

NAGCAS CARRICK SCOPING STUDY –

Career development learning: maximizing the contribution of work integrated learning (WIL) to the student experience.

Definitions

Definitions: Definitions that have been used to describe the following:

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

Career education learning outcomes include the following main components:

- Self awareness
- Opportunity awareness
- Decision making
- Transition learning (*AGCAS, 2005*)

DOTS elements above expanded

Career education learning outcomes include:

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
- 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
- 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
- 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
- Demonstrate ability to present oneself effectively in selection interviews and other selection processes
- Identify challenges and obstacles to adapting successfully to new environments, and strategies for addressing them.

(*AGCAS, 2005, Adapted from Watts, A. G. (2006). Career development learning and employability. Hestington, UK: The Higher Education Academy.*)

Work integrated learning (WIL):

Work-integrated learning (WIL) involves real-world experiences providing opportunities for students to apply theoretical knowledge, develop and consolidate transferable skills, career development competencies, reflect on practice, and develop an understanding of the relevant profession or related sectors. *(Much adapted QUT website definition)*

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

For further information contact: Martin Smith (NAGCAS CARRICK Project Leader) martin@uow.edu.au or Anna Lichtenberg (Project Manager) a.lichtenberg@ecu.edu.au