SUPPORT DOCUMENT

What choice? An evaluation of career development services for young people: Support document

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This document was produced by the author(s) based on their research for the report *What choice? An evaluation of career development services for young people,* and is an added resource for further information. The report is available on NCVER's website <http://www.ncver.edu.au/publication/1943.html>

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The context

In 2001, Patton wrote that two major influences were impacting on the nature of educational and career services both in Australia and worldwide – changes in our understanding of 'career' and changes in the theoretical paradigms which influence the practice of career services (Patton, 2001). The environmental changes which influenced the meaning of 'career' have included: demographic shifts; international competition; the globalisation of the workforce; changes in organisational structure; the emergence of the 'knowledge worker'; the spread of information and communications technology; the changing role of women in the workplace; lifestyle changes; the diversity of the workforce; and changes in the pathways from school to work (Arnold, 1997; Collin & Watts, 1996; Grubb, 2002a; Haines, Scott & Lincoln, 2003; Hirsh & Jackson, 2004; Jackson, Arnold, Nicholson & Watts, 1996; Patton, 2001; Storey, 2000).

A major effect of the changes in the workplace has been the move from a 'job for life' within one organisation, to one where people can anticipate having 12-25 jobs in up to five industry sectors (Jarvis, 2002), and where periods within and outside paid employment, which may include casual work, short-term contracts and job sharing, may be linked by periods of learning and retraining. At the same time, there has been a growing concern with the place of work in an individual's total life experience. Consequently, the term 'career', which was once synonymous with vocation or occupation, has most recently been replaced by the term life/career (McMahon, Patton & Tatham, 2003, p.4). Career has become the 'lifelong process of growth through life, learning and work' (Haines *et al.*, 2003, p.9) and the term 'career development', which once focused on occupational choice, is now 'the process of managing learning and work over the lifespan' (McMahon *et al.*, 2003, p.4). However, there is an opposing view that the career has not really changed, that the stable, traditional career was an aberration; that the career is merely adapting to current circumstances and is only appearing to change, perhaps due to bad human resource practice in organisations (Kelly, Brannick, Hulpke, Levine & To, 2003).

The responsibility for managing one's career has moved from the organisation to the individual, who will need to proactively manage their own career (Ackah & Heaton, 2004; Arnold, 1997; Arnold & Jackson, 1997; Chen, 1998; Collin & Watts, 1996; Hall, 1996; Hall & Moss, 1998; Jarvis, 2002; McMahon *et al.*, 2003; Opengart & Short, 2002; Packer, 2000). However, there are a wide array of factors which shape the development of career competence and a range of complex systems, communities or phenomena, such as educational institutions, family and political decisions, which can influence one's career (Amundson, Parker, & Arthur, 2002; Arnold, 1997; Audrey Collin, cited in Arnold & Jackson, 1997, p3; Haines *et al.*, 2003; Patton & McMahon, 1999). If individuals are to construct satisfying life careers for themselves within changing environments they need to continually learn (Patton, 2001).

Lifelong learning embraces all these systems and influences, and 'takes account of multiple transitions' (McMahon *et al.*, 2003, p.6). Career development learning can be intentional or unintentional, and both are important. In addition to these learning skills and in view of changing requirements, both in the individual and in the environment, new skills – or attributes - will be needed, such as adaptability, flexibility, self-initiation and collaboration. Also, in a constantly changing environment and in order to create balance in their lives, people need to develop resilience. Not only do people need to develop knowledge and skills but understand how to use them - the focus being on the learning process rather than the content. Thus, within a lifelong learning context, the mission of career guidance has widened, with consequent relevance

to education policy (Haines *et al.*, 2003; Herriot, 1992; Hall & Mirvis, 1996; Kelly *et al.*, 2002; Lucas, 2002; McMahon & Tatham, 2001; OECD, 2003; Opengart & Short, 2002; Waterman, Waterman & Collard, 1994; Watts, 2000).

In this complex, ever changing environment, career development services play a role in assisting individuals to manage and construct their own careers across the lifespan, and supporting them in 'the learning of skills, interests, beliefs, values, work habits, and personal qualities that enable each client to create a satisfying life within a constantly changing work environment' (Krumboltz & Worthington cited in McMahon *et al.*, 2003, p.9). Consequently, as people change and develop throughout life, they need access to career development services throughout their lives and for more than one transition (Collin & Watts, 1998; Jackson *et al.*, 1996; Watts, 1996). Instead of a 'once in a lifetime' career decision, within the process of career development there are points at which individuals are faced with decisions throughout their lifetime. Furthermore, it is proposed that individuals are capable of managing their own career development and career decision making in their response to environmental input. Overall, this means that career development services must be forward thinking and help their clients respond to the changing environment. Also, within a broader systemic environment, the services must be much more personalised to assist people with their own individual decisions.

Selby-Smith, in his article reviewing the economics of vocational education and training in Australia, recognised that the balance of responsibility for career development was moving to the individual who had expectations of work-life balance. He considered that the implications for career development were that people would need a better understanding of industry changes and up-to-date information. He also determined there was an increasing emphasis on higher level qualifications with higher status attributed to academic, rather than vocational, education. He concluded there was a need to change the cultural attitudes and expectations of those involved in the career development of young people, including parent, students, teachers and career advisers, to embrace VET as a career option (Selby Smith, 2002).

In regard to young people, it has been suggested that a blueprint for career development will provide a tool for facilitating pathways policies and help identify the career development services needed beyond the completion of apprenticeships and traineeships, provide a mechanism for operationalising the employability skills framework, and provide an equitable framework for career development. It has been proposed that a blueprint would also provide a mechanism for identifying the professional skills required in career service providers and provide minimum standards for career development learning (McMahon *et al.*, 2003).

A number of attempts have been made to provide theoretical schemata for career practitioners which would cope with changing variables over the lifespan. Rogers and Creed examined four career theories and their relevance to the school to work transition for adolescents: social cognitive career theory; person-environment fit theory; developmental theory and social learning theory. The authors described the strategies of the four theories and developed a list of common themes which formed the basis for students to make a successful and adaptive transition. These stressed the importance of self knowledge, occupational knowledge and decision making skills, explored in a developmental framework with guidance from experienced counsellors and support from positive relationships (Rogers & Creed, 2000). Meyers proposed a theoretical model to assist career counsellors in working with clients in managing their career development within organisations, taking both the individual and the organisational perspectives into account, as well as environmental and economic influences (Meyers, 2000). Meyers also described the work of Dawis, who reduced the major theories into an 'individual differences' model with three facets - individuals, variables and points of time, respectively leading to typology, traits and learning curves (short-term), and developmental stages (long-term).

In addition to the changing meaning of career and career development, changes in the theoretical paradigms for careers practice have affected service delivery (Patton, 2001). The practice of career development has evolved from a 'trait and factor' matching process, which was suited to a more stable work environment, to a constructivist, holistic approach which is more suited to the constantly changing environment which is part of an individual's total life experience (Collin & Watts, 1998; Grubb, 2002). In

attempting to embrace the contextual factors relevant to career practice, new theoretical directions have included ecological, biographical and hermeneutical approaches, which utilise context, interpretation and narrative in professional practice (Chen, 1998). Patton and McMahon (1999) reviewed these theories, from Parsons in 1909, through content theories such as 'trait and factor' and process oriented developmental theories, to career development theories which combine both process and content. The authors proposed an integrated theoretical paradigm, systems theory, which embraces both process and content of career development and takes account of various critical systems: the individual, the social and the environmental/societal (Patton & McMahon, 1999, pp.10-11). Within systems theory, the services themselves are part of the system. Patton & McMahon (1999) proposed that training should be viewed as a learning system, career education as a career development learning process and career counselling as a therapeutic system (p.190).

Definitions

Although the roots of career development can be traced back to the beginning of the twentieth century with the work of Parsons (1909-1989), the career 'industry' as such has suffered from a lack of professional cohesion and could arguably be considered an 'immature' profession. One of the hallmarks of this immaturity is the inconsistency in the vocabulary used to describe its various activities. While practitioners within the profession arguably might have a common understanding of the terminology, there is much confusion in the public arena which, in turn, reflects on the credibility of the profession.

An important general feature of the terminology is the use of 'career', rather than 'careers' in composite terms such as career adviser, career development etc. The preference among practitioners is for the singular, although outside professional practice, the plural is still used arbitrarily and capriciously. It is posited that the plural form places career within the organisational context where a change of organisation meant a change of career and where the task of guidance was to help people choose between careers. The singular form, however, places career much more as a personal construct within the individual's whole of life experience, thus empowering the individual (Collin & Watts, 1996). The tension between these two career orientations, organisational and individual, and the consequent changing nature of career management in organisations, is a significant issue examined by authors (Baruch & Peiperl, 2000; Doyle, 2000; Eaton & Bailyn, 2000; Hall & Mirvis, 1996).

While the term 'career' was historically used to describe a particular occupation or one's advancement through a particular organisation, and had middle class, male connotations, the term career subsequently was used, not to refer to a particular occupation, but to a sequence of occupations, both paid and unpaid, which an individual undertakes in a life time. The definition most commonly used in the literature is that coined by Arnold in 1997, 'a career is the sequence of employment-related, positions, roles, activities and experiences encountered by a person' (Arnold, 1997). In its evolution, several adjectives have been appended to 'career', in an attempt to describe it appropriately. These have included terms such as 'boundaryless career', attributed to Arthur, 'portfolio', attributed to Handy, 'postcorporate career', coined by Peiperl and Baruch, and 'protean' attributed to Hall. Other common descriptors are 'subjective career' and the counterpoised 'objective career'.(Ackah & Heaton, 2004; Arnold, 1997; Arnold & Jackson, 1997; Amundson *et al.*, 2002; Hirsh & Jackson, 2004; Jackson *et al.*, 1996; Kelly *et al.*, 2003). More recently, within a wider lifetime and lifespan context, 'career' includes life roles and leisure activities, and the term 'life/career' is becoming used more frequently. The definition used for the development of the Australian Blueprint for Career Development was the 'lifelong process of growth through life, learning and work' (Haines *et al.*, 2003, p.9), though the evaluation feedback for the prototype stated that this might be too broad a definition to be described by 'career', and a definition such as 'personal management, learning and work' might be more suitable (McMahon *et al.*, 2003; Miles Morgan, 2002, p.15; Miles Morgan, 2003; Arnold, 1997, Chen, 1998; Hall & Mirvis, 1996; Jackson *et al.*, 1996).

Gysbers used the term *development* 'to indicate that individuals are always becoming' (cited by Patton & McMahon, 1999, p.211). In their book proposing a systems theory framework for career development, the authors traced the history of the term 'career development' back to 1951 and attributed it to Ginsberg and

his associates (Patton & McMahon, 1999, p.4). While the term 'career development', in the linear, organisational based career, inferred upward progression, in the modern environment it more commonly describes the way a career unfolds from a personal perspective, which may not necessarily be perceived as positive (Arnold, 1997). Patton & McMahon favoured a definition of career development as a lifelong process which 'encompasses the individual, the environment, interaction, and change as the key elements' (p.4). This broad definition of career development as 'an overarching term for describing this complex process of managing life, learning, and work in the 21st Century' is used in the development of the Australian Blueprint for Career Development (Haines *et al.*, 2003, p.9). However, while the term is commonly used in Canada and the USA, it is not a commonly agreed term in Australia (McMahon, 2004a, p.13).

The career development process can be facilitated by a career intervention. This intervention is sometimes called 'career management', which is an attempt to influence a person's career development (Arnold, 1997, p.19). The term 'career management' is often used within organisations to describe career development activities which meet organisational needs, whereas activities designed to meet the needs of individuals are often referred to as 'career planning' (Bernes & Magnusson, 1996). However, McCowen describes the self-managed process as career development (McCowen, 2000).

It is claimed that, in the organisational literature, career development is 'an ongoing process of planning and action directed towards personal work and life goals … (it is) the outcome of the individual's career planning and organisation's provision of support and opportunities' (Simonson cited in Patton & McMahon, 2001, p.2). Career development, then, can be self initiated or the result of support from an external agency, such as an employing organisation or career development service (Hall & Moss, 1998). Career development services refer to a wide range of programs and services provided in many different jurisdictions and delivery settings. A career development practitioner is an overarching term for any direct service provider who plays a part in facilitating career development (Haines *et al.*, 2003).

Career interventions can be delivered through various mediums, which are often grouped together as career education, information or guidance (CEIG) or information, advice and guidance (IAG). 'Career education' usually refers to the classroom activities undertaken in schools. It includes a range of teaching and learning activities by which people learn to plan, prepare, develop skills, and acquire knowledge to assist in post school career options, and maximise their effective participation in working life. It contains three major elements: self awareness/preparation; opportunity awareness relating to the world of work; and decision and transition learning to enable skills transfer and career planning. 'Career information' assists individuals to make and implement informed choices about their career development. It includes: information about employment, education and training trends and opportunities; labour market issues, information about industry sectors and job and occupational descriptions; details about courses and qualifications; and information about costs, remuneration and financial assistance associated with educational and vocational options. It can be communicated via print, electronic and personal contact resources, including computer-based delivery systems, the Internet, print and media materials, interviews, presentations and classroom activities. Guidance implies movement – 'career guidance' is delivered by qualified practitioners who support a person's movement towards understanding their specific career options. It is a comprehensive program which may include career information, education and counselling and may be delivered in a variety of ways – individually or in groups (Collin & Watts, 1998; Patton, 2000; Patton, 2001; Haines *et al.*, 2003; Miles Morgan, 2002). In her scoping paper prepared for the National Standards and Accreditation of Career Practitioners Project, commissioned by DEST, McMahon elaborated on the definition of career guidance as an overarching term to include information, guidance and counselling services 'intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers' (McMahon, 2004a, p.4).

Career education, information and guidance can all be components of 'career counselling', which is an activity conducted by a qualified practitioner either on an individual basis or in small groups. It involves personal exploration, training in career management skills, providing targeted information and assisting individuals to personalise this information, and assisting individuals to plan their careers and manage their

transitions. 'Career advising' is usually a more informal activity, which may be undertaken by a wide range of personal and professional practitioners who may be qualified, but not necessarily in the area of career counselling, and usually will not provide the in-depth personalised assistance provided by a career counsellor (Patton & McMahon, 2001; Haines *et al.* 2003; McCowen, 2000; Miles Morgan, 2002).

It follows that career development programs can include education, information and guidance and can be delivered by service providers fulfilling an educational, informational, and guidance or counselling role.

It is apparent that there is still some confusion about the terminology employed in the career industry and authors try to lay these misconceptions to rest and clarify the terms. For example, Patton said that career education is not: expert forecasts of the job market to help people make perfect choices, a battery of tests leading to the perfect occupation, remedial help to help people find or hold a job, or information about job applications (Patton, 2001, p.14). In the draft Australian Blueprint for Career Development the authors also drew attention to some commonly misused terms where: career assessment is sometimes limited to the idea of testing rather than inclusive of non-standardised, formal and informal assessments and self-assessment; career is narrowly used as a synonym for a profession; career information, career education, career counselling and career development are inaccurately used as synonyms; job, occupation and career are used as synonyms; and work is limited to paid work rather than inclusive of unpaid and paid contributions (Haines *et al.*, 2003, p.17):

However, McMahon found that problems in terminology still persist as *career industry* and *career development industry* are used interchangeably and the terms *career* and *careers* are both used in describing positions and practices, for example *career adviser* and *careers education* (McMahon, 2004a, p.13). One of the goals of the Quality Standards project was to agree on the overarching terms for the Australian career industry and how they should be defined. An additional task was to identify the nature of the work that is the programs and services, undertaken by career practitioners.

Development of policy frameworks in Australia

Early efforts to provide a framework for career education in schools were embodied in 'Career Education in Australian Schools' prepared by a joint working party of the Ministers of Education in all States and Territories, and the Commonwealth, following a proposal by the Commonwealth Minister for Employment, Education and Training (AEC, 1992). It advocated careers support for young people being secured both 'within the curriculum' and 'stand alone' (p3), and both within schools and within the community. The 1989 Common and Agreed National Goals for Schooling in Australia provided the basis for four national goals of career education described in the document. The elements of these were (AEC, 1992, p6-9):
  - learning about self in relation to work
  - learning about the world of work
  - learning to make career plans and decisions
  - implementing career decisions and managing work transitions.

A framework which described the outcomes - knowledge, skills and attitudes - which could be typically expected of students was developed for years K-12. Outcomes were also specified at school and 'system' level as well as evaluative arrangements for the student, the school and the education system.

The 1998 Principles for Career Education and Advisory Services, endorsed by MCEETYA, recognised the role that careers services play in helping people to become lifelong learners and responding to a changing labour market, and the need for comprehensive, current and accurate career information. The document stressed the need for adequate monitoring and review mechanisms and for strategic linkages between the education and employment sectors, and the principle that all education and training pathways are equally important and valid. This message was encapsulated in seven principles relating to career education and advisory services (Miles Morgan, 2002, pp.23-24).

However by 1998 there was still no current commitment to supporting a national system despite the need for a quality career advisory system being recognised in more than 20 reports over the previous five years (McCowan & Hyndman, 1998).

The 'Adelaide declaration on national goals for schooling in the twenty-first century' (MCEETYA, 1999) focused on providing students with 'the necessary knowledge, understanding, skills and values for a productive and rewarding life' (p1). Goal 1.5 stated that when students leave school, they have 'employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning'. Following the Adelaide declaration, the Careers Education Quality Framework (CEQF) was designed (by the Career Education Foundation of Victoria (CEFV) and the Enterprise and Career Education Foundation Ltd (ECEF), subsequently absorbed into DEST) as a tool for assessing and developing career education programs in schools (Willett, 1999). The CEQF comprised seven checklists and a scoring system for creating a profile of a school's career education program. The CEQF was based on the Australian Business Excellence Framework and had seven categories, two of which referred to the quality of career information and careers personnel. It was adopted as the reporting basis for a National Innovation in School Careers Programmes Award set up by the Australian Career Service (a joint initiative of the Good Guides Group and the Curriculum Corporation); however participation was voluntary.

Goals and objectives for career education and guidance for young people were articulated in the New Framework for Vocational Education in Schools (MCEETYA, 2000a). The framework located career education *within* vocational learning as part of student support services. It emphasised readily accessible, well-organised, accurate, comprehensive and current information as well as professional career and transition support services being made accessible for all young people in the local community.

The report of the Prime Minister's Youth Pathways Action Plan Taskforce, Footsteps to the Future (2001), noted that career information and guidance in schools had received considerable criticism in community consultations. It found that there was a lack of quality career information and guidance for young people and those problems were unrecognised until they had reached crisis point. The taskforce considered that, for career education services to be of high quality, they needed to be offered by people with appropriate skills/qualifications and be an integral part of the curriculum. It extended the focus of career education within schools beyond being solely concerned with the transition from school, by recommending that every young person should receive professional and on-going career and transition support from Year 8 and that school principals should be responsible for following up young people's transition outcomes for 18 months after leaving school. It recommended career and transition support be available through and beyond school, with access to the broad range of community services and specialist support available externally. It proposed a framework for career and transition support which included (Prime Minister's Youth Pathways Action Plan Taskforce, 2001, p.33-36):
- a learning pathways plan
- professional career and transition support
- mentoring
- responsibility for following up on students post-school
- additional assistance for those needing additional support
- brokering to effect workplace learning

The OECD's review of the transition from initial education to working life (OECD, 2000) indicated that career information, guidance and counselling services were a key to successful transitions, but found that they were not well organised or given sufficient priority in Australia. Furthermore, while the topic had been touched on in a few other OECD reports, it had not been treated comprehensively in OECD publications (Sweet, 2001a). Subsequently, the OECD initiated a review of career guidance policies in fourteen member countries. Specific issues addressed in the review related to delivery models, costs & benefits, the roles of stakeholders, staffing, financing, quality and also the soundness of the data used to evaluate these elements.

The OECD 'Review of Career Guidance Policies' (OECD, 2002) mapped the career guidance field in Australia. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), comprising relevant ministers at both Commonwealth and State level, was identified as the main co-coordinating body for guidance services for young people in the transition from school. In regard to this jurisdiction, the review found that the main focus of careers related activity was on the development of opportunities to undertake VET pathways and, also, on those aged 15-19 who were at risk of not participating in education, training or employment. However, the review considered that the emphases on VET pathways and on 15-19 year old students who were deemed 'at risk' were sometimes included at the expense of other, broader careers activities and that a proactive, rather than remedial, strategy to support young people beyond this initial transition would be more beneficial.

In general, the review found that guidance policy for the school sector in Australia was weak and consequently, the level, range and quality of guidance services varied greatly in both private and public schools. Career education was randomly located within the curriculum. Careers staffing within schools ranged from a full time equivalent Career Adviser in NSW secondary schools to none in some schools in Western Australia, and South Australia was not reported at all. In general there was a lack of accountability in regard to the quality of the guidance available. Career information for young people at school was mainly available via the Job Guide and the OZJAC computer-based information system, which have since been made available on-line; the National Career Information System provided a comprehensive web-based career information service; and an Australian version of the Real Game, a Canadian career and life skills programmed, had been introduced and co-coordinated by the federal Government.

Within TAFE 'no systematic information seems to be available on the extent and nature of these services' (OECD, 2002, p.10), which appeared to have shrunk and were receiving low satisfaction ratings from students. The review suggested that ANTA, as a Commonwealth statutory authority providing a national focus for vocational education and training, adopt a stronger leadership role in career guidance. At universities, there was great variety in the level of service and the delivery methodology, with a move to make service delivery web based or to incorporate elements into the academic experience by way of unaccredited courses or portfolio systems. The review suggested that TAFEs and universities review their efforts in regard to the career development of their students.

Outside the education system, there were three main ways that young people could get career guidance. Firstly, it was found that Australia had a larger private sector offering career guidance than some other OECD countries with some 250 agencies and 600 individuals or organisations offering career guidance as part of their service provision. Second, career services were sometimes provided by Job Network agencies, as part of the process to assist people in finding employment; however these agencies were paid on outcomes irrespective of the ways of achieving them, which often did not include career guidance. Third, Career Information Centres provided some services, notably information. However, there were no formal qualifications required of staff in any of these three areas and, again, there were quality issues relating to service delivery.

In summary, the OECD Review of Career Guidance Policies found that key areas found to be wanting in Australia related to policy, professional standards and the lack of national strategic vision. The gap between policy and practice was recorded by other authors. Patton found that, since the first national career education conference in 1977, and despite the many government policies and reports regarding career education, there was little evidence of these being translated into practice in 2001(Patton, 2001, p.15).

The Australian response to the OECD request for information required for the 'Review of career guidance policies' was co-ordinated by Miles Morgan Pty Ltd. This organisation also published a report describing important information which had been collected in preparation for the Australian response, but which had not been required by the OECD: 'information [from the user's perspective] in respect to the gaps and opportunities in relation to career information, guidance and counselling services to assist policy makers in the future'(Miles Morgan, 2002, p4).

The report 'Career Services in Australia: Supporting people's transitions across the lifespan' reflected on the career related aspects of various government policies and the 'in practice' outcomes of these policies, as had the OECD review. For example, in respect to the 1992 Principles, it was considered that these had played a role in career education in schools but the extent to which it had been actively implemented was unknown (Miles Morgan, 2002, p.22). Similarly, in respect to the 1999 Adelaide Declaration, the review found there was a gap between policy and practice as there was no requirement for States/Territories to report on their progress for career-related goals. In the 'Career Services in Australia' report, the three policy initiatives considered to be the most relevant to the provision of career development services were the MCEEYA Career Principles of 1998, the New Framework for Vocational Education in Schools and Footprints to the Future. It considered that these policy initiatives emphasised key principles for career information, guidance and counselling services to support successful transitions for young people (Miles Morgan, 2002, p.32). While it stressed the need for comprehensive career guidance and current, relevant career information, it underlined the role of community partnerships and policy frameworks to support this activity.

The authors considered that, in respect to the 1998 Principles, there had been significant growth in respect to career-related information, making it available, comprehensive, current and accurate, through the Career Information Industry Partnership Programme, Industry Training Advisory Bodies (ITABs), the National Career Information System (NCIS), the DEWR Careers internet site and Job Outlook, and local products prepared by the States and Territories (Miles Morgan, 2002, pp.24-25). Developments in TAFE Counselling Services had made them more responsive to client feedback. There had been considerable progress in the development of partnerships and strategic linkages, particularly through the Jobs Pathway Programme and within the school and university sectors. It reported greater awareness of VET pathways through the success of VET in Schools and the efforts of organisations involved in VET such as ANTA, the Group Training Companies, private Registered Training Organisations (RTO's), New Apprenticeship Centres, employers, industry associations and ITABs. However, the authors found that there was not a corresponding change in perception of a VET pathway being equally valid as one through higher education; VET in Schools was not adequately linked to career planning for students and, most relevantly, the 'fundamental value … of career education and advisory services has not yet been recognised in a consistent way across all jurisdictions and sectors' (Miles Morgan, 2002, p.25).

In regard to The New Framework for Vocational Education in Schools, while the OECD review noted the risk that career education would be 'subordinated to other areas of the framework' (OECD, 2002, p.16), the Miles Morgan authors found that this framework had stimulated new interest in career education, guidance and counselling. They also found that it affirmed many of the principles for career education expressed in the 1998 statement and provided an opportunity for linkages between vocational education and career planning (Miles Morgan, 2002, p28). Many jurisdictions had put a variety of 'systems, structures and strategies' in place to support the framework and to achieve local goals (Miles Morgan 2002, p.28).

At the same time as the production of the Miles Morgan report, an historical account of vocational and career education in Australian secondary schools since the 1920's found that vocational guidance had changed over the years with the changing perceptions of human needs and development (Dixon, 2002). It reported that, in the 1930's to 1960's, there was a focus on promoting vocational guidance in an effort to align students with various occupations and, through to the 70's there was a focus on secondary education being preparation for the tertiary sector, with few other options available. However, in the 70's there was growing awareness of career development being a broader process involving personal growth, though this was accompanied by an 'ad hoc' approach to career education throughout the 1980's and into the 90's. Like the Miles Morgan authors, this author also identified a more structured integration of career and vocational education in the twenty first century with the development of the New Framework for Vocational Education.

The Prime Minster's Youth Pathways Action Plan Taskforce had found that career and transition services were inconsistent around Australia (DEST, 2004b). Their report 'Footsteps to the Future' led to the development of the MCEETYA Action Plan, 'Stepping Forward: improving pathways for all young

people'. Following this, in 2003, MCEETYA agreed to support a framework for assisting young people in their transitions both within school and from school to post-school transitions. Consequently, the Career and Transition Services (CTS) framework (MCEETYA, 2003) attempted to bring together a range of existing strategies by various agencies and embrace them under a common framework. The focus was on responding to young people's needs and on the support of schools, the community, agencies and local support networks to achieve this. The framework was targeted at young people aged 13-19, plotted a deliberate career journey, and consisted of the following ten elements:

1. A learning pathways plan
2. A transition plan and portfolio
3. An exit plan
4. Follow-up support
5. Career education
6. Brokerage: VET, Structured Workplace Learning (SWL) and vocational education
7. Career information, guidance and counselling
8. Brokerage: replacement or referral
9. Individual support approaches
10. Monitoring and tracking

The CTS framework argued that career education has an important role to play both within and after compulsory education. It referred to career information, guidance and counselling services in a wide range of settings and sectors which support young people in their transitions, and acknowledged the various informal and non professional sources from which students also draw information and guidance. However, it also stated that: 'career and transition services … should be delivered by professionally trained and committed staff able to access an extensive school-community network' (MCEETYA, 2003, p.3).

Following the publication of the CTS framework, a number of Career and Transition (CAT) pilots were put out to tender in 2001 and implemented in 2002. The Miles Morgan report found that the CAT pilots which were in place at the time their report was published were more comprehensive than existing states' and territories' initiatives and offered an opportunity to integrate commonwealth and state programs, but this had not yet been achieved, as responsibility for integration of the projects was with local level service providers (Miles Morgan, 2002, p.31). Between April 2002 and April 2003, 37,000 young people participated in the pilots with 24,000 implementing individual Learning Pathway Plans. In March, 2004, a House of Representatives inquiry found that there were 23 pilots but there were elements of these which overlapped or were similar to some state and territory initiatives which had been developed in response to the Framework for Vocational Education in Schools, and recommended that the jurisdictions work together to avoid areas of duplication and maximise use of resources (House of Representatives Standing Committee on Education and Training 2004, p209). In August 2004, there were 20 CAT pilot programs: five in Queensland, four in Victoria, three in each of New South Wales and Western Australia, 2 in each of the Northern Territory and South Australia and 1 in Tasmania (DEST, 2004a). These programs varied in the number of schools involved but were usually regionally based partnerships, and involved several of the elements described in the framework. An evaluation of 23 pilots in 2004 reported on their success in terms of their impact on students, schools, parents, local community agencies and industry and, in particular, the achievements of Learning Pathways Plans (DEST, 2004b). However the evaluation found that tracking methodologies had not been fully explored and staffing of CAT Advisers seems to have been variable, prompting advice regarding the minimum skills, knowledge and attributes required for these positions. Most relevantly, the evaluation found that few of the pilots had differentiated between immediate transition support and the longer term career development of the young people involved.

Despite the articulated need for career guidance for young people expressed in many policy documents, the review of transition programmes undertaken by the Business Council of Australia in 2003 reported on slow progress in the provision of career information and guidance, and access to services. It also found that career education, information and guidance systems were expanding but in an incoherent, uncoordinated fashion (Allen Consulting Group, 2003).

In 2003 the Transitions branch of the Department of Education, Science and Training was funded by the Australian Education Systems Officials Committee (AESOC) to convene a forum to discuss strategies for schools and industry to work together to ensure that all students have access to a comprehensive range of career materials in order to make well-informed decisions about future career directions as highlighted in previous government reports (the 1999 National Goals for Schooling in the 21st Century, the 2000 New Framework for Vocational Education in Schools, the 2001 Footprints to the Future & the 2002 Stepping Forward: improving pathways for all young people) (DEST, 2003, p.3). Identified issues for this 'Leaders in Careers' forum were the effective delivery of career education by qualified staff, the need to address industry shortages, recognition of the career opportunities afforded by vocational education and the need for co-operation between industry, schools and parents. At the forum, an action plan was drawn up to provide strategies to achieve objectives relating to raising awareness of these issues, opening up communication channels, improving community perceptions, monitoring work experience programmes and supporting the implementation of the CTS framework. A key objective was to provide desirable, effective and user-friendly career information to students and others who influence their career choices, through strengthening communication between school, parents, industry and business.

Commissioned by the Transition from School Taskforce of MCEETYA, a prototype for an Australian Blueprint for Career Development was produced in 2003 (Haines et al., 2003). It drew on the Canadian Blueprint for Life/Work Designs; itself modelled on a framework developed in the USA. It was claimed that the development of a national blueprint for career development supported policy initiatives articulated in the National Goals for Schooling, the New Framework for Vocational Education in Schools, the Employability Skills Framework, as well as state and territory curriculum initiatives (Haines et al., 2003, pp.92-94). In addition, it was claimed that the blueprint could inform thinking related to the development of the ANTA national strategy for vocational educational and training 2004-2010, which promoted a whole of life approach and recognised that such an approach 'goes beyond vocational education and training' (ANTA, 2003f, p. 15). Clearly, it was stated, career development learning could complement and extend what was already being provided by the VET sector (McMahon et al., 2003, p.12). A main aim of the blueprint was to facilitate consistency in the delivery of career development services for clients at all developmental stages during transitions from one educational institution/agency to another, so that individuals could have their needs addressed seamlessly and with consistent service quality. Concerns with tracking people's career development across all transitions, institutions and locations was an issue raised in the evaluation of the prototype and it was suggested that a 'careers passport' might be a way of enabling this (Miles Morgan, 2003). The blueprint would also would provide a common language for career development initiatives and enable governments to monitor access to services more effectively. In June 2005, MCEETYA agreed to trial the Blueprint in a variety of settings and environments, with DEST chairing and managing the trial.

The draft blueprint was an integrated national framework for career services and programmes that specified the competencies that all Australians need to build their careers. Eleven career competencies were grouped across three key areas – personal management, learning and work exploration, and career building – and expanded through performance indicators which followed a four-stage learning taxonomy. Career competency 5 was 'locate and effectively use career information', and career competency 8 was 'make career enhancing decisions'. The blueprint was relevant to people at all ages and had four developmental phases, which were not necessarily congruent with age, and could be used when working with groups with special needs. Phase III was for students in senior/post-compulsory school and Phase IV was for adults. There was also a three-phase strategy for designing, developing and implementing comprehensive career development programs which could be adapted to the local environment and standards.

The development of the blueprint paralleled and sometimes dovetailed with developments in the employment sector. The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) sought support from DEST and ANTA to develop a comprehensive framework of employability skills. Building on the Mayer Key Competencies developed by the Australian Education Council in 1992, and with substantial industry input, the 'Employability skills for the future' project

(DEST, 2002a) identified 13 personal attributes, or non skill-based behaviours and attitudes, and eight key skills, which were further broken down into elements which are appropriate for a particular job. The recommendations of the report referred to the implementation of the framework in educational institutions. The Allen Consulting Group was subsequently appointed to develop a strategy for the universal recognition of these skills in schools, VET, higher education and the community (Allen Consulting Group, 2004).

In their paper informing the blueprint (McMahon *et al.*, 2003), the authors referred to the difference in the competencies expressed in 'Employability skills for the future', and the 'meta-competencies' in the career development frameworks produced in Canada and the USA, in that the former had an employment focus and the latter a focus on lifelong career development. However, while the competencies of the former included some that were not industry or trade related, it was claimed that meta-competencies cut across occupational skill sets and could be universally applied – an advantage in an environment where the requirements of workplace are for a changing skill set. In the blueprint, the explanation for the relationship was that the Employability Skills framework described what employers required of their employees and the Blueprint enabled students to personalise and act upon their knowledge about these skills as part of their career development. Career practitioners were encouraged to make linkages between the two as appropriate to local conditions or standards (Haines *et al.*, 2003, pp.94-95).

The gap between policy and practice was a theme articulated in reviews and publications over several years (McCowan & Hyndman, 1998; Patton, 2001; Allen Consulting Group, 2003). In fact, nothing much seemed to have changed: the failure of policy to meet the needs of young people was still evident in recent times. The House of Representatives inquiry into vocational education in schools (House of Representatives Standing Committee on Education and Training, 2004) found that, in relation to career education in schools
  * it was very much a poor cousin to the major curriculum areas
  * its location in the curriculum varied widely
  * state and territory policies varied considerably
  * staffing varied widely, both in terms of number, qualification and nomenclature and, in effect, were often untrained
  * decisions about the provision of careers advice tended to be taken at the individual school level, culminating in a range of delivery and approaches, especially in respect to staffing
  * there was a focus on vocational education and training at the expense of careers advice (pp 216-17, pp.222-223)

In summary, 'the Committee is concerned, not only that the provision of career education is so inadequate and so inconsistent, both between jurisdictions and within jurisdictions, but that this situation has been recognised and allowed to continue for so long' (House of Representatives Standing Committee on Education and Training, 2004, p.216). Recommendation 29 stated that 'careers education be a mandatory part of the core curriculum for the compulsory years of secondary schooling. It should include a clearly defined and structured program, distinct from VET programs.' The Inquiry found that, 'given the diverse and complex nature of possible pathways for students leaving school' (House of Representatives Standing Committee on Education and Training, 2004, p.236), a well-trained career education teacher can prepare students effectively for their career transitions. Consequently, Recommendation 30 stated that 'all secondary schools have at least one full-time professional careers adviser, with appropriate specialist training, who can provide a dedicated career education service within the school and work with the VET coordinator', with other recommendations concerning their appropriate training (Recommendation 31) and professional development (Recommendation 32). In addition, a national system of reporting was recommended (Recommendation 33), to ensure consistency, transparency and accountability in the delivery of career education.

Since the release of the report of the inquiry into VET in schools the federal government announced a number of initiatives to strengthen career advice for young people (DEST, 2004j), calling on the states and territories to support career education in schools and vocational education pathways (DEST, 2004f), for career education and career advice programmes to help young people make better career choices (DEST,

2004k), and to provide year 12 students with information about post-school study options, particularly through vocational education and training, as part of a commitment to provide a broad range of career opportunities for school leavers, particularly the 70% who do not go directly from school to university (DEST, 2004i).

The federal government also announced its intention to extend the role of 216 Local Community partnerships to provide an Australian Network of Industry Careers Advisers to support young people aged 13-19 in their transition through school and from school to further education, training and work (The Nationals Federal Election '04 Policies web page, retrieved 25 Jan 05). This statement recognised that career advice to secondary students was often ad hoc and that they needed comprehensive and professional advice from industry experts and qualified careers advisers to help them understand their options and ensure they have access to career information, advice, support and planning through individual Transition Plans. It also supported the introduction of a national accreditation system for career practitioners.

In 2004 DEST supported the Career Industry Council of Australia (CICA) to undertake the development of national quality standards and an accreditation process for career practitioners. A draft scoping paper identifying key issues was prepared (McMahon, 2004) and discussed at the National Forum for Career Practitioners, in August 2004. Following this, the scoping paper will be revised, and then a national consultation process will be undertaken by CICA and Miles Morgan Australia. McMahon described the attention paid, in various reviews, to the issue of quality standards relating to the training and qualifications of career practitioners and defined quality standards as the systems and procedures developed by career practitioners and stakeholders in the career industry that:
- define the career industry, its membership and its services
- recognise the diverse skills and knowledge of career practitioners
- guide practitioner entry into the industry
- provide a foundation for designing career practitioner training
- provide quality assurance to the public and other stakeholders in the industry
- create an agreed terminology for the industry

(McMahon, 2004, p57, adapted from the Canadian standards and guidelines for career development practitioners Code of Ethics)

The need for comprehensive career advice, guidance and development has been expressed in all ANTA policy documents (ANTA, 1998; 2000a; 2003b; 2003f). The most recent annual report for the VET sector (ANTA, 2004a) reported on the updating of the National Training Information Service (which contains detailed information on VET courses, qualifications, Training Packages, competency standards and Registered Training Organisations), to align it more closely with business and user requirements (ANTA, 2004a, p.65). The report also described career development initiatives within vocational education and training undertaken at state level: NSW was committed to enhancing young people's capacity to make informed decisions about careers; Western Australia to implementing career development strategies to assist individuals to respond effectively to changes in the world of work, the influence of globalisation and their own changing career aspirations; the Northern Territory was committed to preparing young Territorians for the workforce (by providing for closer links between schools and industry and better career advice). It also reported on industry initiatives such as the development and distribution of modern careers materials by the industry-led National Industry Skills Initiative. The 2003 ANTA report a described the transfer, in September 2003, of the functions and contracts of the former Enterprise and Career Education Foundation to the Department of Education, Science and Training, which had ensured continuity in the delivery of relevant programmes such as Structured Workplace Learning and the national network of Local Community Partnerships.

Career development providers – who are they?

For convenience, agencies providing career development services can be grouped in sectors, as follows: the school sector, the tertiary sector and services for adults. Such groupings are supported in the literature. In its review of career guidance policies in Australia, the OECD described the key features of the guidance

system, which it grouped in the following sectors: school, transition from school, TAFE, Universities, JobNetwork providers, private guidance sector, other services for adults and information provision (OECD, 2002). Also, the Career Services in Australia report (Miles Morgan, 2002), provided an overview of career services in Australia, and described the agencies involved in providing career services in these sectors in the following order:

- Government agencies: Commonwealth agencies, such as the Department of Education, Science and Training (DEST), the Department for Employment and Workplace Relations (DEWR), the Australian National Training Authority (ANTA), the Defence Force Recruiting Organisation (DFRO) and Family and Community Services (FaCS); State and Territory governments and statutory authorities.
- Schools: government, Catholic and independent
- VET and universities: TAFE institutes; Registered Training Organisations (RTO's); National Industry Training Advisory Bodies (ITABs); VET oriented organisations and networks such as Group Training Companies, New Apprenticeship Centres, and Structured Work Placement Coordinators funded through the ECEF; universities.
- Private sector: career services providers, products, employer associations, individual employers, industry and professional associations, unions.

In addition, the design of the draft Australian Blueprint for Career Development also supports a sectoral analysis of career development services. Career development is acknowledged to be a lifelong process and the draft accordingly identified four developmental phases across the lifespan. These were not necessarily tied to age, rather - the authors stated - they were 'needs based', depending on the stage of development of the individual (Haines *et al.*, 2003, p.23). Nevertheless, they claimed it was possible to work with the phases according to age as follows:

- Phase I for students in K-Primary School
- Phase II for students in Middle School
- Phase III for students in Senior/Post-Compulsory School
- Phase IV for Adults

The agencies were also described by Watts, in his address to the National Forum of Career Practitioners, as including services in schools, universities and colleges, training institutions, public employment services, companies, the voluntary/community sector and in the private sector (Watts, 2004b, p.2).

Consequently, the agencies which support career development may be located both within and external to the education system, in both the public and the private arena.

Within these agencies, there are a number of practitioners involved with direct service delivery, with a range of occupational titles. It was proposed that the Australian Blueprint for Career Development could be used by anyone responsible for programs or products that facilitate the career development of individuals (Haines *et al.*, 2003, p.11), such as:

- adult educators
- employment services providers
- program developers
- career counsellors
- guidance officers
- recruitment officers
- career educators and researchers
- human resource professionals
- school counsellors
- career resource developers/publishers
- labour market information specialists
- staff training officers
- staffing officers
- community based educators/trainers
- life skills coaches/facilitators
- outplacement consultants

- transition advisers
- VET in Schools coordinators
- curriculum developers
- primary and secondary school teachers
- work experience coordinators
- education and training administrators

Career practitioners in Australia are represented in various associations. For example, the Australian Association of Career Counsellors (AACC) is a national organisation of practitioners who provide career services for people seeking to enter the workforce or change worklife direction. Its members work in education, employment, rehabilitation, human resources, government service, community settings and private practice, and have a 'locate a counsellor' web page for the public to source career guidance in the private sector. The association has divisions in each state, has links to career services within universities, TAFEs, private institutions, secondary education and vocational training, as well as to six careers associations, three professional associations and affiliated sites overseas (AACC, 2004). Many associations are now represented by the Career Industry Council of Australia (CICA), formed in 2003 with funding from DEST. The aim of CICA is to promote a career development culture within Australia. In 2004 it represented 12 associations covering secondary schools, TAFEs, universities, the public and private sector, specialised groups working with elite performers and rehabilitation clients, employment services, community organisations, and private practice (CICA, 2004). However membership of most relevant professional associations is voluntary and there are many practitioners who do not belong to any such body.

There is a key concern with the qualification of practitioners (Miles Morgan, 2002; OECD, 2002; DEST, 2003; DEST, 2004b; House of Representatives Standing Committee on Education and Training 2004; McMahon, 2004a; OECD, 2004a). In her address to the National Forum of Career Practitioners, McMahon summarised the situation in Australia where membership of Australian career practitioner associations varies from no entry requirements to career or occupation specific post-graduate qualifications with supervised work experience, with none having requirements for continuing professional development (McMahon, 2004b). A challenge for defining the profession is whether it should include professional level staff only or everybody working in the industry, and whether the profession should be cross-sectoral. These are defined by Watts as being the vertical and the horizontal dimensions of the profession (Watts, 2004a). Levels of staffing for careers work, even within the education sector which is purported to be more comprehensively serviced, vary greatly with recommendations for staffing not implemented. Following the forum, the scoping paper was revised and made available to stakeholders for a national consultation process. The purpose of the quality standards for career practitioners was to provide a quality industry, providing quality service which can effectively execute policy initiatives (McMahon, 2004a).

In addition to the formal source of careers support there are informal sources. In 2004 a framework for career education, *ReCaP*, released by DEST (DEST, 2004h), provided a resource for practitioners, defined as 'careers teachers, teachers from a range of departments in a school, VET teachers and coordinators, counsellors and community-based organisations'. However, *ReCaP* also stressed the shared responsibility and involvement of parents, who were encouraged to be involved in career education in schools and be informed about transition issues and career pathways. It stated that the community and industry also had responsibility for fostering a culture which values all occupations, pathways and aspirations and assists students to make informed decisions about career options, pathways and school subjects. The *Transitions* web site (DEST, 2004g) also suggested young people can get career advice from local community members, parents and relatives, older brothers and sisters and business owners by networking, at open days and through sport and creative pursuits.

In the literature, parents are identified as a key source of information and guidance for young people (Grubb, 2002b). A review of studies that have investigated the relationships between family process variables and various aspects of young people's career development, has found that a range of these variables are associated with developmental advantages. Also, research has indicated that the involvement

of parents in their children's career development is highly desirable (Hughes & Thomas, 2003, p.43). Another study which investigated the relationship between family background, young people's orientation towards lifelong learning and their post-school plans, recommended that a national youth mentoring strategy be implemented to support families, communities and schools in enhancing compulsory school retention and completion rates, or for the identification of alternate pathways. It also recommended that businesses and educational institutions co-operate to provide mentoring and career counselling that involves more than information, and stresses self evaluation and career planning (Beavis, Murphy, Bryce & Corrigan, 2004, pp.9-10).

In effect, there are a wide range of agencies involved in the career development of young people, both formal and informal. This was a key driver behind the development of quality standards for the training and qualifications of career practitioners. The variability in all aspects of the field was described in the paper informing the discussion of quality standards for the profession: 'The Australian *career industry* is characterised by diversity in terms of its client groups, the sectors in which it operates, the nature of career services provided and the training and qualifications of its practitioners' (McMahon, 2004a, p.2).

Career development services - what are they?

Providers of career development services exist in a number of *sectors* and are provided by a broad range of *agencies* and by a variety of *practitioners*, besides informal sources. The actual *services* delivered may be broadly grouped as information and guidance, as employed by the OECD in their international review of career guidance policies and other major authors (OECD, 2000; OECD, 2002; Miles Morgan, 2002). Information and guidance may be provided in a number of *settings* which include educational, counselling, experiential, and testing via a variety of *mediums*, both personal and impersonal. These mediums were described in the draft blueprint as *processes* and included: outreach, counselling, assessment, classroom instruction, career information, work experience, referral, consultation, placement and follow-up (Haines *et al.*, 2003, Appendix b). The overall picture is described in the definition of career guidance used in international reviews conducted by the OECD, the European Commission and the World Bank (OECD 2004b, p.10):

> Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services.

Services in schools

Within a lifelong framework, the early shaping of career development skills may be critical to future success. Research has revealed that young people's early interactions within school and work settings play a major role in shaping an individual's long-term career development (Feldman, 2002; Watts, 2002). Also, the transition from school to work is also a critical point in young people's careers. The general finding from a review of the literature from 1995-2000 was that this transition was 'characterised by complexity and multiple pathways that could result in confusion, indecision and, in some instances, apathy' (Prideaux & Creed, 2002). The authors advised the need for coherent career service delivery across all States of Australia to assist these students (Prideaux & Creed, 2002).

However, it appears that career development has been inconsistently and, often, inadequately provided within the school setting, as identified in major relevant policy documents (Prime Minister's Youth Pathways Action Plan Taskforce, 2001; OECD, 2002; DEST, 2003; House of Representatives Standing Committee on Education and Training, 2004). Patton and McMahon cited a 1997 study by McCowan and

McKenzie which found that 'in real terms … career education has received scant attention in the major curriculum reforms across Australia' and go on to say that, despite various policy initiatives, there has been a decline in real support for career education, and careers personnel in schools have had their time devoted to careers work reduced (Patton & McMahon, 2001, pp.6-7).

The 2002 report on Career Services in Australia found that the current services for Australian school students included some or most of the following, but as separate services rather than as part of a career development program (Miles Morgan, 2002, p.36): individual counselling; information libraries; ICT based services such as *The Real Game*; seminars; visits; fairs; referral to government funding programmes such as the Career Counselling Programme; access to business-enterprise programs facilitated by various organisations; and career education functions in schools facilitated by the Enterprise and Career Education Foundation. They also had access to nationally available programmes and products (Miles Morgan, 2002).

The Miles Morgan report also recorded a wide range of programmes available in schools in all the states and territories. For example, in the ACT career education was part of the school curriculum, the ACT Government Schools Plan 2002-2004 provided for mentoring programs, participation in Commonwealth programs such as 'Get Real' and had a plan for students at risk. New South Wales had dedicated career advisers in schools and a designated Vocational Learning Team (in the VET in Schools Directorate) with responsibility for career advisory services. The Northern Territory had a designated Project Officer (Vocational Learning) and a career counsellor in each school. Queensland had guidance officers in schools and School Transition Officers for students with disabilities in transition from school. In Victoria careers provision was up to individual schools, though most had a staff member responsible for careers, and had a number of targeted services such as a Youth Employment Line for those aged age 15-24, a website (careersthatgo.com.au) with a focus on science, technology and maths, and a New Realities programme targeting ICT and girls. At the time of the report four Victorian regional networks were trialling the development of a Career and Transition Management Framework. Tasmanian schools had a whole-of-school approach to career education and career guidance was very closely aligned to counselling, and transition and course counselling in senior secondary colleges had a main focus on students at risk. Career guidance in Western Australia was at the discretion of individual schools, had a focus on students at risk, and had a number of programs such as a Career Choices Expo, an Access Career programme and a mobile Career Counselling and Information Service (Career Plus). The report found that provision of career services in Independent and Catholic Schools typically mirrored patterns of State/Territory government schools, and varied widely (Miles Morgan, 2002, pp.36-67).

However, the Miles Morgan report also found that, despite the goals regarding career education, information and guidance expressed in the 'New Framework for Vocational Education in Schools' and 'Footprints to the Future', and developments undertaken at state level, there was a lack of assurance that students would have access to career guidance delivered by qualified staff at the particular school they were attending (Miles Morgan, 2002). This was echoed in 2003, when 'parents, students and other concerned individuals have made it clear that random, isolated career interventions for students are no longer adequate to prepare them for the changing nature of life learning and work (Haines *et al.*, 2003, p.87). The Miles Morgan authors suggested that career education become a cross curriculum subject, which would have impact on the training of teachers and their professional development and would require a significant marketing effort by 'career development champions' within school (Miles Morgan, 2002, p.64). The report also proposed that community partnerships should be an additional resource for the career guidance needs of young people. Furthermore, there was a 'widespread national agreement that schools can no longer do the careers job on their own' (Miles Morgan, 2002, p.59) and suggested that career services in schools may need to be outsourced either wholly or in part.

International and national review teams found that career education and guidance in Australian schools was being subsumed and marginalised, often in favour of VET in schools programs (OECD, 2002; Watts, 2002). It appears that vocational education and career development were often confused. McCowan described the overlap between vocational learning and career development and explained that, while vocational learning focuses on developing an understanding of work, career development focuses on the lifelong process of self-managing learning and work (McCowan, 2000, p.20). He proposed that, in effect,

the former supports the latter within a career development framework of self awareness, opportunity awareness, transition learning/implementation and decision learning/planning, though career development has a major focus on the area of decision making and choice (McCowen, 2000). This contrasts with the New Framework for Vocational education which locates career education within vocational learning (MCEETYA, 2000a).

The House of Representatives inquiry also found that the focus on vocational education and training in schools was at the expense of broader careers advice. The inquiry team identified problems with the delivery of career education in schools. It found there were two aspects of career education which were vitally important: broad teaching about careers and various career pathways, and one-to-one student-specific careers advice or counselling. Other issues in respect to career education in schools were its place in the curriculum – as a stand-alone subject or embedded in other courses – and the allocation of staff to manage and teach that program (House of Representatives Standing Committee on Education and Training 2004, p.209).

Three significant programmes for young people within the school sector, which were identified in the OECD Review of Career Guidance Policies (OECD, 2002), were still available in 2004. The Jobs Pathway Programme provided career guidance to students, at eligible schools, who were 'at risk' and, also, to some young people who have left school but not engaged in any post school education, training or employment activity. Disengaged young people who meet specified criteria were also eligible to participate in the Career Counselling Programme, delivered by qualified careers professionals and accessed through Centrelink. The third major programme available to this group of young people were the Career and Transition pilots which provided professionally trained career and transition advisers to work with schools.

The recently released *ReCaP* website (DEST, 2004h) updated the list of Australian government supported career and transition programmes for young people, to include the following: the Jobs Pathway Programme, Job Placement, the CAT pilots, the Partnership Outreach Education Model (POEM), School-based New Apprenticeships, VET in Schools, Structured Workplace Learning (SWL) and Local Community Partnerships, Vocational and Educational Guidance for Aboriginals Scheme (VEGAS), Enterprise Education in Schools, Career Information Centres and services provided by DEWR and FaCS.

The Miles Morgan report also pointed to the valuable contribution made by employers in respect to information provision and to vocational learning programmes in the education sector. Employers contributed career information resources in specific industries, participated in careers events as well as playing an advisory role in the development of vocational learning programs in schools, Training Packages within the VET sector and academic course accreditation within the tertiary sector (Miles Morgan, 2002).

Tertiary services

In regard to the tertiary sector, the Miles Morgan report found a wide variability in career service delivery. At that time of the report all universities had a dedicated career service though this was variable in respect to the services offered, the level of resourcing and line of reporting. All university career services offered career information, guidance, counselling and graduate employment services but were moving towards on-line and group delivery and towards embedding career development into academic programs. However, at the time of this report, only three universities were offering fully accredited units in career management. Most career services were staffed by qualified personnel but were a fringe service, under-resourced and understaffed, and 'do not enjoy the sort of status in most universities that would be consistent with the motivations of many students and their parents for career improvement or self enhancement' (GCCA cited in Miles Morgan, 2002, p.69). It reported that, while the 1991 national Koder report on career services in higher education had recommended staffing of one professional and one support staff per 3,500 eftsu (equivalent full-time student units), only five had achieved this in 2000. It claimed that, given sufficient resources most university career services would elect to extend their services to include prospective students, offer targeted services to groups with special needs, distance education and international students, provide more help to students in subject selection, and liaise more with academic staff, employers and other local level services (Miles Morgan, 2002, p.70).

The report pointed to the difficulty in getting data on career information, guidance and counselling services in TAFE and found that, in the VET sector in general, this function was devolved to training providers, with increasing commercialisation of services through paying clients using commercial career packages. Services offered at TAFE colleges by counsellors and advisers generally included career planning, career development, educational counselling, pre- and post-course counselling, job information and job-seeking skills, self-directed searches, vocational testing and assistance with decision-making. In addition to career counsellors, some TAFE institutes had Job Placement Officers to assist students with employment, work experience, industry placement, job seeking skills/strategies, interview techniques, resume writing, job applications, personal presentation, providing information on labour market trends and liaison between students and industry/employers. Many services also offered computer-assisted career planning and some had limited career libraries (Miles Morgan, 2002).

Pressures on TAFE colleges to commercialise their activities prompted a research investigation into the fee-for-service careers services offered by 40 counsellors at 16 TAFE institutes in Queensland (Doratis, 2000). Sixty-eight percent of the respondents either had fee-for-service activities in place or were planning to do so, with an overall preference for computer assisted career guidance tools. Challenges for the career services were in designing suitable packages, time constraints, public perceptions that government services should be provided free of charge, managing pricing structures which accommodated both internal and external clients, commercial competitiveness in an open market, maintaining standards and equity issues. Perceived benefits were the increased value placed on the services by clients and by the institute, and the professional development opportunities involved in offering additional services to clients.

The Miles Morgan report stated that 'while TAFE and university career services evidently struggled for resources in the 1990s, and are generally restricted to current students, they still represent the nearest thing we have to a decentralised national network of professionally staffed career services for lifelong learning' (Miles Morgan, 2002, p.74). It advocated a Statement of Entitlement for students and recent graduates and suggested that university services in particular would benefit from wider networking with other agencies.

The authors made a strong case for designing careers for all young people, not just those at risk. 'The aim should be all young people have 'guaranteed' access to career guidance, which involves accurate information, education, and individual pathways planning and support beyond their senior schooling' (Miles Morgan, 2002, p.60). They supported the proposition that career services should be prepared for universal need primarily, then extended to suit targeted groups, following the findings of an examination of the Connexions Service in the UK, citing Watts, where the reverse had occurred. They also argued that claims that the current system favoured those who were headed for tertiary education were flawed as one third of first year tertiary students were reported to be unprepared and ill informed (p64). The report recommended that the terms of reference of the MCEETYA Transition from School Taskforce should be extended beyond school to aid career development and transition support across the lifespan (Miles Morgan, 2002, p.76).

Services for adults

The 2002 review of career services in Australia found there were few careers resources, apart from the Commonwealth Career Information Centres, for adults not involved in the initial transition from compulsory education - 'in effect, it is … students and the unemployed, a minority of the working age population, who carry any entitlement to career guidance services in Australia' (Miles Morgan, 2002, p.7) - and concluded that there should be career services available for people negotiating all possible pathways. Patton and McMahon also referred to the vast literature which documents the dearth of services available for adults and individuals who are unable to access services attached to schools, colleges and universities and cited many texts (Patton & McMahon, 2001, p.5).

In 2002, publicly available *programs* through Commonwealth agencies focused on the unemployed, through some 200 Job Network providers, Centrelink and schemes to help people start their own business. However, these concentrated on finding jobs for people with special needs and few of these agencies provided career guidance. Jobseekers who met certain criteria could be referred to the Career Counselling

Programme, delivered through Commonwealth Rehabilitation Service (CRS Australia) and staffed by qualified career counsellors. In contrast with the patchy provision of publicly available programs, there were a number of excellent career information *products* available nationally including publications such as the Job Guide and Job Outlook, resource programmes such as Take Off, websites such as SkillSearch and surveys such as the GCCA graduate destinations survey and the student outcomes survey (SOS), which were both sources for the Good Universities Guide (Miles Morgan, 2002).

A review of career development research in Australia and New Zealand from 1995-2000 examined, amongst other topics, career development training for adults (Prideaux & Creed, 2002, pp.32-33). Research findings were mixed. In general, typical occupational skills and personal development training provided for unemployed people had demonstrated only temporary improvements in the wellbeing of participants; yet specific career guidance programs for the long term unemployed and for adults with a disability had positive outcomes including expanded work options, increased knowledge of self and improved self-confidence. One program evaluation reported on the discrepancy between the need for quality career counselling and the paucity of suitable training for career practitioners, and two studies found positive responses to in-house career development programs, though the absence of senior career advisors was noted. General findings from the literature were that the evaluation of career development training for adults required more scrutiny in order to improve the situation for groups such as the unemployed and those with disabilities. Also, there was an identified requirement for more career counselling services and adequate training for its practitioners.

The *ReCaP* resource for career practitioners identified the following publicly available programs for adults: unemployed people who met certain criteria could be referred to the Career Planning Programme, provided by the CRS; the Career Information Centres offered guidance and information; a number of programmes which could be accessed through Centrelink; a number of on-line sites provided by the Department of Employment and Workplace Relations (DEWR); and a number of other nationally available career resources listed on the *ReCaP* website (DEST, 2004h).

There is a vast literature on the role of the employing organisation in the career development of their employees. The move from the organisation-based, job-for-life career to one which is based more on the individual created tensions within organisations to meet the goals of both (Ackah & Heaton, 2002; Amundson *et al.*, 2002; Doyle, 2000; Hall & Moss, 1998; Herriot, 1992; Jackson *et al.*, 1996; London, 2002; Peiperl & Baruch, 1997). Hall and Moss described the struggles organisations have in adapting to the new employer-employee relationship and attempted to explain this new relationship through different employment 'contracts' - psychological, social, relational, transactional and protean. These authors proposed ten steps to facilitate employees' career development in the new environment. Starting with the organisation's acceptance that individuals own their own career, organisations were guided in ways they can support the employees' development by the provision of information, support from expert career practitioners, and short term career planning and opportunities which can be embraced within the organisational goals (Hall & Moss, 1998; Hall and Associates, 1996).

A 2000 study of the demand for information, advice and guidance in the UK found that employers were the most common source of provision (MORI, 2001). However, in their study of career management practices in UK organisations, Baruch and Peiperl found little evidence of 'boundary spanning activities and careers transcending organizations' as well as ongoing tensions between the organisational and individual focus of career management, with many organisations being at a crossroads in this respect (Baruch & Peiperl, 2000, p.363). They found there was a paucity of models to describe career management within organisations and embarked on the development of such a model. From their study of seventeen career management practices of 194 organisations, they proposed a clustering of practices which would help provide a framework for human resource and line managers.

Services for all

While there is a growing awareness that career development should be a lifelong activity, this has proved difficult to accommodate within the various policy jurisdictions. Consequently career development activities may encompass various life stages but not provide a coherent and continuous program. This was the motivation behind the creation of a blueprint for career development.

A program approach to career development was advocated by Patton & McMahon (2001) who presented several examples of programs (Patton & McMahon, 2004). They described the need to move from a perception that career services are only required at transition points in an individual's life to being a lifelong requirement in a broader interpretation of career as a whole-of-life experience. They argued that a program approach provides a better mechanism for supporting individuals in their ongoing career development and provides the opportunity for contextual issues to be considered. The authors found that current programs suffered from various impediments including: 'negative perceptions about the aims and value of career guidance, absence of policy guidelines and approved programs, restricted time and lack of expertise of appropriate personnel and inadequate professional development of other staff, lack of commitment and support from decision makers, inadequate resources and funding, absence of monitoring and reporting of outcomes, and lack of internal communication in the organisation' (Patton & McMahon, 2001, p.11). The authors provided some good practice examples of career development programs from school age to retirement, in Australia and overseas, and with a range of special groups. Programs covered in the book targeted people with a disability; students from kindergarten to year 12, university students, employees and the unemployed, and special groups such as athletes and dancers.

Within a lifelong career development context, the challenge is in funding services to meet public need and demand. There is obviously a role for the private sector. In his analysis of the roles of markets in the provision of career information and guidance, Grubb argued that the provision of these services by the private sector is a fallback position if a country has not formulated and implemented appropriate policy. He identified two successful private markets - in the provision of career information and self-help materials, and in executive placement and outplacement - but found that, in general, other private markets usually fail because 'they are too abstract, too varied in their characteristics, too interdependent with other dimensions of schooling and training and other personal and economic characteristics, too uncertain to be able to predict their effects' (Grubb, 2002a, p.25). He saw a continuation of the current tiered system of service provision - mainly through the public sector with outplacement and publications provided by a small private sector.

While the difficulties in articulating public programs across various jurisdictions and between the public and the private sector are manifest, the subjective nature of the new career provides additional challenges to service provision. The shift in responsibility to the individual for taking charge of their own career development is a characteristic of the modern career (McMahon, 2003). Selby-Smith also observed that the balance of responsibility for training and skill formation was shifting from the employer to the employee and that workers needed to develop the skills to handle this (Selby-Smith, 2002). Anderson found that, in their career choice, people were adopting the individualistic orientations that agencies and governments were advocating as a response to the challenges of globalisation and related changes (Anderson, 2003). It was argued that this trend will put further demands on effective career development services to assist people in managing their own careers (McMahon, 2003). There is a consequent need for career guidance services to be cast within a learning framework, providing career development programs which include both content learning and process learning, and training skills which are transferable (Patton & McMahon, 2001). Watts argued that lifelong access to career counselling was an important ligature for maintaining social cohesion between individuals and social structures. In order to be universally available, it should be available both within and external to the education and employment sectors. Arguably, this would provide the neutrality essential to the career counselling process (Watts, 1996; Watts, 2000).

Elements of career development

No discussion of the elements of career development would be complete without mention of the work of Parsons (1909-1989), who is credited with being the founder of vocational guidance. Parsons stated:

'In the wise choice of a vocation there are three broad factors

1. A clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations and their causes

2. Knowledge of the requirement and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work

3. True reasoning on the relations of these groups of facts'

(Parsons cited in Malach-Pines 2003, p.x)

These three 'elements' – self knowledge, knowledge about the world of work and the decision making process relating to this knowledge – have been at the core of many career guidance theories since that time. Various theories have focused on one or a combination of these three elements – sometimes referred to as theories of content and process. More recent developmental and contextual theories have attempted provide a framework for career guidance which copes with the great variability in people's lives, within a constantly changing environment (Brown, Brooks & Associates, 1996; McCowan, 2000; Malach-Pines, 2003; Patton & McMahon, 1999).

The draft Australian Blueprint for Career Development is a complex model which aims to cope with the breadth and depth of career development across all human situations. However, at its most basic level the Blueprint is divided into three key areas, similar to those proposed by Parsons: personal management, learning and work exploration, and career building (which includes decision making). The most recent resource for career practitioners, *ReCaP*, adopted the definition of career development used in the Australian Blueprint as being 'the process of managing life, learning and work over the lifespan' (Haines *et al.*, 2003, p9) and stated that this process of developing a career needs to involve at least the following steps (DEST, 2004h):
   - preparing/reviewing needs as an individual
   - identifying preferences and experiences
   - exploring and researching options
   - deciding
   - summarising, reviewing decisions
   - planning, describing steps
   - doing – implementing the plan but staying alive to opportunities

Career development processes involve learning the skills to do this effectively within the individual's frame of reference. This frame of reference can include contextual issues as well as personal issues, as career development may be viewed as an ongoing lifelong process of interaction between the individual and the systems in which he or she operates (Patton & McMahon, 2001, p.14).

Within the framework of career development as a lifelong process, the trigger for moving on in that development is the series of decisions the individual needs to make at various times. Patton (2002, p.57) citing Watts, emphasised that careers are now based on a series of iterative decisions as individuals explore new pathways both between and within work and learning, and that the appropriate take-up of new pathways depends on sound career decision-making. While career decision making has been viewed as a cognitive rational process, essentially reflecting Parson's description of 'true reasoning on the relations of these two groups of facts', this perspective is challenged by modern career theorists who claim that the cognitive rational approach is often not undertaken by people and that there are elements of chance, emotion and environmental factors in play which influence the decisions people make (Grubb, 2002a; Grubb, 2002b; McMahon & Tatham, 2001).

There are many challenges for young people making career decisions. Spierings stressed the fluidity of decision making in young people, and how quickly their ambitions and ideals can change (Spierings, 2001, p.23). A research study by Albion into the career-choice difficulties in year 11-12 students found that young people, regardless of their gender, experienced similar difficulties when making career-related decisions (cited by Prideaux and Creed, 2002, pp.26-27). Albion also found that students transiting to tertiary study had unrealistic aspirations and that counsellors should try to help students guard against adopting an inflexible approach to their career decision-making and should point out the shortfalls of unrealistically high hopes and expectations (cited in Prideaux & Creed, 2002, px).

Various attempts have been made to describe the process for young people. For example, a theoretical model of career decision making for young people was developed by Hodkinson and colleagues (Hodkinson, Sparkes & Hodkinson 1996). 'Careership' challenged the rational decision making process and proposed that young people made 'pragmatically rational' decisions about job placements, which were determined both by external opportunities and subjective perceptions. The model embraced social interactions with influential others and took account of changes over time, when career paths can take turning points which are linked by periods of routine.

A constructivist approach to career decision making enables people to construct their own career identities, a process which is especially important for young people in the early stages of their career development. Carpenter & Inkson's study of seventh formers found that young people were well adapted to modern career paradigms, in that their choices were inner directed, they anticipated occupational rather than hierarchical progression within their careers and expected discontinuity of employment. However the researchers found gender differences, with girls' attitudes being more attuned to the new environment than boys (Carpenter & Inkson, 1999). A study of 700 new entrants to Scottish further education colleges found that, although students' prime reason for undertaking further study were linked to employment, the students had a clear sensitivity to the experience of lifelong learning (Connelly & Halliday, 2001).

The *ReCaP* resource for career practitioners stressed the shared responsibility of parents, the community and industry in fostering a culture which values all occupations, pathways and aspirations and assists students to make informed decisions about career options, pathways and school subjects (DEST, 2004h). Parents are a significant factor in the early stages of their children's career development, by assisting them to making career decisions and providing a model for their children's early decision making. In their study of decision making of pupils as they completed compulsory schooling in England, Foskett and Hesketh found that their decision making was long term and reiterative. They found that these school leavers made decisions within the frames of reference defined by their parents – which the authors called 'framed fields of reference'. They also described a concept of the 'composite consumer' – being parent plus child – in this process, though the role of parents was secondary to that of their children. The researchers also suspected there was some unconscious, subliminal or covert parental influence at play in the process. (Foskett & Hesketh, 1997).

However, an individual's readiness to make career decisions may not always be related to age. The concept of career decidedness, career indecision and career maturity are strong themes in the literature relating to career development theory. Prideaux and Creed defined career maturity as the extent to which individuals are able to make career-related choices independently or, citing Super, the 'individual's readiness to cope with the developmental tasks (for) that stage of development (Prideaux & Creed, 2001). The concept of career maturity would indicate that, in general, young people's need for support in the career development process would decrease with age, with a corresponding increase in independent decision making. A 2003 study into South Australian students' reasons for choosing tertiary study found that their choices were mostly individualistic with family influences not seeming at all significant and employer influences being greater for those moving into higher education than those moving into VET (Harris, Sumner & Rainey, 2005). Also, another research study suggested that people begin to exercise choice in VET in a more individualistic and consumer-like manner when they enter the 20-24 year age group (Anderson, 2003).

Young people's developing career maturity is not facilitated by inadequate information. Chartrand (cited in Earl & Bright, 2004, p.x) notes that career indecision is a developmental problem in respect to the career

maturation process relating to lack of information about self or the world of work, the two other major elements of the career development process.

A review of articles relating to the decision making process in the transition to tertiary study noted Hesketh's 1998 study which found that students were inadequately informed as to their career options, were poor at predicting their tertiary entrance scores and that the tertiary entrance system in Australia drove the career choice process (Prideaux & Creed, 2002). Hesketh found that there was a need for more extensive career information to be available to students generally, and specifically when they had to choose from the tertiary offers they receive. Also, despite the emerging individualistic tendencies noted in a South Australian study, 30% of commencing HE students and 19% of commencing VET students found it difficult to get careers guidance to help them make a decision, and more students found it difficult to get information about the employment prospects from their study program than about the program itself (Harris *et al.*, 2005).

The source of information used by young people appears to change with maturity. The tendency appears to be to move from relying on from easily accessible information sources, such as family and friends, to career practitioners and media based sources. A Queensland study of senior students' views on career information found that people were the most commonly used source of career information, followed by publications and personal research. A study by Wilks and Orth (cited in Patton & McCrindle, 2001, p.32) found that adolescents rated parents' information as more useful than friends, whereas other work by Warton and Cooney (cited in Patton & McCrindle, 2001, px) found that, although family and friends were the most frequent resource used by young people, the career adviser and teachers were found to be the most useful, with studies by Lokan, Fleming and Tuck (cited in Patton & McCrindle, 2001. p.x) finding that this perception increased as the students grew older. In their study, Patton & McCrindle found that preferences were also dependent on gender and whether the students were going on to tertiary study. In this study, also, parents were found to be the least accessed source of people-based information (Patton & McCrindle, 2001).

Also, although Foskett and Hesketh's 1997 study had proposed the concept of the 'composite consumer' to describe the parent/child decision making entity, they also found that 71% of the students relied on formal official information sources, rather than informal, and trusted their career teachers and other teachers more than their parents as sources of information. The authors described this as a great increase in consumerist approaches by the pupils, compared to earlier studies (Foskett & Hesketh, 1997). Anderson also found that individuals relied more on formal than informal sources of information and that the preference for people choosing VET was to use the Internet as their main information source and choice-making tool (Anderson, 2003). He also recommended improvements in the quantity, quality and accessibility of VET information to match the choice making preferences of individuals who were taking a more consumerist and individualistic approach to choosing VET courses and felt sufficiently informed to make these choices. Consequently, Anderson advocated students having a wider choice in aspects of their courses.

The revolution in information technology (IT) has been a major influence on the information gathering stage of career decision making. So all pervasive is the IT phenomenon that the term 'informationalism' has been coined to describe the globalisation of the economy (Castells, cited in Young & Collin, 2000, p.6). While discussion may revolve around the degree to which occupations are influenced by informationalism, it is certainly true that functioning in today's society without basic information processing skills would be very challenging. While accurate, current and accessible information is necessary to the decision making process, it has to be recognised as relevant, interpreted, absorbed and assessed by the individual in order to be relevant to career decision making. An 'information dump' is inadequate, but increasingly common (Grubb, 2002b, p.9). This places increasing demands on the design of computer based systems as well as their integration with other mediums of service delivery, such as counselling (Grubb, 2002b, p.9; Grubb, 2002a; May, 1998; Gati, Saka &Krausz, 2001; McMahon & Tatham, 2001; Watts, 2002).

Major features

The essential features of career guidance systems were described in the OECD's career guidance handbook for policy makers. It stated that these systems should be flexible and accessible over the lifespan to meet the needs of all people with attention to key transition points, should be provided by agencies which were independent and included relevant stakeholders, should include the mediums of individual guidance and programmes, should include elements which developed people's career management and career planning skills, and provide access to information and work experience opportunities (OECD, 2004b, p.64). The report placed career development firmly within a lifelong learning framework with the individual cultivating the skills required to perpetuate their development with support from professional, flexible and effective career development services.

Other countries

The need for good information and guidance to facilitate young people's transition to working life, identified in the OECD's comparative review in fourteen countries (OECD, 2000), was elaborated in a subsequent review of policies for career information, guidance and counselling launched in 2001. The outcomes for Australia were published in the 'OECD Review of Career Guidance Policies: Australia Country Note' (OECD, 2002). In particular, this review examined how career guidance services can help countries to advance lifelong learning objectives and assist in the implementation of active labour market policies. The gaps between policy goals and national career guidance systems in these countries were presented in the report 'Career guidance and public policy: bridging the gap' (OECD, 2004a). The report argued that the evidence for career guidance contributing to public policy in respect to improving employment and educational outcomes and enhancing equity was strong, as were the short term learning benefits for the individual. The authors recognised that, if career development is acknowledged as a lifetime activity, then career guidance systems must be supported by policy makers to broaden their role in terms of the population they service and the way these services are provided, with a shift in focus to embrace career management skills as well as information provision.

Regarding career services within the education sector of the fourteen countries participating in the review, the report found that:
- there were limitations to the career services provided by schools where career guidance was focused on the immediate transition from school and did not take a wider career development perspective;
- tertiary career services were 'generally lacking' in terms of size, focus and quality; and
- career guidance in adult education was generally closely linked to the institution and was often not impartial.

The report suggested that local partnerships with shared responsibility and a developmental approach to career guidance could most effectively assist young people, especially those at risk of becoming disengaged, and that the tertiary sector should be encouraged to offer impartial, comprehensive career information and guidance. It argued that policy makers need to decide whether career guidance is placed as a stand-alone service or as part of broader guidance services, though in this case the career guidance needs of the many tended to be squeezed by the personal and study needs of the minority (OECD, 2004a).

The authors found that, in the countries participating in the review, there was a dearth of career services for those outside the education sector, where career guidance was mainly offered through employment agencies, but again the perspective was short-term and was often delivered by under-qualified personnel. Career services for the employed were often web-based and might be available to those employed by larger organisations, where they were often linked to outplacement, but often were not available in small and medium sized organisations. While there were a multitude of career services being offered in the private market, these were unlegislated. In effect 'services paid for by individuals or employers tend to be geared towards professional and executive level; those purchased by public bodies tend to be geared to the unemployed or other disadvantaged groups' (OECD, 2004a, p.121). The report suggested that public

employment services might be expanded, perhaps in partnership, to bring about improved and broader career guidance services to meet the needs of a wider range of people, including those entering retirement. Furthermore, a mixed model of government funding could: stimulate the market in order to build its capacity; regulate the market and assure the quality of services, both to protect the public interest and to build consumer confidence; and compensate for market failure where appropriate.

The report suggested that quality career information, an important element of career guidance, needed to be consumer-driven, comprehensive, up-to-date, well co-coordinated and effectively distributed. In particular, a wider range of delivery methodologies was required, with more effective use of ICT. The report proposed that, when deciding policy and allocating resources, policy makers should focus on career guidance systems which embrace broader career management skills and high quality impartial information (OECD, 2004a).

In regard to career practitioners, the report concluded that 'A priority for policy-makers in most OECD countries should be to create separate, and appropriate, occupational and organisational structures through which career guidance can be delivered, together with associated qualification and training requirements' (OECD, 2004a, p.11). It argued that governments have a role in regulating and setting quality frameworks for career guidance services.

The challenges for policy makers were identified in a follow-up publication, 'Career guidance: a handbook for policy makers' (OECD, 2004b). It was found that there were major gaps between career guidance policy and practice in the participating countries. This was particularly evident in schools where the issues were mainly related to the resources dedicated to career guidance, and in tertiary institutions where there was a general lack of provision and where the range of services needed to be broadened. The demand for career guidance exceeded its supply and access to existing services was limited, particularly for employed adults, an aging population and disadvantaged groups, with career guidance services within public employment services being undeveloped. Career information needed to be of improved quality and relevant in order to support universal access, and services often focused on immediate decisions rather than developing people's career management skills. Training and qualifications for practitioners were often inadequate, with non existent or voluntary quality standards. Co-ordination between stakeholders was poor, resulting in a collection of disconnected services within the education, training, employment, community and private sectors. Finally, the evidence base for policy decisions was weak and a lifelong learning perspective of career development would place additional demands on public resources. The handbook for policy makers gave policy makers clear guidelines and practical options for addressing the challenges and provided examples of good practice drawing upon research conducted in 36 OECD and European countries (OECD, 2004b).

The need for community collaboration at the local level to support career service delivery was an important theme internationally. In preparation for the international review of career guidance policies, the Canadian Career Development Foundation was commissioned by the OECD and the European Commission to investigate local level strategies to meet the challenges of wider provision of career service delivery (Bezanson & Kellett, 2001). One of the outcomes of a wider delivery of career information and guidance services was that they had become more deregulated and decentralised, with resulting problems regarding an efficient match between service and client, and gaps in service delivery. Key areas of concern were the variability in guidance provided by a range of social services, integration between the education and employment sectors and enhanced services for young people and adults. In the paper, a number of examples of collaboration at national, regional and local level in various countries were described, including a network model, a co-location model and a one-stop model. However, only one example of a fully integrated service delivery model was found, in the career information and guidance component of the apprenticeship system in Denmark and Germany (Bezanson & Kellett, 2001, p.36). In the Canadian model of a coherent career information and guidance system, stakeholders in the career development of the individual were identified as: families; labour; employers; counsellors, social and community agencies; the community; education, training and lifelong learning providers; professional career centres; government; and peers and role models (Bezanson & Kellett, 2001, p.11). Overall, in order that service

delivery might be seamless, the paper identified a need for greater collaboration between stakeholders and integration of services at a local level, supported by seamless policies.

In his address to the National Forum for Career Practitioners in August 2004, Tony Watts presented the main points from three international reviews of career guidance: the OECD review on career guidance (OECD, 2004a) and two further reviews undertaken: one of seven middle-income countries carried out in 2002 for the World Bank by Watts and Fretwell (Watts & Fretwell, 2004) and one produced by Sultana for the European Commission, covering the remaining EU countries not covered by the other two reports(Sultana, 2004). Watts highlighted the role career development services played in supporting public policy goals relating to learning, the labour market and social equity. Career services were crucial in encouraging individuals to learn and in ensuring that skills are responsive to labour market needs. He maintained that there was substantial evidence for immediate learning outcomes from career development interventions, including attitudinal changes and increased knowledge; growing evidence for intermediate behavioural outcomes, including entry into a particular career path, course or job; but little evidence for longer-term outcomes, such as success and satisfaction with these, which were linked to economic and social policy (Watts, 2004b, p.4).

These reviews described issues relating to the delivery of career development services in all sectors. In schools there needed to be a clear distinction made between vocational education and training and career education, with strong recommendations for improving career education and guidance within schools and a suggestion for making it available outside schools. There was growing concern for young people at risk, who require a highly individualised approach. It was also suggested that teacher training should include a career education component and for all pre-service teacher education to include some career education training; Career development services in tertiary education were inadequate though strongly professionalised. Here there was a need for strengthened career development services, career management courses in the curriculum, opportunities for work experience, and for profile and portfolio systems. There was also a need for career development services for all, which should be preventative rather than remedial, and should include: service provision within the adult education sector, enhanced support provided in the workplace by employers, and provision for the 'third age'. Finally there was a need for good quality career information, and for skilled personal help, which could be provided in person, by phone or on the internet. Much delivery could also be on a self-help basis (Watts, 2004b).

There were also issues related to the resourcing of widely available career development services. Solutions included contracting out career development/employment services, and supporting the development of private markets for career development services. In regard to staffing, there was a need for stronger occupational structures and for competence frameworks for career practitioners. Other issues related to government leadership, the requirement for a strong evidence base, the need for quality and competence frameworks. In summary, Watts argued that career services had hitherto been marginal in terms of public policy and now needed to be brought into the mainstream (Watt, 2004b, p.12). One significant move in this direction was the setting-up of an International Centre for Career Development and Public Policy, of which Australia would be one of the six founding members.

The major policy statements of two United Nations agencies, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Labour Organisation (ILO), were presented in a publication which combines the former's concern with technical and vocational education and the latter's focus on training for employment. The rationale for this was that combining education and training was essential for a lifelong learning response to global change. It was viewed that career guidance and job placement services - embracing career education, career counselling, employment counselling and educational, vocational and labour market information - have a crucial role to play in human resources development (UNESCO/ILO, 2002, p.57). In this publication, the development of a career development culture was seen as particularly important for ensuring the employability of young people and for facilitating their transition from education and training to work or further training (UNESCO/ILO, 2002, p.58). Nine recommendations referred to guidance which, it was advised, should be a continuous process spanning the entire education system, including promoting technical and vocational education as a viable and attractive choice for young people. It was deemed that the career guidance process should include the

provision of necessary and realistic information, self evaluation, including testing and consideration of environmental factors, decision making, career planning and work experience. In addition, these guidance systems, or providers, needed to be accountable and evaluated (UNESCO/ILO, 2002, pp.35-37).

In her paper informing discussion of the National Forum of Career practitioners, McMahon reviewed the development of quality standards for the profession in Ireland, Canada, the United Kingdom, New Zealand and the USA, as well as the International Association for Educational and Vocational Guidance (McMahon, 2004a). There was some variability in the professional requirements for career practitioners in these countries. Membership of professional associations in Ireland, the United Kingdom, New Zealand and the USA required postgraduate career guidance qualifications. However, in New Zealand and the USA, these were not required to be career guidance specific, although the professional associations in these countries had identified practitioner competencies. McMahon found that members' practice was guided by a code of ethics in all these countries.

Many employing authorities in Ireland and the United Kingdom required guidance counsellors to have specialist guidance and counselling qualifications consistent with those of the professional association (McMahon, 2004a). In effect, the practice of the careers industry was more controlled in Ireland and the UK, with a corresponding higher level of expectation by employer organisations. Other authors also found that in Ireland career guidance reform was driven by practitioners within professional associations, (McCarthy & Coyle, 2000).

There was more variability in the other countries where codes of ethics and competency frameworks were available in a less regulated industry (McMahon, 2004a). In comparison, Australia currently has a range of professional associations, each with their own standards. Generally, career specific qualifications are not required for membership of the associations and, correspondingly, there is no general requirement by employers for career practitioners to have specialist qualifications.

There was no national career practitioner association in Canada, these being province based with variable requirements, though standards and guidelines which included a code of ethics were under development (McMahon, 2004a). The Blueprint *for Life/Work Designs* was the Canadian response to accommodate the new career, and to the shift from the old to the new career management paradigm. This was an innovative, lifelong, comprehensive competency framework which was designed to bring personal, social and economic benefits to the country (Jarvis, 2002). Canada's leadership in career guidance, notably with pioneering resources such as the Real Game and strategic instruments such as the Blueprint and the Standards and Guidelines for Career Development Practitioners, was applauded by the OECD in its comparative review of career guidance policies.

A New Zealand study (Boyd, Chalmers & Kumekawa, 2001) referred to a 1995 review, by the Ministry of Education, of career information and guidance in New Zealand schools which led to a national education guideline clarifying the responsibility of schools to provide appropriate career information and guidance and extra funding, and the publication of a document of good practice in career information and guidance by the Ministry of Education in 1997. Also it reported that the 1999 Education Review Office report on 'The Senior Secondary Study' concluded that approximately four out of five schools in New Zealand were providing 'acceptable' to 'good' career information and support.

The Boyd, Chalmers & Kumekawa study (2001) investigated the experiences of final year school students' transition to tertiary study or employment in New Zealand. It examined these young people's career intentions and ultimate destinations as well as the information used or desired in the process. Sources of information *most used* and considered *most useful* by students, at the time they made their decision about the transition from school, were family members and relatives, followed by 'brochures, pamphlets or handbooks put out by universities or polytechnics', then 'career information service at school' (p.x). However, *retrospectively*, the most useful were school, tertiary or employment based assistance. The authors suggested that the reason for choosing family members was because these were easily accessible and most likely to offer advice, or because of an absence of other sources (Boyd *et al.*, 2001, p.34). It was found that adequate information, advice and preparation was directly related to the ability of students in this study to

make good decisions (Boyd *et al.*, 2001, p. xi.). Most young people involved in the study felt they did have enough information to help them make transition decisions (Boyd *et al.*, 2001, p.36). When asked what they would have liked to receive, but did not receive, to help them make transition decisions, most frequently mentioned was 'more career planning', then specific information (Boyd *et al.*, 2001, p.38). The researchers' recommendations were that personal career assistance would benefit younger students or those about to leave without a career plan, and those activities which identify students' interest, strengths and skills should be an earlier and continuous priority in career information and guidance programmes.

The authors cited a number of studies showing parental influence in career decision making process. For example, they referred to a study by Paa & McWhirter, in 2000, which examined perceptions of influences on the career expectations of 464 first and second year, predominantly European American, high school students in the United States. Researchers found that the strongest environmental influences for girls were mother, father and female friends, with male teachers and counsellors having the weakest perceived influence. For boys, the strongest influence were father, mother and male friends, with the weakest being counsellors, female teachers and female friends.

The challenges which are experienced in Australia in co-ordinating policy and service delivery across three levels of government are also experienced in the United States. A greater integration of services with a focus on lifelong service provision, supported by better co-ordinated policies, were recommended by Herr and Gysbers in their report on career development services and policy in the USA (Herr & Gysbers, 2000).

Evaluation

As part of its review of guidance systems, the OECD and the European Commission asked the National Institute for Careers Education and Counselling to report on different ways of evaluating outcomes from career information and guidance service delivery, and to outline policy priorities for the collection of evidence required by governments to justify funding.

The resulting report, prepared by Maguire and Killeen, referred to a framework of outcomes identified by Watts, in his 1999 paper on the economic and social benefits of guidance (Maguire & Killeen, 2003). In this paper, Watts proposed that the three areas where outcomes can be assessed are the *individual*, *organisations* and *societal*; the effects of these three areas being immediate, intermediate and longer-term, respectively.

Watts considered that the immediate outcomes for the *individual* were learning outcomes, which could most easily be evaluated. Based on the results of 40 studies, Watts claimed that there was substantial and convincing evidence of the learning outcomes from guidance. Whereas Watts regarded attitudinal changes in the individual as *side effects*, other authors considered that attitudinal change and shifts in an individual's motivation were important outcomes from career guidance, placing them alongside learning outcomes, decision-making skills, self-awareness, opportunity awareness, certainty of preference and transition skills. However, Watts considered individual decisions an economic benefit leading to successful outcomes in terms of, for example, employment and learning. Watts included schools, other education and training providers and employers in the category of *organisations*, the benefits of which are intermediate and more difficult to evaluate. Overall, the evidence for positive outcomes for career programmes in schools was debatable, despite one UK study (Andrews, Law, McGowan & Munro, cited in Maguire & Killeen, 2003) suggesting that careers work could be perceived as contributing to enhanced achievement and decision-making (Maguire & Killeen, 2003, p.15). Watts considered that the *societal* benefits from guidance included economic and social benefits, which were longer term and therefore more difficult to evaluate. The report claimed that while the rationale for the social and economic benefits of career guidance was sound, there was inadequate evidence to justify government funding.

The different perceptions of successful outcomes by *policy makers* and *practitioners* were described in the report, with the former being concerned with wider, objective, quantitative and macro-economic issues and the latter being concerned with the subjective, qualitative micro-level issues relating to the individual.

The lack of agreed terminology for career activities was perceived as an issue affecting the evaluation process. The authors found that the term 'treatment' was increasingly used to describe an information or guidance technique, process, programme, practitioner or service which was being evaluated. A chart ranking the outcomes of different evaluation designs in respect to their relevance to policy goals, placed client opinion as least relevant to policy goals but having the most available evidence. Outcomes for client opinion included decision skills, opportunity awareness, transition skills, career management skills and a positive change in attitude. The report alluded to a 1999 study by Nielsen in New Zealand where 86% of respondents felt that career services had been influential in their employment-related decision making (Maguire & Killeen, 2003, p.13).

Overall, the authors found there was a shortage of substantive research evidence that could be used by policy makers, and that policy makers, practitioners and researchers had engaged in little dialogue with each other (Maguire & Killeen, 2003, p.17). The report proposed a need for more longitudinal data, especially on the impact of career guidance on individuals' decision making, behaviour and attitude. In addition, programme evaluation should take account of the impact on the participants' aspirations, motivation and attitudes to learning (Maguire & Killeen, 2003, p.18). A further area where research was urgently needed was into the sources of information, advice and guidance which impact on the decision-making and behaviour of employees (Maguire & Killeen, 2003, p.18).

The OECD Report, *Bridging the Gap*, reflected the framework of outcomes used in Maguire and Killeen's antecedent report and focused on the positive learning outcomes from career guidance interventions (OECD, 2004a). The OECD report also reflected the Maguire and Killeen's finding that the shortage of intermediate and long-term studies made behavioural outcomes from career guidance difficult to assess, though there were a number of studies showing that career guidance impacted positively on individuals' participation in education and training programmes. It also referred to a 1998 study by Whiston, Sexton and Lasoff which found that career interventions were successful with most age groups and that individual guidance had the most effect, followed by group counselling and classroom interventions, with computer aided interventions being the most cost effective (OECD, 2004a, pp.34-35). Importantly, the report concluded that studies hitherto had focussed on interventions which may be no longer common or economically sustainable, such as individual counselling, and there was a need for research into the outcomes from self-help strategies for career guidance and those based on information and ICT delivery. While information was indisputably necessary for good decision making, the report found that there was more research needed, particularly into equity of access, the difficulty in finding the right information and the need most people have for personal support in individualising the information. Policy makers specifically required quantitative and qualitative data on the extent and nature of services provided in schools and in the private sector, as well as on client need and how this was being serviced. The report suggested ways in which policy makers can strengthen the voice of consumers to ensure that career guidance services were responding to their need (OECD, 2004a, p.135).

The OECD report found that the UK was developing a strong national research strategy for career guidance. Here career guidance research was characterised by a focus upon policy and evaluation, not only upon processes and techniques. There was a healthy debate between government and practitioners, with the government commissioning research and applying it to policy development. However, much of the research was one-off and fragmented rather than strategic, and not disseminated widely or effectively (OECD, 2004a, p.130).

Patton & McMahon found that there was very little evidence of career development program evaluation in Australia (Patton & McMahon, 2001). They described the different strategies that can be used for evaluation, including surveys, interviews, pre/post testing and commercial tools. The authors suggested that evidence associated with the seven key program elements defined in the Career Education Quality Framework could be used for evaluation. These elements were: leadership and innovation; strategy and planning processes; data, information and knowledge; people; customer and market focus; processes, products and services; and results (Patton & McMahon, 2001, pp.20-21).

Besides providing a framework of career competencies, the draft Australian Blueprint for Career Development (Haines *et al.*, 2003) provided a process for planning, developing, implementing, and evaluating career development programs and resources. It was proposed that this process would enable the benefits of programs to be evaluated and provide the evidence needed by policy makers when allocating funding. It described both process evaluation and product evaluation. In this publication, process evaluation reviews the program's procedures, structure and schedule and product evaluation assesses the extent to which the program is effective in helping individuals attain the career competencies as specified by the local standards. It advised how to plan, implement and utilise an evaluation plan to improve programmes; provided templates for career service providers to identify need, design the program and assess the career product, program or resource in respect to the career competencies; and provided self rating checklists for clients to assess their level of mastery of the career competencies. The draft blueprint will be trialled in a range of organisations and learning institutions where career development activities are undertaken.

Summary

Over the last century, and especially over the last ten years, the experience of a 'career' has changed dramatically and is now closely associated with an individual's 'whole of life' development. There are various opinions as to the nature, level and extent of support required in this process and the theoretical paradigms underpinning the practice of this support.

Agencies providing career development services are variously located within the private and public sectors, within various jurisdictions as well as informally. Various mediums of delivery are used and, while services may include guidance, advice, information and education, these are not necessarily delivered comprehensively and effectively, with information gathering and decision making presenting particular challenges for young people.

Although the literature reveals that career development services play a critical role at all levels, the industry is characterised by diversity (McMahon, 2004a, p.2) and is not widely available, used or appreciated. In effect, career development services are not commonly available and, consequently, there is not a culture established for accessing the often poorly resourced and disparate services which do exist.

Policy frameworks in Australia since 1992 have recognised the place of career development within education, with a consequent focus on young people, educational transitions, VET pathways, those 'at risk' and educational institutions. Until recently, there was a perceived gap between policy and practice. However DEST has provided leadership in three critical initiatives in an attempt to bridge this gap: Career Advice Australia (formerly ANICA), the development of quality standards and accreditation processes for career practitioners, and the Australian Blueprint for Career Development.

The need for sufficient, nationally available, quality services for all, raises issues of funding - solutions need to be found to resourcing wider provision of career development services (Miles Morgan, 2002). However, if career development services are made available for all, this may be expensive, if not prohibitive for services. Various solutions to funding problems have been suggested in the literature (OECD, 2002a; OECD, 2004b; Watts, 2004b). However, given restricted funding, there are issues relating to ways in which access to nationally available services will be allocated, the marketisation of career development services and service fees (Watts, 1996). Evaluation of outcomes from career development service provision would assist in providing the evidence to support any relevant initiatives.

Appendix B: Research design and process

Design of the study

The purpose of the study was to explore the characteristics of a selected group of career development services and perceptions of the effectiveness of these services from two points of view - the providers and users of these services. As such the evaluation was concerned with providing systematic findings which policy makers and service providers might use to inform decisions about the provision of career development services to young people. The study has a strong formative and qualitative focus and drew on the 'emergent realism' perspective where an external reality is assumed and that 'evaluators, by the use of a combination of systematic methods, can provide an accurate perspective of this reality' (Owen 2006, p. 88). This paradigm implied 'methodolological pragmatism' (Owen 2006, p. 89) which according to Datta (1997) requires a design to be 'practical, contextually responsive' and able to provide useful information for use in decision making (Owen 2006, p. 89). In order to meet these criteria, data collection was undertaken using four discrete strategies.

Research questions

The following questions guided the research process to evaluate career development services for young people.

Mapping the field of career development services

✧ What are the range, distribution and characteristics of career development services (agencies) available to young people?

✧ Who accesses these services? Who does not appear to access these services?

✧ What information is provided to young people and how is this done?

✧ What is the impact of other 'key influencers' on the ways and means by which career development services operate?

Assessing the effectiveness of career development services

✧ What have been the experiences of young people accessing career development services who have had some experience of VET? How do they view the effectiveness of these services in terms of the information provided in relation to post school education and transitions, participation in VET and career decision making?

◇ How do those involved in the provision of career development services view the effectiveness of their services in terms of the information provided to young people (and other connected with them) in relation to post school education and transitions, participation in VET and career decision making?

◇ How do other key stakeholders (parents, teachers, policy makers) view the effectiveness of career development services in terms of the information provided to young people in relation to post school education and transitions, participation in VET and career decision making?

Recommendations for future development in terms of career development services for providers, policy makers and other interested stakeholders

◇ How can career development services be improved to better meet the needs of young people?

◇ How can career development services improve the quality of information available to wider audiences in relation to career development services with particular reference to VET options and pathways?

The Reference group

A reference group was established to guide the research. Members represented the main stakeholders in the investigation of career development services for young people.

Table1: Membership of the reference group

Member	Organisation	Position
Robyn Bergin	Department of Education, Science and Training (DEST)	Director, Career Education Section, Transitions Branch
Bruce Guthrie	Graduate Career Council of Aust (GCCA)	Research/Surveys Manager
Roger Harris	University of South Australia (UNISA)	Director of Centre for Research in Education, Equity and Work
Lesley Johnson	Australian National Training Authority (ANTA)	Group Manager
Judith Leeson	Career Industry Council of Aust (CICA)	President
John Saunders	National Centre for Vocational Education Research (NCVER)	Research Associate, International & Consultancy Services
Drew Thomas	Australian Assoc of Career Counsellors (AACC)	State President, SA

The scoping study

A scoping study was conducted using telephone interviews with representatives from state/territory education and training authorities, national professional bodies and other relevant national groups. The purpose of this interview was to determine the broad parameters of the career development services field, numbers of providers, locations, their perceptions of issues relating to measuring effectiveness etc. Participation in the scoping study was promoted through the use of clear primary advice letters outlining the value and importance of the research and advising respondents on details of when they will be contacted. The importance of the study was reinforced during initial contact with each representative and multiple call backs were used to maximise opportunities for participation from each group. In all, 31 scoping interviews were conducted, with representatives from:

◇ five government Departments of Education at State/Territory levels;

◇ MCEETYA;

◇ eight Catholic Education Offices (one from each state/territory);

- ✧ nine Independent Schools Associations (at least one from each state/territory);

- ✧ the university sector national body, NAGCAS;

- ✧ one state Department of Education & Training, responsible for VET;

- ✧ two VET practitioners;

- ✧ one national association of private guidance practitioners, AACC;

- ✧ one national parent body, the Australian Parents Council;

- ✧ the manager of the Jobs Pathways Programme, managed by DEST; and

- ✧ a representative of the Group Training Organisations.

Frequent attempts to contact some groups (for example the State Departments of Education responsible for vocational education and the Australian Psychological Society) were unsuccessful.

Development of the survey instruments

Guided by the parameters of the brief, the research questions, the review of the literature and the experience of the researchers, instruments were developed for service providers and for young people who were clients of these services. These instruments subsequently were tailored to the particular data collection strategy employed for different stages of the data collection process.

Survey of service providers

A questionnaire was developed for surveying providers of career development services. The final instrument was adapted for use in a script developed for telephone interviews and for an on-line survey. Development and testing of both the provider and client instruments included a process of cognitive interviewing, whereby verbal probing techniques were used to fine-tune the instruments. Cognitive interviewing is defined as 'a process used to study the manner in which targeting audiences understand, mentally process and respond to the materials that we present' (Willis 2005, p3). A cognitive interview protocol was developed and interviews conducted with practitioners within the university and VET sectors. The cognitive interviews were taped, a report written and the findings discussed by the project team. It was found that the terminology used in the instruments was usually clearly understood by respondents; however, improvements in the survey tool were made in the following areas:

- ✧ adaptation of the questionnaire for ease of understanding during a phone interview;

- ✧ some adjustment of the scales;

- ✧ clarification of the role of the interviewee, particularly in respect to differentiating between their role in representing the service and representing the organisation (this was necessary because of the variability of the location of career development service delivery within an organisation and, also, the wide range of business activities undertaken by some organisations);

- ✧ adjustment of questions to suit a wide range of situations and service delivery;

- ✧ clarifying that the evaluation was of services delivered and utilised, not available;

- ✧ making it easier for respondents to respond to questions regarding evaluation of services.

Pilot interviews were also undertaken and the data collection tools were further amended as a result of this process.

Client survey

A survey instrument was developed to collect data from young people using career development services who met the project criteria i.e. young people, aged 15-24 years, at the transition point of post-compulsory

schooling and in the early years of their careers. This questionnaire also went through a process of cognitive interviewing whereby another cognitive interview protocol was developed and interviews conducted with a selection of young people. The interviews were taped, a report written and the findings discussed by the project team. Changes made generally related to the presentation of the survey and some changes in the language preferred by the interviewees.

Clearance to conduct the study were obtained from the University of South Australia's Human Ethics Committee and the Statistical Clearing House prior to the conduct of the study,

Data collection

Selection of services to be included in the evaluation

The selection of services to be included in the study needed to take into account, as far as possible, diversity and the dispersed nature of career services provision. Another complication was the blurring of the public/private nature of services in that several of the private organisations were contracted to provide services in several government programmes.

The following career development services were invited to participate in the study:

✧ 57 TAFE institutes and 39 universities;

✧ a purpose sample of private VET training providers drawn from the NTIS

✧ a purposive sample of Job Network providers drawn from information provided on the web (estimated to be 200 Job Network agencies covering some 1200 locations);

✧ seven Job Network providers who deliver specialist youth programmes;

✧ a purposive sample of Jobs Pathway providers (62 agencies in 95 regions);

✧ Career and Transition advisers contracted by DEST (20 locations);

✧ a sample of the 200 locations where the Career Planning Programme is delivered;

✧ selected groups of private providers of career guidance who were accessed through the AACC (from 488 members in the categories: small business/private practice; corporate business); and

✧ 12 Career Information Centres

Collecting the data

Telephone interviews with service providers

Telephone interviews with university and TAFE providers were undertaken by the Marketing Science Centre (MSC) at the University of South Australia. Data were collected over a two week period. Standardised call back procedures were utilised to maximise the opportunity for service providers to participate in the study. In some instances, respondents were given the opportunity to complete a hard copy version of the questionnaire if they did not want to participate in the telephone interview. the telephone protocol can be found in Appendix C.

On-line survey with service providers

The on-line survey was developed using the University of South Australia's survey tool: TellUs2. Some modification of the data collection tool used to collect data from the tertiary providers (TAFEs and Universities) was required to adapt it to the on-line environment. Because career development services are often combined with other services and, also, because some organisations offer career development services for a range of business activities, participants were asked to respond to the survey specifically in

respect to the service where career development was provided and where they were a practitioner/manager, not elsewhere in the organisation. In respect to organisations which were responsible for more than one government programme, respondents were asked to respond specifically in regard to the business activity nominated in the correspondence and in the on-line survey. A copy of the on-line survey can be found in Appendix D.

Anonymous questionnaire to young people using services

As part of their participation in the project organisations were asked to make questionnaires available to clients in the target group. A self-report survey was developed the service provider responding to the survey was asked to take responsibility for their distribution at the service location. Recruitment material invited young people who used the career development service to complete a survey form and return it directly to the researchers in the envelope provided. Follow up and support procedures were employed to maximise return of questionnaires. The self-report survey can be found in Appendix E.

Desk top evaluation of web sites

The evaluation of web-based career services involved an internal desktop evaluation of a sample of websites, mapping these web sites against criteria relevant to the study, and a client survey involving user tests based on scenarios. An internal evaluation of a sample of 30 publicly available websites was completed (The list of sites is detailed in Appendix F). These included commonwealth and state government, VET and private sector sites, and those targeting people with a disability. The thirty selected sites were evaluated against the criteria determined for the study. A desktop evaluation of useability for the sight impaired was also undertaken by a sight impaired student. The internal evaluation check list for useability for sight impaired is in Appendix G.

Twelve Year 11/12 students also completed user tests. The students were first asked questions to gauge their previous experience with careers web sites. They were then asked to use a predetermined site to explore their career options, based on a scenario. The students were observed during the exercise and feedback was obtained on their feelings about the sites in respect to success in completing the exercise, finding information, making a career decision, willingness to use the web site again. The data collection tools for users and observer are in Appendix G.

Questions from Stepping Stones Study

The interview protocol used in the *Stepping Stones* Study (Appendix H) contained a number of questions which specifically asked respondents to examine the use of career development services in their transitions within and between the Higher Education and VET sectors. Analysis of these questions was included in this study as they provided perspectives from both users and non-users of career development services and thus provided additional qualitative data to inform the evaluation process.

Appendix C: Protocol for telephone interview with service providers

UNIVERSITY OF SOUTH AUSTRALIA

CENTRE FOR RESEARCH IN EDUCATION, EQUITY AND WORK

Career Development Services Questionnaire

Agency Survey – Telephone Interview with TAFE Colleges/Institutes and Universities

Question 1

Hello, my name is .... from the Marketing Science Centre at the University of South Australia. We are conducting a research project for the National Centre for Vocational Education Research, and your Director/Vice Chancellor has agreed to participation in the project.

Are you...<<name of contact supplied by CREEW>>?

To-day we are conducting a survey about career development services. By career development we mean a lifelong process of growth through life, learning and work. Services can include career guidance, advice, education, information, employment, placement and referral on to other career services.

The study is specifically of career development services delivered to young people from 15-24 years, at the time they are making their transition into post-compulsory education and/or early in their careers. Before we start the interview process, can I confirm that your organisation offers career development services to these young people?

<don't read out numbers in ratings>

1   Yes   (continue with question 2)

2   No   (thank and terminate interview)

Question 2

You will have received an information sheet about this survey and I am calling now to do the interview with you. Before I continue, there is some information that I am required to give you.

The survey is being funded by a grant from the National Vocational Education and Training and Research and Evaluation Committee, which is managed by the Department of Education, Science and Training. This survey has been approved by the Australian Government Statistical Clearing House. The approval number is 01667 – 01. You may phone the Statistical Clearing House on 02 6252 5285 to verify the approval number.

Information obtained as part of this survey will be published. However, at no time will your organisation be identified and any personal details that you provide during the course of your involvement will remain confidential. Participation in the project is voluntary and you have the right to withdraw your consent at any time during or after the interview.

When the study is completed, a copy of the report will be placed on the web site of the National Centre for Vocational Education Research (http://www.ncver.edu.au/). You will be able to access the report free of charge from this site should you wish to do so.

What we are asking you to do is provide us with some details about the career development services that you deliver to these young people. We would like you to respond to the survey specifically in respect to the service where career development is provided and where you are a practitioner/manager, not elsewhere in the institution.

The survey should take about 20 minutes.

Can I begin now? or would you rather that I call back some other time?

1   Yes - (Skip to Question 6 to start interview)

2   No - don't want to participate (Skip to Question 3)

3   No - I would like to participate but cannot do so right now (Skip to Question 5)

4   No – this service do not offer career development services to young people from 15-24 years (thank and terminate interview)

Question 3

If declined to participate …

Before you go, can I ask if you would consider completing a written questionnaire as an alternative to the phone interview?

1   Yes - (go to Question 4)

2   No - thank and terminate (record State and educational sector of institution, as directed at end of questionnaire)

Question 4

Can you give me a postal address or email address to forward the written questionnaire to you?

Record address [«»]

Note name from contact information

Thankyou, the questionnaire will be sent to you within the next few days

Question 5

If declined to participate now but is willing to do so at a later time

Can you please provide me with some details of a time, date and name for us to call back?

Time -

Date -

Person's name -

Thanks for that information, we will call you back at [« »] (Terminate call)

Section 1

The first group of questions asks you to think about the various <u>types</u> of career development services that you deliver to young people from 15-24 years

I'd like you to answer by ranking your response to each question on a scale that I will read out after the question.

<u>Question 6</u>

This question is about 'career guidance'. By 'career guidance' we mean assisting these young people to understand their personal career options and to make their own educational, training and occupational choices. It is usually delivered by a qualified career practitioner.

How often do you actually <u>deliver</u> this type of service to the young people who use your service?

4   Always

3   Frequently

2   Sometimes

1   Never

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 7</u>

This question is about 'career advice'. By 'career advice' we mean informing these young people how to achieve a particular career goal, or recommending a particular goal or course of action.

How often do you actually <u>deliver</u> this type of service to the young people who use your service?

4   Always

3   Frequently

2   Sometimes

1   Never

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 8</u>

This question is about 'career education'. By 'career education' we mean activities, usually undertaken in a training or classroom setting, involving a range of teaching and learning activities related to work and learning options.

How often do you actually <u>deliver</u> this type of service to the young people who use your service?

4   Always

3	Frequently
2	Sometimes
1	Never
5	Don't know/refused

Prompt respondent to select <u>one</u> answer only

Question 9

This question is about 'career Information'. By 'career information' we mean resources relating to work and learning options. This may be through print, electronic or personal contact and may include occupational and industry information and information about education and training options.

How often do you actually <u>deliver</u> this type of service to the young people who use your service?

4	Always
3	Frequently
2	Sometimes
1	Never
5	Don't know/refused

Prompt respondent to select <u>one</u> answer only

Question 10

This question is about 'placement'. By 'placement' we mean assisting these young people to secure work experience, employment, or an industrial placement as part of a course.

How often do you actually <u>deliver</u> this type of service to the young people who use your service?

4	Always
3	Frequently
2	Sometimes
1	Never
5	Don't know/refused

Prompt respondent to select <u>one</u> answer only

Question 11

This question is about 'referral'. By 'referral' we mean assisting these young people to attend another event, location or person who may assist them in their work or learning choices. This may include educational visits to workplaces, external events such as careers fairs or referring them on to other career practitioners/organisations who may be able to assist them.

How often do you actually <u>deliver</u> this type of service to the young people who use your service?

4	Always
3	Frequently
2	Sometimes

| 1 | Never |
| 5 | Don't know/refused |

Prompt respondent to select <u>one</u> answer only

<u>Question 12</u>

We have discussed career guidance, advice, education, information and referral as types of career development service that you deliver to these young people who use your service. Do you use any other type of service provision with the young people who use your service?

Please specify [«»]

How often do you actually <u>deliver</u> this type of service to the young people who use your service?

4	Always
3	Frequently
2	Sometimes
1	Never
5	Don't know/refused

Prompt respondent to select <u>one</u> answer only

Section 2

The next group of questions asks you to think about the <u>ways</u> you deliver career development services to young people from 15-24 years.

I'd like you to answer by ranking your response to each question on a scale that I will read out after the question.

<u>Question 13</u>

One way of delivering services that we'd like to ask you about is 'by direct personal contact'. This may be either one-on-one or with a group. This may also include using the phone or email to deliver services to these young people directly.

Overall, how often do you actually deliver services to young people in this way?

4	Always
3	Frequently
2	Sometimes
1	Never
5	Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 14</u>

Another way of delivering services is through access to resources (for example, printed handouts, publications, libraries, the internet, computer based resources)

Overall, how often do you actually deliver services to young people in this way?

| 4 | Always |

3	Frequently
2	Sometimes
1	Never
5	Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 15</u>

We have talked about two ways of delivering services to these young people, either 'by direct personal contact' or through 'access to resources'. Do you use any other ways of delivering a service to these young people?

`Please specify [«»]

Overall, how often do you actually deliver services to young people in this way?

4	Always
3	Frequently
2	Sometimes
1	Never
5	Don't know/refused

Prompt respondent to select <u>one</u> answer only

Section 3

Bearing in mind the <u>ways</u> you deliver career development services to these young people, I will read you a series of possible <u>reasons why</u> you deliver services in the way that you do. Please consider , <u>from your personal perspective</u>, what influence each of the reasons has on the way you deliver these services.

Please answer by ranking your response to each question on a scale that I will read out after the question

<u>Question 16</u>

One reason why you deliver services in the way that you do may be because you are '<u>directed</u> to deliver your services in this way'.

From your personal perspective, how much influence does <u>this</u> have on the <u>way</u> you deliver services?

3	Great deal of influence
2	Some influence
1	No influence
4	Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 17</u>

Another reason why you deliver services in the way that you do may be because these are 'the most <u>cost effective</u> ways to deliver your services'

How much influence does <u>this</u> have on the <u>way</u> you deliver services?

3   Great deal of influence

2   Some influence

1   No influence

4   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 18</u>

Another reason may be because these ways have 'the best outcomes for the organisation'

How much influence does <u>this</u> have on the <u>way</u> you deliver services?

3   Great deal of influence

2   Some influence

1   No influence

4   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 19</u>

Another reason may be because these ways have 'the best outcome for the these young people'

How much influence does <u>this</u> have on the <u>way</u> you deliver services?

3   Great deal of influence

2   Some influence

1   No influence

4   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 20</u>

Another reason may be because these ways are 'what these young people ask for'

How much influence does <u>this</u> have on the <u>way</u> you deliver services?

3   Great deal of influence

2   Some influence

1   No influence

4   Don't know/refused

Prompt respondent to select <u>one</u> answer only

Section 4

The next group of questions ask you to think about various <u>elements</u> of career development that you might include in your work with young people from 15-24 years.

Please answer by ranking your response to each question on a scale that I will read out after the question.

<u>Question 21</u>

One element of career development that we would like you to consider is 'self exploration': for example – exploration of an individual's interests, skills, aptitudes, personality and any social and environmental influences.

How often do you include <u>this</u> element when working with these young people?

4   Always

3   Frequently

2   Sometimes

1   Never

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 22</u>

The next element of career development that we would like you to consider is 'exploring work and learning options' – this may include employment and learning trends and markets.

How often do you include <u>this</u> element when working with these young people?

4   Always

3   Frequently

2   Sometimes

1   Never

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 23</u>

The next element of career development that we would like you to consider is 'making decisions in relation to work and learning options'

How often do you include <u>this</u> element when working with these young people?

4   Always

3   Frequently

2   Sometimes

1   Never

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 24</u>

The next element of career development that we would like you to consider is 'making career plans for future action'.

How often do you include <u>this</u> element when working with these young people?

4   Always

3   Frequently

2   Sometimes

1   Never

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

Section 5

<u>Question 25</u>

For the next question we would like to ask how frequently parents or caregivers are involved in the process of providing career development services to young people from 15-24 years.

4   Always

3   Frequently

2   Sometimes

1   Never

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

Section 6

The next group of questions asks you to think specifically about the provision of information about vocational education and training (or VET) to these young people who use your service.

<u>Question 26</u>

For this question, we would like to ask what is the main <u>way</u> you deliver information about VET options to these young people.

1   through printed information/handouts/literature?

2   through a computer based resource?

3   on a self-help basis?

4   through a career practitioner or staff member?

5   don't provide information about vocational education and training options?

6   By some other means – Please specify [«»]

Prompt respondent to select <u>one</u> answer only

<u>Question 27</u>

In your experience, how <u>willing</u> are these young people to consider participating in VET?

4   Very willing

3   Willing

2   Somewhat willing

1   Not at all willing

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

If responded 3 or 4 - go <u>question 29</u>

If responded 1 or 2 - go to <u>question 28</u>

<u>Question 28</u>

In your experience, are any of the following <u>objections</u> to VET participation raised by these young people in their discussions with you?

Prompt for <u>multiple</u> responses

1   do they say that they do not see VET as relevant?

2   do they say that they prefer to go to university?

3   do they say that suitable VET courses are not available?

do they say that the fees or cost of VET courses is a problem?

do they say that they don't want to do any further study?

Are there any other objections to VET participation raised by these young people who use your service – Please specify «»

Section 7

The next group of questions ask about the administration of the career development services delivered to young people from 15-24 years.

<u>Question 29</u>

What qualifications do you <u>currently</u> require staff delivering career development services to have?

Prompt for <u>multiple</u> responses

1	Postgraduate qualifications
2	Graduate
3	Diploma
4	Certificate
5	No formal qualifications
6	Suitable experience only
7	Other- Please Specify [«»]

<u>Question 30</u>

Do you currently require staff delivering career development services to have qualifications in career development/guidance/education?

Yes

No

<u>Question 31</u>

What is the largest source of referral for these young people who use your career development service?

1	Self referral (skip to question 33)
2	Informal referral e.g. a suggestion from parents or friends (skip to question 33)
3	Semi-formal e.g. a suggestion from a person with authority such as a teacher (skip to question 33)
4	Formal referral e.g. direction from a government agency or department (go to question 32)
5	Some other source - Please specify [«»] (skip to question 33)

Prompt respondent to select <u>one</u> answer only

<u>Question 32</u>

What is the name of the main government agency or department which formally refers young people to your career development service?

Please Specify [«»]

<u>Question 33</u>

How long do these young people have to wait for an appointment/booking to attend your career development service?

1	less that one week
2	one or two weeks
3	three or four weeks
4	longer than four weeks

Prompt respondent to select <u>one </u>answer only

Question 34

How do you evaluate client satisfaction with your career development service?

Prompt for multiple responses

1	Survey to each client
2	Informal feedback from clients
3	Survey to referral sources
4	Informal feedback from referral sources
5	Don't evaluate service
6	By other means - Please specify [«»]

Question 35

Which of the following services that you provide are offered to these young people for a fee?

Prompt for multiple responses

1	One to one sessions with a career practitioner/staff member
2.	Group sessions
3	Assessment and testing
4	Access to resources
5	Access to work placements /employment
6	For educational visits and events
7	For other services - - Please specify [«»]
8	All our services are free to young people from 15-24 years

Question 36

Are any of the following criteria used to determine if young people are eligible to use your services?

Prompt for multiple responses

1	age
2	gender
3	disability
4	means test based on income
5	place of residence
6	employment status
7	deemed 'at risk'
8	current student
5	Other criteria - Please specify [«»]

Question 37

In the last 12 months, what proportion of the clients that *accessed* your career development service was aged from 15-24 years?

1   under one quarter of all clients

2   between one quarter and half of all clients

3   between half and three quarters of all clients

4   more than three quarters of all clients

5   all clients

Prompt respondent to select one answer only

Question 38

Now, thinking about your institution as a whole, what proportion of the students at your institution utilise your career development service?

1   5% or less

2   6-20%

3   21-50%

4   51-75%

5   76 or over

Prompt respondent to select one answer only

Section 8

The next group of questions ask you to provide your opinion on the overall effectiveness of the career development services that you deliver to young people from 15-24 years.

Question 39

In your opinion, how effective is your service in targeting career development services to these young people?

1   Very effective

2   Effective

3   Somewhat effective

4   Not at all effective

5   Don't know/refused

Prompt respondent to select one answer only

Question 40

In your opinion, how effective is your career development service in providing these young people with the opportunity for self exploration?

1   Very effective

2   Effective

3   Somewhat effective

4   Not at all effective

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 41</u>

In your opinion, how effective is your career development services in encouraging these young people to explore work and learning options.

1   Very effective

2   Effective

3   Somewhat effective

4   Not at all effective

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 42</u>

In your opinion, how effective is your career development service in assisting these young people to make decisions about work and learning options?

1   Very effective

2   Effective

3   Somewhat effective

4   Not at all effective

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 43</u>

In your opinion, how effective is your career development service in assisting these young people to make career plans for future action?

1   Very effective

2   Effective

3   Somewhat effective

4   Not at all effective

5   Don't know/refused

Prompt respondent to select <u>one</u> answer only

<u>Question 44</u>

In your opinion, how effective is your career development service in presenting these young people with information about VET?

1	Very effective
2	Effective
3	Somewhat effective
4	Not at all effective
5	Don't know/refused

Prompt respondent to select <u>one</u> answer

END of INTERVIEW: We have now completed all the interview questions. Thank you for your time. In case you missed it, my name is .... ….from the University of South Australia. As part of our quality control my supervisor will be recontacting a percentage of respondents to verify the interview was conducted. Can I confirm your details for this please?

Attention Interviewer - Please record

<u>State / Territory of respondent</u>

SA

VIC

NSW

QLD

WA

NT

TAS

ACT

<u>Educational sector of institution</u>

TAFE/VET

University/Higher Education

<u>Time taken to complete the interview</u>   _____ minutes

Appendix D: On-line survey for service providers

EVALUATION OF CAREER DEVELOPMENT SERVICES

TELL US SURVEY CONTENT

Thank you for agreeing to respond to this survey regarding career development services. By 'career development services' we mean a lifelong process of growth through life, learning and work. Services can include career guidance, advice, education, information, employment, placement and referral to other career services. This study is specifically concerned with career development services delivered to young people from 15-24 years, at the time when they are making their transition into post-compulsory education and or early in their careers. The survey takes approximately 20 minutes to complete

Can you confirm that your business/organisation offers career development services to young people in the age group 15-24 years?

1   Yes

2   No

The first group of questions ask you to think about how OFTEN you actually delivery various types of career development services to young people aged from 15-24 years. Please select only one response for each question.

How often to you actually deliver CAREER GUIDANCE to these young people? By career guidance we mean assisting young people to understand their personal career options and to make their own educational, training and occupational choices. It is usually provided by a qualified career practitioner.

Always

Frequently

Sometimes

Occasionally

Never

Don't know

How often do you actually deliver CAREER ADVICE to these young people? By advice we mean informing young people how to achieve a particular career goal or recommending a particular goal or course of action.

Always

Frequently

Sometimes

Occasionally

Never

Don't know

How often do you actually deliver CAREER EDUCATION to these young people? By education we mean activities, usually undertaken in a training or classroom setting, involving a range of teaching and learning activities relating to work and learning options.

Always

Frequently

Sometimes

Occasionally

Never

Don't know

How often do you actually deliver CAREER INFORMATION to these young people? By information we mean resources relating to work and learning options. This may be through print, electronic or personal contact and may include occupational and industry information and information about education and training options.

Always

Frequently

Sometimes

Occasionally

Never

Don't know

How often do you actually deliver PLACEMENT services to these young people? By placement we mean assisting young people to secure work experience, employment or an industry placement as part of a course.

Always

Frequently

Sometimes

Occasionally

Never

Don't know

How often do you actually deliver REFERRAL services to these young people? By referral we mean assisting young people to attend another event, location or person who may assist them in their work or learning choices. This may include educational visits to workplaces, external events such as careers fairs or referring them on to other career practitioners/organisations who may be able to assist them.

Always

Frequently

Sometimes

Occasionally

Never

Don't know

Do you use any other type of service provision with these young people who use your service? Please specify in the box below

How often do you actually deliver this type of service these young people who use your service?

Always

Frequently

Sometimes

Occasionally

Never

Don't know

The next group of questions asks you to think about the WAYS you deliver career development services to young people aged from 15-24 and how often you deliver services in these ways. Please select one response only for each of the questions in this section.

How often to you deliver services by DIRECT PERSONAL CONTACT? This may include using the phone or email to deliver services to these young people directly

Always

Frequently

Sometimes

Occasionally

Never

Don't know

How often do you deliver services to these young people through ACCESS TO RESOURCES? For example printed handouts, publications, libraries, the internet, computer based resources

Always

Frequently

Sometimes

Occasionally

Never

Don't know/refused

Do you use any other type of service provision with these young people who use your service? Please specify in the box below

Overall, how often do you provide services to young people in this way?

Always

Frequently

Sometimes

Occasionally

Never

Don't know

In the next group of questions we have listed some possible reasons WHY you deliver services in the way that you do. From your own personal perspective, please consider what influence each of the reasons has on the way you deliver services to these young people. Please select one option only for each question.

You are DIRECTED to deliver our services in this way. How much influence does this reason have on the way you deliver services?

Great deal of influence

Some influence

No influence

Don't know

These are the most COST EFFECTIVE ways to deliver services. How much influence does this have on the way you deliver services?

Great deal of influence

Some influence

No influence

Don't know

These ways have the BEST OUTCOMES for the ORGANISATION, how much influence does this have on the way you provide services?

Great deal of influence

Some influence

No influence

Don't know

These ways have the BEST OUTCOMES for these YOUNG PEOPLE. How much influence does this have on the way you provide services?

Great deal of influence

Some influence

No influence

Don't know

These ways are what these YOUNG PEOPLE ASK FOR. How much influence does this have on the way you provide services?

Great deal of influence

Some influence

No influence

Don't know

This next group of questions asks you to consider how OFTEN you include various ELEMENTS of career development in your work with young people aged from 15-24 years. Please select one response for each question.

How often do you include SELF EXPLORATION in your work with these young people? For example, exploration of an individual's interests, skills, aptitudes, personality and any social and environmental influences.

Always

Frequently

Sometimes

Occasionally

Never

Don't know

How often do you include EXPLORATION OF WORK and LEARNING OPTIONS in your work with these young people? This may include employment and learning trends and markets.

Always

Frequently

Sometimes

Occasionally

Never

Don't know

How often do you include MAKING DECISIONS in relation to WORK and LEARNING OPTIONS in your work with these young people?

Prompt respondent to select one answer

Always

Frequently

Sometimes

Occasionally

Never

Don't know

How often do you include MAKING CAREER PLANS FOR THE FUTURE in your work with these young people?

Always

Frequently

Sometimes

Occasionally

Never

Don't know

How frequently are parents/caregiver(s) involved in the process of providing career development services to young people between leaving school and aged 24?

Always

Frequently

Sometimes

Occasionally

Never

Don't know

The next group of questions asks you to think specifically about the provision of information about vocational education and training (VET) to these young people who use your service

What is the MAIN WAY that you deliver information about VET options to these young people who use your services?

through printed information/handouts/literature

through a computer based resource

directly and verbally by career practitioners

don't provide advice about vocational education and training options

If you deliver information about VET options by some other means than those listed above, please specify in the box below.

In your experience, how WILLING are young people to considering participating in vet

Please select one response only

Very willing

Willing

Somewhat willing

Not at all willing

Don't know

In your experience are any of the following OBJECTIONS to VET participation raised by these young people in their discussions with you? Please select ALL that apply in your experience

they do not see VET as relevant

they prefer to go to university

they say that suitable VET courses are not available

they say that fees or the cost of VET courses is a problem

they say they do not what to do any further study

Are there any other objections to VET participation raised by these young people who use your services? Please specify in the box below.

The next group of questions asks about the administration of the career development services delivered to young people aged from 15-24 years.

What qualifications do you CURRENTLY require staff delivering career development services to have? Please select all that apply.

Postgraduate level qualifications

Graduate level qualifications

Diploma level qualifications

Certificate level qualifications

No formal qualifications and / or suitable experience only

If you require qualifications other than those listed above, please specify these in the box below

Do you currently require staff delivering career development services to have specific qualifications in career development/guidance/education? Please select only one response.

Yes

No

What is the largest source of referrals for these young people who use your career development services? Please select only one response

self referral

informal referral – e.g. suggestions from parents and friends

semi-formal referral – e.g. suggestion from person with authority such as a teacher

formal referral – e.g. direction from a government department or agency

If you another source of referral not listed above, please specify this source in the box below.

If you selected 'formal referral' in question 32 – what is the name of the government agency or department that formally refers young people to your career development service? Please specify in the box below.

How long do these young people have to wait for an appointment/booking to attend your career development service? Please select only one response

less that one week

one and two weeks

three or four weeks

longer that four weeks

How do you evaluate CLIENT SATISFACTION with your career development service? Please select all that apply

Survey to each client

Informal feedback from clients

survey to referral base

Informal feedback from referral base

Don't evaluate service

If your career development services are evaluated by means other than those listed above, please specify in the box below

Does your organisation charge fees for any of the career development services delivered to young people aged 15-24 years? Please select only one response

Yes

No

Which, if any, of the following career development services are offered to these young people for a fee? Please select all that apply

One to one sessions with a career practitioner/staff member

Group sessions

Assessment and testing

Access to resources

Access to work placements /employment

If you offer other career development services (not listed above) for a fee to these young people, please specify these services in the box below

Which, if any, of the following criteria are used to determine if young people are eligible to use your career development services? Please select all that apply

age

gender

disability

employment status

current student

Are there any other criteria that are used to determine if a young person is eligible to use your career development services? Please specify these in the box below.

In the last 12 months what PROPORTION of the clients that accessed your career development services were aged from 15-24 years? Please select only one response.

under one quarter of all clients

between one quarter and half of all clients

between half and three quarters of all clients

more that three quarters of all clients

all clients

The next group of questions asks you to provide YOUR OPINION on the overall effectiveness of the career development services delivered to people aged from 15-24 years.

In your opinion, how effective do you think your organisation is in TARGETING career development services these young people? Please select only one response.

Very effective

Effective

Somewhat effective

Not effective

Not at all effective

In your opinion, how effective are your services in providing these young people with the opportunity for SELF-EXPLORATION? Please select only one response

Very effective

Effective

Somewhat effective

Not effective

Not at all effective

In your opinion, how effective are your services in encouraging these young people to EXPLORE WORK AND LEARNING OPTIONS? Please select only one response

Very effective

Effective

Somewhat effective

Not effective

Not at all effective

In your opinion, how effective are your services in assisting these young people to MAKE DECISIONS about the work and learning options? Please select only one response.

Very effective

Effective

Somewhat effective

Not effective

Not at all effective

In your opinion, how effective are your services in assisting these young people to make CAREER PLANS FOR FUTURE ACTION? Please select only one response

Very effective

Effective

Somewhat effective

Not effective

Not at all effective

In your opinion, how effective are your services in presenting these young people with INFORMATION about VET? Please select only one response

Very effective

Effective

Somewhat effective

Not effective

Not at all effective

Does your business / organisation provide services in any of the following government programs? Please select all that apply.

Job Network Provider (JNP)

Jobs Pathway Provider (JPP)

Job Placement, Employment and Training (JPET)

Career Planning Program (CPP)

Career Information Centre

As part of your services as a Registered Training Organisation

Career and Transition Pilots (CATS)

Please specify in which states/territories your business/ organisation provides services to young people aged from 15-24. Please specify all that apply in the box below

Appendix E: Questionnaire for young persons using career development services

Centre for Research in Education, Equity and Work

University of South Australia

Centre Undertaking Research in Vocational Education

Canberra Institute of Technology

Career Development Services for Young People

We are conducting a survey about career development services that are provided to young people aged from 15-24 years, at the time they are making their transition into post compulsory education and training and/or early in their careers. You have been given this questionnaire because you have visited an organisation which provides these services to young people like yourself. By completing this questionnaire you will be helping us to better understand what young people think of the career development services that are currently available and how the services might be improved in the future.

Most questions require you to <u>tick</u> (√) a box or <u>circle</u> an answer. Some require short written responses.

The first three (3) questions ask you to think about the careers help you had while you were at <u>school.</u>

1. Did you receive any careers help before leaving school? *(Please tick (√)only <u>one</u> box)*

YES ☐ if yes, <u>go to question 2</u>   NO ☐ if no, <u>skip to question 4</u>

2. If you answered yes, did you take part in any of the following activities?

(Please tick (√) <u>all</u> that apply to you)

a) An individual appointment with a career adviser or a career teacher ..   ..   ..   ☐

b) Career education e.g. a class session with a teacher   ..   ..   ☐

c) Received printed information/handouts/literature about careers   ..   ..   □

d) Access to the internet to look for employment/courses /

    career guidance e.g. Seek   ..   ..   □

e) Access to computer-based career guidance software

    e.g. *Myfuture*, New Directions ..   ..   □

f) Educational visits e.g. to workplaces, careers fair etc.   ..   ..   □

g) Work experience   ..   ..   □

h) Some other careers help not listed above *(please state in box below)*

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│                                                │
│                                                │
│                                                │
│                                                │
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3. How satisfied or dissatisfied are you with the careers help you had before leaving school?

    (*Please <u>circle</u> only <u>one</u> response*)

very satisfied	satisfied	neither satisfied nor dissatisfied	dissatisfied	very dissatisfied

All the remaining questions ask you to think about the careers help you received at the place where you were given or collected this questionnaire.

4.Did you come for help with any of the following? *(Please tick (√) only <u>one</u> box for each question)*

a) Career guidance – to discuss what was right for you .. ..   Yes   □   No   □

b) Career advice – to find out how to do something that

    you had already decided .. ..   Yes   □   No   □

c) Career education – to be taught a career related skill   ..   ..Yes   □   No   □

d) Information – about work and learning options.. .. ..   Yes ☐   No ☐

e) Placement – e.g. associated with your course,

    work experience or employment .. .. Yes ☐   No ☐

f) Some other service (*please state in box below*)

☐

5. Were you given help with any of the above?

(*Please tick (√) only <u>one</u> box*)

YES .. .. ☐   If yes, <u>please go to question 6</u>

NO .. .. ☐   If no, <u>please skip to question 22</u>

6. At the place where you were given this questionnaire, what careers help were you given?

    (Please tick (√) <u>all</u> that apply to you)

a) An individual appointment with a staff member .. .. ☐

b) A group session with a staff member .. .. ☐

c) Vocational testing e.g. for skills, aptitudes, interests, personality .. .. .. ☐

d) Printed careers information/handouts/literature .. .. ☐

e) Access to the internet to look for employment/courses/career guidance .. .. .. ☐

f) Access to computer-based career guidance software e.g. JIIG-CAL, *Myfuture* ☐

g) Educational visits e.g. to workplaces/careers fair etc .. .. ☐

h) Work experience, an industrial placement or an interview for a job   ..   ..   ..   ☐

i) Referral to somewhere else where you could get careers help   ..   ..   ☐

j) Other careers help not listed above (*please state in box below*)

┌───┐
│   │
│   │
│   │
└───┘

7. How satisfied or dissatisfied are you with the careers help you were given at the place where you collected this questionnaire? (*Please circle only one response*)

very   satisfied   unsure   dissatisfied   very

satisfied   dissatisfied

8. At the place where you collected this questionnaire, did you get help with any of the following topics?

   (*Please tick (√) all topics that apply*)

a) Self exploration e.g. looking at your own strengths,

   interests, values, personality   ..   ..   ☐

b) Looking at work and learning opportunities which

   might suit you   ..   ..   ☐

c) Help in making a decision about what you would do next in your career   ..   ☐

d) Making a plan for the future   ..   ..   ☐

e) None of these   ..   ..   ☐   *If you ticked

                                                                   this box please

                                                                   skip to question 13

9. How satisfied or dissatisfied are you with the help that you received on <u>these topics</u>?

   (*Please <u>circle</u> only <u>one response</u>*)

very   satisfied   unsure   dissatisfied   very

satisfied   dissatisfied

10. As a result of this help, what do you think your next step in planning your career might be?

   (Please tick (√) only <u>one</u> box)

a) Undertake further study   ..   ..

b) Do an apprenticeship or traineeship   ..   ..

c) Get a job or work experience   ..   ..

d) Do some more research about what you want to do ..   ..

e) Get more help to make a decision   ..   ..

f) Don't know ..   ..

g) Other step not included above (*please state in box below*)

11. How easy or difficult was it to make a decision about the next step in your career?

   (*Please <u>circle</u> only <u>one response</u>*)

very   easy   neither easy   difficult   very

easy   nor difficult   difficult

12. How involved have your parent/s or primary caregiver/s been in helping you decide what you will do next in your career? (*Please circle only one response*)

| always | frequently | sometimes | not | never |
| involved | involved | involved | involved | involved |

13. At the place where you collected this questionnaire, were you given information or advice about vocational education and training (VET) and about places that offer VET? (*Please tick (√) only one box*)

YES   ..   ..   ☐   If yes, please go to question 14

NO   ..   ..   ☐   If no, please skip to question 18

14. If yes, what type of information were you given about VET?

    (*Please tick (√) all that apply*)

a) Printed information/handouts/literature   ..   ..   ☐

b) Computer based information e.g. websites, OZJAC ..   ..   ☐

c) Verbal information   ..   ..   ☐

d) Other type/s of VET information (*please state in box below*).

```



```

15. How satisfied were you with the information you received about VET and the organisations that offer VET? (*Please circle only one response*)

very satisfied   satisfied   unsure   dissatisfied   very dissatisfied

16. Given the information that you received on VET, how likely is it that you will undertake VET studies?

    (*Please circle only one response*)

very likely   likely   maybe   unlikely   very unlikely

17. If it is unlikely that you will undertake VET studies, what are some of your reasons for this decision?

(Please tick (√) all that apply to you)

a) You do not see VET as relevant for what you want to do   ..   ..   ☐

b) You prefer to go to university   ..   ..   ☐

c) There are no suitable VET courses available for you   ..   ..   ☐

d) The fees/cost of VET courses is a problem for you   ..   ..   ☐

e) You don't want to do further study   ..   ..   ☐

f) You need more time to think about it   ..   ..   ☐

g) Some other reason not listed above (*please state in box below*)

┌───┐
│   │
│   │
│   │
└───┘

18. What was the main reason for coming to the place where you were given this questionnaire?

(Please tick (√)only one box)

a) It seemed like a place that could provide help you needed ... .. ☐ .Skip to question 20

It was the only place available .. .. ☐ Skip to question 20

c) It was recommended to you by others .. .. ☐ .Skip to question 20

d) You were directed to come .. .. ☐ Go to question 19

e) Any other reason? *(Please state in box below)*

☐

Skip to question 20

19. Which organisation or agency told you to go to the place where you were given this questionnaire?

(Please state name of organisation/agency in box below)

☐

20. How long did you have to wait for an appointment at the place where you were given this questionnaire? *(Please tick (√) only one box)*

a) No waiting time, there was no need to book .. .. ☐

b) Less than 1 week .. .. ☐

c) 1 or 2 weeks .. .. ☐

d) 3 or 4 weeks .. .. ☐

e) Longer than 4 weeks *(please state how long you waited)* _____

21. Were you charged a fee for the services that you received at the place where were given this questionnaire? *(Please tick only <u>one</u> box)*

YES ☐   NO ☐

22. Have you received careers help from anywhere else? *(Please tick only <u>one</u> box)*

YES ☐   If yes, please go to <u>question 23</u>

NO ☐   If no, please skip to <u>question 24</u>

23. Have you received careers help from any of the following?

(Please tick (√) <u>all</u> that apply to you)

a) University / TAFE or other VET provider   ..   ..   ☐

b) A Careers Information Centre   ..   ..   ☐

c) A government department   ..   ..   ☐

d) A Job Network agency   ..   ..   ☐

e) Other commercial recruitment agency   ..   ..   ☐

f) A private career adviser/counsellor   ..   ..   ☐

g) Your employer   ..   ..   ☐

h) A friend /relative   ..   ..   ☐

i) A careers/employment website   ..   ..   ☐

j) Some other place/s (*Please state in box below*)

24. In your opinion, how easy or difficult is it for young people like yourself to get careers help?

(*Please underline circle only one response*)

very	easy	not easy	difficult	very
easy		or difficult		difficult

25. This is the final question that provides background information for this project.

a) Please state your age _____

b) Please indicate your gender   Female ☐   Male ☐

c) Please provide the Post Code of your home address ☐☐☐☐

d) Please indicate your current study and employment status

(*Please tick (√) all that apply to you*)

1) Full time student   ..   ..   ..   ☐

2) Part-time student   ..   ..   ..   ☐

3) Not a student   ..   ..   ☐

4) Part-time Employment   ..   ..   ☐

5) Full-time Employment   ..   ..   ☐

6) Not employed   ..   ..   ☐

e) Have you ever undertaken or are you currently undertaking any VET courses?

  (*Please tick only <u>one</u> box*)

        YES ☐   NO ☐

f) Have you ever undertaken or are you currently undertaking any university or other higher education courses? (*Please tick only <u>one</u> box*)

        YES ☐   NO ☐

g) What was the highest grade level you completed at school? _____

Do you want to make any other comment/s about careers help for young people?

(*Please state in box below*)

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┌─────────────────────────────────────────────────────┐
│                                                     │
│                                                     │
│                                                     │
│                                                     │
│                                                     │
└─────────────────────────────────────────────────────┘
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Please place your questionnaire in the reply-paid envelope provided with this questionnaire

(no postage stamp required) and post it back to the researchers as soon as possible.

Thank you for taking the time to complete this questionnaire.

Appendix F: Websites included in the evaluation

		Title/Provider/Address
National	1	Year 12 - What Next? DEST www.year12whatnext.gov.au
	2	My Future DEST www.myfuture.edu.au
	3	Australian Jobsearch DEWR www.jobsearch.gov.au/joboutlook
	4	Job Juice DEWR www.jobjuice.gov.au
	5	Job Guide DEST www.jobguide.dest.gov.au
NSW	6	Girlswork NSW DET http:girlswork.det.nsw.edu.au
	7	Boyswork NSW DET http:boyzatwork.det.nsw.edu.au
Vic	8	Surfagirl DEET Vic users.gsat.net.au/surfagirl/whats.html
	9	Careers that Go DEET Vic careersthatgo.com.au
SA	10	MAZE SA Central Office for Youth www.maze.sa.gov.au
	11	Youth Works Dept Further Ed, Employment, Science & Technology www.youthworks.sa.gov.au

		Title/Provider/Address
WA	12	Getaccess DEET WA getaccess.westone.wa.gov.au
NT	13	City Search
NT	14	Get VET DEET NT www.vet.nt.gov.au
Qld	15	Skills, Training, Jobs and Careers DET Qld www.trainandemply.qld.gov.au
Disabled	16	A.C.E. National Network www.acenational.org.au
	17	New Horizons DEAC/ERC funded by OTTE www.deac.org.au/newhorizons
	18	Career Tips www.careertips.net.au
	19	Job Able Australian Government www.jobable.gov.au
VET	20	OTTE www.otte.vic.gov.au/studyinfo
	21	ANTA www.anta.vic.gov.au/sta.asp
	22	TAFE WA tafehandbook.westone.wa.gov.au
	23	Jobs for the girls TAFE NSW www.tafensw.edu.au/nsit/nsijobsforthegirls
	24	TAFE NSW www.tafensw.edu.au/library/studylinks/jobs.htm
	25	New Apprenticeships Australian Government www.newapprenticeships.gov.au

		Title/Provider/Address
	26	Group Training Australia National Group Training www.grouptraining.com.au
	27	TAFE Course Line (Vic based) OTTE www.otte.vic.gov.au/tafe/courseline
	28	Skills, Training, Jobs, Careers DEET Qld www.trainandemploy.qld.gov.au
Private	29	SEEK www.seek.com.au/index.asex
	30	Careers Online Come on Aussie dot com www.careersonline.com.au

Appendix G: Website Evaluation – data collection tools

Career Development Services Research	No.	
Web Site Evaluation		
Internal Evaluation Checklist		

Site Name: _____ **Site Address:** _____

Findability/Availability	Yes	No	N/A
1. Easily found using a search (search on 'career guidance', 'careers')			
2. Site name simple, relevant, easy to remember and enter correctly			
3. The page does appear			
Guidance through Career Planning Process			
1. Offers self evaluation tool for identifying likes/dislikes etc			
2. Reference to changing nature of work and careers in 21st century, and how this affects career planning and choice.			
3. User is assisted through entire planning process from identifying likes/dislikes, making a decision regarding career choice or career goal, to accessing education or job search resources relating to career choice.			

Promotion of VET Options			
1.	VET options are presented early		
2.	VET options are presented clearly		
3.	Links to any VET sites		

Promotion of VET Options			
4.	Links to useful VET sites		
5.	Traineeships/apprenticeships presented as a career option		

Catering for disability	Yes	No	N/A
1.	JAWS compatible		
2.	Has links to appropriate disability services		
3.	Structure, layout, font size, colour contrast etc appears to be designed to make globally accessible.		
4.	Text only version		

Quality of Career Information		Yes	No	N/A
1.	The nature of the information provided is clear on the front page			
2.	All relevant career information provided, either on site or with links.			
3.	Information is relevant and appropriate to target group.			
4.	The information appears to be up to date (date last updated)			
5.	The language is appropriate for target audience			

Accomplishment				
		Vgood	Fair	Poor
	Extent to which site enables user from target group to comfortably work through career planning process and obtain all the information they need			

Links *Name each link, its purpose, brief assessment of suitability for target group*

1.	Links are suitable for target audience			
2.	Easily found			

Comments about Accessibility/useability

Overall Comments

Test for useability for sight impaired

Tester_____ **Site Tested** _____

Scenario:

_____
_____

	Accessibility	**Yes**	**No**	**N/A**
1.	Compatible with conversion to voice equipment for hearing impaired, i.e. JAWS			
2.	Good colour contrast			
3.	Large font size			
	Uncluttered, not too much text, not too many images			
4.	Images, graphs and charts have alt text, i.e. click text box and the text is meaningful			
5.	There are no animations			
6.	Multimedia. Provide captioning and transcripts of audio, descriptions of video			
7.	Well constructed [text only] option			
8.	Simple line by line reading facilitated			
9.	Summaries are provided			

Useability

		Yes	No	N/A
1.	Web design conventions are used			
2	[back] button is always enabled			
3	Hypertext links. Text makes sense when read out of context e.g. [click here] not used			
4.	Easy to navigate to required site			
5.	Simple line by line reading facilitated. Summaries provided.			
6	Search facility easy to use			

		Very easy	Just okay	Difficult	Impossible
Q1	How easy is it to access the information provided on this website?				
Q2	How easy is it to navigate around this site?				
	Comments				

Q3. Were you able to find all the information you needed? *If no, what was missing?*

_____

Q4. Were you able to find information about the course you need to do? *i.e. who offers it, contact details or link to provider web site..*

_____

Q5. Did you accomplish what you set out to achieve? *Ask user to describe what assisted or inhibited them from achieving their objective.*

_____

Q6. Describe what you like about this site.

_____

Q7. Describe what you don't like about this site.

_____

Q8. What improvements do you suggest to make this site easier for you to use?

_____

Q9. Would you access this site again if you thought it may have the information you need? Why/why not?

_____

Career Development Services Research Project	No.	
Web Site Evaluation		
User Survey Instrument		

Thank you for agreeing to help us out today. This research is being conducted nationally by CIT and the University of South Australia and it involves evaluating all the careers services provided in Australia. This part is looking specifically at career web sites and we want to observe how easily you are able to use one of these sites. We are going to tape the test, is that okay? We just use the recording as a back up ; no personal details will be revealed in the report.

Start tape. Before we start the actual test I just want to ask you both a few questions.

Age: 16 yrs ☐☐ 17 yrs ☐☐ 18 yrs ☐☐

Current Status: Year 11 ☐☐ Year 12 ☐☐ VET/TAFE ☐☐

Do either of you have any limitations to your ability which make it more difficult for you to successfully use internet web sites to get information?

Yes ☐ No ☐

*If yes, please describe*_____

_____

Q1. Have either of you used the internet to obtain information about careers, education, training or jobs before?	**Yes** ☐☐ No *Go to Q2* ☐☐

What sites have you accessed? _____

_____

How did you learn about or find these sites? _____

_____

What information were you looking for?_____

_____

Were you successful in finding the information?_____

Q2. Are either of you aware of (other)web sites that you could

Yes ☐ ☐ No *Go to Q3* ☐ ☐

    access for career guidance?

What are the names of these websites and how did you find out about them?

_____

_____

Q3. SCENARIO

Give one User Proforma to students and read scenario while they follow it on their proforma.. When they are ready to start the exercise, record time. Record finish time also.

Time commenced:		Time finished:	

Q4. *(on completion of the scenario)* **How successful do you feel you were in completing this exercise?**

_____

_____

Q5. Did you find all the information you were looking for? Yes ☐ No ☐

If not, why not? Do you now know where to find the remaining information?

_____

_____

Q6. How easy was it to make a decision about which career to choose?

_____

_____

Q7. How easy was it to find the information you needed about what training you need to do and where you can get this training?

_____

_____

Q8. Do you recall reading any information about the changing nature of work and careers? If yes, what can you remember?

Q9. Would you go to this web site again to obtain careers information? Why/why not?

Career Development Services Research Project Web Site Evaluation User Proforma	No.	

Scenario: Pretend the two of you are one person and you are a year 12 student living in Orange, and have no idea what careers you may be suited to. Together use the web site
_____ to do the following: -

Find out what careers you may be suited to

Choose a career that involves doing a TAFE course

Find out as much as you can about that career e.g. income, prospects, employers

Find out what education/training is needed

Find out the closest place to Orange where you can do that training

1. What careers would suit me?

4. What training do I have to do and where can I do it?

2. Career Chosen

5. Record here any links you used

3.Information about my chosen career

6. Other comments

Career Development Services Research Project Web Site Evaluation Observer Proforma	No.	

1. Find out what careers you may be suited to.

2. Choose a career that involves doing a TAFE course. *Allow approx 15 minutes for 1 and 2.*

Links accessed

---

3. Find out as much as you can about that career. *Allow approx 10 minutes*

Links accessed

---

4. Education/training required.

5. Where this training is available. *Allow approx 10 minutes*

Links accessed

Other observations

Appendix H: Interview protocol from *Crazy paving or stepping stones?* study

1. At the time you made this learning transition, were you aware of what careers services were available to you?

2. Did you use any of these, if so, which one(s)?

   Prompts – careers services provided by:
   - your current school/institution
   - the institution you were thinking of joining
   - the Careers Information Centre
   - Website ………………………………….
   - the Jobs Pathways Provider/Career Counselling Programme
   - the Commonwealth Rehab Service
   - the JobNetwork agency
   - your employer (not for first move)
   - the National Career Information Service
   - A private/commercial agency e.g. HR/Recruitment
   - Other ……………
   - Don't know)

3. Why did you use this/these careers service(s)?

   Prompts:
   - Easy to access
   - Seemed to provide the help you needed
   - Well advertised
   - Recommended
   - Other
   - Don't know)

4. What help did it/they give you?

   Prompts:
   - Information/handouts/literature
   - Careers education e.g. class/seminar/workshop
   - Careers event e.g. Careers Fair
   - A formal interview with a careers/staff member
   - Testing e.g. skills, aptitudes, interests, personality
   - Help in making a decision
   - Other
   - Can't remember

5. Did the careers service(s) you used, include VET (e.g. TAFE or private providers) as an option?

6. Did the career service(s) give you information about VET (e.g. TAFE or private providers)?

7. How easy/difficult was it to make a decision about what type of learning you would undertake?

8. How helpful/effective was this/these career service(s) overall?

What did your parents think about the careers help you had when you left school?

Appendix I: Further data

Table 1: Geographical location of career development service providers

PHASE 1 State or Territory	% of total participation	Number of participating institutions	#PHASE 2 State or Territory	#Geographical spread of services (NOT participants) by state /territory	% of services delivered in each state/territory
VIC	27%	15	VIC	35	20%
QLD	22%	12	QLD	27	15%
NSW	20%	11	NSW	31	18%
WA	14%	8	WA	21	12%
SA	9%	5	SA	21	12%
TAS	4%	2	TAS	14	8%
ACT	4%	2	ACT	15	9%
NT	0%	0	NT	10	6%
TOTAL	100%	N=55	TOTAL	174 service locations	100%

Table 2: Types of service provided to young people

	% of organisations Always/Frequently		% of organisations Sometimes		% of organisations Never		% of organisations No Response	
	Tertiary	Private/ public	Tertiary	Private/ public	Tertiary	Private/ public	Tertiary	Private/ public
Career guidance	77	76	16	22	7	2	0	0
Career advice	84	76	14	23	2	1	0	0
Career education	62	49	27	33	11	18	0	0
Career information	83	78	13	21	4	1	0	0
Placement	51	27	24	39	25	34	0	0
Referral	67	43	29	50	4	6	0	1
Other types of services provided	53	35	14	18	9	1	24	46

Table 3: Ways of providing services to young people

	% of organisations Always/Frequently		% of organisations Sometimes		% of organisations Never		% of organisations No response	
	Tertiary	Private/ public	Tertiary	Private/ public	Tertiary	Private/ public	Tertiary	Private/ public
Direct personal contact	91	87	7	11	2	1	0	1
Access to resources	86	57	11	25	3	8	0	0
Other ways of delivery	38	20	9	12	7	1	46	67

Table 4: Reasons for delivering services in particular ways

	% of organisations Great deal of influence		% of organisations Some influence		% of organisations No influence		% of organisations No response	
	Tertiary	Private/ public	Tertiary	Private/ public	Tertiary	Private/ public	Tertiary	Private/ public
Directed to deliver in this way	20	30	45	41	33	24	2	5
Most cost effective way to deliver	33	27	47	57	20	16	0	0
Best outcome for organisation	55	45	36	57	9	8	0	0
Best outcome for young people	71	30	20	19	7	1	2	0
Young people ask for this way	55	49	38	43	7	6	0	2

Table 5: Elements of career development

	% of organisations Always/Frequently		% of organisation Sometimes		% of organisations Never		% of organisations No response	
	Tertiary	Private/ public	Tertiary	Private/ public	Tertiary	Private/ public	Tertiary	Private/ public
Self exploration	84	92	14	6	2	1	0	1
Exploring work & learning options	80	90	16	9	4	1	0	0
Making decisions re work & learning options	75	81	16	17	5	2	4	0
Making career plans for future action	74	82	22	17	2	1	2	0

Table 6: Providers' perceptions of young people's willingness to consider participating in VET

Young people's willingness to consider VET	% of organisations	
	Tertiary	Private/public
Very willing	35	13
Willing	24	35
Somewhat willing	25	40
Not at all willing	7	2
No response	9	10

Table 7: Proportion of provider's clients aged between 15-24 years by type of service provider

Clients aged between 15-24 years	% of organisations	
	Tertiary	Private/public
<25%	6	31
25-50%	25	22
50-75%	29	9
>75%	31	13
All clients	2	22
Don't know/No response	7	3

Table 8: Eligibility criteria to access services by types of service provider

Criteria used for inclusion in service provision	% of Tertiary Providers Yes	% of Private/public Providers Yes
Age	6	34
Gender	2	5
Disability	0	12
Means test based on income	0	NA
Place of residence	4	NA
Employment status	7	30
Deemed 'at risk'	2	NA
Current student	55	32
No response	9	NA
Other criteria	71	36

Table 9: Sources of referral by types of service provider

Main referral source	% of organisations	
	Tertiary	Private/public
Self referral	65	27
Informal referral	4	24
Semi-formal referral	11	21
Formal referral	5	26
No response	2	2
Other sources listed	13	34

Table 10: Methods of evaluating client satisfaction by type of service provider

Method of service evaluation	% of organisations	
	Tertiary	Private/public
Survey to each client	35	35
Informal feedback from clients	67	72
Survey to referral source	11	5
Informal feedback from referral source	27	29
Do not evaluate service	2	8
Other means	22	23

Table 11: Respondents to client survey by state/territory

	Number of respondents Tertiary	Number of respondents Private/public
WA	54	23
NSW	38	10
VIC	37	13
SA	19	9
QLD	10	19
TAS	1	0
NT	0	0
ACT	0	0
Location not known	5	2
Total	164	76

Table 12: Age of respondents by type of service provider

Age of clients	% of respondents	% of respondents
	Tertiary Providers	Private/Public Providers
15-18 years	52	57
19-21 years	32	22
22-24 years	15	20
No response	1	1

Table 13: Student status of respondents by type of service provider

Student status	Tertiary clients	Private/ public clients
	% Yes	% Yes
	(n= 164)	(n= 76)
Full time student	77	30
Part time student	11	7
Not a student	2	25
No response	10	38

Table 14: Employment status of respondents by type of service provider

Employment status	Tertiary clients % Yes (n= 164)	Private/ public clients % Yes (n= 76)
Full time employment	8	10
Part time employment	34	20
Not employed	16	40
No response	42	30

Table 15: Highest grade level completed at school

Highest grade level completed at school	% Attending tertiary providers	% Attending private/public providers
Year 10 or earlier	24*	22*
Year 11	8	18
Year 12	57	37
No response	6	11
Invalid response	5	12

* Some students still at school which effect interpretation of Year 10 figures

Table 16: Clients' previous study in VET or higher education

Current/previous VET, university or other HE course	% previous VET Tertiary clients	% previous VET Private/public clients	% previous Uni /HE Tertiary clients	% Previous Uni /HE Private/public clients
Yes	43	38	29	25
No	54	61	65	72
No response	3	1	6	3
Total	100	100	100	100

Table 17: Ways career services were provided by tertiary providers to young people

	% Yes	% No	% Not applicable	% No response	% Invalid response
Individual appointment with staff member	44	41	12	2	1
Group session with staff member	31	54	13	2	0
Vocational testing	15	70	12	2	1
Printed careers information	60	24	12	2	2
Access to internet re employment/ courses/career guidance	40	45	11	2	2
Access to career guidance software	19	66	12	2	1
Educational visits re career development	20	65	12	2	1
Work experience/ industrial placement/job interview	28	57	12	2	1
Referral to somewhere else for careers help	19	66	13	2	0
Other careers help received from current provider	7	77	13	3	0

Table 18: Ways career services were provided by private/public providers to young people

	% Yes	% No	% Not applicable	% No response	% Invalid response
Individual appointment with staff member	50	26	21	3	0
Group session with staff member	38	38	21	3	0
Vocational testing	38	38	21	3	0
Printed careers information	50	26	21	3	0
Access to internet re employment/ courses/career guidance	38	38	21	3	0
Access to career guidance software	13	63	21	3	0
Educational visits re career development	24	52	21	3	0
Work experience/ industrial placement/job interview	20	56	20	3	1
Referral to somewhere else for careers help	24	52	21	3	0
Other careers help received from current provider	0	76	21	3	0

Table 19: Level of satisfaction with various elements of career development received

Level of satisfaction with elements of career development services received	% attending tertiary providers	% attending private/public providers
Very satisfied	17	24
Satisfied	45	36
Unsure	10	9
Dissatisfied	0	1
Very dissatisfied	1	0
Not applicable	24	28
No response	2	1
Invalid response	1	1

Table 20: next step in planning career

	Tertiary clients % of participants (n=94*)	Private/public clients % of participants (n=29*)
Undertake further study	44	31
Do apprenticeship or traineeship	12	14
Get a job or work experience	18	35
Do more research about what to do	13	3
Get more help to make a decision	4	0
Don't know	3	7
Other step not included above	2	7
No response	4	3

*Question not applicable to all respondents

Table 21: Parental involvement

	Tertiary clients %parental involvement (n=123*)	Private/public clients %parental involvement (n=54*)
Always involved	15%	26%
Frequently involved	27%	18%
Sometimes involved	40%	39%
Not involved	10%	11%
Never involved	3%	4%
No response	5%	2%

* Question not applicable to all respondents

Table 22: Main reason for attending current service provider

	Tertiary clients % participants (n=134*)	Private/public clients % participants (n=53*)
It seemed like a place that could provide help you needed	52%	25%
It was the only place available	4%	2%
It was recommended by others	22%	17%
You were directed to come	7%	49%
Any other reason	9%	6%
No response	6%	1%

*Question not applicable to all respondents

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