


# Where there's a WIL there's a way!


## Work Integrated Learning in Science

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**NeW DIRECTIONS  
STRATEGIC PLAN  
2013-2015**



*3.2 Establish the University as a global leader in the delivery of innovative research integrated Learning and work-integrated learning experiences (RIL and WIL) in Australia and overseas.*

**90%** of undergraduate degrees have some form of WIL



2 | The University of Newcastle [www.newcastle.edu.au](http://www.newcastle.edu.au)



## Models of WIL

**Clinical Placements:** most professional health and medical programs

**Practicum:** formal classroom experience for initial teacher education

**Graduation Requirements:** formal work requirements as condition of award

**Volunteering:** social enterprise for credit

**Industry Placements:** projects and work experience for credit

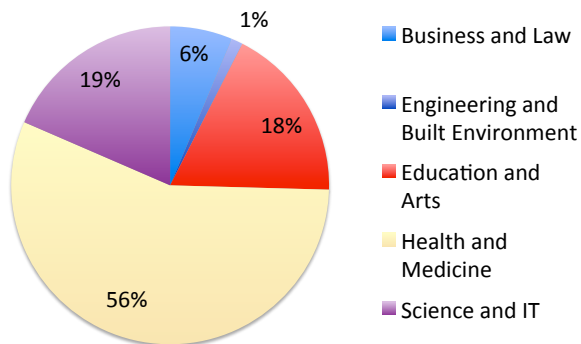
<b>Innovation Labs:</b>	internally hosted, industry sponsored team work
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**Industry Visits:** short term immersion

**RPL:** post-entry credit for concurrent work experience

**Other:**

### UON's WIL Profile: Availability of Courses/Units



Note – 12 Week Engineering Requirement NOT INCLUDED



### UON's WIL Profile: Number of Students with WIL

In 2014 there were 16,336 WIL Experiences

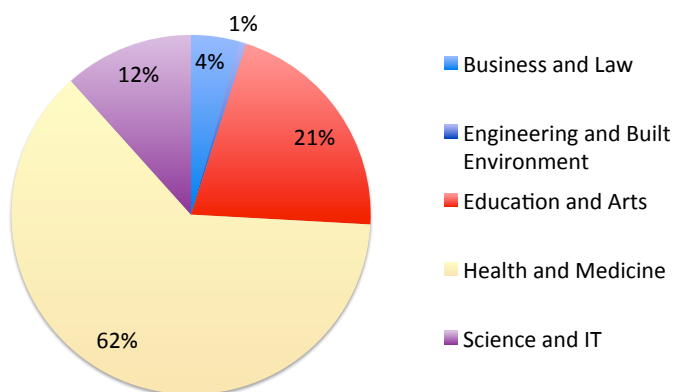
In 137 unique courses

Across 5 Faculties

Among 24,470 Undergraduate Students



### UON's WIL Profile: Student Participation



Note – 12 Week Engineering Requirement NOT INCLUDED



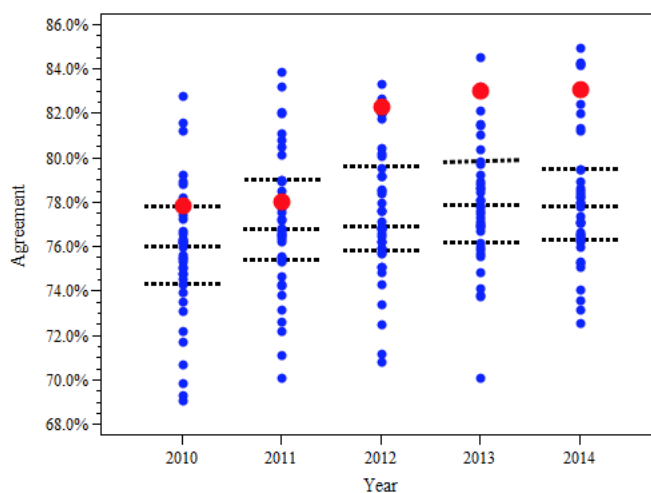
### The Impact – 2014 Graduate Destination Survey

	UON Percentage in full-time/part-time work	National Percentage in full-time/part-time work
All disciplines	91.8%	88.4%
Science disciplines	88.4%	83.3%

	UON Percentage in full-time work	National Percentage in full-time work
All disciplines	67.2%	68.2%
Science disciplines	44.4%	51.0%



### The Impact – Generic Skills Scale (2014 AGS)



### Entrepreneurship and Innovation – the new WIL

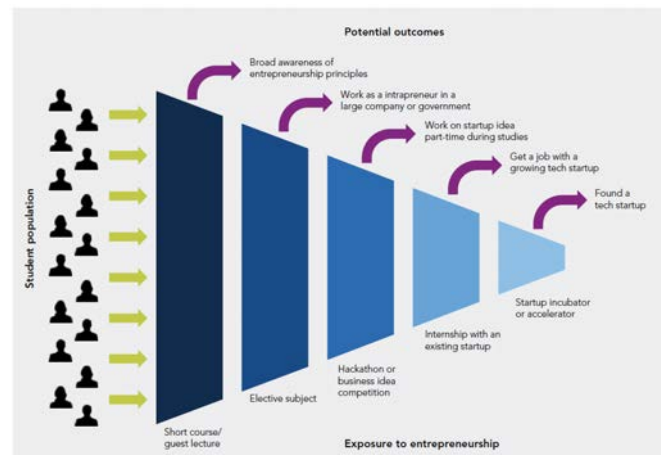


#### The UON Entrepreneur

*UON students will engage in courses and programs that provide experience in technological, creative or social innovation and entrepreneurship.*



## Entrepreneurship as WIL?



Boosting High Impact Innovation in Australia: A Role for Universities



## Comparators of Best Practice

Attributes of best practice	Attributes of poor practice
Multiple opportunities for engagement	Single program
Experiential, strong emphasis on learning by doing	Theoretical, classroom-based
Encourages concrete action to pursue ideas	Encourages passive learning
Based on modern startup methods (eg. Lean Startup)	Based on out-of-date concepts (eg. writing business plans)
Encourages multi-disciplinary collaboration	Available only to a narrow group of students (eg. in business school)
Engages successful entrepreneur alumni as guest lecturers/mentors/teachers	Courses taught by academics with no first-hand experience in entrepreneurship
Connects with outside startup ecosystem	Isolated from external startup ecosystem
Available to students when they are ready	Taught at a set point in curriculum (eg. 1st/2nd year)
Students self-select into programs based on interest	Mandatory "ENT-101" course
Focus on growing the individual rather than their idea	Focus on the idea

Boosting High Impact Innovation in Australia: A Role for Universities



## Institutional Commitment

### Ingredients for success:

- *Direct link with learning outcomes in program (ie. Embedded, for credit)*
- *Flexible options for all students*
- *Alignment with institutional strategies and KPIs*
- *Emphasis on employability and generic skills*
- *Wide interpretation relevant to student needs and background*



# Thank you

