At UVic, students engage in diverse experiences outside of their academic programs. These co-curricular experiences range from student leadership positions and student clubs to work-study positions and research/teaching assistant roles.

Co-curricular opportunities enrich students’ UVic experience by helping them develop competencies like teamwork and communication. Students make valuable connections with community and build career skills through hands-on dynamic learning—all facets of UVic’s Strategic Framework.

When students record these co-curricular experiences through UVic’s Co-Curricular Record (CCR) program, they get even more from the experience—they receive a validated record demonstrating their learning outcomes that they can share with employers, graduate schools and more.

Join us as partners as we develop and envision co-curricular opportunities at UVic—register your experience with the CCR and it will appear on students’ co-curricular record, and in UVic’s catalogue of hands-on learning opportunities.
How to register your position with UVic’s Co-Curricular Record

A guide for UVic faculty and staff

WHAT IS UVIC’S CO-CURRICULAR RECORD PROGRAM?

UVic’s Co-Curricular Record (CCR) is a program that recognizes students’ co-curricular involvement here on campus, including volunteer and student leadership experience. Students who participate in registered co-curricular experiences receive a record of their experience. Their participation is validated by a faculty or staff member, and students can use this university-validated record when applying for jobs, graduate school and more.

HOW CAN YOU GET INVOLVED?

As a faculty or staff member, you may already be supervising a co-curricular experience or you may be developing this type of opportunity. By registering this experience with UVic’s CCR program, you can help students—and yourself—make the most of this experience.

To add your experience to UVic’s CCR program, you must determine if your experience qualifies, identify a validator, select learning outcomes for your experience from a pre-written list, and submit the experience through the Co-op and Career portal. We’ve listed these steps in detail below.

STEP 1: Determine if your experience qualifies as a CCR experience

To qualify as a CCR experience, your experience:

+ must provide students with valuable learning opportunities
+ cannot count towards academic credit
+ must relate to students’ UVic experience
+ requires validation by a UVic faculty or staff member (the validator)

STEP 2: Identify an activity owner and a validator for your experience

The activity owner is the person responsible for the CCR experience. The activity owner will register the experience in the portal and will be able to edit the experience and description. The owner can also be the validator.

A validator is the person responsible for verifying students’ participation in the experience and that they have achieved the learning outcomes for this experience.

The validator will receive an email from the Co-op and Career portal when a student adds the experience to their record. If the student has submitted their request properly, it may take about 5 minutes for the validator to sign in, review the request and approve it.
STEP 3: Write the description of your experience

You'll be asked to include a description of your experience when you register your experience as part of the CCR in the Co-op and Career portal. This description will need to include information about the activity and the position. These are the terms used in the portal, and the position description you provide will also appear on the students' official printable Co-Curricular Record.

**Activity** means the community or organization that the student will be a part of. For example:

+ UVic Global Community
+ Orientation
+ Vikes Nation
+ Residence Life
+ Education

**Position** means the role the student will perform within the activity (community or organization). The position title and description will appear on the student's CCR.

See *Appendix A (page 6)* for sample descriptions of activities and positions.

STEP 4: Set up your experience in the Co-op and Career portal

If you've completed steps 1 to 3, it may take about 20 minutes to register your experience in the portal. Here are the steps.

1. Login to *learninginmotion.uvic.ca* using your Netlink ID (If you wish to use a role-based email address to manage your co-curricular records, send an email to limhelp@uvic.ca. An administrator will reply and then you can login as an 'employer').

2. Select *Co-Curricular* on the menu bar.
3. Click **Add a co-curricular experience** just below, then click **Add new position to new or existing activity**.

4. Select the year when your activity is taking place, as well as your department (click **Add New** from the “Select a department” drop-down if your department isn’t already in the system).

5. Select an **activity** (click **Add New** from the drop-down menu under “Select an activity” if your activity isn’t already in the system and then add the activity description and contact information).

6. Fill in the information about the **position**, including whether you’d like your position to be included in UVic’s catalogue of experiential opportunities.
7. Identify the validator.

8. Select **learning outcomes** for your experience from the pre-written list—these are drawn from Co-op and Career’s core competencies, which are aligned with UVic’s learning outcomes. You can see detailed descriptions of these competencies in **Appendix B on page 8**.

9. Submit your position for review. You’ll receive an automatic email confirming your submission and will hear back from a Co-op and Career staff member.

**STEP 5: Validate when students include your experience on their CCR**

When students add your experience to their CCR, the validator for your experience will receive an email prompting them to login to the portal and validate that the student has taken part.

Students will then receive an official record of their involvement through the portal. See a sample of this record, which includes the descriptions of the activity and position, in **Appendix C (page 12)**.

**QUESTIONS ABOUT THE PROGRAM?**

Contact limhelp@uvic.ca for support. Thank you for partnering to support students’ co-curricular experiential learning.
ACTIVITY & POSITION SAMPLES

ACTIVITY sample: Scientists in the Schools

The Department of Chemistry is very active in providing opportunities for others on the campus, in the community, and alumni to engage in activities at UVic. Many staff, faculty and students participate in the Scientists in the Schools program. This program involves school visits (both on and off campus) during which elementary students are introduced to the wonders of science. Tours and visits to specific labs are also common and are accommodated whenever possible.

POSITION sample: Scientists in the Schools volunteer

Under the Science World umbrella for outreach programs, volunteers visit K-12 schools. Each student performs a hands-on chemistry experiment with our volunteers guiding them.

ACTIVITY sample: The Faculty of Humanities’ Summer Day Camps (SCAMPS)

The Faculty of Humanities' Summer Day Camps (SCAMPS) run in July and August this year. Get the UVic Advantage with camps planned by experts and run by highly-educated staff in which children will learn as they play this summer. The camps are offered in English, French and German.

POSITION sample: Junior counsellor

This position is 1 - 3 weeks in July.

Aider les moniteurs/monitrices avec des activités destinées des enfants de 5 à 9 ans (jeux de plein-air, bricolages, activités calmes à l’intérieur, visites organisées à divers lieux du campus).
+ Accompagner et superviser les enfants lors de leurs différentes activités et visites sur le campus
+ Parler français en tout temps avec les enfants
+ Motiver les enfants a parler français en tout temps, et veiller a leur bon comportement

ACTIVITY sample: UVic Orientation

Volunteer with UVic Orientation and help us introduce new students and families to our campus and services. As an orientation volunteer, you’ll have opportunities to connect with the campus community, develop professional skills and build your social network. Orientation activities take place in the fall (August and September) and winter (January) school terms, and volunteers are also invited to participate in year-round leadership opportunities.

The UVic Orientation Volunteer Program enables students to:
+ contribute to the planning and delivery of orientation events and programs
+ develop leadership skills through participation in events and committees
+ attend professional development workshops
+ have fun at our annual volunteer party (and other social events)
**POSITION sample:** Orientation leader

UVic Orientation leaders lead new students of the university as part of UVic Orientation. Providing tours, group facilitation, student support and leadership, Orientation leaders are a critical component of new student programs. Facilitating groups of 35-50 new students through an entire day of activities. Orientation leaders are trained in leadership, public speaking, diversity, service and tours. They are the frontline team for greeting and welcoming new students to the University of Victoria.

**POSITION sample:** Graduate tour leader

Graduate tour leaders lead new graduate students of the university as part of UVic Orientation. Providing tours, group facilitation, student support and leadership. Graduate tour leaders are a critical component of new student programs. Facilitating groups of 35 – 50 new students through tours. Graduate tour leaders are trained in leadership, public speaking, diversity, service and tours. They are the frontline team for greeting and welcoming new graduate students to the University of Victoria.

**ACTIVITY sample: The UVic Global Community**

The UVic Global Community provides opportunities for students, faculty and staff to celebrate diversity, advance inter-cultural competency and cultivate an inclusive and globally minded campus.

Our programs support international students with the transition to living in Canada, helping you adjust to embrace Canadian culture by:

+ connecting international, indigenous and domestic students
+ supporting all students' well-being, social inclusivity and academic success
+ respecting the beliefs, values, abilities and sexual orientations of all people
+ empowering students to take leadership roles and get involved
+ unifying and enriching our UVic Global Citizenry

**POSITION sample:** Global community mentor

The UVic Global Community (GC) Mentorship Program offers friendship and guidance for international students as they navigate their social and academic transition to UVic and Canada. GC mentors are dedicated to supporting international students and building an inclusive, welcoming and globally mindful campus at UVic. Mentors are upper-level students who are familiar with UVic’s campus, campus life and student support services. GC mentors plan meaningful, on and off campus activities that guide and assist international students to integrate and get involved with the campus community and academic environment.
THE 10 CORE COMPETENCIES

Competencies are the knowledge, skills and attributes you can develop in every aspect of your life. As more and more employers focus on competencies in the hiring process, successful grads will be those who can recognize their competencies and market them effectively in their résumés and interviews.

By practicing reflection, you can link and transfer the competencies you’ve developed in the classroom to the workplace and understand the gaps between what you know and what you can become. This reflection process takes thought and time, but with practice, it will become easier and more effective.

UVic Co-op and Career has identified 10 core competencies that are valued across all academic program areas and employer sectors. These core competencies align with the UVic Learning Outcomes being applied across campus, reflecting the important connection between academic study and the world of work.

Beyond the 10 core competencies, which are described in detail below, we have also identified a number of intercultural, program-specific and professional competencies that students can develop through work, academic and life experiences.

DESCRIPTION OF THE 10 CORE COMPETENCIES
(AND THEIR ALIGNMENT WITH UVIC LEARNING OUTCOMES)

PERSONAL MANAGEMENT

You understand yourself and are conscious of the implications of your interactions with others. You show this competency when you:

- act with honesty, integrity and personal ethics
- recognize your personal efforts and the efforts of others
- acknowledge diverse opinions and accept differences
- manage your personal health and emotional well-being
- take responsibility and demonstrate resiliency and accountability for yourself
- plan and manage your personal time, finances and other resources
- assess, weigh and manage risk in the face of uncertainty
- recognize your strengths and areas for improvement
- adapt to new environments and cultures

This competency aligns with the following UVic Learning Outcomes:
Ethical and professional reasoning and action / Intercultural knowledge and sensitivity
COMMUNICATION

You’re comfortable using a broad range of communication styles, and you choose appropriate, effective ways to communicate to different audiences in diverse situations. You show this competency when you:

+ communicate in a respectful tone and manner
+ listen actively and communicate effectively with others
+ write clearly and accurately in a variety of contexts and formats
+ listen and ask questions to understand other people’s viewpoints
+ communicate issues in a timely manner
+ are aware of and responsive to verbal and non-verbal communication styles
+ recognize cultural differences in communication
+ use effective cross-cultural communication skills

This competency aligns with the following UVic Learning Outcomes:
Effective written, visual and oral communication / Intercultural knowledge and sensitivity

MANAGING INFORMATION

You’re able to think critically and gather, sort, store and use information to turn data into knowledge. You show this competency when you:

+ research and interpret relevant information from a range of sources
+ review, retain and apply ideas
+ demonstrate numerical literacy
+ evaluate the validity and bias of information
+ use gathered data to draw conclusions or to create new sources of information that can be shared with others
+ document your sources of information
+ use appropriate technology to find and process information

This competency aligns with the following UVic Learning Outcomes:
Critical evaluation of qualitative and quantitative information / Critical management of information, including in digital environments / Numerical literacy

RESEARCH AND ANALYSIS

You use information from a variety of sources—including personal experience and your own observations—to identify and solve problems. You show this competency when you:

+ recognize the human, interpersonal and technical sides of a problem
+ access, analyze and apply knowledge and skills from various disciplines
+ think critically and strategically
+ apply knowledge and skills from past experiences to new situations
+ assess situations and identify problems
+ explore possible solutions in an innovative and creative way
+ evaluate solutions to make decisions

This competency aligns with the following UVic Learning Outcomes:
Critical, innovative and creative thinking / Critical evaluation of qualitative and quantitative information / Inquiry, analysis and problem solving
PROJECT AND TASK MANAGEMENT

You plan, implement, manage and measure projects and tasks in a timely and directed manner. You put this competency into practice when you:

- plan and carry out projects with well-defined goals and outcomes
- determine appropriate implementation strategies, tools and technologies
- adapt to changing work priorities and workplace practices
- use a range of assessment techniques to monitor a project or task
- establish priorities to meet deadlines
- carry out multiple tasks or projects at the same time

This competency aligns with the following UVic Learning Outcomes:
Inquiry, analysis and problem solving / Critical, innovative and creative thinking / Critical management of information, including in digital environments / Ethnical and professional reasoning and action

TEAMWORK

You work cooperatively and collaboratively with others to achieve collective goals. You show this competency when you:

- work within the dynamics of a group
- show commitment to the team's purpose and goals
- accept and provide feedback in a constructive and considerate way
- share information and encourage others to do the same
- support and motivate the group to perform at its best
- recognize the role of conflict when appropriate
- build professional relationships
- show accountability to the team and follow through on your commitments
- work effectively with different personalities across a variety of social and professional situations
- consider diverse, intercultural perspectives and working styles

This competency aligns with the following UVic Learning Outcomes:
Collaboration and the ability to work in teams / Ethnical and professional reasoning and action / Intercultural knowledge and sensitivity

COMMITMENT TO QUALITY

You take pride in your work and strive for excellence to achieve the best possible results. You show this competency when you:

- look for opportunities to improve your work practices
- generate ideas for improvement
- pay attention to the quality of your work
- persist when difficulties arise
- try innovative ways to get things done
- consider situations from new perspectives
- evaluate work results for effectiveness

This competency aligns with the following UVic Learning Outcomes: Ethical and professional reasoning and action
PROFESSIONAL BEHAVIOUR

You use sound judgment to meet or exceed workplace guidelines, standards and expectations. You show this competency when you:

- follow workplace policies (e.g., health and safety, equity, harassment and confidentiality)
- recognize your rights and responsibilities
- abide by UVic regulations and federal and provincial laws related to workplace policies and procedures
- abide by and respect the standards of practice recognized in your field
- take responsibility to understand and adapt to workplace culture

This competency aligns with the following UVic Learning Outcomes:

*Ethical and professional reasoning and action / Informed civic engagement and understanding - from local to global*

SOCIAL RESPONSIBILITY

You recognize how your beliefs, ethics and actions fit within the context of a greater community. You show this competency when you:

- know your personal convictions and strive to put them into practice
- accept responsibility for your own actions
- show a respect for others' rights and diverse ideas
- demonstrate personal, professional and academic honesty
- choose ethical courses of action
- contribute to your local, national and international community
- build equitable relationships
- consider the broader implications of your decisions
- evaluate ethical aspects as part of decision making
- act responsibly in accordance with sound principles of sustainability

This competency aligns with the following UVic Learning Outcomes:

*Informed civic engagement and understanding - from local to global / Ethical and professional reasoning and action / Intercultural knowledge and sensitivity*

CONTINUOUS LEARNING

You acquire and apply new knowledge and skills in all of your experiences. You show this competency when you:

- set and pursue personal and educational goals
- identify and access learning sources and opportunities
- show a willingness to continuously learn and grow
- learn from your mistakes and successes
- seek and accept constructive feedback from others
- stay current with techniques and technologies in your field

This competency aligns with the following UVic Learning Outcomes:

*Life-long learning*
## OFFICIAL CO-CURRICULAR RECORD

**OPP Student: oppstudent**  
Authenticity Code: 65331626583140455273

### Academic/Research Integrated

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Outcomes</th>
<th>Activity</th>
<th>Purpose and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/2019</td>
<td>Commitment to Quality</td>
<td>SIS Volunteer</td>
<td>Under the Science World umbrella for outreach programs, volunteers visit K-12 schools. Each student performs a hands-on chemistry experiment with our volunteers guiding them.</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>Scientists in the Schools</td>
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<td>Continuous Learning</td>
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<td>Managing Information</td>
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<td>Personal Management</td>
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<td>Professional Behaviour</td>
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<td>Project and Task Management</td>
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<td>Research and Analysis</td>
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<td>Social Responsibility</td>
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<td></td>
<td>Teamwork</td>
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### Workplace/Career Integrated

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<tr>
<th>Date</th>
<th>Learning Outcomes</th>
<th>Activity</th>
<th>Purpose and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018</td>
<td>Commitment to Quality</td>
<td>Co-Director, Walk Day Experience</td>
<td>The Director, Walk Day Experience is responsible for creating an inspiring, energizing and engaging World Partnership Walk day experience for all participants. The ideal person for this role brings creativity and innovation to the event experience; embraces measurable success targets; seizes new opportunities for improvement; and operates with the strategic objectives always in mind.</td>
</tr>
<tr>
<td></td>
<td>Continuous Learning</td>
<td>World Partnership Walk Core Team Member</td>
<td>The director develops and implements plans for Walk day Development Education, Fundraiser Stewardship, Rewards and Recognition, VIP reception/Stewardship, stage programming and entertainment.</td>
</tr>
<tr>
<td></td>
<td>Personal Management</td>
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<tr>
<td></td>
<td>Teamwork</td>
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