

V2_Career Services_Career Development Learning and WIL

1. Career Services - Career Development Learning and WIL

About this project

This scoping study will use applied research to identify effective programmes and initiatives in work integrated learning which ensure an effective contribution to career development learning. Good practice and innovative approaches including service learning and wider community and industry engagement will be presented at a Symposium and may inform the planned development of guidelines, benchmarks and resources for best practice.

It may be useful to visit the project website <http://www.usq.edu.au/nagcascarrickproject/> and keep the two sites open simultaneously to revisit definitions and the survey structure. You may find it easier to print the pdf copy of the questionnaire to keep as a record. There is no capability to review or revise your responses once you "submit" your survey

Martin Smith
for NAGCAS CARRICK Project Team

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 the project website <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 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

1. Name of respondent and careers service:

* 2. Institution:

4. Program details #1

In the next sections we hope to collect 1 (2 and up to 3) examples of good practice per university. These questions collect

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specific information about activities, initiatives or other WIL activities occurring in your institution which you believe effectively incorporate career development learning (CDL) elements within the implementation of the WIL activity.

At the end of each Program/activity section you will be able to progress to the End of the Survey if you have no other programs to present or describe.

* 1. Course/Program/Activity #1

2. Please provide a brief description of your program #1 (including length, number of students involved and the desired learning outcomes):

2a: Brief description

2b: Length of program

2c: Number of students involved

2d: Position and role of key staff/coordinator

2e: Other

3. How is program #1 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

Other (please specify)

4. What is the careers service involvement (in Program #1)?

- Jointly managed with academic staff
- 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
- Non-academic training and delivery
- None
- Other

Other (please specify)

5. What staff (role and names) led to the development of the program #1?

Who (which department)
instigated the program?

How was the program
developed or was it
found and adapted?

Which departments or
faculties implemented
the program?

How has it developed
and evolved since
implementation?

6. Please describe the specific Career Development Learning (CDL) elements which are incorporated in program #1

Note: You can systematically check each CDL element for this program/activity in the next section.

- definitely
- mostly
- somewhat
- needs to be explored further
- not sure
- none

Other (please specify)

7. What are some indicators that seem to indicate that these CDL elements are effective (Program #1)?

8. Other comments

Please go to the next question that identifies aspects of career development learning.

5. Skills and Attributes Addressed in WIL

In this section you will be asked to indicate if a particular skill or attribute is addressed and developed in your WIL program just described (i.e., Activity 1)

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

	Definitely	Mostly	Somewhat	To be explored	Don't know
Identify knowledge, abilities and transferable skills developed by one's degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify personal skills and how these can be deployed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify one's interests, values and personality in the context of vocational and life planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify strengths and weaknesses, and areas requiring further development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a self-reflective stance to academic work and other activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesise one's key strengths, goals and motivations into a rounded personal profile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Definitely	Mostly	Somewhat	To be explored	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

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

	Definitely	Mostly	Somewhat	To be explored	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

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

	Definitely	Mostly	Somewhat	To be explored	Don't know
Demonstrate understanding of effective opportunity-search strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply understanding of recruitment/selection methods to applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate ability to use relevant vacancy information, including ways of accessing unadvertised vacancies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify challenges and obstacles to success in obtaining suitable opportunities and strategies for addressing them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate capacity to vary self-presentation to meet requirements of specific opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate ability to present oneself effectively in selection interviews and other selection processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Do you have another WIL program/activity to describe?

Yes

No

Other (please specify)

6. Program details #2

In this section we hope to collect 1 or 2 more examples of good practice per university. These questions collect specific information about activities, initiatives or other WIL activities occurring in your institution which you believe effectively incorporate career development learning (CDL) elements within the implementation of the WIL activity.

At the end of each Program/activity section you will be able to progress to the End of the Survey if you have no other programs to present or describe.

1. Course/Program/Activity #2

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

2a: Brief description

2b: Length of program

2c: Number of students involved

2d: Position and role of key staff/coordinator

2e: Other

3. How is program #2 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

Other (please specify)

4. What is the careers service involvement (in Program #2)?

- Jointly managed with academic staff
- 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
- Non-academic training and delivery
- None
- Other

Other (please specify)

5. What staff (role and names) led to the development of the program #2?

Who (which department) instigated the program?

How was the program developed or was it found and adapted?

Which departments or faculties implemented the program?

How has it developed and evolved since implementation?

6. Please describe the specific Career Development Learning (CDL) elements which are incorporated in program #2

Note: You can systematically check each CDL element for this program/activity in the next section.

definitely,

mostly,

somewhat,

needs to be explored further

not sure

None

Other (please specify)

7. What are some indicators that seem to indicate that these CDL elements are effective (Program #2)?

8. Other comments

Please go to the next question that identifies aspects of career development learning.

7. Skills and Attributes Addressed in WIL program/activity 2

In this section you will be asked to indicate if a particular skill or attribute is addressed and developed in your WIL program just described (i.e., Activity 2)

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

	Definitely	Mostly	Somewhat	To be explored	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 your program address the following?

	Definitely	Mostly	Somewhat	To be explored	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

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

	Definitely	Mostly	Somewhat	To be explored	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 your program address the following?

	Definitely	Mostly	Somewhat	To be explored	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

5. Do you have another WIL program/activity to describe?

Yes

No

Other (please specify)

8. Program details #3

In this section we hope to collect a third example of good practice at university. These questions collect specific information about activities, initiatives or other WIL activities occurring in your institution which you believe effectively incorporate career development learning (CDL) elements within the implementation of the WIL activity.

At the end of each Program/activity section you will be able to progress to the End of the Survey if you have no other programs to present or describe.

1. Course/Program/Activity #3

2. Please provide a brief description of your program #3 (including length, number of students involved and the desired learning outcomes):

2a: Brief description

2b: Length of program

2c: Number of students involved

2d: Position and role of key staff/coordinator

2e: Other

3. How is program #3 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

Other (please specify)

4. What is the careers service involvement (in Program #3)?

- Jointly managed with academic staff
- 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
- Non-academic training and delivery
- None
- Other

Other (please specify)

5. What staff (role and names) led to the development of the program #3?

Who (which department)
instigated the program?

How was the program
developed or was it
found and adapted?

Which departments or
faculties implemented
the program?

How has it developed
and evolved since
implementation?

6. Please describe the specific Career Development Learning (CDL) elements which are incorporated in program #3

Note: You can systematically check each CDL element for this program/activity in the next section.

- Definitely
- Mostly
- To be developed
- Not sure
- None

Other (please specify)

7. What are some indicators that seem to indicate that these CDL elements are effective (Program #3)?

8. Other comments

Please go to the next question that identifies aspects of career development learning.

9. Skills and Attributes Addressed in WIL program/activity 3

In this section you will be asked to indicate if a particular skill or attribute is addressed and developed in your WIL program just described (i.e., Activity 3)

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

	Definitely	Mostly	Somewhat	To be explored	Don't know
Identify knowledge, abilities and transferable skills developed by one's degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify personal skills and how these can be deployed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify one's interests, values and personality in the context of vocational and life planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify strengths and weaknesses, and areas requiring further development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a self-reflective stance to academic work and other activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesise one's key strengths, goals and motivations into a rounded personal profile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Definitely	Mostly	Somewhat	To be explored	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

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

	Definitely	Mostly	Somewhat	To be explored	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

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

	Definitely	Mostly	Somewhat	To be explored	Don't know
Demonstrate understanding of effective opportunity-search strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply understanding of recruitment/selection methods to applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate ability to use relevant vacancy information, including ways of accessing unadvertised vacancies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify challenges and obstacles to success in obtaining suitable opportunities and strategies for addressing them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate capacity to vary self-presentation to meet requirements of specific opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate ability to present oneself effectively in selection interviews and other selection processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Do you have another WIL program/activity to describe?

Yes

No

Other (please specify)

10. End of Survey

Thank you again for your time and contribution.

You can find out more about the project and symposium at <http://www.usq.edu.au/nagcascareerproject/>
 If you have additional information or thoughts to contribute to this project please contact by email Martin Smith (NAGCAS CARRICK Project Leader, University of Wollongong) or Anna Lichtenberg (NAGCAS CARRICK Project Manager) at: martin@uow.edu.au or a.lichtenberg@ecu.edu.au