Using the student lifecycle approach to enhance employability: An example from Criminology and Criminal Justice

LYNDEL BATES[1]
HENNESSEY HAYES
Griffith University, Brisbane, Australia

Universities are increasingly focusing on the employability of students after they graduate from their studies. While practicums is one way of enhancing students' employability, the School of Criminology and Criminal Justice embeds employability throughout its degree programs using a range of strategies. These methods are based on the student lifecycle approach embedded into the Employability Framework. Therefore, students are able to undertake activities that enhance their employability as they transition into university, transition through their degree program and then transition out of university and into the workforce. Alumni are involved within approaches located in the transition up and back stage of the student lifecycle. This paper uses the School of Criminology and Criminal Justice as a case study for how employability can be scaffolded throughout an undergraduate degree program. It clearly indicates that students can begin to develop their understanding and skills in the area of employability within criminology before they start their degree, throughout their studies and after they graduate. (*Asia-Pacific Journal of Cooperative Education, Special Issue, 2017, 18(2), 141-151*)

Keywords**:** work-integrated learning (WIL), employability, student lifecycle, criminology

Universities are progressively more focused on improving the employability of their students (Clarke, 2017; Qenani, MacDougall, & Sexton, 2014; Rothwell, Jewell, & Hardie, 2009). Despite this emphasis, there is no consensus in the literature regarding what constitutes employability. For example, students believe that employability is a short-term idea that is focused on gaining a first graduate position. However, while the ability to obtain employment (but not necessarily being employed) is a key element of employability, having skills and certain personality characteristics are also a key part (Tymon, 2013). The types of skills that employers believe are important for graduate employment include communication, teamwork, information technology and organization (Bennett, 2002).

Work-integrated learning is a process where students are given an opportunity to develop connections between the knowledge they have learnt while at university within a workplace (Beattie & Riley, 2015; Jackson, 2015b; Zegwaard & Coll, 2011). There are a range of ways that work-integrated learning can be enacted. These include work placements, internships, practica, supervised practice and simulations (Smith, 2012). University students believe that work placements, for example, are critical in developing their employability (Moreau & Leathwood, 2006; Tymon, 2013). They are able to identify the benefits of participating in a placement (A. Bates & Bates, 2013). These types of work-integrated learning courses are becoming increasingly a required part of Australian tertiary degree programs. However, collaborations like these may be less frequent in other jurisdictions (Bilsland & Nagy, 2015).

There are numerous benefits associated with work-integrated learning. These include the enablement of self-efficacy (Coll, Zegwaard, & Lay, 2001; Freudenberg, Brimble, Cameron, MacDonald, & English, 2012) including work self-efficacy (M. Bates, Thompson, & Bates, 2013; Raelin et al., 2011; Raelin et al., 2014; Thompson, Bates, & Bates, 2016) and career decision self-efficacy (Reddan, 2014). Work-integrated learning is also associated with selecting (Jackson, 2015a) and clarifying (Zegwaard & Coll, 2011) career choices as well as

[1] Corresponding author: Lyndel Bates, l.bates@griffith.edu.au

professional identity and socialization (A. Bates, Bates, & Bates, 2007). They also appear to improve academic results (Jones, Green, & Higson, 2017). Traditional work-integrated learning courses such as placements are resource intensive and frequently require staff to undertake different roles and responsibilities than those who teach more traditional academic subjects (M. Bates, 2011). Therefore, we need to consider alternative methods of improving the employability of students by embedding a range of opportunities throughout their studies.

EMPLOYABILITY

There is some confusion regarding the concepts of employability and employment, despite the fact that they are very different. Employment involves an individual holding a job while employability is when an individual is capable of being employed (Oliver, 2015). A person can be highly employable while not holding a job (Jackson & Wilton, 2016) for reasons such as family commitments. Additionally, employability is a complex concept that is continually evolving (Smith, Ferns, & Russell, 2016). Research suggests that employability contains sub-areas: collaboration and teamwork, informed decision making, information literacy in context, commencement readiness, lifelong learning, professional practices and standards as well as integration of theory and practice (Smith et al., 2016). Clarke (2017) argues that employability has broader factors including social capital (e.g., networks, social class and university ranking), human capital (e.g., skills, competencies, work experience), individual behaviors (e.g., career self-management, career building skills) and individual attributes (e.g., personality factors, adaptability, flexibility).

Students are aware that, in conjunction with their educational institution, they have some responsibility for their employability (Sin, Tavares, & Amaral, 2016). Various factors affect students' perceived employability including their prior work experience and particular types of work-integrated learning (Jackson & Wilton, 2016). As well as through placements, employability can be enhanced through simulations (Strachan, 2016) and work experience within the field that they are studying, working outside the field that they are studying, volunteering and being members of student clubs (Sin et al., 2016). Research suggests that there are six curriculum elements within a work-integrated learning course that contribute to the students' employability. These are: authenticity, preparation, supervision, debrief, activities focused on integration and assessments focused on integration (Smith et al., 2016).

STUDENT LIFECYCLE

The student lifecycle (Figure 1) is important in enhancing how we understand students' engagement and achievements within their studies by identifying their needs as they progress through their university degree (Burton, Chester, Xenos, & Elgar, 2013). The student lifecycle focuses on four key transition times within each person's university career: transition towards, transition in, transition through and transitions up, out and back (Lizzio, 2012).

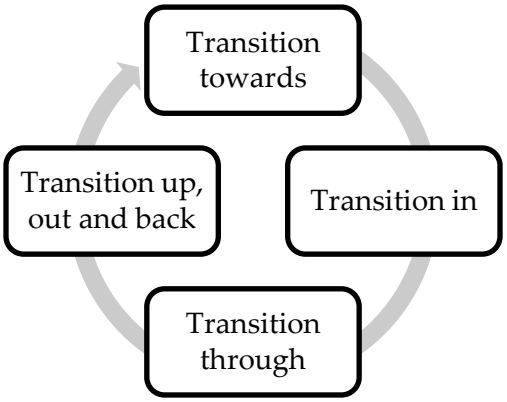

FIGURE 1: The student lifecycle (adapted from Lizzio, 2011)

The first stage, *transition towards*, refers to students before they start studying and refers to their ambitions and investigations before making a decision about what they will study (Lizzio, 2012). The second stage is *transition in*. In this stage, commencing students commit and prepare for their studies. The third stage, *transition through*, is focused on continuing students. In this stage, students build towards success in their studies. The final stage is *transitions up, out and back* and is where graduates and alumni focus on their future achievements and how they can continue their association with the university (Lizzio, 2012).

The *transition in* stage of the student lifecycle has been considered in previous research with a focus on improving student engagement and retention (Chester, Xenos, Burton, & Elgar, 2013; Taylor & Harrison, 2016; Wilson et al., 2016). The student lifecycle has also been used to guide interventions for students (Tower, Walker, Wilson, Watson, & Tronoff, 2015). While students may initially be focused on developing their student identity, as they progress through their degree program they increasingly concentrate on their graduate identity (Lizzio, 2011).

EMPLOYABILITY FRAMEWORK

The Career Development and Employability Framework (Figure 2) developed by Griffith University's Careers and Employment Service (2015) provides guidance regarding how career development learning, industry connections and student actions work together in order to advance a student's graduate career. The framework is integrated with the Student Lifecycle so that the timing of various actions within a degree by students and staff are clear.

Students are able to undertake activities at all stages of the student lifecycle to improve their employability (Careers and Employment Service, 2015). During the transition in stage, students can become aware of possible career options and methods that they can use to increase their employability. Students should develop professional networks (in person and through virtual means such as LinkedIn) during the transition through stage. This will help them to better connect with those employed in their aspirational field. It also assists with their developing professional identity. In the transition out stage students should start to feel as if they have some professional mastery and be taking steps to gain employment or further study. The final stage, transition up, is more focussed on the students establishing themselves in their graduate role and then inviting them to re-engage with the university in order to

mentor students, provide guest lectures or supervise internships (Careers and Employment Service, 2015).

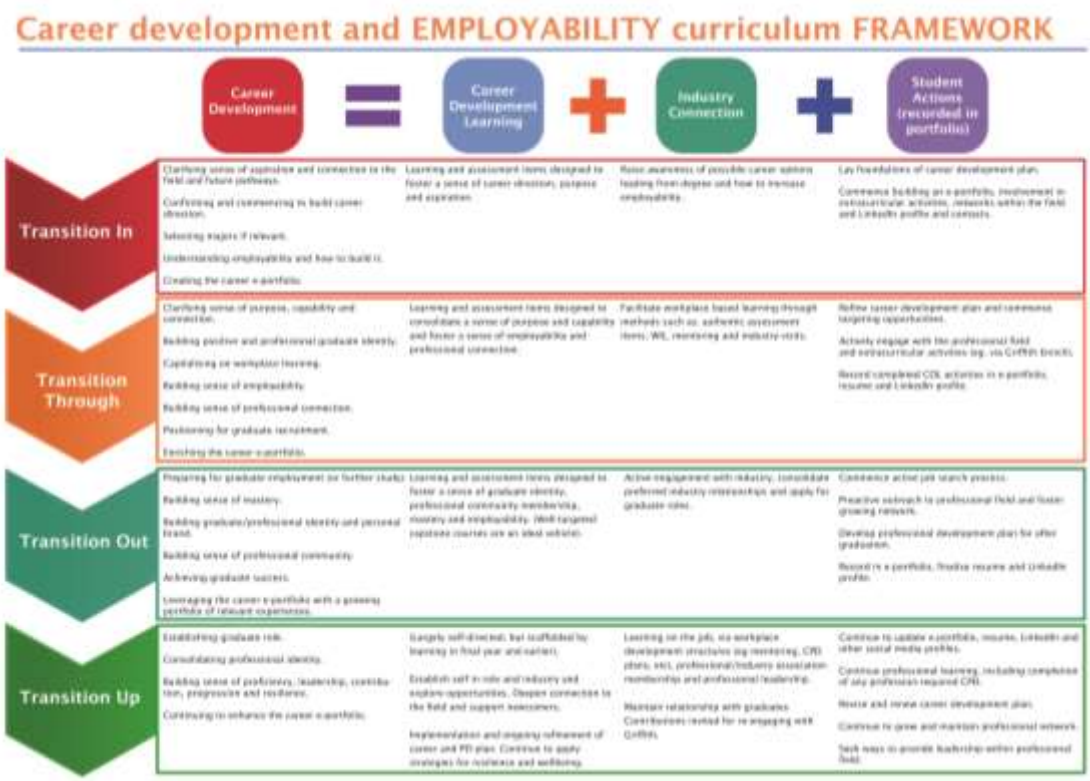

FIGURE 2: Career Development and Employability Curriculum Framework (Careers and Employment Service, 2015)

CASE STUDY

The interest from students regarding studying criminology has been increasing for some time (Tontodonato, 2006). Griffith University established a degree program in Criminology in the early 1990's. Since the establishment of the program, the criminology community at Griffith University has grown to be the largest in Australia and one of the largest in the world (Wimshurst & Ransley, 2007). Griffith University adopts a multi-disciplinary approach to criminology and therefore includes courses on research skills, the legal system, psychology and sociology, as well as more traditional criminology courses (e.g., in policing and corrections). As well as a three-year degree program, the School of Criminology and Criminal Justice offers double degree programs in human services, psychology, forensic science, law and information technology. All of the double degree programs, with the exception of law, take four years full-time (or equivalent) to complete. Law takes five and half years full-time study (or equivalent) to complete. Approximately half of the 1,280 students enrolled in 2014 were completing the three year degree program with the remaining students studying in a double degree program (Wimshurst & Manning, 2015). Wimshurst and Allard (2007) suggest that criminology schools should focus on student transition from university to the workforce. As such, the School has a strong focus on employability.

Application of the Employability Framework within the School of Criminology and Criminal Justice

As shown in Table 1, the School of Criminology and Criminal Justice uses a range of approaches within each stage of the student lifecycle to enhance employability. The first stage, *transition towards*, involves interactions with potential students regarding future career pathways. The School proactively interacts, not only with potential students, but also those who are likely to provide guidance to these individuals, including teachers or parents. Specific initiatives include high school visits by academic staff. During these visits, high school students engage in an interactive exercise that demonstrates the type of work that criminologists undertake. Potential students are also invited to a careers evening where students hear about the career paths from alumni of the School. Information about possible criminology careers is also available at University Open Days and major marketing and recruitment events, like the Tertiary Studies Exposition (TSEXPO). Finally, the Deputy Head of School (Learning and Teaching) hosts a lunch for teachers and principals that explains the criminology program in order for them to provide accurate advice to their students.

TABLE 1: Embedding employability in criminology

Phase	**Activities**
Transition Towards	• High school visits • Teachers' and Principals' lunch • Careers evening • Open Day • TSEXPO
Transition In	• Commencing student Orientation Program • Criminology Skills (commencing student core course)
Transition Through	• Flexible study options • Criminology Student Society • Griffith Industry Mentoring Scheme • Criminology Undergraduate Research Internship Scheme (CURIP) • Academic Excellence Society (ACES) • Community Internship
Transition Out	• Developing Professionally (final year capstone course) • Professional Practice (final year elective course) • Restorative Justice Practices (final year elective course)
Transition Up	• Careers evening • Arts Education and Law alumni awards • Supervision of placement students

Orientation events are an important part of the *transition in* stage because they begin to provide students with an understanding that there are subfields within the area of criminology. Thus, selected academic staff provide presentations to students regarding their research and the impact of this research for practitioners. The School also provides a core first year course called Criminology Skills, which teaches key academic skills such as critical reflective thinking skills, academic essay writing skills and referencing. However, there is also a career development component within this course. Students watch videos of criminology

professionals talking about their careers and listen to a guest lecture provided by Griffith University Careers and Employment Services. Some of the guidance provided to students in this lecture includes volunteering and joining student associations in order to improve their employability.

Career development opportunities are provided to criminology students as they *transition through* their studies. Activities supported by the School and specific to criminology students include the Criminology Undergraduate Research Internship Program (CURIP), the Criminology Student Society and the Academic Excellence Society (ACES). CURIP provides undergraduate students with hands-on research experience. Students can apply to work on specific research projects that academic staff advertise. Undergraduate students run the Criminology Student Society, although there is an academic staff member who acts as a liaison with the School. The Criminology Student Society provides students with a range of activities that can enhance their employability. This includes hosting small lunches (less than 15 students) with a professional. At these lunches students can talk to the professional about their career path. They also organize visits to the Queensland Police Academy, the Courts, correctional facilities and the Queensland Police Service Headquarters. Students that are achieving to a high standard within their studies are invited to join ACES. This group of students is provided access to a range of activities including invitations to attend seminars by visiting scholars and opportunities to attend conferences. Activities provided at a university-wide level include the Griffith Industry Mentoring Scheme run by the Careers and Employment Service. This scheme matches students with an industry mentor who meets and discusses career plans with students. Students can also complete a university-wide placement course, Community Internship. This course is designed using the principles of service learning. As such, students complete a 50-hour placement within a not-for-profit organization. Finally, criminology students have flexibility regarding the way that they complete their studies. Almost all courses can be completed internally, externally or via Open Universities Australia. This enables them to study externally if they are unable to attend class due to employment commitments or to study over the summer break in order to finish their degree program early.

The School provides three courses at the final year level that are designed to help students *transition out* from the university into professional roles. Developing Professionally is the first course. It is the capstone course for all students enrolled in the three-year Bachelor of Criminology and Criminal Justice and it is an elective for students enrolled in the double degrees. This course includes a range of career development activities (e.g., job search strategies, preparing resumes and interview techniques), as well as reflection designed to develop professional identities and self-care strategies. Griffith's Careers and Employment Service is critical in delivering aspects of this course and staff from the Service provide four guest lectures. Professional Practice and Restorative Justice Practices are elective work-integrated learning courses. In Professional Practice students complete a 90 - 100 hour placement with an organization that works in the area of criminology and criminal justice. As part of this course, students are given an organizational supervisor and a major project to complete. The Department and Justice and Attorney-General co-teaches Restorative Justice Practices with an academic staff member. Within this course, students learn a range of practical communication skills needed to run mediation conferences.

While the *transition up* phase is largely self-directed, it is scaffolded by final year courses and continued support from the university. Frequently, alumni of the School return to participate

in activities related to the career development of future or current students. This includes presenting at the Careers Evening or supervising students on placement. Additionally, the Arts Education and Law Alumni Awards recognize the achievements of criminology graduates working in industry.

While the School of Criminology and Criminal Justice does include a range of work-integrated learning opportunities within its undergraduate degree program, including the courses Developing Professionally, Restorative Justice Practices, Professional Practice and Community Internship, there also is a range of other activities available to students. These activities are designed to occur before, during and after students complete their criminology studies.

DISCUSSION AND CONCLUSIONS

The employability of graduates is becoming increasingly important to universities (Clarke, 2017; Qenani et al., 2014; Rothwell et al., 2009). The School of Criminology and Criminal Justice has had a strong focus on the employability of its graduates for a significant amount of time. This is critical given that many students study criminology because of their strong interest in the area (Tontodonato, 2006), and they may not necessarily have a strong understanding of the career outcomes of the degree. As discussed above, the School has therefore developed a range of activities and opportunities for students before, throughout and after the criminology program to enhance employability. The use of the Employability Framework has been useful when examining where various employability and work-integrated learning initiatives are located within the Bachelor of Criminology and Criminal Justice. The framework has ensured that various activities are located at times that are most beneficial for students.

There is a view by students (Moreau & Leathwood, 2006; Tymon, 2013), alumni and business (Sarkar, Overton, Thompson, & Rayner, 2016) that placements are a key mechanism that can be used to enhance student employability. At Griffith, students studying criminology have two opportunities to undertake a placement. The first is through a university-wide course, Community Internship. Community Internship is based on service learning principles. Research suggests that the number of service learning courses within a criminology context is limited (Burke & Bush, 2013). The second is through a school run course, Professional Practice. Given the resourcing issues involved in providing traditional work-integrated learning courses (M. Bates, 2011) for undergraduate students and the large numbers of students enrolled in criminology, the provision of alternative work-integrated learning opportunities is critical in developing the employability of the student cohort. At Griffith University this includes Restorative Justice Practices, which is co-taught with a key criminological agency, the Queensland Department of Justice and Attorney-General as well as Developing Professionally. Developing Professionally, a compulsory course for three-year criminology students and an elective for those enrolled in double degrees, has a specific focus on enhancing student employability.

While the Employability Framework has been applied in a criminological context, it has not yet been evaluated. There is a need for research to not only identify the effectiveness of the framework, but also the various components on employability. This could include qualitative interviews with alumni to explore how they believed the elements of the framework improved their employability, as well as using quantitative analysis from a source such as the Graduate Destination Survey to identify if students who participated in particular elements

have stronger employment outcomes. Additionally, given that there are gender influences on the career aspirations of criminology students (Yim, 2009), this should be considered in future research.

The Employability Framework is designed to be used as a tool across specific disciplines. It encapsulates many ideas within the literature, such as the need for students to be made aware of possible career options at the commencement of their studies (Sarkar et al., 2016), developing pre-professional identities and building professional networks by joining communities such as professional associations and student societies (Jackson, 2016; Sarkar et al., 2016), fostering networking skills (Batistic & Tymon, 2017), embedding job search skills within a degree (Cranmer, 2006; Sarkar et al., 2016), involving employers in degree design and delivery (Cranmer, 2006), and preparing students to take responsibility for their continued learning (Glover, Law, & Youngman, 2002). Thus, while the case study above has focused on criminology as a discipline, it should be useful in contexts as diverse as engineering and education.

There is evidence to suggest that programs designed to improve employability are successful (Hernandez-Fernaud, Ruiz-de la Rosa, Negrin, Ramos-Sapena, & Hernandez, 2017). Thus, universities can improve student employability outcomes. While the School of Criminology and Criminal Justice provided activities within specific courses, as well as to students more generally, some supports such as the Careers and Employment Service were provided by the university. Therefore, schools and universities that are looking at methods of scaffolding students' employability throughout a degree program should begin by mapping their existing resources and services against the Employability Framework. They can then leverage from these services to provide more bespoke activities to the students within particular degree programs.

ACKNOWLEDGEMENTS

An earlier version of this paper was presented at the 2016 ACEN National Conference. We acknowledge the contributions of Ms Stacey Walker and Ms Kate Marchesi to the conference paper on which this paper builds.

REFERENCES

Bates, A., & Bates, L. (2013). Work-integrated learning courses: An essential component for preparing students to work in statutory child protection? *Asia Pacific Journal of Cooperative Education, 41*(1), 45-58.

Bates, A., Bates, M., & Bates, L. (2007). Preparing students for the workplace: Who has responsibility for what? *Asia-Pacific Journal of Cooperative Education, 8*(2), 121-129.

Bates, M. (2011). Work-integrated learning workloads: The realities and responsibilities. *Asia Pacific Journal of Cooperative Education, 12*(2), 111-124.

Bates, M., Thompson, C., & Bates, L. (2013). Not all dimensions of work self-efficacy are equal: Understanding the role of tertiary work placements in the development of the elements of work self-efficacy. *Journal of Cooperative Education and Internships, 47*(1), 19-30.

Batistic, S., & Tymon, A. (2017). Networking behaviour, graduate employability: A social capital perspective. *Education + Training, 59*(4), 374-388. doi: 10.1108/ET-06-2016-0100

Beattie, B., & Riley, D. (2015). Parliamentary internships for rural and regional students. *Asia Pacific Journal of Cooperative Education, 16*(1), 1-11.

Bennett, R. (2002). Employers' demands for personal transferable skills in graduates: A content analysis of 1000 job advertisements and an associated empirical study. *Journal of Vocational Education & Training, 54*(4), 457-476. doi: 10.1080/13636820200200209

Bilsland, C., & Nagy, H. (2015). Work-integrated learning in Vietnam: Perspectives of intern work supervisors. *Asia Pacific Journal of Cooperative Education, 16*(3), 185-198.

Burke, A., & Bush, M. (2013). Service learning and criminal justice: An exploratory study of student perceptions. *Educational Review, 65*(1), 56-69. doi: dx.doi.org/10.1080/00131911.2011.638138

Burton, L., Chester, A., Xenos, S., & Elgar, K. (2013). Peer mentoring to develop psychological literacy in first-year and graduating students. *Psychology Learning and Teaching, 12*(2), 136-146. doi: 10.2304/plat.2013.12.2.136

Careers and Employment Service. (2015). Employability: Linking scholarly learning with industry connections and student engagement Retrieved 8 February 2016

Chester, A., Xenos, S., Burton, L., & Elgar, K. (2013). *Empowering students in transition: peer mentoring to support first and final year students*. Paper presented at the 10th International Conference on Enhancement and Innovation in Higher Education Glasgow, United Kingdom.

Clarke, M. (2017). Rethinking graduate employability: The role of capital, individual attributes and context. *Studies in Higher Education*, http://www.tandfonline.com/doi/abs/10.1080/03075079.03072017.01294152. doi: 10.1080/03075079.2017.1294152

Coll, R., Zegwaard, K. E., & Lay, M. (2001). The influence of cooperative education on student perceptions of their ability in practical science. *Journal of Cooperative Education and Internships, 36*(3), 58-72.

Cranmer, S. (2006). Enhancing graduate employability: Best intentions and mixed outcomes. *Studies in Higher Education, 31*(2), 169-184. doi: 10.1080/03075070600572041

Freudenberg, B., Brimble, M., Cameron, C., MacDonald, K., & English, D. (2012). I am what I am, am I? The development of self-efficacy through work integrated learning. *The International Journal of Pedagogy and Curriculum, 19*, 177-192.

Glover, D., Law, S., & Youngman, A. (2002). Graduateness and employability: Student perceptions of the personal outcomes of university education. *Research in Post-Compulsory Education, 7*(3), 293-306. doi: 10.1080/13596740200200132

Hernandez-Fernaud, E., Ruiz-de la Rosa, C., Negrin, F., Ramos-Sapena, Y., & Hernandez, B. (2017). Efficacy of an intervention program to improve employability of university students. *The Spanish Journal of Psychology, 20*, 1-11. doi: 10.1017/sjp.2016.103

Jackson, D. (2015a). Career choice status among undergraduates and the influence of work-integrated learning. *Australian Journal of Career Development, 24*(1), 3-14.

Jackson, D. (2015b). Employability skill development in work-integrated learning: Barriers and best practice. *Studies in Higher Education, 40*(2), 350-367. doi: 10.1080/03075079.2013.842221

Jackson, D. (2016). Re-conceptualising graduate employability: The importance of pre-professional identity. *Higher Education Research & Development, 35*(2), 925-939. doi: 10.1080/07294360.2016.1139551

Jackson, D., & Wilton, N. (2016). Perceived employability among undergraduates and the importance of career self-management, work experience and individual characteristics. *Higher Education Research & Development*, http://www.tandfonline.com/doi/abs/10.1080/07294360.07292016.01229270?journalCode=cher07294320. doi: 10.1080/07294360.2016.1229270

Jones, C., Green, J., & Higson, H. (2017). Do work placements improve final year academic performance or do high-calibre students choose to do work placements? *Studies in Higher Education, 42*(6), 976-992. doi: dx.doi.org/10.1080/03075079.2015.1073249

Lizzio, A. (2011). The Student Lifecycle: An integrative framework for guiding practice. Brisbane: Griffith University.

Lizzio, A. (2012). Student Lifecycle, Transition and Orientation. Brisbane: Griffith University.

Moreau, M., & Leathwood, C. (2006). Graduates' employment and the discourse of employability: a critical analysis. *Journal of Education and Work, 19*(4), 305-324. doi: 10.1080/13639080600867083

Oliver, B. (2015). Redefining graduate employability and work-integrated learning: Proposals for effective higher education in disrupted economies. *Journal of Teaching and Learning for Graduate Employability, 6*(1), 56-65.

Qenani, E., MacDougall, N., & Sexton, C. (2014). An empirical study of self perceived employability: Improving the prospects for student employment success in an uncertain environment. *Active Learning in Higher Education, 15*(3), 199-213. doi: 10.1177/1469787414544875

Raelin, J., Bailey, M., Hamman, J., Pendelton, L., Raelin, J., Reisberg, R., & Whitman, D. (2011). The effect of cooperative education on change in self-efficacy among undergraduate students: Introducing work self-efficacy. *Journal of Cooperative Education and Internships, 45*(2), 17-35.

Raelin, J., Bailey, M., Hamman, J., Pendleton, L., Reisberg, R., & Whitman, D. (2014). The gendered effect of cooperative education, contextual support, and self-efficacy on undergraduate retention. *Journal of Engineering Education, 103*(4), 599–624.

Reddan, G. (2014). *Improving Exercise Science students' self-efficacy in making positive career decisions* Paper presented at the Australian Collaborative Education Network Conference, Gold Coast, Australia.

Rothwell, A., Jewell, S., & Hardie, M. (2009). Self-perceived employability: Investigating the responses of post-graduate students. *Journal of Vocational Behavior, 75*(2), 152-161. doi: 10.1016/j.jvb.2009.05.002

Sarkar, M., Overton, T., Thompson, C., & Rayner, G. (2016). Graduate employability: Views of recent science graduates and employers *International Journal of Innovation in Science and Mathematics Education, 24*(3), 31-48.

Sin, C., Tavares, O., & Amaral, A. (2016). Who is responsible for employability? Student perceptions and practices. *Tertiary Education and Management, 22*(1), 65-81. doi: 10.1080/13583883.2015.1134634

Smith, C. (2012). Evaluating the quality of work-integrated learning curricula: A comprehensive framework. *Higher Education Research & Development, 31*(2), 247-262. doi: 10.1080/07294360.2011.558072

Smith, C., Ferns, S., & Russell, L. (2016). Designing work-integrated learning placements that improve student employability: Six facets of the curriculum that matter. *Asia Pacific Journal of Cooperative Education, 17*(2), 197-211.

Strachan, L. (2016). Teaching employability skills through simulation games. *Journal of Pedagogic Development, 6*(2), 8-17.

Taylor, D., & Harrison, G. (2016). Supporting biomedical students struggling with secondchoice-syndrome to thrive rather than just survive first year. *Journal of College Student Retention: Research, Theory & Practice*, https://researchonline.jcu.edu.au/44509/. doi: 10.1177/1521025116654162

Thompson, C., Bates, L., & Bates, M. (2016). Are students who do not participate in work-integrated learning (WIL) disadvantaged? Differences in work self-efficacy between WIL and non-WIL students. *Asia Pacific Journal of Cooperative Education, 17*(1), 9-20.

Tontodonato, P. (2006). Goals, expectations, and satisfaction of criminal justice majors: Implications for faculty, students, and programs. *Journal of Criminal Justice Education, 17*(1), 162-180. doi: 10.1080/10511250500336211

Tower, M., Walker, R., Wilson, K., Watson, B., & Tronoff, G. (2015). Engaging, supporting and retaining academic at-risk students in a Bachelor of Nursing: Setting risk markers, interventions and outcomes. *The International Journal of the First Year in Higher Education, 6*(1), 121-134. doi: dx.doi.org/10.5204/intjfyhe.v6i1.251

Tymon, A. (2013). The student perspective on employability. *Studies in Higher Education, 38*(6), 841-856. doi: 10.1080/03075079.2011.604408

Wilson, K., Murphy, K., Pearson, A., Wallace, B., Reher, V., & Buys, N. (2016). Understanding the early transition needs of diverse commencing university students in a health faculty: Informing effective intervention practices. *Studies in Higher Education, 41*(6), 1023-1040. doi: 10.1080/03075079.2014.966070

Wimshurst, K., & Allard, T. (2007). Criminal justice education, employment destinations, and graduate satisfaction. *Australian and New Zealand Journal of Criminology, 40*(2), 218-235.

Wimshurst, K., & Manning, M. (2015). Making sense of the combined degree experience: The example of criminology double degrees. *Studies in Higher Education*, http://www.tandfonline.com/doi/abs/10.1080/03075079.03072015.01067605?journalCode=cshe03075020.

Wimshurst, K., & Ransley, J. (2007). Police education and the university sector: Contrasting models from the Australian experience. *Journal of Criminal Justice Education, 18*(1), 106-122. doi: 10.1080/10511250601144365

Yim, Y. (2009). Girls, why do you want to become police officers? Career goals/choices among criminal justice undergraduates. *Women & Criminal Justice, 19*(2), 120-136. doi: 10.1080/08974450902791294

Zegwaard, K. E., & Coll, R. K. (2011). Using cooperative education and work-integrated education to provide career clarification. *Science Education International, 22*(4), 282-291.

This APJCE Special Issue was sponsored by

Articles in this special issue derive from presentations[1] delivered at the Australian Collaborative Education Network 2016 Annual Conference, Macquarie University, Sydney, Australia

[1] Articles included in this APJCE Special Issue derive from selected proceedings and presentations from the 2016 ACEN conference. All articles deriving from proceedings papers were significantly modified, expanded, and advanced before being double-blind reviewed by the APJCE editorial board. The articles were subsequently amended in response to the review before being accepted by the editors to be published in APJCE.

Asia-Pacific Journal of Cooperative Education
ISSN 1175-2882
www.apjce.org

About the Journal

The Asia-Pacific Journal of Cooperative Education publishes peer-reviewed original research, topical issues, and best practice articles from throughout the world dealing with Cooperative Education (Co-op) and Work-Integrated Learning/Education (WIL).

In this Journal, Co-op/WIL is defined as an educational approach that uses relevant work-based projects that form an integrated and assessed part of an academic program of study (e.g., work placements, internships, practicum). These programs should have clear linkages with, or add to, the knowledge and skill base of the academic program. These programs can be described by a variety of names, such as cooperative and work-integrated education, work-based learning, workplace learning, professional training, industry-based learning, engaged industry learning, career and technical education, internships, experiential education, experiential learning, vocational education and training, fieldwork education, and service learning.

The Journal's main aim is to allow specialists working in these areas to disseminate their findings and share their knowledge for the benefit of institutions, co-op/WIL practitioners, and researchers. The Journal desires to encourage quality research and explorative critical discussion that will lead to the advancement of effective practices, development of further understanding of co-op/WIL, and promote further research.

Submitting Manuscripts

Before submitting a manuscript, please unsure that the 'instructions for authors' has been followed (www.apjce.org/instructions-for-authors). All manuscripts are to be submitted for blind review directly to the Editor-in-Chief (editor@apjce.org) by way of email attachment. All submissions of manuscripts must be in Microsoft Word format, with manuscript word counts between 3,000 and 5,000 words (excluding abstract, references, and tables).

All manuscripts, if deemed relevant to the Journal's audience, will be double-blind reviewed by two or more reviewers. Manuscripts submitted to the Journal with authors names included with have the authors' names removed by the Editor-in-Chief before being reviewed to ensure anonymity.

Typically, authors receive the reviewers' comments about 1.5 months after the submission of the manuscript. The Journal uses a constructive process for review and preparation of the manuscript, and encourages its reviewers to give supportive and extensive feedback on the requirements for improving the manuscript as well as guidance on how to make the amendments.

If the manuscript is deemed acceptable for publication, and reviewers' comments have been satisfactorily addressed, the manuscript is prepared for publication by the Copy Editor. The Copy Editor may correspond with the authors to check details, if required. Final publication is by discretion of the Editor-in-Chief. Final published form of the manuscript is via the Journal website (www.apjce.org), authors will be notified and sent a PDF copy of the final manuscript. There is no charge for publishing in APJCE and the Journal allows free open access for its readers.

Types of Manuscripts Sought by the Journal

Types of manuscripts the Journal accepts are primarily of two forms; *research reports* describing research into aspects of Cooperative Education and Work Integrated Learning/Education, and *topical discussion* articles that review relevant literature and give critical explorative discussion around a topical issue.

The Journal does also accept *best practice* papers but only if it present a unique or innovative practice of a Co-op/WIL program that is likely to be of interest to the broader Co-op/WIL community. The Journal also accepts a limited number of *Book Reviews* of relevant and recently published books.

Research reports should contain; an introduction that describes relevant literature and sets the context of the inquiry, a description and justification for the methodology employed, a description of the research findings-tabulated as appropriate, a discussion of the importance of the findings including their significance for practitioners, and a conclusion preferably incorporating suggestions for further research.

Topical discussion articles should contain a clear statement of the topic or issue under discussion, reference to relevant literature, critical discussion of the importance of the issues, and implications for other researchers and practitioners.

Asia-Pacific Journal of Cooperative Education
ISSN 1175-2882
www.apjce.org

EDITORIAL BOARD