**Tertiary benchmarks start point checklist**

This start point checklist gives insight into the self-review process.

The questions below are based on assessment statements found in the adequate column of the tertiary career development benchmarks. Organisations should be performing at the adequate level or higher.

It’s important not to make assumptions about meaning. Before you rate your organisation as ineffective, consolidating effectiveness or highly effective, refer to the relevant dimension, subcategory and assessment statements.

For example, O1.1 refers to the organisation engagement dimension (O) in the organisation-wide policies and plans category (O1), career programme policy and planning sub-category (O1.1).

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

| Organisation engagement |
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| **Subcategory** | I | A | CE | HE |
| Is there a policy that states the vision for the career programme, which is grounded in career development theory and considers the needs of Māori and Pasifika students and other priority groups? | O1.1 |  |  |  |  |
| Has career development been linked to planning in some key organisational strategy/documents and also linked to some faculties’, schools’ or departments’ course content and learning programmes? | O1.2 |  |  |  |  |
| Is career development included in a strategy for equitable engagement of Māori and Pasifika students and students with special education needs? | O1.2 |  |  |  |  |
| Is there a team with a sound base in career development and effective practice that provides leadership and direction for career development and has a direct link to the organisation’s senior management team? | O2.1 |  |  |  |  |
| Does each career development staff member have a job description that defines their roles and responsibilities, including those in relation to Māori and Pasifika students and other priority groups? And do they maintain currency of knowledge through professional learning and development? | O2.2 |  |  |  |  |
| Does the career development specialist hold a Level 7 career-specific qualification, or working towards one? | O2.3 |  |  |  |  |
| Does the career development specialist participate in professional learning and development opportunities, and also seek opportunities to engage with external organisations whose work is focused on Māori and Pasifika students and other priority groups relevant to the orangisation’s community? | O2.3 |  |  |  |  |
| Is there a co-ordinated, secure process across the organisation for the management of career development information? | O3.1 |  |  |  |  |
| Is there a co-ordinated, process across the organisation for the management of student data collection and storage? | O3.2 |  |  |  |  |
| Is there an awareness and utilisation of career development research? | O3.3 |  |  |  |  |
| Are sufficient resources allocated for the implementation of the career development programmes and services within the career development plan? | O3.4 |  |  |  |  |
| Is there a central, accessible, user-friendly space that includes an area for career conversations and/or intensive career guidance? | O3.5 |  |  |  |  |

| Student engagement |
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| **Subcategory** | I | A | CE | HE |
| Do all students have exposure to career development programmes and services? | SE1.1 |  |  |  |  |
| Do all students use an online career portfolio that is integrated with their learning? | SE1.2 |  |  |  |  |
| Is there an identified process for the planning, review and evaluation of information systems and programmes and services?  | SE2.1 |  |  |  |  |
| Are programmes and services responsive to new opportunities and change, including government initiatives, new learning insights and labour market trends? | SE2.2 |  |  |  |  |
| Do all students have ready access to career development information and are they supported to access and use this information in ways that meet their needs? | SE3.1 |  |  |  |  |
| Does the organisation’s website have a dedicated career space that links students to employers? | SE3.2 |  |  |  |  |
| Are social media platforms used to interact with students, the community and employers?  | SE3.2 |  |  |  |  |
| Are whānau, 'āiga and families enabled to be actively involved in supporting their young people in their career development through communication and consultation? | SE4.1 |  |  |  |  |
| Are networks and partnerships developed and fostered, including with iwi, community organisations and industry to support career development programmes and services and ensure career aspirations of students are met? | SE4.2 |  |  |  |  |

| Employer and industry engagement |
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| **Subcategory** | I | A | CE | HE |
| Is the value of employer and industry engagement demonstrated through a clear engagement strategy, acknowledgement in broader strategy documents and support from senior management? | E1.1 |  |  |  |  |
| Is there clear documentation that shows the development of sustainable and effective relationships with employers and industry and are staff and students aware of the importance and benefits of these relationships? | E1.2 |  |  |  |  |
| Are all students aware of, and able to access, work experience, mentoring, internship programmes?  | E2.1 |  |  |  |  |
| Are all students aware of, and able to demonstrate, employability skills relevant to their study area? | E2.2 |  |  |  |  |
| Are all students aware of, and able to communicate, industry trends and activity relevant to their area of study? | E2.3 |  |  |  |  |
| Is there a range of suitably publicised relevant, evaluated career events that give all students and industry the opportunity to interact? | E2.4 |  |  |  |  |
| Are career events communicated in ways that meet student needs, including Māori and Pasifika? | E2.4 |  |  |  |  |

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| Areas of strength |
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| Areas of opportunity |
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| Possible ideas for action plans |
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| Suggested next steps |
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