Providing WIL across complex interconnected science degrees.

J. Chuck, T. Millar and C. Jones

Eight interconnected science degrees
- one explicit WIL requirement
- no external WIL worth cpts
Drivers for change:

need for students observe professionalism

need for engagement

need for skill development—work readiness

Need to support our student base

“The Science Professional”
a) Review of learning guides-prior review

Explicit WIL

-undertaken, taught and assessed?

b) Interview of co-ordinators- questionnaire

Hidden WIL

-undertaken, taught and assessed?

c) Development of an intern type unit
Work Integrated Learning in STEM in Australian Universities

FINAL REPORT
Submitted to the Office of the Chief Bursar

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Standard 3</th>
<th>Standard 4</th>
<th>Standard 5</th>
<th>Standard 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>Activity 2</td>
<td>Activity 3</td>
<td>Activity 4</td>
<td>Activity 5</td>
<td>Activity 6</td>
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<tr>
<td>Description</td>
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Table 2: What are WIL activities for? Objectives of WIL and activities used to achieve these objectives

<table>
<thead>
<tr>
<th>Objectives of WIL</th>
<th>Ways in which WIL objectives are achieved</th>
<th>Outside classroom activities</th>
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<tbody>
<tr>
<td></td>
<td>‘In classroom’ activities</td>
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<tr>
<td></td>
<td>‘Show and tell’</td>
<td>‘Sell’</td>
</tr>
<tr>
<td>1</td>
<td>To build workplace-specific skills and knowledge</td>
<td>Workplace specific examples and guest lectures</td>
</tr>
<tr>
<td>2a</td>
<td>To develop occupation-specific skills and knowledge, and skills to adapt and apply them</td>
<td>Workplace examples in lectures and course notes, Observational field trips</td>
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<tr>
<td>2b</td>
<td>To train professionals to enter a specific industry</td>
<td>Course design and lectures reflect industry input, Lecturers share own (extensive) industry</td>
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</tbody>
</table>

WIL in STEM in Australian Universities
So far:

16 units completed
More we talk, the more support we get
Lots of hidden WIL
No co-ordination of WIL
Little taught or assessed
1st year staff more aware than 3rd year
WIL intern unit for approval Aug
To do:

More WIL surveys
Modification of rubric for better assessment
Collation, recommendations and change
WIL unit running

Explicit acknowledgement of WIL and graduate awareness of attainment and use of these skills