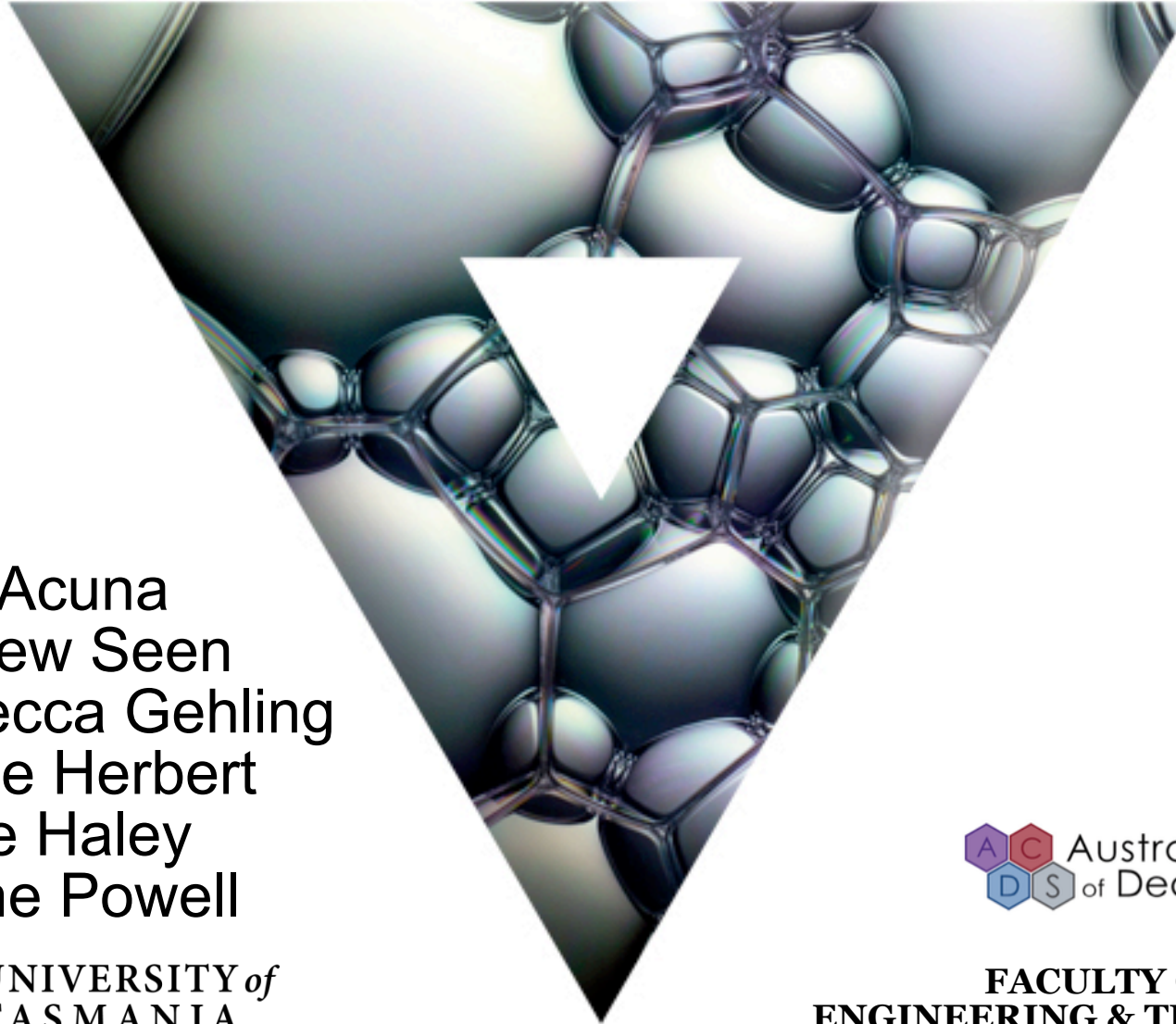


Unifying WIL in Science at the University of Tasmania



Tina Acuna
Andrew Seen
Rebecca Gehling
Nicole Herbert
Susie Haley
Shane Powell



**FACULTY OF SCIENCE,
ENGINEERING & TECHNOLOGY**

Background

UTAS context

Strategic plan 'Open to Talent'

- Provide graduates with the skills required for participation in national and international work
- Extend the curriculum by providing real world experiences for our students

WIL policy has provision for:

- Student placement in industry
- On-campus simulation of the workplace linked with authentic assessment
- The university will shortly release a Green Paper on WIL as part of a university-wide curriculum renewal process

- Uptake of WIL is far less in Science than other STEM disciplines at UTAS¹

¹ EDWARDS, D., PERKINS, K., PEARCE, J., & HONG, J. (2015). *WORK INTEGRATED LEARNING IN STEM IN AUSTRALIAN UNIVERSITIES. FINAL REPORT SUBMITTED TO THE OFFICE OF THE CHIEF SCIENTIST*

Project aims and activities

- Develop a generic program for on- and off-campus WIL in the faculty
- Develop a network of industry contacts for WIL in Science and related disciplines for Tasmania
- Create a Faculty Advisory Board for industry engagement

What is the approach to WIL in other Universities, Faculties and Schools?

- Science Faculties: Deakin, Monash & Melbourne universities
- UTAS: Business, Engineering, ICT & Agriculture, Health
- Academics were very generous with their time and sharing their WIL resources!

Common themes

- Placement/project WIL for credit, usually in 2nd/3rd year
- Learning outcomes & assessment focus on:
 - Application of knowledge/skills
 - Student reflection on:
 - Planning for their career
 - Strengths and weaknesses
 - Q - how and when to teach Science students critical self reflection?
- Provision of activities to support career planning mostly separate to the unit
- Students generally expected to find their own placement/project
- Duration around 80 – 100 hours in a unit (some exceptions)

Where will the unit fit in the BSc?

730 Bachelor of Science

	Major	Minor	Degree Electives	Student Electives/ Breadth Units
Sem 1				
Sem 2				
Sem 1				
Sem 2				
Sem 1				
Sem 2				

KAA2/3xx

Major 2 introductory, 2 intermediate & 4 advanced units	Minor 2 introductory & 2 intermediate units	Degree Electives 2 introductory & 2 intermediate units	Student Electives 6 units Breadth Units 2 units
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Learning design

Week / Date	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Study break	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Intended Learning Outcomes	ILO 1. Identify and apply the knowledge, skills and attributes required for the professional workplace in a relevant science setting													
	ILO 2..Communicating and documenting of professional work experience													
	ILO 3. Working responsibly and safely as individuals and in collaboration with others													
	ILO 4. Critically self-reflect on personal strengths and development needs in the workplace													
Formal Assessment			SA#1 Preparation of a cover letter and cv; risk analysis of work environment and completion of legal agreements <i>ILO 1, 2</i> <i>Individual assessment task</i> 30%			SA#2 Extract of critical self-reflections on application of knowledge, skills; Working responsibly and safely as individually and with others; communication; employer feedback <i>ILO 1, 2, 3</i> <i>Individual assessment task</i> 30%				SA#3 Self-reflection on application of knowledge, skills and attributes used in professional work; self-reflection on personal strengths and development needs; communication; employer feedback <i>ILO 1, 2, 3, 4</i> <i>Individual assessment task</i> 40%				
Learning Activities	LA#1 students completed iPREP and ResumePlus; identified and applied for a work placement/project; complete a risk analysis of the work place; have completed any legal agreements													
	LA#2. Professional experience (off-campus or on-campus; may be project work for a client in small groups)													
LA#3. Journal reflections on professional work														

Consultation

Students

- Learning design and preferences
- Online survey

Academics from the BSc

- Understanding of WIL activities and where taught in their major
- Proximity vs. authenticity of WIL
- Use of student self-reflection in assessment
- Small focus group discussions

Employers

- WIL activities and employability
- Work placement or small groups working for a client
- Capacity to host students
- Previous participation in WIL in their organization/business

HREC H15699

Intended project outcomes

- *Make a step change for embedding effective WIL into course delivery within the faculty*
 - Developing a generic on- and off-campus WIL programs
- *Create effective leadership of WIL in the Faculty*
 - Aggregate current within-school activities
- *Link to institutional organisation/resources/policy*
 - Link with existing university resources such as the UTAS Career Services team in planning for coursework
- *Identify and leverage other opportunities*
 - E.g. existing UTAS Community of Practice in WIL
- *Inform development of WIL in Science in other institutions*
 - WIL in Science initiative of the ACDS