What is the Value of the Careers Advisory Service to Academic Staff and to What Extent do Students See their Lecturers As Sources of Careers Guidance.

for

TCD Careers Advisory Service

Maria Tierney

March 2015
DECLARATION

I declare that the work described in this dissertation has been carried out in full compliance with the ethical research requirements of the School of Computer Science and Statistics.

Signed: ___________________

Maria Tierney
20th March 2015
ABSTRACT

The aim of this project is to investigate the interactions between students, the academic community and the Careers Advisory Service (CAS). It discovered that both students and academics consider the provision of career guidance to be a part of the role of an academic. Students seeking career guidance from academic staff appears to be a regular occurrence with almost half of students surveyed having done so in the past. It revealed that both degree level and faculty impact on whom a student turns to for career guidance. An insight was obtained into academics attitudes towards the CAS and these reflect positively on the service. The findings show that academic staff seem willing to engage and collaborate with the CAS.

It is hoped that the recommendations in this study will help the Careers Advisory Service develop and sustain successful collaborative partnerships with academic staff to the benefit of the students.
PREFACE

This project is being conducted on behalf of the Careers Advisory Service (CAS). The CAS is responsible for providing guidance and advice to undergraduate and postgraduate students in Trinity College. Almost 1200 students are seen on an individual basis each year in addition to those who attend workshops, class sessions and visited the careers information centre. Many academic staff will, through their contact with students, give informal careers guidance and will provide information on potential career paths and job roles. This project is interested in exploring the extent to which students expect this kind of assistance from their lecturers.

This report explores the role of the academic with regards to the provision of career guidance, investigates students' expectations in relation to who should be delivering career guidance, clarifies the boundaries between academic staff and professional careers advisers, and identifies the value of the Careers Advisory Service to the academic community in Trinity College. It is hoped the information gathered will strengthen the working partnership between academic staff and the CAS.

I would like to thank Sean Gannon and Jaqueline Pryor of the Careers Advisory Service for their assistance, support and frequent contact throughout the course of this project.

Finally, I would like to sincerely thank my project supervisor Myra O'Regan for her invaluable advice, support and guidance throughout the year. Her knowledge, encouragement and enthusiasm made the entire project and analysis all the more pleasant an experience.
TCD CAREERS ADVISORY SERVICE

What is the Value of the CAS to Academic Staff and to What Extent do Students See Their Lecturers as Sources of Careers Information, Advice and Guidance.

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REFERENCES
1. INTRODUCTION AND SUMMARY.

This chapter gives a brief description of the client and the background to the project. It also states the terms of reference for the project and gives a summary of the remaining chapters in the report.

1.1 The Client

The client for this project is Mr. Sean Gannon, Director of the Trinity Careers Advisory Service (CAS).

1.2 The Project Background

The CAS operates within a client-centred work environment and is responsible for providing career guidance to undergraduate and postgraduate students in Trinity College. Many academic staff will, through their contact with students, give informal careers guidance and will provide information on potential career paths and job roles. But to what extent do students expect this kind of assistance from their lecturers?

This CAS is interested in answering a number of questions: Are academics sources of career guidance? What are students’ expectations in relation to the provision of career guidance? Are boundaries between academic staff and professional career advisors blurring? What is the value of the CAS to the academic community? This could help the CAS enable a greater working partnership with academic staff and thus, improve their service to students.

1.3 Terms of Reference

- Prepare a literature review exploring the interaction between students, the academic community and the Careers Advisory Services in universities.
- Investigate students’ expectations in relation to who should be delivering career guidance.
- Investigate the attitudes of academic staff with regards to delivering career guidance to students.
- Clarify the boundaries between academic staff and professional career advisors.
- Identify the value of the Careers Advisory Service to the academic community.

1.4 Report Summary

- Chapter 2: Summaries of the conclusions made from research and any recommendations made.
- Chapter 3: Contains a summary of a literature review on the topic.
- Chapter 4: Examination of methodology used in conducting the investigation
- Chapter 5: An analysis of the findings of the study.
CAS – What is the Value of the CAS to Academic Staff and to What Extent do Students See Their Lecturers as Sources of Careers Information, Advice and Guidance.
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2. CONCLUSIONS AND RECOMMENDATIONS

This chapter will outline the main findings from the study and will provide some recommendations for the Careers Advisory Service (CAS).

2.1 Conclusions

- The research has conclusively shown that academic staff are regarded as a source of career guidance in Trinity College. Over 70% of academic staff (78%) and students (74%) consider it part of an academic's role to give career guidance to students, (See Section 5.2, p. 13-15). In support of this, 83% of academics surveyed have been approached by students looking for career guidance. Also marginally more students have approached academic staff for career guidance than the Careers Advisory Service (44% and 43% respectively). (See Section 5.4, p. 18).

- Students’ expectations of the provision of career guidance varies by degree level and faculty. PhD students have higher expectations of receiving career guidance from academic staff. Over 80% of PhD students (82%) considered it part of the role of the academic to give career guidance to students, compared to 78% of master's students and 67% of undergraduates (See Section 5.2, p. 13-14). Also the results illustrate that 52% of PhD students have asked academic staff for career guidance as opposed to 23% who have used the CAS (See Section 5.4, p. 18-19).

- To add to the previous point, the analysis illustrates that students in the Faculty of Health Sciences tend to go to academic staff for career guidance more than the CAS. Of all the Health Science students surveyed, 53% had sought career guidance from an academic staff member compared to 27% who had used the CAS (See Section 5.4, p. 19).

- Conversely, undergraduate students tend to rely more on the CAS for career guidance than academic staff. Of all the undergraduates surveyed, 54% had used the CAS and 42% had went to an academic staff member for career guidance (See Section 5.4, p. 18-19).

- Adding to the previous point, students from the Faculty of Arts, Humanities and Social Sciences tend to go to the CAS for career guidance (55%) as opposed to academic staff (41%). (See Section 5.4, p. 19).

- In order to clarify the boundaries between academic staff and the CAS, the main reasons why students sought career guidance from both group were identified. Students were given a list of career related topics and choose between academic staff, CAS, both or neither. For Career Opportunities related to Degree and Further Education, academic staff were the top choice (49% and 53% respectively). For Career Opportunities Unrelated to Degree and Internship advice, the CAS was the most popular option (67% and 31% respectively). (See Section 5.3, p. 16).
• The majority of academic staff surveyed valued the CAS. Almost three quarters (74%) agreed with the statement, “The CAS adds value to the academic mission of the university” and 82% agreed that “The CAS is an important resource to Trinity students”. (See Section 5.5, p. 24-25).

• Academic staff from the Faculty of Arts, Humanities and Social Sciences were the most knowledgeable of the services the CAS offers to students. They also collaborated and engaged the most with the CAS, for example, 54% had contacted the careers liaison responsible for their School and 46% had read the CAS Newsletter. (See Section 5.5, p. 21-23).

2.2 Recommendations

• Academics and the CAS would both benefit from working together in partnership as each group has specialised knowledge and thus neither careers advisors nor academic staff can adequately provide career guidance in isolation of each other. Some academic staff suggested greater collaboration between the CAS and Schools (See Section 5.5, p. 25). Therefore it would be beneficial if the Careers Liaison Officer for each School took on a more prominent role and regularly communicated with academic staff about CAS events/ seminars/ talks/ services that would be of interest to students in their school.

• To support the previous point, the literature review highlighted the importance of ongoing communication in successful partnerships (See Section 3.4, p.7). An annual meeting organised between the School Executive and the Careers Advisor responsible for that school would be beneficial in sustaining the partnership. The Careers Advisors would give information on graduate employment, changes and demands in the labour market and relevant events, workshops and services for students.

• Another suggestion to enable greater collaboration between academic staff and the CAS is if careers advisors created an “information pack” for academic staff in each school. This information pack would incorporate feedback from academic staff and also identify useful CAS services for the students in that school so academic staff can pass on the message to students (See Section 5.5, p. 25).

• In the past five years, 42% of the academics surveyed had not referred a student to the CAS. Of these, 27% cited “I was not aware of the services offered by the CAS” as the reason why (See Section 5.5, p. 22). In order to highlight the services the CAS offers, it would be beneficial for the CAS to collaborate with the Tutor Service and become more involved in the tutor training to ensure college tutors are aware of the services the CAS offers.
• With only 23% of PhD students using the CAS, it would be beneficial if the CAS raised awareness of their services among PhD students (See Section 5.4, p. 18-19). Also it would be helpful if the CAS organised events specifically for students who wish to pursue a career in academia. (See Section 5.3, p. 17).

• There appears to be some confusion over whether TCD alumni can access the CAS with academics expressing in the comments section their confusion over TCD alumni’s access to the CAS. It would be beneficial if the CAS included information about their service for alumni in final year and postgraduate student emails. (See Section 5.5, p. 24).

• Almost three quarters of academics (74%) agreed with the statement, “A greater emphasis should be placed on fostering relationships between student and alumni”. (See Section 5.5, p. 25). Another initiative suggested in the comments was more events involving alumni. Therefore it would be beneficial if academic staff, the Careers Advisory Service and the TCD Alumni Office should collaborate together and organise events/seminars/workshops for students.

• The student survey identified practice interview on video as the least used service in the CAS at 4% usage rate (See Section 5.4, p. 22). It could be useful if the CAS spread awareness of this service among students.
3. LITERATURE REVIEW

This chapter is a summary that highlights the key points of a literature review regarding the role of the academic and initiating, developing and sustaining collaborative partnerships with support services. The full literature review can be found in Appendix C.

3.1 Introduction

There are traditionally three elements of academic practice: teaching, research and service administration (Macfarlane, 2011). In the past few years a number of changes have occurred in universities and these changes have affected the role of the academic and produced new challenges for higher level institutions. The relationships between academic staff, professional support staff and students has become more complex and it is important that each group feel respected and supported (Macfarlane, 2011; McInnis, 1998).

3.2 The Changing Character of Higher Education

In the past few years, universities and academia have changed and evolved. The reasons for ongoing change in higher education are complex and interrelated. Tynjala et al. (2003) describe that externally, universities are being put under pressure as there are higher expectations from society with regards to productivity, efficiency and quality of education. Internally the changes in the university-society relationship has altered the dynamic within universities and has created new ideologies in knowledge production, university pedagogy and educational practices (Tynjala et al., 2003).

The Emergence of Career Services
Support services are becoming more integral to the higher education system. Institutional responses to national and international trends in higher education have led to the expansion of support services employing specialised staff (Macfarlane, 2011). A study by Ramsden (2008) revealed that careers advice is seen as a priority by students. Research carried out by Watts & Van Esbroeck (2000) found that careers services were the fastest-growing area of guidance and counselling in higher education across Europe. They describe that career guidance services pre-entry can be successful in helping students to find courses suited to their aptitudes and interests, thus decreasing the chances of students dropping-out. The provision of career guidance to students during courses can help them discover opportunities, both inside and outside the curriculum that will enhance their employability. Watts & Van Esbroeck, (2000) also emphasise the importance of providing career guidance to students after graduation to help them make effective transitions to the labour market, thus maximising the economic yield from the substantial public investment in the higher education system.
3.3 The Effect of Change on the Role of the Academic

The changes occurring in higher education are causing the role of the academic to evolve. The traditional academic role as the creator, developer and educator is being challenged and the traditional functions of academic practice - teaching, research and administration - are changing.

Traditional academic values include individual independence and autonomy underpinned by secure full-time employment, authority derived from academic standing, local control over all academic matters, high status for original research and widespread disdain for what are seen as the lesser tasks of administration and management (Coaldrake & Stedman, 1999). Inevitably, these academic values, and the work practices they reflect, have come into conflict with the demands of an external world on which universities have become more reliant. Coaldrake & Stedman (1999) identify five aspects of change in academic work. These are:

- growing pressures on time, workload and morale;
- stronger emphasis on performance, professional standards and accountability;
- shift in staffing policies from local control and individual autonomy to a more collective and institutional focus;
- academic work is becoming more specialised and demanding; and
- new tasks are blurring old distinctions between categories of staff.

These changes in the academic role has led to the emergence of “para-academics”, staff who specialise in one element of academic practice (Macfarlane, 2011). The introduction of specialised staff or para-academics into university life has caused boundaries between 'academic' and 'professional' identities to become increasingly blurred (Macfarlane, 2011; Ramsden, 2008; Coaldrake & Stedman, 1999).

Full-time academic staff have usually been considered the essential core of the university (Coaldrake & Stedman, 1999). Macfarlane (2011) notes that the perception of the academic as an ‘all-rounder’ is still evident within universities. The term ‘all-rounder’ in this context refers to an academic who teaches, performs research and completes a number of administrative duties such as leading a department or being a student tutor (Macfarlane, 2011). However, research carried out by Macfarlane (2011) reveals that fewer and fewer academics in contemporary university settings could be classifes as ‘all-round’ academics. Instead the emergence of the ‘para-academic’ staff have reduced the number of duties that traditionally academics were responsible for. Macfarlane (2011) describes this as “the ‘upskilling’ of professional support staff and the ‘deskilling’ of academic staff”. These para-academics take on roles such as careers advisers, learning technologists and research management staff (Macfarlane, 2011).

Deskilling academic staff

The ‘all-round’ academic is in decline and power is shifting towards the specialist professional (Macfarlane, 2011). Traditional academic functions are being subcontracted to
a vast array of para-academics who specialise in one aspect of the traditional academic role. Macfarlane (2011) discusses that many staff have experienced their role ‘deskilled’ from all-round academics into para-academics roles for example departmental heads or educational developers. Kinser (2002) labels the disintegration of the traditional academic role and the subdivision of academic work into specialist functions as ‘unbundling’. Macfarlane (2011) observes that academics who attempt to perform all elements of academic practice find themselves under increasing work pressure.

Some of the literature warns about the ‘hollowing out’ of academic life and the damaging effect this could have on the university environment (Kinser, 2002; Macfarlane, 2011). Macfarlane (2011) warns that the working environment for para-academics with clearly defined boundaries and performative pressures does not fit smoothly into a higher education environment. However the emergence of para-academics to complete such tasks as student guidance and counselling and administrative duties, frees up academics’ time to pursue more productive work (Macfarlane, 2011).

**Upskilling of administrative staff**

Macfarlane (2011) explains that in recent times administrative and support staff have experienced a shift in their job role towards a greater level of involvement with students, including providing direct student support and helping with learning and career development. McInnis (1998) describes that support staff are reshaping academic work due to their increasingly pivotal positions in areas such as course management and delivery. The study conducted by McInnis (1998) indicates that support staff not only have more control over the core activities of teaching and research, but they often have extensive budgetary control. He emphasises that “the extent to which administrative staff support core values is crucial to the preservation of university autonomy”.

### 3.4 Academic Staff and Careers Services Working in Partnership

This section is focused on how careers services and faculty can become partners in student learning and move towards the common goal of successfully preparing students for life after graduation. A fundamental assumption is that the future for which we are educating graduates is uncertain, and therefore, that the kinds of capabilities they need are those that will enable them to deal with an unknown future (Bowden and Marton, 1998). Academic staff and careers advisor partnerships are an important vehicle for highlighting the career needs of students and encouraging students to actively participate in creating career goals and aspirations.

This is a very relevant issue for Trinity College and is evident in university policy. The Trinity Strategic Plan 2014-2019 was released in 2014 and clarifies the long term goals of the college. The commitment of TCD to strengthening partnerships between faculty and support services is evidenced in the plan, “The strengths in the curriculum derive from the dedication of academic staff, who have international reputations in their respective fields, working together with professional, technical, administrative and support staff to harness the
excellence and diversity of the multidisciplinary university" (Trinity Strategic Plan, 2014-2019, pp 34). The Careers Advisory Service plays an important role in Trinity’s transformation as a strategic goal of the college is to improve “partnerships with industry, business, cultural, intercultural and social institutions in order to enhance the opportunities for students to develop the skills necessary to flourish in life” (Trinity Strategic Plan, 2014-2019, pp 34). In order to facilitate this, the Careers Advisory Service was repositioned within Trinity Teaching and Learning (part of the Academic Services Division).

Macfarlane (2011) delineates that the upskilling of support staff and the deskillling of academics has created a third space containing the para-academics. He explains that para-academics can refer to specialised support staff but also to staff with an academic background who have specialised in a certain area. An opportunity for collaboration and teamwork has emerged as academic staff and professional support staff occupy the same space. He suggests that this could increase the level of respect between support staff and academics and could also promote a better, more collaborative working environment.

Similarly McInnis (1998) exemplifies that the blurring of boundaries between support staff and academics creates an opportunity for universities to build a culture of respect, teamwork and collaboration between all staff members. He does acknowledge that this could be challenging if support staff do not consider their role in the university to be as valued as that of the academics.

**Important Elements of Collaborative Teaching Partnerships**

With any partnership and collaboration initiative there are various stakeholders who need to share the responsibility. Such strategic alliances require the contribution of all stakeholders at various levels (Thomas & Saib, 2013). In this instance, the career advisor, the academic staff member and the student at the core of this partnership. A major contributor to the success of a collaboration initiative is the relationships that were forged between the stakeholders (Thomas & Saib, 2013).

In order to implement an initiative, Bruce (2001) emphasises the importance of university support staff fostering strong partnerships with the academic departments. In a study of successful collaborations where different characters, personalities, eras and fields were all involved, Schrage (1991) discovered consistent themes and characteristics. Although successful collaboration is not guaranteed by replicating the behaviours listed below, he found patterns of interaction that consistently led to successful collaborative outcomes:

- competence for the task at hand by each member of the collaborative team,
- a shared, understood goal,
- mutual respect, tolerance and trust,
- creation and manipulation of shared spaces,
- continuous but not continual communication,
- formal and informal environments,
- clear lines of responsibility but no restrictive boundaries,
- decisions do not have to be made by consensus,
- physical presence is not necessary and
• selective use of outsiders for complementary insights and information.

Ivey (2003) investigated these collaboration patterns with regards to faculty and support services. She found that the most important elements of collaborative teaching partnerships are: a shared, understood goal; mutual respect, tolerance, and trust; competence for the task at hand by each of the partners; and ongoing communication. She emphasised that these four behaviours are essential for successful collaboration.

**Initiating, Developing and Sustaining the Partnerships**

Thomas & Saib (2013) discuss how support staff and academic staff can work together to design discipline specific learning events and material using integrated knowledge and resources from both departments. This then ensures that students benefit from the synergy between faculty and support services. They also describe workshops that have been organised by support services for academic staff. With regards to career services, conducting workshops specifically for academic staff members could help faculty to consider the need for student career development and to design learning opportunities accordingly. These workshops could introduce faculty to the idea of student career development and help them design curriculum that integrates transferable workplace skills.

### 3.5 Potential Problems in Partnership Development

Ivey (2003) identified in her research that an overriding concern with regards to developing collaborative partnerships between faculty and support staff is the problem of insufficient resourcing and funding. In European universities, public funding has not kept up with the pace of student growth (McInnis 1998; Macfarlane, 2011; Ramsden, 2008; Watts & Van Esbroeck, 2000). Therefore universities find themselves in a position where they have to do more with less. This could be a potential barrier to cultivating collaborative partnerships between faculty and career services.

### 3.6 Conclusion

Work practices in universities are changing and while it’s important that a balance is maintained between the traditional goals of universities and contemporary demands, these changes also create new opportunities. The role of the academic is evolving from an individual, independent environment, towards a more connected culture. Collaborative partnerships between faculty and careers services are becoming more valued. True collaboration between academics and careers advisors sees both departments working toward a common goal which embodies respect, tolerance, trust, competence and ongoing communication (Ivey, 2003; Meulemans & Carr, 2013). This partnership creates opportunities for students both in an academic and employment setting. The transition from university to appropriate employment has become more complex and problematic. Academic staff and careers services need to develop a working, collaborative partnership in order to prepare students for an unknown future.
4. METHODOLOGY

This chapter outlines the methods that were used to collect and analyse the data. The online questionnaire was chosen as the primary means of research for the student and academic data collection as it was the most efficient method of obtaining information.

4.1 Ethical Approval

It is a requirement to obtain ethical approval from the School of Computer Science and Statistics Ethical Committee, Trinity College Dublin, before any interactive research is conducted. Two applications were submitted to the ethics committee, one for the student survey and one for the academic survey. Each application contained a copy of the proposed survey questions along with supporting documentation. Both applications were approved (See Appendix D).

4.2 Designing, Drafting and Layout of Questionnaires

Both surveys were designed with short introductory questions at the beginning to encourage the respondent to continue with the questionnaire. More thought provoking questions were placed near the end of the survey. Dillman (2000) suggests that this layout is favourable as the respondent is more likely to answer detailed questions once they invested time into completing the survey. Dillman (2000) recommends that questions about personal information be asked at the end of the survey. In order for respondents to fully understand the question, relevant definitions and clearly defined instructions were placed above questions were necessary. This again was suggested by Dillman (2000).

Particularly in the academic survey, some of the questions asked were quite provocative so comment boxes provided respondents with the opportunity to expand their answers and give more detailed opinions. With questions that provided a list of answers, an “other” option was included. This enabled respondents to answer the questions as accurately as possible.

Questions types were alternated throughout the both questionnaires to ensure respondents were kept interested and paid attention to the different questions. The survey included radio and check boxes, single response, open-ended questions and Likert five point scale questions. As suggested by Bearden et al (2011), the scales were balanced and a neutral option was included. Both questionnaires contained a “Progress Tracker” bar to keep the respondents informed about where they were in the survey and how much of it remained.

4.3 Student Survey

The aim of the student survey was to identify students’ expectations with regard to who should be delivering career guidance. The survey was distributed to final year undergraduate students and all postgraduate students. It was of interest to identify how students approach the development of their careers and to whom they reach out to for guidance. Also of interest was students’ perspective on academic staff as sources of career guidance.
Questionnaire Topics
The student survey questions were designed to discover students’ views and expectations on the provision of career guidance in college. They were created based on the requirements of the project outline and from research carried out for the literature review. The exact questions and layout were determined by liaising with both the client and supervisor.

Introductory Questions
These questions were simple and created to find out about students’ career plans, their level of involvement in their own career development and who they generally go to for career guidance. Career guidance was defined as “receiving help and advice about future options, educational choices and career choices.” This definition was adapted from the Organisation for Economic Co-operation and Development (OECD, 2004).

Academics as Sources of Career Guidance
This section explored the perspective of the student on the role of the academic. They were asked if they thought giving career guidance was part of an academic’s job. They were then asked if they had approached an academic looking for career guidance. Depending on their response they were guided to a set of questions which gathered more information about the interaction(s). The questions were slightly different for undergraduate and postgraduate students. Undergraduate students were also asked about their experiences seeking career guidance in their Freshman years and postgraduate students were asked about previous Trinity qualifications and where they sought career guidance at that time.

Interactions with the Careers Advisory Service
In this section students were asked whether or not they have ever used the CAS and what services in particular they had used. Again there was slightly different questions based on degree level in order to find out if students had used the CAS services in previous years.

Opinion Questions
Students were given three statements which they responded to using a Likert five point agreement scale. The first statement was a quote from the original project outline. The second and third statements were derived from the National Higher Education Strategy 2030 (2011).

Career Scenario Questions
In this section, students were given eight career related topics and were asked to whom they would go for career guidance: Academic Staff, the CAS, Both or Neither.

Other Information
In the final section the respondents were asked some personal questions such as their age, gender, school and course. This section also thanked the respondent and provided them with the opportunity to enter a competition for a €50 One4All voucher by entering their name and email address.
Questionnaire Testing
The student survey was tested before it was circulated to ensure that it was coherent and comprehensive. Three students were asked to complete a preview of the student survey. Their feedback highlighted some answer choices that needed to be added to the list of options. These changes were applied before implementing the survey.

Questionnaire Implementation and Distribution
An online questionnaire was chosen as the best method of collecting responses as it could easily be circulated in an e-mail to final year undergraduate and all postgraduate students. The survey was created using Google Forms. With the help of Jaqueline Pryor from the CAS, an email, containing the survey link and relevant information, was sent out to the chosen sample of students from the CAS mailing system. To encourage response rates students that completed the questionnaire had the opportunity to be entered into a draw for a €50 One4All voucher. The survey had a two-week response time and a reminder was sent out to all students four days before the closing dates, in order to increase the response rate. In addition to this, the survey link was added to the news feed of the careers website as well as being included on both the CAS Twitter and Facebook social networking pages. The results of the survey were analysed using SPSS Statistical Software and the graphs were produced using Microsoft Office Excel.

4.4 Academic Survey
The aim of the academic survey was to discover the attitudes of academic staff with regards to providing career guidance to students. Also of interest was to explore their thoughts and opinions of the CAS. The survey was distributed to all academic staff members involved in teaching including teaching fellows and part-time lecturers.

Questionnaire Topics
The academic survey questions were designed to discover academics’ views and expectations on the provision of career guidance in college. They were created based on the requirements of the project outline and from research carried out for the literature review. The exact questions and layout were determined by liaising with both the client and supervisor.

Introductory Questions
These questions were simple and created to find out about academics past experiences with providing career guidance to students. Career guidance was defined as “helping individuals to explore their future options and to make educational and occupational choices”. This definition was adapted from the Organisation for Economic Co-operation and Development (OECD, 2004).

Academics as Sources of Career Guidance
This section explored the role of the academic with regards to the provision of career guidance. Academics were asked if they thought giving career guidance was part of their role. A comment box enabled respondents to expand on their answers.
**Academic Interactions with Employers**
These questions explored academics’ connections with employers and if they get contacted by employers wishing to recruit graduates.

**Academics Knowledge of the Careers Advisory Service**
This section focused on identifying how much academics knew about the services the CAS offers to students. The respondents were provided with a list of services and they were asked to determine which ones they had known about and which ones they had not.

**Academics Interaction with the Careers Advisory Service**
This questions aimed to learn more about how academics collaborated and engaged with the CAS. The respondents were provided with a list of ways they could engage with the CAS and they were asked to identify which activities they had done and which ones they had not.

**Opinion Questions**
Academics were given a list of statements of which they responded to using a Likert five point agreement scale. The statements were extracts from the National Higher Education Strategy 2030 (2011) and the Trinity Strategic Plan 2014-2019.

**Other Information**
In the final section the respondents were asked some personal questions such as their age, gender, school and number of years working in academic. This section also thanked the respondent for completing the survey.

**Questionnaire Testing**
The academic survey was tested before it was circulated to ensure that it was coherent and comprehensive. A preview of the questionnaire was completed by some members of academic staff which identified some minor discrepancies in the wording of some of the opinion questions. These changes were applied before implementing the survey.

**Questionnaire Implementation and Distribution**
An online questionnaire was chosen as the best method of collecting responses as it could easily be circulated in an e-mail to academic staff. The survey was created using Google Forms. With the assistance of John Coman, the college secretary, and Susan McCormack, the secretary for the college secretary, the survey was successfully sent out via email to academic staff in Trinity College. An email contained a link to the survey and relevant information explaining the project details. The survey had a two-week response time and a reminder was sent out to academic staff two days before the closing dates, in order to increase the response rate. The results of the survey were analysed using SPSS Statistical Software and the graphs were produced using Microsoft Office Excel.
5. **ANALYSIS**

This chapter provides an in-depth analysis of the results of both surveys. It aims to explore the role of the academic with regards to the provision of career guidance, investigate students’ expectations in relation to who should be delivering career guidance, clarify the boundaries between academic staff and professional careers advisers, and identify the value of the Careers Advisory Service to the academic community in Trinity College. Both surveys contained a number of comment boxes and there was a large response to these questions. The comments are categorized by theme and can be found in Appendix G.

5.1 **Respondents Profile**

**Student Survey**

The student survey was sent out to 2524 undergraduate and 4325 postgraduate students. This sample consisted of all final year undergraduate students and all postgraduate students. There was 388 respondents, giving an overall response rate of 6%. The survey had a two week response time and a reminder was sent out four days before the closing date (See Appendix H, Figure 1). The demographics of respondents were analysed by their gender, degree level, faculty and age:

- 72% were female and 28% were male (See Appendix H, Figure 2).
- 45% of respondents were undergraduate students, 31% were master’s students and 24% were PhD students (See Appendix H, Figure 3).
- 46% were from the Faculty of Arts, Humanities and Social Sciences (AHSS), 37% were from the Faculty of Engineering, Mathematics and Science (EMS) and 17% of students were from the Faulty of Health Sciences (HS) (See Appendix H, Figure 4).
- 58% were 18-23 years old and 42% were 24+ years old (See Appendix H, Figure 5).

There is a significant association between faulty and degree level ($\chi^2 = 21.4$, $df = 4$, $p<.001$). For undergraduate students, master’s students and PhD students respectively, 43%, 60% and 33% were from AHSS, 35%, 32% and 47% were from EMS and 22%, 8% and 21% were from HS (Figure 5.1.1). The age groups were mainly categorised by the respondents’ degree level as 91% of Undergraduate students were 18-23 years old and 87% of PhD students were 24+ (See Appendix H, Figure 6).

In order to find out if the survey respondents were representative of the TCD student population, the demographics were compared. According to TCD Communications (2013/2014) 58% of the student population is female and 42% are male. The respondents were not representative of the student population with regards to gender as over 70% of survey respondents were female. The TCD student body consists of 27% PhD students, 37% master’s students and 37% undergraduate final year students (Senior Lecturers Report, 2012/2013). Therefore, with regards to degree level, the survey respondents were representative of the TCD student population.
FIGURE 5.1.1 – Graph of Student Responses by Degree Level and Faculty

Academic Survey
The academic survey was sent out to 971 academic staff members. With 179 respondents, there was an overall response rate of 18%. The survey had a two week response time and a reminder was sent out two days before the closing date (See Appendix H, Figure 7). The demographics of respondents were analysed by their age, gender, faculty, number of years working in academia and also if they had a non-academic job related to their field of research.

- 53% were female and 47% were male (See Appendix H, Figure 8).
- 23% were 25-35 years old, 29% were 36-45 years old, 27% were 46-55 years old and 21% were 56+ years old (See Appendix H, Figure 9).
- 37% were from AHSS, 29% were from EMS and 34% were from HS (See Appendix H, Figure 10).
- 23% worked in academia for 5-10 years, 34% for 11-20 years and 28% for 21+ years (See Appendix H, Figure 11).
- 67% have worked in a non-academic job related to their field of research

With regards to age, there was originally five categories, however, there was only four respondents in the 65+ category so the 65+ responses were combined with 56-64 to make a new category 56+. There is a significant association between faculty and working in a non-academic job related to field of research ($\chi^2 = 14.5, df = 2, p<.001$). With regards to HS, 80% of academics have, in AHSS 74% have and in EMS 47% have worked in a non-academic job related to field of research (See Appendix H, Figure 12).

With regards to the demographics are the academic population in TCD, 39% are in AHSS, 31% are in EMS and 29% are in HS (Senior Lecturers Report, 2012/2013). Therefore the survey respondents were representative of the TCD academic population.
### 5.2 Are Academic Staff Sources of Career Guidance?

The aim of this section is to investigate the role of the academic in relation to the provision of career guidance from both the student and academic perspective.

**Student Expectations of Receiving Career Guidance from Academics**

Students were asked whether they consider it part of the role of academic staff to give career guidance to students. Almost three quarters of students responded “Yes” (74%, Figure 5.2.1).

![Student Perspective: Is it part of the Role of an Academic to give Career Guidance?](image)

There was a significant association between degree level and considering career guidance to be part of an academics role ($\chi^2 = 11.5, df = 4, p = .022$). Over 80% of PhD students (82%) considered it the role of the academic to give career guidance followed by master’s students with 78% and lastly with undergraduate students (67%, Table 5.2.1).

<table>
<thead>
<tr>
<th>Role of Academic to give Career Guidance</th>
<th>Undergraduate</th>
<th>Master’s</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>67%</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td>n=173</td>
<td>n=119</td>
<td>n=92</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 5.2.1 – Table of Students by Degree Level who Think Providing Career Guidance to Students is Part of the Role of the Academic**

Students were also asked whether they agreed or disagreed with the statement “If someone is teaching and researching in a particular discipline, they should know what types of jobs are available to graduates of that discipline”. Over 90% of students agreed with this statement (91%) with only 2% of students disagreeing (See Appendix H, Table 1).
Academic Perspective on Delivering Career Guidance to Students

Academic staff were also asked whether they consider it part of their role to give career guidance to students. Over three quarters of respondents answered “Yes” (78%) with 11% responding “No” (Figure 5.2.2). This is similar to the student response (Figure 5.2.1), suggesting that academic staff are a source of career guidance in Trinity College.

The comments section below this question fleshed out the responses and highlighted various opinions and perspectives of academics on this topic. Some see it as important part of the role of an academic, a “moral obligation”, saying “It can make a huge difference to a person’s life to help them find a good fit” and “Being available as a sounding board and a source of (minimal) wisdom and (much) empathy can be invaluable”. Others take a stronger standpoint saying “If I could not [give career guidance to students], I should not be employed.” Some are in favour of it but point out some flaws in the university system, “neither the college, nor the academic community at large place any value on such engagement. It is neither career-required, nor enhancing opportunities for promotion. In reality, those of us who do this are acting out of basic charity”. With regards to professional degrees, some academics consider providing career guidance as an essential part of their role saying “In professional disciplines we may know the field of practice better than the career advisory service”.

Some academics acknowledge that they may not have all the careers information students require but are willing to provide the best advice they can, “I give the best advice to the best of my knowledge”, “Happy to help and give my two cents on any questions they have; this said I am not a qualified careers advisor ”.

Some do not consider it a part of their role but will help students where they can, “I do not think it’s my role per se, but if a student is interested in an area that I know something about
I have no difficulty in helping them or at least pointing them in the right direction so that they can obtain more information”.

The academics were then asked questions about their past experiences of students asking them for career guidance. Over 80% of academic staff (83%) have been approached by students looking for career guidance (See Appendix H, Table 2). Out of the academics who have been approached by students, over a third (34%) get asked about career related topics by 1-2 pupils a year, 36% by 3-6 students, 17% by 7-12 students and 13% get approached by 12+ pupils a year (See Appendix H, Table 3). The most common topic is Career opportunities related to their degree at 84% followed by Potential career paths at 79% (See Appendix H, Figure 13).

5.3 What are Students Expectations in Relation to the Provision of Career Guidance?

The aim of this section is to identify student expectations with regards to career guidance by examining who they would turn to for guidance for various career issues. Students were given a list of career related topics and were asked who they would go to for guidance: An Academic Staff Member, CAS, Both or Neither.

![Where Students would go for Careers Guidance](image)

**FIGURE 5.3.1 – Where Students would go for Career Guidance on Specific Issues**

Academic staff was the most popular option for Career opportunities related to Degree (49%) and Further Education (53%, Figure 5.3.1). There is a significant association between degree level and Career opportunities related to degree ($\chi^2 = 28.6, df = 6, p<.001$). PhD students are more likely to approach academic staff (71%) and only 3% would go to the CAS. Almost half of master’s students (45%) would go to academic staff compared to 17% going to the CAS and 40% of undergraduate students would seek advice from academic staff for this topic with 19% going to the CAS (Figure 5.3.2). With regards to Further
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*Education,* 70% of PhD students, 52% of master’s students and 46% of undergraduate students would go to academic staff for career guidance (Figure 5.3.2).

CAS was the most popular option for *Career opportunities unrelated to Degree* (67%), *Internship advice* (31%, Figure 5.3.1), *Interview Skills* (72%) and *CV Writing* (73%, See Appendix H, Table 4).

The results illustrate that PhD students are more likely to approach academic staff than seek career guidance from CAS. A number of PhD students cited that they plan to go into academia once they complete their qualification. There seems to be an impression that academic staff can offer more helpful, useful and relevant advice than CAS: “The CAS does not seem to offer anything in the way of mentoring students for a career in academia”.

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**Where would Students go for Career Guidance?**

![Graph showing career guidance choices by degree level](image)

FIGURE 5.3.2 – Students Seeking Career Guidance from the CAS and Academic Staff by Degree Level

### 5.4 What are the Boundaries between Academic Staff and Professional Career Advisors?

This section makes direct comparisons between academic staff and CAS in order to explore how students perceive each group as sources of career guidance. The student survey asked direct questions about where the students had received career guidance in the past. This differs from the previous section as those results were based on hypothetical events whereas this section focuses on events that had already occurred.

The students were asked if they had actively sought career guidance from an academic staff member during their current qualification. The results were that 44% of students responded “Yes” (Figure 5.4.1). Similarly, 43% of students had sought career guidance from the CAS.
Of all students, 14% had sought career guidance from both academic staff and CAS, 18% had only sought advice from academic staff, 18% had only sought advice from CAS and 46% had not sought advice from either group (See Appendix H, Table 5).

The survey results revealed that PhD students have approached academic staff the most (52%), followed by undergraduate students (42%) and followed by master’s students (40%, Figure 5.4.2). This corresponds with the analysis of the hypothetical events mentioned above (Figure 5.3.2). There is a significant association between degree level and seeking career guidance from CAS ($\chi^2 = 23.5, df = 2, p<.001$). Also mentioned above (Figure 5.3.3), undergraduate students appear to use the CAS more than PhD students. Over half of undergraduate students (54%) have sought career guidance from CAS compared to 42% of master’s students and 23% of PhD students (Figure 5.4.2).
In the survey results, 53% of Health Science students had approached academic staff for careers guidance, followed by 43% of Engineering, Mathematics and Science students and lastly, 41% of Arts, Humanities and Social Science students (Figure 5.4.3). There is a significant association between Faculty and seeking career guidance from CAS ($\chi^2 = 20.0, df = 2, p < .001$). Over half the students from the Faculty Arts, Humanities and Social Sciences (55%), 35% of Engineering, Mathematics and Science and 27% of Health Sciences have used CAS (Figure 5.4.3).
There is a significant association between approaching academic staff and career plans ($\chi^2 = 10.5, df = 4, p = .033$). Students who have thought more about their career paths seem to be more likely to reach out to academic staff for career guidance (See Appendix, Figure 14).

The most common academic staff member with whom to discuss a career-related topic was a lecturer for the undergraduate and master's students (92% and 63% respectively, (See Appendix H, Table 6 and 7). For the PhD students, it was the Principal Investigator (75%, See Appendix H, Table 8).

How Often did Students Seek Career Guidance from Academic Staff and the CAS?
Out of the respondents that approached academic staff for career guidance, 77% approached 1-2 times, 19% 3-5 times and 4% approached academic staff 6+ times (See Appendix H, Figure 15).

Out of the respondents who said they had used CAS, 56% had used 1-2 services, 36% had used 3-4 services and 8% had used 5+ services (See Appendix H, Table 9). Analysing the results by degree level, undergraduate students used the CAS the most with over one fifth (21%) of all undergraduate students using 3-4 of the services (See Appendix H, Figure 16). With regards to faculty, Arts, Humanities and Social Sciences used the most services with almost a quarter (24%) having used 3-4 services (See Appendix H, Figure 17). The most popular service was the CAS website which was visited by over half (54%) the CAS users. Following this was one-on-one meetings with careers advisors of which 42% of users had availed of. The least used service was practice interview on video with a 4% usage rate (See Appendix H, Figure 18).

What was the reason for Seeking Career Guidance from Academic Staff?
Similar to the findings above, the most popular reason given by students for approaching an academic was to find out about Careers opportunities related to Degree (73%) followed by Further Education (58%, See Appendix H, Figure 19). The least popular reason for approaching an academic was to find out about Careers opportunities unrelated to the Degree (4%) followed by Changing Career Paths (6%). When academics were asked in what areas did students look for career guidance, their responses produced a similar pattern (See Appendix H, Figure 13).

Feedback from Career Guidance Delivered by Academic Staff and CAS
In the survey, the students were asked if they were satisfied with the advice they received from academic staff and the CAS. Regarding academic staff, over three quarters (77%) of the students said they satisfied and only 3% were dissatisfied (See Appendix H, Table 10). With regards to CAS, 68% of students were satisfied with the service and 10% were dissatisfied (See Appendix H, Table 10).

Reasons for Not Going to CAS
In order to understand why students were not using the CAS, respondents who had never been to the CAS were asked why. The most common response was “I’ve never had a reason to go” at 35%, followed by “I do not know what services they offer” and “I do not have
enough time” both at 30% (See Appendix H, Figure 20). The most common answer given by undergraduates was “I do not know what services they offer” at 39%. For master’s students, the most common response was “I do not have enough time” and for PhD students it was “I’ve never had a reason to go” (See Appendix H, Table 11).

5.5 What is the Value of CAS to the Academic Community?

The aim of this section is to investigate the attitudes of academics towards CAS and to determine the value of CAS to academic staff.

Academics Knowledge of the CAS

In order to determine how knowledgeable academic staff were about CAS, they were asked if they knew about the various services that CAS offers to students. The service of which the academics were most aware was the CAS website at 84% followed by Meetings with Careers Advisors at 71%. Careers Profile Tests was the service with the lowest awareness rate of 24% followed by Practice Interviews on Video at 33%. Figure 5.5.1 displays the percentage awareness of the academics for the various services offered by the CAS.

![Academics Knowledge of CAS](chart)

**FIGURE 5.5.1 – Graph showing percentage of academics that know of each service provided by CAS**

The academic staff from the Faculty of Arts, Humanities and Social Sciences had a higher awareness than the other two faculties for all nine of the services (See Appendix H, Table 12) and a significantly higher awareness for meetings with careers advisors ($\chi^2 = 18.9, df = 2, p<.001$), CV Clinic ($\chi^2 = 20.3, df = 2, p<.001$), career workshops ($\chi^2 = 13.0, df = 2, p=.002$), practice interviews ($\chi^2 = 10.1, df = 2, p=.006$) and career profile tests ($\chi^2 = 14.0, df = 2, p<.001$), [Table 5.5.1].
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<table>
<thead>
<tr>
<th>Services</th>
<th>Health Sciences</th>
<th>Engineering, Mathematics and Science</th>
<th>Arts, Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings CAS</td>
<td>56%</td>
<td>67%</td>
<td>92%</td>
</tr>
<tr>
<td>CV Clinic</td>
<td>48%</td>
<td>69%</td>
<td>87%</td>
</tr>
<tr>
<td>Career Workshops</td>
<td>46%</td>
<td>51%</td>
<td>77%</td>
</tr>
<tr>
<td>Career Profile Tests</td>
<td>15%</td>
<td>13%</td>
<td>40%</td>
</tr>
</tbody>
</table>

TABLE 5.5.1 – Academic Knowledge of services offered by CAS by Faculty

CAS Referral
The academics were asked if in the past five years they had referred a student to the Careers Advisory Service. Over half the academics (57%) said they had (See Appendix H, Figure 21). Of those who had referred students, 58% of them had referred 1-2 students a year, 19% had referred 3-5 students a year and 23% had referred 6+ students a year (See Appendix H, Figure 22). The main reason cited for referring a student to the CAS was “I thought the CAS would be able to further assist the student” (98%), (See Appendix H, Table 13). The main reason cited for not referring a student to the CAS was “I have not had a reason to refer a student to the CAS” (55%) followed by “I was not aware of the services offered by the CAS” (27%) (See Appendix H, Table 14).

The student’s survey revealed that out of the students who had approached academic staff, 25% were referred to the CAS (See Appendix H, Table 15).

Academics from the Faculty Arts, Humanities and Social Sciences referred the most students with 74% having referred students to the CAS in the last five years [Figure 5.5.2]. The Faculty of Engineering, Mathematics and Science followed with 59% of academics referring students. Last was the faculty of Health Science with 40%.

FIGURE 5.5.2 – Percentage of Academics that Referred Student(s) to the CAS in the last Five Years
Academics Engaging and Collaborating with the CAS
The academics were asked whether they had engaged with the CAS in each of the six activities: Visited the CAS website, Made contact with the Careers Advisor responsible for your School, Assisted in employer visits on campus, Participated in the Personal Development Programme, Read the CAS Newsletter for College Staff, and Read the CAS Annual Report. Visited the CAS website was the most common activity at 47%. The least common activity was Read the CAS Annual Report at 17% (Figure 5.5.3).

FIGURE 5.5.3 – Academic Engagement with various activities associated with the CAS

The respondents from the Faculty of Arts, Humanities and Social Sciences had the highest participation rate in each of the activities except for the Personal Development Programme where Health Sciences had the highest percentage participation (23%), (See Appendix, Table 16). Respondents who had worked in a non-academic job related to what their subject area had a higher participation rate than academics who had not had a job related to their field of research all six activities (See Appendix H, Table 17).

In order to explore the relationship between academic awareness of CAS services and academic collaboration with the CAS two new variables were created; Awareness Value and Collaboration Value. For each service the respondent confirmed they were aware of they were assigned an Awareness Value point (maximum of 9 points) and for each activity they engaged with they were assigned a Collaboration Value point (maximum of 6 points). Figure 5.5.4 illustrates these variables plotted against each other. There is a relationship evident between these two variables. It seems that the more a respondent has collaborated with the CAS, the more likely they are to be aware of the services they offer to students. Comparatively, as the respondent’s awareness of services increases, they are marginally more likely to collaborate with the CAS.
Attitudes of Academics towards the CAS

In order to explore and understand the attitudes of academic staff towards the CAS a series of attitude questions were asked with a Likert 5 point agree/disagree scale. Overall the academics had positive attitudes towards the CAS (Figure 5.5.5). With regards to the first statement, “The CAS adds value to the academic mission of the university”, 74% agreed. The second statement, “The CAS is an important resource to Trinity students”, resulted in 82% agreeing. The third statement, “The Careers Advisory is an important resource to Trinity Alumni”, had more mixed results. The majority of respondents (51%) neither agreed nor disagreed. In the comments section that followed, many respondents expressed they had no knowledge as to whether alumni could use the CAS, “I do not know if alumni use it but it would be a great resource for them” (See Appendix G).

The results were then analysed by faculty. The faculty of Arts, Humanities and Social Sciences showed significantly the greater support for the CAS with 90% agreeing with the first statement ($\chi^2 = 17.1, df = 6, p=.009$) and 95% agreeing with the second statement ($\chi^2 =13.4, df = 6, p=.037$),(Appendix H, Figure 23).
In the survey a comment box enabled academics to share their views and opinions on the CAS. The majority of respondents were in support of the CAS saying that it is “an essential resource” and that students “benefit greatly from the expertise within this service”.

**Academics Willingness to Engage with CAS**

Overall academic staff had a positive attitude towards the CAS. An open ended question asked if they had any suggestions of how academic staff and the CAS could work together in partnership (See Appendix G). The majority of respondents seemed willing to engage with the CAS. The most common suggestion offered was more collaboration between the CAS and Schools, “We could have a meeting between academic staff in the department and the Careers Service to talk about the useful knowledge both they and we have and the advice we give students. It could be a useful exchange.” Another suggestion was to organise specific career events for each course “Work-shops with particular schools and departments, as well as their alumni, to share ideas and hone career advice towards specific courses and disciplines”. The suggestion of strengthening connections with alumni was also common, “Closer working with schools and alumni committee within schools”. When academics were asked should a greater emphasis be placed on fostering relationships between students and alumni, 74% agreed (See Appendix H, Figure H.24).
APPENDICES
A. ORIGINAL PROJECT OUTLINE

Client: Careers Advisory Service

Project: What is the value of the Careers Advisory Service to Academic Staff and to what extent do students see their lecturers as sources of careers information, advice and guidance.

Location: 7-9 South Leinster Street, TCD

Client Contact: Sean Gannon, Ext. 2556, sean.gannon@tcd.ie

School Contact: Aideen Keaney

Client Background:
The Careers Advisory Service is based in South Leinster Street. It operates within a fast-changing and client-centred work environment and is responsible for providing guidance to undergraduate and postgraduate students at the College. Just over 1100 students are seen on an individual basis each year in addition to those who attend workshops, class sessions and visit the careers information centre.

Facilities available to students include individual meetings, group guidance seminars and activities to aid the development of transferable skills, a full range of information on employers and postgraduate study, training seminars, vacancy information for final year and postgraduate students, psychometric assessment and computerised vocational guidance. The department also provides a specialised service – Work Experience and Internships, which aims to help Junior Sophister students to obtain career related work experience during their summer vacation.

While the Careers Advisory Service operates primarily for students it also offers an important two-way communication channel between the College and the labour market. Staff in the department are heavily involved in liaising with employers who visit Dublin.

Project Background:
The Service interacts with students in a variety of ways. For example, in the academic year 2012/13:

- 1,132 individual meetings with students and graduates.
- 372 students attended the CV review clinic.
- 5,011 e-mail requests for advice and information.
- Average number of monthly visits to the Service website: 24,095
- Average number of monthly unique visitors to the Service website: 13,329.

Many academic staff will, through their contact with students, give careers advice and will provide information on possible job roles. But to what extent do students expect this kind of
assistance from their lecturers? In recent years, international students in the College in particular have been critical of the careers advice they receive from academic staff, pointing to the fact that if someone is teaching and researching in a particular discipline they should know what types of jobs are available to graduates of that discipline and even who the potential employers might be. Is this expectation (if it exists) realistic and might it lead to a blurring of the roles between the academic and the professional careers adviser and to the emergence of the para-academic?

Client Requirement:

The purpose of this project is to clarify the boundaries between academic staff and professional careers advisers and with that clarification to enable a greater degree of working together in partnership.

What are students’ expectations in relation to who should be delivering careers education, information, advice and guidance? What is the value of the Careers Advisory Service to the academic community in the College?

What is involved for the student?

The project will involve:

- A survey of selected final year and postgraduate students
- A survey of academic staff in relation to the questions raised above.

Improving our services to students is a strategic issue for the Careers Advisory Service and the final report should include specific recommendations as to how best we can engage with students and work together with academic staff to ensure that students get the best advice in their transition to employment or further study.

Further Reading:

- Academics and Professional Administrators in Australian Universities: dissolving boundaries and new tensions http://www.tandfonline.com/doi/abs/10.1080/1360080980200204#.U7-0SEAhGOg
• Pedagogical perspectives on the relationships between higher education and working life http://link.springer.com/article/10.1023/A:1024761820500#page-1

• Managing service quality in higher education: the role of the student as primary consumer http://www.emeraldinsight.com/journals.htm?articleid=839535&show=abstract

• Linking student satisfaction and service quality perceptions: the case of university education http://web.uct.ac.za/staff/jbeneke/justin/p528.pdf

• Measuring customer satisfaction in higher education http://www.emeraldinsight.com/journals.htm?articleid=839613&show=abstract

• In defence of University Careers Services. http://www.guardian.co.uk/higher-education-network/blog/2012/jul/24/defending-university-careers-services


B. INTERIM REPORT

Management Science and Information Systems Studies

Project: What is the value of the Careers Advisory Service to Academic Staff and to what extent do students see their lecturers as sources of careers information, advice and guidance.

Client: Careers advisory Service

Student: Maria Tierney

Supervisor: Myra O’Regan

Project Background:

The Careers Advisory Service (CAS) operates within a client-centred work environment and is responsible for providing guidance to undergraduate and postgraduate students in Trinity College. Many academic staff will, through their contact with students, give careers guidance and will provide information on possible job roles. This project is focused on exploring how academic staff and the Careers Advisory Service can work together in order to provide students with the best career guidance.

This project is centred on the interactions between students, the academic community and the Careers Advisory Service. In order to explore the dynamic between these three groups, an investigation needs to be carried out on each of their viewpoints. Therefore this project will take three strands:

- The first will identify students’ expectations with regard to who should be delivering career guidance. This will be carried out by a survey distributed to all Senior Sophister and Postgraduate students. This will help the staff in the Careers Advisory Service better understand how students approach the development of their careers and who they reach out to for guidance.

- The second strand focuses on the academic community. It will discover what their attitudes towards providing career guidance to students are and also what are their thoughts about the Careers Advisory Service. This will be done by conducting a survey of all academic staff involved in teaching. There is also the possibility of carrying out interviews with selected members of academic staff after preliminary analysis of the survey data. These interviews will take place if a topic arises in the survey results that requires further exploration. This strand aims to clarify the boundaries between academic staff and professional career advisors.

- The third strand will concentrate on the viewpoint of the careers advisors. It will explore the relationship between academic staff and the Careers Advisory Service from the perspective of the careers advisors. This will be carried out through formal interviews after preliminary analysis of the survey results.
Work to Date:
- Extensive research of literature regarding this topic
- Development of student survey
- Development of academic survey

Terms of Reference
The aim of this project is to:
- Prepare a literature review exploring the interaction between students, the academic community and the Careers Advisory Services in universities.
- Investigate students’ expectations in relation to who should be delivering career guidance.
- Investigate the attitudes of academic staff with regards to delivering career guidance to students.
- Clarify the boundaries between academic staff and professional career advisors.
- Identify what is the value of the Careers Advisory Service to the academic community.

Further Work:
- Finalise the academic survey to circulate to the academic community. Create survey using Survey Monkey. Estimated date of survey release: 12/1/15 - 16/1/15. Release time: 2 weeks.
- Collection of data and survey analysis
- Develop prototype questions and arrange interviews with careers advisors
- Possibility of developing prototype questions and arranging interviews with selected academic staff, dependent on survey results.

Conclusion:
A strategic goal of the Careers Advisory Service is to improve their services to students. This project will investigate how the Careers Advisory Service can work together with academic staff to ensure that students get the best advice in their transition to employment or further study.
C. LITERATURE REVIEW

C.1 Introduction

There are traditionally three elements of academic practice: teaching, research and service administration (Macfarlane, 2011). In the past few years a number of changes have occurred in universities and these changes have affected the role of the academic and produced new challenges for higher level institutions. The relationships between academic staff, professional support staff and students has become more complex and it is important that each group feel respected and supported (Macfarlane, 2011; McInnis, 1998). Academic staff experience the ‘unbundling’ of their role and increasing pressure to specialise in a specific function (Macfarlane, 2011). Professional support staff often feel undervalued and underappreciated by academic staff members creating tension in the work environment (McInnis, 1998). Students require the appropriate support to ensure that they are equipped to contribute to a dynamic, fast paced world. (Ramsden, 2008). In order to prepare students for an unknown future, faculty and careers advisory services need to work together in partnership to support students’ needs and develop their strengths.

C.2 The Changing Character of Higher Education

In the past few years, universities and academia have changed and evolved. The reasons for ongoing change in higher education are complex and interrelated. Tynjala et al. (2003) describe that externally, universities are being put under pressure as there are higher expectations from society with regards to productivity, efficiency and quality of education. Internally the changes in the university-society relationship has altered the dynamic within universities and has created new ideologies in knowledge production, university pedagogy and educational practices (Tynjala et al, 2003). A study carried out by Watts & Van Esbroeck (2000) revealed that in European countries, the university system has grown substantially. What was once a small elite-orientated university system which covered about 5% of the relevant age-cohorts has grown to 20% to 30% in most European countries (Watts & Van Esbroeck, 2000). Resulting from this increase in student numbers is the greater diversity among the students (Macfarlane, 2011; Ramsden, 2008). According to Ramsden (2008) higher level institutions have struggled to handle a larger student population that is more diverse in background and achievement. He also notes that the larger and more diverse group of students provide a challenge to universities with regards to proximity of staff and students, partnership in learning and personal attention. Another significant change to university life is the emergence of information technology (IT) and its effect on the world of education (McInnis, 1998). As the number of students attending university has grown, so too has students’ expectations on university life. Today's students expect more from their university, including high quality support services (Ramsden, 2008).
The Emergence of Career Services

Support services are becoming more integral to the higher education system. Institutional responses to national and international trends in higher education have led to the expansion of support services employing specialised staff (Macfarlane, 2011). A study conducted by Ramsden (2008) reveals that universities in the UK have been paying more attention to student support services such as careers support, study centres etc. and also to the quality of the service provision. His study revealed that careers advice is seen as a priority by students. Stringer (2012) discusses in her article that due to the economic recession and high competition for jobs, students’ expectations of careers services exceed those of previous generations.

Research carried out by Watts & Van Esbroeck (2000) found that careers services were the fastest-growing area of guidance and counselling in higher education across Europe. They describe that career guidance services pre-entry can be successful in helping students to find courses suited to their aptitudes and interests, thus decreasing the chances of students dropping-out. The provision of career guidance to students during courses can help them discover opportunities, both inside and outside the curriculum that will enhance their employability. Watts & Van Esbroeck, (2000) also emphasise the importance of providing career guidance to students after graduation to help them make effective transitions to the labour market, thus maximising the economic yield from the substantial public investment in the higher education system.

C.3 The Effect of Change on the Role of the Academic

The changes occurring in higher education are causing the role of the academic to evolve. The traditional academic role as the creator, developer and educator is being challenged and the traditional functions of academic practice - teaching, research and administration - are changing.

Traditional academic values include individual independence and autonomy underpinned by secure full-time employment, authority derived from academic standing, local control over all academic matters, high status for original research and widespread disdain for what are seen as the lesser tasks of administration and management (Coadrake & Stedman, 1999). Inevitably, these academic values, and the work practices they reflect, have come into conflict with the demands of an external world on which universities have become more reliant. Coadrake & Stedman (1999) identify five aspects of change in academic work. These are:

- growing pressures on time, workload and morale;
- stronger emphasis on performance, professional standards and accountability;
- shift in staffing policies from local control and individual autonomy to a more collective and institutional focus;
- academic work is becoming more specialised and demanding; and
- new tasks are blurring old distinctions between categories of staff.
These changes in the academic role has led to the emergence of “para-academics”, staff who specialise in one element of academic practice (Macfarlane, 2011). The introduction of specialised staff or para-academics into university life has caused boundaries between ‘academic’ and ‘professional’ identities to become increasingly blurred (Macfarlane, 2011; Ramsden, 2008; Coaldrake & Stedman, 1999).

Full-time academic staff have usually been considered the essential core of the university (Coaldrake & Stedman, 1999). Macfarlane (2011) notes that the perception of the academic as an ‘all-rounder’ is still evident within universities. The term ‘all-rounder’ in this context refers to an academic who teaches, performs research and completes a number of administrative duties such as leading a department or being a student tutor (Macfarlane, 2011). However, research carried out by Macfarlane (2011) reveals that fewer and fewer academics in contemporary university settings could be classified as ‘all-round’ academics. Instead the emergence of the ‘para-academic’ staff have reduced the number of duties that traditionally academics were responsible for. Macfarlane (2011) describes this as “the ‘upskilling’ of professional support staff and the ‘deskilling’ of academic staff”. These para-academics take on roles such as careers advisers, learning technologists and research management staff (Macfarlane, 2011). Macfarlane (2011) describes this phenomenon as “a ‘morphing’ of the academic profession”. He concludes that there are both positive and negative aspects of the emergence of para-academics.

**Deskilling academic staff**

The ‘all-round’ academic is in decline and power is shifting towards the specialist professional (Macfarlane, 2011). Traditional academic functions are being subcontracted to a vast array of para-academics who specialise in one aspect of the traditional academic role. Macfarlane (2011) discusses that many staff have experienced their role ‘deskilled’ from all-round academics into para-academics roles for example departmental heads or educational developers. Macfarlane (2011) describes deskilling as “a fragmentation of formerly comprehensive skill sets and the displacement of skilled labour […] by semi-skilled or unskilled workers (semi-skilled para-academics)”. Kinser (2002) labels the disintegration of the traditional academic role and the subdivision of academic work into specialist functions as ‘unbundling’. Macfarlane (2011) observes that academics who attempt to perform all elements of academic practice find themselves under increasing work pressure.

Some of the literature warns about the ‘hollowing out’ of academic life and the damaging effect this could have on the university environment (Kinser, 2002; Macfarlane, 2011). Macfarlane (2011) warns that the working environment for para-academics with clearly defined boundaries and performative pressures does not fit smoothly into a higher education environment. However the emergence of para-academics to complete such tasks as personal tutoring, student guidance and counselling and administrative duties, frees up academics’ time to pursue more productive work (Macfarlane, 2011).

A study of Scottish universities conducted by Christie et al. (2004) indicated that only a minority of students would turn to academics for guidance when they encounter academic, social or financial problems. Academic staff members are no longer seen as personal tutors...
and many consider their role as little more than referral agents for professional support services within the university (Macfarlane, 2011).

Upskilling of administrative staff

Macfarlane (2011) explains that in recent times administrative and support staff have experienced a shift in their job role towards a greater level of involvement with students, including providing direct student support and helping with learning and career development. Macfarlane (2011) labels this shift as the “up-skilling of support staff” giving the examples of librarians taking on the role of students skills advisers and information technology support workers becoming learning technologists. He elaborates that this shift may have been caused by a greater emphasis being placed on supporting student learning as opposed to teaching students. This is mainly due to the emergence of IT in universities. The task of “teaching students how to learn” had previously been seen as the responsibility of the academic. Now students are learning independently with the help of information technology (Macfarlane, 2011).

Research carried out by McInnis (1998) of Australian universities revealed that traditionally professional support staff in universities have been treated as the “poor relations of the university system, not worthy of sustained research or analysis by academics or management”. However he emphasises that this perception is changing and support staff are reshaping academic work due to their increasingly pivotal positions in areas such as course management and delivery. The study conducted by McInnis (1998) indicates that support staff not only have more control over the core activities of teaching and research, but they often have extensive budgetary control. He emphasises that “the extent to which administrative staff support core values is crucial to the preservation of university autonomy”.

C.4 Academic Staff and Careers Services Working in Partnership

This section is focused on how careers services and faculty can become partners in student learning and move towards the common goal of successfully preparing students for life after graduation. A fundamental assumption is that the future for which we are educating graduates is uncertain, and therefore, that the kinds of capabilities they need are those that will enable them to deal with an unknown future (Bowden and Marton, 1998). Academic staff and careers advisor partnerships are an important vehicle for highlighting the career needs of students. They also help promote and encourage students to actively participate in creating career goals and aspirations.

This is a very relevant issue for Trinity College and is evident in university policy. The Trinity Strategic Plan 2014-2019 was released in 2014 and clarifies the long term goals of the college. The commitment of TCD to strengthening partnerships between faculty and support services is evidenced in the plan, “The strengths in the curriculum derive from the dedication of academic staff, who have international reputations in their respective fields, working together with professional, technical, administrative and support staff to harness the excellence and diversity of the multidisciplinary university” (Trinity Strategic Plan, 2014-2019, pp 34). The Careers Advisory Service plays an important role in Trinity’s transformation as a
strategic goal of the college is to improve “partnerships with industry, business, cultural, intercultural and social institutions in order to enhance the opportunities for students to develop the skills necessary to flourish in life” (Trinity Strategic Plan, 2014-2019, pp 37). In order to facilitate this, the Careers Advisory Service was repositioned within Trinity Teaching and Learning (part of the Academic Services Division).

Macfarlane (2011) delineates that the upskilling of support staff and the deskilling of academics has created a third space containing the para-academics. He explains that para-academics can refer to specialised support staff but also to staff with an academic background who have specialised in a certain area. An opportunity for collaboration and teamwork has emerged as academic staff and professional support staff occupy the same space. He suggests that this could increase the level of respect between support staff and academics and could also promote a better, more collaborative working environment. Dill (1996) is in agreement with this strategy emphasizing that universities need to work towards integrated academic planning where “if the process is not designed to promote collaboration, it cannot hope to effectively promote strategic choice”. Similarly McInnis (1998) exemplifies that the blurring of boundaries between support staff and academics creates an opportunity for universities to build a culture of respect, teamwork and collaboration between all staff members. He does acknowledge that this could be challenging if support staff do not consider their role in the university to be as valued as that of the academics.

There is a lack of information available in the literature about how collaborative teaching partnerships between careers advisory services and academics are initiated, developed and sustained. However, there is an abundance of literature investigating the creation of partnerships between academic staff and other support services. The methods behind developing these partnerships could be adapted by careers services. The creation of working partnerships between faculty and support services is explored and ways in which careers advisory services could implement these strategies are discussed below.

**Important Elements of Collaborative Teaching Partnerships**

With any partnership and collaboration initiative there are various stakeholders who need to share the responsibility. Such strategic alliances require the contribution of all stakeholders at various levels (Thomas & Saib, 2013). In this instance, the career advisor, the academic staff member and the student at the core of this partnership. A major contributor to the success of a collaboration initiative is the relationships that were forged between the stakeholders (Thomas & Saib, 2013).

In order to implement an initiative, Bruce (2001) emphasises the importance of university support staff fostering strong partnerships with the academic departments. In a study of successful collaborations where different characters, personalities, eras and fields were all involved, Schrage (1991) discovered consistent themes and characteristics. Although successful collaboration is not guaranteed by replicating the behaviours listed below, he found patterns of interaction that consistently led to successful collaborative outcomes:

- competence for the task at hand by each member of the collaborative team,
- shared, understood goal,
• mutual respect, tolerance and trust,
• creation and manipulation of shared spaces,
• continuous but not continual communication,
• formal and informal environments,
• clear lines of responsibility but no restrictive boundaries,
• decisions do not have to be made by consensus,
• physical presence is not necessary and
• selective use of outsiders for complementary insights and information.

Ivey (2003) investigated these collaboration patterns with regards to faculty and support services. She found that the most important elements of collaborative teaching partnerships are: a shared, understood goal; mutual respect, tolerance, and trust; competence for the task at hand by each of the partners; and ongoing communication. She emphasised that these four behaviours are essential for successful collaboration.

Initiating, Developing and Sustaining the Partnerships

The literature offers a number of ways partnership and collaboration initiative can be developed and sustained.

Thomas & Saib (2013) discuss how support staff and academic staff can work together to design discipline specific learning events and material using integrated knowledge and resources from both departments. This then ensures that students benefit from the synergy between faculty and support services. They also describe workshops that have been organised by support services for academic staff. With regards to career services, conducting workshops specially for academic staff members could help faculty to consider the need for student career development and to design learning opportunities accordingly. These workshops could introduce faculty to the idea of student career development and help them design curriculum that integrates transferable workplace skills.

Thomas & Saib (2013) discuss the benefits that can arise from successful collaboration. By strengthening the partnership between support staff and faculty, support staff can earn and be granted a ‘voice’ within the department. This enables support staff to enjoy a fruitful relationship with both the lecturers and the students. Bruce (2001) highlights that as faculty and support staff work together, they are likely to develop shared understandings of how student learning can be supported.

C.5 Curriculum Development Partnerships

Tynjala et al. (2003) reflect that universities are moving away from the traditional ideals of an autonomous university and towards the view of society, business enterprises and the academic world all being connected. This relationship with the outside world is encouraging
universities to become more flexible in their approach to teaching. Tynjala et al. (2003) suggest that in order to prepare students for the working world, the gap between learning in the educational system and learning in a work environment should be narrowed. They recommend that the relationship between universities and working life should be examined from the perspective of students, universities, employers and society, and course curriculums should be developed accordingly. The traditional role of the academic is changing and control of curricula have moved towards a more collective focus (Macfarlane, 2011).

Development of Generic Work Skills in Students

An uncertain labour market has resulted in a growing appreciation for the importance of developing generic workplace skills in university. Watts & Van Esbroeck (2000) have acknowledged that labour markets have become more flexible and volatile in nature. The transition from university to appropriate employment has become more complex and problematic. Academics and students alike are realising the importance of incorporating soft skills such as critical thinking, teamwork and presentation skills into degree programs. The Trinity Strategic Plan recognises the importance of these skills, confirming TCD’s commitment to develop “the key skills of critical thinking, problem-recognition, problem-solving, adaptability and effective communication in the context of disciplinary and multidisciplinary programmes” in addition to “developing, in every programme, modules that develop skills of creativity, opportunity recognition and risk-taking” (Trinity Strategic Plan, 2014-2019, pp 34).

Tynjala et al. (2003) encourage universities to include more work-based learning in the curriculum, for example through more group work, project work, problem-based learning and case studies. They argue that by mimicking these work based skills, students will be more prepared for the working world and thus, more employable. Tynjala et al. (2003) note that collaboration and shared expertise are integral parts of contemporary working culture and university curriculum should reflect this.

Abbott and Peach (2000) describe how the piloted Griffith Graduate Project adopted a student centred approach to improving learning across nine generic skill areas, including: self-management skills, interpersonal skills, problem-solving and decision-making, adaptability and learning skills, teamwork and information skills. Students are invited to rate their skill level, embark on a self-managed goal setting process for improving their skill levels and, over the period of their degree, develop a Professional Portfolio that includes generic skill elements.

Collectively Remodelling Curricula

Renewal of the TCD curriculum is evident in the Strategic Plan: “Recognizing that the context in which our graduates compete is ever-changing, we will ensure that our curriculum evolves in light of new discoveries in disciplinary knowledge, and that we maintain the emphasis on critical thinking and fostering independence of mind.” (Trinity Strategic Plan, 2014-2019, pp 34). TCD is moving towards collaboration with regards to curriculum development as they aim to expand their “engagement with employers to ensure that
curricula address contemporary work practices, and that feedback plays an appropriate role in curriculum development.” (Trinity Strategic Plan, 2014-2019, pp 34).

Ramsden (2008) agrees that universities need to remodel university curricula in order to build a more flexible workforce. He suggests that course directors in universities should measure the relevance of their curriculum to students, to the labour market and to society. He expresses a variety of questions that universities should consider when designing curricula: “How can universities and colleges ensure that students continue to feel part of a community of learners when they are part of a larger and more varied student body? How can they balance engagement with academic work with a focus on graduate employability? And more broadly, what kind of curriculum will prepare graduates for an uncertain global future – a future in which their capacity for commitment, agility and boldness will be tested to its limits?”. Ramsden (2008) encourages that curricula be reformed and rebuilt using input from academics, students, career advisors and employers. He stresses the importance of relevant curricula which take into account future needs and better prepares students for the workforce. He emphasises the need to produce graduates who are professional, adaptable and prepared to meet the challenges of the future. Research carried out by Ivey (2003) found that communication is particularly important during the planning and evaluation of teaching programs and that, while email and phone contact are easier to maintain, regular face-to-face communication is needed.

C.6 Potential Problems in Partnership Development

Ivey (2003) identified in her research that an overriding concern with regards to developing collaborative partnerships between faculty and support staff is the problem of insufficient resourcing and funding. In European universities, public funding has not kept up with the pace of student growth (McInnis, 1998; Macfarlane, 2011; Ramsden, 2008; Watts & Van Esbroeck, 2000). Therefore universities find themselves in a position where they have to do more with less. This could be a potential barrier to cultivating collaborative partnerships between faculty and career services.

Macfarlane (2011) acknowledges that there is a divergence occurring in universities between the identity of the staff and their role. This ‘identity crisis’ runs the risk of creating tensions between academics and professional support staff. Similarly a study conducted by McInnis (1998) of Australian universities indicates that uneasy and ambivalent relationships between academics and professional support staff creates frustrations and tensions for both sides. He highlights the potential long term issues regarding the ‘unbundling’ of academia: issues regarding redefinition of academic work, sustainability of core academic values and control over knowledge. His study revealed that for academics, the most frequently identified issue affecting their work satisfaction was “the opportunity to pursue their own academic issues”. In contrast, support staff cited “appreciation (or lack of it) of their role by academic staff” as the issue that most affected their work satisfaction. McInnis (1998) study uncovered that only 28% of support staff agreed that ‘the relationship between academic and general staff in this university is generally very positive’ and 36% expressed dissatisfaction with “the appreciation of their roles by academic staff”. Some of the support staff felt that the academics didn’t appear to appreciate their work. McInnis (1998) concluded that the lack of
acknowledgement by academics for the specialised skills of the support staff was a source of tension and potential workplace conflict.

In order to tackle the potential tension between academics and professional support staff, McInnis (1998) recommends that academic staff and professional support staff gain a clear understanding of each other’s aspirations in order to create a more collaborative and supportive working environment. Similarly, Ramsden (2008) recommends implementing strategies that develop stronger learning communities between students, academics and professional support staff. He encourages a “stronger connection between the complementary skills of academic and other professional staff.” Ivey (2003) emphasises that effective, ongoing communication and positive working relationships are essential to initiating, developing and sustaining collaborative teaching partnerships.

C.7 Conclusion

Work practices in universities are changing and while it's important that a balance is maintained between the traditional goals of universities and contemporary demands, these changes also create new opportunities. The role of the academic is evolving from an individual, independent environment, towards a more connected culture. Collaborative partnerships between faculty and careers services are becoming more valued. True collaboration between academics and careers advisors sees both departments working toward a common goal which embodies respect, tolerance, trust, competence and ongoing communication (Ivey, 2003; Meulemans & Carr, 2013). This partnership creates opportunities for students both in an academic and employment setting. The transition from university to appropriate employment has become more complex and problematic. Academic staff and careers services need to develop a working, collaborative partnership in order to prepare students for an unknown future.
D. ETHICAL APPROVAL APPLICATION FORM

School of Computer Science and Statistics
Research Ethical Application Form

Part A

Project Title: WHAT IS THE VALUE OF THE CAREERS ADVISORY SERVICE TO ACADEMIC STAFF AND TO WHAT EXTENT DO STUDENTS SEE THEIR LEANING AS SOLIDARIES OF CAREERS ADVICE AND GUIDANCE

Name of Lead Researcher (student in case of project work): MARIA TIERNEY

Name of Supervisor: MARY O'KEELEY

TCD E-mail: M.Morgan@tcd.ie Contact Tel No.: 01 896 1680

Course Name and Code (if applicable): MS1SS

Estimated start date of survey/research: 1/1/15

I confirm that I will (where relevant):

- Familiarize myself with the Data Protection Act and the College Good Research Practice guidelines: http://www.tcd.ie/ibcp_compliance/dp/legislation.php
- Tell participants that any recordings, e.g. audio/video/photographs, will not be identifiable unless prior written permission has been given. I will obtain permission for specific reuse (in papers, talks, etc.)
- Provide participants with an information sheet (or web-page for web-based experiments) that describes the main procedures (a copy of the information sheet must be included with this application)
- Obtain informed consent for participation (a copy of the informed consent form must be included with this application)
- Should the research be observational, ask participants for their consent to be observed
- Tell participants that their participation is voluntary
- Tell participants that they may withdraw at any time and for any reason without penalty
- Give participants the option of omitting questions they do not wish to answer if a questionnaire is used
- Tell participants that their data will be treated with full confidentiality and that, if published, it will not be identified as theirs
- On request, debrief participants at the end of their participation (i.e. give them a brief explanation of the study)
- If the study involves participants viewing video displays then 1 will verify that they understand that if they or anyone in their family has a history of epilepsy then the participant is proceeding at their own risk
- Declare any potential conflict of interest to participants.
- Inform participants that in the extremely unlikely event that illicit activity is reported to me during the study I will be obliged to report it to appropriate authorities.
- Act in accordance with the information provided (i.e. if I tell participants I will not do something, then I will not do it).

Signed: [signature] Lead Researcher/student in case of project work

Date: 4/12/14

Part B

Please answer the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has this research application or any application of a similar nature connected to this research project been refused ethical approval by another review committee of the College (or at the institutions of any collaborators)?</td>
<td>No</td>
</tr>
<tr>
<td>Will your project involve photographing participants or electronic audio or video recordings?</td>
<td>No</td>
</tr>
<tr>
<td>Will your project deliberately involve misleading participants in any way?</td>
<td>No</td>
</tr>
<tr>
<td>Does this study contain commercially sensitive material?</td>
<td>No</td>
</tr>
<tr>
<td>Is there a risk of participants experiencing either physical or psychological distress or discomfort? If yes, give details on a separate sheet and state what you will tell them to do if they should experience any such problems (e.g. who they can contact for help).</td>
<td>Yes</td>
</tr>
<tr>
<td>Does your study involve any of the following?</td>
<td></td>
</tr>
<tr>
<td>Children (under 18 years of age)</td>
<td>No</td>
</tr>
<tr>
<td>People with intellectual or communication difficulties</td>
<td>No</td>
</tr>
</tbody>
</table>

SCSS Research Ethics Application Form August 2014
School of Computer Science and Statistics
Research Ethical Application Form

Details of the Research Project Proposal must be submitted as a separate document to include the following information:

1. Title of project
2. Purpose of project including academic rationale
3. Brief description of methods and measurements to be used
4. Participants - recruitment methods, number, age, gender, exclusion/inclusion criteria, including statistical justification for numbers of participants
5. Debriefing arrangements
6. A clear concise statement of the ethical considerations raised by the project and how you intend to deal with them
7. Cite any relevant legislation relevant to the project with the method of compliance e.g. Data Protection Act etc.

Part C

I confirm that the materials I have submitted provide a complete and accurate account of the research I propose to conduct in this context, including my assessment of the ethical ramifications.

Signed: ........................................ Date: 4/16/14
Lead Researcher/student in case of project work

There is an obligation on the lead researcher to bring to the attention of the SCSS Research Ethics Committee any issues with ethical implications not clearly covered above.

Part D

If external or other TCD Ethics Committee approval has been received, please complete below.

External/TCD ethical approval has been received and no further ethical approval is required from the School’s Research Ethical Committee. I have attached a copy of the external ethical approval for the School’s Research Unit.

Signed: ........................................ Date: ........................................
Lead Researcher/student in case of project work

Part E

If the research is proposed by an undergraduate or postgraduate student, please have the below section completed.

I confirm, as an academic supervisor of this proposed research that the documents at hand are complete (i.e. each item on the submission checklist is accounted for) and are in a form that is suitable for review by the SCSS Research Ethics Committee.

Signed: ........................................ Date: 4/16/12
Supervisor

Completed application forms together with supporting documentation should be submitted electronically to research.ethics@scc.tcd.ie. Please use TCD e-mail addresses only. When your application has been reviewed and approved by the Ethics Committee hardcopies with original signatures should be submitted to the School of Computer Science & Statistics, Room F37, O’Reilly Institute, Trinity College, Dublin 2.

SCSS Research Ethics Application Form August 2014
E. ACADEMIC ONLINE QUESTIONNAIRE

Question Skip Logic enables respondents to skip to a future question or page in the survey based on their answer to a previous closed-ended question. In the academic online survey, question skip logic was applied to numerous questions. The question skip logic was handled automatically by Google Forms and respondents were spontaneously directed to the appropriate question. The following copy of the online academic questionnaire contains the written form of the question skip logic in order to reflect the survey progression.
Academics' Views on the Provision of Career Guidance to Students

The information below is an ethical requirement.

This survey is being conducted on behalf of the Trinity Careers Advisory Service (CAS). The purpose of this survey is to identify academics’ attitudes towards providing career guidance to students and to identify the value of the Careers Advisory Service to the academic community. The results of the survey will be used anonymously in my MSISS final year project.

We are looking for responses from academic staff involved in teaching in Trinity College.

The survey is voluntary and you will have the right to leave it at any stage. Each question is optional. Feel free to omit a response to any question; however the researcher would be grateful if all questions are responded to.

All participants will remain anonymous and we request that third parties are not named in any open text field; any such responses will be removed from the study.

A potential conflict of interest could arise due the possibility of intended participants being known to the researcher.

The survey will take approximately 10 minutes to complete.

DECLARATION:

-I am 18 years or over and am competent to provide consent.
-I have read a document providing information about this research and this consent form. I understand the description of the research that is being provided to me.
-I agree that my data is used for scientific purposes and I have no objection that my data is published in scientific publications in a way that does not reveal my identity.
-I understand the if I make illicit activities known, these will be reported to appropriate authorities.
-I freely and voluntarily agree to be part of this research study, though without prejudice to my legal and ethical rights.
-I understand that I may refuse to answer any question and that I may withdraw at any time without penalty.
-I understand that my participation is fully anonymous and that no personal details about me will be recorded.

RESEARCHERS CONTACT DETAILS:
Name: Maria Tierney
Email: tiernem2@tcd.ie

* Required

1. Do you give consent to participate in this survey? *
Mark only one oval.

☐ Yes            Skip to question 2.

☐ No             Stop filling out this form.

Role of the Academic
Career guidance refers to helping individuals to explore their future options and to make educational and occupational choices. In the past five years has a student approached you looking for career guidance?

Mark only one oval.

☐ Yes  
   Skip to question 3.

☐ No   
   Skip to question 7.

Role of the Academic

3. Which of the following students have approached you? [Please tick all that apply]
   Check all that apply.

☐ Freshman students
☐ Sophister students
☐ Masters students
☐ PhD students

4. Which of the following areas have they looked for advice about? [Please tick all that apply]
   Check all that apply.

☐ Career opportunities related to their degree
☐ Career opportunities unrelated to their degree
☐ Potential career paths
☐ Further education
☐ Internships
☐ Changing college course
☐ Other: _______________________

5. In a typical year, how many students would approach you looking for career guidance?
   Mark only one oval.

☐ 1-2 a year
☐ 3-6 a year
☐ 7-12 a year
☐ 12+ a year

6. What do you do if you are unable to help a student? [Please tick all that apply]
   Check all that apply.

☐ Refer them to another academic staff member in college
☐ Refer them to a contact outside of college
☐ Refer them to the Careers Advisory Service
☐ Research the issue on the web yourself
☐ Tell them you can’t help them
☐ Other: ___________________________________
Role of the Academic

7. Do you consider it part of your role to give career guidance to students?
   *Mark only one oval.*
   - [ ] Yes
   - [ ] No
   - [ ] Not Sure

8. Any comments?

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

9. In general, are you aware of the types of industries your past students are employed in?
   *Mark only one oval.*
   - [ ] Yes
   - [ ] No

10. Do you get contacted by employers seeking students for employment?
    *Mark only one oval.*
    - [ ] Yes  *Skip to question 11.*
    - [ ] No  *Skip to question 14.*

Role of the Academic

11. In a typical year, how often would you get contacted by student employers?
    *Mark only one oval.*
    - [ ] 1-5 times a year
    - [ ] 6-10 times a year
    - [ ] 11+ times a year

12. If requested, do you pass on the message to your students?
    *Mark only one oval.*
    - [ ] Always
    - [ ] Sometimes
    - [ ] Never
Role of the Academic

14. In the past five years, have you referred a student(s) to a potential employer?  
   Mark only one oval.
   □ Yes  Skip to question 15.
   □ No   Skip to question 16.

Role of the Academic

15. What was the reason for the referral?  
   Check all that apply.
   □ Opportunity for employment
   □ Opportunity for an internship
   □ Gain insight into a particular industry
   □ Other: ____________________________________________________

Careers Advisory Service

16. Are you aware of the following services the Careers Advisory Service offers to students?  
   Mark only one oval per row.

<table>
<thead>
<tr>
<th>Service</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-on-one meetings with professional careers advisors</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>CV Clinic</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Practice interview on video</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Careers Advisory Service website</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Careers Information Centre</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Career Workshops</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Careers Week</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Careers Fairs on campus</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Career Profile Tests</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
17. Which, if any, of the following have you done? 
*Mark only one oval per row.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visited the Careers Advisory Service website</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Made contact with the Careers Adviser responsible for your School</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Assisted in employer visits on campus</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Participated in the Personal Development Programme</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Read the Careers Advisory Service Newsletter for College Staff</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Read the Careers Advisory Service Annual Report</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

18. In the past five years, have you referred a student to the Careers Advisory Service?
*Mark only one oval.*

- ☐ Yes  *Skip to question 19.*
- ☐ No   *Skip to question 22.*

**Careers Advisory Service**

19. In a typical year, how many students would you refer to the Career Advisory Service? 
*Mark only one oval.*

- ☐ 1-2 a year
- ☐ 3-5 a year
- ☐ 6+ a year

20. What area was/were the student(s) looking for advice on? [Please tick all that apply]
*Check all that apply.*

- ☐ Career opportunities related to their degree
- ☐ Career opportunities unrelated to their degree
- ☐ Potential career paths
- ☐ Further education
- ☐ Internships
- ☐ Changing career paths
- ☐ Other: __________________________________________
21. Why did you refer them to the Careers Advisory Service? [Please tick all that apply]  
Check all that apply.

☐ I was unable to assist the student
☐ I didn’t have time to assist the student
☐ I thought the Careers Advisory Service would be able to further assist the student
☐ Other: 

Skip to question 23.

Careers Advisory Service

22. Why have you not referred a student to the Careers Advisory service? [Please select all that apply]  
Check all that apply.

☐ I was not aware of the services offered by the Careers Advisory Service
☐ I have never had a reason to refer a student to the Careers Advisory Service
☐ The Careers Advisory Service didn’t offer the advice needed
☐ Other: 

Do you agree or disagree with the following statements:

23. An objective of ALL undergraduate programmes should be to develop the skills needed for effective engagement in the workplace.  
Mark only one oval.

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

24. An objective of SPECIFIC undergraduate programmes should be to develop the skills needed for effective engagement in the workplace.  
Mark only one oval.

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree
25. **Undergraduate students should have more opportunities to study workplace skills as part of their degree.**

   *Mark only one oval.*

   - [ ] Strongly agree
   - [ ] Agree
   - [ ] Neither agree nor disagree
   - [ ] Disagree
   - [ ] Strongly disagree

26. **Any comments?**

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

**Do you agree or disagree with the following statements:**

27. **An objective of ALL postgraduate programmes should be to develop the skills needed for effective engagement in the workplace.**

   *Mark only one oval.*

   - [ ] Strongly agree
   - [ ] Agree
   - [ ] Neither agree nor disagree
   - [ ] Disagree
   - [ ] Strongly disagree

28. **An objective of SPECIFIC postgraduate programmes should be to develop the skills needed for effective engagement in the workplace.**

   *Mark only one oval.*

   - [ ] Strongly agree
   - [ ] Agree
   - [ ] Neither agree nor disagree
   - [ ] Disagree
   - [ ] Strongly disagree
29. **Postgraduate students should have more opportunities to study workplace skills as part of their degree.**  
*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree
- [ ] Strongly disagree

30. **Any comments?**

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

**Do you agree or disagree with the following statements:**

31. **Trinity College should engage with employers to ensure that curricula address contemporary work demands.**  
*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree
- [ ] Strongly disagree

32. **Academic Staff should work with careers advisors in the Careers Advisory Service to ensure that curricula address contemporary work practices.**  
*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree
- [ ] Strongly disagree
33. *More opportunities for work placements and internships should be available in the curriculum for students.*

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree
- [ ] Strongly disagree

34. **A greater emphasis should be placed on fostering relationships between:**  

*Mark only one oval per row.*

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and Students</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Faculty and Alumni</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Students and Alumni</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

35. **Any comments?**

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**Do you agree or disagree with the following statements:**

36. **The Careers Advisory Service adds value to the academic mission of the university.**

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree
- [ ] Strongly disagree
37. The Careers Advisory is an important resource to Trinity students.
   *Mark only one oval.*
   - [ ] Strongly agree
   - [ ] Agree
   - [ ] Neither agree nor disagree
   - [ ] Disagree
   - [ ] Strongly disagree

38. The Careers Advisory is an important resource to Trinity Alumni.
   *Mark only one oval.*
   - [ ] Strongly agree
   - [ ] Agree
   - [ ] Neither agree nor disagree
   - [ ] Disagree
   - [ ] Strongly disagree

39. Any comments?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Suggestions

40. Do you have any suggestions about how academic staff and the Careers Advisory Service could work together in order to provide students with the best career advice?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Personal Information
41. Please select your school:

Mark only one oval.

- Biochemistry and Immunology
- Business
- Chemistry
- Computer Science and Statistics
- Confederal School of Religions, Peace Studies and Theology
- Dental Science
- Drama, Film and Music
- Education
- Engineering
- English
- Genetics and Microbiology
- Histories and Humanities
- Languages, Literatures and Cultural Studies
- Law
- Linguistic, Speech and Communications Sciences
- Mathematics
- Medicine
- Natural Sciences
- Nursing and Midwifery
- Pharmacy and Pharmaceutical Sciences
- Physics
- Psychology
- Social Sciences and Philosophy
- Social Work and Social Policy
42. Please select your academic title:
   *Mark only one oval.*
   - Professor
   - Research Professor
   - Adjunct Professor
   - Honorary Professor
   - Visiting Professor
   - Associate Professor
   - Adjunct Associate Professor
   - Assistant Professor
   - Adjunct Assistant Professor
   - Teaching Fellow
   - Professor Emeritus
   - Research Associate Professor
   - Research Assistant Professor

43. Please select your gender:
   *Mark only one oval.*
   - Female
   - Male

44. Please select your age group:
   *Mark only one oval.*
   - 25-35
   - 36-45
   - 46-55
   - 56-65
   - 66+

45. How long have you been working in academia?
   *Mark only one oval.*
   - 0-4 years
   - 5-10 years
   - 11-20 years
   - 21+ years

46. Have you worked in a non-academic job related to what you're teaching now?
   *Mark only one oval.*
   - Yes
   - No
47. **Any comments?**
F. STUDENT ONLINE QUESTIONNAIRE

In the student online survey, question skip logic was applied to numerous questions. The question skip logic was handled automatically by Google Forms and respondents were spontaneously directed to the appropriate question. The following copy of the online academic questionnaire contains the written form of the question skip logic in order to reflect the survey progression.
Students' Views on the Provision of Career Guidance in University

The information below is an ethical requirement.

This survey is being conducted on behalf of the Trinity Careers Advisory Service (CAS). The purpose of this survey is to identify students’ expectations with regard to who should be delivering career guidance. The results of the survey will be used anonymously in my MSISS final year project.

We are looking for responses from senior sophister and postgraduate students in Trinity College that use and do not use the Careers Advisory Service.

The survey is voluntary and you will have the right to leave it at any stage. Each question is optional. Feel free to omit a response to any question; However the researcher would be grateful if all questions are responded to.

All participants will remain anonymous and we request that third parties are not named in any open text field; any such responses will be removed from the study.

A potential conflict of interest could arise due the possibility of intended participants being known to the researcher.

The survey will take approximately 10 minutes to complete.

Participants that complete the study can enter themselves into a draw to win a €50 One-4-All voucher.

DECLARATION:
- I am 18 years or over and am competent to provide consent.
- I have read a document providing information about this research and this consent form. I understand the description of the research that is being provided to me.
- I agree that my data is used for scientific purposes and I have no objection that my data is published in scientific publications in a way that does not reveal my identity.
- I understand if I make illicit activities known, these will be reported to appropriate authorities.
- I freely and voluntarily agree to be part of this research study, though without prejudice to my legal and ethical rights.
- I understand that I may refuse to answer any question and that I may withdraw at any time without penalty.
- I understand that my participation is fully anonymous and that no personal details about me will be recorded.

RESEARCHERS CONTACT DETAILS:
Name: Maria Tierney
Email: tiernem2@tcd.ie

* Required

1. Do you give consent to participate in this survey? *
Mark only one oval.

☐ Yes

☐ No Stop filling out this form.
Involvement in Career Development

2. Which of these statements best describes you?  
   Mark only one oval.
   - “I have a clear idea of my future career path”
   - “I have a rough idea of my future career path”
   - “I am considering various career options at the moment”
   - “I’ve thought about my future career path but I don’t know exactly what I want to pursue”
   - “I haven’t thought about my future career path yet”

3. What do you intend to do after graduating from Trinity College?  
   Mark only one oval.
   - Full time employment related to my degree
   - Full time employment unrelated to my degree
   - Further education
   - Take time out
   - Other: ________________________________

4. Career guidance refers to receiving help and advice about future options, educational choices and career choices. Who do you go to for career guidance?  
   [Please select all that apply]
   Check all that apply.
   - Lecturer
   - Tutor
   - Course Director
   - Careers Advisory Service
   - Parent
   - Other: ________________________________

5. Please specify which qualification you are currently completing.  
   Mark only one oval.
   - Undergraduate Degree  Skip to question 6.
   - Master’s Degree  Skip to question 28.
   - PhD  Skip to question 54.

Asking Academics for Career Guidance  
Undergraduate Students
6. Academic staff refers to course directors, lecturers and tutors. Do you consider it part of the role of academic staff to give career guidance to students?

Mark only one oval.

☐ Yes
☐ No
☐ Not sure

7. Have you sought career guidance from an academic staff member during your Sophister years? (Junior Sophister and Senior Sophister)?

Mark only one oval.

☐ Yes  Skip to question 8.
☐ No   Skip to question 13.

Career Guidance during Sophister Years
Undergraduate Students

8. Which academic staff member did you approach? [Please select all that apply]

Check all that apply.

☐ Lecturer
☐ Tutor
☐ Course director
☐ Other: ________________________________

9. How often have you sought career guidance from an academic staff member during your Sophister years?

Mark only one oval.

☐ 1-2 times
☐ 3-5 times
☐ 6+ times

10. What did you want to get advice on? [Please select all that apply]

Check all that apply.

☐ Career opportunities related to my degree
☐ Career opportunities unrelated to my degree
☐ Potential career paths
☐ Further education
☐ Internships
☐ Changing career paths
☐ Other: ________________________________
11. Were you satisfied with the advice you received?  
*Mark only one oval.*
- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

12. Did the academic staff member suggest visiting the Careers Advisory Service?  
*Mark only one oval.*
- Yes
- No
- Don't remember

Career Guidance during Freshman Years  
Undergraduate Students

13. Did you seek career guidance from an academic staff member during your Freshman years (Junior Freshman and Senior Freshman)?  
*Mark only one oval.*
- Yes  *Skip to question 14.*
- No  *Skip to question 19.*
- Don't remember  *Skip to question 19.*

Career Guidance during Freshman Years  
Undergraduate Students

14. Which academic staff member did you approach? [Please select all that apply]  
*Check all that apply.*
- Lecturer
- Tutor
- Course director
- Other: ____________________________

15. How often did you seek career guidance from an academic staff member during your Freshman years?  
*Mark only one oval.*
- 1-2 times
- 3-5 times
- 6+ times
16. **What did you want to get advice on? [Please select all that apply]**

   Check all that apply.
   - [ ] Career opportunities related to my degree
   - [ ] Career opportunities unrelated to my degree
   - [ ] Potential career paths
   - [ ] Further education
   - [ ] Internships
   - [ ] Changing college courses
   - [ ] Other: ____________________________

17. **Were you satisfied with the advice you received?**

   Mark only one oval.
   - [ ] Very satisfied
   - [ ] Satisfied
   - [ ] Neither satisfied nor dissatisfied
   - [ ] Dissatisfied
   - [ ] Very dissatisfied

18. **Did the academic staff member suggest visiting the Careers Advisory Service?**

   Mark only one oval.
   - [ ] Yes
   - [ ] No
   - [ ] Don't remember

**Careers Advisory Service: Sophister Years**
Undergraduate Students

19. **Have you participated in/used any of the services in the Careers Advisory Service during your Sophister years? (Junior Sophister and Senior Sophister)**

   Mark only one oval.
   - [ ] Yes  
     Skip to question 20.
   - [ ] No  
     Skip to question 23.
20. Please select what services you used/participated in: [Please select all that apply]
   Check all that apply.
   - [ ] One-on-one meeting with careers advisor
   - [ ] CV Clinic
   - [ ] Practice interview on video
   - [ ] Careers Advisory Service website
   - [ ] Careers Information Centre
   - [ ] Career Workshops
   - [ ] Careers Week
   - [ ] Career Profile Tests
   - [ ] Careers Fair on campus
   - [ ] Other: _____________________________

21. What information were you looking for? [Please select all that apply]
   Check all that apply.
   - [ ] Career opportunities related to my degree
   - [ ] Career opportunities unrelated to my degree
   - [ ] Potential career paths
   - [ ] Further education
   - [ ] Internships
   - [ ] Changing career paths
   - [ ] Other: _____________________________

22. Overall how satisfied are you with the information you received?
   Mark only one oval.
   - [ ] Very satisfied
   - [ ] Satisfied
   - [ ] Neither satisfied nor dissatisfied
   - [ ] Dissatisfied
   - [ ] Very dissatisfied

Skip to question 24.

Careers Advisory Service: Sophister Years
Undergraduate Students
23. What are your main reasons for not using/participating in any of the services during your Sophister years? [Please select all that apply]

Check all that apply.

☐ “I’ve never had a reason to go”
☐ “I don’t think it’ll be useful”
☐ “It’s not located on campus”
☐ “The opening hours are not suitable”
☐ “I don’t have enough time”
☐ “I rather ask academic staff for career advice”
☐ “I get my career advice from another source”
☐ “I don’t know what services they offer”
☐ Other: ________________________________

Careers Advisory Service: Freshman Years
Undergraduate Students

24. Have you participated in/used any of the services in the Careers Advisory Service during your Freshman years (Junior Freshman and Senior Freshman)?

Mark only one oval.

☐ Yes  Skip to question 25.
☐ No  Skip to question 80.
☐ Don’t remember  Skip to question 80.

Careers Advisory Service: Freshman Years
Undergraduate Students

25. Please select what services you used/participated in: [Please select all that apply]

Check all that apply.

☐ One-on-one meeting with careers advisor
☐ CV Clinic
☐ Practice interview on video
☐ Careers Advisory Service website
☐ Careers Information Centre
☐ Career Workshops
☐ Careers Week
☐ Career Profile Tests
☐ Careers Fair on campus
☐ Other: ________________________________
26. **What information were you looking for? [Please select all that apply]**

*Check all that apply.*

- [ ] Career opportunities related to my degree
- [ ] Career opportunities unrelated to my degree
- [ ] Potential career paths
- [ ] Further education
- [ ] Internships
- [ ] Changing college courses
- [ ] Other: ____________________________

27. **Overall how satisfied are you with the information you received?**

*Mark only one oval.*

- [ ] Very satisfied
- [ ] Satisfied
- [ ] Neither satisfied nor dissatisfied
- [ ] Dissatisfied
- [ ] Very dissatisfied

*Skip to question 80.*

**Asking Academics for Career Guidance**

Master's Degree

28. **Academic staff refers to course directors, lecturers and tutors. Do you consider it part of the role of academic staff to give career guidance to students?**

*Mark only one oval.*

- [ ] Yes
- [ ] No
- [ ] Not sure

29. **Since beginning your Master's, have you sought career guidance from an academic staff member?**

*Mark only one oval.*

- [ ] Yes  *Skip to question 30.*
- [ ] No  *Skip to question 35.*

**Asking Academics for Career Guidance**

Master's Degree
30. Which academic staff member did you approach? [Please select all that apply]
Check all that apply.

☐ Course director
☐ Director of Postgraduate Teaching & Learning in the School
☐ Lecturer
☐ Other: __________________________

31. How often have you sought career guidance from an academic staff member since beginning your Master's?
Mark only one oval.

☐ 1-2 times
☐ 3-5 times
☐ 6+ times

32. What did you want to get advice on? [Please select all that apply]
Check all that apply.

☐ Career opportunities related to my degree
☐ Career opportunities unrelated to my degree
☐ Potential career paths
☐ Further education
☐ Internships
☐ Changing career paths
☐ Other: __________________________

33. Were you satisfied with the advice you received?
Mark only one oval.

☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

34. Did the academic staff member suggest visiting the Careers Advisory Service?
Mark only one oval.

☐ Yes
☐ No
☐ Don't remember

Careers Advisory Service
Master's Degree
35. **Have you participated in/used any of the services in the Careers Advisory Service since you began your Master's?**

   *Mark only one oval.*
   
   - [ ] Yes  **Skip to question 36.**
   - [ ] No  **Skip to question 39.**

### Careers Advisory Service

**Master's Degree**

36. **Please select what services you used/participated in:** [Please select all that apply]

   *Check all that apply.*

   - [ ] One-on-one meeting with careers advisor
   - [ ] CV Clinic
   - [ ] Practice interview on video
   - [ ] Careers Advisory Service website
   - [ ] Careers Information Centre
   - [ ] Career Workshops
   - [ ] Careers Week
   - [ ] Career Profile Tests
   - [ ] Careers Fair on campus
   - [ ] Other: __________________________________________

37. **What information were you looking for?** [Please select all that apply]

   *Check all that apply.*

   - [ ] Career opportunities related to my degree
   - [ ] Career opportunities unrelated to my degree
   - [ ] Potential career paths
   - [ ] Further education
   - [ ] Internships
   - [ ] Changing career paths
   - [ ] Other: __________________________________________

38. **Were you satisfied with the information you received?**

   *Mark only one oval.*

   - [ ] Very satisfied
   - [ ] Satisfied
   - [ ] Neither satisfied nor dissatisfied
   - [ ] Dissatisfied
   - [ ] Very dissatisfied

   **Skip to question 40.**

### Careers Advisory Service
39. **What are your main reasons for not using/participating in any of the services?**

   [Please select all that apply]

   *Check all that apply.*

   - [ ] "I've never had a reason to go"
   - [ ] "I don't think it'll be useful"
   - [ ] "It's not located on campus"
   - [ ] "The opening hours are not suitable"
   - [ ] "I don't have enough time"
   - [ ] "I rather ask academic staff for career advice"
   - [ ] "I get my career advice from another source"
   - [ ] "I don't know what services they offer"
   - [ ] Other: ______________________________________________

**Other Trinity Qualifications**

40. **Have you completed any other qualifications in Trinity College Dublin?**

   *Mark only one oval.*

   - [ ] Yes  
     *Skip to question 41.

   - [ ] No  
     *Skip to question 51.

**Other Trinity Qualifications**

41. **Please select the other qualification(s) you have completed in Trinity College.**

   [Please select all that apply]

   *Check all that apply.*

   - [ ] Undergraduate degree
   - [ ] Master's degree
   - [ ] Other: ______________________________________________

42. **Please specify the qualification(s)**

   ______________________________________________

43. **What year(s) did you complete the qualification(s)?**

   ______________________________________________
44. **Did you seek career guidance from an academic staff member while completing the qualification(s)?**
   *Mark only one oval.*
   - [ ] Yes  
     Skip to question 45.
   - [ ] No  
     Skip to question 48.
   - [ ] Don’t remember  
     Skip to question 48.

**Other Trinity Qualifications**

45. **Which academic staff member did you approach? [Please select all that apply]**
   *Check all that apply.*
   - [ ] Lecturer
   - [ ] Tutor
   - [ ] Course director
   - [ ] Other: __________________________

46. **What did you want to get advice on? [Please select all that apply]**
   *Check all that apply.*
   - [ ] Career opportunities related to my degree
   - [ ] Career opportunities unrelated to my degree
   - [ ] Potential career paths
   - [ ] Further education
   - [ ] Internships
   - [ ] Changing career paths
   - [ ] Other: __________________________

47. **Were you satisfied with the advice you received?**
   *Mark only one oval.*
   - [ ] Very satisfied
   - [ ] Satisfied
   - [ ] Neither satisfied nor dissatisfied
   - [ ] Dissatisfied
   - [ ] Very dissatisfied

**Other Trinity Qualifications**

48. **Did you visit the Careers Advisory Service while completing the other qualification(s)?**
   *Mark only one oval.*
   - [ ] Yes  
     Skip to question 49.
   - [ ] No  
     Skip to question 51.
   - [ ] Don’t remember  
     Skip to question 51.
Other Trinity Qualifications

49. What did you want to get advice on? [Please select all that apply]  
*Check all that apply.*

- [ ] Career opportunities related to my degree
- [ ] Career opportunities unrelated to my degree
- [ ] Potential career paths
- [ ] Further education
- [ ] Internships
- [ ] Changing career paths
- [ ] Other: ________________________________

50. Were you satisfied with the advice you received?  
*Mark only one oval.*

- [ ] Very satisfied
- [ ] Satisfied
- [ ] Neither satisfied nor dissatisfied
- [ ] Dissatisfied
- [ ] Very dissatisfied

Master's Degree: Information

51. What year did you start your Masters?  
*Mark only one oval.*

- [ ] 2012
- [ ] 2013
- [ ] 2014
- [ ] Other: ________________________________

52. What year do you hope to finish your Masters?  
*Mark only one oval.*

- [ ] 2015
- [ ] 2016
- [ ] 2017
- [ ] Other: ________________________________

53. Please specify which type of postgraduate programme you are completing:  
*Mark only one oval.*

- [ ] Taught
- [ ] Research

Skip to question 80.
Asking Academics for Career Guidance
PhD Students

54. **Academic staff refers to course directors, lecturers and tutors. Do you consider it part of the role of academic staff to give career guidance to students?**

*Mark only one oval.*

- [ ] Yes
- [ ] No
- [ ] Not sure

55. **Since beginning your PhD, have you sought career guidance from an academic staff member?**

*Mark only one oval.*

- [ ] Yes  *Skip to question 56.*
- [ ] No  *Skip to question 61.*

Asking Academics for Career Guidance
PhD Students

56. **Which academic staff member did you approach?** [Please select all that apply]

*Check all that apply.*

- [ ] Principal Investigator
- [ ] Director of Postgraduate Teaching & Learning in the School
- [ ] Other: ________________________________

57. **How often have you sought career guidance from an academic staff member since beginning your PhD?**

*Mark only one oval.*

- [ ] 1-2 times
- [ ] 3-5 times
- [ ] 6+ times

58. **What did you want to get advice on?** [Please select all that apply]

*Check all that apply.*

- [ ] Career opportunities related to my qualification
- [ ] Career opportunities unrelated to my qualification
- [ ] Potential career paths
- [ ] Postdoctoral research
- [ ] Other: ________________________________
59. **Were you satisfied with the advice you received?**

   *Mark only one oval.*

   - [ ] Very satisfied
   - [ ] Satisfied
   - [ ] Neither satisfied nor dissatisfied
   - [ ] Dissatisfied
   - [ ] Very dissatisfied

60. **Did the academic staff member suggest visiting the Careers Advisory Service?**

   *Mark only one oval.*

   - [ ] Yes
   - [ ] No
   - [ ] Don't remember

**Careers Advisory Service**

**PhD Students**

61. **Have you participated in/used any of the services in the Careers Advisory Service since you began your PhD?**

   *Mark only one oval.*

   - [ ] Yes  
     *Skip to question 62.
   - [ ] No  
     *Skip to question 65.

**Careers Advisory Service**

**PhD Students**

62. **Please select what services you used/participated in: [Please select all that apply]**

   *Check all that apply.*

   - [ ] One-on-one meeting with careers advisor
   - [ ] CV Clinic
   - [ ] Practice interview on video
   - [ ] Careers Advisory Service website
   - [ ] Careers Information Centre
   - [ ] Career Workshops
   - [ ] Careers Week
   - [ ] Career Profile Tests
   - [ ] Careers Fair on campus
   - [ ] Other: ___________________________________________

---

Page F.15
63. **What information were you looking for?** [Please select all that apply]
   
   Check all that apply.
   
   - Career opportunities related to my qualification
   - Career opportunities unrelated to my qualification
   - Potential career paths
   - Postdoctoral research
   - Other: ________________________________

64. **Were you satisfied with the information you received?**
   
   *Mark only one oval.*
   
   - Very satisfied
   - Satisfied
   - Neither satisfied nor dissatisfied
   - Dissatisfied
   - Very dissatisfied

   *Skip to question 66.*

**Careers Advisory Service**

**PhD Students**

65. **What are your main reasons for not using/participating in any of the services?** [Please select all that apply]
   
   Check all that apply.
   
   - "I've never had a reason to go"
   - "I don't think it'll be useful"
   - "It's not located on campus"
   - "The opening hours are not suitable"
   - "I don't have enough time"
   - "I rather ask academic staff for career advice"
   - "I get my career advice from another source"
   - "I don't know what services they offer"
   - Other: ________________________________

**Other Qualifications in Trinity College**

66. **Have you completed any other qualifications in Trinity College Dublin?**
   
   *Mark only one oval.*
   
   - Yes   *Skip to question 67.*
   - No   *Skip to question 77.*

**Other Qualifications in Trinity College**
67. Please select the other qualification(s) you have completed in Trinity College. [Please select all that apply]

Check all that apply.

☐ Undergraduate degree
☐ Masters
☐ Other: __________________________________________

68. Please specify the qualification(s)

____________________________________________________

69. What year(s) did you complete the qualification(s)?

____________________________________________________________________________________

70. Did you seek career guidance from an academic staff member while completing the qualification(s)?

Mark only one oval.

☐ Yes Skip to question 71.
☐ No Skip to question 74.
☐ Don't remember Skip to question 74.

Other Trinity Qualifications

71. Which academic staff member did you approach? [Please select all that apply]

Check all that apply.

☐ Lecturer
☐ Tutor
☐ Course director
☐ Other: __________________________________________

72. What did you want to get advice on? [Please select all that apply]

Check all that apply.

☐ Career opportunities related to my qualification
☐ Career opportunities unrelated to my qualification
☐ Potential career paths
☐ Further education
☐ Internships
☐ Changing career paths
☐ Other: __________________________________________
73. **Were you satisfied with the advice you received?**
   *Mark only one oval.*
   - Very satisfied
   - Satisfied
   - Neither satisfied nor dissatisfied
   - Dissatisfied
   - Very dissatisfied

**Other Trinity Qualifications**

74. **Did you visit the Careers Advisory Service while completing the qualification(s)?**
   *Mark only one oval.*
   - Yes  *Skip to question 75.*
   - No  *Skip to question 77.*
   - Don't remember  *Skip to question 77.*

**Other Trinity Qualifications**

75. **What did you want to get advice on? [Please select all that apply]**
   *Check all that apply.*
   - [ ] Career opportunities related to my qualification
   - [ ] Career opportunities unrelated to my qualification
   - [ ] Potential career paths
   - [ ] Further education
   - [ ] Internships
   - [ ] Changing career paths
   - [ ] Other: ________________________________

76. **Were you satisfied with the advice you received?**
   *Mark only one oval.*
   - Very satisfied
   - Satisfied
   - Neither satisfied nor dissatisfied
   - Dissatisfied
   - Very dissatisfied

**PhD: Information**
77. **What year did you start your PhD?**

*Mark only one oval.*

- [ ] 2011
- [ ] 2012
- [ ] 2013
- [ ] 2014
- [ ] Other: __________________________

78. **What year do you hope to finish your PhD?**

*Mark only one oval.*

- [ ] 2015
- [ ] 2016
- [ ] 2017
- [ ] 2018
- [ ] Other: __________________________

79. **Please specify which type of postgraduate programme you are completing:**

*Mark only one oval.*

- [ ] Taught
- [ ] Research

**Do you agree or disagree with the following statements:**

80. **If someone is teaching and researching in a particular discipline they should know what types of jobs are available to graduates of that discipline.**

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree
- [ ] Strongly disagree

81. **Undergraduate programmes should develop skills needed for effective engagement in the workplace.**

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree
- [ ] Strongly disagree
82. **Postgraduate programmes should develop skills needed for effective engagement in the workplace.**

Mark only one oval.

- [ ] Strongly agree
- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree
- [ ] Strongly disagree

83. **Any comments?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

84. **Career Guidance**

For the following issues, please identify who you are most likely to approach for career guidance.

Mark only one oval per row.

<table>
<thead>
<tr>
<th>Academic Staff</th>
<th>Careers Advisory Service</th>
<th>Both</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career opportunities related to my degree</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Career opportunities unrelated to my degree</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Potential career paths</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Further education</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Internships</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Interviews Skills</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>CV Writing</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

85. **Personal Information**

What age group are you?

Mark only one oval.

- [ ] 18-23
- [ ] 24+

86. **What gender are you?**

Mark only one oval.

- [ ] Female
- [ ] Male
87. **Please select your school:**

*Mark only one oval.*

- Biochemistry and Immunology
- Business
- Chemistry
- Computer Science and Statistics
- Confederal School of Religions, Peace Studies and Theology
- Dental Science
- Drama, Film and Music
- Education
- Engineering
- English
- Genetics and Microbiology
- Histories and Humanities
- Languages, Literatures and Cultural Studies
- Law
- Linguistic, Speech and Communications Sciences
- Mathematics
- Medicine
- Natural Sciences
- Nursing and Midwifery
- Pharmacy and Pharmaceutical Sciences
- Physics
- Psychology
- Social Sciences and Philosophy
- Social Work and Social Policy

88. **Please specify the course you are studying.**

________________________________________________________________________

89. **Please select your nationality.**

*Mark only one oval.*

- Irish
- Other EU
- International

**Thank you for completing this survey! Please click the "Submit" button.**

If you would like to be entered into a draw to win a €50 One-4-All voucher please enter your full name and email address below before you click "Submit".
90. **Name**


91. **Email Address**


Powered by

Google Forms
G. SUBSETS OF QUESTIONNAIRE OPEN-ENDED RESPONSES

G.1 Academic Survey

G.1.1 Do you consider it part of your role to give career guidance to students? (66 - number of comments before most common ones selected)

See it as Part of Their Role (33):

- It is a very important part of our pastoral care role. It can make a huge difference to a person's life to help them find a good fit.
- As we are part of a professional programme, students are explicitly encouraged to reflect on possible career pathways and to discuss these with staff.

Will Give Career Guidance to the Best of their Knowledge (16):

- If I have information about or knowledge of a particular area, I am happy to share this
- Happy to help and give my two cents on any questions they have; this said I am not a qualified careers advisor and I only know about a fairly narrow field in practice
- We are there to help students if possible

Will Refer Students to Contacts if they can’t offer Assistance (7):

- I can only offer information that I know from my own experience as a professional prior to my academic role and also I can direct them to the correct sources of current information.
- I would give any guidance that I felt I could, but also would be aware that I might not have the information required to guide them effectively. I could point them in the right direction to find answers to their questions.

G.1.2 If requested, do you pass on the messages from graduate employers to your students? (22)

Will Pass on Message if Valuable (12):

- Depends on whether I think the students would be interested.
- I also get contacted by potential employers suitable for past students, and usually do pass these contacts to potential candidates. I am regularly in touch with many former students and some have become major employers themselves
- This is part of any academic’s job - writing references, briefing companies, sounding them out regarding course content etc

Pass-on the Message to School/CAS/SU (4):
Generally I pass the information on to Careers Office, but we often put information on our website if appropriate, or even invite a representative from the firm to talk to a class.

I don’t pass information to a particular student. Our school would hold the information centrally.

G.1.3 An objective of ALL undergraduate programmes should be to develop the skills needed for effective engagement in the workplace. An objective of SPECIFIC undergraduate programmes should be to develop the skills needed for effective engagement in the workplace. Undergraduate students should have more opportunities to study workplace skills as part of their degree (51).

Depends on Degree (11):

- Provided that the degree lends itself well to this
- This is very much dependent on the discipline eg in the Health Sciences and other professional courses, development of workplace skills is a key part of the curriculum. I disagree that this should be the case for all subjects

Agree With Regard to Soft Skills (10):

- The university should teach critical thinking skills and communication skills that will transfer to a workplace, but we should not sacrifice an academic education in order to teach "practical workplace skills".
- Every degree should make individuals more rounded in order to do well in a workplace. They may not necessarily be discrete skills.
- Skills such as team working, team problem solving, conflict resolution

Education not Training (8):

- I strongly oppose the cultural trend towards treating all university study as training for jobs. Non-vocational degrees do teach transferable skills, but their central purposes are personal development, education for citizenship, and the enhancement of culture.
- A degree should be regarded primarily as education and learning for the person, to encourage their curiosity, and a mature ability for critical thought in a range of contexts.

G.1.4 An objective of ALL postgraduate programmes should be to develop the skills needed for effective engagement in the workplace. An objective of SPECIFIC postgraduate programmes should be to develop the skills needed for effective engagement in the
workplace. Postgraduate students should have more opportunities to study workplace skills as part of their degree (25).

Depends on Postgraduate Course (9):

- Some postgraduate qualifications are training for specific careers, some are not. All are worthwhile and contribute to the development of individuals and society.
- Only if it is appropriate to the course of study

Agree with Statements (5):

- At postgraduate level, I do feel that courses/Course Directors do need to aim to provide advice and guidance to students on careers. These courses cost a lot of money and, very often, students are ‘at sea’ and don’t necessarily know how to negotiate a path to the workplace.
- As PG students will obviously be more focussed, and in many cases planning an imminent move into employment, the more experience (contacts) they can gain in their field, the better. For those students intending to work outside of academia in the long term, linking their research with ‘real world’ situations is vital
- By the time a student engages on postgraduate work they generally have some idea of the general range of possibilities for employment. In that respect the degrees have a slightly more career-oriented focus than the more general, rounded education that I'd expect from an undergraduate programme.

G.1.5 Trinity College should engage with employers to ensure that curricula address contemporary work demands. Academic Staff should work with careers advisors in the Careers Advisory Service to ensure that curricula address contemporary work practices. More opportunities for work placements and internships should be available in the curriculum for students. A greater emphasis should be placed on fostering relationships between: Faculty and Students; Faculty and Alumni; Students and Alumni (33).

Education comes First (11):

- I strongly disagree that we should change the education we offer in the university to meet the demands of industry. There are very important reasons why we offer the type of education we do. Third level education is a hugely enriching personal development experience.
- A university education should not be changed to agree with whatever skills employers want at that specific moment. Rather there should be a greater emphasis on giving a broad undergraduate education, especially on key transferable skills such as critical/analytical thinking.
- Academic freedom is an important principle that should be defended. As such, I do not think it appropriate for industry to instruct academic institutions on the content on the courses. However, many academics interested in the career development of their
students will be interested in understanding industry / workplace demands and indeed may seek input.

Support of Improving College Interactions (10):

- Trinity College should integrate students into the intellectual community of TCD past and present.
- Fostering relationships with alumni is of course a good thing. I would love to see alumni offering internships and advice to current students.
- College is really bad at fostering social relationships for staff and for staff student interactions. There should be an entertainment budget for this.

G.1.6 The Careers Advisory Service adds value to the academic mission of the university.
The Careers Advisory is an important resource to Trinity students. The Careers Advisory is an important resource to Trinity Alumni (32).

Support for the CAS (7):

- Over the past number of years the CAS has run specific workshops for our SS students. Feedback has been extraordinarily and uniformly positive. Students draw heavily on and benefit greatly from the expertise within this service. Our department has a strong and ongoing relationship with the service and regular contact to update each other about changing employment landscapes and demands. This relationship is critical to effectively preparing our graduates for future employment.
- The Careers Advisory is an essential resource

Confusion Regarding Alumni Access to the CAS (7):

- I'm not sure what the connection between the Careers Service and alumni is. Does it offer them help too if they are looking for a job a couple of years after graduation? I didn't know that.
- I don't know if alumni use it but it would be a great resource for them

G.1.7 Do you have any suggestions about how academic staff and the Careers Advisory Service could work together in order to provide students with the best career advice? (44)

More Collaboration with Schools (12):

- We could have a meeting between academic staff in the department and the Careers Service to talk about the useful knowledge both they and we have and the advice we give students. It could be a useful exchange.
- I think the course coordinators should integrate information from the careers advisory service to the lecturers on each course and to the students directly.
I can only speak to our own profession and I would suggest that there would be a need for a partnership approach given that it may be difficult for the Careers Advisory service to have insight into all options available for our students.

The careers advisory service could perhaps circulate information package to academic staff on an annual basis with an outline of the services, workshops etc for that year which students may avail of. Academic staff could thus bring these to the attention of students if required.

Specific Events for each Course/School Including Alumni (10):

- Work-shops with particular schools and departments, as well as their alumni, to share ideas and hone career advice towards specific courses and disciplines.
- A lot more needs to be made of the work already being carried out between the Alumni and the Careers Office in a way that is visible for the student. Working together with academics, the relevance of this could be enhanced if integrated into the curriculum and the student experience.
- If TCD wants to enhance its students ability to secure future careers, we should focus on facilitating networking, hiring more industry-linked faculty, recognise industry engagements as a real criteria for promotions and hiring. We can also benefit from stronger links to TCD Alumni - something we basically have reduced to the level of marketing and check-box programmes.
- Closer working with schools and alumni committee within schools

Praise for Existing Services (7):

- Through regular discussions with the CAS, we have a very strong relationship with the team and the designated contact person. Her input has been invaluable. She routinely prepares questions for staff to ensure information she provides is current and relevant and likewise feeds back to staff all information on changing practices and demands. This relationship has grown significantly over the past 5 years and I see the benefit for the department. I am not aware of how many other departments have access to the same opportunities, but think it should be available to all.
- In our Discipline, the Careers Advisory Service are invited to make presentations to final year students, which students find extremely useful.

G.1.8 Have you worked in a non-academic job related to what you're teaching now? (15)

- There is no non-academic jobs in what I am teaching now.
- Mostly on a consultancy basis.
- I try to keep engaged outside College as much as possible and bring that work and contacts in. It should be mandatory.

G.2 Student Survey
G.2.1 If someone is teaching and researching in a particular discipline they should know what types of jobs are available to graduates of that discipline. Undergraduate programmes should develop skills needed for effective engagement in the workplace. Postgraduate programmes should develop skills needed for effective engagement in the workplace (46).

Incorporate Transferable Skills into Curriculum (7):

- During erasmus year at a Paris business school, the difference was unbelievable. I feel more equipped with necessary business skills (informal and formal) after that year, than in three years at Trinity due primarily to the nature of course content and the teaching style experienced in France. Assessment also consisted of group/team based exercises, real life scenarios etc.
- From the beginning of our junior freshman year I believe the importance of transferable skills should be emphasised more to students the value of what they are being asked to do, which will later help them in the workplace.
- I taught a careers development module as part of a higher national diploma course in film. Film is not an area where there is a clear career path, and perhaps the same could be said of technology and learning, but I still worked to make that module as practical and relevant to the film industry as possible and to get students to carry out research so that they had a clear idea about the industry and its entry points. I know a Masters is more academic than vocational but I think it should be made clear that a course is not going to include anything that will help with employment or industry knowledge.
- I feel that there should be a greater emphasis both at undergraduate and postgraduate level on certain tangible skills such as statistical analysis as well as basic IT skills (eg. Excel). These have been disappointingly lacking in both my undergrad and postgrad so far.
- I feel that Trinity should aid students in gaining external skills that would put them in competitive positions in the job market - either through credited language courses as part of first-year, regardless of students course choices, or external classes that teach transferable skills.

Career Development Modules (7):

- It would be extremely beneficial to students (I study psychology) to have weekly career guidance built into their timetable, such as internships on offer, the best possible way to develop your CV to get to the next step on your career path etc.
- Lecturers and researchers in the field would be better placed to provide advice on future careers. However, they often do not teach their students about this. It would be great if CAS could develop career seminars given by competent and modern lecturers on career development per department.

More Work Placements (7):
• I think there should be more work placements for students at both undergraduate and postgraduate levels so you can experience the future career paths related to that degree.
• I feel that Trinity courses of all levels should push themselves towards helping students gain practical experience in their fields, either through accredited internship placements as part of the course, or helping students to find internships. Gaining experience in a new subject can be extremely difficult, especially when you are an undergraduate and don't know where to even begin looking.
H. ANALYSIS OF ONLINE QUESTIONNAIRES

FIGURE H.1 – Graph of Temporal Representation of Responses for the Student Survey. The lag at the beginning of the graph signifies the testing period.

FIGURE H.2 – Graph of Student Responses by Gender

n=388

n=385
FIGURE H.3 – Graph of Student Responses by Degree Level

- Undergraduate: 45%
- Masters: 31%
- PhD: 24%
- Total: n=386

FIGURE H.4 – Graph of Student Responses by Faculty

- Arts, Humanities and Social Sciences: 46%
- Engineering, Mathematics and Science: 37%
- Health Sciences: 17%
- Total: n=385
FIGURE H.5 – Graph of Student Responses by Age

FIGURE H.6 – Graph of Student Responses by Degree Level and Age
FIGURE H.7 - Graph of Temporal Representation of Responses for the Academic Survey.

FIGURE H.8 – Graph of Academic Responses by Gender
FIGURE H.9 – Graph of Academic Responses by Age

FIGURE H.10 – Graph of Academic Responses by Faculty
FIGURE H.11 – Graph of Academic Responses by Years Working in Academia

FIGURE H.12 – Graph of Academic Responses by Previous Employment
TABLE H.1 – Table of Students Reaction to the statement “If someone is teaching and researching in a particular discipline they should know what types of jobs are available to graduates of that discipline”.

<table>
<thead>
<tr>
<th>Academic Knowledge of Career Paths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>91%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2%</td>
</tr>
</tbody>
</table>

n=385

TABLE H.2 – Table of Academics who were Approached by Students Looking for Career Guidance

<table>
<thead>
<tr>
<th>Academics Approached by Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>83%</td>
</tr>
<tr>
<td>No</td>
<td>16%</td>
</tr>
</tbody>
</table>

n=178

TABLE H.3 – Table of Number of Pupils per year that seek Career Guidance from Academic Staff

<table>
<thead>
<tr>
<th>Number of Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 a year</td>
<td>34%</td>
</tr>
<tr>
<td>3-6 a year</td>
<td>36%</td>
</tr>
<tr>
<td>7-12 a year</td>
<td>17%</td>
</tr>
<tr>
<td>12+ a year</td>
<td>13%</td>
</tr>
</tbody>
</table>

n=150
FIGURE H.13 – Graph of Career Topics about which Students ask Academics according to Academics.

TABLE H.4 – Table of to whom students would go for Career Guidance for Interview Skills and CV Writing

<table>
<thead>
<tr>
<th></th>
<th>Academic staff</th>
<th>CAS</th>
<th>Both</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview Skills</td>
<td>5%</td>
<td>72%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>CV Writing</td>
<td>5%</td>
<td>73%</td>
<td>10%</td>
<td>11%</td>
</tr>
</tbody>
</table>

n=385

TABLE H.5 – Table of Students who have used the CAS and approached Academics

<table>
<thead>
<tr>
<th>Approached Academic?</th>
<th>No</th>
<th>Yes</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

n=364  n=182  n=12
FIGURE H.14 – Graph of Career Plans of Students who have Approached Academic Staff for Career Guidance

TABLE H.6 – Table of Academic Staff Member Undergraduate students asked most for Career Guidance

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>92%</td>
</tr>
<tr>
<td>Course director</td>
<td>22%</td>
</tr>
<tr>
<td>Tutor</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
</tbody>
</table>

n=74
TABLE H.7 – Table of Academic Staff Member Master’s students asked most for Career Guidance

<table>
<thead>
<tr>
<th>Master’s</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>63%</td>
</tr>
<tr>
<td>Course director</td>
<td>54%</td>
</tr>
<tr>
<td>Director of Postgraduate Teaching &amp; Learning in the School</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
</tr>
<tr>
<td>n=48</td>
<td></td>
</tr>
</tbody>
</table>

TABLE H.8 – Table of Academic Staff Member PhD students asked most for Career Guidance

<table>
<thead>
<tr>
<th>PhD</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Investigator</td>
<td>75%</td>
</tr>
<tr>
<td>Director of Postgraduate Teaching &amp; Learning in the School</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>19%</td>
</tr>
<tr>
<td>n=48</td>
<td></td>
</tr>
</tbody>
</table>

FIGURE H.15 – Graph of Number of Times Students Approached Academic Staff for Career Guidance since beginning their qualification.

Number of Times Students Approached Academic Staff

- 1-2 times: 77%
- 3-5 times: 19%
- 6+ times: 4%

n=183
### Number of Services Used by CAS Users

<table>
<thead>
<tr>
<th>Services Used</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 services</td>
<td>56%</td>
</tr>
<tr>
<td>3-4 services</td>
<td>36%</td>
</tr>
<tr>
<td>5+ services</td>
<td>8%</td>
</tr>
</tbody>
</table>

n=166

**TABLE H.9 – Table of Number of Services Used by CAS Users**

### Graph of Number of CAS Services Used by Degree Level

**FIGURE H.16 – Graph of Number of CAS Services Used by Degree Level**
FIGURE H.17 – Graph of Number of CAS Services Used by Faculty

FIGURE H.18 – Graph of Most Popular Services Used in CAS
FIGURE H.19 – Graph of Reasons Why Students have Sought Career Guidance from Academic Staff according to Students

TABLE H.10 – Table of Feedback on Career Guidance from Academic Staff and CAS
FIGURE H.20 – Graph of Reasons why Students haven’t used any of the services in the CAS

TABLE H.11 – Table of Reasons for Not Going to the CAS by Faculty
### TABLE H.12 – Table showing percentage of academics that know of each service provided by CAS by Faculty

<table>
<thead>
<tr>
<th>Service</th>
<th>Health Sciences</th>
<th>Engineering, Mathematics and Science</th>
<th>Arts, Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings CAS</td>
<td>56%</td>
<td>67%</td>
<td>92%</td>
</tr>
<tr>
<td>CV Clinic</td>
<td>48%</td>
<td>69%</td>
<td>87%</td>
</tr>
<tr>
<td>Practice Interview</td>
<td>20%</td>
<td>35%</td>
<td>48%</td>
</tr>
<tr>
<td>Website</td>
<td>80%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>Careers Information Centre</td>
<td>69%</td>
<td>67%</td>
<td>83%</td>
</tr>
<tr>
<td>Career Workshops</td>
<td>46%</td>
<td>51%</td>
<td>77%</td>
</tr>
<tr>
<td>Careers Week</td>
<td>67%</td>
<td>75%</td>
<td>82%</td>
</tr>
<tr>
<td>Careers Fairs</td>
<td>57%</td>
<td>63%</td>
<td>77%</td>
</tr>
<tr>
<td>Career Profile Tests</td>
<td>15%</td>
<td>13%</td>
<td>40%</td>
</tr>
</tbody>
</table>

n=55  n=48  n=60

### FIGURE H.21 – Graph of Academics Referring Students to the CAS in past Five Years

Academics Referring Students to CAS in Past Five Years

- Yes: 57%
- No: 43%

n=174
FIGURE H.22 - Graph of Number of Students Academics Refer to CAS on Average per Year

TABLE H.13 – Table of Reasons for Academics Referring a Student to the CAS

<table>
<thead>
<tr>
<th>Main Reasons for an Academic Referring a Student to the CAS</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was unable to assist the student</td>
<td>16%</td>
</tr>
<tr>
<td>I didn’t have time to assist the student</td>
<td>8%</td>
</tr>
<tr>
<td>I thought the Careers Advisory Service would be able to further assist the student</td>
<td>98%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
</tbody>
</table>

n=99
### Main Reasons for an Academic Not Referring a Student to the CAS

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was not aware of the services offered by the Careers Advisory Service</td>
<td>27%</td>
</tr>
<tr>
<td>I have never had a reason to refer a student to the Careers Advisory Service</td>
<td>55%</td>
</tr>
<tr>
<td>The Careers Advisory Service didn’t offer the advice needed</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>17%</td>
</tr>
</tbody>
</table>

n=75

**TABLE H.14 – Table of Reasons for Academics Not Referring a Student to the CAS**

### Student Perspective: CAS Referral

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>61%</td>
</tr>
<tr>
<td>Yes</td>
<td>25%</td>
</tr>
<tr>
<td>Don’t remember</td>
<td>15%</td>
</tr>
</tbody>
</table>

n=183

**TABLE H.15 – Table of Students Referred to the CAS by Academic Staff**
### TABLE H.16– Table of Academic Staff Engaging with the CAS by Faculty

<table>
<thead>
<tr>
<th>Engagement with CAS by Faculty</th>
<th>Health Sciences</th>
<th>Engineering, Mathematics and Science</th>
<th>Arts, Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visited Website</td>
<td>37%</td>
<td>49%</td>
<td>54%</td>
</tr>
<tr>
<td>Contacted CAS</td>
<td>17%</td>
<td>28%</td>
<td>54%</td>
</tr>
<tr>
<td>Organised Employer Visits</td>
<td>22%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>Read Newsletter</td>
<td>18%</td>
<td>19%</td>
<td>46%</td>
</tr>
<tr>
<td>Personal Development Programme</td>
<td>23%</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>Read Annual Report</td>
<td>14%</td>
<td>9%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>n=55</td>
<td>n=48</td>
<td>n=60</td>
</tr>
</tbody>
</table>

### TABLE H.17– Table of Academic Staff Engaging with the CAS by Previous Work Experience

<table>
<thead>
<tr>
<th>CAS Engagement by Working in Non-Academic Job</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visited Website</td>
<td>36%</td>
<td>52%</td>
</tr>
<tr>
<td>Contacted CAS</td>
<td>24%</td>
<td>37%</td>
</tr>
<tr>
<td>Organised Employer Visits</td>
<td>17%</td>
<td>33%</td>
</tr>
<tr>
<td>Personal Development Programme</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>Read Newsletter</td>
<td>25%</td>
<td>32%</td>
</tr>
<tr>
<td>Read Annual Report</td>
<td>6%</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>n=56</td>
<td>n=116</td>
</tr>
</tbody>
</table>

Page H.18
FIGURE H.23 – Graph of Agreement of Academics with Statements by Faculty. Statement 1: “The CAS adds value to the academic mission of the university”. Statement 2: “The CAS is an important resource to Trinity students”. Statement 3: The Careers Advisory is an important resource to Trinity Alumni

FIGURE H.24 – Graph of Academic Response to the Statement “A greater emphasis should be placed on fostering relationships between students and alumni”.

 "A Greater Emphasis Should be Placed on Fostering Relationships between Students and Alumni"

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS Adds Value to TCD</td>
<td>64%</td>
<td>71%</td>
<td>0%</td>
</tr>
<tr>
<td>CAS Good Resource for Students</td>
<td>79%</td>
<td>76%</td>
<td>3%</td>
</tr>
<tr>
<td>CAS Good Resource for Alumni</td>
<td>95%</td>
<td>38%</td>
<td>45%</td>
</tr>
</tbody>
</table>
REFERENCES


