NAGCAS 2018 ALLOCATION OF ABSTRACTS

Wednesday 28 November
Conference begins

10.00	Morning Tea	
10.30 – 10.40	Housekeeping	*Conference Chair – Dr Alan McAlpine*
10.40 – 10.50	Conference Welcome	*NAGCAS President – Daniel Capper*
10.50 – 11.00	Official Conference Opening	*Vice-Chancellor, Queensland University of Technology – Professor Margaret Sheil*
11.00 – 11.45	**Lead Presenter Presentation Title**	*Professor Michael Milford, Australian Centre for Robotic Vision*
11.45 – 12.30	**Lead Presenter Presentation Title**	*Mr. Josh Nester, Education Director, SEEK*
12.30 – 1.30	Lunch	
1.30 – 2.10 Workshops (1)	P413	**Esita Sogotubu: Upscaling with technology: Using CareerHub and Vmock to scale up thereby changing the way we work to improve student employability skills** The UTS Accomplish Award, in 2015, was the first at UTS to use the workflow and workgroup functionality of CareerHub and is again the first at UTS to use the instant resume feedback software VMock. The program is designed to develop essential skills to ensure success in the graduate recruitment process and the workplace. Students develop their employability skills through a series of interactive workshops, networking events, and employment experience hours, enabling them to put into practice skills gained. The CareerHub workflow streamlined processes in administering the program and contributed to its sustainability of enabling the budget to remain relatively the same since the pilot. The program has demonstrated impact through its scalability with strong growth in participant numbers since its pilot program in 2012 of 100 students. This has increased to 606 in 2017 and 708 for 2018. The continuous refinements of the Accomplish Award workflow improved user experience for students enabling them to clearly view their program milestones, track progress and critical dates. Improvements in administration processes such as automation of emails to students and employers, easily viewing students' progress has improved efficiencies and reduced manual processes. The workflow refinements contributed to reporting by enabling access to specific data on students which used to be done by filtering on an excel spreadsheet. The implementation of Vmock in 2018 significantly decreased the resources and time needed to provide feedback for a high volume of resumes (594 in 2017), and ensures that all students across the board receive consistent and instant feedback. You will find our session particularly beneficial if you are using CareerHub and searching for ways to scale career programs for your students whilst keeping staffing and budgets the relatively same.
	P504	**Anna Nicholls & Natalie Osborne: Reimagining workplaces and preparing first year students for the future of work** This presentation will discuss how the University of Wollongong is preparing its students for the future world of work, with a specific focus on first year students and the key challenges they face in managing transitions. The presentation will look at two programs, Career Smart and CRL 100, as examples of first year programs which introduce foundational career development learning in a changing world of work increasingly impacted by technology. Career Smart is a compulsory module for all first year undergraduate students and is delivered entirely online. The module gives students a unique opportunity to look at how their personal attributes correspond with different degrees and occupations and it encourages them to explore what future employers might look for in graduates. With over 9000 completions to date, CareerSmart successfully leverages existing technological platforms to reach more students at a critical transition point, and introduces the concepts of career development and the benefits of a career action plan early in the student life cycle. CRL 100 is available as an elective subject for all undergraduate students, and is specifically targeted toward students in their first year of study undertaking a non-vocational course. The subject covers topics such as embracing uncertainty, the labour market and role of technology, and entrepreneurship to encourage students to think broadly about what their future career might look like, and how they can develop skill sets required in the 21st century workplace. The presentation will also examine how technology has been used to increase the value and reach of existing services, and will reflect on the role it has played in reshaping our own working environment.
	P505	**Melissa Moore: E+I 18: Exploring New, Inspiring You**

The Careers and Student Development team of the University of Newcastle (UON) has worked collaboratively with teams within Student Central and across the University to deliver Enterprise and Innovation 2018, E+I 18. In September, the team contributed to an extended program of events designed to encourage enterprise and innovative skills and thinking in UON students. Utilising social media and online engagement as well as at least one branded activity at each domestic campus, the five E+I18 themes had activities designed to assist in encouraging diversity of student involvement:

- Science, Technology, Engineering and Maths – Celebrating the traditional E&I space
- Social Enterprise – Building community and changing the world
- Artistic/Creative – Creative thinking is critical
- Professional Innovation - Effecting the future of the professional workplace
- Business start-ups – Supporting ideas from concept to conception.

Activities included a keynote speaker, promotion of student and staff "Explorers of New", and creative instalments through the Create initiative, employers' engagement in a business pitch competition and a masterclass, and utilising digital technology to promote students' employability skills and resume development. The success of the program was measured via social media and online engagement with E&I material and comparative attendance at Three76Hub (UON's Innovation centre) events across the previous six month period. Overall, E+I18 celebrated student and staff 'change maker' success and normalised the notion of innovative and entrepreneurial thinking across a broader range of students. The event addressed identified needs of UON's students and enhanced these aspects of their employability.

P512

Karen Cavanaugh & Donna Denyer: Embedding entrepreneurial careers into the student career decision making process. A case study in how careers services respond to the rapidly changing world of work

It is important for careers services to respond to the rapidly changing world of work, ensuring their career advice, information, activities and employer engagement reflects the full range of career opportunities available to students. Universities and their careers services play a key role providing a supportive environment for students to build confidence exploring the start up space as an authentic career option – whether as a founder, an employee, or taking their start up experience and intrapreneurial skills to a different industry sector. The 'traditional "stable" career options students tended to consider in the past – "Top tier firms", "Consulting", "Corporate", "Government" - are now only part of the careers exploration and decision making conversation. A few years ago, the Sydney University Careers Centre asked the question – how do we raise student awareness of entrepreneurial skills and careers, and broaden their approach to career decision making and job search? This interactive session will cover the key strategies developed to incorporate entrepreneurial careers into our staff knowledge, the delivery of careers information and advice to students, our engagement with the start-up space, and building relationships with experts and program managers at the University, including:

- Why? The importance of positioning careers services within the start-up space on campus and externally - busting the myth that careers services are just for students seeking traditional jobs.
- What? Educating students and careers staff about the full range of opportunities available in the start-up space.
- Who and How?
  Student engagement: embedding start up careers information into both existing and new programs, activities and career advice.
  Engaging with the start up space and employers.
- What next? How can careers services effectively support students as the world of work rapidly transforms?

P514

Michael Healy, Jason Brown, Louise Lexis & Brianna Julien: LinkedIn as an assessment task for employability and career exploration in the Life Sciences curriculum

Although LinkedIn is widely recognised as having great value as a tool for career development, higher education students do not to use it as effectively as they could, if they use it at all. Students typically see LinkedIn as an online resume and job search tool. They tend not to use LinkedIn for career exploration or to proactively build quality networks for professional learning and career development. The connectedness learning model of graduate employability (Bridgstock, 2017) proposes that making and cultivating professional contacts, expressing a connected identity, and possessing social network literacy are key connectedness capabilities needed for employability in the 21st century world of work. LinkedIn is a key platform on which these capabilities are developed and used, but only if the user is engaged and skilful in their use of it.This paper provides a case study of a reflective employability report and goal setting assignment, based on LinkedIn, incorporated into a core third-year unit of a health sciences degree at La Trobe University. Student feedback about the module and qualitative thematic analysis of the students' reports demonstrated that although students understood the value of LinkedIn as a career development tool, they exhibited low levels of connectedness capabilities and a naive understanding of employability. We will describe the LinkedIn-based employability module and assignment, outline the findings from our analysis of student

		feedback and assignment texts, and apply these findings to practical recommendations for those who intend to develop similar curricular employability programs. We will also argue that students' lack of engagement with LinkedIn specifically and connectedness learning generally could be a symptom of approaches to graduate employability that focus too much on human capital, traditionally in the form of employability skills, to the exclusion of important dispositional, contextual, and social factors.
2.20-3.00 Workshops (2)	P413	**Ben Bauert: VR: Scalable workplace experience in an age of diminishing placements and growing student numbers** Virtual reality has been around for decades but only burst onto the scene as a viable commercial solution in 2016. The technology is moving quickly and quickly being adopted by industry as a training tool that will disrupt how and what people are trained. Existing applications of VR as a training tool in practice now span most industries including retail, medicine, energy, resources, defence and the trades. The technology's flexibility to engage individuals with different learning preferences and to fit all kinds of situations and environments is a driving force for its adoption. Technical, behavioural and soft skills are all trainable in a controlled, scalable and engaging manner, improving the employability of individual students and a collective student body. In this session, we will explore the core questions concerning VR technology, including the following: ▪ What is it about this technology that makes it a unique training medium? ▪ What are the benefits of VR adoption for the improvement of employability skills from the perspective of a student, University and employer? ▪ What are some of the use cases of VR as a tool for employability skills improvement? ▪ What are some example case studies of VR currently being used to improve workplace behaviours and soft skills? ▪ Where is the technology at today and how usable is it right now? ▪ What does the near future look like for VR hardware, software and its capabilities?
	P504	**Nikki Penhaligon & Carolyn Alchin: If we build it they will come… and together we will renovate** QUT has reimagined its learning environment. At QUT, students are being empowered to see themselves as partners in their learning rather than recipients of learning. As career practitioners we have long encouraged others to take charge and self-manage their careers. At QUT, we are working in partnership with academics and teaching staff to embed a Career Development Learning Framework into all courses across the university. We have approached this from a strategic, and an operational perspective. We will share with you the continuing iterations and steps we are taking towards both challenging and successful outcomes. This session is a practical interpretation and rendition of a high level, strategic, and future focused concept. The reality is however, raw, messy, multifaceted and constantly changing. We are showing you our messy house, and describing the current stage of our ongoing renovations, who has been a part of it and our plans for the future.
	P505	**Berni Cooper & Tessa McCredie: The IQ of a group is higher than the sum of the individuals': harnessing the strength of teaming to support Careers staff and University students to thrive** It is well established that the Future of Work in the 21st century is constantly changing and relatively unknown. Universities need adaptable approaches to position themselves to provide relevant and evolving career development learning for university students, to enable them to thrive in the new work realities. Careers services are also changing rapidly, requiring staff to find new ways of working together, beyond their own services, both within their institution and with other institutions. How do staff in universities assist students to develop new skills to thrive in an uncertain future when we have to learn new skills ourselves? How do we use modern, adaptable approaches to solving the problems facing us, and model the types of transferable skills we hope to develop in our students? Queensland University of Technology and the University of Southern Queensland experimented with the relatively new concept of 'teaming' to collaborate and share the diversity of our expertise and knowledge to devise new ways of supporting our students in the fast changing world in which we're operating. Our presentation will describe the methods we used and the results we achieved. We will also facilitate an interactive element so that workshop participants can experience the power of teaming and take away practical strategies to implement a teaming approach to future service problem solving.
	P512	**Eluned Jones & Toni Wright: Not everything that can be counted counts, and not everything that counts can be counted** At the 2017 NAGCAS conference a workshop was delivered that outlined Birmingham's evolving approach to, and use of, data analytics to inform and steer its service. In the context of both the UK Higher Education's sector's fixation with Value for Money, and university careers services' need to demonstrate impact, we outlined the arrival at Birmingham of the Career Registration 'revolution' and how we were starting to merge this with our other data sources. We've now had a year

		in which to test the impact on the ground of our new and enhanced data driven interventions and our findings show a confirmation of initial thinking and expectations mixed in with some rather unexpected and intriguing incongruities. Our experiences over the past year have also been 'enhanced' by the Government's introduction of the new Subject Level Teaching Excellence Framework (TEF) metrics (building granularity into an institutional TEF ranking), and a significantly increased focus on Widening Participation (WP) and Social Mobility. Both the Subject Level TEF and the WP agendas further evidence how critical it now is that careers services are competent in their understanding and use of data analytics in order to identify students most in need from within large cohorts, craft specific and appropriate interventions and then be able to demonstrate clear and measurable impact from that work. The learning outcomes are: ♣ our management process for dealing with mammoth amounts of data ♣ examples of crafted interventions with WP students ♣ data-informed School level employability plans ♣ associated staff training and development needs ♣ GDPR issues ♣ and, perhaps most importantly, what didn't work!
	P514	**Darshil Shah & Christopher Ruffler: No matter who the owner: One enterprise wide solution to facilitating and recognising students' development of employability skills** Like most universities Curtin runs an Award Program. With minimal resourcing, but a big vision, creative use of workflows (CareerHub) and a positive attitude to just pushing through, Curtin has expanded its Employability Program, run through the Career Centre, to an enterprise solution for facilitating and recognising student development through co-curricular engagement. It is an initiative we believe is replicable across many universities. The approach involved packaging all the different opportunities across Curtin that supported students to expand their career development and employability skills into one Award Program - Curtin Extra. We modified and tailored the format used in our Employability Program for other programs and experiences, e.g. involvement in students clubs, and utilised CareerHub to manage the participation data. As the workflow process allows for verification, student participation is recognised on the Curtin Extra Certificate, issued upon graduation under the authority of the Academic Registrar at Curtin University. Students are discovering how easy it is to design their own Curtin Extra in a way that suits them, aligning what they enjoy with opportunities to build the skills and experiences they need for the future. Program Coordinators appreciate that processes are streamlined and they can leverage the support of our team, making their programs more attractive to students and budget allocations. Curtin valued the cross-university mapping of programs contributing to the employability skill development of students and to our graduate capabilities. In a practical demonstration of what we have done, participants will engage in a role play session where, as a program coordinator, you will receive an introduction to the process for having programs recognised on Curtin Extra. This session challenges program coordinators to consider the purpose and development of their programs. It is a practical way to review what we have done.
3.00 – 3.30	**Afternoon Tea**	
3.30	**Lead Presenter Presentation Title**	*Ivan Neville*
4.25 – 5.05 Workshops (3)	P413	**Courtney Wright & Salil Pande - Harnessing AI: How Technology is Driving the Future of Career Services** Millennials and MBA candidates have a lot in common: they're time poor, have high expectations, and want what they want when they want it! Like many of us working in the careers space, the key challenges faced by AGSM @ UNSW Business School's the Career Development Centre are scale, modernisation, and improved student engagement. As career services professionals, if we want to keep up, we need to adapt how we deliver timely, engaging and personalised content to this audience of digital natives in a 24/7 instant gratification world. By partnering with VMock and implementing their state-of-the-art and gamified platform, CDC harnessed the power of artificial intelligence to scale, streamline, and influence students' approach to career exploration and development: *Smart Resume* provides virtual and immediate resume reviews with customised benchmark scoring; *Aspire* provides LinkedIn profile reviewing against career goals; *Career Fit* provides information on career options in relation to the students' resume and online profile. Hear how implementing these and other technology-driven solutions are leading to higher student engagement and workload improvements for the CDC team who can dedicate more time to value-add activities such as more personalised career coaching, additional industry engagement and expanded event offerings. Hear about the tools AGSM is using, progress with these initiatives and the early wins, and what's next in our technology-driven modernisation plan! You'll also hear from the Founder & CEO of VMock, Salil Pande, about his solution-driven approach to modernising career services technology, data driven examples of impact across undergraduate, post-graduate and MBA programs, and how VMock has evolved in partnership with their customers globally
	P504	**Denise Jackson & Ruth Bridgstock: Business and Creative Arts Graduate Career Outcomes**

		The evolving nature of work renders current measures of graduate outcomes, typically full-time employment indicators soon after course completion, as problematic. Globalisation, automation, and the increase in portfolio careers means gauging career outcomes in full-time job terms may not capture the complexities of underemployment and any graduate preferences for contract and gig-type work which may be pertinent to their field or simply allow more flexibility and work-life balance (Jackson & Bridgstock, in-press). The intense focus on short-term graduate employment metrics has catalysed the employability agenda as a strategic directive in many universities. This study sought to explore the career outcomes of Business and Creative Arts graduates using broader measures than those utilised by Australia's Graduate Outcomes Survey. Underemployment and graduate motivations for seeking new roles and their reasons for working particular hours were examined for over 500 graduates who had completed their undergraduate studies one to five years previously. To better understand the role of interventions intended to enhance student employability, the study explored graduate perspectives on the value of a range of embedded and co-curricular university learning experiences for skill development, gaining relevant experience, networking and creating employment opportunities. Experiences included traditional forms of work-integrated learning - internships/practicums/placements - as well as industry-based projects, consultancies, study tours, virtual/remote placements, mentoring programs and enterprise incubation/start-ups. Creative Arts graduates were operating in a more precarious work environment and there was evidence of a mismatch between education level and the quality of graduate roles for both disciplines which did not improve with time-lapsed since course completion. Workplace-based WIL was highly regarded among graduates, as were enterprise incubation/start-ups. The experiences were broadly considered more useful for gaining relevant experience and skill development than improving career outcomes. Findings suggested deeper industry engagement and more opportunities for networking need to be provided to students. Implications for stakeholders responsible for enhancing employability are discussed.
	P505	**Sue Ellson: The Technological Revolution: Creating new career options in a gig based economy** The 'Technological Revolution' shaped by the Gig Economy, or what others have referred to as the Third Industrial Revolution shaped by the Sharing Economy is fundamentally changing the nature of careers for employees, experts and entrepreneurs. Whilst key performance indicators have been used as a benchmark for assessing productivity, key behavioural indicators are shaping people's ability to derive meaningful lives in a rapidly changing society. Gigsters are the people who have developed a unique range of soft skills, technological competency and powerful lifestyle strategies to cope with the demands of the Gig Economy. They are clear about their values and strengths and self-select their options in the employee, expert and entrepreneur ranges. More importantly, they have developed specific competencies to withstand the challenges of an uncertain future and the variable nature of the opportunities that are available. Like the musicians, artists and tradespeople of the past, they understand the shared responsibility and accountability that is required to be successful. Join this session to learn: > specific digital tools for sourcing 'gigs' across sectors > practical processes to manage multiple online profiles > lifestyle strategies for global marketplaces > personal strategies for maintaining meaning and purpose This will be a highly practical session focused on real-world and real-time techniques that can be implemented by participants and clients in 2018 and beyond. There are many exciting opportunities available for people of all ages and abilities in the technological revolution, provided they are empowered with the fundamental strategies to manage the era of disruption.
	P512	**Kelly Whitney, Jackie Simpson & Charmaine Athanasopoulos: We're definitely not in Kansas any more: Leveraging technology to adapt university career service delivery in Aus.** Rapid change, digital disruption, the protean and boundryless career…it's ok to feel overwhelmed Dorothy. But at the same time, all hail 'graduate employability'. Never before have Careers services been this sexy and sought after. We are riding a new wave of popularity but are still not immune to sector-wide economic rationalisation. Do more with less. Work smarter, not harder. We tell students they need to be agile and adaptable, but are we walking this talk in our career departments? Hand on heart, we are probably just scratching the surface of what is possible, but this presentation will share insights from changes we made in our department that are having a BIG impact on the organisation and delivery of career services in our institution, Western Sydney University. Yes, we have an online Careers program that is pretty schmick and we love, but who doesn't right…what we hope to share with you is the #upcycling of this program toward the holy grail of 'curriculum integration!' Tech and systems are obviously a huge enabling component, but equally important is the culture shift away from careers as a remedial, just-in-time support service, toward a more systematic, critical thread throughout the life of a student / graduate. We are not advocating ignoring the student at the counter, but perhaps thinking creatively about how you might repurpose and reorganise existing resources to expand the range and reach of your service.
	P514	**Rohan Holland: Building employability skills through real partnership** With nearly a third of all graduates in Australia still not employed four months after completing their degree, the need for competitive advantage in relation to employment outcomes is greater than ever for institutions. To meet this growing need for the employability skills journey to be integrated through the entire student

		journey, specifically from first year, Readygrad customised a solution which prepares students in specific areas, as they need them. The program provides a truly blended learning approach which incorporates self-paced online learning and group workshops, supported by assessment tools and reflections, developed and delivered by Readygrad. The content is practical, market-relevant and comes from an employer perspective with the objectives and learning outcomes coinciding with participants' year level. In this true partnership model, students experience skill development and insights which complement their academic journey, which importantly has key touchpoints and milestones – while not conflicting with their study and class time commitments. In a phased approached over consecutive years, blending online learning and dynamic workshops and simulations, students experience: • Stage 1 – Establish: identifying and leveraging strengths, Australian workplace culture, strategic job search and cover letter & resume • Stage 2 - Grow: building resilience, receiving feedback, transitioning to work life and working in cross generational teams • Stage 3 – Thrive: Goal setting, networking skills, your online footprint and a simulated recruitment process with interview skills Come along to the session to hear how we've built this program with a true partnership format in mind, the learnings from our partner institutions, their students and the expected growth in employment outcomes.
5.15 – 7.30	**Welcome Reception in the Cube**	*The Cube – Symplicity/Career Hub Sponsor* *eSports Demonstration and challenge*

Thursday 29 November

8.30	Housekeeping	***Conference Chair – Dr Alan McAlpine***
8.40 – 8.50	Sponsor	*TBC*
9.00 – 9.45	**Lead Presenter Presentation Title**	***Dr Jane Thomason, Director, Little Tokyo II***
9.45 – 10.30	**Lead Presenter Presentation Title**	***Employer Panel***
10.30 – 11.00	**Morning Tea**	
11.00 – 11.40 Workshops (4)	P413	**Employer Panel: Technology and work: Are you ready for the future?**
	P504	**Deborah Cutts: To BOLDly go where no other FedUni support service has gone before…** This session will showcase how FedUni's Careers department has embraced BOLD (Blended OnLine and Digital learning) to strengthen and support services on offer to students. In Career Development and Employment we were really excited when we heard about the FedUni BOLD strategy, as we were already dabbling in online delivery of our service. We have always struggled getting people to realise that our Careers Service is more than just a resume review service, and a jobs board, and though putting ourselves out there we have been able to engage in some learning experiences that has led to more efficient delivery of our services. Through our use of online learning platforms, and technology, we have students, FedUni staff, and employers alike, coming to realise that our careers service is more than "just getting students a job". This became apparent when a team of FedUni Primary Education students approached us to work with them on a Moodle Shell for their fellow Education students as a part of their Team Enterprise assessment. "Guiding your graduate year as a teacher" contains alumni video clips sourced by current students, links to professional associations and registration bodies, with learning activities based around the professional standards, the resource has become something which is updated each year. It has become the basis for other learning resources tailored to meet the industry needs which are increasingly being embedded into curriculum by academics.
	P505	**Eluned Jones: Thinking and acting differently - the art of student entrepreneurship** Student entrepreneurship has never had a higher profile in universities nor has it possibly been more misunderstood. It seems impossible to get even two people to agree on whether we should be talking about enterprise or entrepreneurship or even what the differences/similarities are between them and the other 'e' word - employability. At least that's our experience at the University of Birmingham. As a careers service, we've been running a wide range of programmes that start with the letter 'e' for over 15 years i.e. business start-ups, Portfolio Workings, Consultancy training etc., but given the associated lively debates affecting this issue, we have happily adopted a more flexible approach to describing our work in this wider area by focusing on entrepreneurial behaviours. This approach enables us to focus not only on the specific knowledge and skills requirements for specialist services such as business start-ups but to also address the behaviours, attitudes and skills required for the future of graduate work and are therefore also relevant to our broader employability offer. This workshop will therefore look at what we currently offer through this broad-brush approach including our running student business start-up service, co-developing and teaching entrepreneurially focused academic

		modules, developing bespoke programmes designed to help WP students behave more entrepreneurially and developing our suite of Business and Impact Challenges in partnership with employer partners. In particular, this workshop will share the following: ♣ Running start-up services and their legal, financial challenges ♣ examples of crafted interventions with WP students ♣ associated staff training and development needs
	P512	**Caroline Rueckert: Disruption and engagement through partnership** Partnerships in higher education are becoming more common as institutions find themselves at the forefront of digital disruption. To survive, universities must find new ways of working to improve student retention, success and career readiness. This session explores what a partnership approach might mean for enhancing student employability and for unlocking new ways of working in the hybrid and changing space of today's career services. It will outline both the elements and interactions critical to the initial development of a partnership enabled model, as well as consider some important questions about how to make partnership approaches sustainable and strategic. The session also will unpack how a partnership model importantly differs from the customer experience approach that has become prevalent in Australian higher education.
	P514	**Tracey Glover-Chambers & Nuala O'Donnell: Impacting the curriculum: An institution wide approach to embedding career development learning** How can universities ensure the strategic embedment of career development learning across the institution? How can career development learning be a forefront pedagogical strategy within all work related experiences? The University of Wollongong has recently embarked on a strategic missions to embed career development learning into a wider, institutional work integrated learning pedagogical model. Utilising WIL as the tool for connecting students with work activities through experimental learning, the new UOW WIL pedagogical model comprises three distinctive features: 1. A broad, theoretically -informed and research-based definition of WIL that encompasses a range of WIL experiences with explicit alignment to career development frameworks 2. Five distinct classifications of WIL activities, each promoting career development learning and processes of engaged feedback as criteria 3. WIL designed principles for evaluating and developing WIL activities The ultimate aim of this new UOW WIL pedagogical model is to develop sustained practices that enhance employability at multiple levels. It does so through serving several interrelated purposes: to enable the institutions to set goals relating to enhancing WIL, and audit and report on WIL activities over time; to assist schools or faculties to map various WIL activities across subjects or degrees, to scaffold WIL activities across a degree program, and to identify gaps ad opportunities for WIL activities ; and lastly, to support subject, course or program coordinators to evaluate and benchmark current WIL activities, to ensure WIL practices are meeting best standards and aligned to institutional priorities, and, to enhance relevant and quality learning opportunities for students to intellectually and practically engaged in their chosen professions. This UOW WIL pedagogical model is useful for professional and academic staff interested in designing, planning or strategizing ways to scaffold WIL and career development learning within a subject, across a degree program or uniformly throughout an institution.
	Room TBC	**Tania Goodman: Improving employment outcome for nursing students – A model of tailored support** This paper for Career Counsellors and Advisors addresses the impact of practice in enhancing employability of final year nursing students applying for NSW Health's 'Transition to Professional Practice' (TPP). Developed by Careers in collaboration with the Nursing faculty, this program offers new graduate nurse's consolidated clinical support beyond standard orientation and induction of new employees. Our program aligns directly with the University Of Wollongong's (UOW) strategic plan to enable our 'graduates to be career ready, contributing to a world that is ever changing and to work in complex teams'. This presentation examines the role of UOW's career service in empowering their final year nursing cohorts to make informed career decisions and manage their career development across their life-time. The students' experience is enhanced by giving them a first-hand understanding of 'real-world' recruitment and selection processes; preparing them to be job and career ready for the centralised annual recruitment of graduate nursing roles in NSW public hospitals. TPP is highly competitive and more people apply than there are positions available; so it is important that UOW prepares our students well. We work collaboratively to tailor career aspects of the TPP program specifically to the needs of our target group of final year nursing students. This work is vital in demonstrating to NSW Health that UOW is a University with a strong focus on the employability and career development of its students. Feedback indicates UOW was a 'first' in preparing final year nursing students to this degree ('TPP candidates from UOW stand out in their applications and interviews'). Over the past 4 years the UOW regional and metropolitan careers team have developed strong connections with NSW Health. These relationships are invaluable to the career consultants in providing relevant services to our students at Batemans Bay, Bega, Shoalhaven, Southern Sydney and Wollongong campuses.
11.50 – 12.30	**Best Practice**	**Presentations by four finalists**

12.30 – 1.30	Lunch	
1.30 – 2.10 Workshops (5)	P413	**Vikki Edwards: Using technology to support the career development learning of Engineering students at UNSW** To enhance career-readiness and employability, all accredited UNSW Engineering degrees require students to complete 60 days of industrial training placements before they can graduate. As the industrial training process can be undertaken at any stage of their degree, finding a scalable way to provide career development learning for our ~9400 current engineering students is essential to ensure all students have a successful, meaningful placement. UNSW Careers and Employment worked in collaboration with the Faculty of Engineering to develop an innovative technological solution that was accessible to all engineering students, easily adaptable to remain up to date with current advice and trends, scalable to reach our ever-increasing number of students, and quality assured through mandatory completion prior to placement commencement. We developed three online career development modules using Adobe Captivate, which help students develop their skills and knowledge in career planning, improve their capability to identify industrial training opportunities, and prepare for the application and recruitment process. To complement these modules, the Faculty of Engineering created an industrial training website including an online guide to support students through the process and enable access to all of the necessary resources. In this session, we will provide an overview of the online modules; including the content, structure and assessment tasks. We will share our experience with incorporating these modules into the UNSW Engineering industrial training process and highlight some of the successes from both the student and faculty perspectives
	P504	**Elizabeth Cook: Reimagining educational design for enhanced graduate employability** Research has shown that integrating career education across whole-programs and within courses is important for enhanced graduate employability. However, a range of factors including limited resources, limited staff knowledge about career education and/or curriculum design, workload pressures, and separations between the career support staff and curriculum designers (and between professional and academic staff), means that few institutions are yet to effectively integrate employability within curriculum. This presentation will discuss: 1. Reasons for integrating employability education in the undergraduate and postgraduate curriculum from an Educational Designer's perspective based on career development learning theory, contemporary workforce requirements and best practice pedagogical approaches; 2. Educational design strategies to integrate employability education in curriculum; 3. Recommendations, based on experience, good practice educational design principles and current educational design research, to manage and enact curriculum re-design despite limited resources and competing priorities. This presentation will interest delegates involved or interested in redesigning the curriculum to authentically integrate employability education within curriculum.
	P505	**Ewa Kusmierczyk & Jane Fletcher: Reimagining the careers service: creating impact through student entrepreneurship (employability-focused entrepreneurship)** Career services have long functioned in a provider-receiver relationship, typically delivering employability-related guidance and initiatives to students who act as the 'receivers' (and often evaluators) of the service. In recent years, however, there has been growing interest among HE providers in more active engagement from students in driving change and development. The experience we will share in this presentation was borne out of our aims to reimagine our service with a more collaborative and impactful approach to doing things not just for students but with students. The GrowME (Grow My Employability) Project is a 10-week 'emprepreneurship' programme where students develop, pitch and deliver innovative projects aimed at enhancing the engagement with employability amongst their peers, while gaining tangible work experience along with training and support from Victoria's Careers and Employment staff. To date, close to 100 students have completed the programme, engaging with around 1,000 of their peers through events, competitions, activities and social media campaigns related to employability. We will share our learnings from the three programmes we have run so far and discuss the opportunities and challenges of working alongside students and measuring impact both short- and long-term. The presentation will be of interest to those staff members who are actively engaged in staff-student partnerships or interested in exploring how their service can utilise such an approach to maximise impact.
	P512	**Demi Kastanos: Achieving More With Less - Exponentially increasing student engagement in career development with declining headcount and using data analytics and dashboards to win new funding** From very early in 2016, the mission of the Career Service team at The University of South Australia (UniSA) was very simple - increase student awareness in our services and the importance of early Career Development Planning to support career outcomes. The biggest challenge for any university career service, is trying to increase student engagement with limited or declining resources, this included UniSA. To achieve this, our service needed to be strategic in its approach, service offering and communication channels. What used to be a traditional Career Service needed to move with the times and identify innovative ways to spread our message? With 62% of university students owning 3+ devices (Pearson, 2015), we needed to ensure that our content was accessible in formats that suited them – this meant a complete over-hall of our entire strategy to include new online and blended learning resources and a complete re-fresh in our approach. Developing new reporting mechanisms to track and analyse data and the impact of our new strategy became imperative as a method for gathering evidence. Evidence which has

		been utilised to build and enhance the credibility of the Career Service to then subsequently achieve the UNTHINKABLE........new funding for new initiatives. This presentation will share with you elements of our strategy and how in one year we increased student engagement in Careers by more than 55%. It will showcase some of our analytical reports and dashboards that have formed the basis of our evidence. Finally we will briefly share how this evidence assisted the service to secure big new funding for an exciting new Career Development Learning project launching in 2019.
	P514	**Carlene Kirvan: Building employability through a community engagement program** How can students build experience that is relevant to the roles they are seeking when they graduate? In the Faculty of Business Economics and Law at the University of Queensland, the Student Employability Team runs a program that enables students to build networks, gain experience and give back to the community. The Community Engagement Program (CEP) liaises with Non-Profit Organisations and invites them to submit a project that a team of students can work on during a semester. CEP is a structured, co-curricular program with set milestones that is voluntary for students to undertake. By participating, students develop and enhance their employability skills, such as: leadership, working effectively as a team, communication skills, problem solving, adaptability, and more. Several domestic and international students have remarked that they gained employment opportunities due to their CEP experience. "I got an internship at Deloitte Consulting China, where I always wanted to go, because of the CEP program. When I was in the interview, the recruiter told me that he was very impressed by what we achieved in the CEP program and that's the reason why he decided to select my resume out of hundreds of others and gave me a chance to interview." Z. Chen (International Student & CEP program participant in 2017). For the University, CEP enhances student engagement through providing participants with an opportunity to put their classroom knowledge into practice and to understand the world of work. CEP provides experiences that students can use when applying for jobs. For Non-Profit organisations, CEP provides an opportunity to engage a team of students as trainee consultants. The program delivers measureable results and outcomes that these organisations may not have otherwise have achieved. When the students' recommendations are implemented, this provides an opportunity to promote their achievements further.CEP is a win-win-win initiative!
	Room TBC	**Lauren Woodlands & Carolyn Alchin: Spreading the word and embedding the practice: A partnership model towards student success within the Faculty of Education at QUT** QUT asserts that students are partners in the learning and teaching they are engaged with at University. As partners, students need to be empowered to have accountability for academic skills, career development, and STEM literacy and see how paramount communication, employability, and future focused skills are in the changing real world. Embedding these concepts through units, courses, and into academic process is an ongoing and complex challenge. Historically support for learning services have at best been co-curricular, but policies and practice are shifting. QUT's shift has enabled the Student Success Group (SSG) to engage directly with Faculty. Embedding Career, Language and Learning, and Maths, Science and IT (MSIT) Educators in teams into faculty has been central to the operationalisation of the above aspiration. Through relationship creation, close geographical positioning, regular promotion of activities and embracing the expertise already inside faculty the SSG Education Team have gained traction. We have been able to develop, enhance, and begun the process of engaging strategies that enables students to build the skills, attitude and knowledge required to use their university experience and build an adaptive career identity. With rising attrition from the teaching profession, this development of an adaptable career identity is paramount. This workshop will provide a synopsis of the trials and tribulations of an embedded partnership model of Careers, Language and Learning and MSIT support for learning initiatives into courses with the Faculty of Education at QUT. This session will share outcomes of success and the practices and process to enable those successes, with a particular focus on the support to develop graduate capabilities of entrepreneurial thinking and early adoption of technology.
2.20 – 3.00 Workshops (6)	P413	**Kristin Warr Pedersen & Mel Eyes: The road to 'Career Connect' : Lessons and outcomes from our migration to the Symplicity CSM Enterprise** The University of Tasmania's expanding Leadership, Career Development and Employment service began migration onto the Symplicity CSM Enterprise in March 2018. The new 'Career Connect' platform was purchased to provide a one-stop engagement portal for students, graduates and industry professionals to interact and share opportunities. The implementation process brought together staff from a variety of technical and strategic development areas and was supported through on-going collaboration with Symplicity staff in three countries. A number of lessons learned through this process will be of great interest to other institutions considering the CSM Enterprise, most notably the challenges and solutions found to contextualise the Symplicity CSM to the Australian higher education context. At the time of writing this abstract, the UTAS team is ten days from Go Live. By the November NAGCAS conference we will be prepared to give a demo of how we are using the site to manage the full, integrated service, including on-campus recruitment, video interviewing, mentor matching, experiential learning and the facilitation of our leadership award. This presentation will also outline the lessons learned from this experience and the roadmap for how we intend to use this platform into the future.
	P504	**Dr Toni Wright & Eluned Jones: Internationalisation experience and employability gain** International experience for wealthy young adults has been valued since the seventeenth century but in more recent years the employability agenda has been added to the discussion. The ability of graduates to meet the needs of employers in an increasingly mobile and globalised work environment has been hotly debated and

		the value of international experience for employability considered internationally. The need to offer similar benefits for graduate employability for those students who are not able to undertake traditional mobility experiences is also an issue for careers services. The international strand of the LEGACY (Learning and Employability Gain Assessment Community) project explored the employability learning gains achieved by students who have studied abroad, worked abroad or have an on-campus experience that has contributed to providing an international perspective. The paper offers careers professionals evidence about employability related gain students acquire from traditional international experience and more particularly from on-campus experiences, including ways to maximise this learning via pre-departure briefing, on programme activities, post experience reflection etc. We also share our experiences of the types of on-campus experiences that careers service partners in the project used as examples of activities designed to enhance internationalisation or having the potential to do so and their relative effectiveness.
	P505	**Jennifer Boreland: Innovation and Impact: How HDR candidate development is informed by disruptive agendas around the PhD and the future world of work** The Australian government has conducted a number of reviews of doctoral education particularly in relation to its impact on, and contribution to, the economic growth of the country (Australian Council of Learned Academies, 2016; Australian Government, 2015; Committee for Economic Development of Australia, 2015). Central to this has been a review of how the creation and generation of new knowledge (the outcome of a PhD) can impact industry in the long term and ultimately benefit the broader community; and this has implications for candidate development. This focus, together with the decreasing number of academic positions available to PhD graduate, has significant implications for the way PhD development is undertaken by universities. How can a University support and promote employability of PhDs to enable them to utilise their skills in alternative career paths and address expectations that their innovations will positively impact the broader community? Part of the answer lies in equipping doctoral candidates with at least two things: 1. the capacity to envision the impact of their research in innovative ways to contribute to the broader community; and 2. the ability to identify their capabilities and the transferability of those capabilities to diverse and alternative career pathways to improve employability outcomes. The University of Queensland's Graduate School (UQGS) has taken steps to promote student development in both these areas. In consultation with industry, UQGS has developed a suite of workshops and experiences – grouped together as the Career Development Framework (CDF) - designed to ensure its research students are provided with professional and career development opportunities which complement the research-focussed elements of the degree. In particular, the Professional Skills within the CDF focus on entrepreneurship, impact and influence, as well as a range of workshops that build capacity in recognising, articulating and leveraging skills for positive employment outcomes. This presentation will outline the approaches taken at UQ to address the changing demands of the PhD while enhancing employability.
	P512	**Ruth Bridgstock: Transforming Careers Practice in Universities: Digital disruption, service reinvention and new forms of institutional collaboration** Nearly eight in ten Australian careers practitioners believe that disruptive change in careers practice is happening now, or is starting to happen. Another 11% believe this disruption is likely to occur soon. Digital influences are drivers of change, along with higher education employability and retention agendas, funding changes, structural shifts, massification and widening participation, and the changing world of work. The disruption is seen in extreme diversification of the careers service client base and range of activity supported, to some extent, by the use of digital tools. Through digital strategies and resources, the reach of the career service can be far greater than before, but the use of such tools has limitations, and is also associated with a range of challenges. This presentation will explore these and how careers services are surmounting them. The structural positioning and focus of many career services has changed as well. With the rise of the graduate employability agenda and focus on preparing learners for careers (or at least initial career outcomes), careers services are foregrounding the possibilities in an integrated institutional approach to career development learning. The presentation will draw upon findings from 40 interviews with career service managers, practitioners, leadership, and academic staff across a total of nine universities in Australia, the UK and Canada 2017-2018, and a national survey of careers practitioners conducted in May 2018. It will address: • the impact of disruptive influences on career services and the work of career practitioners in universities, with an emphasis on digital influences • how career services are transforming themselves and their activities in response to ongoing changes • the ways that practitioners are collaborating with academic units to integrate career development learning across the institution
	P514	**Ben Reeves: Useful resources for careers advisers from the AAGE: Survey results, graduate outcomes survey and top employers** 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 and have been offered graduate employment. • Graduate Survey – which collects data around 2,000 graduates 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 Internship Programs. The AAGE's Top Graduate Employers and the Top Internship Programs websites provide listings of the best employers and intern programs.
	Room TBC	**Tania Currie & Justine McKenna: Enhancing Employability through Team Based Learning** Macquarie University's Masters of Banking and Finance includes the compulsory core unit "Professional Development in Banking and Finance". This unit prepares students for the transition to a career in banking and finance. The unit's aim is for students develop both professional and personal skills. Students work throughout the semester using a team based learning (TBL) approach and are often challenged to apply their learning to relevant case studies. The Faculty of Business and Economics' Career Development Consultant is responsible for the design and delivery of 3 weeks of this unit's content, as well as a video interview assessment task comprising 20%. This presentation will explain how the TBL approach has been used in conjunction with case studies to educate students on interviewing, personal branding and networking. TBL is an active teaching and learning method that promotes the development of teamwork, soft skills and critical thinking. The facilitation of structured sessions is based on the 'flipped classroom' approach where students are tasked to view the content before class. It enables the educator to focus on active discussions and deeper application of knowledge. This presentation will address two sub-themes: ▪ Firstly, needs based practice. Between 95 and 100% of the students in this unit are international students with English as a second language. By using TBL these students are required to practice and demonstrate professional communication skills in a range of tasks. ▪ Secondly, this practice focuses on improving employability by requiring students to identify and reflect on their aptitudes, goals, networking activities and professional development plans. Further insight TBL case be gained from this video: TBL In Action at Macquarie University https://vimeo.com/259787036/5c8a5ac8e3
3.00 – 3.30	**Afternoon Tea**	
3.30 – 4.10 Workshops (7)	P413	**Eric Asato & Philipp Laufenberg: Gamifying a digital employability skills program for Generation Z** How do we motivate Gen Z students to participate in a co-curricular employability skills program? In this session, you will learn the story of how RMIT has integrated their Personal Edge employability skills program with Practera's digital learning platform to engage students through gamification features to create a digital portfolio of employability skills. The idea was to create a platform where students could store learning artefacts (photos, videos, certificates, projects, etc.) to document their achievements, and reflect on their experiences to articulate to future employers. An iterative approach using elements of design thinking and user-centric development was used to capture the needs of students, staff and industry. This included the opportunity for students to co-create elements of the app and give frequent input during several stages of the process such as a student competition to come up with final designs. The Personal Edge App is the outcome of this close collaboration between university and industry stakeholders, technology providers and students. In December 2017, the 'PE App' was officially launched. After 6 months, the PE App has engaged over 20% of the student body, up from just 5% when using the old platform of CareerHub. Despite the fact that the app is brand new and yet to reach its full potential, it has already facilitated over 650 workshop reflections and over 300 skills reflections with multimedia files as evidence to display on their digital portfolios. Having worked closely together over the past 2 years, Eric and Phil will talk about the journey from ideation to launch of a pilot version and the consecutive roll-out to the entire student body. They will share their insights, successes, challenges and their vision of how the Personal Edge program and its mobile app will continue to drive engagement and employability outcomes in the future.
	P504	**Tessa McCredie & Andrew Purchas: Employability, elitism and equity in graduate recruitment** Employability has equity implications. Socio-economical privilege can be transferred on to the process of qualifications, competence and knowledge in the graduate recruitment process and is set to become a bigger concern as the world of work changes. With the current hyper focus on employability, what are universities doing to support their students from varying socio economic backgrounds to develop employability skills required in the labour markets of today. The University of Southern Queensland and GradConnection have partnered to take a deeper look at elitism and equity in graduate recruitment and have taken a stance to advocate for

		change. This session will cover: ♣ How USQ and GradConnection worked together to support students from diverse socio-cultural backgrounds in graduate recruitment ♣ How employability competitions can improve employability outcomes for all students ♣ What career practitioners and employers can do to support students from diverse socio-cultural backgrounds with employability learning and employment outcomes
	P505	**Nicole Papworth: Micro experiences: Re-imagining career awareness for Business undergrads** Student recruitment is competitive. Students are expected to understand and articulate how companies make money, how departments contribute to overall business objectives, and who the players are in their field of interest. They also need to know which roles they're interested in, and how their skills and abilities match. At UTS Careers we're encouraging students to embrace experiential learning. Internships are ideal, however, there isn't time to intern everywhere! Therefore, we created co-curricular activities offering students micro-opportunities to gain real insight into some of the top business career paths - reimagining the role of a career practitioner from sharing information with students to involving them in experiences. To ensure these experiences accurately represented industries, we gained the support of our alumni, employers, and academics. The activities had impact for our students and also benefited our industry partners in providing them with fresh perspectives and opportunities to engage future talent. This engagement has been critical for our success. We launched a hackathon, offering students simulated work projects, where students joined teams to create an agency pitch, implement a design sprint, generate strategy decisions, or plan a business merger. These are more than case studies, they're real projects supported by managers from industry so that students are not competing or being graded but experiencing actual work. We also ran industry debates to help students explore the features of different career paths in a variety of business areas and organisations. Topics included; in-house marketing vs agency; commercial vs investment banking; business development vs account management; automation and technology within the tourism industry; strategy vs consulting. The first round attracted and impacted close to 400 students and 50 alumni. The best way to learn is to experience. And isn't our role as career practitioners to impact our students' employability, opportunity awareness and success.
	P512	**Eric Norris: Addressing employability and work readiness through digital amplification: The Australian story** Historically, Australia's participation in the global economy has been largely uncomplicated. As a nation, we primarily export iron ore to China, coal to Japan and, with the number of student visa holders currently exceeding 485,000, we export education to the world. However, Australia's participation in the global economy is at a crossroads. Technological advancements continue to accelerate a broad macro-employment shift, from blue-collar to service-based industries, where the need for digital literacy and ongoing learning is paramount. This paper questions the extent to which Australia's tertiary education institutions are responding to this macro-employment shift, and the ways in which they are preparing students to participate in the technology driven and service-based global economy of the future. With a healthy respect for the existing curriculum, I submit that tertiary education institutions are preparing students for the workplace of the present, not the future. Increasingly employers are questioning the role of universities and are looking toward other institutions or practices to address the fundamental components of work readiness and employability. In the UK 'graduate recruitment' has been growing much slower (1%) than other forms of 'early career talent recruitment' such as professional apprentices (19%), school leavers (18%) and placement students (3%) and interns (2%). I propose that employers acknowledge the digital disruption that is displacing traditional learning mediums and think creatively in order to attract and develop the next generation of talent. Employers are already using digital amplification to prepare students for the future of work, specifically through the creation of open access 'virtual experience programs'. I conclude that investing in scalable and digitally amplifiable methods of training future employees will ensure that Australia has the requisite human capital to compete and thrive in the global economy of the future.
	P514	**Hannah Drover & Tim Renowden: Real experiences, real outcomes: unpacking the success factors for graduate employability** In 2018 Readygrad, along with our research partners, QS Enrolment Solutions, embarked on a first of its kind study into international student employment outcomes unpacking 'real', actionable factors to increase international student employability. With over 4,500 host company relationships and more than 15,000 student interns, Readygrad is in a unique position to join the dots, uncovering the key factors that contributed to over 40% of interns gaining employment with their host company directly following their placement. Where previous research in this area involving employers has been based on subjective opinions, our study focuses on surveying thousands of international students who undertook an internship and the host companies who ultimately employed them or not. The study will shift the dialogue from the negative "gaps" and finger-pointing to how such positive employment outcomes were achieved. By sticking to evidence over opinions, we outline activities and experiences that really made a difference to both students and employers. Students, institutions and employers alike have a role to play in improving international student employability. There are experiences and skills that can be integrated into institutional activity, there are aspects that should be part of employer on-boarding, and there are certain aspects which should be driven by the students themselves. This session is relevant for anyone who is driving or supporting an employability

		strategy at their institution, higher education or VET. We let the research lead us, and aim to arm you with a blueprint of tangible actions you can implement to drive the employability outcomes for international student - we already know they demand it, so this is how we can help deliver it.
	Room TBC	**Kirstin Warr Pedersen: Lessons from our 'frequent flyers': How constructive alignment and integrative program design can prepare students for career success** Between 2016-2017 the University of Tasmania's Student Leadership, Career Development and Employment (SLCDE) team introduced new programs to support the career and leadership development of students. Programs like the VCLP – a scaffolded leadership development and recognition program, and I-PREP - a work preparation program for international students have complemented the well-established career mentor program (CMP) to provide a range of options for students to explore and engage in career development education. In 2017, the SLCDE team was provided funding through the Graduate Careers Australia Research Program to build an adaptable evaluation tool that would assess the impact of our individual programs. An evaluation matrix was established to identify data collection methods used across the programs, which provided a gap analysis of the evaluation being conducted across the service. This led to the development of a common pre- and post-survey tool for all programs to establish baseline data collection points around students' developing awareness, confidence and success indicators in leadership and career development. An unexpected outcome of this work was the identification of the unique set of learning and employment outcomes achieved by students identified as 'frequent flyers' of the service; those students who engaged in more than one program. In-depth interviews were conducted with 16 'frequent flyers' of the VCLP, I-PREP and CMP, revealing how students had achieved the specific learning objectives of each program to develop self-awareness of career goals, gain work experience and realise the benefits of mentoring. This presentation will report on this research and the identified value of constructive alignment in leadership and career education programs to provide opportunities for whole-of-service engagement that increases employment success.
4.20-5.00 Workshops (8)	P413	**Steph Miller & Kathleen Connolly: Implementing PeopleGrove - Wins and lessons learned** In June 2018, we launched online mentoring at UTS using the PeopleGrove platform. No big deal you are probably thinking. We know we are late to the party but we think what we have achieved is pretty special and want to share our experiences with you. It is so hard to get IT projects supported at UTS - it's a long and expensive process and on our own we would not have gained the funding we needed. We noticed a theme for 'matching' across campus all in different ways… matching people to help students improve their English, matching students from similar backgrounds for peer mentoring, and our need was to match students with alumni and industry to scale our support. We collaborated on a proposal for one vendor to support all our 'matching' needs. The proposal was successful and we discovered PeopleGrove. We knew it was the platform for us and we had to have it. At UTS we didn't have industry/alumni mentoring programs established, so we started from scratch. We did a soft launch and the interest has been incredible. It hasn't been easy and being the first university in Australia to work with PeopleGrove has presented some unexpected challenges, but we've overcome them and we believe we are providing the ultimate modern day mentoring experience for students, alumni and industry. You will find our session particularly beneficial if you are: ▪ Searching for ways to scale careers support for your students ▪ Looking at alternative vendors for your current online mentoring program ▪ Wanting to launch or are close to launching an online mentoring program ▪ Needing to build a compelling case to secure IT funding
	P504	**Ruth Bridgstock & Denise Jackson: Social networking for graduate career development in the digital age: Which relationships? Which platforms? Which capabilities?** It has long been recognised that social relationships are of importance to graduate career development, through mentoring and sponsorship, access to career resources and career opportunities. While social capital is often associated with the unfair advantage that class and background can confer, it has been shown that through effective networking behaviour, people from all kinds of backgrounds can benefit from social connectedness. Effective networking is underpinned by a range of capabilities that need to be learned, at least in part, through practice. Careers services in higher education institutions have played important roles in fostering students' capabilities and networks through career mentoring schemes, industry networking events, and work integrated learning, among others In the 21st century, networking has moved online, at least to some extent. Digital networks can expand the reach of graduates' career development activities. Digital networking requires a somewhat different but overlapping set of capabilities to analogue networking (Bridgstock, 2018). While many graduates are well versed in the use of digital networks in their personal lives, they may not be as confident using social media for career development The research discussed in this presentation draws upon surveys of more than 600 graduates from Business and Creative Industries fields across three Australian universities, along with 40 interviews mapping graduates' post-university career trajectories. It unpacks the roles that online and face-to-face social networking play in graduates' career development. It asks which types of

		social connections are important to successful transitions into career post-university, and what a productive balance between face-to-face and online networking activities might be. It investigates what the most important social network capabilities are for new graduates, and what careers practitioners can do to provide opportunities for development of these capabilities.
	P505	**Heather Lowery-Kappes: Are we really reimagining careers?** Rapid technological change is evident even in the way we digest our news. But does the media portrayal reflect the changing nature of today's careers, and the aspirations and expectations our students have been lead to believe are possible? Identity is an important part of people's lives. Your job is more than just a pay check. Many people are judged by the role they play in the economy and society at large. The drive to have a 'successful career' has become central to many peoples' vocational aims even in the face of today's changing ideas of what a career is and should be. Your career becomes the lens through which society views you, a reflection of your identity through others eyes. What is the impact of the media in contributing to the perception of what is and isn't a successful career? How do the media make such assessments, and how does the resulting impact then mould society's opinions in viewing people's career paths and choices. My research explores what 'career success' looks like through the lens of NZ media. It highlights challenges and opportunities for best practice as career development professionals. Dominant social discourses are identified and examined as the influencers of the media, journalists, career practitioners, and the public. You will be invited to explore the approaches you are using to help students make 'personal' successful career decisions, while navigating social norms.
	P512	**Julie Howell: The Tandem Ride: Bringing leadership and career development programs together including evaluating impact** The development of students as leaders has long served as a key purpose for Universities as evidenced in strategic plans and the increased presence of leadership development offerings in the curricula and co-curricular space. At Curtin, leadership development is seen as core to the distinctive student experience. In 2017, Curtin's Leadership Centre was moved to the Employability: Careers and Employment Portfolio. The utilisation of the Social Change Model of Leadership as the conceptual framework for Curtin's leadership programs meant there were clear synergies with a number of career theories including CIP and the DOTS Models. This alignment has permitted Curtin to integrate our leadership programs and in the process, strengthen both our traditional 'career' offerings and those with a stronger focus on leadership. Program 'identities', including purpose, were easily brought into focus resulting in shared resourcing and a clarity for the allocation of limited resources. There was an additional bonus. In a way not dissimilar to the evaluation/research on the outcomes of career guidance interventions, the evaluation of student development as a result of participation in leadership programs continues to reflect an incomplete picture. There is also often a lack of clarity regarding individual and institutional factors influencing leadership development. The advantage is the Multi-Institutional Study of Leadership (MSL) examines influences of higher education student leadership development. Through the MSL we are able to evaluate the impact of our interventions. Recently we commenced exploring how the survey tool can be adapted to evaluate the impact of career research. This presentation/workshop - Provides an overview of Curtin's leadership programs and how they are integrated into, and extend the suite of programs, delivered by the Centre - Unpacks MSL by briefly summarising the instrument and presenting the benchmarking data and key findings for Curtin University; - Presents our early work on utilising the MSL survey tool more broadly.
	P514	**Leigh Mellish: Re-imagining work-integrated learning: Quality assurance in delivery** Work-Integrated Learning (WIL) courses are increasing in demand. Students are looking at ways to increase their employability through the practical application of learning. While employers are wanting to both give-back knowledge, as well as source talented students for recruitment. Although WIL courses can provide mutual benefits to students and employers, they pose a range of challenges for universities needing to demonstrate quality assurance of the experience as expected by the Australian Government (TEQSA) Guidelines. DIPP1510: Work Placement: is an innovative, online-course run by UNSW Careers and Employment allowing students who find their own relevant work-placement to simultaneously complete career-development learning. Within the course, a range of processes are used to ensure quality of the WIL experience.
	Room TBC	**Lena Corzo Neisser: Career service partnering with academics and librarians – the case of a biological sciences capstone course** The endeavour to embed career development learning within the curriculum is fraught with challenges. It is problematic to assume career services or academics alone could accomplish employability objectives. Here, we present a four-year case study in which the Macquarie University Career and Employment Service, Department of Biological Sciences and the university Library collaborated to build student employability in a Biological Sciences capstone course. For four years, the Department of Biological Sciences and Career and Employment Service at Macquarie University have co-designed and co-convened a capstone course, based on a structured

		career information literacy learning model. In this model, generic (cross-discipline), situated (discipline-specific), and transformative (trans-discipline) information literacies facilitate the development of self-awareness, opportunity awareness, decision-making and transition skills. The science students in this course demonstrate discipline-specific knowledge and skills through a series of activities and assessments addressing study-to-work transition. To support this model of delivery, we engaged the university library to provide in-depth information literacy training focusing on career development. Specifically, the librarians provide instructions useful for students to complete assignments, such as the specific use of research databases to obtain company data and industry reports. The librarian team also works with the career service to increase discipline-specific careers collection in the library and create a career section in the library's digital subject guides. In this workshop, we will share our experience engaging with academics and the library, including the context, method, core learning activities, assessments, and student results. Our approach and experience will benefit those who aim to enhance student employability within the curriculum through partnerships.
6.00 - 6.30	**Pre-Dinner Drinks**	
6.30 – 10.30	Conference Gala Dinner	**Customs House** Dinner sponsor: **Awards sponsor** **Theme: Red Carpet Event** Optional Post Dinner Activity

Friday 30 December

8.50	Housekeeping	*Conference Chair*
9.00 – 9.45	**Lead Presenter Presentation Title**	*Bec McIntosh, iLab UQ Community Manager*
9.50 – 10.30 Workshops (9)	P413	**Lisa Williams: Career Success: Enhancing employability of low SES and indigenous students** The workplace is rapidly changing, making it even more important that students are well prepared to meet employers' needs and expectations. Increasingly graduates with extracurricular experience, transferable employability skills and work experience will be in demand. It is widely recognised however, that Indigenous students and those from low socioeconomic status backgrounds (low SES) often have low awareness of the important link between these skills and experience and their future employability. They can also experience additional barriers to engaging in careers programs and services that aim to build employability. If institutions are to prepare these cohorts of students for the rapidly changing labour market it is essential that any career development service model takes into account their specific needs. RMIT's 'Career Success' project aims to improve the employability and employment outcomes of Indigenous students and those from low SES backgrounds. Critical to the success of this project is gaining a thorough understanding of the diverse needs of this cohort, through use of data and an iterative approach to evaluation. This knowledge will inform a proactive service delivery strategy that will also have the flexibility to respond quickly to student feedback. This presentation will outline the project outcomes to date. Data collection methods will be discussed as well as findings from the evaluation of various delivery models trialled during the first year of the project. The key themes emerging from a large scale employability survey will also be presented. Early findings provide valuable insights into student perceptions of their own employability and attitudes towards future employment. Institutions' careers services need to be flexible and responsive to the needs of our diverse student cohorts and should not be a one size fits all model. This project trials a reimagined career service model that ensures all students can have the same opportunities for success and achievement in the changing workplace.
	P504	**Elizabeth Cook : Reimagining postgraduate career support and education: what postgraduates say they want and need** Reimagining Postgraduate Career Support and Education: What Postgraduates Say They Want and Need There are widespread assumptions across the higher education sector that postgraduate students do not require university-led employability strategies and career services, and that the futures of graduate students are more assured than their undergraduate counterparts. This paper presents the findings of a secondary analysis of national Australian data into the postgraduate student experience, which indicated that postgraduate students are not getting the career and employability support they want and need. A total of 319 international and domestic postgraduate students, from 26 universities across all eight states and territories of Australia participated in the federally funded research project. The postgraduate students were enrolled in research and course-based degrees at all levels, and participated in research activities including: seven student engagement workshops, seven focus groups and 38 interviews. Manual thematic analyses were conducted on full transcripts by multiple reviewers. This presentation will discuss: ▪ Postgraduate perspectives in regard to university-led employability strategies and career services; ▪ Strategies to integrate career development learning into postgraduate coursework and research;

		▪ Key recommendations for universities to provide the employability and career supports that postgraduate students want and need. This presentation will be relevant to any staff involved in supporting the career development and employability of Australian and international postgraduate students.
	P505	**Patricia Parish: A story in pictures: the power of imagery in re-imagining career possibilities** With predictions of upheaval in the world of work as we move into an era of technological advance and artificial intelligence, we have heard the message that students need to be conversant with STEM concepts and applications across all disciplines. More recently there has been recognition of the importance of creativity, and the acronym STEAM ('A' for 'Arts') was coined to capture the essence of the 21st Century skill set that graduates now require. In the race to be competitive and technologically literate there seems, however, little room for nurturing creativity. How can we, as Careers Practitioners, facilitate creativity in preparing students for the careers of the future? 'Design Thinking' is a concept applied across a range of problem-solving contexts, and recently adapted to career-planning by Bill Burnett and Dave Evans (2016 Stanford University). This methodology approaches career-planning from an active, creative perspective, drawing on design theory and positive psychology to re-frame obstacles, ideate solutions and experiment with prototypes. Creativity is foundational to design-thinking and this approach lends itself to novel and creative career-education strategies. With this in mind it can be applied using forms of expression such as art and imagery rather than simply using words to generate and test ideas leading to decisions grounded in emotion as well as reason. In this workshop I will introduce and demonstrate some of the ideas of 'design thinking' as applied to career planning. With a background in Art Therapy alongside my skills in Career Development, I will demonstrate the power of imagery as an alternative to verbal narrative in applying some of the 'design-thinking' methodology. This will be a very brief taster experience, but one I hope will challenge you to re-imagine your work with students, and in doing so help them to re-imagine their future careers and lives.
	P512	**Mita Das: If I can do research, anyone can!** 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.
	P514	**Marianne Buyskes-Abrahams: Emerging Leader Program: Developing tomorrow's leaders by building employability** To compete effectively in today's competitive and entrepreneurial labour market, students need to be able to develop, understand and articulate their value proposition to prospective employers in confident and compelling ways in order to promote a lasting impact. Employers want to gain insight into the combined experiences of students, gained through activities undertaken alongside and complementing studies, which demonstrate commitment, passion and cultural fit. To support students in building the skills necessary to market themselves effectively, and to recognise and express their 'value add' attained through participating in activities that develop their leaderships skills and enhance employability, Swinburne University of Technology has developed the Emerging Leader Program. Strategies for empowering students to develop and present their acquired employability skills, using the STAR technique, form an integral aspect of the program. It also presents the opportunity for students to earn micro-credentials, and have them reflected on their academic transcripts. Further, in line with career development initiatives to promote early interventions in career readiness, and to support the transition from secondary to tertiary education, the Early Leader Program was piloted in 2017. This extension program provides an introduction to building the skills in high school years to catalogue and articulate learning experiences to enhance future employability. This presentation will outline the application of these programs, including their implementation within curriculum to enhance student involvement and engagement with community and industry. The student experience and benefits of participation will be presented, as well as the future outlook of the program as it continues to evolve.
	TBA	**Troy Dobinson: Gold Coast 2018 Commonwealth Games Internship Program** As an official partner of the Gold Coast 2018 Commonwealth Games, Griffith students had the unique opportunity to be part of the lead-up and staging of the biggest sporting event in Australia this decade. With over 4,900 athletes from 71 nations and territories competing in 261 events, students were rewarded with unrivalled opportunities to develop real world experience. The GC2018 Internship program allowed hundreds of Griffith students to take part in a unique 40 credit point (12 week) internship within 'GOLDOC', the Games organising body, and be part of the largest sporting event the Gold Coast has ever seen. Our students provided

		meaningful contribution to GOLDOC while developing their knowledge, skills and technical aptitude within their given discipline with many students securing paid employment on completion of their 12 week internship. This presentation will outline how the Careers and Employment Service at Griffith University project managed the Internship Process from end to end recruitment of students, providing candidate care, delivering large scale assessment centres and supporting our Corporate Games Partners with additional internships. Brief highlights included: ▪ 239 Internships placed to support the Gold Coast 2018 Commonwealth Games ▪ 278 further games-related student opportunities with Industry Partners ▪ 154 Griffith students provided games time support activities during Games Time ▪ 181 Griffith graduates accepted paid employment
10.30 – 11.00	**Morning Tea**	
11.00	**Lead Presenter** **Presentation Title**	***Noel Edge, Graduate Careers Australia*** ***GCA's Graduate Research Program***
11.30	**Lead Presenter** **Presentation Title**	***Bob Gilworth, President AGCAS***
12.10 – 12.50 **Workshops** **(10)**	P413	**Julie Howell, Eluned Jones & Bob Gilworth: A Conversation: Career registration and the (beginnings of) Australian experience** We listened to Eluned at NAGCAS and Bob and others at the International Careers Summit and could see only advantages in implementing Career Registration at Curtin University. So this year that is what Curtin did: We conducted a substantial pilot of Career Registration, with full Career Registration scheduled for 2019. We had the best experts guiding us, and as a result some parts of the process went smoothly. We got a little ambitious and found ourselves navigating some hiccups. This session is a conversation with Bob, Eluned and Julie on the early experiences of implementing Career Registration. We have a number of scenarios (situations, developments, consequences) we can present. However after very brief introductory remarks and a timeline of the process undertaken by Curtin we are hoping the conversations will be lead with questions from the participants. If conversation slumps here are some topics that we are prepared for: - ▪ 'Ownership' of Career Registration, navigating IP ▪ Establishing the questions: Benchmarking Vs Focus Groups (or a combination) ▪ Who do we want participating – there are some challenges for some cohort ▪ Who did we need to convince (and for all of us there were some surprises) ▪ The nuts and bolts – where in the enrolment process should the questions be, who owns this process (or in Curtin's case how many people own this process!) ▪ I knew there was going to be a lot of data – but this much data! Storage, retrieval, action plans and impact on staff and responsibilities ▪ Faculty – the (slowish)shift to 'loving' the data (and by default us)
	P504	**Kathleen Connolly: Using collaborative technology to help build a careers community** Does anyone care about careers outside of the careers service? Sometimes it doesn't' feel like it, does it? We all have our champions in faculties whom we continue to collaborate with, but what happens when you map the ecosystem and bring the champions together? Great things! And we want to share our learnings with you. At UTS, our Careers service has BIG aspirations and yes we've been fortunate with our funding but our vision is much bigger than our budget ever will be. We have over 40,000 current students and we want them ALL to succeed after graduating. Through the use of technology and a little creativity, we were able to find a way to engage and unite both professional and academic staff at all levels. In 2017, we undertook a design-thinking project and mapped out the UTS careers ecosystem. We were inspired by how many UTS staff our team connects with day-to-day and we knew we needed to bring these people together in order to make a real impact, so we did. We created a UTS Careers Community. Admittedly, when we first launched it was mainly the Careers team and a few eager staff, but the critically acclaimed* community has strengthened and continues to grow with both professional and academic staff joining weekly. Initially we focused on creating opportunities for people to connect in person but soon realised we needed other platforms on which we could engage. Utilising the collaborate technology of Microsoft Teams we now have a single location where we are able to seamlessly share resources, inform others of careers initiatives and events, and broadcast announcements without them being lost in an inbox. With over 130 members in our online community and over 200 staff signed up to our careers newsletter, the level of awareness of Careers has never been higher at UTS. Amazing things happen when you bring great minds together so join us to learn about our community and how you can create your own community on campus (Spoiler alert: you WILL walk away with free and easy ideas to implement actions after our session). * Our senior executive refers to the Careers Community as best practice case study on campus

	P505	**Mita Das & Phil Laufenberg: WIL to scale** One of the biggest challenges facing universities is providing experiential learning at scale. With growing numbers of students, finding ways to deliver authentic experiences to as many as possible requires innovative solutions. Job Smart is a co-curricular career development learning program run in the University of Sydney Business School. This year the program piloted a new component of the program, using virtual workplace scenarios to provide business students with authentic experiential learning at scale using mobile technology. The experience incorporates interaction with industry professionals, providing an opportunity for students to demonstrate graduate qualities, employability skills including teamwork, project management and communication skills as well as adding experience to their CV. This is currently an extra-curricular activity that may later be embedded as a formative learning experience for students in the undergraduate and postgraduate units of study. This workshop will provide an overview of the experience from both the student and administrative perspective and will share the highlights and lessons learned.
	P512	**Jennifer Luke: Future of work - importance of individual meaning and mattering** Globalisation, technology and demographic change are and will continue to have profound impacts on labour markets globally. Policy makers are encouraged by the Organisation for Economic Co-operation and Development (OECD) to strengthen the resilience and adaptability of the workforce so as to assist countries to manage transition without major disruption. In such an ever-increasing fast paced environment, the individual worker or graduate entering the workforce can become lost in the masses and lose identity. The future of work must pose the question of how an individual can navigate a career without losing their self-concept and social identity. This presentation will focus on how career development practitioners can utilise career construction (Savickas, 2005) to assist in helping clients see how their life matters to themselves, provides meaning, purpose and validation to their work as well as also highlight how their contributions to society matter to others. With a focus on client stories instead of rankings or scores, Career Construction Theory investigates how an individual uses their skills, abilities, values and interests (vocational personality) to successfully adapt to job changes while still retaining their identity and provide themselves meaning. Once an individual identifies their meaning, it builds structure, strengthens employability and guides their career as they move across a multitude of jobs with the self-efficacy to work at their optimum capacity of which will strengthen productivity within the workforce and during future work disruptions.
	P514	**Michael Healy: Engaging online students with employer webinars, application feedback, and motivational support** Research shows that the working alliance between a careers practitioner and their client makes a significant contribution to the effectiveness of career counseling or education, as does having repeated interventions. Any university careers practitioner will attest to the fact that it's the students who develop a relationship with the careers service, as a whole or with individual staff that are likely to benefit the most from the support available. However, as university careers and employability departments make more of their services available online, a key challenge they face is how to develop and maintain relationships with their students. This challenge can be particularly acute at universities with a large proportion of online students. Careers counseling offered by phone or video conference can allow a single practitioner to get to know a single student well, but how else can a careers service foster deeper engagement with and from online students? This paper will describe a workflow used at USQ, where over three quarters of students study online. The USQ employability team host webinars, with employer guests, to promote and explain the details of graduate work opportunities. The registration list of the webinars is then used to proactively engage with students who have expressed an interest in the opportunity and encourage them to make use of the careers and employability support services available to them. As students do so, they have repeated exposure to careers and employability staff and will develop awareness of and relationships with them. An added benefit to this approach is data and information gathering, which has yielded important insights into student needs and behaviours.
12.50 – 1.40	**Lunch**	
1.40 – 2.25	**Lead Presenter Presentation Title**	*Dr Catherine Ball, Entrepreneur*
2.30 – 3.10 Workshops (11)	P413	**Rob Vague: Swinburne AccessAbility Careers Hub: responding to the employment needs of students with disabilities** The right to work and the free choice of employment are basic human rights (United Nations UDHR). One in five Australians face barriers and misconceptions that limit their job opportunities because they live with a disability (ABS, JobAccess). According to Graduate Careers Australia, graduates with a disability are twice as likely to be unemployed and seeking full-time work as graduates without a disability. To address this issue, Swinburne has funded the establishment of an AccessAbility Career Hub. The Hub will provide targeted careers services for students and graduates with disabilities. The aim of the Hub is to give students with disabilities the experience of inclusion, helping them to identify and use evidence to reimagine the workplace as a source

		of opportunity and a place in which to demonstrate the value of their skills. Measurable outcomes include increases in: student retention, student engagement with employers, internships and successful graduate transitions into the workforce. The project involves: ▪ Services to students – case management for students, including: transition to university, careers counselling and education, mentoring, assistance with internships and supporting the transition from university to the workforce ▪ Stakeholder engagement – with employers, a Disability Employment Service Provider and the Neurodiversity Hub which is a national partnership focused more specifically on neurodiverse students ▪ Resource development – relevant and tailored programs, tools and resources for students ▪ Quality evaluation and reporting to demonstrate impact in relation to student retention, engagement and employment outcomes. The presentation will outline this new and unique initiative including matters relating to student service delivery, stakeholder engagement and management and project deliverables and outcomes to date.
	P504	**Kathryn Bridge: Designing Your Life – Bringing the Stanford program to Curtin University** Curtin University was one of the first international university teams to attend the *Life Design Studio for University Educators* program at Stanford University's d school. Curtin's cross-functional team of three (Hannah Wilkinson, Director Student Engagement, Faculty of Business & Law, Megan Le Clus, Manager Industry Engagement, Faculty of Business & Law and Kat Clements Bridge, Manager Careers & Leadership Development) joined 22 other institutions for the intensive and immersive experience in June 2018. Participants were encouraged to 'trust the process' as they undertook exercises and activities that Stanford's own students do in their 10 week Designing Your Life course. This was followed by two days for teams to develop their own prototypes, to be implemented at their own universities around the world. Teams had the opportunity to pitch, share, and challenge and explore different design concepts. At the conclusion of the course, the d.school team provided the complete Intellectual Property for the Designing Your Life course and the Life Design Studio, and participants became part of the ever growing Community of Practice with other international institutions. The Curtin team is prototyping the Design Your Life course initially at the Bentley campus. The approach will be a collaboration between the Faculty of Business and Law Student Engagement and Curtin Student Development: Careers & Leadership teams and be offered via the Curtin Extra Certificate. The Design Your Curtin Experience program will also be reviewed to reflect what was learned at the Life Design Studio. This presentation will focus on what Curtin University learned from attending Stanford's Life Design Studio and the prototypes they will be developing for their students in the next twelve months
	P505	**Stephanie Bonson & Megan Pozzi: Where there's a WIL, there's a way: Collaborative approaches to upskilling, employability and assessment of Work Integrated Learning** As employers demand for work ready graduates has increase, so has the emphasis on providing work relevant learning and experience in the higher education sector, With mutually beneficial outcomes for industry, universities, and students alike, Work Integrated Learning (WIL) programs have the potential to equip students with both transferable and discipline specific skills necessary for employability in a changing world. In STEM disciplines in particular, WIL is one of the key ways in increase student workplace preparedness in the face of a national skills shortage. In practice, however, incorporating the teaching and assessment of these skills meaningfully within a 12 week university semester can be challenging. This paper describes a collaboration between career practitioners, language and learning educators, curriculum developers and academic staff across three final year Maths WIL units, and highlights key learnings and recommendations for use in future collaborations .
	P512	**Daria Levachova & Lyndall Mulconry: The role of human interaction in the employer engagement world of ever increasing technology, stats and data – UNSW Employer Survey and Employer Breakfast** The role of human interaction in the employer engagement world of ever increasing technology, stats and data - UNSW Employer Survey and Employer Breakfast Did you know that 73.6% of statistics are made up? However, the graduate recruitment industry is highly focused on percentages, data and technology. At UNSW Careers and Employment, we use technology to collect information as well as utilise this opportunity to connect to employers. For the last 3 years, UNSW Careers and Employment have conducted an annual Employer Survey. The survey targets a range of employers who have interacted with the UNSW Careers and Employment team and services. The survey gathers feedback from online tools, employer programs and interactions in addition to gathering vital graduate recruitment information such as current industry recruitment standards, required graduate skills and most of all develops our relationships with industry. However, the most valuable aspect of the survey is the conversation each consultant has with an employer during the annual call day. UNSW Careers believes in the importance of human interactions in the world of ever increasing technology, stats and data. At our annual employer event, the Employer Breakfast we hosted over 60 industry representatives, using the survey results to inform the employers but most importantly provide the opportunity to network with academics and key UNSW contacts. This presentation addresses how technology on its own is not enough to achieve the goals Careers centres seek, but how to utilise it in combination with the human

		touch to make an impact. This is specifically relevant to employer engagement staff and anyone designing programs with the best practice approach of industry informing decisions.
	P514	**Mita Das & Phil Laufenberg: Quality controlled job applications - a gamified approach** When students send out poor job applications, it reflects badly on us and our institution. Job Smart is a co-curricular career development learning program run in the University of Sydney Business School. Last year the program piloted the use of mobile technology to guide students through a simulation of the recruitment process to raise the quality of job applications. The technology uses a gamified approach whereby the student must complete each recruitment activity to a certain standard and by a deadline in order to 'pass' and 'unlock' the next activity and earn points towards winning prizes. If the student does not meet the standard they receive feedback from the Job Smart assessors and can resubmit that activity up to 3 times. The use of technology to provide customized feedback promotes adaptive learning pathways for the students which in turn leads to higher quality outcomes. This workshop will provide an overview of this component of the Job Smart program from both the student and administrative perspective and will share the highlights and lessons learned.
3.15 – 3.25	2019 Conference Presentation	
3.25 – 3.30	Official Conference Close	
3.30 – 4.00	**Afternoon Tea**	