



WESTERN SYDNEY
UNIVERSITY



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 Scientist

June 2015

Table 2: What are WIL activities for? Objectives of WIL and activities used to achieve those objectives

Objectives of WIL	Ways in which WIL objectives are achieved		Ways in which WIL objectives are achieved	
	In classroom contexts	Examples	Practice	Outside classroom activities
1. To build workplace specific skills and knowledge	Work-based learning, internships and co-ops	Employers provide work-based learning opportunities through internships, co-ops and work placements	Practice	Work-based learning, internships, co-ops and work placements
2. To develop workplace specific skills and knowledge and apply them	Work-based learning, internships and co-ops	Employers provide work-based learning opportunities through internships, co-ops and work placements	Practice	Work-based learning, internships, co-ops and work placements
3. To build workplace specific skills and knowledge	Work-based learning, internships and co-ops	Employers provide work-based learning opportunities through internships, co-ops and work placements	Practice	Work-based learning, internships, co-ops and work placements

Table 2: What are WIL activities for? Objectives of WIL and activities used to achieve these objectives

Objectives of WIL		Ways in which WIL objectives are achieved					
		'In classroom' activities				Outside classroom activities	
		'Show and tell'	'Sell'	'Engage'	'Practice'	Academia	Industry/community
1	To build workplace-specific skills and knowledge	Workplace specific examples and guest lectures			Simulations	Students become active members of university based research teams	Industry based projects Work placements
2a	To develop occupation-specific skills and knowledge, and skills to adapt and apply them	Workplace examples in lectures and course notes Observational field trips	Explicit focus on <i>why</i> concepts and information are being covered, where and how they might be applied, why they are important	Field trips with searching questions to help develop 'big picture' understanding	Case studies and scenarios with problems to solve Simulations Industry provides real world issues that are used as basis for student projects and are managed, completed and assessed internally	Full lab experience where students manage all aspects of lab based research, reflect on the experience during the process, and debrief	Industry based projects Work placements
2b	To train professionals to enter a specific industry	Course design and lectures reflect industry input Lecturers share own (extensive) industry	Build sense of belonging to a profession	Explicit focus on the <i>whys</i> and <i>hows</i> of professional practice Work orientation/ applied focus throughout course with scaffolded opportunities to apply theory in real world situations, and consider issues and potential consequences of decisions	Simulations University based/ owned clinics	Skilled mentors/ supervisors in workplace and at university Ongoing feedback from employers Self reflection and skilled debriefing	Extensive work placement throughout course, with scaffolded opportunities to try new things, understand consequences of decisions Year long projects with high degree of student autonomy responsibility

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**