Career Development Learning
&
Work-integrated Learning
in Australian Higher Education:
A Discussion Paper

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1 Foreword

This discussion paper and the project *Career Development Learning: Maximising the Contribution of Work-integrated Learning (WIL) to the Student Experience*, is an activity of the National Association of Graduate Careers Advisory Services, Australia, Inc. NAGCAS is a not-for-profit, voluntary membership organisation which represents the professional interests of Career Development Practitioners and Careers Services within the Australian higher education sector. NAGCAS provides leadership and professional development so that Australian university students and graduates are provided the highest possible quality career development services. NAGCAS is a member association of the Career Industry Council of Australia and is a signatory to the Professional Standards for Australian Career Development Practitioners. This project is being managed and delivered by a NAGCAS Project Team, consisting of individuals who are representing our organization, Australian university Careers Services, and the diversity of the higher education sector:

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I commend this discussion paper to you, and trust that you will find it informative and useful. NAGCAS is pleased to bring this service to the higher education community.

Dawn White
President of NAGCAS (2008-2009)
June 2008

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3 Acknowledgements

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4 Introduction

4.1 Project

The national project *Career Development Learning: Maximising the Contribution of Work-integrated Learning (WIL) to the Student Experience*, focuses on the career development learning of Australian university students and graduates, and the provision of educational services and experiences that enhance and improve career development learning, including effective post-university transitions. Within these parameters, work-integrated learning is taken to be an educational vehicle for the provision of experiences that can contribute to career development learning.

In summary, the project aims include:

1) scoping the relationship between career development learning and work-integrated learning in higher education;
2) analysing how the two can be integrated and synergized; and
3) producing learning resources to support career development practitioners, academics, and employers in the delivery of career development learning and work-integrated learning.

4.1.1 Project Background

All Australian universities have careers services and the provisions of work-integrated learning of some type. However, the systematic integration of work learning within career development experiences and generic employment skills development is not evident or well documented, nor its impact upon effective post-university transitions. The project was proposed and initiated by National Association of Graduate Careers Advisory Services (NAGCAS) with Carrick Institute (now the Australian Learning and Teaching Council) funding in 2007. The University of Wollongong, Monash University, the University of Southern

Queensland, Flinders University, and RMIT University are the host institutions with support from 27 other universities across Australia.

4.1.2 Project Strategies and Outcomes

A summary of the consultation and research method is presented in the Appendix. The project strategies for the first phase of the project include:

- a review of international developments in the areas of: career development learning; work-integrated learning; and connections to productive post-university transitions after university;
- consultations with key Australian stakeholders, such as university career development practitioners, WIL managers, field placement staff, co-operative education staff, academics delivering for-credit subjects, employers and professional associations;
- a national action research symposium in 2008, with national and international participation to set the direction for the second phase of the project.

The second phase of the project strategies will address the:

- exploration of findings from the initial research process (e.g., surveys, focus groups), following the outcomes of the national symposium;
- development of national guidelines and benchmarks for maximising the contribution of career development learning to student transitions and the relationships to teaching and learning;
- construction of models of career development learning which has the potential to be integrated into the curriculum in Australian universities, and maximises the leverage from WIL opportunities;

- production of a Practice Manual for Higher Education Institutions. This will be of immediate value to higher education institutions and to industry stakeholders

It is important to note that this project is not a broad scoping investigation into work-integrated learning in Australian higher education per se. This endeavour has been addressed in another Carrick Project by the Australian Co-operative Education Network: *Work Integrated Learning: A national framework for initiatives to support best practice* (see www.acen.edu.au).

4.2 Purpose and Organisation of the Discussion Paper

This discussion paper serves as an informative background reading document for delegates attending the National Symposium on Career Development Learning and Work-integrated Learning in Australian Higher Education, 19 June 2008, in Melbourne, Australia. It begins with an overview of graduate employability as a critical focus point, explores work-integrated learning and career development learning, and ends with a sample of current practices within higher education.

The paper was written to inform consideration and discussions at the symposium pertaining to the enhanced integration of career development learning and work-integrated learning. It was prepared for the needs of a diverse audience with varied professional, disciplinary, and industry backgrounds. The authors have attempted to balance the literature and content to provide an introductory overview of career development and work-integrated learning. This overview serves to inform readers who may be unfamiliar with certain concepts and problems, yet expert in other areas. We are aware of the risk of excluding specialist content. However we hope that such valuable content, regrettably omitted from the document, will arise at the national symposium, and in subsequent documents.

4.3 Toward Synthesis and Key Questions

It would not be unreasonable to suggest that students participate in higher education for an intentional purpose, usually directed at a career-related outcome. Learning the canons and reading the literature of a discipline, submitting formative and summative assessment to demonstrate learning, and proudly being admitted to a degree, do not necessarily sum to preparation for a career. Of course, the fundamental student learning journey of higher education is the substance of career-preparedness; but, we ask: What more can be done to consolidate higher education as a prime vehicle for "success" in the world-of-work? Success in this vein may be seen as a private experience (e.g., attainment of personal aspiration) or a public outcome (e.g., contribution to the labour force). What is required is a vision of lifelong learning which embeds and balances personal and public interests at its core; and in such a way that the universities and students can actively engage in a learning experience that is meaningful and valuable.

Work-integrated learning has long been as a means of bringing theory and practice into a coherent and transformative experience for students. For over a century, career development learning has likewise been an instrument of personal and societal transformation, especially when delivered through the institution of education. Through this project we aim to bring work-integrated learning and career development learning together, so as to broaden and enrich students' experience of higher education. Ultimately, we aim to ensure that career development learning and work-integrated learning potentiate one another, so that students' preparations and transitions into and through the world-of-work are fulfilling and rewarding.

With that aim in mind, there are several key questions pertaining to ideas and practices associated with graduate employability, work-integrated learning, career development learning, focused on students' effective post-university transitions into and through the world-of-work. Responses to these questions will inform the project outcomes. The

questions are presented here to frame the reader's approach to the document, and repeated at the end of each section for convenience.

4.3.1 Key questions pertaining to graduate employability:

1) What does *graduate employability* actually mean from the perspectives of the various key stakeholders: students, graduates, university management and leadership, university academics and career development practitioners, employers, government, and professional associations?
2) How can key stakeholders, *in partnership with one another*, develop students' graduate attributes so as to meet stakeholders' respective understandings and needs, without loosing sight of the student?
3) How can career development learning and work-integrated learning be synergized to enhance the development of graduate attributes?
4) How can career development learning and work integrated learning experiences contribute to effective post-university transitions?

4.3.2 Key questions pertaining to work-integrated learning:

1) How can the delivery of work-integrated learning—broadly conceived—be better integrated with respect to its delivery, to include the full range of stakeholders who may contribute to its success and students' learning?
2) How can past or current work be utilized in student learning?
3) How can work-integrated learning be structured to include the higher-level personal aspirations and career development learning goals held by students?
4) How can academics delivering work-integrated learning be better supported by university Career Services?

4.3.3 Key questions pertaining to career development learning:

1) How should [career development] services relate to the roles of teaching staff and to the content of academic curriculum (in particular where career development and work-based learning are required as part of academic courses?
2) How should [career development] be integrated more closely into teaching and learning programmes across faculties and departments?
3) How should career self management and career development courses within the curriculum be promoted, and profiling and portfolio systems developed?
4) How should students, employers, and other stakeholders be involved in the development and delivery of more effective career services? (Organisation for Economic Cooperation and Development, 2004b, pp. 20-21).
5) To what purpose should career development in higher education be directed?

5 Developing Graduate Employability

In this post-industrial era, the world-of-work is held to be fraught with uncertainty: globalization; deregulation of labour markets; privatisation; technological advances; changing employment patterns; changing organizational forms and structures; demographic and labour market changes; changing balance of work and non-work life; changing psychological contracts; increased job insecurity; and changes in education (Blustein, 2006; Collin & Watts, 1996; Storey, 2000). The Organisation for Economic Co-operation and Development has highlighted the relationship between learning and *employability* (OECD, 2004c); and educational systems for lifelong learning are essential if individuals are to remain employable throughout their working lives including be prepared for trends or changes in the labour market (McKenzie & Wurzburg, 1997). Within this turbulent worklife context, university students and graduates must be prepared for a relatively unknown future (Barnett, 2004). How universities contribute to the preparation of their students and graduates is worthy of consideration—and without doubt, Australian universities collectively have taken proactive steps to address this issue (e.g., Universities Australia, 2008).

This section contains an overview of the key themes pertaining to graduates' careers in the contemporary context of the world-of-work and learning: employability and graduate attributes. It proposes that, only through effectively integrating experiences within and outside of the academy will students develop the capacity is to secure effective transitions and commence productive career development (or some such thing -- I think an argument is needed here).

5.1 Defining Graduate Employability

Graduate *employability* is a complex multidimensional construct (Harvey, Locke, & Morey, 2002; Knight & Yorke, 2006; Yorke, 2006a;

Yorke & Knight, 2006) and one that is not easily measured (Harvey, 2001). Put simply—or perhaps simplistically—employability may be conceived of as the relationship between present and future industry and community demands for specific labour (as knowledge and skills), and concomitantly, the labour an individual has to offer (cf. Fugate, Kinicki, & Ashforth, 2004). Consequently, employability is a rather unwieldy multidimensional notion: it can be considered from the subjective perspective of the student or graduate in terms of his or her confidence and preparedness for the world-of-work (e.g., abilities, interests, skills, knowledge, self-concept, health); or from an objective perspective of government and policy-makers, employers, and universities—all of which take stock of graduate outcomes.

Yorke's (2006a) definition pertains to the higher education sector, and is a useful guide for this discussion paper:

> Employability is taken as a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy (p. 8).

Despite being fraught with conceptual complexity, the notion of graduate employability, from either the subjective or objective perspective, provides a useful point of departure for consideration of graduates in the Australia higher education system, because it captures an outcome that students want, as do their employers and governments, and also the communities in which they live and work.

5.1.1 Australian Graduates' Employability

So, just how employable are Australian university graduates? Evidently, they enjoy persistently high levels of full-time employment (e.g., Graduate Careers Australia, 2005, 2006, 2007a) that are relatively superior to cohorts exiting other levels and types of education (Australian Bureau of Statistics, 2004). These employment reports are ostensibly

indicative of a higher education system that well prepares its graduates for the world-of-work. Yet, these reports may not fully indicate levels of demand and dissatisfaction that impinge upon students' learning experiences and graduates' positioning within the world-of-work as an outcome of their university education.

In the landmark report, *Graduate Employability Skills* prepared for the *Business, Industry and Higher Education Collaboration Council* (BIHECC, Precision Consultancy, 2007), the sustained employability of Australian graduates was affirmed as a project for government, industry, and universities. The report submitted the following recommendations to the Department of Education, Science, and Training of the Australian Government to:

1. establish of an Employability Strategy Fund;
2. improve and increase access to work-integrated learning;
3. enhance teaching and assessment of employability skills;
4. offer students self assessment options for employability skills;
5. explicitly report on employability skills demonstrated through work-integrated learning;
6. encourage more effective integration of employability skills in student e-portfolios;
7. explicitly include employability skills in the forthcoming Australian Diploma Supplement (ADS); and
8. encourage businesses to provide structured cadetships (p.47-60)

This report, therefore, identified key strategies and goals for higher education including an emphasis on providing work-related experiences beyond the academy, and focusing on the development of the capacities required for employment. It also encouraged Australia enterprises to engage with universities to realise these goals.

5.2 Graduate Attributes

All Australian universities take their own independent positions on preparing students and graduates for the world-of-work and their employability. Indeed, it is often part of their marketing profile and is most often expressed in universities' statements on their expectations for the development of well-rounded graduates with generic attributes, qualities, and skills—all variously conceptualized and defined. Nevertheless, there is a public perception that Australian universities are not adequately addressing with the nexus of education and employment (Crebert, Bates, Bell, Patrick, & Cragnolini, 2004b). This perception is reflected within academia where some disciplines traditionally eschew overt movements to 'vocationalise' university curricula (Bath, Smith, Stein, & Swann, 2004; Harris, Guthrie, Hobart, & Lundberg, 1995; O'Brien, 1990), while others are bound up with matters of compliance with the standards and accreditation guidelines of professional bodies (e.g., Gilbert, Balatti, Turner, & Whitehouse, 2004; Hager, 1995; Harvey, 1999).

Despite the proliferation of descriptive terms such as graduate attributes and graduate qualities (and their adoption by universities and industry), there has been limited critical inspection of their conceptual basis and terminology (Barrie & Prosser, 2004; Gilbert, Balatti, Turner, & Whitehouse, 2004; Moreau & Leathwood, 2006). The situation is complicated by the finding that academics of various disciplines may not share a common theoretical view or understanding of generic attributes (Barrie, 2004). Indeed, it is noteworthy (and perhaps wholly understandable) that students, academics and employers, may hold different perceptions of generic skills and their relative importance (Bennett, 2002; Leggett, Kinnear, & Boyce, 2004; Nicholson & Cushman, 2000; Sinclair, 1997).

Recent Australian research and development within the higher education sector has highlighted important gains made in establishing the position of graduate attributes within the curricula of various institutions

and academic programmes (Australian Council for Educational Research, 2002; Barrie, 2004; Bath, Smith, Stein, & Swann, 2004; Crebert, Bates, Bell, Patrick, & Cragnolini, 2004a, 2004b; Precision Consultancy, 2007). Apart from the integration of employability skills into the curriculum of university programmes through top-down policies on graduate attributes, Bath et al. (2004) also demonstrates progression from the mapping of attributes in curriculum to the assurance of actually developing the attributes from the learning experiences generated by the teaching of the curriculum organised around these premises. Earlier, Harvey (1999) differentiated between embedding skill learning into the curriculum or bolting learning on as an adjunct to the core curriculum. Bolting-on learning experiences has received some criticism on the basis that it is decontextualised from the discipline under instruction and mechanical (Bath, Smith, Stein, & Swann, 2004), and therefore unlikely to be developed as broadly applicable capacities.

5.2.1 Student Experience of Graduate Attributes

In a recent survey of 32 000 students of Australian universities (Graduate Careers Australia, 2007b), students rated the extent to which they had developed generic employability skills using a scale from *non-existent* through to *very strong*. Focusing on the percentage of students who rated a skill as being 'fairly strong' or 'very strong', communication (81.7%) and learning ability (80.0%) were the most well-developed skills, followed by self-management (78.1%), technology (74.4%), technical skills results from your course (74.3%), planning and organizing (72.8%), and then by teamwork (65.9%), initiative and enterprise (60.0%), and problem solving (54.2%) being at the lower level of development. The survey found that students' ratings of a skill being fairly strong or very strong increased over the duration of studies from the beginning, middle, and near completion of a degree course. This is heartening because one should expect that students' knowledge and skills would increase over the duration of their degree studies.

5.2.2 Employers' Views

Australian industry demands a flexible workforce with the skills to secure a viable economic future of the nation's enterprises (Australian Chamber of Commerce and Industry & Business Council of Australia, 2002; Precision Consultancy, 2007; Robinson, 2000). Employers seek university graduates who are "employable" through their possession and workplace expression of a host of generic skills in addition to specific professional skills and knowledge (ACNielson Research Services, 2000; Curtis & McKenzie, 2001; Field, 2001; McLeish, 2002). Other OECD nations (McKenzie & Wurzburg, 1997; Professions Australia, 2008), such as the United Kingdom (Harvey, Locke, & Morey, 2002; Harvey, Moon, & Geall, 1997), and Australia's regional neighbours and trading partners, for example, Malaysia (Quek, 2005), have similarly seen employers seeking generic skills within their graduate employees. Obviously, employers would want employees who are well-prepared to contribute to organisational productivity, able to make successful transitions into their respective work sites, and develop into valuable employees over time. To what extent university education, work-integrated learning, and career development learning can contribute to satisfying employer's requirements requires careful consideration.

Employability Skills

The composition and definition of employability skills vary (Australian Council for Educational Research, 2002), yet there is clear consistency in purpose: defining a theoretically ideal employee. Research into Australian employers' views on employability skills (ACNielson Research Services, 2000, p.15-16) found that the following were sought in graduate employees:

1) academic achievement;
2) literacy;
3) numeracy;

4) computer skills;
5) time-management skills;
6) written business communications;
7) oral communication;
8) interpersonal skills;
9) team-working skills;
10) problem solving skills; and
11) comprehension of business processes.

This research also concluded that employers commonly expressed their dissatisfaction with perceived deficits in problem solving, oral communication, and interpersonal skills, because (why is this?).

The Australian Department of Employment, Science and Training, the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA) (2002) published the *Employability Skills for the Future Framework* to highlight the generic skills they propose as being vital for Australian industry. These employability skills included:

1) communication skills that contribute to productive and harmonious relations between employees and customers;
2) team work skills that contribute to productive working relationships and outcomes;
3) problem solving skills that contribute to productive outcomes;
4) initiative and enterprise skills that contribute to innovative outcomes;
5) planning and organizing skills that contribute to long-term and short-term strategic planning;
6) self-management skills that contribute to employee satisfaction and growth;
7) learning skills that contribute to ongoing improvement and expansion in employee and company operations and outcomes;

8) technology skills that contribute to effective execution of tasks.

The report also went on to list personal attributes that contribute to employability:

1) loyalty;
2) commitment;
3) honesty and integrity;
4) Enthusiasm;
5) Reliability;
6) Personal presentation;
7) Commonsense;
8) Positive self-esteem
9) Sense of humour;
10) Balanced attitude to work and home life;
11) Ability to deal with pressure;
12) Motivation; and
13) Adaptability.

This major report was reinforced by a subsequent report into developing a national system for the universal recording and recognition of employability skills (Allen Consulting Group, 2004). Whilst such a system is laudable, it has considerable implications for future iterations of employability skills—presumably the Employability Skills for the Future would change over time and with prevailing economic and labour market conditions. Also, learning and assessing such outcomes outside of the context of actual employment, is very difficult.

Although the Employability Skills Framework was recommended for adoption by the Australian higher education sector, it has not emerged without criticism (e.g., Sheldon & Thornthwaite, 2005). Indeed, universities may actually view employability skills as a lower-order skill set that is subsumed by the higher-order graduate attributes (Precision Consultancy, 2007). Universities may very well serve individuals, employers, government through the provision of high quality training and

preparation for the world-of-work (e.g., qualification for regulated professions). However, yet they may seek to balance this objective with the broader humanistic goals of higher education—a university education is not only for employment, although perhaps increasingly this is the focus of higher education globally. Whether higher education institutions should be the purveyors of such an outcome is the subject of perennial debate (c.f. Olssen, 2006).

5.3 Summary

The notion of graduate employability is a major thread of public policy, pedagogy, and student experience in nearly all levels of Australian education. Australian universities have taken the development of graduate attributes within students as a vehicle to address graduate employability. Graduate attributes serve more than the development of graduate employability, however. Career development learning and work-integrated learning are proffered as vehicles of graduate attributes and graduate employability. They are briefly introduced in the following sections. But first, consider the following questions.

1) What does *graduate employability* actually mean from the perspectives of the various key stakeholders: students, graduates, university management and leadership, university academics and career development practitioners, employers, government, and professional associations?
2) How can key stakeholders, *in partnership with one another*, develop students' graduate attributes so as to meet stakeholders' respective understandings and needs, without loosing sight of the student?
3) How can career development learning and work-integrated learning be synergized to enhance the development of graduate attributes?

4) How can career development learning and work integrated learning experiences contribute to effective post-university transitions?

6 Work-integrated Learning

Universities in the United Kingdom (see Bennett, Dunne, & Carre, 2000; Harvey, Locke, & Morey, 2002; Hunt, 2000; Yorke, 2006b; Yorke & Knight, 2006) and North America (National Commission for Co-operative Education, 1999; Sovilla & Varty, 2004) have provided significant international leadership in research into and the pedagogical application of work integrated learning. Australia is no exception with widespread distribution and uptake of work-integrated learning (Martin, 1996; Trigwell & Reid, 1998). Yet, there is, of course, significant variation within the Australian higher education sector (Trigwell & Reid, 1998). The report prepared for *Business Industry Higher Education Collaboration Council* (Precision Consultancy, 2007) positioned work-integrated learning as an important vehicle for the development of graduate attributes and employability skills and featured as a core recommendation of the report. Universities Australia (2008) has, likewise, highlighted the importance of work-integrated learning in its statement on establishing a national internship scheme for Australian university students has likewise highlighted the importance of work-integrated learning in its statement on establishing a national internship scheme for Australian university students.

Internationally, leadership for cooperative education and work-integrated learning falls within the remit of several organizations (Coll & Reeve, 2004). This includes, but is not limited to, the Co-operative Education and Internship Association, National Commission for Co-operative Education, World Association for Co-operative Education; which publish *The Journal of Co-operative Education and Internships*. The Australian Collaborative Education Network (ACEN) also provides leadership on work-integrated learning in the Australian higher education sector. Using a similar stream of project funding from the Carrick Institute for the current project, ACEN is conducting a “large scale scoping study of work-integrated learning curriculum in contemporary Australian

higher education in order to improve the educational experience of students across the sector. The project will identify, examine and map key issues related to work integrated learning curriculum and develop a framework for future projects that outlines a systematic approach to supporting best practice" (Australian Collaborative Education Network, 2008). It is envisaged that a set of definitions and guidelines will emanate from that project, toward the aim of generating a consistent and shared understanding nationally within the higher education sector.

Internationally (and within Australian higher education) there are a range of definitions about cooperative education and work-integrated learning (Groenewald, 2004). Within Australia, work-integrated learning has been described as "a generic term to subsume a range of programs which provide students with a combination of workplace experience and formal learning which are integrated as part of a course of study in higher education (Precision Consultancy, 2007, p. 29). The situation is made complex by an array of terms pertaining to work (e.g. paid and unpaid), learning (e.g. curricula and extra-curricula), and assessment (e.g. formative and summative): for example, work-based learning, work-related learning, industry-related learning, work-based project, industry project, industry experience, work experience, practicum, co-operative education, practicum, sandwich course, internship, or placement; and there are more! So, there is a range of current interest in work integrated learning, although much of it is motivated by concerns about developing generic employability skills.

6.1 Characteristic Features of Work-integrated Learning

Work-integrated learning is not simply a process of students engaging in work experience with the hope that it will result in employability (Yorke, 2006a). Instead,work-integrated learning is an educational process, service, and experience, with foundational pedagogy and theory (Moreland, 2005; Pedagogy for Employability Group, 2006; Yorke, 2006a; Yorke & Knight, 2006), and can be aligned with the

processes and outcomes of experiential learning (Kolb, 1984), which seeks to secure and maximise learning through experience, often outside the education's tradition. Cooperative education is perhaps the most long-standing institutional form of this approach to organising experiential learning. Groenewald (2004) suggested that cooperative education consists of four key characteristics: (a) an integrated curriculum; (b) learning derived from work experience; (c) cultivation of a supportive client-base for the availability of quality learning opportunities; and (d) the proper coordination and organization of the learning experience. Groenewald's argument is important because it tethers the learning experience to the requirement of arranging access to learning experiences: this is an important issue for the delivery of work-integrated learning, because it is the access to, and engagement in and full utilisation of these experiences which stand to enrich students' learning.

Notwithstanding differences in terminology (i.e. work-based learning versus work-integrated learning), in her In a review of a sample of British universities—terminology notwithstanding—Hunt (2000) suggested that the main features of work-based learning (WBL) include:

- WBL opportunities can stand-alone or be embedded in university curricula, or a combination of both.
- WBL programs are normally accredited components of courses at universities.
- WBL programs link theory and practice and are underpinned by appropriate professional knowledge and reflective practice.
- WBL provides identifiable learning in the work environment, which enhances on-campus programs, and which can be assessed.
- Individual WBL programs are designed collaboratively by the university, the student and the workplace.
- The objectives of WBL programs meet the needs of students, relevant university courses, and the workplace.

- WBL emphasises student participation in the development and design of appropriate, individualised programs.
- The skills developed in WBL may be discipline-specific and may also include globally transferable skills, relevant to lifelong learning requirements, such as: critical thinking; written and oral communication; teamwork; problem-solving; managing; and organizing (p. 2).

However, it is equally important to consider the limits of work-integrated learning (i.e., what it is not realisable through this form of educational experience). RMIT University (2007), for example, clearly stipulates in its policy on work-integrated learning that it includes:

• projects in students' workplace;

• work placements of many forms including clinicals, internships, cooperative and field education, vocational and professional practices;

• industry and community projects;

• cross discipline and sector projects involving industry and community;

• design and art studios for and with clients;

• work relevant role plays;

• international projects, role plays and the like using online technologies for interaction;

• art projects with exhibitions;

• industry mentors for students engaged in realistic work tasks;

• offshore supervised working and research;

• product development for clients, users;

• designs for clients, users;

• product, design, project competitions; and

• research articles and conference papers.

The policy then states "some activities which may provide valuable WIL experiences but are not consistent with work integrated learning include:

• Work placements where students are simply observing practice (rather than doing a significant work project);
• tours of workplaces and work settings;
• design studios, laboratories and practicals which do not involve interacting with clients;
• work for industry and community which does not directly reflect the practice of the student's chosen profession, paraprofession or vocation; and
• case studies presented by visiting practitioners or sessional lecturers." (p.5).

This policy emphasises the importance of students' participation in work related activities as a means of engaging them in authentic work-related learning experiences. That is, the importance of engaging students in participating in authentic goal direct activities and interactions that constitute the work practice are being positioned as a means to develop the kinds of capacity is required for effective learning about and for that practice. It is these kinds of capacities, but are perhaps most likely to secure effective and smooth transitions from higher education into the targeted work activities. Beyond these concerns, there may also be legislative limitations which impose conditions upon the amount of unpaid work performed by students, along with limitations necessary for workplace health and safety and concomitant insurance requirements for liability.

6.1.1 Models of Work-integrated Learning

There are a number of approaches to enacting work-integrated learning in higher education, ranging from a minimalist engagement through to degrees that are fully awarded on the basis of work-based learning (e.g., Garrick & Kirkpatrick, 1998; Hunt, 2000). Whilst recognizing the diversity within Australia, the following list of models presented by Griffith University (Griffith University, nd) provides a useful

framework for considering pedagogical approaches to work-integrated learning and their respective features.

Work placement

- A three-way relationship between the student, the university and an organisation, where the organisation places a student in industry during the degree program (paid and/or unpaid) to:
- Develop links between theory and practice;
- Experience life within an organisation outside the university;
- Develop professional competencies;
- Undertake a specific task or project;
- Contribute specialist or generalist skills to the organisation's day-to-day operations;
- Gain knowledge of workplace practice by shadowing/observing senior staff members within the organisation;
- Include a mentor/supervisor.
- Learning Outcomes: Usually negotiated by the student with the academic/industry supervisors.
- Assessment: The whole work placement or a component may be assessed.

Work Experience / Vacation Work

- Paid or unpaid extra-curricular work;
- Usually takes place in industry or profession related to student's program but may relate to student's part-time work, which is not related to their program;
- Helps student to develop skills which will assist employability;
- May be requirement of some professional degrees.
- Learning Outcomes: Not generally defined.
- Assessment: Usually not formally assessed.

Practicum

- Paid or unpaid work placement;
- Students learn professional skills and knowledge;
- Specific time period.
- Learning Outcomes: General expectations of some learning outcomes.
- Assessment: Usually assessed in a formal or informal manner.

Clinical Placement

- Usually unpaid placement in health and veterinary science disciplines;
- One-to-one or team supervision by qualified professional;
- Based on student using professional skills;

- Highly structured program.
- Learning Outcomes: Specific learning outcomes required.
- Assessment: Usually formally assessed.

Internship

- Paid work placement;
- Usually one year in length;
- Student is a full employee of the organisation.
- Learning Outcomes: Usually not tightly specified.
- Assessment: Not usually assessed, but a report may contribute to credit points towards the degree program.
- Sandwich Course

Paid Work Placements

- Additional time in industry, which adds to length of degree program;
- May be continuous block of work placement, e.g., 12 months;
- May be series of shorter placements, i.e., 4 months per year for duration of degree program.
- Learning Outcomes: May be no specific learning outcomes defined.
- Assessment: May or may not be assessed.

Co-operative Education

- Usually paid work placements;
- Usually more than one placement during student's degree program;
- May be based on specific project or more general work experience.
- Learning Outcomes: Usually well defined.
- Assessment: Usually assessed, especially if project-based

Industry Project

- Usually unpaid;
- Usually short-term;
- Based on achieving outcomes for a specific project;
- May be individual student or student team;
- May be done at organisation's work place, or done at university.
- Learning Outcomes: Well defined.
- Assessment: Formally assessed.

Cadetship / Traineeship

- Paid placement;

- Employing organisation offers cadetship/traineeship on competitive basis to students;
- Student given time release to attend lectures.
- Learning Outcomes: Not defined.
- Assessment: Not assessed by university.

This list does not include formal mentoring programmes, which also can be used for work-integrated learning, and is often provided in workplace settings for novices (e.g. student nurses being provided with a preceptor nurse). Mentoring provides an opportunity for the sharing and development of work related skills and experience, the development of personal, academic and work related goals, and career development, which might not otherwise be realised through learning by trial and error. Mentoring can range in practice, from a formal structured program through to an informal relationship, including peer support, such as that provided by more experience coworker. Similarly, mentoring can occur as a one to one relationship, in small groups, face to face or via the web. Informal or formal mentoring can also occur on work placements, internships or practicums. University students can be involved as mentors: providing support, advice or guidance to others or can participate as the mentee.

Examples of Disciplines' Approaches to mentoring

Universities and various academic disciplines take quite different approaches to embedding industry experience into degree programs. The summary produced by Universities Australia (2008), shown in Table 1, provides a snapshot of the diversity.

Table 1: Examples of University Internship Style Programs

Fields of Study	Work Experience Form / Approach
Health (medicine, nursing, allied health)	University-arranged formal placements in hospitals and other clinical providers are an integral part of these degree programs.
Education	University-arranged classroom practicums and supervised projects (e.g. curriculum development) are standard.
Law	Short-term internships with legal firms are available in a number of jurisdictions. Requirements are in place for Articles and Legal Workshops. Some specialised internships are also available – for example in relation to Native Title studies.
Politics and public policy	Short-term, university-arranged internships in State and Commonwealth political or parliamentary offices and government agencies have been established.
Engineering	Engineering students are commonly required to obtain 12 weeks of industrial experience over the course of their degree program and report on their experience. They are encouraged and supported by faculties and/or careers services in so doing.
Clinical Psychology	Short-term, university-arranged internships with counselling services are common.
Visual / Performing Arts	Student-arranged work experience with relevant artistic companies, with mentorship a common focus, is widespread.
Public Relations / Marketing	Student-arranged work experience with private companies is growing, where the student is treated in most respects as an employee.
Science	University-arranged cadetships and summer vacation paid work experience with suitable private companies or government departments and agencies are available in many universities.
Development assistance	Placements with development assistance agencies are available in connection with some development studies courses. The Commonwealth Government funds approximately 400 placements in the Asia-Pacific region through the Australian Youth Ambassadors for Development program.

Adapted with permission from: Universities Australia (2008, p.2).

What all this suggests is that rather than anticipating that rich learning experiences will arise through student participation in work-related activities, that some organisation and structuring of those experiences, including organising the provision of expert guidance in the workplace, may well be required to secure effective learning outcomes.

6.1.2 Students' Experience of Work-integrated Learning

Research into university students' experience found that they generally valued the inclusion of learning generic, employability skills in the curriculum with respect to their employment prospects, but they sought greater opportunities through which they could learn the skills in practical settings and exposure to industry (e.g., Blackwell, Bowes, Harvey, Hesketh, & Knight, 2001; Crebert, Bates, Bell, Patrick, & Cragnolini, 2004a; Harvey, Moon, & Geall, 1997; Little & Harvey, 2006). Weisz and Smith (2005) summarized the not inconsiderable student-related benefits of work-integrated learning; and these include academic benefits: enhanced thinking, motivation to learn, problem solving skills, ability to apply theory to practice, academic grades; and personal benefits: increased self-esteem and confidence, and improvements in communication, interpersonal and professional skills. In addition, work-integrated learning has a positive impact upon students' careers (Dressler & Keeling, 2004). These benefits are similarly reflected in the findings of other research into students' experiences (e.g., Little & Harvey, 2006) and the views of employers (e.g., Harvey, Moon, & Geall, 1997). There is some evidence, however, that the experience is not always positive (e.g., Martin, 1996), as is the case with all kinds of educational and learning experiences. Nevertheless, what is important is to try and improve the quality and maximise the outcomes of these experiences.

6.1.3 Employers' View of Work-integrated Learning

Employers can benefit from involvement in work-integrated learning (Braunstein & Loken, 2004). Work-integrated learning programmes have

obvious high potential for close synergy with “pre-recruitment” employment programmes (e.g., co-operative employment, vacation employment, cadetships, internships). These types of programmes are conceptualized a “pre-recruitment” because they provide employers an opportunity to engage in another form of graduate recruitment which falls before the traditional final year recruitment season with its attendant pressures and market competition.

A survey of 175 Australian large corporate or government graduate employers (High Fliers Research, 2007), indicated that cadetship, co-operative employment, vacation employment programmes were used as a means of pre-recruitment: with cadetships highest amongst accounting (54.6%) and State government (23.9%); co-operative programmes highest in motor manufacturing (52.2%), followed accounting (29.7%); and vacation programmes used most in accounting (43.3%), and to a lesser, but significant, extent in law (15.4%) and mining (13.6); all other industry sectors had results under 10% for the three types of employment programme. Universities may elect to allow students to use such employment for the purpose of fulfilling study and assessment requirements. If, however, the results of this particular survey are indicative of the entire graduate recruitment market in Australia, they may conversely be indicative of limitations in the availability of opportunities for work-integrated learning in terms of the quantum of opportunities and the limitations of industry sectors’ offering of such programmes. These limitations extends to geographical constraints: with New South Wales offering the most cadetships (54.8%), followed by Queensland (15.4%); and a staggering 71% of co-operatives in Victoria, followed by New South Wales (17.1%). Vacation programmes were more evenly distributed: New South Wales (27.7%), Queensland (18.9%), Victoria (23.8%), and Western Australia (21%). A similar survey of 180 employers in 2008 (High Fliers Research, 2008) found an overall increase in the number of pre-recruitment programmes on offer: cadetships (38%); co-operatives 33%; and vacation schemes 61%; with Victorian

organisations offering the bulk of placements. Whilst the trend upward is promising in terms of fielding places for work-integrated learning opportunities, it nevertheless signals about student uniform access to these experiences stands as an issue for students and universities seeking places with large corporations and government departments. Whilst the results are indicative of a select range of larger organizations, there are no equivalent reports for the small and medium size sector or community organizations. What this evidence suggests is that there are distinct current patterns in the provision of work-related experiences linked to university studies, but that the overall quantum and scope of these experiences is in adequate in the context of efforts to improve, and in some instances, make universal requirement for extensive work-related experiences.

6.2 Access to Learning Opportunities

It follows from the above that access to quality work-integrated learning is contingent upon a variety of factors, and a sample is presented here:

6.2.1 Funding and Institutional Support

Concerns have been raised about the level of institutional and Commonwealth government support for work-integrated learning (Weisz & Smith, 2005). Whilst arguing for a national internship scheme, Universities Australia (2008) recognized that the establishment of such a national programme would indeed require significant investment to secure access of opportunity across the sector: $16m p.a. for internship liaison co-coordinators; $29.2m p.a. for academic sub-Deans; and between $105m and $263m p.a. for employer subsidies and incentives to engage with the scheme. Furthermore, there must be an emphasis upon co-operation and partnerships amongst stakeholders (Precision Consultancy, 2007; Universities Australia, 2008), such that universities and employers

are brought together for mutual benefit. Yet, however important the development of partnerships may be for work-integrated learning and the university, there is a need to consider the realities and complexities of maintaining partnerships in the long-term (Reeve & Gallacher, 2005), as these have been demonstrated to be demanding and resource intensive on the part of both partners and can be subject to exhaustion without careful maintenance.

6.2.2 Student Finances and Employment

The discussion paper by Universities Australia highlights that many undergraduate students already participate in the labour market through part-time and casual work. This issue has been the subject of major national research (Long & Hayden, 2001; McInnis & Hartley, 2002). Long and Hayden (2001) indicated, for example, that approximately 70% of the more than 34 000 Australian students surveyed were in paid work, and that approximately 20% believed that their work adversely affected studies. With respect to full-time students, the report found that those in paid employment were working an average of 14.5 hours per week. The report also found that a significant proportion of students missed classes due to problems with travel arising from paid work commitments. So, whilst students' part-time work may provide some scope for work-integrated learning, it may also present a disincentive for students who are unable to manage an additional workload, let alone the basics of travel to and from work or university.

6.2.3 Deploying Employment

Notwithstanding concerns associated with balancing work and study, there is ample scope to consider how students and universities can leverage past and current employment experiences for the purposes of active or post hoc reflective work-integrated learning. Within the UK, for example, there is evidence of degree programmes making extensive use of past and present paid employment as a vehicle for work-integrated

learning (e.g., Hunt, 2000). Not all university students are “typical” full-time, young, school-leavers. Many students are part-time workers, experienced professionals, paraprofessionals, or tradespersons upgrading their qualifications, or using higher education to transit from one professional occupation or specialisation to another. Students in these situations understand the complexities of balancing life, work, and study. Moreover, they have an appreciation of their career positioning and trajectory, and in making transitions from one major life experience to another.

6.2.4 Diversity and Equity

Universities Australia (2008) has highlighted the importance of considering social equity in the establishment of a national internship scheme. Indeed, it cannot be assumed that a one-size-fits-all approach to graduate employability and work-integrated learning is appropriate. Policy, pedagogy, and professional practices for the development of graduate employability must take into account the needs and circumstances of all students; and such an approach require significant consideration of diversity and equity when formulating notions of employability in policy and pedagogy (Moreau & Leathwood, 2006). This suggests that there may have to be particular forms of support for particular kinds of learners, whatever universal policies of integrating experiences within the academy and practice settings occur.

6.3 Staff Training and Development

Securing and delivering quality in work-integrated learning experiences requires individuals—academics, career development practitioners, employers—who are sufficiently prepared, trained, or resourced (Jancauskas, Atchinson, Murphy, & Rose, 1999). Indeed, from an academic’s perspective, there is a long tradition of engagement with work-integrated learning, yet there is need to contemplate work-

integrated learning as a legitimate academic pursuit in terms of disciplinary scholarship (cf. Reeders, 2000) and how they engage with it (Martin, 1998). From another perspective, the *Professional Standards for Australian Career Development Practitioners* (Career Industry Council of Australia, 2006) go some way to mandate competencies that may effectively support the provision of work-integrated learning, primarily under the aegis of competencies pertaining to career education and labour-market. The role definition of staff members who actively co-ordinate and supervise work-integrated learning activities (and not necessarily academic staff or career development practitioners per se), needs some consideration with respect to training and duty definitions and organizational location (Coll & Eames, 2000). However, for many academics organising and supporting experiences in the workplace may be unwelcome and even undesirable chore. Given heavy workloads and the inevitable workload requirements, added to disaffection with education being aligned to specific workplace practices, might result in a lack of interest and commitment to work integrated learning.

6.4 Key questions pertaining to work-integrated learning:

- How can the delivery of work-integrated learning—broadly conceived—be better integrated with respect to its delivery, so as to include the full range of stakeholders who may contribute to its success and students' learning?
- How can past or current work be utilized in student learning?
- How can work-integrated learning be structured so as to include the higher-level personal aspirations and career development learning goals held by students?
- How can academics delivering work-integrated learning be better supported by university Career Services?

7 Lifelong Career Development Learning

How university graduates are prepared to sustain their employability over their lifetimes, in the evolving context of the world-of-work, is a crucial issue pertaining to employability, and, moreover, their lifelong career development. Given that career development for adult Australian citizens has, until relatively recently, been comparatively less developed than that within the compulsory school system (Organisation for Economic Cooperation and Development, 2002b; Patton, 2005), how Australian universities prepare their adult students and graduates for the world-of-work should be critically appraised. There is a degree of scepticism among academics about the relationship between career development services and the exigencies of education and industry (McIlveen, 2007). Yet, the objective of considering the activities of Australian universities necessarily brings the career development services provided by the universities into focus; and requires consideration of how those services contribute to the development of graduate employability through lifelong learning and career development, and can best be enacted to secure all those kind of outcomes.

7.1 A Contemporary View of Career

The meaning of work and career in the contemporary world has undergone significant revision and reformulation within the career development literature (e.g., Blustein, 2006; Collin & Young, 2000; Patton & McMahon, 2006; Watts, 1999b). Within the Australian context, The *Professional Standards for Australian Career Development Practitioners* (Career Industry Council of Australia, 2006) holds to the definition of *career* and *career development* respectively as:

- A lifestyle concept that involves the sequence of work, learning and leisure activities through a lifetime. Careers are unique to each person and are dynamic: unfolding throughout life. Careers

include how persons balance their paid and unpaid work and personal life roles (p. 37).

- The lifelong process of managing learning, work, leisure and transitions in order to moved towards a personally determined and evolving future (p. 38).

Indeed, career is more than a job (McMahon & Tatham, 2001); and an individual's career is not simply a function of conscious, free choices and decisions pertaining to his or her interests, and the work opportunities he or she confronts or discovers. Certainly, a clear distinction between what is merely paid work and an occupation (or vocation) is a degree by which individuals identify with that paid work. Career is a multi-faceted, complex, personal process that extends over a lifetime, and is influenced by dynamic personal, interpersonal, societal, economic, and environmental factors (Patton & McMahon, 2006).

A contemporary approach to developing university students' and graduates' careers requires a theoretical framework that captures the complexity of the current world-of-work (cf. McMahon, Patton, & Tatham, 2003). In their Systems Theory Framework, Patton and McMahon (2006) elucidate the myriad influences that make up careers. Figure 1 depicts the Systems Theory Framework. Through this heuristic lens, the individual is at the centre, and his or her career is constituted by personal influences (e.g., abilities, interests, self-concept) which recursively interact with broader contextual influences beyond the individual, including change over time and happenstance. Selecting a few of the contextual influences depicted in the figure of the Systems Theory Framework, readily serves to exemplify the complexities of the careers of graduates in the contemporary world-of-work; many of which have been prominent topics in the career development literature: take as examples globalisation (Amundson, 2005); rapid changes in labour markets and workplace reforms (Storey, 2000); the effects of social class (Liu & Ali, 2005), race and ethnicity (Michael, 2004); family influence on career

choice (Whiston & Keller, 2004); balancing the needs of family and work (Schultheiss, 2006).

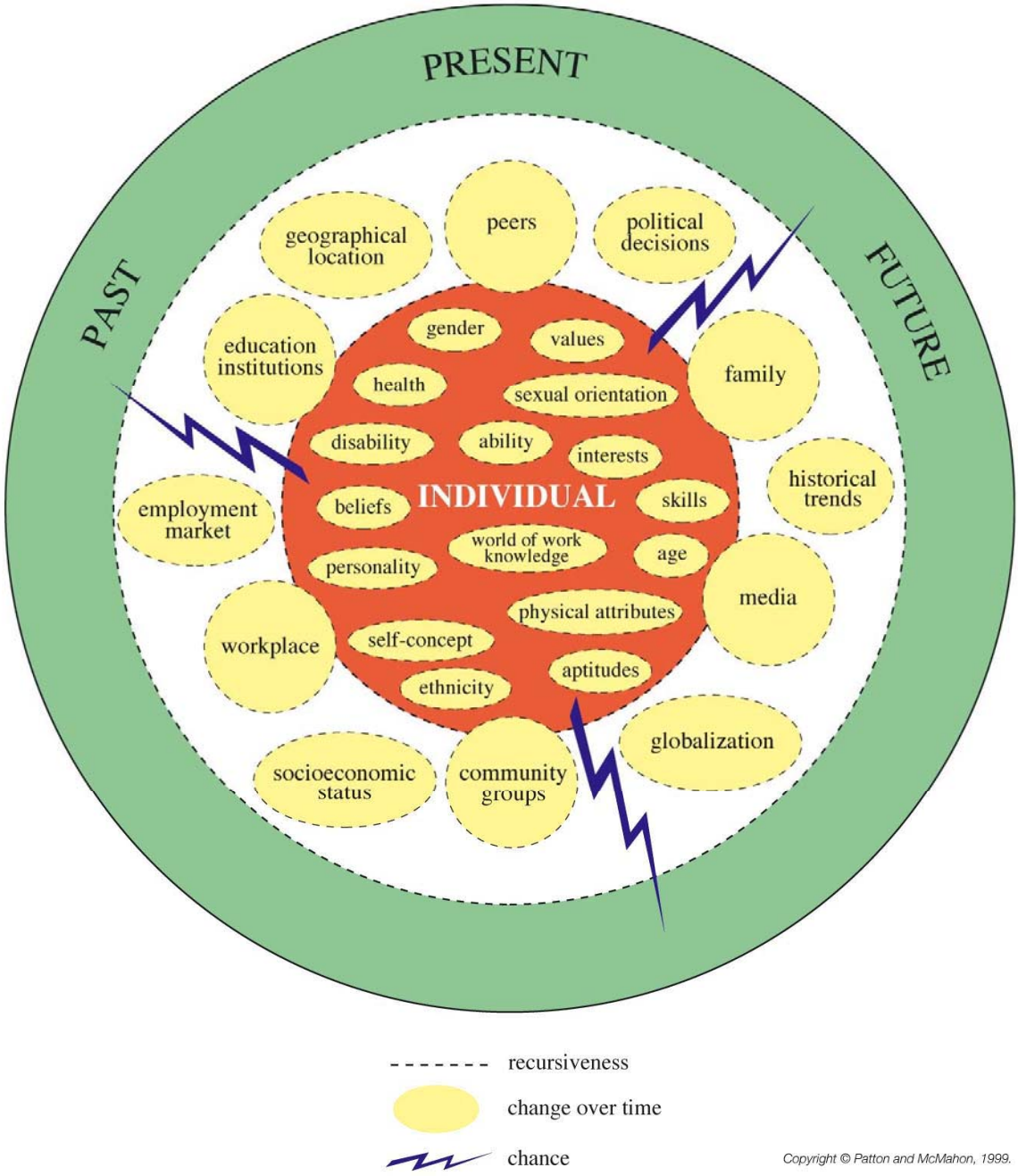

Figure 1. Systems Theory Framework

This concept is useful because it permits an understanding of learning for and through career development (or something like that?)

7.2 Career Development Learning

If we are to learn from a contextual view of career derived from the Systems Theory Framework (Patton & McMahon, 2006), then career development practitioners, academics, and employers, must not consider career as a once-an-a-lifetime decision with a resultant trajectory. That is: school-leavers selecting an undergraduate degree and consequently career is logically determined. Indeed, the purpose of higher education is positioned quite differently when career is viewed as a complex lifelong experience of which higher education is but one moment, although often at the commencement point of engaging in a particular occupation. This critical view brings the experience of higher education into focus and raises questions in terms of its relevance to individuals and their lifelong career, and lifelong learning in and for the world-of-work. It also suggests that part of higher education's role is to develop capacities that will permit graduates to be proactive and effectively self-directed (i.e., agentic) learners.

The contextual influences most relevant to this project—with respect to the relationship between career development learning and work-integrated learning in higher education—include education institutions (e.g., taught content and access to industry experience), workplaces (e.g., quality of industry experience), community groups (e.g., acceptance of service learning), geographical location (e.g., difference of accessibility and variety of industry experience across inner, outer metropolitan, and rural and regional centres), employment market (e.g., difficulty in recruiting appropriate staff), socio-economic status (e.g., unfamiliarity and access to networks and opportunities), and globalization (e.g., international learning opportunities). All play a role in a affecting and the influences that constitute an individual student's world-of-work and learning that constitute the broader influences of his or her career. Moreover, those influences go toward a student's experience of higher education and his or her graduate outcomes. Bringing coherence to myriad influences, from the perspective of the student and

the university, can be achieved through the lens of career development learning.

7.2.1 Career Development and Career Education

Although the theoretical and professional intent and meaning is shared internationally, the precise terminology of the career development industry is not uniformly defined internationally (Patton & McMahon, 2006). This is important because it brings with it quite different educational purposes and expectations. Within the European context, the term *career guidance* is equivalent to the Australian and North American use of career development, which is…….. For this discussion paper we use the Australian terminology (Career Industry Council of Australia, 2006) and use *career development* as the overarching term pertaining to deliberate activities that go toward the improvement of an individual's career, including securing effective transitions from higher education into work life beyond university. Career development can be conceived as a professional activity performed by Career Development Practitioners and alike. It can also be conceived of as a subjective experience-in-process of developing one's career. Therefore, it should be emphasized that career development learning is not the sole preserve of formally qualified Career Development Practitioners. Instead, career development learning, like work-related learning more generally, occurs in a range of contexts and it can be fostered in experiences facilitated by other education and training practitioners. Indeed, through this paper and the national symposium, we aim to explore how career development learning and work-integrated learning can be enhanced through the engagement of a host of stakeholders of student learning.

Notwithstanding the Australian definition of career development, the definition of the equivalent term career guidance, which was agreed upon by the Organisation for Economic Cooperation and Development (OECD), European Commission, and the World Bank, is presented here to broadly describe the overall notion of career development:

> Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services (OECD, 2004b, p. 10).

Albeit positioned in the European context, this definition of career guidance succinctly captures the main forms of services that make up *career development*. It also reflects the first part of what Dewey proposed as being to keep purposes of education when associated with vocations. That is, to assist individuals identify to what vocation they are suited. The second, is to assist individuals develop the capacity is for their chosen vocation. Importantly, given the turbulent nature of contemporary work life and the requirement for occupational transitions, career development should not be conceived of as a one-shot intervention limited to young school-leaver, but rather a lifelong service available for all citizens for both private and public good (OECD, 2004a; OECD 2004b; Watts & Sultana, 2004).

Whilst the professionalized activities of career counselling, career assessment, and delivery of career information, form important dimensions of the broader discipline and professional activity of career development, *career education* is a primary vehicle for career

development learning and work-integrated learning. Career education is well defined and positioned within Europe (Guichard, 2001) and North America (Hoyt, 2005). Likewise, within the Australian context, (e.g., McCowan & McKenzie, 1997; Morgan & Hart, 1977; Patton & McMahon, 2001), career education aims to assist students to:

1) develop knowledge and understanding of themselves and others as individuals, including the personal resources both actual and potential they bring to situations (i.e., strengths, limitations, abilities, skills, qualities, needs, attitudes and values);
2) develop knowledge and understanding of the general structures of [post-university] life, the range of opportunities and alternative pathways, and the demands, rewards and satisfaction associated with each;
3) learn how to make considered choices and plan options in relation to anticipated careers, occupations, and life roles; and
4) effectively manage the implementation of the considered choices and the transitions from [university] to [post-university] situations in adult life and work life (McCowan & McKenzie, 1997, p. 17).

In these ways, it captures much of what Dewey (1917) argued for much earlier.

7.3 The Benefits of Career Development Learning

The benefits of career development may be considered at the level of the individual, the organization, and society, over immediate, intermediate and long-term time frames (Watts, 1999a). Whilst there remains some scope to clarify different measures of outcome for each of those levels (Maguire, 2004), there is a considerable and long-standing evidence indicating the benefit of career development to individuals (Brown & Ryan Krane, 2000; Herr, Cramer, & Niles, 2004; Holland, Magoon, & Spokane, 1981; Oliver & Spokane, 1988; Organisation for Economic Cooperation and Development, 2004a; Sexton, Whiston,

Bleuer, & Walz, 1997; Swanson, 1995). For example, empirical meta-analytic studies of career development have demonstrated it to be an efficacious, useful human service for individuals, with individual face-to-face intervention showing the largest effect, followed by class-based career education, then by services not delivered by personnel (e.g., ICT delivery) (Whiston, Sexton, & Lasoff, 1998). Longitudinal investigations also indicate a sustained positive impact from individual guidance (e.g., Bimrose & Barnes, 2006; Kirschner, Hoffman, & Hill, 1994).

Career development also has potential to produce benefits with respect to social equity and human capital (Access Economics, 2006; Organisation for Economic Cooperation and Development, 2004a). The relationship between career development and social justice is explicit within the career development literature (e.g., Hansen, 2003; Hartung & Blustein, 2002; Irving, 2005; O'Brien, 2001) and there is an emphasis upon how career guidance should contribute to public policy apposite of social and economic outcomes (e.g., Herr, 2003; Hughes, Bosley, Bowes, & Bysshe, 2002; Watts, 2000, 2002; Watts, Sweet, Haines, & McMahon, 2006). Specifically there has been an enhanced focus upon the career development needs of individuals from disadvantaged backgrounds including persons-of-colour, indigenous peoples, women in non-traditional occupations, individuals with variant sexual orientation and expression, mature-age persons, those from culturally and linguistically diverse heritage, and those who have experienced rural isolation or lower socio-economic status (e.g., Brown & Lent, 2005; Herr, Cramer, & Niles, 2004; Niles, 2002; Patton & McMahon, 2006). Within the Australian higher education sector, career development and university career services are seen as pivotal in the work of access, equity and social justice (McIlveen, Everton, & Clarke, 2005). Therefore, there seems to be long-standing and persuasive bases for enacting an effective provision of career development within higher education, and one in which its effectiveness is premised upon engaging in work life experiences that help inform, guide

and assist students critically appraise not only the world of work but also the specific occupation they have selected.

7.4 A Learning Framework for Career Development

it follows therefore, that for work-integrated learning (Eames & Cates, 2004; van Gyn & Grove-White, 2004), the delivery of career development learning should be based upon a lifelong learning perspective and framework (Organisation for Economic Cooperation and Development, 2004b; Patton & McMahon, 2001, 2006). Hence, work integrated learning being subsumed under and serving as a practical vehicle for the broader notion of career development learning. McCowan and McKenzie (1997) argued that career education should be integrated with the curriculum, rather than added as an extraneous service, with its delivery shared by various parties (e.g., educators, employers, parents) and not simply by specialist groups. Watts (2006) suggested that career development learning could be delivered through specific modules, general cross-curriculum integration, or separate from the academic curriculum. The modular approach would entail either delivery of generic content relevant to all, customization of generic modules to suit a department or discipline, or modules that are specifically designed for the needs of a particular discipline. Furthermore, Watts suggested that career development learning could be delivered by the university Career Service independently or in partnership with academics, because (say why).

Patton and McMahon (2001) argue that career development learning should align with Kolb's (1984) model of experiential learning—an approach which was adopted in the Australian Blueprint for Career Development (Miles Morgan Australia, 2003). In this way, career development learning would be considered as a process, not just an outcome, and it would be a continuous process grounded in experience. Furthermore, career development learning would be seen as a holistic process of adaptation and working within one's environment, and it would

entail the resolution of conflicts toward an adaptive outcome using concrete experiences, reflective observation, abstraction, and experimentation. Ultimately, career development learning would facilitate the production of relevant personal knowledge necessary for lifelong success and productive adaptation to the world-of-work. Application of Kolb's approach in career development is similar to its relevance to work-integrated learning (see Eames & Cates, 2004).

7.4.1 Learning Outcomes

In addition to the aforementioned benefits of career development learning, the key benefits with respect to lifelong learning pertain to self-awareness, opportunity awareness, decision making, and transition learning (Watts, 1977, 2006):

Self awareness

- Identify knowledge, abilities and transferable skills developed by one's degree;
- Identify personal skills and how these can be deployed;
- Identify one's interests, values and personality in the context of vocational and life planning;
- Identify strengths and weaknesses, and areas requiring further development;
- Develop a self-reflective stance to academic work and other activities; and
- Synthesise one's key strengths, goals and motivations into a rounded personal profile.

Opportunity awareness

- Demonstrate knowledge of general trends in graduate employment and opportunities for graduates in one's discipline;
- Demonstrate understanding of the requirements of graduate recruiters; and

- Demonstrate research-based knowledge of typical degree-related career options and options in which one is interested

Decision making

- Identify the key elements of career decision-making, in the context of life planning;
- Relate self-awareness to knowledge of different opportunities;
- Evaluate how personal priorities may impact upon future career options;
- Devise a short/medium-term career development action plan;
- Identify tactics for addressing the role of chance in career development; and
- Review changing plans and ideas on an ongoing basis.

Transition learning

- Demonstrate understanding of effective opportunity-search strategies;
- Apply understanding of recruitment/selection methods to applications;
- Demonstrate ability to use relevant vacancy information, including ways of accessing unadvertised vacancies;
- Identify challenges and obstacles to success in obtaining suitable opportunities and strategies for addressing them;
- Demonstrate capacity to vary self-presentation to meet requirements of specific opportunities; and
- Demonstrate ability to present oneself effectively in selection interviews and other selection processes (Watts, 2006, pp. 10-11).

These processes of career development learning may also be considered as cyclical stages, with a person progressively moving through each, all the while generating understanding of himself or herself and pragmatic solutions to career-related problems or challenges. They also serve as a clear and simple model for arranging work-related learning experiences toward the end of career development learning.

7.4.2 Learning Career Competencies for all Australians

Cutting across employability, employability skills, and graduate attributes, is the idea of *lifelong career self-management* (King, 2004; McMahon, Patton, & Tatham, 2003; Thite, 2001). This implies and subsumes the former through its emphasis upon developing and sustaining an individual's economic viability over his or her life. It goes beyond mere employability skills. However, it also implies ideas of personal growth, development, and extension—akin to the roundedness of graduate attributes; yet it entails a contemporary view of career that is holistic and balanced, as in the Systems Theory Framework.

The *Australian Blueprint for Career Development* (Miles Morgan Australia, 2003) represents the most significant policy outcome toward a national framework for lifelong career development within this country. The Blueprint builds upon earlier Australian work (McCowan & McKenzie, 1997) that proposed the notion of learning career management skills within the curriculum. The Blueprint specifies "career competencies that all Australians need to develop in order to effectively manage life, learning and work" (p. 10). The Blueprint also specifies competencies at different developmental stages of life, ranging from young children, through adolescence, and to adulthood. It also indicates how the career competencies may be developed in terms of principles of learning.

The Blueprint lists 11 main career competencies within three main areas:

Area A: Personal Management

(a) Build and maintain a positive self-image;

(b) Interact positively and effectively with others;

(c) Change and grow throughout life;

Area B: Learning and Work Exploration

(d) Participate in life-long learning supportive of career goals;

(e) Locate and effectively use career information;

(f) Understand the relationship between work, society, and the economy;

Area C: Career Building

(g) Secure/create and maintain work;

(h) Make career enhancing decisions;

(i) Maintain balanced life and work roles;

(j) Understand the changing nature of life and work roles;

(k) Understand, engage in and manage the career building process.

Areas B and C, *Learning and Work Exploration* and *Career Building* are the more relevant for the current project. Nevertheless, an holistic view of student experience and development should take into account personal management. Lifelong career development learning—at least within Australia—should take account of the competencies in the Blueprint and establish them as key learning outcomes.

7.5 Career Development Learning in Higher Education

Career guidance has been the subject of increasing attention with no less than 37 nations being brought under review (Watts & Sultana, 2004). Whilst there are pragmatic guides for the implementation of career guidance services within higher education institutions (e.g., Herr, Cramer, & Niles, 2004; United Nations Educational Scientific and Cultural Organisation, 1998), with the United Kingdom demonstrating an exemplary, comprehensive approach (e.g., Harris, 2001; Watts, 1977; Watts, 1997), the level of service delivery within the higher education sector at large is largely inconsistent from an international perspective (Organisation for Economic Cooperation and Development, 2004a, 2004b). Following a widespread review of OECD member states in the period 2001–2002, it was concluded that career guidance services within many of the tertiary education sectors for each nation were insufficiently prepared to manage the needs of students within increasingly complex and diversified educational systems (OECD, , 2004a). Notwithstanding the inherent economic exigencies of providing career guidance systems within low- and middle-income nations (Hansen, 2006), the provision of

career guidance within the tertiary education sectors of developing and transitional economies has likewise been found wanting (Watts & Fretwell, 2004).

The positive effects of career guidance extend to college and university students (Pickering & Vacc, 1984). Take undergraduate coursework career education as an example; this learning experience has been found to produce positive outputs on career-related thoughts, career decision-making skills, career decidedness, and vocational identity (Folsom & Reardon, 2003). Moreover, Folsom and Reardon's review found significant evidence that career development coursework positively affected job satisfaction, selecting a degree major, course satisfaction, graduation rates, and grade-point average. Given that career-related anxiety in undergraduate students has been found to be a predictor of academic persistence, it was recommended that career guidance be implemented as an additional strategy to address student retention and progression (Kahn, Nauta, Gailbreath, Tipps, & Chartrand, 2002). Moreover, the issue of preparing for lifelong career development (Patton & McMahon, 2006) is brought into sharper focus when students of non-vocational degrees (e.g., humanities) and non-traditional students are brought into the frame; for it is those students who are potentially most vulnerable to the rapidly evolving world of higher education and work.

(Make your point here)

7.6 Career Development Services in Australian Universities

All Australian universities have a Careers Service of some kind. The staffing and resource profiles of those organizations nevertheless vary considerably; and are currently under review by the Commonwealth Government (report pending) (Department of Education Employment & Workplace Relations, 2008). Typical career development services offered on a university campus would include: career assessment and counselling, including selection and change of major; career education classes; information services relating to occupations, employers, and

educational institutions; employment placement services for casual, vacation, internship and graduate employment; co-ordination of employer interviewing; operating large-scale employment events (e.g., Career Fair); training on employment application processes (e.g., resumes); and academic crisis counselling (e.g., considering dropping out).

With the inherent breadth of their service remit, Career Services can therefore play an effective role in supporting students, through intensive one-on-one activities (e.g., counselling), to group or class-based activities (e.g., workshops, service teaching), to mass information delivery (e.g., websites), and functions (e.g., graduate employment fairs). As a conduit between the university and the world-of-work, Career Services are well positioned to not only provide services to students and employers; they are equally well positioned to bring academics and employers together into working partnerships for the sake of the students. Thus, Career Services can take on the role of fostering partnerships between the three parties. With respect to this project, we argue that Career Services take on an important role in supporting the necessary logistical requirements of work-integrated learning (e.g., relationship management) and directly providing work-integrated learning in partnership with academics and employers.

7.7 Key questions pertaining to career development learning

The OECD (2004b) outlined several policy questions for the consideration of career development services within higher education. Some relevant questions have been restated here:

1) How should [career development] services relate to the roles of teaching staff and to the content of academic curriculum (in particular where career development and work-based learning are required as part of academic courses?
6) How should [career development] be integrated more closely into teaching and learning programmes across faculties and departments?

7) How should career self management and career development courses within the curriculum be promoted, and profiling and portfolio systems developed?
2) How should students, employers, and other stakeholders be involved in the development and delivery of more effective career services? (p. 20-21).
3) To what purpose should career development in higher education be directed?

8 Examples of Practice

This section of the discussion paper contains a selection of case examples of practice in which career development learning and work-integrated learning have been included, to varying degrees. These examples were identified through the consultation and research process (see Appendix). Rather than provide examples of practice in which career development learning and work-integrated learning are already fully established, some of the examples presented here demonstrate extensive career development learning, whereas others include a limited amount. It is envisaged that the cases, and others, will be explicated at the Symposium.

8.1 Mentoring: Various Universities

Formal mentoring programs vary in the numbers of participants (40 up to 500 plus) and lengths of time (3 months to the full length of the student study pathway). In the examples summarised here, mentoring can involve a University student receiving advice and coaching from an industry professional, through to the student providing support to others whilst developing their communication, leadership and teamwork skills. Examples of mentoring include:

- discipline specific programs matching students nearing completion of their studies with successful professionals in their industries of choice
- near completion students acting as peer mentors to newly admitted students within their learning environments
- higher education students acting as peer mentors to primary and secondary students in schools
- female students being mentored by successful women leaders in business and law disciplines.

Students gain access to advice and support from industry professionals to provide advice and support in their career transitions. Programs are run at a variety of Australian Universities. Mentoring has the potential to:

1) develop students' transferable employability skills, self-awareness & decision making
2) provide the opportunity to develop relationships with employers and industry
3) enhance personal development, including developing stronger learning cultures, teamwork and interpersonal skills
4) develop professional career goals
5) enhance career progression
6) develop leadership skills
7) develop relationships with organisations that may lead to employment, and
8) enhance the generic and transferable employability skills of graduates.

8.1.1 Inspire Mentoring Programme

The Inspire Mentoring Programme at Flinders University seeks to increase school retention rates in Adelaide's southern suburbs and develop a stronger learning culture by placing University students in selected schools. University student mentors gain skills in facilitation, teamwork and interpersonal communication. They acquire valuable community experience to enhance their CV while assisting primary and secondary students at risk of disengagement along their pathway to education and employment.

8.1.2 Lucy Mentor Program

The Lucy Mentoring Program is an innovative leadership program with a primary focus on women in University studying business, finance, economics, accounting and law. The Program inspires, motivate and

educates women about the opportunities available for employment and leadership in major corporations and the public sector.

8.1.3 Beyond Education Mentoring Scheme

This programme offered by the Career Service of the University of Southern Queensland entails a structured process: mentor-student matching, which is based upon the students' career goals; establishing contracted learning objectives in relation to employability skills; and reflective journaling and reporting of the learning experience and how the students' career development and employability was transformed through the relationship. With the majority of its students studying by distance, this university has adopted a range of information communication technologies to bring student and mentor together.

8.1.4 Assessment

The Inspire Peer Mentoring at Flinders University presents an example of successful assessment integration which includes a program that is delivered as an elective in an education degree. Assessment is either given a NGP (non-graded pass) or F (fail). The topic has assessment specific requirements that include:

1) Students' reflective summary, including program participation, reflection on individuals learning and evaluation of own performance.
2) Mentor/supervisor-produced report, which includes, professional commitment, generic employability skills evaluation, understanding of the profession (including understanding of the needs of the professional environment), the students' ability to reflect upon, analyse and evaluate their own performance.

8.1.5 Career Development Learning

CDL elements are active in mentoring programs, but in many instances are not formally or explicitly undertaken as part of the program. The USQ mentoring scheme, for example, includes explicit career learning objectives for the mentoring relationship and development of employability skills.

8.2 Engineering a Future Together: University of South Australia

This programme is operated by the Career Service and staff from the Division of Information Technology, Engineering and the Environment. It assists in the development of the skills, knowledge and understanding required for international students to be competitive in the SA labour market. The project was open to international students from two postgraduate programs: Advanced Manufacturing and Mechanical Engineering and Electrical and Information Engineering. Two cohorts of international engineering students and 20 employers have been involved in a multifaceted project which aims to close the gap between overseas engineering graduates and the South Australian workforce. The project has three key elements: student skill development through a series of career development workshops; provision of work integrated learning opportunities with local employers; and employer education about the ways in which international graduates can contribute to the workplace and to the South Australian labour market. The program was organised as a sequential series of activities: Developmental workshops, work experience, and industry visits.

Students were placed in medium to major Australian and South Australian manufacturing and mining organisations where they were required to complete an industry initiated task and observe professionals at work. The object was to gain an understanding of the norms of the Australian workplace. A series of industry visits to six employers was

conducted. The purpose was to gain cultural awareness of the Australian workplace.

8.2.1 Assessment

The program is not formally assessed. However, those students who undertook a work placement were required to record in a workbook their day by day observations and thoughts on the communication, networking and culture in their workplace. Workbook questions included: What did you learn about the culture, beliefs and attitudes of the people in your organisation which differed from your own culture? Who have you met who may be useful to keep in contact with? A series of nine questions related to observed verbal and body language used in the workplace. Students were also required to deliver a five minute presentation to fellow students on their work placement highlighting the background of the organisation, activities the students undertook on placement, and their observations and thoughts about communication and culture in the Australian workplace.

8.2.2 Career Development Learning

Five cultural awareness and career development workshops were delivered covering, including: spoken business communication; written business communication; resumes and applications; engineering industry in SA; and improving employability. Sessions were provided by Career Services staff.

8.3 Vacation Work Projects: University of Western Sydney

In the mid 1990's, the initial drivers for this project were the lack of industry awareness of the quality of UWS students, and graduating students with a lack of professional experiences, where many will be the first in their family to experience professional work roles. Originally targeted at Biological Science students, the program is now open to all

disciplines, with a preference given to students near the conclusion of their studies (from penultimate year on).

Approximately 150 students complete the placement each year, where the start time is flexible but often across Winter and Summer vacation periods. Individual projects are identified by host employers. Students receive payment, originally industry and the UWS covered 50% each, now solely covered by the host employer. UWS Careers & Co-operative Education secures the host employers and has established a competitive selection process, which takes place at the conclusion of a Professional Development Day, where students are exposed to workplace communication, ethics, behaviour, dress, business report writing and project planning and career development processes. A variety of procedures and guidelines are presented in a handbook which contain templates on how the student reports should be constructed, as well as responsibilities on behalf of the student, the employer and the university.

8.3.1 Assessment

Students prepare a 'scoping statement' in week 1 of the project, which the employer agrees to. The employer then 'signs off' on the student report at the end of the project, as well as an Evaluation Report – which results in their payment. The student also prepares a Business report – which contains reflective elements which connect with career development processes. Reflective learning is a key element of this programme with students increasing their awareness of the range of opportunities available within the vacation projects program, and conversely securing sufficient places from employer hosts.

8.3.2 Career Development Learning

CDL elements (such as self awareness and career decision making and job seeking) are incorporated within the Professional Development Day. The reporting/reflective Business Report facilitates self awareness post project. The Co-op Alumni Network (CAN) stages events which

promote knowledge of the world of work and enhanced employment seeking activities.

8.4 Certificate in Global Workplace Practice (CGWP): University of Wollongong

This programme was initiated by the university Careers Service. The CGWP is available to international students from disciplines where Australian industry and DIAC have identified skills shortages (Engineering, Accounting, IT and Health Sciences). CGWP takes place between March and the following February, involving 2 hours of face to face lectures and one optional hour, a group based 'cultural informant' session during Autumn and Spring semesters. Whilst the CGWP is not credit bearing, it will appear on the transcripts of students who successfully complete the program.

The curriculum responds to the challenges for international students to obtain Australian workplace experiences, embracing an integrated approach to:

- English language
- workplace culture, expectations and behaviour;
- career planning and job search techniques, including a competitive recruitment process;
- which leads to work placements (a group based format in the mid winter semester break, available to all, and a traditional individual placement with a host employer for 12 weeks between late November and late February).

210 students are currently enrolled in the program, which is delivered by Careers Service staff, with English language expertise provided by Wollongong College Australia, guest speakers from industry to provide specific insights into the world of work, and an external recruitment consultant identified via a tender process to deliver a simulated Assessment Centre experience and source the 12 week work placements.

8.4.1 Assessment

Processes related to self reflection are facilitated by a portfolio approach to self assessment throughout the program: pre and post mid year group placement; pre and post job search processes (resume, responding to selection criteria, interview experience which is videoed for feedback) and assessment centre experience; and pre and post reflection on individual placements.

8.4.2 Career Development Learning

An important part of the curriculum is the career planning and job search techniques components. Career choice, career planning and career management principles are all explored.

8.5 Science & Technology Industry-based Learning Program: Deakin University

This programme is a 3 – 12 month long elective available to students at Deakin University and features a number of career development learning elements scaffolded around full or part time work in industry. These commence with utilisation of resume development services provided by Deakin University Careers and Employment to support application for industry-based learning opportunities. The program gives industry access to high calibre students and the university the opportunity to showcase and reward quality students, who are supported in the program by tax - free scholarships. It supports the core aims of the Faculty of Science & Technology at Deakin to produce high calibre graduates who are employable and have a broad understanding of the career opportunities available to them in their chosen field. Partnerships developed through the program have made it accessible to all high achieving Deakin students who meet the requirements

8.5.1 Assessment

Prior to commencement of their workplace learning experience students write career goal statements and undertake a skills analysis. They develop this with their industry supervisor through a series of performance appraisals and an attempt is made to provide opportunities to address areas where skill development is indicated. Students upload a monthly diary of activities on to the subject webCT site, and a mid placement evaluation with their work place supervisor is preceded by a student self assessment of progress against goals. Following this gaols for the reminder of the placement are revised.

8.5.2 Career Development Learning

A residential program prior to final application for the workplace experience follows. Students are exposed to an inventory of career management tools such as the MBTI personality type inventories, analysis of fit to occupations, presentation skills for interviews as well as overall preparation for the business environment. At the end of the placement the workplace supervisor reports on how each student responded to mid program feedback. Students write a report on the project and their learning outcomes, achievement of goals, and the impact of the placement on their future career and career goals. Formal career development learning concludes with a presentation on the experience to their peers drawing upon their subject portfolio.

8.6 Green Steps Program: Monash University

Green Steps is an extracurricular training program that has been run jointly by the Australian Greenhouse Office (AGO) and the Monash Sustainability Institute (MSI) – previously the Monash Environment Institute – since 2000. Green Steps was established by students. It is a national program that provides students with the knowledge and practical

skills to integrate sustainable practices into organisations. The program assists Australian organizations in improving their internal environmental performance and is ‘seeding’ Australia with future leaders for sustainability. The Program has trained and arranged industry placements for over 350 students in Melbourne, Sydney, Canberra, Brisbane, Cairns and Adelaide. Training has usually been delivered for the students of a particular host university within a particular region. As well as directly assisting business, each year the Green Steps Program provides a number of young leaders to the job market within different Australian regions. These young leaders are equipped with the skills, support, inspiration and confidence to enter the workforce and facilitate environmental change and improvement.

The program comprises a training phase and an industry placement phase. The thirty hours training component covers current status and key trends in corporate environmentalism, as well as environmental assessment techniques; negotiating and influencing skills; project planning techniques; decision making techniques; and a cohesive framework for conducting behavioural change programs. Hands-on experience is gained through project work at the host university, allowing students to develop their skills in a supportive environment. Students undertake an industry placement of a minimum of 12 days (often 3-4 days per week over several weeks) and act as internal change agents in support of Greenhouse Challenge Plus and other environmental improvement initiatives.

8.6.1 Assessment

The program generally sits outside the curriculum of the host university, but could readily be adapted for assessment.

8.6.2 Career Development Learning

As yet there is no explicit career development learning, but the program manager at Monash University is keen to explore options on how career development learning could be integrated.

8.7 Bachelor of Applied Science (Disability Studies): RMIT University

The Bachelor of Applied Science (Disability) degree equips graduates to work in a very diverse range of roles within the Disability field. In Victoria there is currently no professional accreditation for disability workers and graduates from this course are expected to be work ready. Graduates will be required to manage case loads and run programs with immediate outcomes. The degree program has been in existence for 20 years and has always had Work Integrated Learning at its core. More recently an additional double degree has been introduced Bachelor of Education/Bachelor of Applied Science (Disability Studies). The mission of the course is to “build individual capacity within a framework of community development”.

8.7.1 Assessment

A key feature of this degree program is the way that Career Development Learning and Work Integrated learning are integrated across the life of the course. Professional practice is distributed throughout the degree, with placements in each year. The work-integrated learning subjects are assessed through the use of reflective diaries with guided questions, weekly case conferences, supervisor evaluation, tutorial presentations.

8.7.2 Career Development Learning

The program incorporates the four elements of career development learning (self-awareness, opportunity awareness, decision making and

transition Learning. Students use diary reflections on experiences: why, what interests them, values and what has changed by the end of the year. Weekly tutorials are used to reflect on placements and whether they like it (why/why not?). Electives and assessment support career choice: for example, if they have an interest in autism they can follow this interest. Job search skill training is formally assessed. By third year most students are in part-time work in the field and upon graduation move into more senior roles in the field.

8.8 ARTS2000 Undergraduate Internship: University of New South Wales

The program was initiated in 1999 by the Faculty of Arts and Social Sciences and the now School of Social Science and Policy and International Studies, by Associate Prof Johnson and the then Dean Ongoing support/supervision has been provided, on a part-time basis, by Program Manager, Student Development, Ms Jaugietis. Approximately fifty 2nd and 3rd year students enrol per year in their second or third year as an elective subject, which has a pre-requisite credit average from their results. Students self nominate from majors across the Faculty. Student involvement is integral, and an individual program is established. Students are met on a one-on-one basis. They have an opportunity to explore their skills, values, work on their CV and are guided in opportunity search strategies and interview skills and reflect on process. They also meet with the Course Academic on an as-needs basis. A minimum of 105 hours of workplace experience is expected, which may be based around 3 weeks at 35hpw, or other variations.

8.8.1 Assessment

Assessment is structured around readings and 3 pieces of formal assessment:

1) An Academic Plan and Academic Report which includes analysis of their host organisation, and synthesises their workplace experiences and the academic literature
2) Workplace Diary (1000 words) which supports their reflection of daily activities and learning outcomes
3) Employer completes a workplace assessment – competency, learning opportunities, strengths etc

The Faculty sees the program as 'transformative' for students and their hosts, and that student immersion in the internship process and the workplace, results in outcomes which manifest in two ways – where students apply their discipline to workplace contexts, but also their workplace contexts/experiences can then be applied to academic pursuits.

8.8.2 Career Development Learning

Meetings with supervisor focuses on:

1) self awareness (skills, interests, values). Potential to refer to university Careers Service if necessary;
2) opportunity awareness- assistance with researching organisations is provided including templates for collating information;
3) decision making;
4) job seeking, articulating skills via CV; and
5) Reflective practices are embedded within the assessment processes (Academic Report, Workplace Diary and student evaluation).

9 Appendix: Research and Consultation Method

9.1 Consultation with Key Stakeholders

The following key groups were identified as important partners in the dialogue for the improvement of WIL programs through integration of career development learning (CDL) elements.

2. Heads of university Careers Services – career development practitioners working with immediate career management and transition needs of students.
3. University academics and personnel in faculties/departments who implement, manage or supervise WIL programs as part of the academic course of study (WIL formally integrated or voluntary/extracurricular activities).
4. Industry, employers, business and community organizations (university partners) involved in the provision of placements in the workplace. The professional associations were included in the consultations with the industry/community sector.
5. Limited consultation outside Australia was also undertaken.
6. Student responses and consultation will occur at the symposium (with limited attendance) and in more comprehensive dialogue in focus group sessions.

Two main approaches were used to identify work-integrated learning programmess that included elements of career development learning: online questionnaire and follow-up interview.

9.1.1 Online Questionnaires

An electronic online questionnaire was developed for each group of key stakeholders. In each case the questionnaire gathered details of programs (up to three) within the university or department that were considered examples of effective (and innovative) work-integrated learning. Respondents were asked to identify whether career development learning elements were evident in their programs. The online survey was

conducted to gather initial data on work-integrated learning programmes considered effective and, in particular, those that included career development learning elements. *Survey Monkey* software was used for the online questionnaires and a separate questionnaire was developed for each group of stakeholders. Individuals representing each group were requested to complete the brief survey (taking approximately 15 minutes) that provided initial WIL program information.

The surveys and questionnaires used in the project remain on "SurveyMonkey" for ongoing data collection. The pdf version and hyperlink to the survey site are also posted on the project website at http://www.usq.edu.au/nagcascarrickproject/. Responses to the online questionnaire (as at 23/5/08) have been very positive with a strong representation of university Career Services, academic departments, and international representatives. Industry and community representation is weaker and may need further investigation.

Stakeholder group	Total
Careers services responses	29
University WIL programs/ academics responses	64
Industry, community, professional associations and other stakeholder responses	17
WIL programs outside Australia	30

9.1.2 Follow up interviews

Programs that appeared to have included some elements of career development learning were identified. Care was taken to identify, and gather more information on programs that were representative of the range WIL models and approaches currently in practice.

Follow-up interviews were conducted by members of the project team. Standard follow up questions were prepared and used to maintain consistency of information gathered. Project information flyers, contact details and informed consent forms were provided to interview respondents. Interviews were mainly conducted face-to-face with some

telephone interviews overcome practical barriers of distance and time commitments.

Programs selected for follow-up attempted to represent: a range of models (work placement, work experience/vacation work, practicum, industry project, internships, co-operative education); a variety of disciplines, WIL integrated in curriculum or as an “add-on” program; based in metropolitan and regional locations. Interview data were developed into WIL case studies of “diverse practice” to provide a stimulus to further discussions in the symposium and other interested individuals.

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