

University_Program/Activity/Initiative_Career Development

1. WIL program/activity/initiative - Career Development Learning and WIL

Your university has nominated your work integrated learning program/activity/initiative as an example demonstrating effective outcomes and benefits to students' career development and employability.

About this project

This scoping study will use applied research to identify a number of effective programs, activities and initiatives that incorporate career development learning across a variety of approaches that involve engagement between the university, industry and their communities.

As such, universities and educational institutions, university careers services and employer/business are being surveyed.

Best practice and innovative approaches including service learning will be presented at a Symposium in June this year with the view to inform the planned development of guidelines, benchmarks and resources for best practice.

Findings presented at the Symposium and resulting resources will help to streamline processes, activities and programs so that university courses, students as well as business and industry will benefit.

Benefits resulting from this study will include:

- * development of a data base providing models and guidelines for systematic and streamlined processes in implementing work integrated learning with a career development focus;
- * development of graduates with well developed generic work and transferable skills (the "graduate attributes");
- * effective, ongoing and sustainable WIL programs with an enhanced capacity to contribute to positive graduate outcomes;
- * closer partnerships with business and community.

NOTE:

1. You may find it helpful to visit the project website <http://www.usq.edu.au/nagcascarrickproject/> and keep the two sites open simultaneously so that you can review definitions and the survey structure.
or
2. You may prefer to print the pdf version of the definitions and questionnaire to keep as a personal record.

You can only submit the survey online, you will not be able to work on the pdf for submission.

There is no capability to review or revise your responses once you "submit" your survey

Martin Smith
NAGCAS CARRICK Project Leader

2. Definitions

Career development: Career development is the lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future. It applies to people of all ages. (CICA 2006)

Career development learning outcomes include:

- * Self awareness
- * Opportunity awareness
- * Decision making
- * Transition learning

(These components are further explained at <http://www.usq.edu.au/nagcascarrickproject/>)
(AGCAS, 2005, Adapted from Watts, A. G. (2006). Career development learning and employability. Heslington, UK: The Higher Education Academy.)

Work Integrated Learning (WIL):

Work-integrated learning (WIL) involves real-world experiences providing opportunities for students to apply theoretical knowledge, develop and consolidate transferable skills, career development competencies, reflect on

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practice, and develop an understanding of the relevant profession or related sectors. (Much adapted QUT website definition)

WIL can be implemented in many different formats and may include or be known by the following terminology: Work based learning; Work experience; Practice/ Practicum; Clinical Placement /Practice; Community based learning/project; Co-operative Education; Professional skills program; Work/Job shadowing; Work Experience/Vacation Work; Internship; Apprenticeship; Sandwich Course; Industry Project, Cadetship/Traineeship; Enterprise Project; Experiential learning; or other term used in your institution. WIL may occur in industry, in the community or in the university and whether the activity is real or simulated.

3. Section A: Program/s overview and information

Responding University/educational institution

1. Name of respondent

| | |
|---------------------------|----------------------|
| Name of respondent | <input type="text"/> |
| Title | <input type="text"/> |
| Position | <input type="text"/> |
| Faculty/School/Department | <input type="text"/> |
| Email | <input type="text"/> |
| Telephone | <input type="text"/> |

2. University/educational institution

| | |
|------------------------------------|----------------------|
| University/educational institution | <input type="text"/> |
| Campus (if relevant) | <input type="text"/> |
| Program /activity/initiative title | <input type="text"/> |

4. Program/activity/initiative

1. WIL Course/Program/Activity/initiative

| | |
|---|----------------------|
| Name of contact person and position for your program: | <input type="text"/> |
| Faculty or Department: | <input type="text"/> |
| Contact Email: | <input type="text"/> |

2. Please provide a brief description of your program (including length, number of students involved and the desired learning outcomes):

| | |
|-----------------------------|----------------------|
| Length of program | <input type="text"/> |
| Number of students involved | <input type="text"/> |
| Workplace/industry partner | <input type="text"/> |
| Academic credit | <input type="text"/> |
| Other | <input type="text"/> |

3. Main learning objectives of the program/activity or initiative

4. How is your program/activity/initiative delivered?

- Academic credit: core subject
- Academic Credit: elective
- Course requirement but no academic credit
- Outside of course, managed by university
- Outside of course, managed by external agency
- On campus
- Simulation
- Voluntary program
- Inter semester or summer program
- Internship

Other (please specify)

5. What staff (role and names) led to the development of the program? (Who initiated the program?)

6. What are the main benefits and positive outcomes for participating students?

7. What are the main benefits and positive outcomes for business/industry partners?

8. What are the main benefits for your Faculty, School or university?

9. In your experience what do you find are the main challenges or barriers to implementation of an effective WIL program?

10. The project team may wish to follow up and gather more information about interesting programs/activities and initiatives. Would you be interested in follow up contact?

- Yes
- No
- Not sure

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11. Is your university career service involved with this program in any way?

- Yes
- No
- Not sure

5. Career services and career development learning

In this section we are interested in the interaction between your program and career services support/involvement.

1. How is the careers service involved or supporting the program?

- Solely responsible all aspects
- Solely responsible placement arrangements
- Solely responsible academic content
- Team member: placement arrangements
- Team member: delivery of academic content
- Student preparation
- Student liaison during placement
- Student debriefing
- e-Portfolio support
- Not sure

Other (please specify)

2. Are career development learning (CDL) elements and employability skills addressed in this program/activity?

(Note: career development elements will be explored in greater detail in the next section)

- Definitely all elements and skills
- Some — limited extent
- Some, inconsistently
- Few, at times
- Not often or consistently
- Rarely
- Not sure
- No

Other (please specify)

6. Skills and Attributes Addressed in WIL

In this section you will be asked to indicate if a particular career development skill or attribute is addressed and developed in your WIL program.

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1. With respect to developing self-awareness, does the program address the following?

| | Definitely | Mostly | Somewhat | Intend to do more | Don't know |
|---|------------|--------|----------|-------------------|------------|
| Identify knowledge, abilities and transferable skills developed by one's degree | jn | jn | jn | jn | jn |
| Identify personal skills and how these can be deployed | jn | jn | jn | jn | jn |
| Identify one's interests, values and personality in the context of vocational and life planning | jn | jn | jn | jn | jn |
| Identify strengths and weaknesses, and areas requiring further development | jn | jn | jn | jn | jn |
| Develop a self-reflective stance to academic work and other activities | jn | jn | jn | jn | jn |
| Synthesise one's key strengths, goals and motivations into a rounded personal profile | jn | jn | jn | jn | jn |

2. With respect to developing an awareness of opportunities in the world-of-work and in career, does the program or activity address the following?

| | Definitely | Mostly | Somewhat | Intend to do more | Don't know |
|--|------------|--------|----------|-------------------|------------|
| Demonstrate knowledge of general trends in graduate employment and opportunities for graduates in one's discipline | jn | jn | jn | jn | jn |
| Demonstrate understanding of the requirements of graduate recruiters | jn | jn | jn | jn | jn |
| Demonstrate research-based knowledge of typical degree-related career options and options in which one is interested | jn | jn | jn | jn | jn |

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3. With respect to decision-making skills, does the program or activity address the following?

| | Definitely | Mostly | Somewhat | Intend to do more | Don't know |
|--|------------|--------|----------|-------------------|------------|
| Identify the key elements of career decision-making, in the context of life planning | jn | jn | jn | jn | jn |
| Relate self-awareness to knowledge of different opportunities | jn | jn | jn | jn | jn |
| Evaluate how personal priorities may impact upon future career options | jn | jn | jn | jn | jn |
| Devise a short/medium-term career development action plan | jn | jn | jn | jn | jn |
| Identify tactics for addressing the role of chance in career development | jn | jn | jn | jn | jn |
| Review changing plans and ideas on an ongoing basis | jn | jn | jn | jn | jn |

4. With respect to developing the skills of making effective transitions into and through the world-of-work, does the program or activity address the following?

| | Definitely | Mostly | Somewhat | Intend to do more | Don't know |
|---|------------|--------|----------|-------------------|------------|
| Demonstrate understanding of effective opportunity-search strategies | jn | jn | jn | jn | jn |
| Apply understanding of recruitment/selection methods to applications | jn | jn | jn | jn | jn |
| Demonstrate ability to use relevant vacancy information, including ways of accessing unadvertised vacancies | jn | jn | jn | jn | jn |
| Identify challenges and obstacles to success in obtaining suitable opportunities and strategies for addressing them | jn | jn | jn | jn | jn |
| Demonstrate capacity to vary self-presentation to meet requirements of specific opportunities | jn | jn | jn | jn | jn |
| Demonstrate ability to present oneself effectively in selection interviews and other selection processes | jn | jn | jn | jn | jn |

7. End of Survey

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Thank you again for your time and contribution.

You can find out more about this research project and symposium and print a pdf copy of the survey (for your files) at <http://www.usq.edu.au/nagcascareerproject/>

If you have information about additional WIL programs or initiatives to contribute to this project please return to complete another separate survey.

For information contact:

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