Exploring the links between career development learning and work-integrated learning

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ABSTRACT

Work-integrated learning has become a significant feature of Australian universities over the past decade. Prior research indicates that some form of career development is essential to prepare undergraduate students for a competitive employment market. Watts (2006) suggests that career development learning enhances all aspects of work-integrated learning through the positive engagement of students in the process. The 2008 National Association of Graduate Careers Advisory Services (NAGCAS) Symposium sought to establish best practice in the integration of career development learning and work-integrated learning. The NAGCAS (2008) Symposium and resulting Project served as a catalyst for this particular study which examined the links between career development learning and work-integrated learning through student perceptions of the benefits of career education workshops in Field Project, an Exercise Science course at Griffith University, Gold Coast. The findings suggest that university students should be exposed to courses which provide a combination of career education and work-integrated learning as part of their formal studies to maximize their employment potential for optimal economic and social outcomes. Additionally, the research found that changing the status of the course, from non-graded to graded, had significant positive effects on student motivation and outputs in preparation for a competitive job market.

Keywords: Work-integrated learning; career development learning; Exercise Science; assessment; Graded status
GRADUATE EMPLOYABILITY

The increasing costs involved in higher education internationally have placed greater emphasis on the development of ‘graduate employability’ (Orrell, 2004). In general, students participate in higher education with the view to improving their career opportunities (Smith et al., 2009), with the relationship between learning and employability clearly identified by The Organisation of Economic Co-operation and Development (OECD, 2004c). The landmark report, Graduate Employability Skills (Precision Consultancy, 2007), emphasised the need for higher education to provide work-related experiences and also focus on the development of capacities required for employment. Smith et al. (2009) view employability 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”.

WORK-INTEGRATED PROGRAMMES IN AUSTRALIAN UNIVERSITIES

Work-integrated learning (WIL) programmes have been provided by Australian universities for many decades, particularly in vocationally oriented degrees such as nursing, education and medicine, as a means of providing the links between theory and practice in a “coherent and transformative experience for students” (Smith et al., 2009). Strong emphasis on WIL in higher education is evident in the international context (Billett, 2008) with Australian universities taking a significant interest (Daniel, 2010), as demonstrated by the ‘WIL report: a national scoping study’ (Patrick et al., 2008), the establishment of a ‘National WIL Portal (Australian Collaborative Education Network, 2009) and the project report ‘Career Development Learning: Maximizing the contribution of work-integrated learning to the student experience’ produced by the National Association of Graduate Careers Advisory Services, Australia , Inc. (Smith et al., 2009). WIL is generally accepted as
“a powerful vehicle for developing generic or professional skills and provides students with the opportunity to improve their employability and work readiness” (Patrick et al., 2008).

WORK-INTEGRATED LEARNING AT GRIFFITH UNIVERSITY

Griffith University values the inclusion of WIL activities in its degree programs and courses. The University’s Teaching and Learning Committee defines WIL as “the educational activities that integrate theoretical learning with its application in the workplace” (Griffith University, 2006). WIL experiences at Griffith University are designed to meet the personal and professional aspirations of students and to enable their transition to the world of work. Griffith University views the characteristics of WIL as:

- Intentional (not ad hoc);
- Organised and structured (systematically designed to meet learning objectives);
- Assessable (outcomes can be measured);
- Recognised (final outcomes lead to passing a course or obtaining a degree);
- Transferable (outcomes can be used in different situations and conditions); and
- Applied (outcomes can be used in authentic practice) (Griffith University, 2009).

CAREER DEVELOPMENT LEARNING

Other universities have taken a broader approach to the notion of WIL to include career theory, development and planning (James Cook University, 2009). Career development programs include career building skills – the skills that relate to “finding and using information about careers,
labour markets and the world of work and then locating, securing and maintaining work, as well as exploiting career opportunities to gain advancement or other desired outcomes” (Bridgestock, 2009). The benefits of career development to students include “greater connection with the world of work; greater understanding of themselves in relation to their career development, their academic studies and transition to employment; and building the individual’s workforce preparation and adaptability” (Smith et al., 2009). Patton and McMahon (2006) developed the Systems Theory Framework to identify the contextual influences of career development, which suggested that career should not be considered as a singular decision with a logically determined pathway. These authors also inferred that part of higher education’s role is to develop capacities that will permit graduates to be proactive and self-directed learners. Career development learning (CDL) has the potential to positively affect social equity and human capital (Access Economics, 2006) and can be viewed at the individual, organizational or societal levels, over immediate, intermediate and long-term timeframes (Watts, 1999a).

CAREER DEVELOPMENT LEARNING ENHANCES WIL

The key benefits of CDL in regards to lifelong learning relate to self-awareness, opportunity awareness, decision making and transition learning (Watts, 2006). These processes were originally developed as the DOTS Analysis (Law and Watts, 1977), which has proven very useful as a model for organizing WIL experiences. Watts (2006) indicates that WIL programs can be designed by academics and employers, with students perceived as the recipients and beneficiaries, whilst career development more actively involves students in the process. He believes that this positive process of engagement of students, including “explicit attention to processes designed to inform, support and enrich their aspirations and goals”, is the essence of career development learning (Watts, 2006). Through this process, Watts (2008) suggests that “career development learning significantly enhances the quality of work-integrated learning in its various formats, placing students more
actively at the heart of such programs, and adding value to their quality, by helping students to be career ready (in terms of lifelong and life-wide transitions), as well as work ready”. Smith et al. (2009) provided similar belief in the value of CDL to WIL. “Career development learning connects students’ workplace experiences (both inside and outside university), brings clarity to an individual’s career plans, can give greater insight to the curriculum and builds on the student’s university academic experiences (Smith et al., 2009). However, the potential for career management skill development has proven to be generally unrealised in universities (Watts, 2005). A 2002 OECD report noted that many students in Australian tertiary education “appear to have little idea of why they are there or where it is leading” (OECD, 2002a). This is particularly poignant in Australia where “pathways into the world of work are often individually rather than institutionally constructed” (Andrews & Wu, 1998; Lamb, Long & Baldwin, 2002).

STUDENT CENTRED APPROACH

As the skills developed in career management programs are very personal, applied and reflective, students need to be engaged in a range of activities, including role-plays, self-audits, problem-based group work, work-integrated learning and peer review of resumes (Watts, 2006). To be successful, these activities require significant time and planning by staff. This scenario can be further complicated by large student numbers, which make these strategies difficult to put into practice. The curriculum needs to shift from a focus on content to one that integrates content with process (De la Harpe et al., 2000; James et al., 2004). This change necessitates a student-centred approach as the teacher must start the process from “where the student is, clearly articulating their expectations of the students’ learning” (Green et al., 2009). Academics focused on student learning are more likely to “set up learning environments that foster the development of graduate attributes, with tasks that are self-directed, reflective and relevant to students” (Luca & Oliver, 2002). This approach has been adopted in the particular university course examined in this study.
ASSESSING WIL AND CDL

Many undergraduate students do not actively consider their future careers until graduation (Lau & Pang, 1995; Perrone & Vickers, 2003). Bridgestock (2009) suggests that the development of career management skills needs to commence early in university programs and “should be a mandatory and assessable component of coursework”. Students pay attention to those aspects of courses which are assessed. Good assessment practices of work-integrated learning inform educational institutions of the preparedness of their graduates for the workplace. One aspect of this study considered the benefits of changing the status of a course, which included both career management skills and work-integrated learning, from non-graded to graded.

THE NAGCAS SYMPOSIUM AND PROJECT

The 2008 NAGCAS Symposium in Melbourne aimed to characterise best practice in the integration of career development learning into work-integrated learning in Australian universities. The Symposium resulted in the discussion paper ‘Career Development Learning & Work-integrated Learning in Australian Higher Education’ (NAGCAS, 2008) and the final project report ‘Career Development Learning: Maximising the contribution of work-integrated learning to the student experience’ (Smith et al., 2009). The NAGCAS Project sought to bring WIL and career development learning together in order to eventually “potentiate one another so that students’ preparations and transitions into and through the world-of-work are fulfilling and rewarding” (Smith et al., 2009). The NAGCAS Project served as a catalyst for this particular study, which examined links between career development learning and work-integrated learning.
CASE STUDY

Griffith University has several campuses located in Brisbane and the Gold Coast, Queensland. Griffith University’s teaching and learning programs aim to provide opportunities for students to acquire knowledge and skills that can be applied in the community. By 2010 Griffith aimed to include work-integrated learning in at least 70% of all degree programs (Griffith University, 2006). Field Project is an optional third year course in the Bachelor of Exercise Science program conducted at the Gold Coast campus. Normal enrolments in the course range from 20-50 students out of a cohort of approximately 120. The rationale for including this course is to make students aware of the requirements of the industry they wish to enter and the working environment of various organizations in which they may wish to seek employment. The course is designed to link and complement the student’s program of study by introducing them to the work environment. The main purposes of this course are: (a) to provide students with work experience within the industry they may seek employment; (b) to introduce students to various topics concerning the work environment; and (c) to provide career planning procedures and job search skills training. Students are required to complete a minimum of 80 hours work experience in an industry of choice (approximately one day per week) throughout the semester.

The course includes both career development learning and work integrated learning with 13 two-hour workshops in which students are introduced to professional and personal techniques to assist them to gain entry into the workplace and to function successfully once they are in the workplace. The course is staff-intensive with input from lecturers from the School of Physiotherapy and Exercise Science, Careers and Employment Services and relevant employer groups. The workshops include:

- Introduction to the world of work (1 week)
- Career education lectures (7 weeks)
Career planning, job search, resume, applications, selection criteria, interviews, mock interview, cultural inclusiveness

- Presentations by industry representatives (5 weeks)

Fitness, cardiac services, sleep disorders, sport & recreation, sports coaching & administration, event management, pharmaceutical sales, rehabilitation, physiotherapy

Assessment items for the course were selected from both CDL and WIL and included: attendance and participation; resume and job application; interview performance and reflection; ePortfolio; performance in fieldwork placement; placement handbook completion; and a critical reflection report.

RESEARCH METHODOLOGY

Research Purpose

This particular study examined the links between career development learning and work-integrated learning through student perceptions of a series of Career Education workshops within Field Project, an Exercise Science course at Griffith University, Gold Coast. The results will be used to improve the outcomes for future students. The research included eleven research questions:

1. What did students consider to be the five most important outcomes of the course?

2. How effective did students perceive the career education workshops in preparing them for their future careers?

3. How did students perceive the career education workshops assisted their development in regards to the four tasks outlined in the DOTS analysis?
4. Which workshops were considered to be of most benefit to students’ career development?

5. What did students consider they learned about themselves from their experiences in the workshops?

6. How did students perceive the workshops prepared them for their placements?

7. To what degree did students consider the workshops improved their employment potential by maximizing the benefits of their studies and extra-curricular activities?

8. In what ways did students believe the career education workshops affected their employability?

9. How important did students consider the inclusion of career education in Field Project?

10. What suggestions did students have to improve the content or methodology of the workshops?

11. What impact did the fact that the items were marked, rather than non-graded, have on students’ motivation and outputs?

Data Collection

The research was conducted using 22 third year Exercise Science students who made up the entire cohort in Field Project at Griffith University in their final semester of study. The instruments used for data collection included the Measure of Guidance Impact (Killeen, 1992), which was used before and after the workshops (Appendix A). Students also responded to a self-completion questionnaire designed for this study (Appendix B).

The Measure of Guidance Impact (MGI) was used as it is a valid and reliable instrument, which is completed before and after guidance related to career development. Its main purpose is to provide objective information to assist training organizations and guidance agencies to evaluate the effectiveness and monitor the learning outcomes of adult guidance programmes and interventions.
(National Foundation for Educational Research, 1992). The MGI may be used to provide a general indication of the value added through guidance services or to compare the value of different types of guidance in relation to their longer-term economic outcomes (Christophers et al., 1993).

Evidence for the validity of the MGI has been provided through several sources. The theoretical formulation of the guidance process from which the items within the instrument were developed provides one type of evidence of validity. The methods used for item selection, particularly the use of a panel of judges, ensured that the items truly reflected the issues of concern and represented the four areas of guidance. A previous test-retest study provided additional evidence for the validity of the instrument (Christophers et al., 1993). Evidence related to the reliability of the MGI has been provided by two sources. Firstly, clients made the same responses to the questions when given these items a week apart but with no guidance interview. This demonstrated that the questions are consistently interpreted each time and clients do not respond randomly. Secondly, the items in the questionnaire tend to correlate with each other. Cronbach’s Alpha coefficient indicates a reliability of 0.89, which indicates substantial reliability especially for an instrument consisting of 25 items. Longer instruments can produce higher measures of reliability (Christophers et al., 1993).

There are two forms of the MGI – Form 1 is used pre-guidance and Form 2 post-guidance. Each Form contains 25 statements, for which clients are asked to record, on a scale of 1 to 5, the extent of their agreement. Thus, the maximum score that can be achieved is 125 (25 x 5). Average scores (norms) were developed as a result of a large-scale pilot study involving 807 subjects. The statements are simply phrased and have been designed to be read by the majority of adults. The needs of those clients who are learning English have also been considered in the construction of the statements.

The MGI provides an overall score for clients, demonstrating the extent of change that may be attributed to the effect of the guidance they have received. This is achieved by measuring the level of career awareness the clients demonstrate when they commence a guidance program, compared
with the level they attain following the program. The instrument is intended for use in agencies offering a range of guidance services, from simple provision of information to further career counselling. Form 1 of the MGI was administered during the first lecture of the course, while Form 2 of the MGI was administered after the lecture/workshops had been concluded.

Students also completed a two-page questionnaire (appendix B) to allow them to answer freely and explain their perceptions, suggestions and experiences. The researchers developed the questionnaire, which consisted of short answer questions focusing on different aspects of the program. Some questions were closed to elicit specific information and ratings (e.g. DOTS analysis), while other questions were open to allow students to provide personal responses to the effectiveness of the program and make suggestions with regards to possible future improvements in the course.

RESEARCH FINDINGS

The research findings have been reported using the eleven research questions as headings:

*What did students consider to be the five most important outcomes of the course?*

Students were asked to nominate the five most important outcomes of the course from a list or make additions where appropriate. The results demonstrated a mix of career education and work-integrated learning outcomes, emphasizing the importance of providing both aspects in courses of this nature. The outcomes nominated by the students were marked with a 1-5 scale, with 5 being the most important outcome. The overall results (in order of considered importance) were as follows:

- Gained experience in being interviewed;
- Developed job application writing skills;
- Gained insight into professional work;
- Research and/or practical skills enhanced; and
- Improved development of career path.
How effective did students perceive the career education workshops in preparing them for their future careers?

Form 1 of the Measure of Guidance Impact was administered in the first lecture/workshop of the course. Mean scores obtained were 69.1 for Griffith students compared with a norm value of 82.5, indicating the subjects were below the average score in relation to their readiness for the workforce. However, scores on Form 2 (conducted following the lecture/workshops) demonstrated a mean of 98.9 compared with a norm of 93.4. The change in mean scores of the Griffith students from results obtained from Form 1 and Form 2 was 29.8, whilst the change in the norm values was 10.9, indicating the effectiveness of the course in preparing students for the workforce (p < 0.05).

How did students perceive the career education workshops assisted their development in regards to the four tasks outlined in the DOTS analysis?

Students were asked to rate how the career education workshops assisted their development in relation to the four tasks outlined in the DOTS analysis using the following scale: 0 = no development; 1 = minimal development; 2 = some development; 3 = moderate development; 4 = high level of development; 5 = very high level of development. The mean scores (out of maximum possible of 5) are shown below, along with the range of scores (in brackets):

**Self awareness**
- Identify knowledge, abilities & transferable skills developed by your degree – 3.7 (3-5)
- Identify personal skills & how these can be deployed – 3.8 (2-5)
- Synthesize your key strengths, goals & motivations as they apply to job searching – 3.9 (3-5)

**Opportunity Awareness**
- Demonstrate knowledge of general trends in graduate employability & opportunities for graduates in your discipline – 3.5 (1-5)
- Demonstrate understanding of the requirements of graduate recruiters – 3.6 (2-5)
Decision Making

Relate self-awareness to knowledge of different employment opportunities – 3.3 (0-4)

Transition Learning

Demonstrate understanding of effective job search strategies – 4.2 (2-5)
Apply understanding of recruitment/selection methods to applications – 4 (2-5)
Demonstrate ability to use relevant vacancy information, including ways of accessing unadvertised vacancies – 3.5 (3-5)
Demonstrate capacity to vary self-presentation in resumes & interviews to meet requirements of specific job opportunities – 3.9 (3-5)
Demonstrate ability to present oneself effectively in selection interviews & other selection processes – 3.8 (2-5)

Summary

Self awareness – 3.8
Opportunity awareness – 3.5
Decision making – 3.3
Transition learning – 4.1

The overall mean of 3.75 indicated that the students perceived that the career education workshops provided moderate to high development in the four tasks in the DOTS analysis.

Which workshops were considered to be of most benefit to students’ career development?

Students were given a list of the career education workshops and asked to nominate the workshops which they considered to be of most benefit to their career development. The two workshops, Developing a resume & Mock interviews, were nominated by 66.4% of students as providing most benefit to their career development.

What did students consider they learned about themselves from their experiences in the workshops?

Student responses were sought in relation to the aspects they had learned about themselves from their experiences in the career education workshops. The data indicated the common responses (number of students shown in brackets) were:
Confidence in interview situations (8);
Better understanding of skills & knowledge developed in my degree (7);
How to direct my resume to the criteria (5);
My personal limitations or areas for improvement (4); and
Relevance of transferable skills (3).

How did students perceive the workshops prepared them for their placements?

Students were asked how the workshops prepared them for their industry placements.
Typical responses to this question were:

“Prepared me for situations involving language or cultural difficulties”
“Developed a professional attitude in dealing with patients and professional problems”
“Directed me to a particular industry in which I wish to work”
“Reinforced the need to take advantage of opportunities”

To what degree did students consider the workshops improved their employment potential by
maximizing the benefits of their studies and extra-curricular activities?

Students provided their considerations of the effects of the career education workshops on
their employment potential through the focus of maximizing the benefits of their academic studies
and extra-curricular activities in their resumes and job applications. The data indicated significant
benefits with responses such as:

“Highlighted my key skills and qualities that I have learnt from my degree”
“Better understanding of how to use my studies & community activities to market myself”
“See the broad range of skills, both clinical and personal, that I have developed”
“Identified areas of my study that are valued in the workplace”

In what ways did students believe the career education workshops affected their employability?

Students provided a variety of responses in relation to their perceptions as to the ways in
which the career education workshops affected their employability – some responses were related
to professional behaviour, whilst others were more specific and personal. Some examples provided by students included:

“Developed my resume to a professional level”
“I have now some idea of what to expect in an interview”
“The idea of approaching an organisation like a hospital previously dumbfounded me – now I have a means to approach such an organisation”
“They awake students to the complexity, time & effort involved in getting a job”
“Guidance for structuring answers during interviews using the STAR approach”
“I can now emphasize the strengths I can bring to the job”
“Now I can actually respond to selection criteria & answer questions succinctly”
“Gives me the tools to showcase myself to the best of my ability”

How important did students consider the inclusion of career education in Field Project?

100% of students responded positively in response to the question “do you believe career education should be part of a work experience course”? This is a significant demonstration of the link between career education and work-integrated learning. Typical reasons given by students for this response were:

“Learn how to behave in a professional environment”
“Provides a clearer career path”
“Gives you knowledge to apply to a variety of jobs”
“Gives students’ perspective of employers”
“Fully prepares students for life after placement”

These reactions provide the authors with a strong conviction of the importance of the integration of career education and work-integrated learning opportunities for students in Australian universities.

What suggestions did students have to improve the content or methodology of the workshops?

Students provided minimal suggestions as to possible improvements to the content or methodology of the workshops, probably as the course had been continually updated following student feedback over the last ten years. Some typical responses included:

“I have no suggestions – they were great!!!!!!!!!!!”
“More group discussions on resumes & responses to selection criteria”
“Identify main career goals of individual students – try to tailor discussions to cover those goals”
“Bring in more guest speakers from different occupations in the health industry”

What impact did the fact that the items were marked, rather than non-graded, have on students’ motivation and outputs?

All students commented that marking increased their motivation and effort in completing assessment tasks. Several students also indicated that a good grade would boost their Grade Point Average, which would assist when applying for entry into post-graduate programs. The following responses were relevant to the issue of the graded versus non-graded status of a course.

“I personally think that grading the course was a great idea. I was motivated to produce a high quality resume and to give 100% effort in the mock interview process, which will prove beneficial during job career searching. My resume is now employer ready, with the only adjustment being to keep it updated”.

“Having marked work has been beneficial in knowing what level of quality my work has been. In real life a resume will be judged on more than just a Pass/Fail basis. It helps our employment prospects if we can identify areas which need improvement”.

CONCLUSIONS AND RECOMMENDATIONS

The results of this research clearly identify positive trends in students’ perceptions in regard to the benefits of this course, which combines work-integrated learning with career development learning. Although the course has a heavy workload, the benefits to the students in terms of preparation for their careers are significant. In summary, there were several important findings from this study:

• At the start of this course students were below average in work readiness (as determined by the MGI). This is of concern as the students are in their final year of study. Many other students in their cohort did not complete this course and were probably ill-prepared for the workforce.
However, these results changed significantly at the completion of the course, demonstrating the effectiveness of the course.

- The five most important outcomes of the course (as perceived by students) identified a mix of career education and work-integrated learning outcomes, demonstrating the important links between these aspects of the course.
- The career education workshops, which were tailored specifically for Exercise Science students, provided moderate to high development in the four tasks outlined in the DOTS analysis – self-awareness; opportunity awareness; decision making; and transition learning.
- Students indicated they had achieved significant personal development through involvement in the workshops, which had improved their employability and readiness for the workforce.
- All students in the course agreed with the inclusion of career education in a work experience course, clearly identifying the link between career education and work-integrated learning. Their positive responses suggest that courses incorporating this integrated approach should be provided to students in Australian universities to increase their employment potential.
- The change from non-graded to graded status of the course had significant positive effects on student motivation and outputs. Students appreciated that Pass/Fail is not sufficient in the preparation for a competitive job market.

The links between career development learning and work-integrated learning have been clearly identified in this study. It would seem appropriate that university students should be exposed to a combination of career education and work-integrated learning as part of their formal program of study to optimise their employment potential for optimal economic and social outcomes. University academics and career development practitioners need to work closely with industry partners to integrate their services to produce graduates, who can not only find satisfying employment, but also successfully manage their lifelong careers.
REFERENCES


measure of guidance impact

You will remember filling in a questionnaire before you had your guidance session(s) about finding out about education, training and jobs and deciding what to do next. Please could you complete this second form, which will tell us what you now know about making your education, training and job choices. This will enable us to judge whether the guidance you have received has been of use to you.

The questions are easy to fill in and there are no right or wrong answers. Each question has a scale from 1, Strongly Disagree, to 5, Strongly Agree. Please circle a number to show what you think. Some questions may not apply to you – if so circle 3, Not Applicable.

Here are some examples:

<p>| I know how to fill out an application form. | 1 | 2 | 3 | 4 | 5 |
| I know my skills would suit different jobs. | 1 | 2 | 3 | 4 | 5 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided or Not Applicable</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>1. I have a good idea of the jobs that will suit me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>2. I have the information I need about education, training and/or job opportunities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3. I feel able to make a decision about the job or career that I want to do.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>4. I do not feel completely in charge of what is happening to me.</td>
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<td>5. I know how I can find out about education or training.</td>
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<td>6. I know how I can find out about jobs.</td>
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<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided or Not Applicable</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>7. I have found out about opportunities that might suit me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>8. I have made a plan for my future working life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>9. I know what I want from education or training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>10. I know what I want from a job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>11. I know what I would need to get into the education or training which interests me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>12. I know what I would need to get into the job which interests me.</td>
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<td>Question</td>
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<td>Disagree</td>
<td>Undecided or Not Applicable</td>
<td>Strongly Agree</td>
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<td>13. I can see the steps I must go through to make a decision.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
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<td>14. I know what work is involved in doing jobs I have been considering.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>15. I have found out what I will learn in education and/or training courses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>16. I am worried about the decisions I need to make.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>17. I do not know enough about how to prepare for an interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>18. I am confident of making a good impression at an interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>19. I know myself well enough to know what kinds of help I want.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>20. I need to know more about what I really want.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. I know what my real interests are.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. I feel positive about making applications.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. I never know what to write on an application form where it asks you about yourself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24. I feel that there is more to find out before I decide.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25. I know where I can get the information I will need.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Appendix B
Questionnaire: Field Project

In the space provided record a figure between 0 and 5 in relation to how the career education workshops assisted your development in regards to each of the following criteria:
0 = no development    1 = minimal development    2 = some development
3 = moderate development    4 = high level of development    5 = very high level of development

Self awareness
- Identify knowledge, abilities and transferable skills developed by your degree ___
- Identify personal skills and how these can be deployed ___
- Synthesise your key strengths, goals and motivations as they apply to job searching ___

Opportunity awareness
- Demonstrate knowledge of general trends in graduate employment and opportunities for graduates in your discipline ___
- Demonstrate understanding of the requirements of graduate recruiters ___

Decision making
- Relate self-awareness to knowledge of different employment opportunities ___

Transition learning
- Demonstrate understanding of effective job search strategies ___
- Apply understanding of recruitment/selection methods to applications ___
- Demonstrate ability to use relevant vacancy information, including ways of accessing unadvertised vacancies ___
- Demonstrate capacity to vary self-presentation in resumes and interviews to meet requirements of specific job opportunities ___
- Demonstrate ability to present oneself effectively in selection interviews and other selection processes ___

Please consider the career education workshops to respond to the following questions:
Career planning Job search Developing a resume Job applications
Selection criteria Interviews Mock interviews Feedback session
Intercultural communication

Which workshops were of most benefit to your career development? Give reasons.
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

What have you learned about yourself from your experiences in the workshops?
In what ways did the workshops prepare you for your placement?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

How have the workshops improved your employment potential by maximizing the benefits of your studies and extra-curricular activities?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

How have the career education workshops affected your employability? Explain your response.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Do you believe career education should be part of a work experience course? YES  NO  (Please circle) Provide reasons.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

What suggestions do you have to improve the content or methodology of the workshops?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

What impact did the fact that the items were marked, rather than non-graded, have on your motivation and outputs?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________