

## **Abstract**

The Directorate at the Carseldine Campus of QUT has sought to develop a systematic, integrated campus-based approach to enhancing the first year experience (FYE) of its students. This approach has enabled a range of collaborative activities between faculty and professional staff on the campus which have both supported students and contributed to the development of effective, ongoing professional relationships amongst the staff concerned.

This paper reports on one such collaborative venture. It discusses the implementation and subsequent outcomes of a career development/planning module within the Transition to University Workshops provided for incoming students in Humanities and Human Services in February 2006 and 2007. The development of the module was prompted two main factors. These were, firstly, the pre-existing understandings that existed between the academic and careers/employment staff which had developed as a result of earlier collaborative work on the transition to university and, secondly, the data obtained from a first year student survey that suggested the need for both general and career-oriented support.

The module adopted provided the incoming students with the space to acknowledge their uncertainties about their course choices and encouraged them to reflect on their underlying values and motivations in considering their future careers. Evaluations of the module were positive both in the immediate responses and in subsequent survey data. Students who engaged with the module were better placed in the ensuing weeks to address the issues that confronted them. Moreover, the inclusion of the module in the transition workshops has enhanced the relationships between academic and career counselling staff, as each recognises the jointly informed contributions required to supporting new students. Further collaborative activities have occurred as a result.