

# Graduate Employer Survey



## Ensuring University Studies are relevant

The University of Western Sydney (UWS) is strongly committed to working in partnership with the employers of its graduates. In this university-wide survey of the many professional groups and employers with whom UWS have worked with over the past three years we are seeking your assistance in making sure that UWS courses and services remain relevant to your organisation's needs.

We are particularly interested in ensuring that our courses focus on the capabilities that really count in the early years of a graduate's career; in identifying the changes organisations like yours expect to face during the coming years which our courses must take into account to remain relevant; and in your general views on UWS.

You will have already been contacted by a member of UWS to confirm your willingness to participate in the survey.

## IMPORTANT

### How to complete the survey

The survey consists mainly of a set of statements for you to rate. It also gives space for you to comment on your ratings and other issues, including important things we may have overlooked.

In some cases you will be asked to rate an item for importance, in other cases you will be asked to rate the performance of graduates or UWS in addressing that item. Simply click on the circle which best represents your point of view. When you have finished the survey simply click **SUBMIT**. Normally the survey takes about 20 minutes to complete.

### What will happen to the results

All responses to this survey are totally confidential and will not be referred to by organisation. They will be used to improve the quality and relevance of both course design and unit assessment at UWS in ways that meet your needs.

If you have any trouble accessing this survey please contact the survey team on (02) 9678 7047 or email [surveys@uws.edu.au](mailto:surveys@uws.edu.au)

## Section A

1. Name of the organisation:

2. Your role in the organisation

3. Location of your organisation

Sydney CBD

Eastern Sydney

Northern Sydney

Other

Southern Sydney

Western Sydney

Multiple Locations

4. Which of the following best describes your organisation as a whole? (Please select just one category)

Federal Government

State Government

Local Government

Other

Public Company

Private Company

Not for profit Organisation

5. What, approximately, is the total number of employees in your organisation?

1 - 20

21 - 99

100 - 199

200 or more

6. On average, how many graduates does your organisation employ per year?

Nil

1 - 5

6 - 10

11 - 20

21 - 30

31 - 39

40 or more

7. Approximately how many UWS graduates has your organisation employed in the last 5 years? (please leave blank if you do not have access to this data.)

1

2

3 - 5

6 - 10

11 - 20

21 - 30

31 - 40

40 or more

8. From which of the following disciplines have UWS graduates been employed?

Select more than one area if necessary

- |  |  |  |
|--|--|--|
| <input type="radio"/> Accounting / Finance                 | <input type="radio"/> Human Movement Studies       | <input type="radio"/> Naturopathy                    |
| <input type="radio"/> Adult Education                      | <input type="radio"/> Human Resource Management    | <input type="radio"/> Nursing                        |
| <input type="radio"/> Agriculture / Horticulture           | <input type="radio"/> Indigenous Studies           | <input type="radio"/> Occupational Health and Safety |
| <input type="radio"/> Applied Science                      | <input type="radio"/> Industrial Design            | <input type="radio"/> Occupational Therapy           |
| <input type="radio"/> Banking                              | <input type="radio"/> Information Systems          | <input type="radio"/> Osteopathy                     |
| <input type="radio"/> Biological Science                   | <input type="radio"/> Interpreting and Translation | <input type="radio"/> Podiatry                       |
| <input type="radio"/> Computing & Information Technology   | <input type="radio"/> International Business       | <input type="radio"/> Police                         |
| <input type="radio"/> Communications & Design              | <input type="radio"/> International Studies        | <input type="radio"/> Property Economics             |
| <input type="radio"/> Construction                         | <input type="radio"/> Journalism                   | <input type="radio"/> Psychology & Counselling       |
| <input type="radio"/> Early Childhood Studies              | <input type="radio"/> Language & Literacy          | <input type="radio"/> Society & Culture              |
| <input type="radio"/> Economics                            | <input type="radio"/> Law                          | <input type="radio"/> Social Science                 |
| <input type="radio"/> Engineering                          | <input type="radio"/> Mathematics                  | <input type="radio"/> Sports & Exercise Management   |
| <input type="radio"/> Environmental management and Science | <input type="radio"/> Management & Commerce        | <input type="radio"/> Teacher Education              |
| <input type="radio"/> Fine Arts                            | <input type="radio"/> Media / Arts & Production    | <input type="radio"/> Telecommunications             |
| <input type="radio"/> Fire Technology                      | <input type="radio"/> Midwifery                    | <input type="radio"/> Tourism / Hospitality          |
| <input type="radio"/> Forensic Science                     | <input type="radio"/> Medical Science              | <input type="radio"/> Traditional Chinese Medicine   |
| <input type="radio"/> Health Service Management            | <input type="radio"/> Music                        | <input type="radio"/> Welfare Studies                |
| <input type="radio"/> Health Science                       | <input type="radio"/> Nanotechnology               | <input type="radio"/> Other                          |

## Section B Your image of the University of Western Sydney

1. To what extent does each of the following phrase describe your image of UWS?	Not at all	A little	Somewhat	Quite well	Very well	Not sure
a. Prestigious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Workplace focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Progressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Academically rigorous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Traditional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Elite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Practical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Theoretical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Egalitarian / Democratic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Additional ways in which you would describe UWS:

3. How do you rate the quality of UWS graduates compared with those from other universities?

- Significantly Poorer   
  Poorer   
  No difference   
  Better   
  Significantly Better   
  Don't know

Comments

### Keeping the UWS curriculum relevant

UWS gives high priority to ensuring that what is learnt by our students is relevant to the work they will be doing in their early professional career.

4. Please outline the key trends and changes that are facing your professional area / industry over the next 3 - 5 years and which UWS should be addressing in order to keep its curriculum relevant and up-to-date

5. What, in your opinion, will be the most important attributes, abilities, skills and knowledge needed by graduates in a professional area/industry like yours over the next three to five years?

## Section C

### Personal abilities of graduates

The following items seek your views on how important a range of personal abilities are in accounting for the successful performance of recent graduates in your organisation. Then you are asked to rate the extent to which you believe recent graduates demonstrate these personal abilities. For each item please click on the circle which best describes your rating for importance and performance. There is space below for you to comment on your ratings, suggest any important personal abilities which we have missed and add any other information you think would be helpful.

Importance for early career success in my organisation	<b>1. The personal abilities of Graduates</b>	Extent to which graduates possess this ability
Low                  Medium                  High		Low                  Medium                  High
1    2    3    4    5		1    2    3    4    5
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	a. Being willing to face and learn from errors and listen to feedback	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	b. Understanding personal strengths and limitations	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	c. Being confident to take calculated risks and take on new projects	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	d. Being able to remain calm under pressure or when things go wrong	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	e. Having the ability to defer judgement and not to jump in too quickly to resolve a problem	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	f. A willingness to persevere when things are not working out as anticipated	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	g. Wanting to produce as good a job as possible	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	h. Being willing to take responsibility for projects, including how they turn out	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	i. Having an ability to make a hard decision	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	j. A willingness to pitch in and undertake menial tasks when needed	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	k. Having a sense of humour and being able to keep work in perspective	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	l. A commitment to ethical practice	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	m. A commitment to sustainable practice	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	n. Being flexible and adaptable	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Comments

**The interpersonal abilities of Graduates**

The following items seek your views on how important a range of personal abilities are in accounting for the successful performance of recent graduates in your organisation. Then you are asked to rate the extent to which you believe recent graduates demonstrate these personal abilities. For each item please click on the circle which best describes your rating for importance and performance. There is space below for you to comment on your ratings, suggest any important personal abilities which we have missed and add any other information you think would be helpful.

Importance for early career success in my organisation					<b>2. The interpersonal abilities of graduates</b>					Extent to which graduates possess this ability				
Low	Medium			High										
1	2	3	4	5										
					Low	Medium			High					
					1	2	3	4	5					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a.	The ability to empathise with and work productively with people from a wide range of backgrounds				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b.	A willingness to listen to different points of view before coming to a decision				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c.	Being able to develop and use networks of colleagues to help solve key workplace problems				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d.	Understanding how the different groups that make up the organisation operate and how much influence they have in different situations				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e.	Being able to work with senior staff without being intimidated				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	f.	Being able to give constructive feedback to work colleagues and others without engaging in personal blame				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	g.	Being able to motivate others to achieve great things				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	h.	Being able to develop and contribute positively to team-based projects				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	i.	Having an international perspective				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments**

**The intellectual abilities of Graduates**

The following items seek your views on how important a range of intellectual abilities are in accounting for the successful performance of recent graduates in your organisation. Then you are asked to rate the extent to which you believe recent graduates demonstrate these intellectual abilities. For each item please click on the circle which best describes your rating for importance and performance. There is space below for you to comment on your ratings, suggest any important personal abilities which we have missed and add any other information you think would be helpful.

Importance for early career success in my organisation					<b>3. The Intellectual abilities of graduates</b>					Extent to which graduates possess this ability				
Low	Medium			High										
1	2	3	4	5										
					Low	Medium			High					
					1	2	3	4	5					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a.	Knowing that there is never a fixed set of steps for solving workplace problems or carrying out a project				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b.	Being able to identify from a mass of detail the core issue in any situation				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c.	The ability to use previous experience to figure out what is going on when a current situation takes an unexpected turn				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d.	Being able to diagnose what is really causing a problem and then to test this out in action				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e.	An ability to trace out and assess the consequences of alternative courses of action and, from this, pick the one most suitable				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	f.	Being able to readjust a plan of action as it is implemented				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	g.	Being able to see how apparently unconnected activities are linked and make up an overall picture				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance for early career success in my organisation	<b>3. The Intellectual abilities of graduates... continued</b>					Extent to which graduates possess this ability				
	Low		Medium		High	Low		Medium		High
	1	2	3	4	5	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	h. Being able to set and justify priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	i. An ability to recognise patterns in a complex situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	j. Being an independent thinker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	k. Being creative and enterprising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**The specific skills and knowledge of graduates**

The following items seek your views on how important a range of job-specific and generic skills are in accounting for the successful performance of recent graduates in your organisation. Then you are asked to rate the extent to which you believe recent graduates demonstrate the skills and knowledge needed. For each item please click on the circle which best describes your rating for importance and performance. There is space below for you to comment on your ratings, suggest any important interpersonal abilities which we have missed and add any other information you think would be helpful.

Importance for early career success in my organisation	<b>4. The specific skills and knowledge of</b>					Extent to which graduates possess this ability				
	Low		Medium		High	Low		Medium		High
	1	2	3	4	5	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a. Having a high level of current technical expertise relevant to current work requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Understanding the role of risk management and litigation in current professional work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Understanding of how organisations operate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Being able to use IT effectively to communicate and perform key work functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. Being able to manage ongoing professional learning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	f. An ability to chair and participate constructively in meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	g. Being able to communicate effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	h. Knowing how to manage projects to achieve successful implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	i. An ability to help others learn in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	j. Being able to organise work and manage time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

## Section D

### UWS Careers and Cooperative Education Unit

The UWS Careers and Cooperative Education Unit is committed to providing services of the highest possible quality to organisations like yours. The following items outline the range of services the UWS Careers and Cooperative Education Unit provides to employers.

To complete this section of the survey please:

- Rate each item on how important it is in assisting you to recruit graduates
- Rate the degree to which this particular program or service is performing well for you. If you have not used a particular service please mark "Not Applicable"

For each item please click on the circle which best describes your rating for importance and performance.

Importance of this service to an employer like me					1. UWS Careers and Cooperative Education Unit	Performance of UWS Careers and Cooperative Education Unit in delivering this service					
Low	Medium		High	Low		Medium		High	N/A		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a. Job vacancy advertising through UWS CareerHub	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Campus distribution of promotional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Mailouts/emails to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Arranging interns to work in your organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. Careers Expo's e.g. Business, Engineering and Education focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the space below please comment on your ratings and add any other suggestions you think would be helpful. We are particularly interested in innovative ideas on how we can improve or extend our employment programs and services to you.

#### **Overall Suggestions:**

If there is any key issue which you believe UWS should take particular note of, or if there are any overall comments you would like to make about the survey or anything you have said please include these in the space provided below.