What did participants say about the Forum?

Participants felt that WIL in Science is alive, well and thriving. That there are lots of opportunities for collaboration, and that this is a great network that we need to maintain and grow.

- Practice education! Maybe a preferable term to WIL?
- It is important to get students to reflect on how WIL has helped them to develop their capabilities. Student engagement is dropping sharply, and WIL can help to overcome this. Make sure that WIL is socially inclusive (an important consideration for my own university). WIL requires a collaborative effort involving academic and professional staff, and needs encouragement and resourcing from the senior executive. Draw on the University's corporate knowledge of WIL (e.g. from the 1980s and 1990s) before people retire. Ideas for refining my own WIL unit.
- Conceptualisation of WIL and integrating WIL in the curriculum
- Students conduct risk assessment is a valuable activity.
- The importance of systematic evaluation of WIL, sound leadership and management of WIL processes and practices, and the challenges of creating quality, authentic experiences
- Confirmed interest in (and the need to focus on) the pedagogy of WIL, integrating WIL genuinely into courses.
- Link between professional staff and academics is important
- There is so much more to do in the WIL space!
- We have a lot of work to do to ensure that we integrate WIL, embedding it in a way that ensures employability and global citizenship skills are developed in our students. However, there are clearly some models that work to some extent and evaluation is all important.

What should the ACDS do next to support WIL?

Participants want ACDS to continue what it has started, and build on the momentum:

- continue to build strong partnerships with relevant organisations
- consider international benchmarking opportunities to highlight what we do well and where we can improve
- continue to support and fund such events as the sense of collaboration and sharing among colleagues is very encouraging (especially for newcomers)
- partnerships/collaborations with ACEN
- More webinars and node workshops
- fund another WIL in Science project
- Continue supporting national fora and more local concentrations of WIL
- Continue highlighting WIL at ACDS meetings to make sure that new Deans are on board
- reinforce each of the three aspects of the model of WIL - leadership, management - educational design - partnership.

- integrate WIL (or more exactly employability) in the curriculum horizontally and vertically; WIL is a means to an end, building capacity of students practice and contribute to professional practice
- Review timelines for implementing WIL to ensure partnerships are developed with industry that align to or build on existing relationships.
- Consider how simulations and on-line experiences may be incorporated into the WIL experience.
- Review what may be considered as reasonable/feasible expectations for employers and how to ensure quality assurance in WIL.
- Continue to assist in educating at an institution-level on the need to see WIL not as 'separate from', but 'part of' the actual learning and standard course delivery.
- Support further opportunities for staying connected, networking and learning about new ideas/developments
- Support the CoP nationally and at a state level to encourage exchange of ideas and innovation in WIL.
- Provide expertise (PD) in evaluation of the embedding of WIL
- Consider opportunities for people to connect re research projects. Research outcomes will provide greater leverage for the WIL in science agenda.

The ACDS will also follow up on the following questions raised:
- Has ACDS make a position on Finkel's statement regarding prereqs?
- What is the immediate 'value proposition' for industry partners for WIL (beyond long term research etc)?
- Explore the terminology 'Work' or 'Practice'? 'Learning' or 'Education'?
- Wise practice in place of 'best practice'
- How do we advocate for female friendly science work places?