

## UVic Leading Edge: Designing for Student Career Development and Success

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### PROGRAM OVERVIEW AND RESULTS

The Leading Edge is reflective experiential learning that helps students gain hands-on experience, embrace diversity and become career-ready while studying and getting involved on campus.

UVic has created a framework and a curriculum that guide students to choose and participate in experiential learning options available on campus, to complete guided reflections and to discover answers to the Leading Edge questions.

- [experiential education](#) – co-op, field schools, internship, etc.
- [co-curricular experience](#) – on-campus volunteer work
- [career education](#) – individual coaching, workshops, programs and capstone courses
- [competencies assessments](#) – core, intercultural, discipline specific

Upon completion, students will receive a certificate of completion and digital badge.

Leading Edge at UVic Co-op and Career website:

<https://www.uvic.ca/coopandcareer/career/leadingedge>

### Why develop Leading Edge?

Support students to

- build career development self efficacy (Self efficacy article)
- become agents of their own experiential learning (Hodges, Eames, and Coll, 2014)
- thrive personally and professionally in the Twenty First Century (World Economic Forum,. 2016)

### Pilot results

Students across all academic disciplines participated in the pilot.

Student input samples:

*“This program brought together everything that I already had an idea of and everything that I have accomplished throughout my degree into one concrete area. It made me take the time to really understand my values, skills and my career options for the future. It was a fantastic way to wrap up all of my co-op workterms and my university undergraduate career. I feel more prepared now for my future.”*

*“I stopped looking at myself from the microscopic view that everything I will be working on will only be coding and scripting. I discovered that there are better ways in which I can contribute and put my skills to good use as an Engineer”*

*“As a Masters student with professional work experiences, this reflective process gave me the opportunity to reflect on what I have achieved already and consider career options for the future.”*



Leading Edge presentation, Cannexus 2019  
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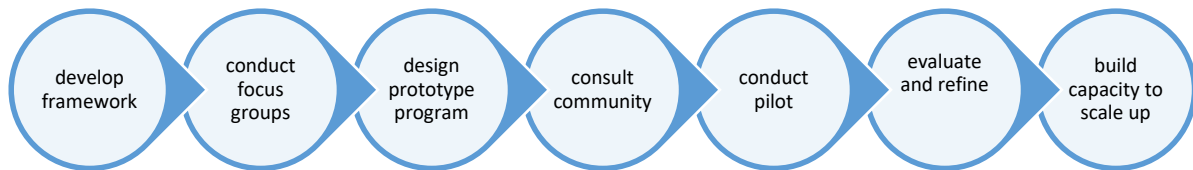
## DEVELOPMENT AND ENGAGEMENT

Environmental scan of related programs:

- RMIT Australia, [Future Edge](#)
- Nottingham University, [The Nottingham Advantage](#)
- University of Leicester, [The Leicester Award](#)

### Development approach

Co-op and Career consulted extensively with students, faculty and staff during the development of the Leading Edge and used an interactive model of program planning (Caffarella and Dafron, 2013) and a design thinking approach (Dunne, 2018) to assess needs, build and test the curriculum, build support, etcetera.



### Framework Development Team

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## PROGRAM EVALUATION AND RESEARCH

We are using a pre-post assessment of the Leading Edge learning outcomes to determine student progress. (Heibert and Magnussen, 2014)

Using Orbis Outcome portal to track experiential learning and report key data including:

- Student engagement in the program
- Experiences completed
- Learning outcomes
- Competencies developed

We plan to research student learning and answers to the four Leading Edge questions.



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