

Project Summary for IAL Website

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Project Title:	Preparing PSEI Learners for Changing Working Lives
Project Number:	GA19-10
Year of Approval:	2020
Funding Source:	WDARF
Objectives and intended outcomes of the project:	<p>This project seeks to:</p> <ul style="list-style-type: none"> a) Understand the challenges of how Singapore Post-Secondary Education (PSEI) students can learn to be ready for working life b) Understand the mechanism of how education institutions and business organisations afford work-learn opportunities for young adults.
Project Team	
Principal Investigator:	Dr Chue Shien
Summary of Project (up to 300 words)	
<p>This project aims to understand how Singapore’s post-secondary education institution (PSEI) learners learn to be adaptable and be ready for the realities of work life. Initiatives such as Work-Study programmes and internships aim to assist students to transit smoothly into job roles upon graduation. However, less is known about how learners are experiencing these work-based learning programmes and the challenges of adapting at the workplace.</p> <p>Interviewing alumni of PSEI and young adults current enrolled in local work-study programmes, findings related to work-study challenges experienced by learners, domain-specific elements of competencies will help us create a framework to support work-based learning programme stakeholders prepare young adults to be adaptable for occupational changes.</p>	
Summary of Project Findings, Deliverables and Impacts (up to 500 words)	
<p>This project examined how Singapore’s post-secondary education institution (PSEI) learners develop readiness and adaptability at the workplace through two models of work-integrated education: internships and Work-Study Programmes (WSPs). Drawing on interviews and surveys with trainees, interns, lecturers and workplace supervisors, we analysed the affordances of workplace activities, interactions and supervisory mentorship for supporting learners at the workplace. Findings include (i) Learners commonly progressed from routine, processual tasks to more complex and non-routine work. This sequencing afforded learners with opportunities to rehearse their workplace learning, building towards extended responsibilities which helped them gain competencies for their work tasks and adaptive capacity. (ii) While learners reported challenges associated with digital tools and structural changes at work, when supported, these challenges functioned as productive affordances for developing adaptability. Across settings, expansive workplace scaffolding, clear task design and timely guidance from supervisors were associated with richer engagement for workplace learning. (iii) Institutional support through lecturers’ scaffolding (briefings, check-ins and debriefs) complemented workplace supports, particularly when learners had limited prior work experience. This project delivered three publications as listed and a framework for supporting development of affordances for work-integrated programme.</p>	

Publications

Chue, S., & Billett, S. (2024). Examining workplace affordances within work-study programmes for becoming an engineer. *Journal of Workplace Learning*, 36(8), 692-708.

Ong, S. B., Chue, S., Billett, S., & Tan, N. (2025). Transforming work-integrated education challenges into professional development pathways for tertiary educators. *Journal of Adult and Continuing Education*, 14779714251346084.

Chue, S., Billett, S., Tan, R., Goh, W., Leow, A., & Chen, A. S. H. (2024). Innovative Curriculum and Instructional Approaches for Work and Learn: Practical Pathways and Research Perspectives. *Future-oriented Learning and Skills Development for Employability: Insights from Singapore and Some Asia-Pacific Contexts*, 19-33.