities	Self-identified or demonstrated responsibilities toward others, usually articulated by student but sometimes observed in the text by researcher. Often expressed as a feeling of needing to be responsible to not let down the team or to provide accurate advice.	12	10	6	2	5	2	37
Cultural awareness	Self-identified or demonstrated knowledge of the importance of cultural awareness or cultural competency. Usually explicitly conveyed, although sometimes implicit (and, thus, identified by researcher).	6	5	1	6	10	3	31
Encouraging-helping others	Examples of, or students explaining, acts of encouraging or helping others. Often conveyed with a sense of value or appreciation.	6	6	7	2	6	0	27
Giving back	Self-identified appreciation or value for the opportunity to give back to community through the experience.	1	7	1	2	3	0	14
Sense of belonging	Implicit or explicit mention of belonging by student.	1	4	2	1	0	0	8
Equity-social justice	Concern for equity, inclusion, human rights, social justice articulated by student.	1	0	0	0	1	0	2
Totals (down)		92	89	62	53	48	16	371

TABLE 6: Matrix coding query output for contributions to local and global challenges (green ring, Figure 2) crossed with Gibbs' reflective cycle.

Theme	Meaning	Gibbs' reflective cycle						Totals (across)
		Description	Feelings	Evaluation	Analysis	Conclusions	Action Plan	
Materials	Explicit mention of a material or resource either provided by the agency or created/prepared by students or used by participants in training.	19	3	10	4	6	2	44
Workplace	Explicit or implicit mention of workplace situation or context or requirements.	16	1	4	5	4	2	32
Technologies	Explicit mention of a technology or using technology by a student.	7	2	6	3	4	2	24
Environmental sustainability	Demonstrated or self-identified concern for environment(s) by student.	3	1	0	0	2	1	7
Global or local issues	Broader societal issues (local or global) identified by students explicitly or implicitly.	1	1	0	0	2	0	4
Totals (down)		46	8	20	12	18	7	111

Students commonly highlighted areas for improvement, strengths, and confidence in professionalism by referencing the agency's evaluation. In the excerpt provided below, students used bracketed annotations to demonstrate how they applied their employability skills, further supporting their claims with direct quotes from the agency's evaluation to emphasize their successful application of these skills:

Critical and ethical decision-making (preparing ingredients for improving safety and shortening the standing time for seniors, bringing gloves to protect the hygiene of participants and educators) and time management strategy (prioritizing tasks and staying within the session time frame) were our teamwork skills and valuable achievements. By using interpersonal communication skills, I achieved an excellent level of clear voice, oral presentation (verbal skills), and eye contact (nonverbal) in the presentation mark from the organization. Also, I could "connect with everyone and individually speak with some seniors," as [the evaluator] commented. I could see how the trust between us engaged the participants to ask their questions about nutrition tips (type of oil or fat consumption, renovating or modifying the recipes with healthier food choices), and they shared their eating habits with me and asked for strategies. They created the best moment for me with their support and kind comments. (A3, Student 3)

The practice of students using agency evaluations to demonstrate their employability skills illustrates how WIL supports the integration of real-world feedback into their learning process, fostering evaluative judgement (Ajjawi et al., 2018). By engaging with authentic assessments and incorporating external evaluations, students can better understand their strengths and areas for improvement, enhancing their professional development and employability (Miller & Konstantinou, 2022).

The theme of disciplinary learning-practice appeared mostly in the Description component of Gibbs' (1988) reflective cycle and was rarely found in the Evaluation and Action Plan components. This suggests that students may not yet fully appreciate the importance of ongoing reflection and self-evaluation in their professional development, beyond employability, aligning with the findings of previous research (Chaffey et al., 2012; Cook et al., 2024; King et al., 2017; Wallace et al., 2024). The reasons why the third-year students did not connect their disciplinary learning and practice with self-evaluation to plan their career steps remain unclear and warrant further investigation. Bridgstock (2009) highlights a disconnect between academic learning and practical application, which may explain why students struggle to see the relevance of disciplinary-specific knowledge and fail to make the necessary connections.

To help students make these connections, educators should emphasize the value of disciplinary knowledge and skills in life and work, providing guidance and discussions on how to evaluate and plan for a career in the discipline. These opportunities can be integrated into teaching and assessment, as shown in this case study, but should be scaffolded across the curriculum (Bridgstock et al., 2019). Educators can also use the REF to highlight the importance of reflection and evaluation in career planning (across studies, life, and work), as relationality is central to our existence (Cook, 2022a, 2023a). Additionally, educators should stress the ongoing need for reflection, evaluation and planning throughout one's career, not just during a degree (Helyer, 2015). Reflective skills are highly valued in the workplace, and critical reflection is recognized across sectors as essential for developing analytical and ethical practices (Cook et al., 2024). Developing these skills at university is, therefore, crucial for workplace readiness and maintaining relevance in any field (Bandaranaike, 2018).

It was encouraging to see students reflect on their goals and achievements across all components of Gibbs' reflective cycle. To cultivate the habit of reflecting on resilience and wellbeing – especially

important for nutritionists (Naja et al., 2021; Wickramasinghe et al., 2020) – educators could facilitate class discussions on the relationship between goal setting, achievement and self-care in the workplace. This approach can also be applied to other under-represented themes. By making explicit links between these themes and encouraging class discussions on personal experiences, students may better recognize the broader connections within their career development and identities, extending to the other elements of the REF.

Interactions With Other People

Connections with people was the most referenced theme related to this element of the REF. Many students used the agency's evaluation to reflect on their interactions with others. Some also found supporting evidence to highlight the importance of human interactions in work environments, demonstrating their critical thinking, as shown in the excerpt below:

Post-presentation, I had a chance to build a relationship and rapport with the teacher and the host agency provider. Engaging in conversation with them gave me feedback and insight into developing and managing my career. The host agency provider told me that it was important to be efficient when delivering a community workshop to youth, and she felt I communicated well with the students and demonstrated a positive connection with the students. To be an expert in creating and innovating, it is important to recognize that exploring new ideas and building strong connections in a work situation enables an individual to develop a career (Australian Government, 2013²). (A3, Student 4)

Unsurprisingly, almost all students mentioned the agency evaluation theme in the evaluation component of Gibbs' (1988) reflective cycle, though the excerpt above was uniquely found in the analysis component. The theme of providing expertise appeared mostly in the description component, likely because students were asked to describe their actions during the micro-placement, where they practiced teamwork and applied their disciplinary knowledge through educational presentations to a community organization. Given the collaborative nature of the placement, working together was highly referenced. However, instead of focusing on the mechanics of teamwork, students primarily reflected on their personal experiences and emotions, which were most often mentioned in the feelings component of Gibbs' reflective cycle, as shown in the following excerpt:

Working with my partner we were forced to back each other up and work as a team to provide the session we did. This presentation has definitely helped me understand how much you can achieve in a team and how well things can go, which is a skill I struggled to grasp as seen in my ESCM-SAT. (A3, Student 4)

The students' focus on themselves, rather than on their peers or the individuals they served, provides valuable insights for improving teaching practices in WIL contexts. Healthcare professionals, in contrast, are expected to empathize with others, including team members, to build trust and deliver quality care (Birkhauer et al., 2017; Nagy et al., 2022; Okello & Gilson, 2015). Cultivating relational

² The student quoted, cited: Australian Government. (2013). *Core skills for work: Developmental framework*. <https://cica.org.au/wp-content/uploads/Core-Skills-for-Work-Developmental-Framework-2013.pdf>

awareness is especially important in workplaces where burnout and stress can affect organizational health (Buunk & Schaufeli, 2017; Cherniss, 2017; Cox et al., 2017). The traditional employability paradigm, which often emphasizes self-focus, may overlook the value of fostering interpersonal connections and prioritizing the wellbeing of others in both professional and societal contexts (Fischer et al., 2019; Ryan & Deci, 2020). As Soleas (2020) suggests, recognizing intrinsic motivations can spark innovative thinking. This case study, therefore, highlights the need to integrate relational employability principles early in education, ideally from school through higher degrees. Such an approach could help create a future where individuals and whole workplaces embody compassionate interactions, inclusivity and global citizenship mindsets (Cook et al., 2024).

Some students did attempt to interpret others' experiences, feelings and beliefs, but these efforts primarily focused on participants in the community organization and were often used to highlight the students' own strengths. For instance, one student wrote, "I listened to participants talk among themselves and let them carry the conversation without interrupting or making them feel uncomfortable." In this case, the student made assumptions about the participants' feelings without providing evidence to support the claim. The challenge for educators is to help students appreciate the broader benefits of looking outward and practicing empathy, respect for others' emotions and beliefs, and understanding the importance of using evidence to justify their actions. These skills are essential for informed professional decision making (Akkari & Maleq, 2020).

The themes of receiving feedback and providing expertise were equally prominent, but receiving feedback was mainly explored in the evaluation component, likely due to the agency's evaluation being the primary source of independent feedback beyond the students' own perspectives. Students also reflected on receiving feedback in the feelings and descriptions components of Gibbs' reflective cycle, often relying on observations without supporting evidence. This tendency aligns with previous research, which shows that students typically produce descriptive accounts rather than engaging in deeper reflection to enhance self-awareness (Wallace et al., 2024). Previous research highlights that students often interpret their employability from a single perspective, demonstrating surface-level understanding and a lack of critical engagement with their experiences (Cook et al., 2024). These findings, however, suggest the importance of introducing the REF earlier in students' educational journeys to promote more meaningful reflection.

Themes referenced much less often than those above included responsibilities, cultural awareness and encouraging-helping others. This may be due to the limited time a micro-placement offers for students to fully explore these aspects, despite their emphasis in tutorials. It is crucial to continue raising these themes with students and provide practical examples, as they offer wide-ranging benefits for professionals, patients in healthcare settings, and workplaces in general (Croxford et al., 2022).

Of all the themes, students reflected the least on giving back, their sense of belonging and equity-social justice issues and concerns, which, as above, may also reflect the brief duration of the micro-placement. Additionally, the word limit for the assessment may have required students to be selective in their reflections, leading them to choose easier topics to address, which may have limited their focus on these aspects of the REF. Despite these limitations, many students verbally expressed concern about equity and social justice before the placement, with some mentioning their involvement as active volunteers. These issues are critical in the nutrition field, where reducing health inequities and ensuring opportunity for disadvantaged people and communities are essential (Crawford et al., 2011; Nisbett et al., 2022; Schwartz et al., 2021). In the context of an aging population and widening disparities in health outcomes between groups in society, health professionals must prioritize giving back and equity

(Murray et al., 2023; Nisbett et al., 2022). However, fostering these values can be challenging when they are not strongly embedded in workplace cultures or front of mind for professionals (Hurlimann et al., 2018; Weinberg, 2023). There is also resistance from educators to focus on these issues due to already overloaded curricula (Sanjakdar & Premier, 2023). These findings have wider implications, not only for the adversely affected, but for the students in this study, educators and society at large.

Perhaps the context of the micro-placements did not encourage such reflections, or students may have focused more on their individual performance (e.g., teamwork and interpersonal communication skills included in the ESCM-SAT) rather than other aspects of relational employability not covered by the ESCM-SAT. Even so, since students were asked to 'think critically', this raises an important question for the nutrition and health sectors, as well as educators: How can we bring these important humanistic aspects to the forefront? One solution may be to introduce relational employability earlier in education, starting in primary or secondary school, and to integrate and scaffold the REF across all years of the university curriculum in progressively creative and challenging ways.

Contributions to Local and Global Challenges

As the more-than-human aspects of employability were new to the students at the start of the unit, it is unsurprising they reflected the least on this theme. However, given its importance in fostering critical global citizenship (Cook, 2023a), it is crucial to explore how to raise students' awareness of these aspects and build their ability to address them in both their daily lives and professional settings.

When students did reflect on these elements, it was primarily within the description component of Gibbs' (1988) reflective cycle. Materials (reliance on and use of) were mentioned the most, followed by workplace (purpose, setting and requirements), technologies, environmental sustainability and, lastly, (concerns for) global or local issues. The following quotes illustrate the basic level at which students engaged with these sub-themes:

- Materials: "... we could have printed the recipes in booklet format and printed an infographic including some essential health information related to dementia and nutrition. I believe that these materials would benefit the participants" (A3, Student 3).
- Workplace purpose: "... a community center that partners with various other community groups and services to meet the needs of a range of clients" (A3, Student 5).
- Workplace setting: "The supervisor was very helpful and accommodating providing the space, equipment, and ingredients required" (A3, Student 3).
- Workplace requirements: "We upheld high ethical standards and complied with relevant legislation and regulations. We obtained criminal history checks, police clearance and working with children checks as a requirement" (A3, Student 4).
- Technologies: "Not knowing our target group provided us with a limitation in developing the presentation to appeal to digital natives. With prior knowledge, I would have developed a more comprehensive slide deck to complement our presentation. Utilizing visual aids in a presentation creates a more dynamic interaction among youths and provides a longer

endurance of understanding of topics (Willyarto et al., 2020³)” (A3, Student 6).

- Environmental sustainability: “Helpful infographics and worksheets [for participants] were printed onto recycled paper to ensure a sustainable project ... is highly possible to make an event sustainable by using equipment that can be reused such as laminated cards for the activities and a PowerPoint presentation instead of causing unnecessary waste. Being mindful about the types of resources used will help reduce the burden of ecological issues and maintain sustainability in the workplace” (A3, Student 7).

Students’ limited engagement with global or local issues highlights the need for educators to explicitly link professional and personal roles in society with broader societal challenges. Educators could do this by emphasizing the importance of more-than-human elements and using real-world examples to inspire students to become global citizens and agents of change in their chosen profession. For example, educators might ask students to explore how climate change affects food availability, pricing and sustainability in early childhood education and care (ECEC) settings (Clapp et al., 2022).

Incorporating broader concepts like Planetary Health (Rosenau et al., 2024) and One Health (Togami et al., 2018) into disciplinary-specific discussions, alongside tools like the Sustainable Development Goals (Fuertes-Camacho et al., 2019), can help students to critically examine these issues. Educators could challenge students to propose solutions, using real-life case studies, such as how pandemic-induced supermarket product restrictions impacted ECEC services’ ability to provide food (He, 2023; Hoteit et al., 2023; Joint Standing Committee on the Commissioner for Children and Young People, 2023). So, for example, a question posed by an educator could be: How did the product purchase limitations enforced by supermarkets (e.g., 2 bags of pasta per shopper), during the pandemic, effect ECEC services tasked with providing food for large numbers of children?

By integrating such case studies into teaching with the REF, educators can foster students’ synthesis and critical thinking on global and local issues, encouraging them to take action as global citizens. Additionally, this approach highlights the flexibility of the REF as a tool for reflective practice, self-evaluation and career planning.

Limitations of the Study

A key limitation of this study is the potential influence of the researchers’ preconceived ideas on the objectivity of the analysis. Additionally, students may have relied too heavily on the provided tip sheet due to the unit’s complex design, potentially limiting their engagement with the REF. Social desirability bias could have also influenced the results, with students possibly tailoring their reflections to align with perceived expectations. The 10% assessment weighting and word count restrictions likely further constrained the depth of their reflections.

The study’s focus on a single class at one university limits the generalizability of the findings, particularly given the diverse nature of the micro-placements involved. Students were placed across

³ The student quoted cited this article: Willyarto, M. N., Werhoru, D., Januarta, S., & Rivaldo. (2020). Visual aid presentation as a learning method: A case study in learning English of management students in Binus University. *Journal of Physics: Conference Series*, 1566. <https://iopscience.iop.org/article/10.1088/1742-6596/1566/1/012023>

various community organizations, including early childhood education services, seniors' centers and universities. With only a small number of students at each site, it was difficult to determine whether specific organizational contexts were more conducive to eliciting particular themes in students' reflections. This limitation warrants further exploration, especially given the broader implications for micro-placement design and implementation. Future research could investigate how the nature and quality of different micro-placement contexts influence students' development of relational employability.

IMPLICATIONS

The introduction of this novel framework revealed that many students struggled to translate their insights into actionable change, particularly in understanding the local and global dimensions of their disciplines. This indicates that students may need additional support to critically reflect within a broader relational context, aligning with previous similar research (Cook et al., 2024; Wallace et al., 2024). These findings highlight several opportunities for educators and curriculum planners:

- Clearly define disciplinary-specific competencies that address local and global challenges.
- Integrate reflective strategies early in students' academic journeys to encompass broader concepts like social justice and belonging.
- Use case studies that demonstrate disciplinary-specific analytical strategies to encourage deeper self-reflection and development.
- Discuss practical solutions and guidance for addressing local and global issues, with an emphasis on environmental sustainability and the role of technology in shaping and as shaped by society, work and lifestyles.
- Share workplace policies that could enhance organizational capacity to contribute to local and global challenges.

Broader recommendations for institutions include:

- Expanding strategic WIL frameworks to include the REF, particularly the more-than-human elements.
- Explicitly teaching how to critically reflect, using reflective tools to help students understand the consequences of their human and more-than-human interactions, particularly in relation to employability, workforce and career futures.
- Developing a comprehensive toolkit for integrating the REF into disciplinary-specific curricula.
- Evaluating the implementation of the REF using Cook's (2021) evaluation toolkit, which promotes ethics and care through collaborative work.
- Implementing an integrated teaching-learning and assessment approach that uses the REF across curricula to help students identify and develop their unique value proposition and understand its relevance to their career future.

CONCLUSION

In an increasingly interconnected world, the skills, values and perspectives of global citizenship are crucial for addressing complex challenges that transcend traditional boundaries. Therefore, it is essential to integrate critical global citizenship into higher education. This case study used Cook's (2023b) REF to guide students' reflections on their employability skills and interactions during their micro-placement, encompassing both human and more-than-human elements (materials, technologies and environments).

While this study offers valuable insights, limitations such as the focus on a single class, potential social desirability bias and the introduction of a novel framework within a specific context should be considered. Future research could explore how the REF can be scaffolded across undergraduate and postgraduate experiences and how students, graduates and educators engage with and apply the framework throughout their careers. Additionally, examine the alignment between the REF and the WIL quality framework (Campbell et al., 2019) may provide further understanding of its potential impact on employability and WIL outcomes.

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About the Journal

The International Journal of Work-Integrated Learning (IJWIL) publishes double-blind peer-reviewed original research and topical issues related to Work-Integrated Learning (WIL). IJWIL first published in 2000 under the name of Asia-Pacific Journal of Cooperative Education (APJCE).

In this Journal, WIL is defined as:

An educational approach involving three parties – the student, educational institution, and an external stakeholder – consisting of authentic work-focused experiences as an intentional component of the curriculum. Students learn through active engagement in purposeful work tasks, which enable the integration of theory with meaningful practice that is relevant to the students' discipline of study and/or professional development (Zegwaard et al., 2023, p. 38).*

Examples of practice include off-campus workplace immersion activities such as work placements, internships, practicum, service learning, and cooperative education (co-op), and on-campus activities such as work-related projects/competitions, entrepreneurship, student-led enterprise, student consultancies, etc. WIL is related to, and overlaps with, the fields of experiential learning, work-based learning, and vocational education and training.

The Journal's aim is to enable specialists working in WIL to disseminate research findings and share knowledge to the benefit of institutions, students, WIL practitioners, curricular designers, and researchers. The Journal encourages quality research and explorative critical discussion that leads to the advancement of quality practices, development of further understanding of WIL, and promote further research.

The Journal is financially supported by the Work-Integrated Learning New Zealand (WILNZ; www.wilnz.nz), and the University of Waikato, New Zealand.

Types of Manuscripts Sought by the Journal

Types of manuscripts sought by IJWIL is primarily in two forms: 1) *research publications* describing research into aspects of work-integrated learning and, 2) *topical discussion* articles that review relevant literature and provide critical explorative discussion around a topical issue. The journal will, on occasions, consider good practice submissions.

Research publications should contain; an introduction that describes relevant literature and sets the context of the inquiry. A detailed description and justification for the methodology employed. A description of the research findings - tabulated as appropriate, a discussion of the importance of the findings including their significance to current established literature, implications for practitioners and researchers, whilst remaining mindful of the limitations of the data, and a conclusion preferably including suggestions for further research.

Topical discussion articles should contain a clear statement of the topic or issue under discussion, reference to relevant literature, critical and scholarly discussion on the importance of the issues, critical insights to how to advance the issue further, and implications for other researchers and practitioners.

Good practice and program description papers. On occasions, the Journal seeks manuscripts describing a practice of WIL as an example of good practice, however, only if it presents a particularly unique or innovative practice or it was situated in an unusual context. There must be a clear contribution of new knowledge to the established literature. Manuscripts describing what is essentially 'typical', 'common' or 'known' practices will be encouraged to rewrite the focus of the manuscript to a significant educational issue or will be encouraged to publish their work via another avenue that seeks such content.

By negotiation with the Editor-in-Chief, the Journal also accepts a small number of *Book Reviews* of relevant and recently published books.

Reference

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