2023 NAFEA Conference Abstracts - The WIL to Thrive: A Brave New World

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Introduction

The 2023 NAFEA conference explored current and future opportunities and challenges associated with Work Integrated Learning (WIL) in the context of Australian higher education. It delved into the multifaceted challenges of evaluating WIL programs, standardising supervisor training, and understanding the diverse demographics of students to enhance their learning experiences. The conference sessions highlighted challenges such as the allocation of resources for undergraduate nursing placements, the empowerment of refugee students through WIL, and the journey of professional identity formation during postgraduate training. With a focus on innovation, many sessions discussed topics such as virtual work placements, co-designed initiatives for business students, and the development of an open access WIL journal. The conference addressed the need for equitable access to WIL, the concept of speed-networking events as a means to enhance student-industry connections, and the impact of international opportunities like the New Colombo Plan. Furthermore, the conference examined the link between practical experience and employability, the role of coaching in fostering self-reflection, and the management of risks associated with clinical placements. These themes echo the current landscape and future prospects of WIL, reflecting on challenges and opportunities in regional, rural, and remote areas, and the transformative potential of virtual initiatives in a post-pandemic world.

Keywords: work-integrated learning, diversity, equity, inclusion, student learning experience, professional identity, placements, virtual WIL, employability

1. WIL evaluation: It is both what you know and who 'knows', that matters.

Presenter: Dr. Karen Young, Deakin University.

This paper focusses on a largely unresolved aspect of work-integrated learning (WIL) evaluation - what to measure when considering the impact of diverse WIL types across institutional contexts in Higher Education (HE). Nevertheless, this same diversity exhibits a challenge – how and what to measure as 'good WIL'. The nature and scope of WIL has encumbered the attainment of a sector-wide set of indicators and measures of success. Designing and implementing a singular framework that can adequately evaluate the quality of all WIL activities for all stakeholders is complicated. Diverse WIL offerings are one of the factors contributing to the complexities of using big data to inform context-specific impacts.

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This is why studies to date have tended to investigate specific WIL types (predominantly work-based WIL), single stakeholder viewpoints, discrete discipline areas, and outcomes (over process). The aim of this study, by investigating the 'who' and the 'what' considerations of wide-scale, institutional-specific approaches to WIL evaluation, provides insight into tackling the current sector-wide WIL evaluation impasse.

Our study notes the challenges associated with evaluating WIL beyond program-specific ('micro' evaluations) to encompass Faculty/Institution-wide evaluation of multiple and varied program-specific WIL experiences ('macro' evaluation). Beyond participation data (predominately focussed on placement-based WIL), our study found that institution-specific data, measures and indicators of impact are often not easily sourced, mined, analysed, and therefore, reported on. Our findings indicate that when designing a 'macro' evaluation context-sensitive understandings of impact are critical process inclusions. We examine, in detail, two guiding questions (Young et al, 2023): who (should be involved), and what is in scope for evaluation, in particular what WIL types are in and out of scope. Our study into WIL impact involved the design and testing of an innovative Faculty-centric WIL Evaluation Framework (WEF). The discussion responds to a larger burning question of whether a universal WIL evaluation model is possible, given the current sector challenge of evaluating wide-scale multiple WIL activities/programs offered across an institution. We showcase our innovative approach and related findings and aim to contribute to much needed scholarly, practice-based approaches endeavouring to contribute to the discovery of universal models capable of enabling sector-wide evaluations of WIL.

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2. A novel approach to collaborative website design to support training and engagement of clinical supervisors for extended industry placements

Presenter: Associate Professor Heather Connor, Alexis Gerrard, Deakin University

Academic and professional staff collaborated with industry stakeholders to develop a website specifically for placement supervisors. The project had three aims as follows. Firstly, the website was to be used to facilitate supervisor training, ensuring consistency in supervision and the assessment of students. Secondly, we aimed to develop a central access point for placement information, guidelines and insurance information for stakeholders, students and University staff. The final aim was to allow students to develop agency in clinical placement by including student access, creating transparency and consistency of expectations. This paper will explain the development process, engagement of key stakeholders and the components required for successful implementation and include an evaluation from supervisors on the useability and usefulness of the site.

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3. Breakout session: "If there's WIL, there's a way".

Presenter: Marlene Henry, Western Sydney University.

A conversation about a few big things with respect to placements and WIL:

- Who are our students? How do we provide the best possible student experience for them? What ethical or moral considerations/challenges we should be thinking about that impact the administration of placements and WIL?
- Applying the mission and values of your higher education institution in the placement and WIL space
- The Accord and what it could mean for placements and WIL
- The legal and administrative minefields of placements
- Offshore and onshore experiences

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4. Evaluation of resource allocation for undergraduate nursing professional experience placements coordination in Australian Higher Education: A mixed method study

Presenter: Dr. Abdi D. Osman, Victoria University.

Aim: To assess the implementation of standards by Australian Nursing higher education providers as set by accrediting and regulating bodies and identify any barriers or enablers to optimising Professional Experience Placement (PEP).

Objectives: To examine the existence of variations across higher education providers in relation to professional experience placement models, the proportion of professional experience placement hours across curricula and outline the associated financial implications related to unsatisfactory completion of professional experience placement; to identify and recommend strategies for safeguarding and improving any identified enablers as well as mitigating factors for any identified barriers.

Background: PEP is an essential element of all accredited Nursing Programs in Australia. The Australian Nursing and Midwifery Accreditation Council is responsible for developing accreditation standards mandating a minimum of 800 hours PEP scaffolded through curriculum where Education Providers set the exact baseline for clinical placement duration.

Design: Descriptive study using questionnaire survey with qualitative thematic analysis and CROSS checklist. Interview and focus group interviews technique.

Method: Mixed method. A descriptive design with qualitative thematic analysis of free text responses was used with purposive sampling targeting 37 higher education institutions that offered Bachelor of Nursing and Bachelor of Nursing/Bachelor of Midwifery programs, 33 of these institutions were randomly invited for inclusion. Data was collected over a six-week period from 24 May to 4 July 2022 using Qualtrics online survey. A qualitative method using interviews and focus group interviews targeting PEP coordinators and educators at clinical venues following similar sampling process will be undertaken. The interview transcriptions were thematically analysed.

Results: Out of the 33 higher education providers who were invited to participate, 51.5% (n=17) responded. The respondent demographics were: 94% Bachelor of Nursing only placements coordinators while one respondent reported covering both Bachelor of Nursing and Bachelor of Midwifery; Most of the respondents (65%) were in the 40-55 years age group. The respondents reported to have overall responsibility across one to 6 campuses (Mean=2.2) and having support/administrative staff ranging from 0-15 (Mean=4.11). Student population among the institutions ranged from 500-7500 with a mean of 2365.38. The number of campuses covered had statistically significant relationship with the student population (p<0.001; 0.392 to 0.929 confidence interval) however no statistically significant relationship with the number of Work Integrated Learning (WIL) administrative staff allocated to this role (p=0.319; -0.297 to 0.704 confidence interval).

Conclusions: Based on the descriptive study, many PEP processes are in place across the higher education sector around undergraduate nursing professional experience placement. Of note challenges still exist across the nation that need to be addressed, for example, the possible lack of consistency in management of professional experience between States.

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5. Building 'WIL' power for the students from refugee backgrounds at a regional university.

Presenter: Rozana Azad, University of Southern Queensland.

Refugee students in Australia face significant challenges when transitioning into the workforce after completing their higher education, leading to higher rates of unemployment or underemployment compared to other groups. To address this issue, university work-integrated learning (WIL) programs can play a crucial role by providing practical skills and experience, enhancing employability, fostering cultural exchange and personal growth, and expanding networks for refugee students. Through this session, I would like to share some of my research ideas and facts about how WIL, being a flexible and adaptable teaching method, can serve as a means for engaging refugee-background students with the wider community while taking into account their unique needs and challenges.

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6. A sector wide view of placements and WIL – An analysis of people, process, systems, and structure across the Australian HE sector.

Presenter: Emma Laurence, DVE Solutions

DVE will present findings from a sector wide survey about how organisations are managing placements and WIL in light of recent government announcements (i.e., the Accord), ongoing resource constraints, consideration of centralising placements and WIL and the opportunity that AI can bring to improving processes. This presentation will focus on key findings with discussion focussing on improving the student experience.

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7. The process of becoming a professional during postgraduate supervised training and early career stages.

Presenter: Emma-Jane Harrison, The University of Queensland.

The process of becoming a professional is complex and multidimensional. Traditionally, education and training programs across numerous disciplines have sought to teach professionalism, however there is recent interest in the literature to understand how the formation of professional identity occurs. When individuals enter into post-graduate training programs, they bring a sense of self-identity which then transitions to the identity of student, to trainee and then to professional. To understand how this process occurs can assist with curriculum and placement design in order to support and facilitate the formation of a professional identity. The importance of motivation, person environment congruence, goal pursuit and socialisation in this process is widely acknowledged, however, there is a lack of understanding of how this process develops over time. An understanding of this dynamic process of professional development will inform the development of effective interventions for the tertiary sector and industry. This paper provides a review of research into the process of professional development in the supervision context. The literature review examines PE Fit Theory, SDT & Control Theory. We propose a theory of the dynamic process of adjustment during the supervised practice, leading to the formation of a professional identity, competence, confidence and prosocial behaviours. This dynamic theory of professional development has practical applications for universities in terms of postgraduate program development, and for industry in terms of selection, mentoring and retention strategies.

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8. Enhancing preparedness and learning experience: The impact of virtual work placements for enabling students in Australian higher education.

Presenter: Dr. Bianca Price, University of South Australia.

Growing pressure on Australian universities has driven a rise in ensuring students are prepared for their work careers as well as their life following graduation (Dean et al., 2022). Graduate employment outcomes are now a primary method for determining institutional quality and are frequently used for marketing activities and government funding (Healy et al., 2020; Jackson & Bridgstock, 2021). It is well documented that Work Integrated Learning (WIL) builds students employability skills and enhances their personal and professional development (Caldicott et al., 2022). However, despite the wealth of literature on WIL, there remains a lack of empirical exploration on the relative value WIL may have in enabling education. Recent research found notable discrepancies for students that come from equity backgrounds and their ability to engage in meaningful WIL (Bell et al., 2021). Enabling programs are now represented across most Australian universities with an aim to prepare non-traditional students for success in their undergraduate studies (Mckay et al., 2018). This is achieved by developing students' knowledge and familiarity with the university environment, building their cognitive and communication skills and ensuring they have the relevant academic literacies and numeracy skills (Jones et. al., 2019). With WIL opportunities constantly expanding and diversifying, technology has afforded new and innovative methods of work placement experiences that are effectively low risk and low cost to the institution, industry as well as the individual student. Therefore, this study argues that virtual WIL opportunities should be embedded into the

enabling curriculum. In doing so students can build their employability skills as well as demystify common career stereotypes and assumptions to make more informed study choices and subsequent career directions. This study argues that by implementing virtual work placements in enabling education, equity students can achieve a host of benefits in doing so.

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9. Impact academy: Student self-discovery in an innovative co-designed work-integrated learning journey.

Presenter: Dr. Simon Thornton, Dr. Meg Colasante, RMIT University.

It is well understood that work-integrated learning (WIL) experiences provide students with valuable opportunities for intensive preparation for employment (O'Shea, 2014). Nonetheless, such experiences are frequently scheduled later in a program or degree as a bridge to employment rather than targeted for early more iterative and sustained benefits.

A core course of the Bachelor of Business (Professional Practice) Program at RMIT University provides an innovative approach to WIL that students experience in the first two years of their four-year degree. Indeed, this course, Impact Academy, is promoted to first year students to encourage early WIL participation. While the course is delivered over a standard 12-week semester and facilitated in a weekly structure by WIL teaching academics, it incorporates a band of features which render it unique. These features largely align to both the 'incubator' and 'consulting' models of WIL (Kay, et al. 2019), as a direct result of collaborative co-design and co-delivery involving a teaching team of educators and industry experts.

RMIT's growth centre for entrepreneurship, Activator, not only hosts the course in its physical innovation hub, but also provides a design thinking expert and entrepreneur who fortnightly contributes progressive workshops and follow-up entrepreneurial guidance directly to the students. While this and the teaching academics' ongoing support and guidance forms the skeletal structure, underpinning this vehicle is direct and authentic industry engagement across the semester. In each course iteration, a different industry is invited to present students with an authentic industry challenge, and to be available periodically for discussion and ultimate presentation of student-generated solutions. For example, the non-profit organisation Meals with Impact, a social enterprise which provides employment to migrant and refugee women through provision of culturally appropriate food relief to communities in need, presented a recent challenge around growing their business. From this, a short case-video will be shared that highlights voices from both the industry partner and some of the Impact Academy students who responded to the specific challenge with their business propositions. The Impact Academy is the first curated WIL opportunity that students can subsequently build upon in other WIL opportunities during their degree.

Our presentation shares the innovative structure of the Impact Academy course along with anecdotal reflective feedback received from the students. We will also signal our upcoming research project to evaluate the course. A focus in this project includes student opinions on their actualised learning (Joosten, et al. 2021) and professional growth by engaging early with a dedicated WIL intervention, and how the course explicitly addresses RMIT's signature pedagogy of Applied, Authentic and Active learning experiences.

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10. Opportunities and challenges for WIL in Australia.

Presenter: Professor Denise Jackson, Edith Cowan University.

In a climate of economic uncertainty, talent shortages and evolving labour market demands, there is an increasing focus on WIL to develop workers that are prepared for complex and fluid environments. Despite the widely recognised benefits of expanding different types of WIL across qualifications, several challenges continue to influence the tertiary sector's ability to design, deliver and evaluate WIL that is high quality, impactful and available to all students. This presentation discusses some of these ongoing challenges, with a particular focus on equity and inclusion given differences in the participation, experiences and outcomes in WIL among diverse student populations. It will also consider ways the tertiary sector could address these challenges and advance WIL to better meet current and future stakeholder needs.

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11. Identifying and overcoming obstacles to equitable engagement with WIL.

Presenter: Associate Professor Anne Hewitt, The University of Adelaide.

Securing and completing work-integrated learning (WIL) can involve practical challenges for students. They may be obliged to pay for expenses including accommodation, equipment, and travel, as well as incurring opportunity costs such as salary lost when paid work is sacrificed to enable them to complete WIL. These costs, in addition to discrimination that students may experience in securing and completing WIL placements, contribute to inequitable participation by those from formal equity groups. Many hosts, educational organisations and charitable groups seek to respond to these obstacles and facilitate equitable engagement with WIL. This presentation will consider obstacles preventing equitable engagement with WIL, and strategies which can be employed to minimise and overcome them. In particular, it will consider how WIL design can maximise equitable engagement, and how non-remunerative monetary support (bursaries, scholarships, stipends, and honorariums) can be designed and implemented to facilitate diverse access to WIL.

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12. Bringing industry to the student – An innovative and scalable approach to maximise placement to staff ratios.

Presenter: Daryl McMahon, University of South Australia.

UniSA Business has implemented an innovative scalable approach to connecting students with industry, with structured career preparedness activities, to complement core internship delivery.

We hold specifically tailored industry to student speed-networking events biannually, recently expanding these to partner with other faculties as well. In the speed-networking events, students are grouped by their discipline, and industry representatives circulate the room to approach the students whose discipline fits in the placement project(s) they offer. The event is structured and

fast-paced, with extensive lead-in communications and preparation workshops to assist students.

Post event all participants are surveyed to identify matches that are connected to continue a dialogue. The flow-on effect of these activities is that 70% of all placements are now student-sourced, up from 26% in 2018, a significant positive increase to our placement:staff ratio. The networking skills that students develop at the events are directly transferable to post-university employment. The innovative scalable approach is proving a successful hands-on tool for student career progression. Placement employability outcomes are satisfactory, 25% of students gaining employment with their Host Organisation and of the remaining students, 52% were recommended for employment elsewhere, and 45% had an ongoing mentoring relationship.

This approach aligns with standards 1.1 and 4.1 of the Quality WIL Framework, strengthening student employability preparedness and ensuring diverse stakeholders are active participants in UniSA WIL.

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13. New Colombo Plan – An international WIL opportunity.

Presenters: Associate Professor Matthew Winslade, Charles Sturt University.
Dr. Lana McCarthy, Southern Cross University.

The New Colombo Plan (NCP) is an Australian Government, funded initiative designed to support the Australian universities to provide international WIL opportunities for students and staff. This presentation will unpack the benefits of engaging with the NCP process and raise awareness of the potential impact of such a program on students, staff, and the host partners – supported through the establishment of authentic partnerships. Supporting this paper will be the findings of an evaluation project undertaken following a pilot program of teacher education pre-service teachers undertaking an NCP grant funded WIL experience in regional Fiji. The findings show that the experience, whilst not without its challenges, provided positive outcomes for the student participants in areas such as cultural competence and personal/professional growth. Importantly the program was also found to have significant impact for host teachers, schools, and university staff in regard to professional growth and curriculum design and delivery.

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14. Pedalling the cycle of learning: The significance of practical experience to establishing graduate employability.

Presenter: Dr. Mary Grant, La Trobe University.

The contest for graduate employment across all industry disciplines, globally, has intensified the search for employable graduates who are a good organisational fit and can adapt to workplace changes. The positive association between practical experience and graduate employability, and the application of subject knowledge, competencies, and career development learning, has been well-documented. Subsequently, an emphasis of the need to ascertain a shared vision between industry and higher education on determining 'work ready' and employable students in specific industries must be considered. Our pilot study will explore how practical experience can align undergraduate industry learning to the development of

graduate employability through the implementation of a three-phase Graduate Employability Cycle of Learning. The three Phases: 1) Pre-Condition Phase; 2) Experiential Learning Cycle Phase; and 3) Observed Signals Phase, encompass the Experiential Learning Cycle (Kolb, 1984) at Phase 2, to validate the process of learning and development of employability signals through practical experience.

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15. Applying coaching methodologies to enhance WIL student self-reflection.

Presenter: Lincoln Barrett, Curtin University.

Student self-reflection is a key component of work-integrated learning (WIL) and has been shown to have the potential to enhance performance, engagement and wellbeing. Research indicates, however, that there are several key barriers to realising this potential including insufficient training, time pressures and reflective models that are overly focussed on problems and the past. A randomised control trial investigated whether applied coaching methodologies such as questioning techniques, models and frameworks and positive psychology, could be leveraged to enhance student self-reflection and measured how this impact compares to that of traditional self-reflection. The participants from the self-reflective coaching group made statistically significant gains in all three key metrics, self-reflection, insight and solution-focussed thinking, while the traditional self-reflection group did not have any statistically significant gains. These findings suggest that self-reflective coaching can be leveraged within the WIL setting to enhance student performance, engagement and wellbeing.

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16. Clinical Education Strategy and Risk (CESAR): Implementing a positive risk management culture.

Presenter: Kylie Erben, The University of Melbourne.

Student placements in clinical settings are associated with increased risks. Examples vary from risk of needle stick injuries, risks to patients that require safeguarding and risks to student well-being due to bullying. The Faculty of Medicine, Dentistry, and Health Sciences (MDHS) at the University of Melbourne (UoM) has established a Clinical Education Strategy and Risk (CESAR) portfolio in response to such risks.

In identifying a need for specific processes to monitor and analyse risk in clinical education, CESAR was designed to deliver a Risk Management Framework for MDHS. The framework is a road map that describes a common process for how risks are identified, assessed, treated, reported, monitored, and reviewed. This is to ensure ongoing student and patient safety whilst educating students to be ready to progress to graduation and beyond in their professional careers.

Risk management is an essential element of good governance and strategic thinking, and we are committed to operating within a risk management framework that supports decision-makers toward fulfilling our goals of providing quality clinical education while operating within our risk appetite.

Our approach to risk management for clinical education is aligned with the International Organisation for Standardizations (ISO) 31000: 2018 – Risk management guidelines.

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17. UNSW. Administering WIL for 1000's of students - How we do it.

Presenter: Michelle Hannon, UNSW.

UNSW Engineering has a program requirement that all students must complete 60 days of work-integrated learning (WIL) before a student can graduate. All WIL at UNSW must comply with higher education standards, workplace, as well as the professional accrediting requirements (Engineers Australia).

Industrial Training (IT) provides students with first-hand experience of working as an engineering professional. The process that students must undertake to complete their IT provides them with employability skills, networking within their chosen field of study and a chance to experience what their future career may be.

In this presentation, we will:

- Highlight the challenges of providing a WIL program for 1000s of students.
- Present the process of how UNSW Engineering manages the WIL process at scale.
- Why self-sourced placements empower students to manage their future career
- How we utilise students as partners

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18. The impact of school based micro-teaching on teacher education students' teacher efficacy: A work integrated learning approach.

Presenter: Dr. Jessica Amy Sears, Charles Sturt University.

Researchers have reported that teacher efficacy influences the implementation and enactment of curriculums and teachers' wellbeing. This study sought to gain insight into the development of Teacher Education Students' (TES') teacher efficacy through the adoption of WIL. WIL was built within a subject, providing TES' with opportunities to be in schools, observing, team teaching, and micro-teaching while still coming back to the university to reflect and prepare further. TES' learnt theory and pedagogical approaches on the university site, implemented these into practice on the school site, and then reflected on the process.

This longitudinal study analysed TES' responses to formal university subject evaluation surveys, TES' assessment tasks, and academic reflections across four semesters. The findings are presented in the form of auto-ethnography, and data was analysed using thematic analysis. The WIL enhanced the TES' efficacy providing them with real-world experiences to link theory and practice within a school setting.

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19. Panel session: Regional, rural and remote WIL.

Facilitated by Cherilyn Bickers, The University of Queensland.

In Australia's diverse landscape, regional, rural, and remote health placements offer invaluable experience for budding health students. This conference panel aims to delve deep into the unique challenges and prospects of such placements. Addressing accommodation challenges, we will explore innovative solutions like billeting and homestays. Recognising the financial hurdles students face, we will discuss potential work opportunities during placements and spotlight available bursaries, ensuring comprehensive awareness of financial support. Emphasising holistic learning, we will highlight Interprofessional Education through collaborations with University Departments of Rural Health (UDRHs). Furthermore, the importance of social engagement will be explored through potential ways to collaborate with community groups and local councils. A special segment of the panel session will feature Lisa Baker, Project Officer-RIPPAH/Priority Workforce (Statewide) discussing Rural Immersion Placement Program – Allied Health (RIPPAH), an enriching rural immersion program for allied health students.

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20. Breakout session: Making virtual WIL a reality.

Presenter: Katie Prenzler, University of Southern Queensland.

The University of Southern Queensland (UniSQ) has delivered virtual WIL projects since 2022. The concept was initially developed and implemented by the UniSQ Careers and Employability team and now continues under the National Priorities Industry Linkage Fund (NPILF) team [https://www.education.gov.au/job-ready/npilf].

The three key models at UniSQ are: Digital WIL in STEMM, Industry Research Projects and Collaborative Enterprise Projects. All are live projects and activities are delivered virtually, both within coursework and as extra-curricular activities. These experiences are co-designed with industry and provide an authentic learning experience for students.

This session will showcase the UniSQ virtual WIL journey from concept to implementation; and will share insights into the beneficial outcomes for students and Industry Partners alike.

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21. Cultivating creative collaboration in a time of crisis - The origin story of a cross-institutional and multi-disciplinary WIL journal.

Presenters: Ondine Bradbury, Deakin University.
Dr. Judith Needham, Griffith University.

This session explores the creation of a new open access Work Integrated Learning (WIL) journal, during the Covid-19 pandemic. Survey data forms the basis of the showcase and analyses the evolution of four higher education staff as they worked in a cross-institutional group. When much of the nation's experiences were disparate and an uncertain future challenged many, this showcase highlights how shared passion and purpose result in collaborative methods leading to innovative change. Drawing upon reflections of those

involved in the journal's design and using a qualitative case study method, this showcase provides insight into the successes and challenges of the 18-month process. Analysis of the results showed the positive impact of effective projects that are cross-institutional and multi-disciplinary in nature. The session will allow presenters and participants to engage in discussions regarding strategies and structures that can be applied to enhance the levels of success in similar projects.

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About the Journal

WIL in Practice exists to disseminate good practice and learnings in work integrated learning (WIL), forming a valuable resource for NAFEA members and the broader WIL community. Publishing research and other suitable publications from academics, administrators and others whose interests align with the practice and administration of WIL, the journal will add to, and enhance, the existing body of knowledge that currently exists about WIL in all its various forms.

Early-career and emerging researchers and writers are also encouraged to submit their work. WIL in Practice provides an outlet for professionals to publish in a variety of formats.

WIL in Practice is supported by the National Association of Field Experience Administrators Inc. (NAFEA). WIL in Practice aims to be a high-quality and internationally recognised journal, publishing research and other suitable manuscripts from academics, administrators and the broader community whose interests align with the practice and administration of WIL. The journal will:

- Provide a welcoming, supportive and educative environment for authors at all levels to publish quality work
- Meaningfully contribute to the distribution of knowledge and professional development of WIL practitioners and researchers
- Publish at least once annually
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