

## **Abstract**

At ECU, Curriculum Engagement and Workplace Integrated Learning (WIL) are key elements in the University's strategic direction and significant features of many undergraduate courses. Several forms of Engagement in course design and units aim to deepen students' skills and knowledge of practice in realistic workplace and community contexts. Two Engagement activities were developed for a third year unit. A truffle company and a brewery were the two partner organisations. Prior to the activity, the students met with the industry scientist who provided the background and significance to the data they were about to collect. The "real context" meant that students were much more careful and rigorous in conducting their experiments and in their data analysis. During the activity, the brewer "called in" to chat to the students while they were completing their laboratory work and to answer students' queries. The traditional laboratory report was adapted by the students so as to provide a more informative and relevant report to the industry partner. Evidence of the impact of these curriculum developments are provided from student comments and UTEI scores. Further unanticipated consequences are also elaborated including active and overt transfer of skills across units and to the workplace as WIL.