



SUCCESSFUL WIL IN SCIENCE 2018

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Project Description

Successful WIL in Science has been a national project designed to improve the employability of future graduates in science and mathematics by increasing the provision of work-integrated learning (WIL) in science degrees. Successful WIL in Science was developed in response to recognition that science graduates have less access to and lower participation in WIL than other STEM disciplines.

The project worked with faculties of science across Australia to build sustained leadership for WIL, to grow capability in teaching and support teams, and to provide tailored resources. The project was aligned to the National Strategy for Work Integrated Learning in University Education and was delivered in collaboration with the Australian Council of Deans of Science (ACDS).

Three strategies were used to support increase in WIL delivery:

1. Contextualised resources | [Link](#)

The WIL Guide for Science web resource was designed to support science leaders and teachers building WIL. The guide is a multifaceted web resource covering WIL Basics, Good Practice and Leadership for WIL. It presents curated WIL literature and resources and includes contemporary case studies in WIL commissioned from Australian science faculties.

2. Peer learning and collaboration

Successful WIL in Science used communities of practice to foster peer learning and create self-driven local nodes. Four communities of practice, in Brisbane, Sydney, Melbourne and Perth connected WIL leaders and practitioners across 24 universities and provided the basis for expert workshops and building capability. These local communities link to the national WIL in Science network of the ACDS.

3. Targeted research to inform development of WIL within science degrees

The project conducted primary research with science students and WIL practitioners to identify enablers and barriers to student participation in WIL. The research found science students value WIL highly, particularly industry placement or projects. Students report that information about WIL opportunities is often hard to find and that they need help to get started and plan ahead. Science students noted the extra challenge of WIL in science disciplines where career outcomes are diverse, but also appreciated the impact of WIL on study as well as future employment.

“ To me WIL is a two-way street. What you have learned in your degree so far, you’re applying it to a real job, but at the same time you’re learning stuff from that real job that will help you finish your degree with more skills.”

