Tertiary benchmarks self-review worksheet

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| Organisation |  |
| Date |  |
| Present |  |
| Organisation goals relevant to career development |  |
| Career-specific goals |  |

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| **Rating scale** | Ineffective = I | Adequate = A | Consolidating effectiveness = CE | Highly effective = HE |

Organisation engagement

O1

Active and committed leadership is informed by evidence-based practice, and drives the organisation’s policy and plans for the development of student career management competencies.   
These policies and plans are integrated into the organisation’s programmes and services, information systems, employer engagement strategy and reporting.

| **O1** | Organisation-wide policies and plans | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **O1.1 Career programme policy and planning** |  |  |  |  | There is little or no evidence of a clear policy for the career programme. | There is a policy that states the vision and procedures for the career programme. The policy:   * is grounded in career development theory and principles * considers the needs of Māori students * considers the needs of Pasifika students * considers the needs of other priority groups | **and** this policy is:   * linked to other organisational policies * subject to regular review | **and also**, the policy:   * informs an organisation-wide approach to career development * is widely understood and shared by the whole tertiary organisation and its stakeholders * sets out performance measures for career development for all career staff across all levels * clearly prioritises Māori and Pasifika students’ tertiary education and career development needs and aspirations. |  |
| **O1.2 Organisation-wide approach**  **a) course content, structures and profile** |  |  |  |  | Career development is rarely linked to aspects of course content, structures and teaching and learning programmes. | Career development is linked to some faculties’, schools’ or departments’ course content and structures, and teaching and learning programmes. | Career development is included in most faculties’, schools’ or departments’ course content and structures, and teaching and learning programmes, as well as in general marketing, student recruitment and the online presence of the organisation. | Career development is embedded in virtually all aspects of course content, structures, teaching and learning programmes and culture across all faculties, schools and departments, **and**:   * informs the presentation of course information  to prospective students on the organisation’s website and in student recruitment materials   **and also**:   * learning and teaching programmes are culturally affirming and responsive to Māori and Pasifika styles of learning. |  |
| **b) organisational strategy and documents** |  |  |  |  | It is difficult to identify links to career development in any wider organisational strategy and documents. | Career development has been linked to planning in some key organisational strategy and documents. | The role of career development in achieving the tertiary organisation’s goals can be clearly identified in some organisational strategy and documents, **and** this:   * is regularly reviewed and updated * demonstrates inter-organisational collaboration * is easily accessible and user friendly. | The role of career development in achieving organisation-wide goals is embedded in all key organisational strategy and documents, **and**:   * includes a detailed statement of the economic contribution of successful student outcomes based on qualitative and quantitative data * demonstrates a clear connection between marketing, student recruitment, pastoral care plans and course content documents * illustrates strategic, planned and documented inter-organisational collaboration * prioritises the provision of career development that meets the recruitment, retention and completion goals for all priority groups relevant to the organisation, especially Māori and Pasifika. |  |
| **c) equity** |  |  |  |  | There is no acknowledgement of career development in a strategy for equitable engagement. | There is acknowledgement that career development is included in a strategy for equitable engagement of Māori students, Pasifika students and students with special education needs. | There is some evidence that career development is included in a strategy for equitable engagement and achievement of Māori students, Pasifika students and students with special education needs. | Programmes are in place that address the set priorities for career development in the strategy for equitable engagement and achievement of Māori students, Pasifika students, students with special education needs and other priority groups. |  |

Organisation engagement

O2

There is a strategic, planned, team approach to career development. The career development team has a direct link to the organisation’s senior management team and includes a career development specialist/s to enable organisation-wide integration of a range of career development programmes and services.

The roles and responsibilities of career development staff are clearly defined, with accountability through organisational and evidence-based systems.

Note: Not all organisations will choose to establish a specific career development department. Where they do not, it must be considered how access to quality career development programmes and services will be provided.

| **O2** | Roles and responsibilities | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **O2.1  Career development leadership** |  |  |  |  | No identifiable expertise. | There is an established, suitably skilled team (with a sound base in career development and effective practice) that provides leadership and direction for career development in the organisation, **and**:   * this team has a direct link to the organisation’s senior management team | **and** the team members:   * all have clearly defined roles and access to professional learning and development * have regular opportunities to self-review * have skills and experience delivering career programmes and services to Māori and Pasifika students | **and also**, the team:   * has membership from across the organisation, including student representation * is included in the organisation’s reporting cycle. |  |
| **O2.2 Career development staff** |  |  |  |  | Roles are not clearly or accurately defined and there is minimal collaboration. | Career development staff:   * work impartially and collaboratively, and each member has a job description that defines their roles and responsibilities, including those relating to Māori and Pasifika students and other priority groups * are developing or maintaining currency of knowledge, skills and networks through participation at professional learning and development opportunities | **and** career development staff:   * have job descriptions that include roles and responsibilities in relation to other groups that reflect the composition of the organisation’s community and employers/stakeholders * have professional learning and development that includes using effective methods for working with Māori and Pasifika students and other priority groups * use their professional learning and development to inform all staff * have regular opportunities to self-review | **and also**, the organisation:   * models good career development practice in planning and prioritising professional learning and development for all appropriate staff * has a range of opportunities relevant to the organisation’s community that are provided by external agencies and individuals, including iwi and Pasifika organisations. |  |
| **O2.3  Career development specialist’s qualifications** |  |  |  |  | The specialist/s does not hold relevant qualifications. | The specialist/s:   * is studying towards at least a Level 7 career-specific qualification and is an associate member of a career development organisation * maintains currency of knowledge, skills and networks through participation at professional learning and development opportunities * has some established relationships with external organisations * is initiating engagement with external organisations whose work is focused on Māori and Pasifika students and their whānau and 'āiga, and other priority groups relevant to the organisation’s community | **and** the specialist/s:   * has a Level 7 career-specific qualification * is a member of an appropriate career development organisation * is a member of relevant organisational management committees and systems * has the credibility to influence across all aspects of the organisation, and some links with employers and external stakeholders | **and also**, the specialist/s:   * has established relationships with a range of external organisations * meets the ongoing requirements for professional membership of a career development organisation. |  |

Organisation engagement

O3

The organisation provides the career development information management and professional resources to ensure programmes and services meet the identified career development needs of all students.

The organisation makes best use of its own research capabilities and collaborates with partner organisations to enhance programmes and services and improve student outcomes. Career development resources are used strategically to ensure successful student outcomes.

| **O3** | Provision of resources and support | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **O3.1 Organisation-wide career development information management** |  |  |  |  | Career development information is not managed effectively. | There is a co-ordinated, secure process for the management of career development information, including employer and industry data | **and** information systems:   * are centralised and easily accessed by relevant staff | **and also**, information systems:   * are integrated across the organisation. |  |
| **O3.2 Organisation-wide student data management** |  |  |  |  | Student data is not managed effectively. | There is a co-ordinated process for the management of student data collection and storage, **and**:   * student data, including ethnicity, gender and destination data, is regularly updated and stored in a confidential manner. | Student data:   * includes information that enables provision of career development programmes and services to Māori, Pasifika and other priority groups | **and**, student data:   * is routinely used to inform decision making on career programmes and services, including specific programmes and services for Māori and Pasifika students and communities   **and also**:   * graduate destination data results are analysed, published and used for reporting on student outcomes, including specific reporting on Māori and Pasifika student outcomes. |  |
| **O3.3 Research, collaboration and innovation** |  |  |  |  | There is little awareness of career development research or collaboration in the organisation. | The organisation is aware of and utilises career development research findings, **and**:   * develops some of its own career development resources * collects, analyses and presents career destination data of its own graduates * collaborates with other tertiary organisations to a limited extent | **and**, the organisation participates in career development research which informs:   * continuous improvement and innovation * responsiveness to Māori students, Pasifika students and priority groups   **and also**:   * the organisation collaborates with other tertiary organisations nationally on a regular basis. | The organisation leads career development research, **and**:   * the organisation collaborates with other tertiary organisations internationally. |  |
| **O3.4 Allocation and use of resources for career development** |  |  |  |  | Resourcing is not sufficient to meet student needs. | Resourcing allocated is sufficient for the implementation of the career development programmes and services in the career development plan.  There is specific provision of resourcing to meet the identified needs of Māori and priority groups.  Time is used transparently and reported against | **and** resource allocation is:   * sufficient to achieve stated programme goals and equitable outcomes for Māori, Pasifika and other priority groups * increased to support new programmes and initiatives | **and also**, resource allocation is:   * linked to career development priorities and goals and is measured and reported against student outcomes * reviewed annually by senior management in consultation with the career development specialist/s to ensure it is sufficient for building the career management competencies of all students. |  |
| **O3.5  Career development facilities** |  |  |  |  | Career development space is not easy to identify or access. | There is a central, accessible, user-friendly space that includes an area for career conversations and/or more intensive career guidance.  A range of up-to-date resources and information is available | **and** the career development facilities have:   * the capacity for confidential individual and group career guidance and/or whānau, 'āiga and family meetings * ready access to a learning space for presentations and specific career development programmes and services | **and also**, the career development facilities:   * are well used by the students * have work space for all career development staff * have the flexibility to shift resources to where students are studying and/or spending their time * incorporate virtual spaces from discussion forums through courseware, distance education to virtual classrooms, depending on the organisation’s technological capacity. |  |

Student engagement

SE1

There is evidence of cohesive, co-ordinated, organisation-wide career development programmes and services that effectively engage students. They provide a variety of opportunities for all students to develop and demonstrate their career management competencies throughout their tertiary experience.

This information is clearly available in a comprehensive online career portfolio that each student compiles throughout their tertiary study.

| **SE1** | Organisation-wide approach | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **SE1.1  Career development programmes and services** |  |  |  |  | Students, including Māori and Pasifika, have limited exposure to career development programmes and services. | Students, particularly Māori and Pasifika, have exposure to career development programmes and services. | Students have exposure to a wide range of career development programmes and services. | Students have extensive exposure to culturally relevant career development programmes and services, which are clearly integrated with their learning. |  |
| **SE1.2  Online career portfolio** |  |  |  |  | There is no evidence of an online career portfolio for students, including Māori and Pasifika. | The organisation is working towards implementation of online career portfolios for all students. | Learning and teaching are incorporated into a clear online career portfolio, which reflects the student’s individual profile, **and**:   * is an extension of their secondary school portfolio (if applicable) * can be added to throughout the student’s tertiary study and beyond * is culturally relevant for students, particularly Māori and Pasifika | **and also**:   * the online career portfolio contains comprehensive, culturally relevant information from the student’s work experience * the online career portfolio receives credit towards the course that the student is enrolled in * students are encouraged to utilise and maintain the career plan beyond tertiary study in order to reflect a commitment to lifelong learning * virtually all students are using their portfolio independently for career decision making and planning * there is evidence of regular use by virtually all Māori and Pasifika students. |  |

Student engagement

SE2

Career development information systems, programmes and services are developed and enhanced through data analysis, review and evaluation.

The systems, programmes and services are enriched by incorporating new approaches and opportunities to meet the identified, specific career development needs of students.

| **SE2** | Documentation and planning | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **SE2.1  Planning and review** |  |  |  |  | There is no identified process for the planning and review of information systems, programmes and services.  Some aspects may be reviewed. | There is a process for planning and reviewing information systems, programmes and services in some organisational areas, **and**:   * this takes the needs of Māori, Pasifika and priority groups into account | **and**:   * there is an identified process for the planning, review and evaluation of information systems, programmes and services in most organisational areas, which involves internal stakeholders, including students. | There is an established process for planning, review and evaluation of information systems and programmes and services in all organisational areas, which involves internal (students and staff) and external (community and industry groups) stakeholders. |  |
| **SE2.2 Response to current trends and new opportunities** |  |  |  |  | Programmes and services are static and there is no evidence of a response to initiatives and new opportunities. | Programmes and services are adapted and developed in response to:   * government initiatives * developments in education and work * new insights into meeting the equitable needs of Māori, Pasifika and priority student groups | **and**:   * regional, national and global trends | **and also**:   * opportunities that can assist in the development and improvement of programmes and services are identified and implemented. This may include using professional development, networking and consulting specialist agencies. |  |

Student engagement

SE3

Student engagement is supported by career development information systems that are able to be accessed easily by current and prospective students, staff, employers and local communities.

Career development information systems are up to date, relevant and regularly reviewed to ensure currency.

| **SE3** | Information systems and resources | | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **SE3.1  Student access to career development information systems** |  |  |  |  | Students have limited access to career development information systems. | Students have access to career development information systems, **and**:   * they have some support in accessing and using career development information systems and resources * access to information systems is provided in ways that are relevant to the equitable needs and aspirations of: * Māori students and whānau * Pasifika students and 'āiga * other priority groups. | Students have ready access to accurate, current and well-managed information systems and resources.  They are well supported and are confident in accessing and using career development information systems.  There is evidence that career development information systems are being used by Māori and Pasifika students. | Students and whānau, 'āiga and families have ready access to accurate, current and well-managed information systems and resources.  Evidence shows that career development information systems are used by virtually all Māori and Pasifika students and their whānau and 'āiga. |  |
| **SE3.2  Career development information services content** |  |  |  |  | Information technology is used to present content and consists of links to external career information websites. | Career development information services’ content is presented on the organisation’s website | **and**:   * there is a dedicated career space on the organisation’s website with a mechanism for students to link to employers * the career development team makes use of social media platforms to interact with students, the community and/or employers | **and also**:   * as a result of content quality, there is a developing community of interest around the organisation’s career information in dedicated social media spaces. This includes student, community, employer and industry participation * there is peer interaction via a range of technology platforms. |  |
| **SE3.2  Career development information services content**  **(continued)** |  |  |  |  |  | New information and resources are sourced as required for new and existing programmes and services | **and**:   * there is a documented system for sourcing new and replacement resources * quality assurance processes are in place for the collection, verification and presentation of career development information and data | **and also**:   * new resources and information are sourced and enhanced based on user testing with students, employers and interest communities. There is clear evidence of Māori and Pasifika students and communities in user testing * information and resources are reviewed as part of the process of evaluating existing programmes and services * incorporate the use of different media (eg, text, media clips, images) online * reflect the identity, languages and cultures of the organisation’s community * refer to the employment and industry needs of the community. |  |

Student engagement

SE4

Programmes and services actively engage students, whānau, 'āiga, families and the community in supporting their students.

Networking and network development are evident and ongoing activities, and are used as a source of shared learning, knowledge production and knowledge management.

| **SE4** | Engaging student networks | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **SE4.1 Participation** |  |  |  |  | There is occasional communication and few opportunities for students to participate in career activities. | There is a regular process of informing and updating students, whānau, 'āiga, families and the organisation’s community on career development programmes, services and opportunities. | Students and their whānau, 'āiga and families access career development programmes, **and**:   * career activities are informed by regular consultation. | There is active engagement in the implementation of career activities by students, whānau, 'āiga, families and the organisation’s community. |  |
| **SE4.2 Networks and partnerships** |  |  |  |  | It is difficult to identify networks that support career development programmes and services. | There are some networks that support organisation-wide career development across the tertiary education sector, community organisations and secondary schools. | A range of national and international networks, which may be formal, informal, face-to-face and virtual, are sought and fostered in order to meet identified student needs. | There are established networks and they are regularly reviewed in an effort to build professional communities. |  |
| **SE4.2 Networks and partnerships**  **(continued)** |  |  |  |  |  | There is some evidence of engagement with iwi, community organisations and industry to support the career development of Māori, Pasifika and other priority groups. | Opportunities to partner with iwi, community organisations, industry or other specialist agencies to ensure the career development aspirations of Māori, Pasifika and other priority groups are met. | Opportunities to partner with iwi, community organisations or other specialist agencies to advance the career development aspirations of Māori, Pasifika and other priority groups, are evident. |  |

Employer and industry engagement

E1

Employers and industry and tertiary organisations will co-operate to ensure an effective engagement strategy is implemented.

This will incorporate memoranda of understanding, formal agreements, partnerships and strong relationships that enable mutually beneficial outcomes for all stakeholders, particularly students.

| **E1** | Effective engagement processes | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **E1.1  Strategy** |  |  |  |  | There is little acknowledgement of employer and industry engagement in any career strategy documentation. | There is:   * a demonstrated, clear employer and industry engagement strategy * recognition of the value of employer and industry engagement in broader organisational strategy documents * senior management support for employer and industry engagement. | This is communicated with all staff **and**:   * is clear and transparent for students * there is alignment between the employer and industry engagement strategy of the tertiary organisation, and expectations from employers and industry * there are specific strategies for Māori and Pasifika students, particularly to enable them to progress in industries and courses where Māori and Pasifika students are traditionally under-represented | **and also**:   * there is active employer and industry engagement in the process of developing strategy * relevant iwi, Māori and Pasifika organisations are identified that can support Māori or Pasifika students into high-demand industries or employment. |  |
| **E1.2 Relationships** |  |  |  |  | There is little connection between the organisation and employers and industry. | There is clear evidence of the development of sustainable and effective relationships between organisations, employers and industry, **and**:   * staff are aware of the importance of these relationships, and impart relevant industry information to students * there is clear information outlining the benefits of these relationships to employers and industry. | Enduring, effective and mutually beneficial relationships have been built across relevant industry groups and volunteering organisations, **and**:   * there is a strong relationship with graduates to ensure destination data is captured, and avenues for collaboration are explored * course content demonstrates strong awareness of current industry trends * links between course content, career development and current industry practices are explicit and are understood by employers, students, teaching staff and the career development team * tertiary organisations and employer and industry groups are partnered with iwi, Māori or Pasifika organisations that can support Māori and Pasifika students to succeed. | These relationships also include:   * the full range of relevant enterprises, including small-medium enterprises and overseas organisations   **and**:   * employer and industry engagement is balanced across faculties, departments and student groups. |  |

Employer and industry engagement

E2

Students have access to work programmes and events relevant to their programme of study, and access to current industry data that will enhance their career competencies and prepare them for their post-study activity.

| **E2** | Student engagement with employers and industry | | | | | | | | | |
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| **Subcategory** | **I** | **A** | **CE** | **HE** | **Ineffective** | **Adequate** | **Consolidating effectiveness** | **Highly effective** | **Evidence and next steps** |
| **E2.1 Industry programmes** |  |  |  |  | Students have little or no awareness or exposure to work experience, mentoring and/or internship programmes. | Students have:   * been made aware of work experience, mentoring and/or internship programmes and have had a limited opportunity to engage with them. | Students have:   * had opportunities with a variety of work experience, mentoring and/or internship programmes. | Students have:   * had opportunities in a broad range of equitable and transparent work experience, mentoring and/or internship programmes   **and**:   * are able to draw upon these experiences to shape their learning. |  |
| **E2.2 Employability skills** |  |  |  |  | Students have very little awareness of employability skills. | Students have an:   * awareness of employability skills   **and**:   * can demonstrate employability skills in some work settings. | Students can:   * demonstrate employability skills in various work settings relevant to their study area. | Students can:   * demonstrate broad and comprehensive employability skills, including entrepreneurship, across industry * identify areas for their development in future workplaces. |  |
| **E2.3  Industry awareness** |  |  |  |  | Students have very little awareness of industry trends and activity. | Students have:   * an awareness of industry trends and activity relevant to their area of study   **and**:   * can communicate this to a range of audiences. | Students can:   * demonstrate wider industry awareness relevant to their study area   **and**:   * can relate this to their job search in an effective way. | Students can:   * demonstrate wider and comprehensive industry awareness across a wide range of industries * successfully use this information to make strong connections with employers. |  |
| **E2.4  Events** |  |  |  |  | There are minimal opportunities for students and employers and industry to interact. | There is a series of career events where students, employers and industry have the opportunity to interact, **and**:   * students are made aware of events in a timely and consistent manner * there is clear evaluation provided for events and opportunities. | There is a variety of employer and industry events regarding information, recruitment, networking and employability skills, **and**:   * there is a clear orientation plan for new students, which clearly explains career events and activities * recent graduates are used extensively as role models in these events * there are events specifically targeted to Māori and Pasifika students * there is clear evaluation and continuous improvement of these events. | There are culturally relevant events for all priority student groups, particularly in high-demand industries where these students have traditionally been under-represented, **and**:   * that encourage Māori and Pasifika students to progress into and achieve at higher levels of study   **and also**:   * students are actively promoted to employers and industry outside of these events, through other channels. |  |