NAGCAS 2017 CONFERENCE PROGRAM

Sunday 26 November

12.00 – 5.00	NAGCAS Management Committee, UTS Career Service, Tower 01, Level 25

Monday 27 November

8.00 – 12.00	NAGCAS Management Committee (cont), University of Sydney Career Service
12.00 – 3.00	NAGCAS Institutional Representatives Meeting, University of Sydney Career Service
4.00 – 7.30	Harbour Cruise (IR Committee only)

Tuesday 28 November
Pre-Conference Activities

1. **9.00 to 10.30 University of Sydney Career Service/Business School Careers and Employability Office**
   Walk around the offices of both services and examine resources and discuss issues like number of students, number of staff, delivery model, resources, and core functions.
   and/or

2. **11.00 to 12.20 University of Technology Sydney Career Service**
   Walk around the offices and examine resources and discuss issues like number of students, number of staff, delivery model, resources, and core functions.

3. **9.00 to 12.20 Combined visit to University of Sydney and University of Technology Sydney**

4. **9.30 to 11.30 Google**
   Tour of the Google Office in Sydney followed by a presentation from the University Programs Specialist team regarding Google's student recruitment and hiring process and the roles Google will be hiring for in 2018

5. **9.00 to 12.00 "*Design thinking*" workshop held at Deloitte's Offices**
   This interactive session with design thinking experts from Deloitte will cover how to use design thinking to conceptualise and deliver the career services of the future.

Conference begins

12.30	Lunch	
1.30	Chair	Nuala O'Donnell, NSW/ACT NAGCAS President
1.35	Conference Welcome	Dr Julie Howell, NAGCAS President
1.40	Conference Opening	Professor Shirley Alexander, DVC and VP Students & Education, UTS Professor Alexander is responsible for leading the achievement of the University's key priorities in teaching and learning, the student experience and the use of data analytics in all aspects of the university's work. Her responsibilities also include increasing the opportunities for student and staff learning, and the development of a strong student culture across the University. The University of Technology, Sydney has been engaged in a major $1 billion campus redevelopment project. Professor Alexander is leading a system of projects to ensure these developments support the future of learning. The projects won the prestigious Wharton-QS Stars Reimagine Education Awards 2015, in the category of Hybrid Learning.
2.10	**Lead Presenter**	Christine Cruzvergara, Assoc Prov & Executive Director, Career Education, Wellesley College, USA Christine has a proven track record of visionary leadership, effective relationship building within diverse and complex systems, and skilful human and financial resource management. She finds satisfaction in creating collaborative spaces for her team members to thrive, experiment, fail, learn and embrace and drive change. She has had the opportunity to lead a large and diverse staff through a major reorganization establishing institutional, regional, and national recognition. She has re-envisioned the service model to maximise campus resources, leading to increased recruitment, retention, and revenue for the institution. She has developed comprehensive strategies and dashboards to track key success measures for the institution and established cohesive brand messaging and collaborative partnerships with academic and campus colleagues, resulting in a significant increase in key outcomes. In 2014 she jointly authored a major publication "10 Future trends in College Career Services" which included a summary of the evolution of Career Services in Higher Education from 1900 to 2030. In 2015 she was awarded the NACE Innovation Award
	Presentation Title	***Using data to tell our story***
3.00	Sponsor	Symplicity
3.10 – 3.40	Afternoon Tea	
3.40 – 4.25 Workshops 1	1.1 Room 1	Follow up to lead presentation, Christine Cruzvergara. This session will provide an opportunity for participants to determine what they want their story to be for their workplace and follow a process to work through the story-telling elements including what data they need and how to collect it and report on it. Participants will have an opportunity to support each other and leave with something tangible they can use or discuss back at their workplace.
	1.2 Room 2	The opportune moment for inspiring work ready students and employers: Lessons of big data analytics from CA Kairos, Suresh Sood, Chartered Accountants, Australia & New Zealand

		CA Kairos is an initiative of Chartered Accountants Australia and New Zealand (CAANZ) initially focusing on Small Medium Enterprises and Practices providing access to skills learning, software and tools. The program lends itself to acting as a catalyst of change amongst all accounting professionals signalling a new kind of accounting professional, the "Predictive Accountant". This persona helps inform career advisors, employers and academics of the emerging landscape of big data accounting and analytics towards 2020 for the new and curious design thinking professionals made up of school leavers and graduates. Lessons learnt from the program during 2016/17 includes the emergence of a new software driven curriculum for work ready students with implications for research, education and development (RED) of accounting practice.
	1.3 Room 3	Enhancing your employment rate: Connecting to China's job market, Crystal Kong & William Xie, LockIn China You can enhance your employment rate by connecting your students directly to China's job market and assist them seize opportunities to get appropriate employment in China. This session will outline how to connect with Chinese employers and how to improve your graduate prospects in China. It will also outline the unique features of China's labor market and present ways to better help your students be prepared before they return.
	1.4 Room 4	Enhancing employability within curriculum using Career Focus modules, Paul Fitzmaurice & Troy Dobinson, Griffith University In partnership with the Health Faculty, the Careers and Employment Service has created a scaffolded careers module for undergraduate health students to assist them in their understanding of industry professions and build their capacity to successfully develop career management skills thereby increasing their career confidence and self-efficacy. This module is assessed at 10% and is being rolled out within all undergraduate academic disciplines within the Health Faculty in 2017. The approach taken was a collaboration between Griffith Health and the Careers and Employment Service to place employability on the agenda of students from the first year of studies. By integrating the content into Blackboard course sites, this was achieved. The Careers Focus Module is based on Arti Kumar's SOAR model, and requires students to engage in self-assessment activities, analyze career information, incorporate alumni and employer perspectives via pre-recorded videos, reflect upon their career aspirations and develop strategies to achieve these goals.
	1.5 Room 5	Enhancing internship and career prospects for students in STEM from Low SES and under-represented backgrounds, Fiona Simpson & Belinda Day, Faculty of Science, University of Melbourne The Chief Scientist called for "every STEM student to have the opportunity to gain meaningful experience in industry, integrated into their courses, for credit". It is recognised that the career needs of people from Low Socio-Economic Status(LSES) backgrounds differ from those who are not LSES. Recent reports also indicate that less than one third (27%) of STEM graduate workforce are females, emphasising the need for tailored programs to enhance students' employability outcomes. The Faculty of Science developed a tailored program supporting LSES students, and later included female students in non-traditional fields, specifically maths, IT, physics, chemistry and engineering, who are under-represented in both internship placements and employment outcomes. 'Enhancing career prospects for students from Low SES and underrepresented backgrounds' has better prepared students to pursue and secure employment within a competitive labour market by equipping them with job-ready skills, enriching their educational experience and developing professional networks.
4.30 – 5.15 Workshops 2	2.1 Room 1	Building the bike as you ride it: Experiments in the evaluation and research of Beyond Bond. Kirsty Mitchell, Bond University Bond University implemented "Beyond Bond: Professional Development and Community Engagement" in May 2014 as part of a broader core curriculum overhaul. It is a unique, non-traditional compulsory employability program for all undergraduate students embedded within the Core Curriculum and facilitated by the Career Development Centre. Essential to its success is excellence in delivery and measuring the impact of the program. This presentation will share the processes that the Beyond Bond team has implemented to comprehensively evaluate the program and build a research methodology to capture a range of impact measures and improve the program. A five-tier model of evaluation was developed. The research framework has set out to identify a psycho-social construct of employability using a number of existing instruments that students are requested to participate in at the commencement, mid-point and completion of Beyond Bond. This research will provide the sector with an alternative model of employability, an instrument to measure impact with a longitudinal application of this to support ongoing program improvements and more effective resourcing of careers and employment services.
	2.2 Room 2	Employability Plus Programme (EPP) University of Waikato, Gina Robertson, University of Waikato EPP is about preparing students for the workforce through the provision of opportunities to develop their employability skills. It links businesses and volunteer organisations via a structured partnership with the University of Waikato to create a pan-University programme that will support the delivery of personal development, industry and community engagement, and contribution to University activities. EPP supports the wider objectives of the University, including the Work Integrated Learning projects and in the areas of strengthening students' pathways to work and enhancing their University of Waikato experience. It develops Waikato graduates that will have a competitive advantage and the ability to gain meaningful employment as well as growing and strengthening our engagement and partnership with businesses. This will assist with sourcing internship opportunities to support the growing Work Integrated Learning components of our academic programmes. It provides opportunities to influence, develop and train the students so they are more prepared and employable after graduating

	2.3 Room 3	A career service manager's guide to implementing the first Unitemps recruitment franchise in Australia, Troy Dobinson, Griffith University During 2016 the Griffith Careers and Employment Service implemented the first Unitemps Recruitment Franchise in the Southern Hemisphere and the first outside of the UK. This workshop will discuss this process and the successes we have had to date placing students into PAID employment for temporary and graduate roles. The challenges were many, implementing numerous enterprise bargaining agreements into our recruitment database to ensure payroll functions and reporting through to working with numerous internal areas to drive this forward. Working with employers was the easy part! Outcomes have been many. For example, with students at the centre of our approach, everything we do is for the benefit of our students and graduates of Griffith University. Employer support is enabled through understanding employer needs, wants and budget. Knowing upfront what employers can afford, the relevant award for wages plus on-costs and profit margins are critical. If your university is interested or considering a recruitment model this workshop is for you!
	2.4 Room 4	Collaboration and co-creation: Lessons from working in a multi-disciplinary team on the Industry Placement Program, Grozdana Maric & Maria Luksich, University of Sydney Business School The Industry Placement Program (IPP) is a unique offering from the University of Sydney Business School. This flagship program has successfully placed more than 1500 students with Australia's leading companies. The IPP is a fully collaborative partnership between academics and the Careers and Employability Office (CEO), with the CEO managing the business development, recruitment and selection, matching and evaluation. In this session, we will share lessons from working together with academic colleagues to develop the program, including design and delivery of academic course content relevant to the placements. We will explore how the program is evaluated (both students and corporate partners) to ensure an evidence-based approach to developing best practice in placements. We will discuss the teaching of the program and the central role that career development learning plays in this program. Finally, we will share the next steps in our research about the impact of the IPP on graduates' employability
	2.5 Room 5	Maximising employability for higher degree researchers: Different perspectives to inspire solutions, Sarah Ryan, University of Wollongong & Sally Purcell, Macquarie University The support given to HDR candidates in relation to their employability and career development has been limited and, when available, has often been on an ad hoc basis. With the substantial increase in the number of Higher Degree Research (HDR) candidates worldwide, combined with the corresponding narrowing opportunities for academic career paths, universities have recognised the need to furnish specialised career development and employability support for this cohort. Like other students, many seek rewarding work and a secure future and need support with job applications and job search strategy. For others the commitment of time, focus on research, uncertainty about their career future and academic culture can be barriers to engaging with career development and employability initiatives. This interactive workshop will explore the approaches we have used within the different models of HDR career development and employability support delivery - at Macquarie University and the University of Wollongong. We will discuss the HDR cohort, their diverse needs, models of delivery, our successes and failures and, plans for the future. Our intention is to provide practical insights, to gather different perspectives to inspire creative solutions; helping us all to grow our capacity to maximise the employability of HDR graduates across Australia.
5.15 – 7.30	Welcome Reception on the Deck	Aerial Conference Centre Level 7, Building 7, UTS **Sponsor: CareerHub**

Wednesday 29 November

8.45	Chair	Nitsa Athanassopoulos –Housekeeping
8.50	Sponsor	Chartered Accountants ANZ
9.00 – 9.50	**Lead Presenter**	Associate Professor Peter McIlveen, Director of ACCELL, USQ Peter was the former Manager of the Careers & Employment service at USQ. He has established a laboratory of researchers and Doctoral students whose research interests align with an overarching program of research on career development learning. He is also part of an international team of leading researchers working in the careers field. He is an International Fellow of the National Institute for Career Education and Counselling (UK) and Fellow of the Career Development Association of Australia. He has published extensively in the field of career development research and was Editor of the Australian Journal of Career Development for many years. He is also on the Editorial Board of a number of journals including the Journal of Vocational Behaviour. Until recently he held key positions on NAGCAS, the Career Development Association of Australia (CDAA) and the Career Industry Council of Australia (CICA)
	Presentation Title	***Employability and the serenity prayer: What is the evidence to tell us the difference?***
9.55 – 10.45	**Lead Presenter**	Dr Nalayini Thambar, Director of Careers and Employability, The University of Nottingham Dr Nalayini Thambar is the Director of Careers and Employability at The University of Nottingham. A Fellow of the Higher Education Academy and a qualified careers adviser, her work has involved teaching, professional practice and leadership across all areas of student employability. Her doctoral thesis, an exploration of the professional identity of university careers advisers in the new employability climate, was completed through Bradford School of Management. Previously, Nalayini was Assistant Director at the University of Leeds Careers Centre, responsible for Business

		Engagement. Following an expansion of Nottingham's UK Careers and Employability Service in 2013, Nalayini has established the delivery of expert services to students within Faculties and Schools and led the development of non-clinical placement activity across The University. As Quality Director for AGCAS, Nalayini is responsible for confirming professional standards, codes of conduct and quality assurance processes for careers and employability activity across UK higher education.
	Presentation Title	***When the going gets tough, the tough get professional: challenges and opportunities when Employability hits the big time.***
10.45 – 11.10	**Morning Tea**	
11.10 – 11.55 Workshops 3	3.1 Room 1	A-GRADES: A bespoke measure of employability for Australian Higher Education, Alison Creed, Tessa McCredie, Assoc Prof Peter McIlveen (USQ) Jason Brown, Latrobe University

The Australian Graduate Employability Scale or A-GRADES has been developed as a bespoke measure of employability for the Australian higher education context. A-GRADES is intended to assess personal qualities related to career self-management and may be used within learning activities that develop students' career management knowledge and skills, and their preparations for employment. The project is funded by Graduate Careers Australia as part of the Graduate Research Program. This paper provides details of how the measure was constructed, the model developed, and its refinement through validation using data collected in three rounds from a cross area, pan-university collaboration. Results of data analysis from round 1 and 2 will be presented to inform practice which enhance employability. A-GRADES will become a useful tool for Student Services' personnel who are involved in students' career development, work-integrated learning, and employment. |
| | 3.2 Room 2 | Maximising employability on campus: A practical approach Anna Williams, Director Student Employability, Auckland University of Technology

In two years AUT Employability has increased the number of students they reach five-fold. We constantly challenge the norm through services to 28,000 students through: SPACE- Transforming the way we deliver to students - from closed offices to a drop-in space that welcomes and engages students and industry. Our touch points have increased exponentially leading to an engaged student population through:
- Challenging the stereotypical careers roles by expanding the job description of career consultants to
- Welcoming industry on campus for intimate workshops and events that continue to increase in popularity. A major festival run across all three campuses each semester attracting 30-40 employers inspiring students through sessions on leadership, market knowledge, career journeys, & providing networking opportunities.
- Designing an award that formalises their journey through volunteering, employability, and leadership.
In first year we have enrolled 1000 students, 32 have graduated, and several hundred due to graduate at the end of this year. Bringing it all together with social media content utilising a number of platforms to weave the same stories and themes in different ways. The students' perception is emphasised through the work of 8 social student ambassadors who contribute to social media content. |
| | 3.3 Room 3 | Graduate employability: Facing weapons of 'Mass Distraction' to build career skills in the first year of study, Helen Haslem, Thomas More Law School, Caroline Ryan & Brigitte White, Australian Catholic University

Key recommendations from current research into Graduate employability suggest educators must plan to develop students' employability systematically from the beginning to the end of their studies, with first year being a critical time to engage students (Kinash et al., 2017). Recent findings suggest commencing students are unsure about their career options and wish to be supported in identifying suitable career goals from the outset of their studies. This session focuses on how the Career Development Service & Law Faculty at the Australian Catholic University embedded authentic graduate employability skills with commencing Law students in orientation and in the first year curriculum. The session also touches on utilising live polling technology to increase student engagement. Tips are provided on how to 'engage with the enemy' and understand their 'weapons of mass distraction'. Discover how an authentic learning experience can engage, empower and connect first year students into the careers conversation about employability. |
| | 3.4 Room 4 | Emerging careers in STEMM, Anne Bowden, University of Sunshine Coast

We are currently in the midst of a 4th Industrial Revolution, with rapid change driven by developments in the fields of artificial intelligence, robotics, nanotechnology, genetics and biotechnology. As career development practitioners, we need to provide our future workforce with the skills required for this age of global digital disruption. This presentation will identify new trends and developments in science, technology, engineering, mathematics and medicine (STEMM) education in Australia including the top five jobs in each STEMM category, and discuss their education requirements. Skills include social intelligence, adaptive thinking, design mindset and virtual collaboration. The 2016 Global Challenge Insight Report - estimates that 65% of children entering primary school today will ultimately be working in jobs that don't exist or will be significantly different. The Australian Workforce and Productivity Agency (2013) projects that, while there will be approximately six million new job openings created in Australia in the next decade; nearly 40% of current occupations are at risk from automation and computerisation. If current gender-gap ratios persist there will be nearly one new STEMM job per 4 jobs lost for men, but only one new STEMM job per 20 jobs lost for women. |

		This discussion enhances understanding of how Australia's career development practitioners can contribute to sustainable and equitable career pathways. The audience will be invited to consider how to apply these findings to their own practice.
	3.5 Room 5	Developing employability skills in Asia: Learnings from an experiential university leadership program, Felicity Brown, Maia Careers & Training A case study of Monash University Malaysia's one year, cross-cultural, co-curricular leadership program aimed at developing students' employability skills using experiential methods. The Engineering and IT Leadership Program (EILP) was designed in close cooperation with industry partners who identified an employability skills gap in university graduates. While the EILP program was developed for engineering and IT students, the learnings are applicable across degree programs. Celebrating its fifth year in 2017, the EILP challenges Millennials to step out of their comfort zones, become culturally literate and work-ready, and ultimately successful in the world beyond graduation. The EILP is customised for the Asian context where university students often graduate with little or no work experience. This presentation will focus on three points of difference which makes this an innovative program. Employability skills development and graduate outcomes from a survey of program participants (both students and industry mentors) will also be presented.
12.00 – 12.45	Best Practice	**Presentations by four finalists**
12.45 – 1.35	Lunch	
1.35 – 2.20 Workshops 4	4.1 Room 1	"I always feel slightly odd telling people what I do". The challenges of professional identity for University Careers Professionals. Dr Nalayini Thambar University of Nottingham Do you wish more people understood what you do? How you make a difference to students? The range of ways in which you can work with academics to enhance student employability? How you enable graduate recruiters to hire talent? Does the lack of understanding sometimes leave you frustrated, or doubting what you yourself know and do? If so, then you are not alone. I spent 5 years of doctoral study investigating the professional identity of careers advisers in HE in the UK, leading to findings which suggest that we are 'hidden experts'. I also considered the ways in which careers service leaders and managers and careers advisers themselves should approach what we do, so that our expertise is understood and we can position ourselves within our institutions to influence employability strategies and practice. As a director of a large careers and employability service I have had the opportunity to practice what I preach and also look at the ways in which my findings are relevant to all roles across our service. This workshop will give you the opportunity to reflect upon the way you approach your role from some key perspectives, to share your experiences with others, and identify some actions which will help you to strengthen your professional identity and, in turn, the profile of the important and complex work we do, to benefit our students, academic colleagues, institutions, employer partners and the local, national and global economy.
	4.2 Room 2	If I can do research, anyone can! Mita Das, University of Sydney, Business School It is no longer enough for university careers services to measure our success by student attendance at events and activities, or with warm and fuzzy testimonials. In order to remain relevant, current and demonstrate our value, we need to start learning to talk the language of higher education – research and publications. In this workshop, I will share how I muddle my way through the research process as a non-academic. I'll explain the basics so that by the end of the workshop you will feel more confident about starting your own research project. To make it more practical and relevant it would be useful to come to the session with an idea about something you would like to conduct research on
	4.3 Room 3	Useful resources for Careers Adviser from the AAGE: Survey Results, Graduate Outcomes Survey and Top Employers, Ben Reeves, Chief Executive, AAGE An overview of the resources available from the Australian Association of Graduate Employers (AAGE). 1. Survey Results - The key findings from this year's survey results: • Employer Survey – which collects data from around 100 employers who recruit Australian graduates. • Candidate Survey – which collects data from around 2,000 students who have been through interview processes have been offered graduate employment. • Graduate Survey – which collects data from around 2,000 graduate who have been in employment for 12 months since graduation. • Intern Survey – which collects data from around 500 undergraduates who have taken part in an internship program. 2. Graduate Outcomes Survey (GOS) An overview of the AAGE's questions now included in the 2018 Graduate Outcomes Survey 3. Top Graduate Employers and Top Internships Programs The AAGE's Top Graduate Employers and the Top Internship programs website provide listings of the best employers and intern programs
	4.4 Room 4	Inspired learning through inspired teaching: Introduction to the Workplace, Taye Morris & Eva Chan, UNSW Sydney Introduction to the Workplace is a General Education course open to all undergraduate students at UNSW. It is designed to develop the career management skills we all know every student requires for satisfying, successful careers. The course is facilitated through student-centred and active learning approaches to engage students in their learning. Students participate over 2 days of face to face seminars with additional input from

		industry and alumni. Online learning activities have been developed to enrich the face-to-face experience. Assessment tasks are designed to engage students in active, relevant and productive learning. This workshop will highlight our experience in developing, evaluating and continuously improving the course since 2012. Come and experience some of the online and in-class activities and evaluate their effectiveness in engaging students in their career development. The session will also cover the key challenges in delivering quality career education in a changing university environment.
	4.5 Room 5	Jobs explorer: A new app to assist PhD candidates find non-academic employment, Assoc Professor, Inger Mewburn, Will Grant & Hanna Suominen, Australian National University PhD graduates seeking non academic jobs can face significant barriers. 80% of non-academic employers who are looking for people with high level research skills do not list 'PhD' as a keyword or requirement. Consequently, job opportunities can remain effectively hidden from graduates, making it difficult to advise graduates on their non-academic options. This paper reports on research at the Australian National University and Data61 which used machine learning and natural language processing techniques to map the extent of demand for research skills in the Australian economy. The team will show progress on constructing a bespoke job searching app for researchers which career practitioners can use with PhD students and graduates.
2.25 – 3.10 Workshops 5	5.1 Room 1	Embracing Change, Christine Cruzvergara, Wellesley College, USA Given this dynamic time in career services, it is essential for professionals to embrace and lead change at all levels. Change is the only constant in our profession and our ability to manage ambiguity and evolve our work is critical to our success. Depending on your position and vantage point, there are different concepts and strategies to keep in mind. This session will focus on frameworks and techniques you can use to address team dynamics, clear communication, transparency, visioning, and many other elements necessary to move your team forward. This workshop actually supports the conference theme. As the universities in Australia think about how to incorporate more evidence-based practices or how to increase employability, it may require them to reorganize their centres, change their staffing, or overhaul their programs. These changes will only be successful if you can get your team on-board first (after all, we're only as strong as our people). This presentation would provide concrete strategies for how leaders, middle managers, and core level employees can all be part of embracing change
	5.2 Room 2	An international returnee employer survey and 2017 Australian employability outcomes, and International student employability - Jobs and on-line learning. Andrew Purchas, Grad Connections & Rohan Holland, Readygrad As international students studying in Australia hits record numbers, increasing focus turns to the challenge of helping these students achieve relevant employment outcomes. Critical to the success of an international employability strategy is a fundamental understanding of the diverse nature of this cohort, and the different strategies and approaches which are required to support returnees. Through this interactive session GradConnection and Readygrad will combine their expertise and take you on a journey which spans the entirety of an international student's employability journey. With a focus on China and SE Asia, we'll start by dissecting different markets, provide insight into current trends, and look at best practice graduate recruitment processes and timings. We'll align this to newly released 2017 International Student Employer survey data. Completed by hundreds of companies who hire international students, the survey offers valuable insight into the final step of the employability journey - what employers want, helping you to build long lasting employer relationships and set your international students up for employment success.
	5.3 Room 3	Enhancing employability: A case study of intensive extra-curricular engagement, Kathryn Clements & Dr Julie Howell, Curtin University The John Curtin Leadership Academy (JCLA) is an intensive extra-curricular leadership program coordinated by Curtin Careers, Employment & Leadership. Since 2007, JCLA has partnered over 450 students with 80 Not-for-Profit (NFP) organisations. The program enables practical experience working with industry, has fundraised a total of almost $500,000 winning sponsorship deals and has introduced sustainable community projects. At Curtin, employability is described as the "life-long critique of self and career to inform the skills, knowledge and attributes required for sustainable and meaningful work which benefits the individual and society,". Results from the 2016 Employer Satisfaction Survey highlighted the importance of students developing and recognising a well-balanced and transferrable skillset in order to become more work-ready and employable. JCLA is an application based, interdisciplinary program. 30 students are selected each semester; engaging in experiential learning working with industry to deliver a community project, A follow up study articulated qualitative and quantitative evidence supporting JCLA's direct impact on student's employability.
	5.4 Room 4	Students as co-creators of content: The Career Leaders Program, Grozdana Maric, University of Sydney Business School The Career Leaders Program, managed by the USYD Business School's Careers and Employability Office, empowers senior students to advise their peers on career related enquiries, assist with reviewing resumes and cover letters, and assist with marketing and event management. Career Leaders also help to raise awareness of career and professional development resources that the CEO offers to students. This session will explore how students can become co-creators of content. The Career Leaders have contributed in a number of ways to the way CEO operates. They have undertaken research reports, acted as a student advisory council, evaluated resources, and created career related content. In an ever-changing world, tertiary Careers Services need to be come creative the way they engage their clients, namely students. Just like in the academic world, students can be

		co-creators of content and take control of their own learning. Furthermore, the Career Leader Program develops a number of employability skills whilst raising awareness of career development and lifelong learning
	5.5 Room 5	Fast tracking employability skills through a boot camp model, Maha Siddiqui & Adam Suess, CPA Australia This paper outlines the activity-based program, Bootcamp, which focusses on enhancing employability outcomes for students within the Accounting & Finance discipline. Bootcamp is designed to build employability skills & knowledge through a variety of engaging & interactive group activities delivered over a half-day at the students' home university campus. As a Professional Accounting body, CPA Australia has sought the counsel of Industry, Academics, Careers Advisors, Graduate Employers & Skilled-Migrant Providers,to develop the Bootcamp. The concept is for students to self-assess their current employability against a set of industry determined criteria. Bootcamp then offers a short, concentrated way of boosting areas of employability, but also focuses on the long-term development of employability competencies and the need for creating a lifelong 'employability plan'. Bootcamp assists universities with a planned, structured, and industry supported method that will contribute to the employability of their graduates. The first Bootcamp was in 2015 and since then it has evolved to a flexible global offering, delivered at 36 different campuses across 2 countries. We will outline the factors that contribute to the most successful delivery of the Bootcamp and present our findings and suggestions for future employability Bootcamps and a global implementation strategy for CPA Australia's Asian markets.
3.10 – 3.35	**Afternoon Tea**	
3.35 – 4.20 Workshops 6	6.1 Room 1	Why should careers practitioners care about employability? Tessa McCredie and Jason, Brown, *ACCELL,* USQ Employability has hit the big time. To enhance the employability skills of students, universities are focused on three main types of interventions: embedding employability skills in the curriculum; increasing Work Integrated Learning opportunities; and promoting employability award programs. Some of these interventions are not core to the work that career practitioners do, and are often delivered by student engagement officers and academic developers. So, why should career practitioners care about employability? And, how should career practitioners frame the work that they do within the employability agenda? In this interactive presentation, we will explore some of these ideas, focus in on what the literature tells us about employability, and look at how this is relevant to careers practitioners. Finally, we will discuss strategies for leveraging current employability initiatives in a way that is consistent with career development practices, and how careers practitioners can engage in the national employability agenda**.**
	6.2 Room 2	Evidence before practice: Maximising employability through student-centred research, Ewa Kusmierczyk & Liz Medford, Victoria University of Wellington With a plethora of employability programs across Australian and NZ universities in recent years, there i increasing need for 'hard' evidence to support existing and future initiatives. In most cases, data is gathered during and/or after an employability intervention to gauge its outcomes. However, gathering evidence before to inform decisions as to what is developed, how it is communicated, and how it is delivered, is not as common. We will share our experience of gathering evidence before, through a student-centred research project. With the use of a self-assessment tool called the E-Factor, we provided students with customised feedback and a chance to compare their perceptions with employers' expectations, while collecting data at the same time. The project allowed us to gain a deeper understanding of students' perspectives on employability, and highlight where students identified gaps in their skills and attributes. This provided us with the necessary evidence to engage with faculties and academics around the role of employability in the curriculum. The paper will focus on the Science faculty, and discuss the challenges and opportunities that arise from using relevant, and sometimes confronting, data to drive the development of employability initiatives.
	6.3 Room 3	Jobsmart Employability skills Program: A case study Rohan Holland, Ready Grad & Mita Das, University of Sydney Business School In 2015, The University of Sydney Business School embarked on a student employability skills program for its Master's students in both Accounting & Commerce. This co-curricular program, called Jobsmart, targets almost all international students. To assist with the program delivery, Readygrad (experts in industry-relevant graduate employability programs) were engaged to help to design and deliver elements of the program. The Jobsmart program aims to: • Build real and practical employability skills • Provide truly blended content including seminars, workshops and workplace immersions, in a gamified format • Reward those who participate strongly through the program In 2016, 1300 postgraduate students engaged in the program, with 550 successfully completing it. The success of the program continues to build and evolve in 2017 and beyond – including the addition of the full workplace immersion experience. Come along and hear how and why the program was established and the improvements and learnings along the way.
	6.4 Room 4	Career planning in the 21st century: How BEL SET are changing the perception of career planning being outdated in a modern society, Joanne Buchan & Rhea Jain, University of Qld. Young people now entering the world of work have to be able to manage their own

		careers and navigate various challenges which includes global competition for roles, employers only offering "gig" work, increased automation and an increase reliance on digital technology. Typically, career planning is viewed as an out-dated process reserved for the generation who had jobs for life and could climb the career ladder. Therefore, students have been at a loss on how to plan for their entire careers when faced with multiple job changes and continual economic, social and political change. The UQ BEL Student Employability Team have been challenging this thinking by aligning career planning with the new DOT's Model (Law 1999). BEL SET has integrated career planning into a series of workshops and resources which students can access with one of the main resources be the Career Attainment Plan. This resource is a comprehensive workbook to help guide students in their early days of their career, give them the tools to manage their learning and development and the confidence to make informed future employability decisions.
	6.5 Room 5	I-PREP: A response from The Student Leadership, Careers Development and Employment team, Louise Chesterman & Brigid Wilkinson, University of Tasmania Many international students (IS) wish to stay in Australia to work, which has led to many universities developing specific employability programs to assist with enhancing their employment opportunities and capacity to find work. Such a program was developed at UTAS in response to state government aims to grow Tasmania's population. We will outline the establishment and evaluation of the I-PREP work ready program for IS launched in 2016 and repeated in 2017 and the core aspects of the I-PREP program: A one-day workshop focused on work ready skills, Industry site visits to observe the Australian workplace and hear from industry about expectations of graduates, and dedicated Internship opportunities. We will also highlight the suite of additional employability opportunities available to I-PREP students on completion of the program that are aimed to further enhance their studies and experience with work opportunities. These include the: Vice Chancellor Leadership Program, Leap Internships, Career Mentor Program, Volunteering opportunities, and Jobs on Campus. Qualitative and quantitative data collection informed a two-year evaluation of I-PREP. We will also outline results from: the pre/post employability skills analysis collected on CareerHub, industry feedback and comparative data of internship applications.
4.25 – 5.10 Workshops 7	7.1 Room 1	Evidence-based practice in the UK: AGCAS research and how this is operationalized, Paul Gratrick, University of Manchester The Association of Graduate Careers Advisory Services (AGCAS) is the UK's professional body for careers and employability professionals working with HE students. This session will cover the role that AGCAS plays in enhancing the evidence based practice of its members and how this is then adopted and operationalised by a university careers service. In 2017, at its Annual Research Conference, AGCAS launched two reports. One examined the career readiness of first year undergraduates and the other focused on the impact that large scale careers fairs are having. The methodology of these reports will be covered as well as how the findings and recommendations can impact the operations of service staff at institutions across the UK. The workshop will also provide a brief overview of how UK HE institutions are measured on the employability outcomes of their students alongside this more detailed examination of recent research that AGCAS has delivered to support its members in enabling students to maximise their employability. The qualitative and quantitative findings of this recent research will assist you in understanding how student centric research can support their practices and enhance the employability of students from their first days at university and beyond.
	7.2 Room 2	Forget CVs: Portfolios that enhance employability for students and employers, Shaun Pulman, Auckland University of Technology Employers, service staff & students are tired of using CVs & cover letters, and ask why we continue to use such an outdated method in this era of rapid technological advances. This workshop will describe a 3-month trial with 30 students from various study areas at AUT, which investigated the development of a website/app that allows students to customise and share a unique and dynamic profile with relevant employers. Mahara,open source software was used to implement this platform. The website/app: allows students to store employability information and resources in various formats, allows students to develop, share and manage a dynamic profile with diverse media, allows employers to receive a customised application portfolio from individual students, allows AUT staff to present individualised employability resources to students; is responsive to mobile, tablet and desktop usage, and students can keep profiles after they leave AUT allowing them to continue building their portfolios. Various AUT stakeholders were consulted, with very positive results. Two large employers, both of whom participated in trial workshops and smaller start-ups are receiving applications from students in this manner, with several others positive and interested in the project outcome.
	7.3 Room 3	Placing creative talent into the labour market, Zoe Williams, Burning Glass Technologies Graduate surveys have found poor employment outcomes for visual and performing arts students in Australia. Nevertheless, creativity is being increasingly mentioned in job postings across a wide variety of occupations. In this session, Burning Glass Technologies examines new opportunities to place creative students in dynamic, rewarding careers and recommends methods for motivating creative students to leverage their interests to fill key skill gaps and increase their employability.
	7.4 Room 4	Cultural insights open work experience opportunities for International Students, Jane Fletcher & Liz Medford, Manager Victoria University of Wellington Evidence shows international students value work experience while studying overseas. Government, regional economic development units and Universities are keen to invest in new ideas to drive opportunities. Looking for a win-win for local New Zealand exporters and international students, the

		International Markets Insights Program initiative was conceived and jointly funded by Education New Zealand and Victoria University of Wellington with the support of the Wellington City Council. The 3-month program recruited expert partner organisations to deliver tailored workshops and offer resources, free consultancy and guidance to both students and exporters. Businesses were required to identify appropriate projects for the students to work on each fortnight. Matching of students and businesses was based on preferences indicated by the exporters: student home country; business target market; student study area and work experience. The students provided cultural insights to support the businesses' work in new or established markets overseas while gaining hands-on experiences working in a Wellington based company. This workshop discusses the benefits of the program structure, evaluation results, lessons learnt and the challenges of setting up and sustaining this kind of program.
	7.5 Room 5	Developing employability skills and career awareness of biomedical students via an assessed program, Sandy Cran & Julia Choate, Monash University

With an increase in u/g biomedical science degrees and enrolments nationally, graduate employment data indicates declining employment rates for these graduates. In 2014, Monash University introduced a direct pathway for Monash biomedical graduates into a Monash graduate medical program and most of the biomedical students aim for this program. Demand for these places is extremely competitive. Focus-group feedback indicated that final year students were unaware and anxious about their careers options and felt they needed more employability skill development. To address this, a team of biomedical academics and central careers staff developed an innovative professional development program with 3 goals: (i) To address assumptions about linear career pathways; (ii) To raise awareness of employability skills; and (iii) To assist in effectively communicating employability skills. The program contains 5 modules, delivered into core subjects in years 1, 2 and 3 of the degree program. Each module has a lecture, with invited guests, and a career-related task, assessed via an e-portfolio. Student engagement with the program was evaluated via assessment submission rates, lecture attendance, increased attendance at extracurricular sessions with careers advisors and focus group feedback. We found that students will engage with a professional development program if it is assessed and in-curriculum. This leads to an increase in their engagement with their career planning and considering alternative careers with a biomedical science degree. |
| **6.30** | **Pre-Dinner Drinks** | |
| 7.15 – 11.00 | Conference Gala Dinner | Dinner sponsor: LockIn China
Awards sponsor The FRANK team: Theme: "Heroes"
Optional post-dinner activity |

Thursday 30 November

9.00	Chair	Julie Doherty Housekeeping
9.10	**Lead Presenter**	Dr Noel Edge Executive Director, Graduate Careers Australia

Noel has held several senior academic management positions in universities in Australia and overseas. He has had a long career in the ICT industry with wide experience in the Australian government and business sectors in a range of management, consulting and system development roles. Noel holds a PhD Management from Bond University as well as Commerce and Information Systems qualifications from the University of Queensland. He has been an active member of the Australian Computer Society (ACS), and in 2003, was elected a Fellow of the ACS in recognition of his service to the computer and education industries. Noel has been the Executive Director of GCA for over six years. |
| | **Presentation Title** | *GCA's Graduate Research Program*: Outline of the Program and a selection of researchers |
| 10.00 | **Lead Presenter** | Martin Smith, ex - Director, Graduate Career Development & Employability, University of Wollongong

Martin has worked at the interface between higher education and the world of work for 25 years. He has led the University's approach to developing a career-ready culture integrated across employability initiatives embedded within the learning and teaching strategy of the University. Examining the contribution of Career Development Learning to Work Integrated Learning and the wider student experience has been a research focus, particularly during his role of Project Leader for an ALTC Scoping Project. He was awarded a Citation from the Australian Learning and Teaching Council and led a national workplace learning program which received a Business Higher Education Round Table award for collaboration. He is currently leading a global research project examining how employability i termed, driven and communicated by universities. He is a Senior Fellow of the Wollongong Academy of Tertiary Teaching & Learning Excellence (WATTLE). He has held national leadership roles within professional bodies such as the NAGCAS and GCA and is an Honorary Life member of NAGCAS. He has held the position of President of the Career Industry Council of Australia for the last 3 years. He retires from distinguished service in September 2017. |
| | **Presentation Title** | *Connecting career & employability initiatives to stakeholder expectations: Where context, timing, and return on investment are paramount* |
| **10.30 – 11.00** | **Morning Tea** | |
| **11.00 – 11.45 Workshops 8** | 8.1 Room 1 | How to create culturally appropriate career development learning activities: An evidence-based approach, Mita Das University of Sydney Business School

RMIT Vietnam is an English-speaking campus of RMIT Melbourne. In Vietnam it operates as a private, fee-charging university and the majority of students come from affluent families. Only a small number |

		of students undertake part time work prior to, or during their time at university, therefore have little if any work experience. However, many students aspire to work for large multinationals who expect them to take initiative, be able to work independently, critically analyse problems and be proactive; behaviours that may conflict with the values of their upbringing and education thus far. This workshop will explain the process of conducting research to measure the impact of a career development learning activity, and share the findings, which will be relevant for practitioners who work with students from a Confucian collectivist culture such as China or Vietnam. The research has been published in the Australian Journal of Career Development.
	8.2 Room 2	Embedding employability within a faculty: A case study of UQ's multi-award-winning Student Employability Team, Rhea Jain, Business, Economics & Law Faculty, University of Queensland This workshop will present a best practice case study from University of Queensland on how faculties/schools within large institutions can develop in-house employability programs to meet the unique needs of their respective student bodies. Winners of the 2016 AFR Employability Awards, the Faculty of Business, Economics and Law (BEL) Student Employability Team (SET) helps students 'GET SET' for their future. Improving overall student experience, SET empowers students to identify suitable career paths, develop employability skills, gain work experience, become work ready and learn from industry. All of SET's programs are designed to provide students' real-life simulated experiential learning experiences from the moment they enrol to post-graduation. Since its inception, the faculty's graduate employment outcomes have significantly risen. The Go8 has applauded SET for bridging the gap between study and work-readiness. Employers, note "SET initiatives are unique, developing quality candidates with the right mix of IQ and EQ.
	8.3 Room 3	Maximising WiSE Women in STEM, Peryn El Boustani, Wendy Truelove, Western Sydney University "Women make up less than one-fifth of Australians qualified in science, technology, engineering and maths (STEM). Only 16% of the 2.3 million STEM-qualified Australians are female", a finding of a report by the Office of the Chief Scientist in 2016. The Women in Science and Engineering (WiSE) Program at Western Sydney University (WSU) addresses the under-representation of women in STEM by supporting women whilst studying at university; maximising their employability skills, connecting them with employers and setting them up for success after graduation. In this workshop, we will reveal the range of opt-in online and face-to-face activities offered to students in the program and present evidence of how these experiences have improved the employability of the participants. Whether you are a service staff, researcher, academic and/or employer, find out how you can support and increase the participation of women in the STEM industry.
	8.4 Room 4	Descriptive, predictive and prescriptive: How data-analytics is revolutionising university career services Eluned Jones, University of Birmingham, UK Driven by current governmental focus on 'value for money' and 'return on investment', UK university careers services now work within an extraordinary landscape of rankings and ratings all driven by data capture. The National Teaching Excellence Framework (TEF) with its Gold, Silver and Bronze rankings has also brought additional challenges for us to evidence the impact of careers services' interventions. For Birmingham, this increased focus on evidence-based practice has led us into the remarkably rewarding world of data/learner-analytics where our work in this area is now allowing us do the previously unthinkable i.e. being able to identify out of a cohort of 34,000 students the 200 individual students who we believe are in in greatest need of our services and interventions. Now, we are approaching a point where we can actually start to craft bespoke careers interventions for these most in need students, something impossible to consider doing previously when this lack of specific insight required a 'one size fits all approach'. This workshop will outline our data journey to date, the data sources we correlate, the interventions being crafted, and perhaps most importantly, how we are on the cusp from moving from talking about the brave new world of 'predictive analytics' to the futuristic world of delivering 'prescriptive analytics'.
11.50 – 12.35 Workshops 9	9.1 Room 1	Employ your ability: Designing & implementing a future-focused, institution-wide employability education framework Louise Hooper, Berni Cooper & Dr Alan McAlpine, Queensland University of Technology The 'future of work' is already our current reality. Creating learning environments that support the development of lifelong career management and employability skills will be the key to continuing relevance for universities. QUT has taken the bold step to design and implement an institution wide framework for employability curriculum which will form the basis for embedding career development learning across programs and awards throughout the university. In this interactive session we will share the process of designing and developing the framework using design thinking and appreciative inquiry methodologies, the current state of our prototype of a suite of learning programs and our learning from 18 months of whole of university stakeholder engagement and co-design, with students, academics, professional staff and industry.
	9.2 Room 2	Super September: An employer engagement initiative with a difference, Michele Kenworthy & Roz Pocius, University of Wollongong In 2016, The University of Wollongong (UOW) Careers Central Team implemented the employer engagement initiative 'Super September'. Based on a concept delivered by California State University, the team initiated a month-long competition for student-facing careers professionals to reconnect and make new connections with industry employers, gather facts and bring insights from the world of work back to campus. UOW modified the original concept to suit their hub and spokes business model. The hub based team used their extensive experience engaging with employers to create an overarching engagement strategy, uniform process and procedures, and centralised

collation, analysis and reporting on the data. The spokes-based Careers Consultants used their deep knowledge of student career development needs and career objectives to identify and connect with potential employers relevant to their faculty. Key themes of the initiative included a focus on cold and new employer contacts, genuine information research rather than a sales pitch, embedding employer engagement into the mindset of careers professionals, and a streamlining and coordination of processes and procedures for hub staff. The project created an innovative and fun competition for staff, deepened connections between the hub and spokes teams, and increased and targeted employer engagement for UOW.

| | 9.3 Room 3 | Enhancing student employability: the NSW Career Leaders Program. Eva Chan, Louise Shinners & Ruth Wilcock, UNSW Sydney |

The Career Leaders Program by UNSW Careers and Employment is an initiative to provide students with valuable skills and experience through assisting with the marketing and promotion of career development programs, events and expos. Our Career Leaders play a vital role in increasing students awareness of the careers services and assisting in the smooth running of the Careers Expos and events. In return, they gain experience working in a collaborative team, build their confidence in communicating with a broad range of people and practice their networking abilities with graduate employers. The Program is accredited by AHEGS allowing students to gain official recognition of their volunteering experience. In the session, we will provide an overview of the development and continuous improvements of the Program over the past 12 years. We will also share our experience in managing the program from recruitment and selection to training Leaders and coordinating their activities. The Program attracts over 300 applications each year with around 100 participants. Our Consultants co-ordinate 26 shifts within the first 3 weeks of semester and organise 80 Career Leaders to assist at the Careers Expo.

| | 9.4 Room 4 | Evidencing the gap between STEM students and employers, Serene Lin-Stephens, Macquarie University. Servicing multiple STEM capstone units with a STEM Careers Forum, Julie Doherty, Macquarie University |

Serene Lin-Stephens, Macquarie University
A quantitative study was designed to see whether STEM student cohorts differ from 1). each other, and 2). STEM employers, in their focus on employability. The study adopted the Career Information Literacy Learning Framework (CILLF) (Lin-Stephens et al., 2016, 2017) which unites frameworks of learning approaches (Kolb & Kolb, 2015), career development learning (Watts, 2006), and information literacy (Lupton, 2008 for the purpose of measuring and mapping career information literacy development. Data was collected from students in 34 capstone units in a STEM faculty at an Australian university. The STEM disciplines within this faculty were clustered into 5 groups for comparison: Engineering/IT, BIOL/CHEM/CBMS, MATH/STAT/PHYS/ASTR, ENVS/EPS, and Chiropractic. The results show that overall, STEM student cohorts don't differ from each other in their conceptions and focus of employability, with the exception of two smaller cohorts. However, all STEM student cohorts different from the STEM employers in their focus on employability.

Servicing multiple STEM capstone units with a STEM Careers Forum
Julie Doherty, Macquarie University
Career Services provide support to academic staff to integrate career learning in curricula. At Macquarie University, such facilitation over the past four years had now resulted in a STEM Careers Forum which becomes a feeder to multiple capstone courses in the Faculty of Science and Engineering. Research programs also use it as a module for careers outside of academia. The STEM Careers Forum serves to increase students' career information literacy, industry knowledge, and networking skills. It is recorded as a iLecture and contains presentations, Q&A and networking over two sessions to address the STEM diversity. One session targets organic science students including Biology, Chemistry, Environmental Sciences, Marine Science, Medical Sciences, etc. The other focuses on quantitative science students, i.e., Math, Stats, Physics, Astronomy, Engineering and IT. Academics use the sessions as a careers lecture, networking practice, and an opportunity for students to accumulate professional development credits or source WIL activities.

| 12.35 – 1.30 | Lunch | |

| 1.30 – 2.15 Workshops 10 | 10.1 Room 1 | Strategies to integrate employability in higher education curriculum, Elizabeth Cook, University of Southern Queensland, Tara Harrold, James Cook University |

Current research suggests that an integrated and institution-wide approach to developing students' employability skills achieves the greatest gains for graduates. However, few institutions are yet to fully integrate employability education across whole programs. This workshop shares one regional university's experience in developing a whole of institution approach to integrate employability in the curriculum. It presents discipline-specific and generic career action plans for curriculum, intentionally designed to provide high levels of support for academics to scaffold employability education across whole programs. To ensure relevance and impact, both action plans are based on career development learning theory, contemporary workforce requirements and best practice pedagogical approaches. This workshop describes the roles and process undertaken by stakeholders, and reviews early implementation of the discipline-specific plan within a newly restructured Bachelor of Science. This workshop concludes with strategies and recommendations for implementation and uptake across disciplines. Participants will have the opportunity to engage in discussions.

| | 10.2 Room 2 | Experience, mindfulness and mentoring to enhance employability and target talent, Wendy Truelove & Peryn El Boustani, Western Sydney University |

Whichever way you look at it, employment is competitive. Recruiters jostle to secure the best talent early and students vie with each other to connect with employers first. At Western Sydney University, the Careers Team leverages its position within the university and its relationships with

		industry partners to make meaningful, mutually beneficial connections between employers and students before the point of recruitment. In this workshop we will discuss: • experience from three employer-student mentoring models trialled over three years • lessons learned in the development of our employer visit formula; and • ways employability outcomes have been mindfully integrated in Study Tour itineraries. We will also share how we have incentivised students to embrace employability whilst studying, and how we are engaging with academics around employability and work integrated learning. Join us in this workshop to hear our experience and share yours.
	10.3 Room 3	Career development with a twist (of Science), Helena Asher-Chiang, University of Technology Sydney How do you get Science students engaged in their own employability? *Career Management for Scientists* (CMS) is an elective Science subject developed and run by UTS:Careers in conjunction with the UTS Faculty of Science. It was developed in 2012 in response to an identified need to improve Science undergraduates' employability and professional identity. To assist students in becoming more aware of the diversity of their career prospects, we incorporated a science industry-specific research task that showed students how to engage with industry and also built their networking confidence. Students are then required to present their findings via a Careers Pitch, which eventually contributes to them creating a personalised Career Action Plan. By tailoring career development concepts to science students specifically, we have found that enrolment numbers are growing steadily each year, increasing to 240 students in 2018.
	10.4 Room 4	What Makes People Tick, Andrew Cole, Tick Concepts The What Makes People Tick Model has been around for nearly 40 years, and only relatively new to the University Careers community. Australian created and owned it uses the analogies of the Eagle, Owl, Dove and Peacock to describe and understand yourself and others better. Our Job fit reports are an ideal tool to discuss careers with individuals. Major benefits for Student counsellors at the conference would include: • Understanding the statistical history and validity of the tool • Simplicity of use • Language that is simple and meets the needs of ESL students compared to other models • The benefits to the student and the university • Discover a bit about themselves • Have a fun and enjoyable session!
2.20 – 3.05 Workshops 11	11.1 Room 1	Bringing the Foundation of Young Australians (FYA) new work order to life in our Careers Centre, Kathryn Clements & Stuart Hunter, Curtin University Are you ready for the "New Work Order"? We wish to share reflections on our journey toward bringing the new work order as defined by the Foundation of Young Australians to life in our careers support. Of particular interest is the concept that employment can be classified into seven distinct job clusters. Support services in the careers sector need to be responsive in consideration of the new world of work and transferable skills that will be requisite to graduate success. We are attempting to focus on what skills are needed thereby shifting focus from what a specific degree will equate to professionally. Rather than responding to traditional university structures, we have been attempting to engage with various faculty members from the fresh perspective of how discipline-specific study can align with the seven job clusters and ultimately, graduate employability.
	11.2 Room 2	Closing the career service? Caroline Rueckert, Queensland University of Technology QUT is well known for its REAL World brand and with that brings high expectations from it's learners that they will develop the skills and capabilities to be ready for employment in the future in an uncertain world of work. The session proposes a possible new model of working with students in relation to their interaction with their learning and career development. It explores a future world where not having specific services may be the best way to ensure employability and career development is delivered in a strategic fashion across an institution. It shares some of the broad structural reform occurring at QUT along with some of the systematic changes going on at the institute and how the delivery of support for learning has enabled career development to be delivered across the whole university.
	11.3 Room 3	Virtual internships: International work experience at home! Eluned Jones, University of Birmingham, UK & Deb McDonald, Swinburne University of Technology It is a truth universally acknowledged that international work experience is extremely valuable to students who are entering an increasingly globalised labour market. However, many students, primarily from disadvantaged backgrounds, remain unable to participate due to either the inability to identify suitable opportunities or access the necessary additional funding. In an attempt to develop both new international opportunities while at the same time seeking to redress this problem, the University of Birmingham partnered with Swinburne University of Technology in Melbourne and a social enterprise, Ecoexist, based in Pune, India to create an innovative virtual internship experience. In this new approach a small group of students from each institution, without leaving their campuses, worked together virtually to respond to a practical challenge set by Ecoexist. It commenced during 2016/17 as a small scale pilot. Students were required to progress through a formal application and interview selection process and work for a minimum of eight hours per week for a ten-week period. Six placements, three from each university, were offered in early 2017. Scholarships were available for disadvantaged students. This workshop will share the journey experienced by all concerned; universities, charity and students, and explore the ways in which a virtual internship can provide

		university careers services with an affordable and accessible alternative to the traditional physical internship.
	11.4 Room 4	Making the most of the tools at our finger tips: Approaches to using Career Hub in three different Universities, Dr Alan McAlpine (QUT), Tessa McCredie (USQ) & Dr Julie Howell (Curtin U) The workshop will focus on the ways in which three universities are using CareerHub to suit their service needs. The 1. University of Southern Queensland - Rebranded USQ AcceSS: Your gateway to Student Services, CareerHub is the single point of data collection, collation and analysis across Health Services, Disability Services, Welfare Services, Counselling and Career Services. USQ utilises online appointment bookings, student profile and workflows to better understand the student as they travel through Student Services enabling fluid tracking of student data, information and interactions throughout their use of Student Service.. 2. Queensland University of Technology– A project engaging Visual Eyes has expanded the functionality of the CareerHub events booking system to deliver a whole of university events registration system that is fully integrated tracking student and staff interaction with free events across the institution. Reporting will result in: Improved data collection, Consolidation of applications, Higher quality data-driven decision making 3. Curtin University – The CareerHub system has been fully rebranded to "UniHub" due to increased departmental uptake of the interface and ongoing integration into University life beyond 'Careers' and 'job searching'. The use of Dashboards, such as the Career Development Dashboard, allow users to track their progress in our programs and use of our services throughout the student lifecycle, thus enabling improved impact measures. The linkage of the system to Curtin Challenge – an external online learning platform – feeds completion data via API's through to the relevant dashboards. Ongoing work has produced customised reports that drive data collection practices as part of our Culture of Evidence approach
3.05 – 3.25	**Afternoon Tea**	
3.25 – 4.15	**Lead Presenters**	Lindie Clark, Assoc Prof Kate Lloyd, Cherie Nay, and Dr Anna Row, Macquarie University Lindie Clark is the Academic and Programs Director of the Professional and Community Engagement (PACE) Program at Macquarie University. PACE is a unique, institution-wide work-integrated learning program that is embedded within all Macquarie's undergraduate degrees. Lindie has led the team responsible for the development, staged implementation, management, innovations in pedagogy, monitoring and evaluative research of PACE since 2010. Reaching full implementation in 2016, a key part of PACE's Strategic Plan for 2017-2021 is a focus on evaluating the impact and experience of the program for its key stakeholder groups. As such, the PACE Research and Evaluation Team is tasked with developing and implementing the PACE Theory of Change and Evaluation Framework to measure the program's process and outcomes.
	Presentation Title	***Developing a holistic evaluation strategy for the University-wide program, Professional & Community Engagement (PACE)***
4.15	**2018 Conference Presentation**	
4.30	Conference Close	
	Farewell drinks	UTS Activate – optional and at own expense