Review of Career Development Services in Australian Tertiary Institutions

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<td>ACPET</td>
<td>Australian Council for Private Education and Training</td>
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<td>AGCAS</td>
<td>Association of Graduate Careers Advisory Services</td>
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<td>AQF</td>
<td>Australian Qualifications Framework</td>
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<td>AUQA</td>
<td>Australian Universities Quality Agency</td>
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<td>BCA</td>
<td>Business Council of Australia</td>
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<td>BIHECC</td>
<td>Business, Industry and Higher Education Collaboration Council</td>
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<td>CAA</td>
<td>Career Advice Australia</td>
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<tr>
<td>CALD</td>
<td>Culturally and Linguistically Diverse</td>
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<tr>
<td>CDAA</td>
<td>Career Development Association of Australia (formerly Australian Association of Career Counsellors)</td>
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<tr>
<td>CEIG</td>
<td>Career Education, Information and Guidance</td>
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<td>CEQ</td>
<td>Course Experience Questionnaire</td>
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<td>CICA</td>
<td>Career Industry Council of Australia</td>
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<tr>
<td>COAG</td>
<td>Council of Australian Governments</td>
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<td>CRAC</td>
<td>Careers Research and Advisory Centre (NICEC)</td>
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<td>DEET</td>
<td>Department of Employment, Education and Training (NT)</td>
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<td>DET</td>
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<td>DELA</td>
<td>Department of Education, Training and the Arts (QLD)</td>
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<tr>
<td>DFEEST</td>
<td>Department of Further Education, Employment, Science and Technology</td>
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<tr>
<td>FDTL</td>
<td>Fund for the Development of Teaching and Learning</td>
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<tr>
<td>GO8</td>
<td>Group of Eight Universities</td>
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<td>GCA</td>
<td>Graduate Careers Australia</td>
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<tr>
<td>GDS</td>
<td>Graduate Destination Survey</td>
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<td>HE</td>
<td>Higher Education</td>
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<tr>
<td>HEFCE</td>
<td>Higher Education Funding Council of England</td>
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<tr>
<td>ICT</td>
<td>Information and Communications Technology</td>
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<tr>
<td>ICCDPP</td>
<td>International Centre for Career Development and Public Policy</td>
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<tr>
<td>JIG</td>
<td>Joint Implementation Group</td>
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<tr>
<td>LTPF</td>
<td>Learning and Teaching Performance Fund</td>
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<tr>
<td>MCEETYA</td>
<td>Ministerial Council on Education, Employment, Training and Youth Affairs</td>
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MCVTE  Ministerial Council for Vocational and Technical Education
NAGCAS National Association of Graduate Careers Advisory Services
NCDG  National Career Development Guidelines
NCVER National Centre for Vocational Education Research Ltd
NESB Non-English Speaking Background
NICEC National Institute for Careers Education and Counselling
OECD Organisation for Economic Co-operation and Development
PAC Project Advisory Committee
RTO Registered Training Organisation
SCOP Standing Conference of Principals
TAFE Technical and Further Education
VET Vocational Education and Training
WIL Work Integrated Learning
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Professor Andrew Coats Universities Australia
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Mr Peter McIlveen National Association of Graduate Careers Advisory Services
Mr Greg McMillan TAFE Directors Australia
Mr Steve Rawling AM Consultant
Ms Terri Simpkin Australian Council for Private Education and Training
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Ms Cindy Tilbrook Graduate Careers Australia

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Craig McInnis (Project Leader), Bernadette Delaney and Justin Brown
Executive summary

The Department of Education, Employment and Workplace Relations (DEEWR) commissioned PhillipsKPA to undertake an independent review of career development services provided by Australian tertiary education providers. The review commenced in July 2007 with a national programme of stakeholder consultation and information gathering.

The review assesses the impact of the recommendations of previous reviews, particularly the extent to which career development services are considered part of the core business of higher education (HE) and vocational education and training (VET) providers. A related issue is the level of student interest in career advice, the extent to which they use and value the services provided, and the benefits of career development services for students, institutions and employers. In addition, the review examines international best practice in policy frameworks, provides comparisons with Australian trends and activities, and identifies examples of good practice in Australian tertiary institutions. The findings of this report are based on:

- state and territory stakeholder forums;
- consultations with targeted stakeholders;
- a review of international policy trends and best practice;
- a review of the literature on the benefits of career development services;
- submissions from the sector and other stakeholders;
- examples of good practice nominated by institutions;
- case studies; and
- surveys of services and students.

It is timely in the current policy context to consider the roles of career development services in universities, TAFEs and RTOs. There is a growing expectation that these services will more actively inform and support institutional strategies to improve graduate employability. There is also an expectation that career development services will contribute more generally
to the national policy agenda of skill development and productivity. The capacity and capability of career services to meet these expectations is a key theme underlying this review. There is potential for career development services in tertiary education to make a stronger contribution to improving graduate outcomes, the international competitiveness of tertiary institutions, and national long term economic development and growth.

The report provides clear evidence of a high level of activity amongst career development service units in Australian universities, and a growing contribution to the strategic goals of institutions. The data indicates that the university central career units are playing a broader role in supporting the career development of large numbers of students beyond traditional counselling and guidance services. An increasing number of career development services have also extended their role in supporting the mission and strategic goals of the institutions.

The changing context

The context in which career development services currently operate is vastly different from the late 1980s when the last national review of career advisory services in higher education institutions was conducted. In common with many countries the Australian labour market has been responding to the forces of technological advancement, critical levels of skills shortages, intense competition for skilled workers, and the globalisation of tertiary education.

For universities and vocational education institutions the changes include a larger and more diverse student population, particularly with respect to international student numbers. Institutions are now more acutely aware of their performance in terms of graduate employment outcomes and they operate in a highly competitive environment. Institutional diversity is increasing and likely to be further promoted along with a more integrated relationship between higher education and vocational education and training.
The Australian career development industry has also undergone rapid development and change, including the establishment of the Career Industry Council of Australia (CICA) in 2002 as a peak body representing the interests of a range of national and state associations of career professionals. Over the last five years the Australian Government has taken a number of major initiatives to support high quality career advice for all students, including those in tertiary institutions. Most of the focus of government strategy and funding has been on establishing national standards for career practitioners and professionalising the career development industry.

**Current provision of services in tertiary institutions**

There are fundamental differences in the context and approaches to the provision of career development services between HE and VET providers. Most of the findings of the review refer to universities and their central career services units. This is partly because information from the VET sector on the provision of career development services is relatively limited, including the data from the surveys of services and students. It also indicates a significant difference in roles and expectations with respect to career development services.

Almost all Australian universities have dedicated organisational units with whole of institution responsibility for providing career development services to students. They vary considerably in the scale, scope and complexity of their operation. Many universities also have a number of other service units with interest and expertise in career development. These include separately funded and staffed activities provided by faculties, departments and other parts of the institution involved in work integrated learning or internship programmes, as well as career development activities embedded within the curriculum.

In the VET sector career development services are more likely to be provided as part of general student services such as student counselling. In
TAFE institutions the focus is particularly on supporting students with special needs.

**The strategic role of career services**

University central career units generally have a high level of autonomy and operate across a wide range of activities within their institutions. In a number of institutions their reach is extending. There are of course variations in the value placed on career development services by their institutions, and the extent to which they play a role in the development of institutional strategic goals.

Most university central units believe they are recognised as a key element in achieving performance outcomes for the institution. Their work appears to be generally aligned with the institutional strategic mission, and they are accountable for their contribution. Around half of the units say their key planning documents are referred to in university strategic plans although a significant proportion believe that what they and their units have to offer is not as well-recognised as it might be. While only a few units are directly involved in institutional strategic planning there are signs of improvement. A majority of central units believe their overall standing has improved in the last five years, and more than half say their level of influence on strategic planning is higher.

There is diversity in the mission statements and goals of central units. However, many are not sufficiently clear about what it is they do. Their aims and objectives are somewhat generic and lack a sense of focus on the institutional context. Almost one third define their mission simply in terms of service provision, either as extended versions of the unit title, or to indicate coverage.

External drivers of university performance are focusing more attention on the strategic contributions of career development services. For example, significant financial rewards flow to institutions that perform best on Learning Teaching Performance Fund (LTPF) criteria such as student
retention and graduate destinations. About half the university central units believe they are currently highly valued with respect to their potential contribution to the LTPF. University strategic teaching plans increasingly include accountabilities for the integration of career education in the curriculum. In more than half the universities surveyed the central unit has developed its own software tools for the overall monitoring and management of their performance.

Patterns of service provision and student demand

Over the past five years there has been a significant increase in student demand for almost all types of career services. The major core services of university central career units are focused on providing students with the skills and opportunities to get positions in the workplace. The areas of strongest demand from students are for resume review services, career fairs/expos and graduate recruitment fairs. The next layer of demand includes one-on-one counselling, interview skills, work integrated learning and drop-in sessions.

Career service practitioners in universities have developed a range of innovative web-based software and email resources. High quality web-based resources are provided by almost all central career units with links to employers, jobs databases, labour market information and data on graduate salaries. Typically, systems are in place to email students job vacancy information and to provide personal email advice.

Central career units are increasingly expected to provide more specialised services targeted at student groups with special needs, to contribute to whole of institution intervention strategies, and to work with faculties and other development groups on cross-institutional projects and initiatives. In addition, more complex operations are required to meet the demands of employers, and to design and deliver more sophisticated on-line resources. In a small but increasing number of cases, career practitioners work closely with faculties and departments in curriculum design.
In the VET institutions the most commonly provided services are counselling for individuals, printed materials, and resumé services. The next layer of services offered by a majority of VET providers include drop-in sessions, career fairs/expos, career assessment testing, and interview skills workshops. There are many innovative efforts under way to address the issues of students with special needs, but the fact remains they are extremely labour intensive approaches that leave little or no room for a broader focus on career development and lifelong learning.

The level of website and email resource provision is generally lower in VET institutions than in universities and has a different emphasis. Labour market information is often provided and slightly more than half of the institutions surveyed provide self-help career software, a contact service and personal email advice.

Meeting student needs

The most common sources of career advice for students are the people they engage with on a regular basis. Almost half of all students surveyed refer to parents and friends as key sources of advice along with other family members. Their personal networks also include lecturers, employers and teachers, although relatively small proportions of students refer to them.

Career development services have a significant role to play in meeting student needs on a number of levels. While only a minority of students seek direct advice from career services it is important to acknowledge that students may not be aware of the input of career services into a range of activities, including those provided as faculty or department events or curriculum-based activity. In the universities the traditional notion of career counselling involving one-on-one advice continues to place high demands on the central units. Working face to face with students, individually or in groups, has either remained the same or increased for almost all central units. This is crucial for particular groups such as international students, students with disabilities, and targeted equity groups.
Student awareness and use of expert career advice and support is mixed. Some universities report extremely high levels of student use and satisfaction with career services, while others characterise their services as somewhat limited in range and student use.

Overall, more than a third of students surveyed did not know about the career services offered at their institution or the location of the unit, and while about half the students had heard about the career services offered at the institution, most had either never visited the careers unit office at all or visited just once. In contrast, more than half the students surveyed had visited the career service website on more than three occasions. Large numbers of students also attended career fairs and expos. Importantly, student perceptions of the importance and usefulness of professional career advice to them personally is generally positive. Almost two-thirds see career advice as ‘important’, ‘very important’ or ‘essential’.

**Services for Employers**

In all but two of the universities surveyed, employers are rated as the highest priority stakeholders. This work is intensive and becoming more complex as services extend their activities beyond the local institution to global job markets. The services most commonly provided to employers include access to students via direct mail and email, the facilitation of information sessions, and providing a liaison service for the faculties and employers. Most central career units provide employers with access to a jobs database and career website. They also enable employers to use university facilities to interview and assess students for graduate employment. Only a few units assist employers with applicant screening and testing.

**Funding and staffing of university services**

The funding of most central career units appears to have either remained about the same or improved in the past five years. There is, as expected, considerable variation in the size, composition and complexity of central unit budgets generally, but not always relative to the size of the institution.
Some units attract high levels of additional ‘soft’ income from an increasingly broad range of sources. In most cases the units attract funds from employers on a fee-for-service basis. There is a growing expectation that central units will generate income streams to support new and innovative activities. Unit activities, such as conference attendance of staff, are sometimes funded from income generated by special projects or consultancies. Smaller units receive little in the way of additional funds outside the university allocation and have limited capacity to generate additional income.

The staffing profile of the central units incorporates an expanded range of roles, duties and responsibilities to meet burgeoning demand in various areas of services provision. There are an increasing number of specialised roles under the generic term ‘career practitioner’. While the broadening nature of the contributions across institutions is welcome it creates some role tensions and demands for more specialised staff. This is being addressed mainly by new approaches to recruitment and also by professional development activities to upgrade or reorient roles. The professional development activities for career practitioners overall appear to be somewhat fragmented, dependent on the limited resources of volunteer organisations, and lack a national focus.

Gaps in staffing capacity are already evident in the sector. In common with other areas of service operation, the problem will magnify over the next five years or so with significant retirement levels on the horizon. There is also increasing competition for career practitioners from other education organisations and industries.

Conclusions
Career development services in Australian universities have made significant advances in many respects. Universities provide comprehensive, innovative and highly regarded services to a large and diverse student body as well as meeting the needs of a wide range of employers. There are
strong signs that this trend will continue as the national quality and professionalisation agenda makes an impact on the career industry as a whole.

While there has been improvement of career services across the universities, it is nevertheless uneven. Some central units have made dramatic improvements, others appear stalled, and a few have an uncertain future in terms of their organisational role and location. The latter are particularly vulnerable to the pressures of meeting growing and competing institutional demands on their focus and energies.

The overall impression we have is that university career central units are reasonably well positioned to make a more significant contribution to the strategic goals of their institutions, and to support the national skills and productivity agenda.

There is, as might be expected, considerable variation in career service provision across HE and VET activities. There are also marked differences between the HE and VET sectors in terms of their roles, levels of autonomy and scale of operation. It is therefore not appropriate to try to replicate higher education approaches in VET institutions. At one end of the continuum there are career practitioners focused almost exclusively on crisis counselling for individuals who cannot find or keep jobs. At the other end are central career units playing an ‘invisible’ role, guiding and supporting institutional strategies to facilitate self-driven high achieving students as they go about the business of shaping their own futures. Somewhere in between the bulk of career development units endeavour to deliver services to meet a wide spectrum of student needs and aspirations.

Our recommendations address this diversity with a primary focus on establishing an overarching national policy and plan to draw together the diverse purposes and modes of operation of career development services in tertiary institutions. It suggests the establishment of a national institute of career development services to support, promote and advance the plan.
The vision that follows is of high profile career development services and practitioners led by a growing core of professionals with strategic leadership capabilities who can inform institutional and national policy. The standing and contribution of career development services will improve if it is also supported by the development of appropriate measures of national and institutional performance. These should recognise the diversity of student needs and institutional contexts in which career development practitioners operate.

A national institute of career development is needed. The absence of a focal point for policy research, professional development, and information dissemination is a primary obstacle to a unifying approach across the sector to improve the professional standing and performance of career service units and practitioners. In particular, there is a need to remedy the gap in the volume and quality of research in Australia that might guide policymakers, institutional leaders, peak bodies and professionals engaged in the provision of career services.

Related is the need to build the capacity of the next generation of career practitioners to take on leadership and strategic roles in their own institutions. A strong core of specialists with strategic leadership capability is also required to maximise the contribution of career development to the broader policy agenda. A targeted professional development program is needed for leadership in career development services.

The standing and contribution of career development services is also limited by the lack of a national charter or set of guidelines for the provision of career services in tertiary education. The Universities Australia policy guideline, *Universities and their students: Principles for the Provision of Education by Australian Universities* makes only brief mention of career services. The same applies to its guidelines concerning international students and students with a disability. Given the proposed introduction of a national internship scheme this should be a priority for
Universities Australia. Stronger advocacy for career development from Universities Australia by way of a code or guidelines will provide a lead for institutional policy development.

Career development services have experienced increasing pressure from a more diverse student profile in recent years, particularly from large numbers of international students. Services for international students should be resourced with a specific allocation of funds partly as an acknowledgment of the additional specialist skills required to address these needs, but particularly to recognise the strategic role played by career development services in adding value to the experience of these fee-paying students.

The review also identified some fundamental equity issues in student access to career development services, particularly the contrasts in the priorities and resources given to service provision between HE and VET providers. It appears that VET students have fewer opportunities than those in universities to benefit from career advice and guidance in their institutions. There are also gaps in the specialist services available for VET students that vary from state to state and within systems. A national approach is required if all tertiary students are to have similar opportunities.

There are resource pressures on career development units as with almost all aspects of service provision, but there does not appear to be a crisis in the sector. Unlike some other services in tertiary education, on the whole they do not appear to be at risk. Indeed, a number of central units are tapping into new sources of funds. Resources overall have increased and for some central units there has been a net increase, but clearly not as fast as the level of demand. While we are not persuaded that there is a case for earmarked government funding generally for career development services in universities and TAFE institutions, there is likely to be considerable value in funding strategic initiatives aimed at institutional improvement.
We strongly endorse the view that it is the responsibility of tertiary education providers to provide appropriate funds and support for career development services. This is good strategic management of institutional performance. Institutions should aim to ensure positive career outcomes for graduates, improve their international competitiveness, and contribute to national long term economic development and growth. Given the right conditions career development services can make a valuable contribution to these strategic goals.
Recommendations

Recommendation 1
A national policy and plan for career development should be developed by DEEWR in consultation with CICA and related to broader initiatives of the COAG Working Group on the Productivity Agenda. The plan would include a proposed national flagship institute for career development.

Recommendation 2
A national institute of career development should be established to provide a focal point for policy research, professional development, evaluation of models, and information dissemination. It should provide advice to universities and TAFEs on how they can improve their career development services, including measuring performance.

Recommendation 3
The proposed national institute should be the primary location for the facilitation of professional development activities for tertiary education career practitioners. With advice from CICA member organisations involved directly with tertiary education, it should develop a comprehensive plan of action for the professional development of career practitioners, including programmes for strategic leadership in tertiary institutions.

Recommendation 4
NAGCAS should seek support from DEEWR to sponsor a strategic leadership development programme for directors and managers of career development units over the next three years, in consultation with the L.H. Martin Institute for Higher Education Leadership and Management.

Recommendation 5
The national institute should develop guidelines on the design and strategic use of outcome measures for tertiary institution career development services to be used at both national and institutional levels, and in quality assurance processes.

Recommendation 6
Universities Australia should include specific reference to the contemporary roles of career services in future updates of the current guidelines for the provision of essential services for students. It should consider the development of a code and guidelines for career development services and for work-based and placement learning.

Recommendation 7
Institutions in both higher education and VET sectors should ensure that their student charter includes a clear reference to the nature and level of career development services students can expect.

Recommendation 8
HE and VET providers should articulate the nature and extent of the role they expect career development services to play in their institutions. The role of career development services should be included in strategic and
operational plans, and student charters, with particular reference to the role of the services in supporting employability goals.

**Recommendation 9**
Institutions should provide support and technical advice to career development services to ensure that the units have clearly defined missions, objectives and operational targets. These should include targets for student usage and levels of satisfaction.

**Recommendation 10**
Institutions should encourage the use of service level agreements for career development services.

**Recommendation 11**
Institutions should set and resource a minimum level of individual consultations appropriate for their student profile.

**Recommendation 12**
Institutions should provide special funding for the provision of career development services for international students as a fixed proportion of income received from student fees.

**Recommendation 13**
MCVTE should investigate the feasibility of establishing Career Development Centres in all states and territories.

**Recommendation 14**
DEEWR should conduct a series of pilot projects to promote collaborative approaches to the provision of career development services across the HE and VET sectors.

**Recommendation 15**
MCVTE should review the quality of the available data on the provision of career services by TAFE institutes and RTOs with a view to developing a national template for data collection and analysis.

**Recommendation 16**
MCVTE should develop a set of guidelines to assist TAFE institutes to clarify the role of career practitioners.

**Recommendation 17**
NAGCAS should seek appropriate sources of funding to commission an independent review and needs analysis with a view to making recommendations on the provision of ongoing funding for secretariat support.

**Recommendation 18**
The Government should identify and fund strategic initiatives with priority to exploring alternative models for the delivery of career development services to reduce duplication of effort, and to ensure that students in all HE and VET organisations have access to career services of the highest possible standard relevant to their contexts and needs.
1 Introduction and overview

1.1 Overview

In July 2007 the Department of Education, Employment and Workplace Relations (DEEWR)\(^1\) commissioned PhillipsKPA to undertake an independent review of career development\(^2\) services provided by Australian tertiary education institutions. The review had a broad agenda to provide an overview of the current career development services environment in universities and vocational education and training providers in the context of international policy trends. While the review was not focused on specific problems in need of remedy it addressed a number of issues identified by DEEWR and additional issues raised by the stakeholders. A critical element of the review was its engagement with all levels of stakeholders in a national programme of consultation and information gathering through a discussion paper, forums, submissions, interviews, case studies and surveys.

1.2 Context

The 1990 NBEET/DEET Koder Report, *Careers Advisory Services in Higher Education Institutions*, provides a reference point for the current review. The Koder Review was commissioned partly in response to concerns about the then high unemployment rates for university graduates. The key conclusions were that career development activities in Australian universities were: generally deficient and that the career units were marginal within their universities; did not adequately address students with special needs; and did not provide appropriate resources to guide students or link them to employers. It recommended that career development be core business for universities. A 1994 study of the impact of the 1990 report, and various research and evaluations projects since, have

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\(^1\) Formerly the Department of Education, Science and Training (DEST). The Department changed its name in November 2007. We refer to DEEWR or the Department unless in relation to specific publications or events.

\(^2\) We use the term ‘career development’, except where referring to the terminology used in submissions, consultations and publications, such as ‘career guidance’, ‘career counselling’ ‘career education’. 
concluded that career development services are not assured and that the level and quality of provision varies considerably between institutions and sectors. Overall, these studies have confirmed that many of the recommendations of the 1990 Review have not been widely implemented. The current review is able to build on the observations from 1990 with respect to universities but not for the VET sector.

A 2002 Organisation for Economic Co-operation and Development (OECD) review of Australia’s career development services, and a subsequent report of country reviews, *Career guidance and public policy: bridging the gap* (2004), endorsed the view that career education has a key role to play in helping people to become lifelong learners, able to move between work and learning and adapt to new and challenging situations. It cited the growing recognition of the need for career development services to meet the constantly changing needs of the labour market. However, it argued that:

> The rhetoric about lifelong learning in a broad sense has not yet... been followed by clear strategies, policies and funding. This has restricted the extent to which guidance has been viewed by policy-makers in lifelong terms. (OECD 2002:5).

The Australian career development industry has recently undergone rapid development and change including the establishment in 2002 of the Career Industry Council of Australia (CICA) as a peak body representing the interests of a range of national and state associations of career professionals. The 2003 Commonwealth Government higher education reforms and the growth of vocational education and training have been accompanied by heightened stakeholder interest in employment outcomes for students. At the same time, universities have become increasingly accountable for graduate employment outcomes. With this came a renewed commitment to the value of career development generally and in tertiary education in particular.

The Australian Government has introduced a number of major initiatives since 2000 to support high-quality career advice focused on professionalising career practitioners (CICA 2004b; McKenzie and Howell
2005; Patton 2005). This has been accompanied by an increasing recognition of the need for quality assurance mechanisms and guidelines.

The current economic context has created new imperatives for tertiary education providers to consider career development services as core business and central to their strategic management plans. The booming economy has resulted in an extremely tight labour market, and long-term skills shortages have reached critical levels in many areas particularly in mining and resources where industries are attracting students away from higher education. In common with many countries the Australian labour market has also been responding to the forces of technological advancement, global competition for skilled workers, and an ageing workforce in a rapidly growing knowledge economy.

The Review of Australian Higher Education currently under way is focused on the capability of higher education to contribute to long-term economic development and growth and the production of professionals to meet labour market needs. The terms of reference for the review refer to issues concerning the responsiveness of higher education to student and employer demands. Importantly, it also emphasises the desirability of the higher education sector building an integrated relationship with vocational education and training.

The positive prospects for graduates in key professions are set to continue in the foreseeable future with higher salaries, benefits and choices. However, given that significant numbers of secondary school students choose to go straight into employment, the current labour market also presents new issues for universities and, to a lesser extent, VET providers, that impact on career development services (DEST 2005).

There has been a series of major changes to the context in which career development services operate. The student population has become more diverse not only in background characteristics but also with respect to aspirations and expectations. International students have placed new
pressures on career development services in terms of their sheer numbers, high use of resources, and the complexity of their situations. More generally, students have been encouraged to position themselves to take up a broader range of options in the labour market. Combined degrees and other highly flexible course structures enable Australian undergraduates to make many more choices based on their perceived future career needs. As universities follow the system-wide pressure to diversify their offerings, new course structures make the task of choosing courses and careers more complex.

The international mobility of students and the labour market is perhaps the most obvious example of the changing expectations and outlooks of students. More universities are providing incentives and opportunities for students to study abroad for substantial parts of their programmes. This is part of a broader change in context where notions of a career and working life are becoming increasingly diverse, much more individually based, and entrepreneurial. This applies especially to the current highly mobile generation of graduates in the professions who understand their market position in the international competition for talent.

1.3 Purpose and scope of the review

The primary purpose of the review is to inform career development policy and practice for the benefit of all students undertaking post-compulsory education. The review has examined the current provision of career development services in tertiary education institutions including, for the first time, both higher education and VET sectors. It suggests areas for improving the range and quality of provision for career development services in universities and VET institutions.

More specifically, the review reports on issues that have been the subject of previous reviews such as the funding and resourcing of career services, the range of services they provide, the needs of special groups of students and the links between career development services and other stakeholders. The review assesses the impact of the recommendations of previous
reviews, particularly the extent to which career development services are considered part of the core business of universities, and VET providers. A related issue is the level of student interest in career advice, the extent to which they use and value the services provided, and the benefits of career development services for students, institutions and employers. In addition, the review examines international best practice in policy frameworks, provides comparisons with Australian trends and activities, and identifies examples of good practice in Australian tertiary institutions.

1.4 Career development services

The OECD offers a widely cited and comprehensive definition of career development services (termed career guidance in Europe):

Career guidance refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organising it, systematising it, and making it available when and where people need it. (OECD, 2004:19).

The Professional Standards for Australian Career Development Practitioners (available from www.cica.org.au) provides a more succinct definition of career development services:

A wide range of programmes and services provided in many different jurisdictions and delivery settings. Their object is to assist individuals to gain the knowledge, skills, attitudes and behaviours to manage their life, learning and work in self-directed ways (CICA 2007i:4).

1.5 Structure of the report

Chapter 2 provides a summary of the project design and management. It details the case study schedules, survey instruments and forum processes. In Chapter 3 the report then sets the international context for the report with
examples from policy and practice, primarily from the UK, that informed the analysis and conclusions of the review. It includes an account of the literature and research on the benefits of career development services.

Chapter 4 presents an outline of Australian policy developments in career services from the time of the Koder Review to the present with an emphasis on the most recent activities leading to this review. We are aware that international readers may need some background information on the structure and organisation of Australian tertiary education and recent developments. These are outlined in Chapter 4. Further information is available in the OECD Country Background Report (Australia) 2007.

Chapters 5–8 report on the data from the fieldwork using the survey questionnaire as the framework and primary source of information, with observations and illustrations from the case studies, forums and examples of good practice submitted by career development centres.

The final chapters summarise the issues, suggesting future directions, and providing conclusions and recommendations. Chapter 9 reflects the priority given to the stakeholder consultations throughout the review. While taking account of stakeholders’ views and issues the findings and recommendations are the responsibility of PhillipsKPA.

Appendix 1 provides a selection of examples of good practice submitted to the review by institutions and approved by the Project Advisory Committee. It is intended for separate publication on the DEEWR web page.
2 Project design

2.1 Overview

The review commenced on 16 July 2007. A draft project plan was submitted to the Department and developed further in consultation with the Project Advisory Committee (PAC) on 27 July.

The primary tasks required of the review were to:

- examine the current provision of career development services in tertiary institutions, describing the context and structures for each sector (Higher Education, TAFE Colleges and Institutes, and Registered Training Organisations);
- compare current provision with recommendations from previous reports, and with international best practice;
- identify the benefits of career development services to students, institutions, employers and other stakeholders;
- identify examples of good practice in the various aspects of career development services;
- identify any issues that exist, particularly those raised by stakeholders; and
- recommend ways to address these issues.

Following confirmation of the project objectives and plan, and the initial consultation with selected stakeholders, the three main stages of the review were as follows:

Stage 1. Project design and implementation

The key literature on career development services was reviewed and a sample of key stakeholders was interviewed to confirm the focus of the project. A project website was established with a call for submissions and an announcement of the call for examples of good practice. The research plan, survey and case study design were developed with the advice of the PAC. Criteria for good practice were developed and a discussion paper was prepared, also with the advice of the PAC, to provide a focal point for submissions and stakeholder forums.
Stage 2. Stakeholder consultations and fieldwork research

From July 2007 to December 2007 interviews were conducted with individuals and groups along with stakeholder forums in every state and territory. Surveys were distributed directly to 37 career development managers in the universities. The Technical and Further Education (TAFE) and Registered Training Organisation (RTO) institutions were sampled by emails sent to state bodies and peak body organisations requesting support and promotion of the survey to their members and contacts. Customised emails were also sent directly to case study institutions, forum attendees and other VET organisations randomly selected. These emails included a direct link to the online survey on the project web page. Twelve case studies were undertaken in conjunction with the state forums. The survey of students from the case study institutions was also conducted electronically.

Stage 3. Analysis and reporting

The drafting of the final report involved bringing together the data and information gathered, synthesising the findings and developing recommendations. DEEWR and the PAC provided feedback prior to the submission of the final report.

2.2 Stakeholder consultations

Following a general announcement of the project posted on the DEEWR review web page, discussions were held with individual key stakeholders in the HE and VET sectors. Initial contacts included sending letters to all the universities, peak bodies, government agencies and career organisations alerting them to the nature of the review and, where appropriate, asking them to promote the review to their members and affiliated organisations via email or website links. We also requested the nomination of contact persons for follow-up communications regarding specific forums, case studies and the survey process.
Invitations to participate in the review and the survey were sent to all the Vice-Chancellors in the first instance, asking them to nominate the most appropriate senior person in charge of career development services. Only two universities did not participate in the review. In both cases their respective Vice-Chancellors declined because the institutions were undergoing major restructuring.

The review team conducted face-to-face and telephone interviews with a range of stakeholders listed in Appendix 2. A wide range of peak bodies was contacted informing them of the review, inviting them to participate in the stakeholder forums, and alerting them to the call for submissions. Key career development organisations responded positively but peak bodies indirectly involved in career development were generally unresponsive.

Interviews were also conducted with six service providers from the HE and VET sectors as well as four employers. Representatives from various peak bodies and other stakeholders were consulted including ACPET, NAGCAS, the Human Services Industry Training Advisory Council, NCVER and state government agencies such as DET and DFEEST.

The most notable gaps in the consultation are employers (especially large corporations) and some key peak bodies such as the Australian Industry Group and the Business Council of Australia. Despite letters and numerous telephone calls, the response of senior officers of the peak bodies was poor. However, a number of representatives from these bodies attended the forums (see Appendix 2). In hindsight the project might have included a survey of academic staff involved in delivery of career development within the curriculum.

As noted previously, the case studies provided the opportunity to conduct interviews with institutional leaders on broader issues related to career development services. Likewise, the surveys of institutions included an open section for more general observations on the future of career development services.
2.3 **Stakeholder forums**

In most states, two forums were held, one focusing on VET sector issues and the other on higher education issues. In the Australian Capital Territory, Northern Territory, and Tasmania, a combined sector forum was attended by 153 participants from 32 universities and 53 VET institutions as well as 35 representatives from peak bodies and other stakeholder organisations (Table 2.1). The peak bodies and career associations represented at one or more of the forums are listed in Appendix 2.

**Table 2.1: Forum participant attendance**

<table>
<thead>
<tr>
<th>State/Territory</th>
<th>Dates</th>
<th>VET Participants</th>
<th>Higher Education</th>
<th>Combined VET/HE</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>2 Nov</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSW</td>
<td>7 Nov</td>
<td>23</td>
<td>17</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>NT</td>
<td>9 Oct</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QLD</td>
<td>19–20 Sept</td>
<td>17</td>
<td>9</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>SA</td>
<td>23 Oct</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>TAS</td>
<td>16 Nov</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIC</td>
<td>28 Aug</td>
<td>14</td>
<td>13</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>WA</td>
<td>18 Oct</td>
<td>14</td>
<td>9</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>78</td>
<td>57</td>
<td>18</td>
<td>153</td>
<td></td>
</tr>
</tbody>
</table>

The forums were designed to enhance stakeholder engagement with the review process. They had the added incidental advantage of facilitating and building on communities of practice.

Invitations were sent to each of the universities inviting representatives to attend the forums as well as to the peak bodies and associations both nationally and regionally. Communication with the VET sector was more complicated and fairly time consuming as the lines of communication were not as simple as for the universities. To go through appropriate channels, initial contact was made through central bodies including all State and Territory offices of education, and ACPET. Considerable effort was made to gain permission to contact the TAFEs directly or to have the central body manage communications with the TAFEs. Contact was also made with...
numerous private providers, many selected at random or suggested by state contacts of ACPET. In some states the State Training Authorities facilitated contact or invited private RTOs to participate.

Each three-hour forum programme included a presentation of the project brief: small group workshop activity to identify stakeholder-specific challenges; the identification of implementation issues; and an opportunity to suggest priorities relevant to the contexts of the stakeholders.

Feedback from the forums was almost universally positive and suggestions for improvement were incorporated into subsequent sessions. Participants valued the opportunity to meet with colleagues to tackle issues of direct relevance to their contexts. The differences in the focus of the forums were obvious but where the sectors were combined the process was particularly fruitful for all participants.

2.4 Discussion paper

The review team prepared a discussion paper in consultation with the Department and the PAC to provide a summary of the project objectives and issues for consideration. It raised issues for the HE and VET sectors around the themes of professionalism, equity, liaison and resources. The paper posed the following questions to stimulate stakeholder discussion on issues concerning organisational practice and national policy at the forums and as a focal point for the submissions:

*Issues and challenges*

- What key issues are not captured in this paper? How should they be addressed by the review?
- How strongly valued are career development services — by institutions, staff and students?
- What are the major challenges facing tertiary education organisations directly affecting the current provision and quality of career development services?
- How well are institutional strategic objectives reflected in career development services?
What are the most pressing practical issues for organisations?
What are the major obstacles to change?

Changing student needs
• How are student needs changing? Are career development services meeting those changing needs?
• How significant is career development in supporting the access and equity programmes of institutions?

Impact of policy initiatives
• What has been the impact of the measures introduced since the 2002 OECD report on the provision of career development services in tertiary organisations?
• How have universities and VET providers responded to the recent government-sponsored initiatives?

Moving forward
• What are the critical priorities for the career development industry in the near future?
• What are the most likely scenarios for career development services in the tertiary education sector over the next 10 years, and what further policy initiatives are needed?

2.5 Submissions
A call for submissions was posted on the DEEWR career review website on 7 September 2007 with a deadline of 12 November 2007. Advance notice of the opportunity for submissions was included in the initial invitations to organisations and forum participants were also encouraged to make submissions. The institutional surveys invited stakeholders to express their views on broader policy issues and these have been incorporated in this report.

Only four submissions were received prior to the initial closing date. The review team leader gave a presentation at the annual conference of NAGCAS in Wollongong on 4 December 2007, and used this opportunity to
further encourage conference participants to make submissions either formally or as ‘personal communications’ to the review, with an extended deadline of the end of January 2008. This offer was also communicated to the VET sector via email.

An additional six formal submissions were received and the list of 10 submissions was placed on the DEEWR website (see Appendix 3). Nine informal submissions were also received.

2.6 Surveys of services and students

The review team developed three survey instruments to investigate the career development services of:

- Australian higher education providers;
- Australian vocational education and training providers; and
- students currently enrolled at the case-study institutions.

It is important to note that the survey analysis relies on the accuracy of self-reported responses to the questionnaire. The review team has not attempted to verify the data with a third source except where the personal perspectives of the respondents were sought, or information required clarification. In most cases the contacts were unit managers.

Table 2.2: Summary of survey returns

<table>
<thead>
<tr>
<th></th>
<th>Universities</th>
<th>VET institutions</th>
<th>Case study students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total requests</td>
<td>39</td>
<td>Open</td>
<td>Open</td>
</tr>
<tr>
<td>Total declined</td>
<td>3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Total survey returns</td>
<td>36</td>
<td>117</td>
<td>405</td>
</tr>
</tbody>
</table>
Survey of higher education providers

After identifying appropriate contacts, the review team emailed directors of organisational units responsible for the provision of career development services to inform them of the review and the survey. Where such units did not exist, this information was directed to the appropriate senior person responsible for student services. In 27 cases, surveys were completed by the person in charge of career development services; in 6 by someone in a more senior position - for example, Director Student Services - and in 3 by one of the career advisors or officers. The survey was completed electronically in MS Word format. It was considered cost-effective to provide institutions with electronic versions by email.

Selected items from the 1990 and 1994 studies formed the basis for the 2007 instrument to ensure that key trends and developments were monitored. The 76 questions were organised under the following key headings:

- Structure and function
- Funding and resources
- Staffing and professional development
- Accountability and performance monitoring
- Students
- Employers
- Faculties and teaching departments
- Challenges and opportunities

Of the 37 universities that participated in the review, 36 provided comprehensive responses which included substantial comments and observations on a wide range of issues. One university was unable to respond to the survey as it did not provide career development services, but had plans to do so in 2008.

Universities were welcoming of the review and extended their support for the project and the opportunity to participate, as follows:
Thank you for the opportunity to complete the survey.

Thanks for the opportunity to participate and I look forward to the Review findings.

I wish you well with your work and recommendations.

Survey of VET providers

Peak bodies in the VET sector were approached to facilitate survey distribution and completion to encourage the best possible response from a broad cross-section of providers from the states and territories. With around 4000 RTO providers the most effective and cost-efficient distribution method was a web-based survey.

The VET survey is a modified version of the Higher Education survey. The sample of all Australian TAFEs and RTOs is nominal since it was not possible to directly contact all, or indeed, a representative sample of the 4000 or so providers. The survey was publicised through state bureaucracies, national associations, the Department and at stakeholder forums. The survey’s 70 questions focused on:

- organisation profile;
- type of career development services provided;
- resources used to provide the services;
- level of resourcing required;
- uptake of the services;
- issues around service provision;
- current and proposed institutional responses to the recent government career development initiatives; and
- challenges.

The on-line VET survey produced 155 responses of which only 117 were valid responses from RTO providers, predominantly TAFE institutes. Information such as organisation type, location, student numbers and delivery profile was also gathered but received a very uneven response. While the response from the TAFE institutes and private training providers has been relatively weak, there is adequate detail in the open comments to
draw conclusions surrounding the current challenges and opportunities for career development services in the VET sector. The VET sector sample is skewed towards New South Wales and Tasmania and the patterns may be slightly different elsewhere.

The construction of the VET survey meant that a number of respondents did not complete the section of the survey that would have provided more detailed information on finances and staffing. While the respondents of the HE survey were almost entirely managers of career development services, about half the respondents to the VET survey were actually student counsellors with only a few being designated career counsellors. The other half of the respondents was a mix of administrative managers, CEOs, teachers, training managers or directors. This underlines our reluctance to rely heavily on the VET institution survey data. Where the responses are questionable we have erred on the side of caution and not reported them, or provided appropriate caveats.

2.7 Case studies

The sample of case studies was chosen after discussion with the PAC. It is a representative cross-section of universities and TAFEs with at least one case study from each state or territory. Agreement to participate was sought directly from the Vice-Chancellors and CEOs.

The case studies were developed to explore in detail issues that could not be covered by the survey instrument. In general terms, the case studies focused on exploring the nature and quality of support for student career development and, the place of career development services in the organisational structure. The case studies were intended to provide illustrative examples of current practice, issues and specific obstacles facing career development services in the HE and VET sectors. It was agreed with the case study institutions that their identity would remain anonymous and therefore in this report for all references to case study institutions we have used a general descriptive term.
Articulated Institute provides more than 450 programmes from Statement of Attainment through to Bachelor Degree level in a variety of learning options. It has good outcomes for employment of graduates with more than 90 per cent either employed or enrolled in further study within six months of completion.

Central Hub TAFE is the largest provider of vocational education and training in its state, with multiple campuses throughout the CBD, suburbs and rural and regional areas. Programmes levels range from certificate, apprentice and trainee qualifications to degree qualification levels.

CityTech University is a large university in a capital city. It has an exceptionally high graduate employment rate.

Inner City TAFE is a large institute operating in a disadvantaged socio-economic area of a capital city. It offers qualifications from Certificate I to Graduate Diplomas and plans to offer degrees in the near future.

Large Regional TAFE is one of the largest regional TAFE institutes with students enrolled across five campuses. The institute offers specialist training in various trade areas and is a partner in an educational precinct, with a university, a school, a group training scheme and a local council.

Large Research University is a leading provider of undergraduate and postgraduate education for international students.

Multi-campus Institute provides more than 450 courses in more than 30 industry areas using a variety of flexible delivery options including on and off-campus, on-line, workplace-based, self-paced, and day and night classes.

Multi-sector University is a relatively newly formed, multi-sector university servicing a dispersed population and offering a large variety of courses and qualifications. This institution offers both VET and HE courses.
New University has a strong focus on education for the professions, especially on developing its graduates' 'job readiness'. It is a large university by national standards, and the bulk of its students are undergraduates.

Regional College is a private provider offering a range of training and assessment programmes including nationally recognised qualifications, short courses and professional development. Most programmes are delivered face-to-face on the job or in the classroom.

Urban University is a medium-sized university. It offers courses in all the main professional fields and an increasing number of contemporary and niche programmes, including some combined TAFE-university courses.

Table 2.3 below lists the case studies and the profile of interviews. The case study institutions were very generous with their time and support for the project. The review team prepared draft reports on each case study which were provided to the contacts to check for accuracy and provide additional comment. It was agreed that the reports would not be published but examples from them would be used appropriately to illustrate observations.
Table 2.3: Summary of case study interviews

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Senior Executive</th>
<th>Career Staff</th>
<th>Academic Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulated Institute</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Central Hub TAFE</td>
<td>—</td>
<td>10</td>
<td>—</td>
<td>15</td>
</tr>
<tr>
<td>CityTech University</td>
<td>2</td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Inner City TAFE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Large Regional TAFE</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Large Research University</td>
<td>2</td>
<td>4</td>
<td>—</td>
<td>11</td>
</tr>
<tr>
<td>Multi-campus Institute</td>
<td>—</td>
<td>5</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Multi-sector University</td>
<td>2</td>
<td>4</td>
<td>—</td>
<td>2</td>
</tr>
<tr>
<td>New University</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Private provider (withdrew)</td>
<td>1</td>
<td>5</td>
<td>—</td>
<td>4</td>
</tr>
<tr>
<td>Regional College</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Urban University</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Totals (163)</td>
<td>16</td>
<td>55</td>
<td>23</td>
<td>69</td>
</tr>
</tbody>
</table>

Other TAFE institutions were willing to be case studies, but generally it was difficult to convince private RTOs to be involved. This seemed to be due to other work demands, commercial-in-confidence information, or lack of appreciation of any benefits to their organisation. Two private providers initially agreed to be case studies but unfortunately one withdrew as they were concerned that they would be too easily identified regardless of efforts to anonymise references to the institutions.

Survey of students

The survey of the case study students from both HE and VET institutions, was a significantly shorter survey of just 44 questions. It was promoted internally by the case study institutions and completed online. The survey was limited to less than 10 minutes. The three main elements are:

- student awareness of the availability and purposes of career development services;
- their perceptions of the level and relevance of provision; and
- the nature and patterns of use.
The profile of responses of the combined surveys from the HE and VET institution students are as follows:

- The survey returned 405 useable responses representing 9 of the 12 case study institutions. There were larger proportions either enrolled or recently graduated from *Large Research University* (41%), *Inner City TAFE* (26%) and *Central Hub TAFE* (17%).
- Approximately one half of these respondents are enrolled with VET sector institutions. This is reflected in the level of study profile which is spread across a range of qualifications.
- 57% are female.
- Over 90% are studying in Australia on a campus.
- There is an even sample of student types, backgrounds and fee-liability status. The largest proportions are international (25%), TAFE concession (21%), HECS (20%) and Australian fee-paying (11%) students.
- In terms of employment status, the main groups of respondents are those not currently employed (35%), employed on a casual basis (24%), employed part time (21%) and employed full-time (16%).
- More than 65% of respondents are not currently employed in work relevant to their current course. Of those in the workforce, the highest proportions of respondents are working 8-14 hours (17%), 15-24 hours (16%) and 1-7 hours (11%) a week.

The case study focus group interviews with students have provided further valuable information.

**Survey analysis and reporting**

All returns from the HE, VET and student surveys have been analysed and reported using the same process. Once closed, the survey data was cleaned and, where possible, validated in Excel before being loaded into SPSS for coding and analysis.

The analysis process involved the production of frequency and cross tabulation tables for each item of each survey using a set of standard variables, such as organisation size, type of service provision and student profile. Qualitative responses were coded, drawn into themes and where
appropriate illustrative quotes have been used to contextualise a particular issue.

In order to report the most reliable picture of service provision, the proportion of responses deemed ‘Not Applicable’ is included when reporting a number of items to account for missing or blank responses. This allows for a more reliable indication of gaps in service provision and student demand for particular services.

2.8 Good practice

As a key step in developing and promoting a community of practice the review included a call for good practice nominations. The call was posted on the DEEWR review website on 26 October with a closing deadline of 23 November. The deadline was extended until the end of January 2008. The sector was advised of the call through initial communications about the review in the forums and during the survey distribution. Nominations of good practice examples were assessed in relation to one or more of the following elements:

- Student focused
- Evidence based
- Integral to the overall programme of the provider
- Coherence and clarity of purpose
- Staff competence and support
- Evaluation and quality assurance
- Breadth of impact
- Contribution to the organisational mission
- Contribution to the community of practice

The following categories were developed by the review team and the list of good practice examples was identified accordingly, in order to facilitate the community of practice:

- Academic programme
- Employability skills
• Equity
• Industry/employer
• International students
• Internship/placement
• Job search
• Mentoring
• Resources: Online
• Resources: Print
• Other

These particular categories were developed in response to the commonalities that appear across the good practice initiatives. Some initiatives cover three or four of these themes, while others address just one or two. It should also be noted that many of the examples included are not unique, nor are they necessarily ‘best practice’, but representative of many of the ‘good practice’ programmes or activities being offered at institutions around Australia.

The review team prepared a summary table listing the examples by institution and theme, followed by the detailed descriptions of each example. The PAC selected 70 examples of good practice for inclusion in the list to be posted on the DEEWR website. The examples were submitted from 18 institutions in total: 15 universities and 3 TAFEs. All but 4 of the 70 examples are from universities. It should be noted that the review did not include a process of evaluating the good practice nominations first hand although PAC members were able to comment on some examples from their personal knowledge of the activities. The selection of examples in the body of the report represents a cross-section of the types of programmes and institutional contexts.

The final list of good practice initiatives and details of each, is attached to the final report as a separate appendix (Appendix 1), and will be available on the DEEWR review web page.
3 International policy and research

3.1 Introduction

Two key themes emerged from the early consultations for this review. The first theme, raised consistently in the stakeholder forums and consultations, was the perception that despite recent policy initiatives there is still considerable ground to make up if career development in Australian tertiary education institutions is to have comparable standing in terms of policy, profile and resources to that found overseas, particularly the UK, the primary reference point for the Australian career industry.

A second theme concerned the view of career practitioners of the lack of status and profile of career development services at both national and institutional levels. This was attributed partly to a lack of concrete evidence of the impact of the services on institutional and individual outcomes.

This chapter focuses largely on these issues. It reviews international trends in policy and practice with particular focus on examples of good practice at the system level including developments in the UK. The chapter also provides an outline of the key research findings from the international literature concerning the impact of career development on individuals and society.

3.2 International policy trends

In 2002-03 the OECD, the World Bank and the European Commission conducted three overlapping reviews of national career guidance policies. Watts and Sultana (2003) draw some common themes and contrasts from the reviews that provide a useful context for considering developments in Australian policy and practice. They noted considerable convergence of issues and policy responses across the 37 countries surveyed and concluded that career guidance is generally viewed as a ‘public good, linked to policy goals’ related to:
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- **Learning** goals, including improving the efficiency of the education and training system and managing its interface with the labour market;
- **Labour market** goals, including improving the match between supply and demand and managing adjustments to change; and
- **Social equity** goals, including supporting equal opportunities and promoting social inclusion.

A major challenge for most countries, including Australia, is to provide a co-ordinated approach to policy with emerging strategies supporting the shift from career guidance mostly targeted at school students, towards lifelong personal career-management skills for all. Importantly, Watts and Sultana highlight the danger of overlooking significant differences in national contexts and local histories of provision. While all countries face similar broad challenges in relation to education and labour markets:

> ...it needs to be constantly kept in mind that all guidance services reflect the economic, political, social, cultural, educational and labour market contexts — as well as the professional and organisational structures — in which they operate (Watts and Sultana 2003:2).

There are specific differences between countries that have implications for the provision of career development services in tertiary education. They include the flexibility of pathways, with career guidance advice and information being more critical in the highly flexible Australian system than in relatively closed systems.

Watts and Sultana also point to the related OECD 2002 report findings on *Rethinking Human Capital*. They suggest that a significant component of the variations in individual earnings — beyond qualifications and measurable skills — may be attributed to the capability of people to manage their careers. Of course, the extent to which career development services can and do contribute to the development of these skills is another question. This raises the next most significant issue common to policymakers in many countries: the extent to which the empirical evidence of the impact of career development is sufficiently convincing. The authors caution against the assumption that policy-making is a wholly rational
process (Watts and Sultana 2003:3) flagging their concern that too much can be made of the need for evidence of the broader benefits of career development.

3.3 Recent policy developments in the United Kingdom

The relationship between higher education and work has been a consistently significant theme in UK policy discussions (Brennan, Kogan and Teichler 1996). The Enterprise in Higher Education initiative introduced in 1987 and the Dearing Inquiry a decade later were the predecessors of policy development that continue to make an impact on thinking about career development services in the UK. As in Australia, reviews of career education have been conducted in the context of employability and skills issues. Announcing the 2000 review of the state of higher education career services in the UK the minister referred to the:

… drive to improve careers services is part of the wider strategy to enhance the employability of students and the responsiveness of universities to the needs of the economy. It is important that, in deciding where to apply, students know which universities and colleges have the best record in helping graduates get jobs. (Blackstone 2000)

The Harris Higher Education Services Review 2001

The Harris Review covered all higher education institutions in the UK. In its report Developing Modern Higher Education Careers Services (the Harris Report) recommendations were focused on immediate and practical steps for improvement. The main focus of the review was on four areas:

- students’ entitlement to career education, information and guidance;
- links with employers;
- the strategic role and position of careers services within their institutions; and
- collaboration with other bodies with similar purposes.

The 41 recommendations were directed to the HE sector as a whole, institutions, career services, and other bodies. The report recommended that the sectors should:
• define the core services that every Careers Service should provide to students and promote best practice in relation to Statements of Entitlement for students (Recommendation 3).
• agree the services which students are entitled to receive after leaving the institution (Recommendation 9).
• define the core services that every Careers Service should provide to employers and promote best practice in relation to Statements of Entitlement for employers (Recommendation 12).

Framework for Good Practice

What happened in the wake of the Harris Report is instructive. A Joint Implementation Group (JIG) was established immediately to consult with the sector on a draft framework for achieving best practice, and to commission further work including a study of the costs of implementing the recommendations. The JIG included a wide range of key stakeholders with leadership from Universities UK and SCOP (Standing Conference of Principals) and the assistance of AGCAS. The draft framework distributed for comment included two sets of questions, one for institutions and the other for career services. It designated elements of career services as ‘core’ and ‘additional’. As a result, the JIG decided not to include the designations ‘core’ and ‘additional’ in the final guidance to the sector:

… because of the need to recognise the diversity of good practice that exists within the sector. There is, therefore, no expectation that all HEIs and FE colleges with significant HE provision will undertake all the activities cited in the guidance. Not only is this unlikely, given the variations in resources available, but certain activities may not be appropriate to a particular institution, its students and graduates, and their employers (Universities UK 2002:33).

The Framework for Good Practice prepared by Universities UK and SCOP provides guidance to institutions, building on the Harris Report itself and the responses to its recommendations. The major themes of the framework are supported by external benchmarks from: the Harris Report recommendations, the QAA code of practice, and the DfES/Guidance Council matrix standards.
The Leitch Review of Skills

The apparent improvement in the standing of career services in the UK generally, and in the higher education system in particular, needs to be set in the broader context of the current national imperative to improve skills and productivity. The most recent policy driver is the Leitch Review of Skills which produced a plan that aims to narrow the productivity gap of the UK with its major competitors (Leitch 2006; DIUS 2007). It identifies the major weakness of the UK as its skill base. A key component of the plan is a new adult career service:

The Review has developed fresh recommendations to raise awareness and aspiration among adults across society. At the heart of these is a new universal careers service for England, bringing together current separate sources of advice. The Review recommends that this service operate under the already successful and well-known learndirect brand (Leitch 2006:140).

The career service is intended to lead the national campaign to promote skills development among groups that would not normally consider learning. Following a similar approach in Sweden it will identify an individual’s skill needs and strengths (Leitch 2006:140). The new career service will:

... deliver advice in a range of locations, including co-location with Jobcentre Plus, drawing on Jobcentre Plus information and services, creating a national network of one stop shops for careers and employment advice (Leitch 2006:141).

3.4 Selected national initiatives in the United Kingdom

UK Careers Services have been ‘net exporters of expertise’ for some time, contributing to professional and organisational developments in Australia and elsewhere, particularly the European Union (Butcher 2001:1). While Butcher reports many parallels between the UK and US approaches in the 1990s — the US appeared to make significantly greater use of IT and more strongly emphasised career planning to manage personal change — a key difference in the cultures of the two systems is the assumption in the US that colleges and universities have a responsibility to make a significant contribution to the broader development of the student. The UK also differs
significantly from the US in terms of its capacity to take a co-ordinated national approach to career development.

The examples of national initiatives that follow have been raised in forums and submissions to this review as possible models for adoption.

**Learndirect**

*Learndirect* Careers Advice is a major UK government initiative. It was launched in 2000 and since then more than 2 million learners have enrolled in their courses. It offers around 500 different course covering a range of subjects, including management, IT, Skills for Life and languages at all levels. Over three quarters of the training courses are available online giving people flexible learning options.

The concept of a ‘University for Industry’ led to the creation of Ufi in 1998. The organisation then set up *learndirect*. Ufi works collaboratively with thousands of national and regional partners to deliver *learndirect*. Partner organisations include government departments, Regional Development Agencies, Small Business Service, Confederation of British Industry, the Trades Union Congress and other bodies.

*Learndirect* was developed by Ufi with the requirement from government to provide high quality, post-16 learning for people with few or no skills and qualifications, to equip them with skills they need for employability, and delivered through the use of new technologies. It has become the largest supplier of e-learning courses of its kind in the world, delivering a range of training products through three business streams.

- *learndirect Careers Advice* offers free, independent careers advice over the phone, online and by e-mail.
- *learndirect Skills and Qualifications* has hundreds of centres in the UK with courses to improve maths, English and IT skills.
- *learndirect Business* provides off-the-shelf and bespoke work-based e learning courses.
In response to the Leitch Review and the implementation plan (DIUS 2007),
the information and advice services of learntdirect and nextstep providers
will merge in partnership with Jobcentre Plus.

**Code of Practice for Career Education**

Career education services in UK universities have achieved increasing
recognition through the comprehensive and interlocking national quality
assurance systems including performance indicators and benchmarks
(Hughes and Gration 2006). In 2001 the QAA produced a code of practice
for the assurance of academic quality and standards in higher education.
This is a suite of inter-related documents to guide higher education
institutions. Section 8 of the code focused on *Career education, information
and guidance (CEIG)* (January 2001). The rationale is clear:

> The career preparation of graduates is important not only to
> students themselves but also to their families, to employers, to
> Government, to the tax-payer and to the economic prosperity of
> the country (QAA 2001:2).

Precepts in the code identify key matters that an institution should be able
to demonstrate it has addressed effectively through its own quality
assurance mechanisms. While the code is not as prescriptive as the notion
of precept suggests, it provides a framework that an institution might adapt
to suit its context.

The code provides a synopsis of the thinking that underpins the UK
approach to career development services in universities and colleges. It
emphasises the importance of meeting students’ expectations, the
development of career self-management skills for students and graduates,
and notes the expansion of career services in response to trends to
enhance graduate employability. It makes specific reference to student
entitlements to career education, information and guidance. It also
stresses:

> … the importance of integration, coherence and internal
> collaboration as part of an institution-wide commitment to
> preparing students for their future career. This should be
> reflected in the institution’s teaching and learning strategy …
It is noteworthy that the code recognises that a dedicated career service is not necessarily appropriate for all institutions. It refers particularly to ‘monotechnic’ institutions where there are strong and specific vocational links.

The 14 precepts (see Appendix 5) provide directions to regulate institutional behaviour. The first and key general principle is that:

*The institution should have a clear, documented and accessible policy for career education, information and guidance (CEIG), including statements of students’ entitlements and responsibilities.*

The 2001 QAA guidance statements provide suggestions for consideration by institutions that clarify both the intent and implications of the precepts, including, for example:

- the need to make clear who is responsible for the delivery of different aspects of career services, including definitions of the role of academic staff;
- providing explicit statements of service that set out how the services meet the individual needs of students;
- the need to integrate equity policy with the provision of career services;
- how to make career services available to all students including those part-time, distance education and off-shore;
- the adoption of national quality standards at the institutional level;
- integrating career education within the curriculum for all higher education programmes of study;
- supporting career practitioners through professional development;
- setting appropriate targets to support continuous improvement; and
- producing an annual report on the provision, performance and outcomes of career development services.

The QAA has recently updated the complementary *Code of practice on work-based and placement learning* (2007).
The Matrix Standard

The matrix standard is the UK national quality standard for any organisation that delivers information, advice and/or guidance on learning and work. It is a flexible quality standard used by a wide variety of organisations including careers advisory services. The purpose of the matrix quality standard:

...is to identify the essential features of successful delivery of any information, advice and guidance service, regardless of context or sector and to provide key indicators by which organisations can measure their current activities. It will, therefore, help organisations to “raise their game” where necessary and help them to keep high standards as well as continuously improve their service” (Matrix quality standard, 2003 cited in CICA 2004a:23).

The matrix standard was made a requirement for continued membership of AGCAS from 2005 by which time 75 per cent of those responding to a National Institute for Careers Education and Counselling (NICEC) survey on quality assurance had adopted the standard (NICEC 2005:45). The survey found that in some institutions matrix accreditation raised the profile and standing of the careers service although not all services considered the matrix to have had a positive effect especially given the cost in time and energy involved (NICEC 2005:50).

Careers Education Benchmark Statement

An AGCAS (2005) statement to guide career education in the undergraduate curriculum aims to foster and support diverse ways of delivering career education in UK universities and colleges. The production of the detailed benchmark statement reflects the emerging emphasis on innovative programmes to engage academics, employers and career professionals. The statement provides: defining principles of career education; models for teaching, learning and assessment; and, levels of learning outcomes that might be expected.

The benchmark statement provides case studies of programmes currently operating or planned in UK institutions including:

- peer assessment in career development;
integrating career education with electronic Personal Development Planning portfolios;
- a university-wide partnership approach to employability; and
- cross-curriculum career education.

Centres of Excellence

In 2005 the Higher Education Funding Council of England (HEFCE) established 74 Centres of Excellence to promote employability. The funding represents the largest single funding initiative in teaching and learning in universities. The centres cover a wide range of interests from employability in the humanities to employer-linked engineering education. For example, Sheffield Hallam University has been funded as a Centre for Excellence in Teaching and Learning (CETL) in ‘Embedding Enhancing and Integrating Employability’. The funds will support a range of projects within the university.

The Higher Education Academy provides support for the Centres of Excellence with a number of resources aimed at enhancing the employability of graduates. It has funded the Learning and Employability series of publications from the Pedagogy for Employability Group (Higher Education Academy 2006). The Fund for the Development of Teaching and Learning (FDTL) supports a range of projects in the UK such as:

- Enhancing Graduate Employability. A website including case studies, a good practice guide, and a curriculum audit instrument;
- E-volve. A project from a consortium of universities to enhance employability and vocational opportunities by learning in virtual environments;
- Making practice-based learning work. A website providing learning materials, a facility for mapping standards, and case studies.
3.5 Reviews of progress in the United Kingdom

Notwithstanding the level of policy activity in the UK, the state of career services in higher education post-Harris has received mixed reviews. Watts (2006a) identifies some key trends in recent years:

Certainly the nature of careers services’ core work has changed dramatically. In many institutions, individual and group guidance is now increasingly based on short interventions and group activities rather than long guidance interviews. Growing use is made of ICT, including the strategic use of websites and e-guidance to extend access to services… Greater attention has been paid to quality assurance of services, including accreditation against the Matrix quality standards … (Watts 2006a:24).

Other recent changes include the organisational location of career services with emerging ‘hybridisation’ involving the attachment of career services to teaching and learning units (Watts 2006a:26). This has significant implications for the qualification and expertise of career practitioners. However, Watts points to the continuing low profile and limited reach of career development learning programmes in the UK:

In most cases, they currently cover only a minority of students; in a few, they have been extended to larger numbers or even made obligatory (Watts 2006a:29).

Similar observations are made in a 2005 NICEC report, Delivering Quality. The project investigated and evaluated post-Harris provision and quality assurance of information, advice and guidance delivery within higher education. A survey of heads of career services and case studies was the major source of the data. The foreword claims that the report:

… reflects the increasing importance of careers education information and guidance (CEIG) within the strategic priorities of all higher education institutions. It highlights the significant contribution made by CEIG activities within other key policy agendas such as employability, the development of work-based learning opportunities for students and the use of personal development planning (NICEC 2005:3).

However, the recommendations of the report give the impression that career services in the UK have not had the kind of impact within their
institutions that might have been anticipated as a result of the Harris Report. The tone and substance of the recommendations imply that the internal profile of career services in many institutions has not improved as envisaged and that their role remains somewhat removed from the strategic level of institutional planning. The following recommendations (NICEC 2005:69–73) suggest that the place of career services within institutions is problematic:

HE Careers Services should strive to engage the interest, commitment and involvement of senior management within the HEI. The recognition of CEIG policies, as an integral part of the institution’s corporate plans and strategies, and in reviewing the institution’s objectives, should be encouraged (6.2).

Where Careers Services are reliant on the representation of wider departmental Heads, as may be the case where the Careers Service is located within a Student Services Department, mechanisms should be implemented which enable the Director of Student Services (or whoever is the appropriate representative) to be thoroughly briefed on the Careers Service perspective on issues which are of relevance to them (6.6).

HEIs should be encouraged to generate student awareness of Careers Service Statements of Entitlement and of the range of services they offer (6.7).

The significance of the employability agenda, for all HEIs, has clearly provided Careers Services with an opportunity to play a prominent role in what is acknowledged as a key issue. Several examples were found of ways in which Careers Services had made the most of these opportunities. These ideas could be adopted more widely to the benefit of Career Services and HEIs (6.11).

HEI senior management should be made aware of the central role of the Careers Service in the implementation of the employability agenda, for which the knowledge and expertise of the service is crucial (6.12).

Feedback from the student focus groups pointed to a lack of awareness of the services provided by the Careers Service amongst a significant proportion of students (6.34).

Some post-Harris changes identified by NICEC appear to be having favourable outcomes. These include:
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• the introduction of service level agreements that have been constructive in helping the career service to build constructive relationships with academic departments;

• greater collaborative working with academic departments appears to be the key to improving the profile of career services;

• the introduction of continuous quality enhancement via the matrix quality standard and the process of accreditation have had a positive impact according to the heads of career services. There are, however, concerns about the lack of rigour of the matrix accreditation process.

The NICEC study concludes that the Harris Review had a positive impact with respect to:

• the introduction of Statements of Entitlement;

• the development of mechanisms for deriving feedback from students;

• the adoption and implementation of ICT in service delivery; and

• in the services on offer to students.

3.6 The United States and Canada

One of the most influential contributions to career services from the US has been the National Career Development Guidelines (NCDG). When first developed in 1989 this provided a framework of career development competencies and indicators of mastery, and a recommended strategy for implementing career development programmes for youth and adults. In response to the growing complexity of workplace demands, the US Department of Education Office of Vocational and Adult Education commissioned a revision of the guidelines in 2003. The guidelines are organised into three domains:

• personal social development;

• educational achievement and lifelong learning; and

• career management.
The guidelines define goals to support these domains with indicators of mastery under each goal. The indicators are grouped by three learning stages of knowledge acquisition; application, and reflection.

The Canadian experience has had a direct impact on the Australian policy and practice (Canadian National Steering Committee 2004). The Canadian initiative to develop standards and guidelines for career development practitioners was focused on the goal of defining the competencies for service providers:

Significantly, the standards and guidelines have been built from within the profession by people who deliver career development services. While this remains a strength of the Canadian Guidelines and Standards, it also reflects an inherent problem. Specifically, there is “a need for a stronger structure to house the further development and implementations of the Standards and Guidelines” (CICA 2004a:17).

The Canadian Blueprint for Life/Work Design and the Standards and Guidelines for Career Development Practitioners were cited by the 2002 OECD Review in the Australian Country Note, as examples of strengths in the system. The Blueprint and the Standards have been tested and adapted for the Australian context.

3.7 Research on impact and benefits

Attempts to establish direct links between the activities of career development services in tertiary institutions and student outcomes encounter the same problems facing almost all research on the impact of college and university on students, not least of which is the complexity of intervening internal and external variables interacting over what for many students is a period of significant personal growth (Pascarella and Terenzini 2005). The particular issue for career development services is that:

... in seeking to identify and measure outcomes from career guidance activity, attempts are made to incorporate too wide a spectrum of effects, some of which may go far beyond what might be regarded as the principle focus and remit of that activity (Maguire and Killeen, 2003:5).
Hughes et al (2002) identify recurring issues underlying the problematic nature of the research impact as follows:

- there are a wide range of factors which influence individual career choice and decision-making, and/or which can impact on outcomes;
- career guidance is frequently not a discrete input, but rather is embedded in other contexts, such as learning provision, employer/employee relationships, and/or within multi-strand initiatives;
- comparing the evidence available in different studies is problematic when the nature of career guidance, the depth of work undertaken, and client groups, vary considerably; and
- there is not an agreed set of outcome measures for career guidance, or common methods of collecting output, or outcome data, except in the case of a limited number of discrete programmes/areas of work (Hughes et al, 2002:19).

The OECD report *Career guidance and public policy: Bridging the gap*, reviewed existing evidence on the impact and benefits of career guidance. This generated further international interest in establishing a comprehensive evidence base for assessing the impact of intervention activities in the face of growing demands from governments for accountability in tertiary education, and the widespread increase in performance-based funding at both system and institutional levels.

The OECD findings as summarised by Watts and Sultana (2003) suggest there is substantial evidence of immediate learning outcomes for individuals from career guidance including attitudinal changes and increased knowledge. With respect to the intermediate impact of career guidance, the OECD argues that ‘there is growing evidence of positive behavioural outcomes’ (2003:5). However, the report acknowledges that there has been a lack of evidence on the longer-term benefits.

Recent reviews of the research literature from the Canadian Career Development Foundation (Magnusson and Roest 2004; Magnusson and Lalande 2005; Lalande et al 2006) also attempt to synthesise the issues. The Canadian reports largely repeat similar findings from the OECD (Maguire and Killeen 2003) that in turn draw on UK work (Watts 1998;
Hughes et al 2002). The Canadian review found a few key but somewhat predictable research findings:

- the most common finding in the efficacy research was that career interventions or programs had a positive effect on participant satisfaction;
- much of the evidence for the efficacy of career interventions pertains to changes in client competence;
- career interventions increase client exploratory behaviours; and
- participants in the studies reviewed are more likely to make career decisions after engaging in a career intervention.

The authors conclude that:

*Very little attention has been paid to aspects of career planning or career development processes other than exploration and decision-making behaviours. There are little follow-up data to indicate whether clients who use career services attain greater levels of later job satisfaction, work performance or life satisfaction, compared with those who do not access the services; more longitudinal studies are needed (Magnusson and Lalande, 2005:8).*

A UK study from the Warwick Institute for Employment Research for the Higher Education Careers Service Unit (Bimrose, Barnes and Brown, 2005) provides a comprehensive analysis of research relating to a range of interventions aimed at influencing student career decisions, including the impact on learning and progress. It emphasises the contested nature of much of the research on career decision-making including competing theoretical perspectives. The study also points to the limitations of the research due, at least in part, to the nature of the research available particularly in relation to:

- problems defining ‘curricular’ and ‘extra-curricular’ interventions;
- limited evidence on the influence and efficacy of these interventions; and
- often impressionistic reporting of soft outcomes from these interventions.

*(Bimrose, Barnes and Brown 2005:22).*
The Bimrose study identified six themes from the literature: career-related interventions; curricular interventions to support vocational trajectories; curricular-related interventions; extra-curricular interventions; pre-entry curricular interventions; and multicultural curricular interventions. The main findings include the following:

- Career-related interventions in higher education and their impact on students’ career-related decisions, career learning and progression towards the labour market have been well researched.
- Although there is a substantial literature on different curricular and extra-curricular interventions, broadly defined, which may influence students' learning, progression and career-decision making, evidence relating to the efficacy of these interventions is limited.
- For specialist career interventions, evaluations were generally positive. These comprised courses and modules, computer programmes, one-to-one interviews and e-guidance.
- Curricular interventions to support career decision-making, learning and progression have generally been designed for specific purposes and for particular vocational areas.
- Mentoring and shadowing are used successfully as curricular-related interventions, mainly to support underrepresented student groups in their career progression.
- Structured employment experiences are used as extra-curricular interventions to support career learning and decision-making.
- A range of pre-entry curricular interventions (such as structured support programmes for disadvantaged students) have been used positively to support progression into higher education.

(Bimrose, Barnes and Brown 2005:i-ii)

3.8 Australian perspectives on the benefits research

A scoping study for the Careers Industry Council of Australia (CICA 2006a) on the economic benefits of career development services sets out the kinds of assumptions that inform the policy rationale for career development services:

The key benefit from career development services is better informed decision-making in education and career choice. That
should assist over the longer term in achieving higher workforce participation, lower unemployment (less job search time and less skill mismatch), greater skill development on average (and so higher earnings) and higher career satisfaction (CICA 2006a:i).

The paper provides examples of the potential benefits that accrue to both the individual and society commonly cited in policy documents. The research supporting the policy rationale is not altogether convincing despite numerous attempts to synthesise the evidence. These include higher productivity, labour market participation, lower unemployment which in turn translate into higher tax revenue and less welfare payment.

A CICA (2007a) position paper reviewing the evidence on the public benefits of career development services leads to similar conclusions, arguing it is wiser to focus on more modest aims from the research — that is, changes to the ‘lives, attitudes and behaviour’ of those receiving career development services rather than on impacts on society and organisations (CICA 2007a:8).

As we discuss in the concluding chapters, the call for hard evidence of benefits creates its own problems. In a response to a draft of a CICA scoping study Watts points to the major difficulty associated with demonstrating causality in relation to the impact of career development services on ‘broader economic outcomes’, suggesting it may be:

… the ‘holy grail’ of impact research in this area, the fruitless quest for which tends to produce an unjustified sense of impotence and inadequacy (Watts 2006b:3).

Despite these reservations the search for definitive evidence on the impact and efficacy of career development services continues to engage researchers. For example, the action plans from the Third International Symposium on Career Development and Public Policy (Sydney 2006) urged the International Centre for Career Development and Public Policy (ICCDPP) to foster:
... ways of developing a stronger evidence base on career development services including data on their impact (ICCDPP 2006:2).

A second related paper prepared for CICA (2007g) develops a case for an Australian national research strategy on the public benefits of career development services. It notes that most of the current evidence of the kind outlined above comes from the UK and the US. However, the paper points out that:

In these countries the scale and organisation of career development services, the ways in which they are delivered, the resources available for them and the infrastructure that supports them differ substantially from the conditions that apply in Australia. Hence lessons learned from evaluation of the experience of other countries need to be tested in specifically Australian contexts (CICA, 2007g:2).

In the following chapter we outline the developments in the Australian context as models from international experience are adopted to suit local conditions.
4 Career development services in Australia 1990 – 2007

4.1 Introduction

This chapter provides an outline of the structure and organisation of Australian tertiary education system, with particular reference to the diverse contexts in which career development services operate. It expands on the policy developments described in Chapter 1 including the range of policy initiatives over the past 17 years, particularly the trend towards the professionalisation of career development services.

4.2 The Australian tertiary education system

There are two types of tertiary education in Australia: Higher Education which generally refers to universities, and vocational education and training (VET). The primary VET providers are Technical and Further Education (TAFE) institutions, although in recent years there has been significant growth in private Registered Training Organisations (RTOs). Public institutions are the major providers of tertiary education in Australia: more so than many other countries. Most of the public funding for universities comes from the Commonwealth Government while the TAFE institutes are mostly funded by state governments.

At the Commonwealth level, responsibility for all three sectors (HE, VET and schools) rests with the one Minister. The Ministerial Council for Education Employment Training and Youth Affairs (MCEETYA) brings together State, Territory and Commonwealth Ministers with responsibility for education. Educational policy initiatives that cross State/Territory and Commonwealth boundaries, such as the provision of career development services across the sectors, are pursued at the MCEETYA forums.

The lines between HE and VET are increasingly blurred. The Australian Qualifications Framework (AQF) provides descriptors for qualifications accredited through the higher education sector, as well as those accredited by the vocational education and training sector and the schools sector.
Some state governments are supporting closer links between higher education, school education and vocational education particularly through the development of dual sector universities – which include both VET and higher education components. A number of TAFE institutes offer bachelor degrees approved through higher education accreditation processes. Some universities or units within universities offer VET level courses on a commercial basis.

Career development services in Australia had their origins in the 1920s ‘Careers and Appointments Boards’ in the Universities of Sydney, Melbourne, Adelaide and Queensland. They grew substantially in the 1960s. The Graduate Careers Directory was first published in 1966 and the Graduate Careers Council of Australia (GCCA) – now Graduate Careers Australia) – was established in 1968. The first Graduate Destination Survey was published in 1972 and continues to be the primary source of information on graduate outcomes as well as the basis for a key performance indicator for universities.

The changes in the labour market context since the 1990s present a markedly different context for the current review. The Australian economy has had one of the highest growth rates among OECD countries in the past decade. The unemployment rate is currently at a 30-year low of 4.4 per cent, and skills shortages remain a major ongoing issue. Australia now has one of the highest tertiary graduation rates in OECD countries, and almost half of the workforce has university, trade or diploma qualifications. Australia’s university graduates currently have high employment rates. In 2005, 81 per cent of graduates available for employment were in full-time employment within four months of completing their degrees (GCA 2005).

**Higher education**

Universities are by far the largest providers of higher education. There is a small but increasing number of other providers. Australia’s higher education system currently comprises 39 universities of which 37 are public institutions and 2 are private. There are about 150 non-self accrediting
institutions such as theological and specialist arts–media colleges, that are accredited by state and territory governments.

Universities are self-accrediting, and although they are generally established through State and Territory legislation, they receive the vast majority of their public funding from the Australian Government through the *Higher Education Support Act 2003*.

Within the higher education sector the differences between institutions are far more pronounced than at the time of the Koder Review, and indeed are now somewhat more formalised. The organisation of more than half the universities into common interest groups is just one indication of the major change towards greater diversity in the higher education landscape. The Group of Eight, the Australian Technology Network, and the Innovative Research Universities, reflect significant and growing differences in profiles and aspirations that are likely to be further marked with the introduction of negotiated compacts between government and universities.

Two distinctive aspects of undergraduate education in Australia are particularly relevant to any consideration of the role of career development services. First, there is a national preference for entering specialist professional and para-professional careers directly from school. Second, flexibility in Australian degree structures has for many years been a feature of the higher education system. These features contrast significantly with European and US systems (McInnis 2002; McInnis and Jensz 2007).

The higher education sector has been highly responsive to the changing labour market opportunities for graduates. Universities have been active in responding to labour market changes and opportunities:

*In many fields of education, universities fill student places by aligning their courses with the promise of career opportunities. The clearest evidence of the responsiveness of the higher education sector is seen in the proliferation of ‘purpose-built’ vocationally oriented degrees directed at specific labour markets in the professions and para-professions (OECD 2007:22).*
Many higher education courses, including masters by coursework degrees, are developed in direct consultation with the relevant professions. In the case of regional universities this extends to meeting the professional education needs of specific local industries. Professional accreditation bodies play a significant role in the course accreditation process.

A number of universities are dual-sector, offering both VET and higher education qualifications. Similarly, some TAFE institutes have established partnerships with universities to promote articulation of qualifications. Universities are responsible for their own admissions processes and criteria and credit transfer and articulation arrangements between VET and higher education are complex.

Almost all universities in Australia provide dedicated career services to their students.

**Vocational Education and Training (VET)**

The VET sector is extremely diverse and caters to a wide range of clients. There are more than 4000 Registered Training Organisations (RTOs) providing accredited training across the country including TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers and industry bodies. Although the VET system operates under a national framework, it is a state-based system and the practices in one state are not necessarily representative of the practices in another state. A significant number of RTOs operate as commercial enterprises and are not in receipt of government funding.

Vocational education and training is a highly devolved system with both autonomous and private providers operating as RTOs. Whilst provision in some states is highly centralised, others have organised their TAFE delivery into large state-wide colleges. Although there is no uniform model for the delivery of services, there are commonalities in the delivery of Training Packages.
In recent years, the extent of private provision has grown enormously in VET and these RTOs vary in the types of training and services they offer, making it difficult to isolate common patterns. This varied provision is further characterised by a wide range of funding sources, priority targeted groups and training in industry areas of shortage.

The characteristics of the VET student population are also changing with increases in the number of apprentices, students studying full time, students aged between 15-24, NESB students, and those with disabilities. The profile of VET students reported by NCVER (2007) summarises the 2006 data compared with 2005:

- the number of students enrolled in VET courses increased by 1.5% to 1.68 million;
- Indigenous students increased by 7.9% to 67,800 students;
- students reporting a disability increased by 5.7% to 102,400 students;
- students from non-English speaking backgrounds increased by 7.8% to 219,500 students;
- students residing in ‘remote’ areas increased by 5.6% and students in ‘very remote’ areas by 7.6%; and
- overseas full-fee paying students increased by 15%.

It is noteworthy that:

- males made up more than half of the VET student population (52.4%);
- part-time students accounted for 89% of students; and
- students studying fulltime were more likely to be studying for higher-level qualifications such as certificate IV and above.

The advisory structures in the VET sector, which consist of Industry Skills Councils at the national level and state based industry organisations, play an important role in planning and advising government on industry priorities in VET. These industry-based bodies promote career paths in their respective fields and provide advice about skill shortages. At a local level,
VET RTOs have close relationships with employers and collaborate in training, work placements and recruitment.

A number of state government-funded Technical and Further Education (TAFE) colleges which have traditionally offered VET qualifications, have also begun offering a small range of higher-education courses. Many private providers are cross-sectoral, offering both higher education and vocational education and training qualifications.

The standards (Australian Quality Training Framework 2007) governing RTOs do not require them to deliver career services to students even though there is a general reference to student support. In TAFE, career guidance services have traditionally been linked to the provision of counselling services or integrated into specifically funded programmes for disadvantaged groups.

4.3 The 1990 Review of Careers Advisory Services

As indicated in Chapter 1, the 1990 Koder Report *Review of Careers Advisory Services in Higher Education Institutions* (NBEET 1990) is the primary reference point for the current review. It is important to note from the outset that the 1990 Review was itself a response to the lack of action to remedy deficiencies identified by a series of earlier studies (NBEET ix). While some of the recommendations from 1990 are clearly no longer relevant, a number of key issues are still as prominent as they were almost 20 years ago.

National assessments of career development services are invariably coloured by the state of the economy and the labour market at the time. The 1990 report was prompted by the pressure on higher education in the late 1980s to assist students to make better subject choices and therefore better career choices. This was expected to more closely relate graduate skills to labour market needs following national structural adjustment, retraining and microeconomic reform. The Training Guarantee legislation at that time attempted to put more responsibility onto employers for the
A review of career development services in Australian tertiary institutions

training, development and utilisation of graduates. That included the provision of course-related employment. It is noteworthy that the Koder Review was conducted soon after a Business Council report identified nine key goals and outcomes of higher education, and found that ‘Learning about work and career choice’ was ranked sixth by the universities (NBEET 1990:9).

The rationale for the improvement of careers education in the 1990s centred on the need to make the education and training system more efficient and flexible in the face of international competition. Careers education was regarded as having a significant place in that process:

Greater flexibility is needed for the economy and labour market to respond more quickly to change. Increased efficiency is needed to maximise the opportunities for change (NBEET 1990:1).

The key assumption underlying the Review was that the effectiveness and accessibility of the higher education system is the most important element in producing a skilled and knowledgeable population. In this context career development had the potential to expand its reach to include, amongst other things:

- teaching job-seeking skills;
- reducing skills wastage, drop outs, failures and the ‘need to change streams due to poor subject choice’;
- assisting in the implementation of access and equity plans;
- encouraging positive attitudes to lifelong learning;
- assist in the process of developing more effective interactions between governments, employers, the communities and professional bodies;
- make a significant contribution to the achievement of the institution’s objectives, especially in maintaining quality and performance.

(NBEET 1990:2)

The 18 recommendations of the Koder Report are provided in Appendix 5. Recommendations to the government included giving greater priority to careers education through funded national projects, the need for improved
labour market information, and the need to make specific reference to careers in government-institution profiles negotiations. Particularly pertinent to this review, the onus was placed firmly on the institutions to ensure that career services:

- have clearly defined missions and objectives that are consistent with the institution’s mission;
- contribute to institution’s strategic planning;
- have clear accountability procedures.

The recommendations to the advisory services relevant to the current context include:

- contributing to access and equity programmes and assisting students from disadvantaged groups;
- developing close liaison with teaching staff;
- developing accountability procedures;
- strengthening links with schools, TAFE and community organisations.

In the period immediately following the Koder Report, a range of projects were funded by the Commonwealth to further investigate issues and to support new initiatives in universities. In conjunction with the Koder review the Commonwealth funded 10 university-based initiatives to improve careers education from the National Priority Reserve Fund. The GCCA received funding to develop surveys of graduate perceptions of their courses, their experience in the labour market, and their employability as assessed by employers (Anderson et al 1994:1).

**The Impact of the 1990 Review**

A 1994 study by Anderson and colleagues (*Careers Advisory Services in Higher Education: The influence of the 1990 NBEET/DEET Report*) was commissioned by the Department of Employment, Education and Training to assess the impact of the Koder report and the implementation of its recommendations (Anderson et al 1994). The changes in the economy and the higher education system in the five-year period were significant including dramatic increases in the number and diversity of students, and,
importantly, ‘the deterioration in the labour market for graduates, as a factor of the recession of 1989-93’. The impact study also noted the changing context within institutions such as the proliferation of courses and specialisms, and the increased size of universities, many of them multi-campus amalgamations following the end of the binary system.

The Anderson investigation found that the impact of the 1990 Review was patchy, and efforts to implement the changes were limited by constraints on resources and changes in the institutional contexts. The advisory services were ‘hard-pressed and under-resourced’. The major ongoing deficiencies identified by the impact report were the lack of adequate resourcing and, ironically, the absence of a career structure for staff:

*Within universities, (career advisory services) are commonly grouped with a range of other services, with no special advisory committee or senior support mechanism. There is no clear form of professional preparation or career structure for their staff (Anderson et al 1994:vii).*

### 4.4 OECD Review 2002

Some findings of the review from 14 OECD countries *Career guidance and public policy: bridging the gap (OECD 2004)* were discussed in the previous chapter. The report concluded that in most OECD countries six issues needed more attention and resources for career services with respect to the following:

- systems that develop self-management skills
- diversity in the types services available
- the education and training of career practitioners
- the information base to guide policy
- quality assurance systems
- strategic leadership

The review of Australia’s career development services, and subsequent report, *Australia Country Note* (OECD 2002), included discussion of services provided by TAFE and universities. Reflecting the findings of available Australian studies, the OECD review team confirmed that most
TAFE institutes offer career guidance and employment services to their students as part of their general counselling services, although it emphasised that there was no systematic information on the extent and nature of the services.

The Country Note concluded that the level of guidance provision within TAFE seemed ‘very limited’ and in the process of being reduced, ‘partly because of the decentralisation of resource allocation to individual institutes and partly because of the pressure on TAFE to reduce its costs to compete with other training providers.’ It cited a 2001 NCVER student outcomes study that found that student counselling services and career/job information consistently had lower satisfaction ratings from graduates than any other aspects of their TAFE experience.

With respect to the universities, the Australian Country Note (OECD 2002:11) drew attention to the increasing pressures on budgets that resulted in many services having their operating budgets reduced. It suggested that as a consequence the services were looking to find cost-effective ways of service delivery such as using web-based information. Nevertheless, the OECD review team commented on the need for new approaches that would require additional resources as in the recommendation to:

*In TAFE institutes and in universities, review how careers services can work more effectively with teaching departments to help students link their learning to their career development, and the resources they need to perform this role effectively alongside their other tasks (OECD 2002:30).*

One of the key studies informing the OECD review was a study of Careers Services in Australia by Miles Morgan (2002) commissioned by DEST. Echoing many of the concerns and perspectives from previous reports, the Miles Morgan study posed the question ‘What services can TAFE and university students expect?’ (Miles Morgan Australia 2002:68) As with other studies it found that:

*Information on career information, guidance and counselling*
services in TAFE institutes is more difficult to access, with few State Training Authorities keeping aggregate data on service provision. Nor has information been obtained on the career services offered by other Registered Training Organisations offering VET qualifications (Miles Morgan Australia 2002:73).

This highlighted the issue of underlying problems for policy and planning for the provision of career services nationally. Miles Morgan pointed to the need for a National Careers Plan:

> In the absence of a national careers agency with a clear mandate to ‘steer’ the career activities of the disparate Commonwealth and State employment education, and training (EET) agencies and institutions, a nationally agreed plan to steer activities is urgently needed. (Miles Morgan Australia 2002:104).

### 4.5 Recent policy developments and initiatives

It is important to acknowledge that a number of major national initiatives were in progress prior to the visit of the OECD to Australia. For example, the proposed national on-line career education system that evolved into the myfuture website in 2002 was the outcome of discussions at MCEETYA in 2000 concerned with the need for an accessible system alongside a national careers curriculum policy. This preceded the OECD review. This policy focus was partly driven by the government’s Footprints to the future report in 2001 which noted significant weaknesses in the system, including fragmentation of provision and lack of accountability, and recommended that the Commonwealth Government, working with state and territory government, should ensure universal access to high quality career and transition support systems in school and beyond.

A Parliamentary inquiry into the place of vocational education in schools, Learning to Work (House of Representatives 2004) made recommendations concerning the provision of career education in the secondary school curriculum as well as addressing shortcomings in career guidance. It referred to many of the issues raised by the OECD review and identified cross-sectoral collaboration between schools, TAFE and
universities as problematic in general. Of particular interest was the view of the Committee that:

...career education should be a mandatory part of the core secondary curriculum, taught by qualified careers teachers (House of Representatives 2004:216).

4.6 Focus on professionalisation and quality

The career development industry has undergone rapid development over the past five years. The Australian Government has taken a number of major initiatives to support high quality career advice for all students. Most of the focus of government strategy and funding has been on unifying and raising standards and professionalising the career development industry through projects managed under the auspices of MCEETYA, or by the Career Industry Council of Australia (CICA).

CICA was founded through the collaboration of several Australian professional career associations who recognised the need for such a body. It was established in 2002 as the peak body representing those who provide career development services in Australia. It is unique internationally in that it involves the many national and state professional associations of career practitioners, including the two national associations with specific interests in tertiary education, the National Association Graduate Careers Advisory Services (NAGCAS), and Career Development Association of Australia (CDAA). It aims to promote a career development culture within the Australian community.

Government funding has focused in particular on professionalising career practitioners through the development of: a MCEETYA project, the Australian Blueprint for Career Development; the Professional Standards for Australian Career Development Practitioners; and the 2007 Guidelines for Career Development Services and Information which provide nationally agreed frameworks to improve the professionalism and quality of the industry.
4.7 Australian Blueprint for Career Development

The Australian Blueprint for Career Development (ABCD) is a national framework of competencies initiated and managed by MCEETYA that aims to create integrated, effective and measurable career development programmes. The Australian Blueprint has been adapted from the Canadian Blueprint for Life/Work Design, which in turn has its origins in the US as noted in the previous chapter (McMahon, Patton and Tatham 2003). The Australian Blueprint consists of two main components:

- the career competencies that all Australians need to develop in order to effectively manage life, learning and work.
- processes for planning, implementing developing/redesigning, and evaluating career programmes and resources that will help Australians acquire the above career competencies in a variety of settings. These include schools, post-secondary institutions, employment training programmes, organisations, placement agencies, and other settings in which career development interventions occur (Miles Morgan Australia 2003:10).

Prepared by Miles Morgan Australia and the product of wide consultation and testing since 2003, the Blueprint has recently been trialled in 26 organisations under the auspices of the Ministerial Council on Education, Employment Training and Youth Affairs (MCEETYA).

4.8 Professional Standards for Practitioners

In response to international reviews of career guidance, and particularly the OECD Report, DEST commissioned CICA to conduct a project to establish National Standards and Accreditation of Career Practitioners (CICA 2004b; 2007c; 2007d; 2007f; 2007i). It involved all member associations of CICA. The purpose of the standards is to assist the career industry to move beyond its status as 'loosely professionalised' (CICA 2006b) to conform to the definitions of Professions Australia. The Professional Standards for Australian Career Development Practitioners:

- 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;
• establish a benchmark against which career practitioners can be assessed, evaluated and judged by their peers and by others;
• require career practitioners to undertake continuing professional development; and
• create an agreed terminology for the industry.

(CICA 2007h:2)

From 2012 the standards developed by the Career Industry Council of Australia (CICA) and its member associations will be regarded as the minimum required by Australian career development practitioners.

4.9 Guiding principles

The third key step in the professionalisation of the career development industry concerns the quality of services and the information products (CICA 2007e). The guiding principles for services include, for example: promoting awareness; ensuring users are made aware of their entitlement; and differentiating service provision to accommodate diversity. The principles for information products cover such matters as making the purpose of the product explicit; using reliable data; and indicating the currency of the information.

4.10 Continuing professional development

In 2007 CICA developed a Framework for Continuing Professional Development (2007b) around core competencies grouped under seven broad categories, for example, ‘career development theory’, ‘ethical practice’ and, ‘information and resource management’. The range of possible activities suggested by CICA is necessarily diverse given the contexts and locations of the practitioners who do not work in tertiary institutions. The CICA minimum standard for Continuing Professional
Development is 15 hours per year but member associations such as NAGCAS and CDAA determine their own requirements.

The core competencies are grouped into seven broad categories, specifically:

- Career Development Theory
- Labour Market
- Advanced Communication Skills
- Ethical Practice
- Diversity
- Information and Resource Management
- Professional Practice

(CICA 2007b:1)

4.11 Towards a national institute of career development

In addition to concerns about the lack of a sound evidence base referred to in the previous chapter, there was a strongly held view in the initial consultations and previous reports that there is a lack of strategic leadership capacity and capability within higher education career development services. A national focal point in the form of an institute for the career development industry that might address these and other issues was suggested. Some activity in that direction has already occurred but without result. A feasibility study was conducted for DEST (Allen Consulting Group 2005) into the establishment of an institute for leadership in career development. The study cited the observation of the OECD with respect to Australia that:

... there could also be a case for an independent Foundation or Council to bring together the interests of the profession and of relevant stakeholder groups and to act as a focal point for strategic thinking and innovation in the field. (OECD 2004:19)

Following a wide process of consultation with stakeholders the study tested three possible models against stakeholder criteria:

- an information hub for professionals and prospective clients
• a professional association model that would include the information hub
• strategic leadership and research model incorporating the first two options but which would also provide strategic leadership and commission research

It concluded that the third model was considered the most desirable approach with the key objectives of: identifying and drawing together information and thinking on career development; promoting the career development profession and services; and, becoming the primary source of information on all aspects of career development activity in Australia (Allen Consulting Group 2005:ix)

More recently, CICA (2007g) commissioned a paper by Sweet to develop a case for a national research strategy on the public benefits of career development services discussed in the previous chapter. The paper includes a proposal to establish a national centre for research with three possible options for models:

• a national centre based around existing career development researchers;
• a national institute for leadership in career development (as proposed by Allen consulting group);
• a national centre built around an existing social science research organisation (CICA 2007g:5).

Importantly, the paper concludes that:

A national research agenda should concern itself not only with the content and focus of research, but also its use, impact and sustainability. (CICA 2007g:11)

In addition to conducting research, the CICA paper suggests that the national centre should: improve the data linking career development services and public policy; build a network of researchers; manage a clearinghouse of research; and manage a dissemination programme.
4.12 Monitoring graduate outcomes

Australia has an internationally recognised strategy to monitor the destinations of graduates and their perceptions of their university experience. This commenced at a national level in 1968 with the establishment of the Graduate Careers Council of Australia (now GCA). This is a public funded peak body with representatives from employers, universities and government. Its major objectives are to:

- promote and foster employment and career opportunities for graduates from higher education institutions;
- provide marketing opportunities, resources and advice for those wishing to recruit graduates;
- provide high quality careers education products and services targeted at tertiary students and those intending to undertake tertiary studies;
- conduct national research projects related to graduate outcomes and recruitment, including undergraduate expectations and perceptions of employment after university (the University and Beyond Survey), graduate outcomes and experiences four months post-graduation (the Australian Graduate Survey) and employer expectations and perceptions (the Graduate Outlook Survey); and
- form a proactive networking facility for all parties involved in graduate employment and training.

(GCA 2008a)

The Commonwealth has funded the Graduate Destinations Survey (GDS) conducted by GCA since the 1970s. Every graduate of every university is invited to complete the survey about four months after completion of their degree programme. The GDS provides information on the proportion of graduates in full-time employment (including industry, occupation and salary level) and full-time study (including level and field) from each institution. The annual undergraduate Course Experience Questionnaire (CEQ) as well as the newer Postgraduate Research Experience Questionnaire (PREQ) are also part of the Graduate Survey. These provide information about student satisfaction and perceptions on a number of dimensions such as the quality of teaching, the acquisition of generic skills and satisfaction with the experience of university overall.
In 2007 GCA introduced a new and significant initiative, a survey of current students that relates to the use and perception of higher education career services, the *University and beyond; careers services report*. It provides data concerning student motives, patterns of use and levels of satisfaction with the services provided by a large sample of more than 30,000 students from 18 universities on their expectations of ‘life beyond university’ prior to completing their studies (GCA 2008b:46). This is a major resource for the sector with considerable potential to inform national and institutional policy.

### 4.13 Learning and Teaching Performance Fund

There has been a shift across Australian universities over the past decade towards valuing the total student experience and the increasingly common expectation that student services will play a critical role in promoting student engagement and enrichment of student life to enhance graduate outcomes. Among the factors contributing to this shift in focus on graduate outcomes has been the introduction of government policy drivers influencing the behaviour of universities and with potential impact on career development services.

In March 2002 the Australian Government commenced a major review of higher education — Higher Education at the Crossroads. The review culminated in a new policy entitled *Our Universities: Backing Australia’s Future* which was released in May 2003. It established the Learning and Teaching Performance Fund (LTPF) to reward universities that best demonstrate excellence in learning and teaching for domestic undergraduate students.

The LTPF has had an indirect impact on career development services. In most universities the measures are replicated internally for quality assurance and performance funding purposes. The LTPF model has three key elements: student satisfaction as measured by the Course Experience Questionnaire (CEQ) scales of overall satisfaction; generic skills and good teaching; graduate outcomes as provided by the GDS, specifically numbers of graduates moving to full-time employment or further full-time or part-time
study; and student success as indicated by institutional student progress and retention rates.

4.14 Quality assurance

The Commonwealth funds an independent national agency — the Australian Universities Quality Agency (AUQA) — to audit the quality of Australian higher education institutions. It audits institutions on a five-year cycle against each institution’s own goals and provides a public report on its findings. It has the potential to bring attention to the role and performance of career development services although it appears to have focused on student services in general.

It is appropriate at this point to note that the decline in the status, profile and recognition of career services within universities coincided with the shift of ownership of the Graduate Destinations Survey (GDS) from career services to planning and quality assurance units. The use of the GDS as a key national performance indicator has in many universities reduced the standing of career services as authoritative sources of graduate destination information.

4.15 The Career Development Centre

The Career Development Centre (CDC) in Perth has been developed in the light of national and international best practice. An initiative of the Western Australia Department of Education and Training and the Commonwealth, it is modelled on the UK learndirect as a one-stop-shop and provides a holistic approach to career development services in one location. Importantly, the client sees only one point of a relatively seamless operation. The CDC has significant potential as the basis of a national system: we were advised that the model could be readily duplicated to the other major urban centres of WA. The Perth CDC complex is co-located in the city centre with Centrelink and the Career Information Centre. Different components of the CDC are funded from Commonwealth and state governments. The community-based sector is funded by DEEWR.
The concentration of expertise in one location and under one organisational umbrella adds an important element of critical mass to the development of innovative approaches. A key goal is to develop links with the teachers and lecturers in TAFE. With 80,000 contacts per year, the vision is to make more effective use of the website. The website contact enables the CDC to use screening of clients at the start. They are therefore able to focus on the core needs of clients. The CDC is currently developing an SMS option modelled on a New Zealand approach. Extensive targeted professional development is provided for practitioners including micro-guidance skill to maintain a consistent approach.

4.16 Work integrated learning

The National Association of Graduate Careers Advisory Services (NAGCAS) is conducting a project funded by the Australian Council for Learning and Teaching (formerly the Carrick Institute for Learning and Teaching in Higher Education), *Career Development Learning: Maximising the Contribution of Work-integrated Learning (WIL) to the Student Experience* (University of Southern Queensland 2008). The project will provide Australian universities and associated industry stakeholders with resources for student career development learning and engagement with industry.

Outcomes of the project include the development of national guidelines and benchmarks for maximising the contribution of career development learning to student transitions and the relationships to teaching and learning contexts. The project will also construct a model for career development learning with potential to be integrated into the curriculum in Australian universities.

4.17 National Internship Scheme

Universities Australia put forward a Discussion Paper in October 2007 on a range of options for a National Internship Scheme. In May 2008 a Position Paper was released with strong support for a national scheme that “enhances earning, learning and employability skills” in universities. The
scheme aims to build on and expand existing programmes with partnerships between government and industry. The proposed implementation process involves, amongst other things, the establishment of a National Internship Council.

4.18 Recent research and stakeholder perspectives

Until recently most of the research and evolution of career services have been focused on activities at the local level. A number of studies have been conducted to inform the CICA agenda including scoping work. The National Centre for Vocational Education Research (NCVER) study reported below was completed just prior to this national review report. A draft report generously provided by NCVER informed the fieldwork for this review.

4.19 Career development in vocational education

NCVER is a not-for-profit company owned by the federal, state and territory ministers responsible for training. It is unique in Australia's education system. It is responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET). Over the past three years NCVER has conducted two related Commonwealth funded projects: Learning pathways within and between vocational education and training and higher education (Harris, Rainey and Sumner 2006), and Choosing VET: an evaluation of career development services for young people (Rainey et al 2008).

The 2006 NCVER study was focused on policy initiatives that determine the pathways available to young people, and how they make their choices. It includes a substantial review of the literature on policy and practice in career development related to student choices. It examines patterns of pathways within and between VET and HE, and compares the notion of straightforward pathways with what actually happened in the case of 49 South Australian students who had experienced both sectors. A key message from the study is that:

Students who move within and between VET and higher education are generally not aware that career services are
available, they do not use them, and they do not think they need them. These learners may be considered those who could most benefit from such services. From a system perspective this raises issues of inefficiency (Harris, Rainey and Sumner 2006:7).

The study also found that:

Usually only assistance which was readily available and accessible was sought. Information sources (particularly websites) were the most commonly used resource, but these were generally not fully utilised, and only information relevant to the next move was normally accessed. Choice was mainly driven by student interest in a particular field, which was often the 'glue' that held the pathways together (Harris, Rainey and Sumner 2006:9).

The second study evaluated the effectiveness of career services from the point of view of the students. The major findings of the evaluation of career development services (Rainey et al 2008) include the following:

- Career service providers in technical and further education (TAFE) institutes, universities and government agencies believe they are most effective in helping young people to explore, and make decisions about, their options for work and further learning;
- Only a small proportion of eligible TAFE and university students are accessing available career services;
- Young people like to manage their own careers. Easy-to-use, comprehensive computer-based resources, and guidance in using these services, could further support their career development.

(Rainey et al 2008:6)

More specifically, the study concluded that the career development services examined were largely dependent upon the mandate of the provider. They were biased towards information, and relied on 'static' service delivery with little reported use of computer-based interventions:

...There also appears to be little use of experience-based interventions... The websites evaluated by researchers and young people were found to be highly variable in terms of their quality, and reports also suggest that there was minimal use of guidance software and computer-based delivery of VET information. (Rainey et al 2008:37).
4.20 Employer perspectives

The Business, Industry and Higher Education Collaboration Council (BIHECC), established in 2004, has considered graduate employability skills in the context of the Employability Skills Framework, an instrument developed by the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA).

The Council provides advice to the Minister on ways to increase collaboration between the higher education sector, business and industry. The 2007 Precision Consultancy report, *Graduate Employability Skills*, commissioned by the Council, includes a number of recommendations which may have implications for university career development services. The project was managed by the Australian Industry Group. The report offers recommendations:

- to establish an Employability Strategy Fund
- to explicitly identify employability skills in all university curriculum
- to improve and increase access to Work Integrated Learning (WIL)
- to enhance teaching and assessment of employability skills
- to offer students self assessment options for employability skills
- to explicitly report on employability skills demonstrated through Work Integrated Learning
- to encourage more effective integration of employability skills in student e-portfolios
- to explicitly include employability skills in the forthcoming Australian Diploma Supplement (ADS)

(Precision Consultancy 2007:47)

In a report on *Skills for a Nation*, the Australian Chamber of Commerce and Industry (ACCI), makes the general observation that:

*An effective strategy for the delivery of career education and advice may need to shift away from an approach that focuses only upon immediate educational and occupational choices towards a broader whole-of-school and whole-of-sector*
approach. This requires an approach that imbeds career education and advice in the curriculum, incorporates career self-management skills and learning from experience. The tertiary sector manifestly lacks career services both in scale and in focus (ACCI 2007:190).

The ACCI proposes that:

The organisation and delivery of career education and advice services across the country must be subject to strategic leadership with stakeholders incorporating national consistency for delivery of career education and advice services and workforce qualifications, and that, there be a national vision for career guidance that includes a strategy for delivering lifelong access to career guidance involving both government and industry stakeholders.

(ACCI 2007:192)

The chapters that follow present the data from the fieldwork that pursues many of the issues, developments and perspectives raised in this chapter. Chapter 9 examines policy directions and related developments that have emerged since the data gathered by this review in 2007–2008.
5 Institutional contexts, structures and functions

5.1 Introduction

The Koder Review (NBEET 1990) recommended that universities ensure that career advisory services were part of core business — that is, they should align their objectives with institutional missions, make a strong contribution to strategic planning, and be funded and accountable as core business. The extent to which institutions regard career development services as central to their strategic plans is a key concern of this review. This chapter examines the diversity of current operational contexts for career development services in HE and VET institutions, including the structural arrangements for the services, their primary functions, and their place in the strategic planning and accountability processes of institutions.

Career development services operate in a wide range of institutional contexts. The selection of the case study institutions was intended to capture at least some of this diversity in, for example, institutional history, mission, size, course offerings, student profiles and provision to regional and remote communities. Both the HE and VET sectors now cater to a significantly more diverse range of students with more complex patterns of career paths. There is also considerably more overlap in terms of qualifications pathways between the two sectors under the Australian Qualifications Framework (AQF) than there was at the time of the Koder Review. Nevertheless, fundamental differences between the HE and VET providers of tertiary education were encountered in the current environment in terms of the contexts for, and provision of, career development services.

5.2 Current operational context

Almost all Australian universities have dedicated organisational units providing career development services for students. Only one of the 37 universities participating in this review had no services available but did have plans to appoint counsellors in the near future. Of the 117 VET institutions that responded to the survey, 108 provide some form of career advisory service, typically as part of a broad suite of student services. Less
than 20 per cent of the 117 VET institutions surveyed have dedicated organisational career units.

**Structural arrangements**

Four models of the organisation and management of career development services in universities are shown in Table 5.1. The respondents were asked to indicate which of these statements best describes the current provision of career development services at their institution.

**Table 5.1: HE — Provision of career development services**

<table>
<thead>
<tr>
<th>Provided by a central/core unit specifically charged with whole-of-institution responsibility for career development services</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided by a central/core unit as part of a suite of student services</td>
<td>10</td>
</tr>
<tr>
<td>Provided by a combination of central/core unit and teaching centres</td>
<td>4</td>
</tr>
<tr>
<td>Provided by a combination of central/core unit and other non-teaching centres</td>
<td>2</td>
</tr>
</tbody>
</table>

In approximately half the universities, the managers or directors of central units report to a *Director of Student Services* or similar title who in turn reports to a member of Senior Executive. In flatter structures, or where the unit is significant in size or standing, the manager might report directly to the Pro-Vice Chancellor responsible for a broad portfolio embracing, for example, student support, equity, and community services.

Most of the university central units fall under a *Student Services Division* or similar title. The portfolios under which they operate are more diverse. Some are simply functional while others identify strategic focus, for example:

- Academic Enrichment Services
- Academic Services
- Access and Work
• Admissions, Careers, Examinations and Graduation
• Learning for Work and Community Service
• Learning and Student Outcomes
• Office of University Engagement
• Registrar’s Office
• Student and Administrative Services
• Student Learning and Support Portfolio
• Student Relations/Campus Life
• Teaching, Learning and Equity Services
• Vice President Resources/Chief Financial Officer

In the VET sector, to cover the most likely options the survey asked if career development services are provided as part of a suite of student services; as a central unit specifically charged with whole-of-institution responsibility for career development services; or some other structural arrangement.

Career development services in the VET sector are more likely to be provided as part of general student services (e.g. Student Counselling Unit) as indicated by 62 of the 108 VET organisations that provide some formal career development services to students (Table 5.2).

Table 5.2: VET — Provision of career development services

<table>
<thead>
<tr>
<th>(N=117)</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided as part of general student services (e.g. Student Counselling/Services Unit)</td>
<td>62</td>
<td>53</td>
</tr>
<tr>
<td>Provided by a central/core unit specifically charged with whole-of-organisation responsibility for career development services</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Other structural arrangements</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>No services provided</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>100</td>
</tr>
</tbody>
</table>
Of the 108 VET respondents that provide some formal career development services, only 68 went on to complete further questions in the survey. A central unit specifically charged with whole-of-institution responsibility for career development services operated in 20 of these institutions. The remaining 26 organisations had an array of other arrangements.

Of the 20 VET institutions that indicated they had a central unit specifically charged with whole-of-organisation responsibility for career development services, only 11 indicated the name of the unit and the Division and Portfolio where the unit is located. Of these, two fall under a Student Services Division, while others are included as Career Development or Career Services Divisions, as well as Corporate Services and Training Divisions. Examples of the portfolios listed by this small number of VET respondents include:

- Support Services
- Student Recruitment
- Student Engagement
- Student Development
- Careers and Alumni Services

As we noted in Chapter 2, the VET sector sample is skewed towards New South Wales and Tasmania and the patterns may be slightly different elsewhere. An examination of the public (TAFE) and private provider data shows that less than one-third of the TAFE respondents, and less than one-quarter of private providers, had a central unit of some kind. Most of the private providers, totalling less than 50, had arrangements that were either part of general student services or a central unit.

**Other internal providers of career development activities**

Many universities have a number of other service units with some interest and expertise in career development. In addition to the central unit activities, 30 of the 36 universities have separately funded and staffed career-related activities provided by faculties, departments and other parts of the institution such as specialist service centres.
In some cases substantial programmes operate independently of the central career service and some faculties employ career practitioners who do not necessarily align their activities with those of the central unit. The areas most commonly cited were involved in work integrated learning or internship programmes in the faculties, as well as career development activities embedded within the curriculum. They provide a variety of activities that often operate independently of career services including, for example:

- a large number of academic units with a work integrated learning component;
- career development embedded in the academic curriculum for credit;
- student associations organising career forums and fairs;
- student associations and faculty staff arranging interaction with employers;
- academic programmes offering employment preparation support e.g. Occupational Therapy, Nursing, Biomedical Science, and Education; and
- industry networking and information events e.g. speed networking, industry panels, and employer information sessions.

At Urban University in addition to the central career unit, the other parts of the university involved in the following career-related activities are:

- the Student Employment Service which provides part-time casual employment opportunities to students while they are studying;
- Faculty Programmes that involve both career staff and academic staff in running career sessions for students; and
- Work Integrated Learning (WIL) programmes and preparation delivered by academic staff within WIL topics, with a further preparation course available online through the University’s Staff Development and Training Unit.

This is not unusual in universities where large faculties are likely to be stand-alone operations. Although career services’ internal engagement with their respective institutions varies from case to case, there has nevertheless been clear evidence of an increasing trend toward outward
engagement and the building of partnerships with academic departments. The extent to which the central units are involved in these programmes depends largely on the credibility they have established across the university and the formal acknowledgment of their role as the primary resource for career development activities.

5.3 Mission and objectives of career development services

The survey of universities explored the primary functions of their central units as well as the involvement of any other providers of career services internally. About two-thirds of the university central units have a mission statement. Those without a mission statement for their central units are more likely to be smaller institutions and unaligned with any formal university groupings.

The aims and core objectives espoused in the missions of the central units include commitment to quality, efficiency and appropriateness of service provision, and specific descriptions of the particular services provided. Although they vary in structure, style and detail, the mission statements are in most cases consistent in terms of their message. Examples from a range of central units include objectives to:

- support the career development needs of all students;
- provide career and employment information, counselling, and education;
- provide a suite of career development services for students and alumni ranging from career planning to graduate employment;
- enhance career development learning and positive graduate outcomes;
- deliver a holistic service to students and prospective students that involves them in structured career planning as they progress from recruitment through each academic year to graduation, and one year beyond;
- enhance the employability of students, assist with their career development and maximise the employment opportunities available to them;
• support students in realising their maximum potential via the provision of a range of services relevant to their learning and career goals; and

• support and equip students to make a successful transition from prospective student to graduate employee.

The variation in the focus and complexity of the mission statements is noteworthy. Some statements are succinct and focused emphatically on employment outcomes, for example, ‘To enable graduates to enter the workplace successfully’. Others take a broader view: ‘To provide a progressive, excellent and innovative service, which fosters a career development culture in the University community’. Almost one-third of central units define their mission simply in terms of service provision, either as extended versions of the unit title, or to indicate coverage — for example: ‘To provide career and graduate employment advice and services to students’.

The mission statements of some units are more obviously based on key guiding principles. For example, at CityTech University the career and employment service has developed an operational and strategic plan that aims: ‘to provide a high-quality, proactive and responsive service which addresses both the career development and employment needs’ of students. According to the CityTech plan, the achievement of this aim is guided by ‘acknowledging and valuing’:

• the interdependent nature of academic, personal, career and employment development;

• the ultimate responsibility individuals have for their own career management;

• achievement of quality career development and employment outcomes are a mainstream entitlement of all students;

• principles of accessibility and equality of opportunity to the service;

• the shared responsibility of academic and related support staff and employers;

• high ethical standards; and

• skilful practice by the career professionals operating within it as outlined in the CICA Professional Standards for Australian Career Development Practitioners.
The examples of mission statements provided by the VET sector are more directly focused on enhancing immediate employment opportunities for students, for example:

- to deliver quality advice to all school students in relation to all forms of further education;
- to prepare students for professional life at the highest possible level;
- to actively engage with our industries and professions to deliver exceptional opportunities for our graduates;
- to provide students with information and advice at every stage of their learning career, from initial application through to successful entry into the chosen field of employment;
- to find appropriate work placements for the Cert-IV & Diploma students, and to ensure practical tasks have been met along with valuable experience;
- to provide a range of high quality training, learning activities and resources to enhance the skills development requirements of employees and the company; and
- to provide career and customised employment services that are tailored to the individual employment needs of students.

The case-study organisations followed this pattern. For example, Large Regional TAFE indicated in its strategic plan that there is a range of areas relevant to career services. These include:

- extending the range of skills assessment and recognition services;
- providing flexible pathways for students to enhance learning and employment outcomes;
- working collaboratively with schools and other government agencies to develop and expand training opportunities for 15-19 year olds;
- increasing successful participation of Koori students in education and training; and
- providing opportunities and encouragement for new and existing workers to upgrade their skills.

### 5.4 Strategic role and impact of career services

The evidence gathered from the surveys, forums and case studies suggests considerable variation in the extent to which career development
services are valued by their institutions, and also whether they are considered to have a place in the institutional strategic goals. There are similar variations in the impact of the individual leaders of career units on institutional strategic decision-making.

The response of forum participants to these issues was informative on a number of levels. The low profile of career services was raised consistently as a key issue for career practitioners in both sectors. The high level of cynicism about the standing of career services, even amongst forum participants widely regarded as having high profile in their organisations, was regarded as the product of long-standing marginalisation and lack of understanding and appreciation of the contribution they make.

A key source of frustration was the lack of a strong evidence base at both national and institutional levels that might be used as leverage to support the case for valuing the contribution of career services. Despite recent government policy initiatives, and signs of a positive shift in orientation at the institutional level, there remains a strong undercurrent of pessimism.

While there was no indication at all from the surveys of threatened closures of career services, a few of the universities were in the process of major restructuring as the review got under way. These restructures are now commonplace as universities address the many challenges created by resource issues: career services are as vulnerable to fallout as any other service. Some forum participants felt that universities still see career development services as a supplementary service that would therefore be vulnerable to closure.

Participants argued that they had difficulty in getting organisational attention where the institutional culture did not value career development, especially in the face of competing pressures for status and resources. Although almost two-thirds of the central units have direct or indirect representation in senior management groups and academic or
administrative committees, this leaves a significant minority of units with low visibility within their institutions.

In some universities, the distance from organisational strategic planning remains much the same as it was at the time of the Koder Review. One manager observed that in his institution academics generally took the view that career development happens ‘over there’, that is, as a discrete activity unrelated to the mainstream business of teaching. Another unit manager remarked: ‘I’m six steps away from any strategic decisions here’. Although the survey results suggest that this is not an isolated case, there is evidence of an increasing number of career managers having direct input into strategic planning.

The forum participants recognised that they should not rely on the coincidence of interest that might come from ‘champions’ at senior executive level, or from external imperatives such as government, compliance, or industry influences. Instead, they understood this would have to come from the career services themselves if the changes in standing were to be sustainable. They acknowledged the need for significant capability development for the strategic leadership of career development services.

On the positive side, the point was made by a number of stakeholders and survey respondents that student service divisions generally are more valued now that the student experience is widely defined as a total package. It was felt that the status and profile of career development activities should rise as a direct consequence. This is particularly true of institutions with a strong interest in the international student market.

Moreover, forum participants observed that the increasing reference to career development services in teaching and learning plans has the positive effect of shifting the level of reporting to the senior executive. Certainly, two of the case studies provided clear examples of universities currently putting career development services front and centre of their
strategic plans and therefore investing considerable resources and staffing in the process. The surveys also show that a few central units are firmly established as key contributors to university operational planning.

The perceived impact of career development services is shown in Table 5.3 (the 5-point scale has been collapsed to 3 points). In some important respects the central units believe they are making their presence felt at senior executive level although again this is quite uneven. Almost all of the central units agree they have a high level of autonomy in their institution, but some are less sure or disagree that their unit makes an appropriate contribution to central decision-making. Interestingly, none challenged the expectation that they should be influential at this level. The sample is evenly split on this issue.

The central units that appear to have an impact on institutional strategic planning are of two kinds. First, where the units address poor performance on external graduate employability measures. In these cases external pressure has focused attention on the career unit. Second, where the units have a tradition of involvement in strategic planning by virtue of an institutional mission strongly focused on employability and career outcomes, and where there is long-standing acknowledgment of the career development leader as a contributor to policy development.

A slight majority of the 36 central units believe they are recognised as a key element in achieving performance outcomes for the institution. There is less agreement as to whether the central units make a significant contribution to strategic planning. While one in three respondents agrees (only two ‘strongly agree’), a clear majority are either unsure or negative. The high proportion of those unsure about their impact reflects a theme of the forum discussions where a significant number of career practitioners and unit managers felt they lacked the necessary profile and political expertise to influence senior executive.
Table 5.3: HE — Strategic impact of central units

<table>
<thead>
<tr>
<th>(Scale collapsed from 5 to 3 points N=36)</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a high level of autonomy in the institution</td>
<td>3</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Makes an appropriate contribution to central decision-making bodies in the institution</td>
<td>12</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Makes a significant contribution to the strategic planning of the institution</td>
<td>13</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Is recognised as a key element in achieving performance outcomes</td>
<td>8</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Has a ‘champion’ or ‘advocate’ who keeps career issues top of mind in the institution</td>
<td>9</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Is recognised as an important contributor to course design and development</td>
<td>22</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

A substantial minority of central unit managers say they do not have an advocate who gives career issues a profile across the institution. The case studies and open-survey comments suggest that the level of impact on strategic planning is usually dependent on unit leaders who have influence by virtue of their personal standing, and their ability to manage the operational aspects of their roles to allow sufficient time to take a broader strategic role at the institutional level. In some instances it may be a senior administrator who keeps career issues on the senior executive agenda. In a few cases, the Vice-Chancellor was identified as the key champion of career services.

Being recognised as an important contributor to course design and curriculum development is a potentially strong indicator of the strategic impact of career development services. It is clearly early days in this movement since only five units say they are recognised for their contribution to the curriculum in this respect while almost two-thirds of the units are clearly not involved in curriculum matters in a substantial way. The changing role of career services in relation to working with faculties on curriculum design and delivery is discussed in chapter 7.
Urban University provides an example of a central unit making a significant level of impact on institutional planning. The unit has an exceptionally strong track record of contributing to central decision-making bodies in the university, to the strategic planning of the university, and is recognised as a key element in achieving performance outcomes. The unit has the benefit of being led by a senior administrator who is respected by senior executive and who also presents a very clear vision of where the unit is heading. This has been evident in the institutional response to the growing significance of the GDS and employer feedback. The unit at Urban University has direct representation in senior management groups and academic/administrative committees, for example, DVC (Academic) Advisory Group, Graduate Attributes Working Party, Web Development Group, and the Community Engagement Working Group.

5.5 Strategic planning and accountability at the unit level

Table 5.4 shows the number of central units that produce their own strategic planning documents, and also the extent to which they are included in key documents of the university.

Table 5.4: HE — Central unit profile in institutional strategic plans

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has its own</td>
<td>23</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Referred to</td>
<td>10</td>
<td>23</td>
<td>3</td>
</tr>
<tr>
<td>Strategic Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has its own</td>
<td>21</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>Referred to</td>
<td>18</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Operational Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has its own</td>
<td>31</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Referred to</td>
<td>21</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Annual Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has its own</td>
<td>23</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Referred to</td>
<td>19</td>
<td>14</td>
<td>3</td>
</tr>
</tbody>
</table>

A slight majority of central units report that they have their own strategic plan although more say they have operational plans. Overall, around half the central units say their key planning documents are referred to in university strategic plans. Despite the negative impressions some career practitioners have of their current impact and standing in their universities there are signs of improvement. The responses in Table 5.5, suggest there
are positive signs of change in the profile of central units from what is commonly regarded as a somewhat low base. Most units believe their overall standing has improved in the past five years, and more than half say their level of influence on strategic planning is higher. A minority believe their impact on course design has improved, although obviously from a low base and still low in relative terms given the finding from Table 5.4 above.

### Table 5.5: HE — Trends in strategic impact over past five years

<table>
<thead>
<tr>
<th></th>
<th>Lower</th>
<th>Same</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall standing in the institution</td>
<td>1</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Level of influence on strategic planning</td>
<td>1</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Level of influence on course design</td>
<td>1</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Level of autonomy of career services</td>
<td>0</td>
<td>21</td>
<td>14</td>
</tr>
</tbody>
</table>

#### 5.6 The impact of performance measures

A strong indication that a career service is involved in the core business of its institution is its inclusion, and indeed prominence, in institutional operational plans with specific accountability and performance measures. One high profile central unit manager remarked that:

> *The career service has become more accountable over the past three years, particularly as the University has seen the delivery of career services as a strategic priority. It is required to demonstrate how its services improve the overall student experience, assists students in obtaining employment and prepares graduates for the job market.*

External drivers of university performance have turned attention to the contribution, or otherwise, of career services. In general, these career-related performance measures have provided central units with greater credibility and increased leverage within their universities. As noted previously the Learning Teaching Performance Fund (LTPF) has emerged as the most relevant area for career services since immediate and significant financial rewards flow to the institutions that perform best on such criteria as student retention and graduate destinations. About half the
university central units believe they are currently ‘highly valued’ with respect to their potential contribution to LTPF. However, the forum discussions revealed that while some central units received funds from the distribution of LTPF funds across their institution, in other cases the lack of financial recognition is a point of contention and frustration.

As with all parts of university operations career units have been required to develop quality assurance and performance measures. Just over half have developed their own software tools for the overall monitoring and management of their performance. The number and scope of performance measures vary greatly between institutions. However, the most common measures relate to the level of activity as distinct from outcomes. The measures provided in the survey responses included the number of:

- students registered on the jobs database;
- website hits/activity;
- student interviews;
- students attending career fairs, expos, workshops, information sessions;
- employers registering and attending presentations, workshops, fairs, information sessions; and
- positions advertised on the jobs database.

In addition to the CEQ and GDS, the majority of institutions conduct their own surveys of students and employers seeking satisfaction with their services. In some instances career services play a central role in the design and analysis of these surveys. The lack of outcome measures was cited in forums and surveys as a factor working against recognition of the contribution of the central units.

5.7 Institutional restructuring

There has been significant and ongoing institutional restructuring across both the HE and the VET sectors over the past five years. In some cases quite radical changes have emerged in universities and VET institutions that have resulted in a more prominent role for some career development services. Indeed, four of the case study institutions were undergoing major
change processes at the time of the site visits and were essentially ‘a work in progress’. Another institution had so completely and rapidly restructured student services between the time of the site visit and the reporting of the case that the information gathered was of only historical interest. Moreover, three institutions we approached to participate in the review process declined because of major restructuring processes. As noted in Chapter 2, the case study institutions were not selected as examples of central units in a context of organisational change, they are simply representative of the widespread responses to national and state system reforms, new social and economic imperatives, and intense market competition for students.

The delivery of career services at Multi-sector University has recently been affected by an organisational review that has resulted in the planned establishment of a new organisational structure. This new approach would separate the HE and VET career services. The VET organisational structure will consist of semi-autonomous teams organised around experts in a vocational discipline. In the future, a vocational expert in the teaching centre will handle external enquiries from potential students or industry personnel. The HE career services at Multi-sector University will be handled by a separate unit within student services and focused on careers and employment.

At Large Research University senior executive has taken the strategic decision that career development should be central to the new emphasis on graduate outcomes. The provision of career development services has been radically reshaped to align with the institutional vision and will now directly influence strategic planning. This new focus was driven to a significant extent by the decision to address relatively poor Graduate Destination Survey results in some disciplines. The decision was made to fully embed responsibility for graduate employability in the faculties. To achieve this, a substantial restructure of the career service model was needed to enable it to act as a facilitator and resource for faculties. The University sees an associated challenge is to then link more clearly the related activities of marketing, alumni development, and recruitment.
New University provides an example of major restructuring directed towards improving student recruitment, retention and employability. It has been in the process of consolidating a major restructure of student services that commenced in July 2006 and continued into 2007. Prior to the restructure in 2006 the career section operated as an independent unit within the student services centre. The first stage of the restructure saw careers become part of the student retention and support portfolio of student services. In 2007, after the initial re-structure of the student service centre, an external review of the marketing and development was undertaken. The review identified that the most acute marketing problem for the University was the failure to achieve student load targets. One outcome of the review was the transfer of student recruitment to student services and the subsequent amalgamation with the career advisory service to form the student recruitment and careers section.

The career services at Multi-campus Institute are organised as a unit, combining student learning support with career pathways. The seven key staff operate from four of the 11 campuses. The establishment of the unit followed a major restructure of services in 2003. The major external drivers to the recent changes have been the Welfare to Work policies, skills shortages, and low retention rates. The new unit has been engaged in significant research across the organisation to get an accurate picture of the needs of students, particularly barriers to their learning and the reason for low retention rates in some areas, and why students choose courses and occupations.

5.8 The impact of external policy and resources

The survey of universities sought their perceptions of the influence of the following national peak bodies and resources in shaping the policy and practices for career development services at their own institution:

- The National Association of Graduate Careers Advisory Services (NAGCAS) - the association for careers services and people involved in careers and employment work in the higher education sector.
• Graduate Careers Australia (GCA) - a peak body with representatives from employers, universities and government, working to promote employment and career opportunities for graduates from higher education institutions, to provide careers education products and services, and research first destinations and salaries of graduates.

• Professional Standards for Australian Career Development Practitioners - the standards which were developed by the Career Industry Council of Australia (CICA) and its member associations in 2006 and from 2012 will be regarded as the minimum required by Australian career development practitioners.

• Australian Blueprint for Career Development (ABCD) - a national framework of competencies developed and tested under the auspices of the Ministerial Council on Education, Employment Training and Youth Affairs (MCEETYA). It aims to create integrated, effective and measurable career development programmes. It has recently been trialled in 26 organisations.

• DEST (now DEEWR) Scholarships for career practitioners, which were extended to the tertiary sector for the first time in 2008.

• Careers Advice Australia (CAA) - an Australian Government initiative supporting young Australians aged 13 to 19 to make successful transitions through school and from school to further education, training and work.

The results in Table 5.6 do not reflect the views of the university career services units as to the impact of the above resources on career development policy and practice more generally. The responses relate only to the impact of the resources at the local level, with the perceived potential for leverage in strategic planning. As might be expected, those in central units regard initiatives that are well established or have direct impact on career services as influential.

The resources still being developed such as ABCD were rated as less influential, and those that have been recently introduced such as the DEST scholarships for career practitioners, or are not primarily targeted at the tertiary sector (CAA), are rated as slightly or not at all influential. The Guiding Principles for Career Development Services and Career
Information Products prepared by CICA in 2007 had not been finalised at the time of the survey.

**Table 5.6: HE — Influence of career industry resources**

<table>
<thead>
<tr>
<th>(N=35)</th>
<th>Not at all influential</th>
<th>Slightly influential</th>
<th>Influential</th>
<th>Extremely influential</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Association of Graduate Careers Advisory Services (NAGCAS)</td>
<td>1</td>
<td>9</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Graduate Careers Australia (GCA)</td>
<td>2</td>
<td>9</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Professional Standards for Career Practitioners</td>
<td>2</td>
<td>12</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Australian Blueprint for Career Development</td>
<td>8</td>
<td>12</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>DEST Scholarships for career practitioners</td>
<td>20</td>
<td>11</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Careers Advice Australia (CAA)</td>
<td>25</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

There was very little comment on these resources in the forums, case studies and open-ended survey items suggesting that they are fairly uncontroversial; perhaps they are also not seen as providing significant leverage internally. There was some comment from the VET sector forum participants and case studies that the Blueprint was too complex, not user friendly, and with limited application to TAFE/RTOs. The Blueprint was not mentioned in the HE survey responses.

### 5.9 Summary

There are fundamental differences in the context and approaches to the provision of career development services between HE and VET providers. Indeed, the contrasts are so strong in some states we were advised to conduct separate forums for the two sectors since, it was argued, they have so little in common. The differences in focus were quite strong in most
forums. The issue of a strategic role was not explored in the VET survey since it was clear from the forums, and confirmed in the case studies, that the role of career development is generally integrated in student services with no expectation on the part of the senior executive, or the career development practitioners, of a policy role.

There is also considerable variation in the size and scope of services across the universities and a number have recently been subject to significant structural changes that will give them a more prominent role in contributing to the institutional strategic goals. Almost all Australian universities have dedicated organisational units with whole-of-institution responsibility for providing career development services to students. The services have a high level of autonomy, operate across a wide range of activities within their institutions and, for many, their reach is extending.

The standing of career development services is reported as low in many universities and VET providers. A significant proportion of managers of central units believe that what they and their units have to offer is not well-recognised in their institutions. They also acknowledge that they lack the profile and political expertise to influence senior executive. Career development is acknowledged as a significant service alongside other student services but, in a significant number of cases, the work of career practitioners remains marginal in strategic plans. In some contexts the level of contribution serves the purpose of the institution.

However, as we noted there are signs of improvement. A majority of career development units believe their overall standing has improved in the past five years, and more than half say their level of influence on strategic planning is higher. Most university units appear to be more closely aligned with their institutional strategic mission and accountable for their contribution, although most are not directly involved in institutional strategic planning. The extent to which career development services believe they are valued for their contribution to the strategic goals of their institutions varies considerably.
Since student service divisions in universities are increasingly more highly valued now that the quality of the total student experience is featured in university strategic plans, it is likely that the status and profile of career development activities will rise as a direct consequence. The same is not true of VET sector where student services are more limited in focus. In some universities, external accountability and compliance measures, and associated financial incentives, are contributing to the improved standing of career development services with respect to their impact on student employment outcomes.

External drivers of university performance are focusing more attention on the contributions of career development services. In more than half the universities the central unit has developed its own software tools for the overall monitoring and management of performance. However, these are largely concerned with levels of activity rather than student outcomes or impact on the institutional performance.

Most university central units have a mission statement and an operational plan. A substantial minority define their mission simply in terms of service provision. The mission statements provided by the VET sector directly mirror those of the institution and are strongly focused on enhancing employment and training opportunities, and working with industry.
6 Current service provision

6.1 Introduction

The focus of this chapter is on the range and types of career development services currently provided by universities, TAFEs and RTOs, the level of demand for their services, and the nature and extent of student awareness of the services available.

The core activities of university career services defined by the Koder Review (NBEET 1990) had two elements, career education and employment services. The activities included: career counselling for individual students and groups; provision of career information; and, student and graduate employment services. The Koder recommendations for university career advisory services focused largely on their contribution to access and equity programmes and the need for universities to strengthen links with teaching staff, schools and TAFE career advisers, and community organisations. By current standards, the work of career service providers in the 1990’s involved a relatively straightforward and easily defined set of activities. The contrast with the complexity of service provision today is striking.

For the VET sector, learning about work has by definition been the central focus of course design and delivery. Since most VET teaching staff are directly involved in preparing students for work, career advisory services have been embedded in the teaching and learning process. Career development services are generally included as part of general student services, and for the most part closely associated with student counselling. As the changing student population in VET institutions presents new challenges, these services are increasingly linked more closely to equity and retention issues.

TAFE Counselling and Career Services are generalist student support services providing personal counselling, educational counselling and career counselling services. As a service with a broad scope we tend to respond to existing demand. The demand is predominately students attending the campus with...
complex needs. These students often have limited capacity to think about their lives in terms of career and make use of the broad range of career development resources.

As indicated in Chapter 2, the observations about patterns and trends in provision that follow rely on self-reported data from the institutions. We are unable to verify the accuracy of the data, although in some instances, where the responses did not correspond with other information supplied by the institutions, secondary data was used to cross-check information and respondents were asked for clarification. On the whole, the data set for universities is comprehensive in both coverage of institutions and depth of information. As with the previous chapter, the VET data is again problematic given the non-responses on some items due largely to the mix of career service provision with general student services.

6.2 Patterns of current service provision

All 36 universities surveyed provide career services on the main campus and in almost all cases the central unit is physically located in an area with high student traffic. Most of the universities also have multiple campuses and about half of those 148 campuses have on-site career services made available to students, although in many cases this is limited to a visiting counsellor arrangement.

In the 67 VET institutions that provided information, the main student services are physically located on a central part of main campus with high student traffic in a majority (61 per cent) of cases.

The pattern of service provision in universities is shown in Figure 6.1. The majority of the 13 services listed are essentially the traditional offerings of career counselling and advisory services described by the Koder Review. In each case, more than 70 per cent of the central units provide these kinds of services with almost all including individual counselling, resumé writing, job interview skill development and career planning as the basic suite of activities (Box 6.1).
Box 6.1: Application Express (RMIT University)

"Application Express is an online interactive tutorial that assists TAFE and Higher Education students to write application letters and deal with online applications. A unique feature of Application Express is that it not only deals with the content that needs to be included in the letter but also addresses the grammar and language issues that students face when trying to construct a letter. Application Express is of particular benefit to international students or students from non-English speaking backgrounds." [Good Practice 37]

Delivering a unit of study in a course is provided by a substantial number of the central units (60 per cent). The same number are involved in work integrated learning activities. A minority of units organise peer mentoring activities and a small number (6) offer fee-for-service counselling (discussed further in Chapter 8).

Figure 6.1: HE — Services provided (N=35)

Most central units provide printed materials in leaflet form or similar designed to equip prospective and current students with the information they need to make informed and effective decisions regarding their career and study pathway. The series contains information on the career destinations of graduates from each degree, examples of possible
occupations, lists of potential employers and samples of job advertisements.

**Box 6.2: Plug-in (Murdoch University)**

“Plug-in is a handbook for students and graduates seeking relevant employment in their disciplines, as well as vacation work. Similar tailored publications are provided in other universities. It covers all aspects of the graduate job search process, together with links to key websites, writing effective job applications, understanding interview processes etc. In addition, Murdoch Alumni have contributed articles giving tips on how they successfully secured their careers, issues faced by mature-age graduates and how they can market themselves effectively in the workplace, postgraduate study options and how they relate to employment. This publication is distributed free to Murdoch students and graduates and is also available online.” [Good Practice 27]

The pattern of provision of services in the VET institutions is a little less uniform than for the universities (Figure 6.2). More than 75 per cent provide counselling for individuals, printed materials, resumé services, and drop-in opportunities. Career assessment testing and interview skills workshops are provided by 50 of the 68 institutions. Interestingly, involvement in work integrated learning activities is about the same as for universities, around 60 per cent in both.

**Figure 6.2: VET — Services provided**

(N=68)
The typically diverse mix of services is illustrated at *Inner City TAFE* where career services are part of general student services and structured to reach different client groups in recognition of the different age related needs of key client groups. The range of services include:

- career counselling;
- course choice support;
- coaching for job interviews;
- assistance in applying for university;
- assistance for language study students;
- disability course choice support;
- career development based on a traditional counselling model; and
- career development of young people.

There is also a local job agency that refers people to the Institute and these referrals require comprehensive advice. At times whole families make appointments and several members seek career advice.

### 6.3 Current student demand for services

The universities were asked to rate the level of student demand for services as ‘high’, ‘medium’ or ‘low’. Table 6.1 shows that more than 80 per cent of the central units rate resumé review services and career fairs/expos and graduate recruitment fairs as in high demand (Box 6.3). Indeed, with the exception of just one unit, these three activities are the most significant area of demand overall. The next layer of demand spreads a little more from high to medium with only three units rating one-on-one counselling, interview skills, work integrated learning and drop-in sessions as in low demand in their universities.
Table 6.1: HE — Current student demand for career services

<table>
<thead>
<tr>
<th>Service</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resumé review services</td>
<td>0</td>
<td>6</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>Career fairs/expos</td>
<td>1</td>
<td>4</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Graduate recruitment fairs</td>
<td>0</td>
<td>4</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>One-on-one counselling sessions</td>
<td>3</td>
<td>10</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>Interview skills workshops</td>
<td>3</td>
<td>13</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Career planning workshops</td>
<td>7</td>
<td>14</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Drop-in sessions</td>
<td>3</td>
<td>12</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Work integrated learning</td>
<td>3</td>
<td>8</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Delivery of a unit of study in a course</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Printed materials eg brochures</td>
<td>6</td>
<td>20</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Career assessment testing</td>
<td>14</td>
<td>9</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Peer mentoring</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>Fee-for-service counselling sessions</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>28</td>
</tr>
</tbody>
</table>

There are differences in the pattern of supply and demand. For example, while all units currently provide printed materials, only 7 units regard this as a high demand service, and about the same proportion rate it as a low demand activity. We explore the growth of web-based resources later in this chapter.

Box 6.3: Targeted Careers Fairs (Flinders University)

“Like many universities, Flinders has developed a series of targeted careers/recruitment fairs. These are discipline based and allow potential employers to promote graduate opportunities to a targeted and relevant pool of students. Employer, academic staff and student feedback has been positive. The fairs have increased the University’s links with regional and state based employers.” [Good Practice 8]

There are obviously many differences between the sectors that reflect their contexts. The VET activities are more responsive to local conditions. Overall the emphasis is on providing one-on-one counselling to meet the needs of the high proportion of students presenting with significant issues for ongoing employment (Table 6.2). As noted earlier, there is a heavy counselling load in VET career services to address the large numbers of needs of students with special needs.
Table 6.2: VET — Current student demand for career services

<table>
<thead>
<tr>
<th>Service</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-on-one counseling sessions</td>
<td>7</td>
<td>17</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Printed materials e.g. brochures</td>
<td>9</td>
<td>23</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Career fairs/expos</td>
<td>11</td>
<td>18</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Drop-in sessions</td>
<td>12</td>
<td>19</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Work integrated learning</td>
<td>10</td>
<td>15</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Employment placement</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>35</td>
</tr>
<tr>
<td>Delivery of a unit of study or module on career development in a course</td>
<td>12</td>
<td>12</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>Resumé review services</td>
<td>16</td>
<td>20</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Career planning workshops</td>
<td>12</td>
<td>20</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>Interview skills workshops</td>
<td>18</td>
<td>18</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Career assessment testing</td>
<td>16</td>
<td>26</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Fee-for-service counseling sessions</td>
<td>15</td>
<td>0</td>
<td>2</td>
<td>43</td>
</tr>
<tr>
<td>Peer mentoring</td>
<td>17</td>
<td>6</td>
<td>2</td>
<td>35</td>
</tr>
</tbody>
</table>

There is high demand in VET services for printed materials for students (including prospective applicants) who drop in to the main centre for information, and at career fairs/expos. Work integrated learning also features as a relatively high demand service. Employment placement is considered to be in high demand in eight institutions and in low demand in nine others. Around 60 per cent of the VET institutions report high or medium demand for the delivery of a unit of study on career development.

Recent changes in student demand

The university central units were asked to identify areas of change in demand over the past five years. The most obvious trend from the responses shown in Table 6.3 is the significant increase in demand across most areas for most of the central units. The areas of greater demand are centred on providing students with the skills and opportunities to get jobs. Resumé review services, career fairs/expos, graduate recruitment fairs, and interview skills workshops have shown no significant decline in demand.
Table 6.3: HE — Change in student demand over past five years

<table>
<thead>
<tr>
<th>Service</th>
<th>Less</th>
<th>Same</th>
<th>Greater</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resumé review services</td>
<td>0</td>
<td>11</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Career fairs/expos</td>
<td>0</td>
<td>8</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>Graduate recruitment fairs</td>
<td>0</td>
<td>5</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Delivery of a unit of study in a course</td>
<td>1</td>
<td>4</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>Interview skills workshops</td>
<td>0</td>
<td>16</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Work integrated learning</td>
<td>0</td>
<td>4</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Drop-in sessions</td>
<td>1</td>
<td>12</td>
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<td>8</td>
</tr>
<tr>
<td>One-on-one counselling sessions</td>
<td>5</td>
<td>16</td>
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<td>1</td>
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<tr>
<td>Career planning workshops</td>
<td>1</td>
<td>20</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Printed materials eg brochures</td>
<td>8</td>
<td>16</td>
<td>9</td>
<td>2</td>
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<tr>
<td>Career assessment testing</td>
<td>5</td>
<td>14</td>
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<td>9</td>
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<tr>
<td>Peer mentoring</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>Fee-for-service counselling sessions</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>28</td>
</tr>
</tbody>
</table>

In the universities the increased demand for work integrated learning and careers units of study in courses are also related to the immediate challenge students face in gaining employment in their preferred field. As we note later, the decline in demand for one-on-one counselling reported in some forums and case studies is not evident from the survey of the central units, nor does it reflect the preferences of the students surveyed in the case study institutions. While five central units say there is less demand for individual counselling, thirteen report that the demand is greater:

_There is definitely an increase in the demand for career advisory services and particularly one-to-one interviews that are tailored to client’s individual needs, also an increased need and demand for services for those clients from an Indigenous and CALD backgrounds and those with disabilities._

As we observe elsewhere, some universities have increased numbers of students who present similar challenges to career development services faced by the VET sector.

6.4 Website and email resources

In both the HE and VET sectors, it was clear from the initial consultations and review of the literature that a great deal of time, energy and resources have been invested in a wide range of on-line services and materials in
recent years (Box 6.4). Some saw career services as leaders in the use of innovative web-based and email resources.

**Box 6.4: Career Smarter (Griffith University)**

“Career Smarter is a new, state-of-the-art online career development programme developed at Griffith University for Griffith students. Career Smarter provides comprehensive and developmentally staged resources for career self-awareness, career development and all aspects of job searching. The programme aims to be informative and interactive and includes components for undergraduates, postgraduates and a brief for teaching staff.” [Good Practice 12]

A series of separate items in the surveys explored these developments. Figures 6.3 and 6.4 show the nature of provision for HE and VET institutions respectively.

*Figure 6.3: HE — Provision of website and email resources (N=35)*

The most obvious difference is the almost universal provision of web-based resources in the universities. Almost all universities provide links to employers and almost all provide a jobs database, labour market information and data on graduate salaries. Of the 35 university central units 30 have systems in place to email students job vacancy information and 29
provide personal email advice. Restricted access career websites are now available in 27 universities.

In the VET institutions, the level of website and email resource provision is generally lower and with a different sense of emphasis (Figure 6.4). Labour market information is provided by 35 of the 59 institutions and slightly more than half have a contact service and personal email advice provided on the web. Self-help career software is provided by almost half of the institutions. The remaining electronic resources are provided by less than a third of the VET respondents.

The needs of the VET students differ from HE students in important respects. For example, links to employers is less an issue for many students enrolled in VET programmes since they are already employed. There appears to be less provision of career websites, jobs databases, self-help software, personal email advice and enquiry service than there is in the universities.

Figure 6.4: VET — Provision of website and email resources
(N = 59)

In the universities, the patterns of student demand for website resources are fairly consistent. About 75 per cent rate the jobs database and the
career website (where provided) as in high demand. Almost all rate the demand for email services, and links to employers, as high or medium, but about a quarter indicate low demand for labour market information and one third suggest there is low demand for data on graduate salaries. Only a minority of the units rated enquiry services, personal email advice and frequently asked questions as high demand services.

Over the past five years, the demand for web-based services in the universities has increased significantly (Table 6.4). The four areas now in greater student demand are: jobs database; dedicated institutional career websites; email services providing information about job vacancies and events; and, electronic links to employers with graduate recruitment programmes.

Table 6.4: HE — Change in student demand for website and email resources over past five years

<table>
<thead>
<tr>
<th>Service</th>
<th>Less</th>
<th>Same</th>
<th>Greater</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jobs database e.g. CareerHub</td>
<td>0</td>
<td>3</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>Career website (login/password)</td>
<td>1</td>
<td>4</td>
<td>22</td>
<td>7</td>
</tr>
<tr>
<td>Email job vacancies and events</td>
<td>0</td>
<td>7</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>Links to employers with graduate recruitment programmes</td>
<td>0</td>
<td>12</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>Email personal advice</td>
<td>1</td>
<td>14</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Labour market information</td>
<td>2</td>
<td>19</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Self-help guidance software and tools</td>
<td>1</td>
<td>14</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Data on graduate salaries and destinations</td>
<td>1</td>
<td>20</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>‘Contact Us’ or enquiry form</td>
<td>0</td>
<td>15</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>‘Frequently Asked Questions’</td>
<td>0</td>
<td>19</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

Most of the VET sector institutions responding to the survey items on website and email demand recorded a high not applicable or non-response. It may be that the services are not offered or not core business. It can be assumed that most of the respondents did not have an institutional career website requiring a login/password, a jobs database or an email job vacancy and events resource. However, a relatively high proportion did
provide personal advice by email to students but the demand for this does not appear to have changed much in the past five years. Overall, the VET responses suggest relatively low use of website and email resources compared with the HE sector.

6.5 Student awareness and use of services

The university survey asked respondents to indicate the level of use of career services by the specified student groups. As their estimates in Table 6.5 show, the highest users are full-time, undergraduates and female. Relative to their overall numbers, international students are high users of services. Part-time and external students are low users.

Table 6.5: HE — Estimated level of use by student groups

<table>
<thead>
<tr>
<th></th>
<th>(N=35)</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level/Stage of Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1</td>
<td>12</td>
<td>22</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17</td>
<td>14</td>
<td>4</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>21</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>17</td>
<td>11</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>14</td>
<td>19</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>2</td>
<td>15</td>
<td>17</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>5</td>
<td>10</td>
<td>20</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time</td>
<td>3</td>
<td>10</td>
<td>20</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Part time</td>
<td>16</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td>2</td>
<td>10</td>
<td>18</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>External</td>
<td>22</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

In the surveys of students in case study institutions student users also vary by field of study. Students enrolled in Business/Law, including Commerce and Management are typically the highest users, followed by Humanities and Social Sciences and Science/Engineering. This essentially reflects the student profile in Australian universities. The lowest usage comes from students in Medicine/Health and Art/Design, where close guidance is often strongly embedded in the student experience.
More than half (55 per cent) the students surveyed knew where the career centre or unit was located but slightly less than half (47 per cent) had heard about the kinds of career services offered at the institution — that is, although they may have seen the sign on the door, students did not necessarily know what services were available. However, more than a third of students (36 per cent) did not know about the services offered, or where the unit was located.

When asked to nominate three services that the institution offered to students to help with their career planning, the largest proportions of students nominated general career counselling and resumé writing. The remaining list of eight self-nominated services ranged from interview skills to graduate jobs. Although the numbers are small it is worth noting that half of the international fee-paying students who responded to the survey have used the services, well above average of almost 40 per cent for the sample overall. Around one-third of Australian fee-paying students have used the career services in their institutions.

Most of the students responding to the survey had either never visited the career unit office (35 per cent) or visited just once (22 per cent). About one in five of these students had visited more than three times. In contrast, more than half had visited the career service website on more than three occasions.

Regardless as to whether or not they use the services, students have views on the types of service they prefer if needed. Table 6.6 shows that about half the sample from both HE and VET sectors prefer one-on-one counselling services. For the HE students, the remaining preferences are fairly evenly spread with career fairs at the top of the short list. For the VET students, ‘surfing websites on my own’ is the service most preferred after one-on-one counselling. When the sample of students is combined, the results suggest that most visit the career office primarily to get information about jobs.
Student perceptions of the importance and usefulness of professional career advice to them personally is generally positive. Around 60 per cent of students in both sectors see career advice as ‘important’, ‘very important’ or ‘essential’, although that still leaves a substantial minority (40 per cent) who consider it either ‘not at all important’ or ‘a little’.

Table 6.6: Type of career services students prefer

<table>
<thead>
<tr>
<th>(HE: N=158 VET: N=151)</th>
<th>HE</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-on-one counselling sessions</td>
<td>46%</td>
<td>52%</td>
</tr>
<tr>
<td>Career fairs</td>
<td>20%</td>
<td>7%</td>
</tr>
<tr>
<td>Career planning workshops</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Job-seeking skills workshops</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Surfing websites on my own</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Email/online counsellors</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Printed materials</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

6.6 Sources of advice

Both the HE and VET students were asked to indicate the sources of advice they have used in the past and also where they are most likely to seek advice towards the end of their course (Figures 6.5 and 6.6). The differences between the past and the end of course might be read as an indication of the growing confidence and independence of students, and also might support the ways in which their experience of institutional services have shaped their preferences. While more students previously relied on their own judgement than any other source, the sector differences are marked. Most HE students said they used their own judgement but only half of VET students agreed. Looking to the future, the confidence of both groups of students increased significantly for all students.

When they look back, the most common sources of career advice for students are the people they engage with on a regular basis. Almost half of all students referred to parents and friends as sources of advice along with
other family members. The personal networks also included lecturers, employers and teachers, although relatively small proportions of students used them. Of the formal sources of career advice, websites were more often used in the past than career services.

There are notable differences in the sources of advice used by university and VET students. For HE students (Figure 6.5) the key previous sources of advice were parents (63 per cent) and friends (57 per cent). Only a third or so (36 per cent) of students used career websites. Teachers and lecturers were a source of advice for 28 per cent of the respondents. The institutional career service website and the central unit itself were used by 21 per cent and 17 per cent respectively.

**Figure 6.5: HE — Source of students’ career planning**

There is a marked change in sources of advice HE students say they will look to prior to completing their course. About two-thirds say they will use career websites. Their lecturers will also be a more significant source of advice, increasing from 28 per cent in the past, to 46 per cent towards the end of the course. Another key shift for university students is their use of
the institutional career service website. Almost 60 per cent say they will use
the institutional website, a major increase from the 21 per cent in the past.
Parents drop considerably in the career planning of students towards the
end of their course from 63 per cent to 50 per cent, although friends decline
slightly less as a source of advice from 57 per cent to 47 per cent.

For university students the central career service rates more highly towards
the end of the course with 43 per cent of students as against just 17 per
cent in their previous decision-making. Of particular interest is the number
of students who say they will seek the advice of professional associations
in the future. Whereas in their formative years only 13 per cent of the
university students said they referred to professional associations, about
32 per cent will use them towards the end of their course.

For VET students the story is again different in some important respects
(Figure 6.6). Overall, they make less use of available advice, formal or
informal. In the past their key sources of advice were parents, friends, other
family members and teachers and lecturers at their institution. Around
17 per cent sought advice from their employers, only 20 per cent said they
used career websites, and just 6 per cent used their institutions website.
For VET students the major shift in focus towards the end of their course,
(aside from their own judgement), is towards general career websites
(40 per cent) and the teachers and lecturers at their institution (42 per
cent).

The VET career services also rate more highly towards the end of the
course with a shift from just 11-30 per cent of VET students, as does the
website provided by the career service which increase from just 6-24 per
cent. Although these are small numbers they still represent a significant
increase.

VET students are less likely than university students to rely on parents
(28 per cent), which is not surprising given their age profile, but they
continue to rely on friends to about the same extent as before, that is, around 30 per cent.

Figure 6.6: VET — Source of students’ career planning
(N=124)

6.7 Collaborative initiatives

Many institutions work collaboratively to provide services to students that they would not otherwise be able to do as well or as efficiently on their own, saving on resources and offering students broader options. In the ACT the annual Tertiary to Work Graduate Job Fair showcases local, national and international employment opportunities to over 1500 students and graduates of the Canberra region. The Fair is a joint project hosted by: Australian Catholic University, Australian International Hotel School, the Australian National University and the University of Canberra. Almost 100 employers representing the private sector, state and federal government departments and industry bodies attend Tertiary to Work seeking to promote opportunities for final year students to join their organisations as graduate recruits, or for formal vacation employment and internship opportunities for earlier year students. Tertiary to Work is a collaborative effort between four of the region’s major tertiary institutions.
Another example of this is the International Careers Fair in Queensland (Box 6.5).

**Box 6.5: International Careers Fair (Queensland)**

“The inaugural International Careers Fair (ICF) was conducted in 2006, a joint undertaking of Griffith University, The University of Queensland, QUT and University of Southern Queensland. The aim of the fair was to bring international employers to Brisbane to recruit international students prior to their return home and provide opportunities for Australian students interested in overseas employment. Twenty international organisations participated in 2006 and 2,500 students attended. The success of the inaugural event led to the second ICF in 2007 which involved 38 exhibitors and 3,500 students.” [Good Practice 15]

Collaboration between the University of South Australia, potential employers, industry bodies and other stakeholders is aimed at facilitating the transition of international students into the local labour market (Box 6.6). This also involves a transferable employability programme plan for use in other institutions and/or discipline areas as required.

**Box 6.6: Employers and International Students: Engineering a Future Together (University of South Australia)**

“In the first collaboration of its kind between the South Australian Department of Trade and Economic Development (DTED), UniSA and South Australian employers, two cohorts of international engineering students and more than 20 employers have been involved in a multifaceted project which aims to close the gap between overseas engineering graduates and the South Australian workforce. In response to a submission for funding from UniSA Career Services, DTED provided funding for a part-time project officer for 7 months to develop a transferable employability programme that aims to increase the work-readiness of international students. The project had three key elements: student skill development through a series of workshops, provision of work integrated learning opportunities with local employers and employer education about the ways in which international graduates can contribute to the workplace and to the South Australian labour market.” [Good Practice 53]

6.8 Summary

Some universities report extremely high levels of student use and satisfaction with career services, while others to characterise their services
as somewhat limited in range and student use. The most common services provided by both HE and VET career units are interview skills workshops, one-on-one counselling sessions, resumé review services and printed materials.

There are notable differences between HE and VET in student demand for these services. In the universities, the high demand services are resumé review, career/recruitment fairs, and one-on-one counselling. In the VET sector the demand is primarily for one-on-one counselling which has become more critical with the major shift in the student profile towards those with special needs.

Over the past five years there has been a significant increase in student demand for almost all types of services. More students are requesting assistance with skills and opportunities to get jobs on graduation. The only areas of slightly lower interest are printed materials and, in a few cases, one-on-one counselling. With few exceptions it has not been possible for the central units to significantly reduce or eliminate traditional services to make way for new and innovative forms of provision.

As for student use, despite the saturation publicity campaigns of central career units in universities, especially in the first year, and the vast array of print and web-based resources made available to students, it appears that the levels of awareness and use of the expert advice and support is mixed.

Overall, more than a third of students surveyed did not know about the services offered or the location of the unit. About half the students had heard about the career services offered at the institution and most had either never visited the careers unit office at all, or visited just once. Nevertheless, student perceptions of the importance and usefulness of professional career advice to them personally is generally positive. Almost two-thirds see career advice as ‘important’, ‘very important’ or ‘essential’. That still leaves a substantial minority who consider career advice as either ‘not at all important’ or ‘a little important’.
Some universities report extremely high levels of student use while others continue to characterise their impact as somewhat marginal. The preferred sources of career advice for students change markedly, but not surprisingly, as they proceed towards the completion of their course they say they will rely more on their lecturers and the institutional career service website.

Career websites, both general and institution-built, feature strongly in the preferred sources of advice for students. The review has not been able to make an assessment of the impact of the websites in relation to other forms of provision. The results of the surveys, and the case study investigations flag the importance of linking student use of websites with specialist skills in central career units.
7 Changing focus and priorities in service provision

7.1 Introduction

The current and emerging external pressures on career development services in both the HE and VET sectors were described in Chapter 2 and noted again in Chapter 5. Most university career services are currently in the process of rethinking their focus and priorities. As the activities of some career development units become more systematically aligned with institutional missions their services are being reshaped to support broader strategic goals. In some central units this process has been well under way for some time as they move to consolidate or expand their profiles within the institution, others are in the formative stages of repositioning themselves in the face of changing expectations and uncertainty about their role and organisational location.

This chapter examines the links between career development services and their primary stakeholders, with particular attention to the changing focus and priorities in the face of competing pressures. It also provides an outline of the areas in which career services are requiring staff with more specialist skills to meet the demands of their emerging strategic roles and the needs of diverse clients and stakeholders.

7.2 Key clients and stakeholders

The survey of universities asked the respondents to identify the current priority given by central career service units to specified clients and stakeholders. As shown in Table 7.1 the key clients are clearly undergraduate students and employers. All 36 central units rate undergraduates as the highest priority, and all but two units regard employers as high priority. Reflecting the increased strategic awareness of central units and the shift towards a higher profile across the university, senior executive rank third, closely followed by academics specifically on matters concerning curriculum design. Nevertheless, it should be noted that
A review of career development services in Australian tertiary institutions

for about one quarter of the central units the academic staff are seen as low-priority clients.

Table 7.1: HE — Priority given to client/stakeholder groups

<table>
<thead>
<tr>
<th>(N=36)</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate students</td>
<td>0</td>
<td>0</td>
<td>36</td>
<td>—</td>
</tr>
<tr>
<td>Employers</td>
<td>0</td>
<td>2</td>
<td>34</td>
<td>—</td>
</tr>
<tr>
<td>Senior executive of the institution</td>
<td>3</td>
<td>7</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>Academic staff (Curriculum design)</td>
<td>9</td>
<td>2</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Graduates (Local)</td>
<td>5</td>
<td>14</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Postgraduate students</td>
<td>5</td>
<td>15</td>
<td>16</td>
<td>—</td>
</tr>
<tr>
<td>Business and industry bodies</td>
<td>2</td>
<td>19</td>
<td>15</td>
<td>—</td>
</tr>
<tr>
<td>Equity target groups</td>
<td>4</td>
<td>16</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Professional associations</td>
<td>3</td>
<td>21</td>
<td>12</td>
<td>—</td>
</tr>
<tr>
<td>Graduates (International)</td>
<td>10</td>
<td>16</td>
<td>10</td>
<td>—</td>
</tr>
<tr>
<td>Graduate Careers Australia</td>
<td>6</td>
<td>21</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Prospective students</td>
<td>21</td>
<td>6</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Staff seeking personal career advice</td>
<td>23</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Secondary schools</td>
<td>27</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>VET providers</td>
<td>27</td>
<td>6</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Local community groups</td>
<td>21</td>
<td>12</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The units are then less alike in their ratings of the key clients. There are some important divides that appear to reflect diverse institutional contexts. Slightly more than half of the units rate graduates, postgraduates, business and industry bodies, and equity target groups as medium to low priority. There is a further drop in the priority given to the remaining client/stakeholder groups. Three noteworthy results are the divide between the universities in the priority given to international alumni, the low priority given to prospective students by almost two-thirds of the units, and the low priority given to academic staff seeking personal career advice. Each of these has potential significance for the strategic management of universities.

The Koder Report recommended that ‘careers advisory services strengthen their links with schools services in order to assist students to make
informed decisions about subject choices and careers; and develop links between higher education careers services, TAFE and the community’ (NBEET 1990).

It is clear from the survey that secondary schools, VET providers and local community groups are still considered low priority stakeholders by three-quarters of the university units (Table 7.1). A generally negative view of the career advice offered to secondary students is evident amongst university career practitioners, as illustrated by the observations of a central unit manager:

I ask every university student I see about their past experience with career advisers and nothing much has changed despite much greater funding and awareness in schools. Much of the demand in our university comes from students finding themselves in the wrong degree due to wrong advice from teachers, parents or uninformed self-selection. I believe this could be reduced if students received accurate careers advice whilst still at school.

However, for a small number of universities, clients and stakeholders considered low priority by the majority of universities are considered high priority. There is no obvious pattern to these responses in terms of the size, location or mission of the institutions.

For the VET survey the question asking them to rate the priority given to each client/stakeholder group unfortunately was not answered by any respondents. Another item asking them to indicate if specific budget provision is made for various student groups in relation to career development, received the limited responses shown in Table 7.2. While direct comparisons are not appropriate, funds are provided specifically from available from a variety of sources to support students with a disability, international students, culturally and linguistically diverse students and the unemployed.
Table 7.2: VET — Specific budget provision for student groups

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with a disability</td>
<td>21</td>
</tr>
<tr>
<td>International students</td>
<td>12</td>
</tr>
<tr>
<td>Distance (online or correspondence) education students</td>
<td>11</td>
</tr>
<tr>
<td>Culturally and linguistically diverse students</td>
<td>11</td>
</tr>
<tr>
<td>Unemployed</td>
<td>11</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>9</td>
</tr>
<tr>
<td>Mature age students</td>
<td>9</td>
</tr>
<tr>
<td>Community job seekers</td>
<td>7</td>
</tr>
<tr>
<td>Students receiving unemployment benefits</td>
<td>7</td>
</tr>
<tr>
<td>Rural or regional (isolated) students</td>
<td>5</td>
</tr>
<tr>
<td>Off-shore students at off-shore campuses</td>
<td>3</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

Table 7.3 shows the changing priorities given to the stakeholders and client groups of the HE central units. The responses indicate there has been a strong shift in focus over the past five years towards both professional associations and academic staff seeking advice on curriculum design. About half of the units have been giving greater priority to senior executive and to business and industry bodies. The low priority given to secondary schools and VET providers continues to be the norm. There are emerging divides in the direction of priorities concerning prospective students, secondary schools, local community groups and staff. The number of institutions which give these groups less priority is similar to the number giving them more.

Table 7.3: HE — Priority change to stakeholder/client groups over past five years

<table>
<thead>
<tr>
<th></th>
<th>Less</th>
<th>Same</th>
<th>Greater</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional associations</td>
<td>0</td>
<td>11</td>
<td>24</td>
<td>—</td>
</tr>
<tr>
<td>Academic staff seeking advice on curriculum design</td>
<td>1</td>
<td>10</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Senior executive of the institution</td>
<td>0</td>
<td>17</td>
<td>18</td>
<td>—</td>
</tr>
<tr>
<td>Business and industry bodies</td>
<td>0</td>
<td>19</td>
<td>16</td>
<td>—</td>
</tr>
<tr>
<td>Graduates (International)</td>
<td>2</td>
<td>19</td>
<td>14</td>
<td>—</td>
</tr>
<tr>
<td>Postgraduate students</td>
<td>0</td>
<td>22</td>
<td>13</td>
<td>—</td>
</tr>
<tr>
<td>Undergraduate students</td>
<td>0</td>
<td>24</td>
<td>11</td>
<td>—</td>
</tr>
</tbody>
</table>
The forums and case studies suggest that in some institutions career services are becoming more closely involved with student recruitment activities. In others, there is a stronger demarcation between career services and recruitment and marketing. For one HE unit the most significant changes in the past five years is that career development services are:

… more aligned with broader university goals, more of a contribution to marketing and recruitment, more emphasis on international and post graduate services.

Eleven universities are giving even greater attention to undergraduates than they were five years ago. In a number of cases the focus is now particularly on first year students. The example from Griffith University (Box 7.1) also illustrates the direct alignment of the career service with the University Academic Plan.

**Box 7.1: Making Employment Happen (Griffith University)**

“A one-hour seminar presented by staff of the Careers and Employment Service has been conducted within the first year lecture schedule of academic programmes at Griffith since 2004. The seminar supports students’ early engagement with their careers by demonstrating how evidence for skills employers seek in graduates can be developed inside and outside the degree from first year. The University Academic Plan set as a target that 80% of first year undergraduate students should undertake ‘Making Employment Happen’ within their programme by 2007, a target that was achieved in 2006.” [Good Practice 16]
7.3 Groups with special needs

Career development services are generally considered to have an increasingly critical role to play in supporting students with special needs, particularly indigenous students and students with a disability. Table 7.1 shows the majority of central units give priority to equity target groups: 14 say they currently give high priority to these people. Importantly, 8 of the universities have given greater priority to equity groups in the past five years.

In some instances the HE and VET institutions employ career practitioners in designated roles targeted at specific groups of students with special needs. For the most part these specialist roles are not funded separately. Only three of the university central units have a budget to meet the needs of students with a disability. A few of the university central units have staff funded specifically to support distance education students, rural and isolated students, and indigenous students.

In both HE and VET institutions designated units are often provided for students with special needs. These units have primary responsibility for the welfare and development of the students including the provision of career advice. Box 7.2 provides an example of the kinds of innovative approaches targeted at groups with specific needs.

Box 7.2: Equity@Work (University of Technology Sydney)

“Equity@Work (E@W) arose out of student focus groups where an attempt was made to identify the topics of careers information most sought by targeted equity groups. Small pockets of funds were accessed to employ students from the equity groups to research relevant web sites. E@W is an online database of careers related websites organised by equity group and career interest category. Interest categories were determined by focus groups of students from the equity groups. Further enhancements have been made after feedback from these groups. E@W supplements the more generic Net that Career site by providing career information targeting equity groups. (http://scmapp.itt.uts.edu.au/scm/eatweb)”

[Good Practice 60]

Some university career practitioners suggested that as a consequence of lowered TER scores and easier access to higher education, they are
dealing with larger numbers of students who require extra support in applying for positions and clarifying career goals. This applies in particular to mature age students who are the first in their families to go to university.

*Multi-sector University* provides an example of a major strategic effort to address the needs of particular groups of students with a strategy targeting indigenous students in secondary school. The Indigenous Academic Support Unit works with career services on a programme designed to enable indigenous students to identify the different career pathways provided by the university.

The role of the career counsellor at a regional campus of *New University* provides another example of the ways in which career development services are responding to students with special needs. This part-time role is combined with other activities under the title ‘Student Specialist Support Officer’. It covers careers, general counselling, and equity. The primary challenge on the regional campus is the high proportion of mature age female students attending university for the first time. Most of these students have children at school. Their lack of self-confidence and uncertainty about their capacity to succeed at study and employability generates a high number constantly on the brink of dropping out. The students in this group who seek support prefer one-to-one counselling. They tend not to be as adept at using web-based resources as younger cohorts, certainly in their initial experience. However, they are well-provided for with workshops on careers skills development that relate to their life experiences.

The case studies, forums and the survey responses identified a high level of awareness and activity in the VET sector aimed at students with special needs. We note throughout this report the increasing numbers of TAFE students with mental health and work history issues. The high demand client groups that have increased include mature age students, workers who have been made redundant, those on pensions, and refugees. TAFE career advisers pointed to increasing requests for services from Year 12
students and their families unhappy with the outcomes of their applications for university and with little alternative, or true understanding of the world of work.

Six of the TAFE institutes responding to the survey said they have disability consultants to support students but they are not necessarily focused on careers, and not supported from tagged funds. Twenty of the 108 VET institutions make specific budget provision for indigenous students and five institutes have an indigenous support officer.

In some of the TAFE institutes mature age students make up at least 30 per cent of the client population involving a significant number affected by welfare to work legislation with separately funded special career-related preparation programmes. In some cases multicultural and migrant support programmes are also funded to meet student needs.

**International students**

Specialist career services are provided for international students in 11 of the 36 universities. Boxes 7.3, 7.4, and 7.5 provide thumbnails of the good practice examples elaborated on in Appendix 1. These represent a sample of the special efforts of institutions aimed at addressing the career development needs of international students.

**Box 7.3: Certificate in Global Workplace Practice (University of Wollongong)**

“The Certificate in Global Workplace Practice is a University of Wollongong initiative that aims to improve the employability of international students. The full programme commenced in 2008, following a pilot programme in a Master of Professional Accounting. A key catalyst for the programme has been recent changes to the Skilled Migration Act, including the creation of a new 18 month visa for international students wanting to gain additional work experience and improve their English language capabilities. The programme responds to the needs of all students for increased employability following graduation. The programme comprises an integrated approach to: improving language capabilities; increasing understanding of cultural issues; job search preparation; and, work placements.” [Good Practice 62]
In both HE and VET institutions international students are high users of career services relative to their numbers. One university career service reports that 70 per cent of students seeking personal advice are international students. This confirms the observations and concerns expressed in forums and case studies that this group of students is having a major and ongoing impact on the resources of career services, and in most instances the central units do not appear to receive additional support from the fees generated by international students. One VET unit manager expressed concern:

I have found an increased amount of clients with these backgrounds using the services as well as International students…I feel we are under resourced and I do have concerns about the increasing demands for career development services particularly when we do a lot of liaison with schools and colleges and are very proactive in various career markets both locally and regionally. I believe the services are quite stretched at times.

Box 7.4: International Careers and Employment Services (University of Melbourne)

“The team dedicated to international students implements a range of initiatives which involve developing students’ job preparation, and building linkages into the job market in their home countries. High profile careers networking functions are conducted in the Asia region for new graduates, alumni and employers. These attract over 500 participants annually in six locations. An ongoing programme of employers visits takes place in Singapore, Hong Kong, Beijing, Kuala Lumpur, and Bangkok to ensure human resources managers are aware of the quality of Melbourne graduates, and to assist them to make the connection with the students. International employers also recruit via the Careers Online job board and participated in the first Global Opportunities Fair in 2007.” [Good Practice 47]

When asked what changes are likely to be the most significant in the next five years one HE unit manager said:

The University is looking to continue to grow our international reputation and recruitment of international students. International students use the careers service much more frequently than domestic students, so additional provision will have to be made to cater for this group.
Box 7.5: International Students Support (Queensland University of Technology)

“In 2002, Careers and Employment traded a general careers counsellor position for a specialist career counsellor position to deal with international students. The person spends over 50% of her time working directly with international students and supporting their career development issues. The other 50% is spent off shore identifying opportunities for students returning to their home country and, establishing links between potential employers and QUT students The service has purchased the international site ‘Going Global’ to facilitate linkages between students and potential employers. This year the service was instrumental in establishing a joint international careers fair for international students from the five universities around Brisbane.” [Good Practice 32]

According to the career practitioners the workload generated by international students is higher largely because of employment and permanent residency issues. As one respondent pointed out, graduate job search support requires working across 100 different countries. It is particularly difficult in many instances to get local work placements:

The communication skills that international students possess are not always adequate to obtain professional work placements or graduate positions. In addition, there are international students wanting to secure undergraduate placements or graduate positions with Australian companies. However, many Australian companies are not willing to offer work while students are on temporary visas. This situation creates a lot of pressure and tension to find opportunities for international students and to skill them up for such positions.

Services for alumni

There is considerable variation in the priority given to graduates by the universities (Table 7.1). More currently give higher priority to local graduates than to international graduates. While 10 institutions gave high priority to international graduates, the same number gave them low priority. However, Table 7.2 suggests a trend towards giving international graduates greater priority over the past five years.

All but one of the university central units provide ongoing services for students after they graduate. Most provide graduates with support for up to 12 months although two units said that services are available to their
graduates beyond that (18 months or two years). One unit provides the service for free for one year, and thereafter charges fees.

The VET institutions do not generally provide follow up career services to graduates. However, five said that recent graduates (from 6–12 months) are able to seek advice and counselling, another five said there was no limit to access as long as the graduates were considering further VET training.

**Services for employers**

In HE employers are clearly rated as the highest priority stakeholders by all but two of the universities (Table 7.1). Nine central units say they have been giving greater priority to employers over the past five years (Table 7.2). Figure 7.1 shows the services most commonly provided by universities to employers. Almost all central units provide employers with access to students via direct mail and email, facilitate information sessions, and also act as a liaison service for the faculties and employers.

A majority of the central units enable employers to access the jobs database and career website. They also allow employers to use university facilities to interview and assess students for graduate employment. Only six of the central units assist employers with applicant screening and testing.
Figure 7.1: HE — Provision of services to employers
(N=35)

The bridge building role of career services in bringing employers and teaching departments together through work integrated learning (WIL) has assumed increasing significance. Almost two-thirds of university central units are involved in the provision of WIL activities and slightly more in the VET sector (Figures 6.1 and 6.2). Of the 22 universities engaged in WIL, 11 rate it as high priority in terms of student demand, and 18 report that this has been one of the six key areas of services in greater demand over the past five years.

Box 7.6 provides an example of mentoring focused on specific faculties.

Box 7.6: Career Mentor Connection (University of Melbourne)

“The Career Mentor Connection programme (CMC) matches up to 250 students with industry mentors. The programme links students with mentors established in an industry or profession which relates to the students proposed career path. Students and mentors set goals for their partnership and sign a mentoring agreement outlining their time commitment to the programme. Currently there are eight separate programmes – Architecture; Economics & Commerce; Engineering; Landscape Architecture; Land and Food Resources; Medicine; Property and Construction; and Urban Planning.” [Good Practice 43]
Figure 7.2: HE — Provision to employers for work integrated learning (N=35)

Figure 7.2 shows other forms of work experience that feature in the universities with 20 of the central units facilitating and managing course related vacation work and volunteer work programmes. Around half of the units provide support for corporate internship/scholarship programmes, traineeships, cadetships, and industry mentoring.

In the universities, the central units have seen an increase in demand from employers to assist them in their recruitment activities via career fairs and increased access to databases, websites and directly through email to students (Table 7.4).

**Table 7.4: HE — Change in demand from employers in past five years**

<table>
<thead>
<tr>
<th></th>
<th>Less</th>
<th>Same</th>
<th>Greater</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host career fairs</td>
<td>0</td>
<td>1</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Access to jobs database</td>
<td>0</td>
<td>4</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Access to career website</td>
<td>0</td>
<td>4</td>
<td>27</td>
<td>4</td>
</tr>
<tr>
<td>Direct mail and email to students</td>
<td>1</td>
<td>6</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>Facilitate employer information sessions</td>
<td>3</td>
<td>11</td>
<td>19</td>
<td>2</td>
</tr>
</tbody>
</table>
A review of career development services in Australian tertiary institutions

<table>
<thead>
<tr>
<th>(N=35)</th>
<th>Less</th>
<th>Same</th>
<th>Greater</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty liaison on employer behalf</td>
<td>0</td>
<td>14</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Data on student and graduate outcomes</td>
<td>2</td>
<td>10</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Consultancy (research/project work)</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Newsletters (latest news, events)</td>
<td>0</td>
<td>13</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Facilities for interview and assessment</td>
<td>11</td>
<td>13</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Applicant screening and testing</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>29</td>
</tr>
</tbody>
</table>

The effect of these changes on central services is summarised by one unit manager:

*Fewer graduates then ever before is making competition fierce for some sectors such as Engineering / Mining / Accounting / Nursing / Education. Employers are moving away from on campus presentations relying more on web contact and annual careers fairs. This year alone only two employers have requested on campus presentations, in previous years this number would have been 25 – 30. Our annual careers fair has generated over 55 employers in 2007, and there is not enough physical space to accommodate the sheer demand from industry to attend.*

At *New University*, the imperative to connect career services with the graduate employability agenda is reflected in the operational goals aligned with the University Strategic Plan:

*The key role of the careers service is to ensure that students are assisted to ‘get to the first base’ in terms of being able to function in the workplace. Careers development is also seen as a critical element in the interface between the University and employers, in its aspiration to be a leader in ensuring the job-readiness of its students.*

In the VET sector, the pressure from employers has also intensified as a consequence of the national skills shortage. In some locations this has become a major source of concern. We were provided with examples of employers engaging career services to find and recruit students for immediate employment, that is, before the students had completed their programme of study. For example, *Large Regional TAFE* has a functional...
relationship with the local employers whereby students can be recommended for employment outcomes. The Institute has an extensive practical placement focus embedded within the diverse programme delivery. Employers approach the trade training areas directly seeking information about pre-apprentice and apprentice students for the purposes of recruitment. An across Institute role as Apprenticeship and Traineeship Co-ordinator has recently been established. The Co-ordinator assists with enrolments, liaises with employers and visits apprentices and trainees on the job. There are also two Apprenticeship Field Officers who are employed by the Office of Training and Further Education, acting as advocates for apprentices and trainees within the region.

7.4 Working with faculties and departments

In the universities, working with faculties has already been flagged as an emerging major change in emphasis for many career development service units. Nevertheless, most of the work with faculties continues to focus on liaison and facilitation of career events, and the most common service remains the traditional career workshops and employment sessions tailored to the faculty or school (Figure 7.3).

There is considerable variation in the extent of involvement of career services with faculties and teaching departments. The motives for working with the faculties are mixed and the level of operation varies in terms of complexity and impact on pedagogical matters. In some universities the central units see themselves as key players in helping faculties to improve graduate outcomes. External requirements for developing generic graduate attributes have provided a focus for greater collaboration with faculties. Faculties are now more receptive to the value that career development practitioners can bring to the curriculum: ‘as they recognise that their clients (the students) and other stakeholders are motivated by career outcomes.’

There has been a marked increase in demand from faculties and departments for the provision of, and support for:
• generic employment skills workshops;
• compulsory career education subjects across all faculties;
• global employment opportunities for local students;
• internships; and
• discipline specific workshops and seminars.

These activities have created opportunities for increased collaboration between career development units and other support services such as academic development units.

Figure 7.3: HE — Provision of faculty-related activities
(N=35)

The involvement of career services with faculties and teaching departments opens up opportunities for a different style of operation that significantly changes the meaning of service provision (Table 7.5).
Table 7.5: HE — Involvement with faculties and teaching departments

<table>
<thead>
<tr>
<th>(N=35)</th>
<th>None</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of faculty-specific career material</td>
<td>3</td>
<td>12</td>
<td>8</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Work integrated learning</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum design and course improvement</td>
<td>13</td>
<td>16</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Practicum and related work-based modules</td>
<td>6</td>
<td>12</td>
<td>11</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Combining the ‘high’ and ‘medium’ responses suggests that the strongest pedagogical connections between central units and faculties concern:

- Work integrated learning;
- The development of faculty-specific career material; and
- Practicum and related work-based modules.

The University of South Australia provides an example of a strategy to embed careers into the curriculum (Box 7.7). In this case the process involved a member of the career services team working in a team with an academic developer and the academic staff member responsible for the programme, and subsequently any relevant course co-ordinators, lecturers or tutors associated with teaching courses involving embedded careers activities.

Box 7.7: Embedding Career Management Skills into Curriculum (University of South Australia)

“The aim of this project was to embed a range of Career Management Skills (CMS) into four designated programmes at University of South Australia as part of a longer term goal to improve graduate employment outcomes. Feedback from academic staff and from students who have participated in in-curriculum careers activities has been extremely positive. Furthermore, those academics involved have acted as ‘career champions’ and been influential in gaining the agreement of staff in other disciplines to work with Career Services to embed CMS.” [Good Practice 52]
For some universities with a particularly strong focus on providing education for the professions, the link between the career service and academic departments is well-established. A regional university commented that:

85% of our courses comprise “work integrated learning” either as a practicum, clinical experience, or professional experience learning activity. For the remaining 15% of students, our careers service promotes such opportunities as offered elsewhere (e.g. vacationer programme) and facilitates additional opportunities for work integrated learning by the provision of necessary insurance coverage (e.g. professional liability, personal accident insurance, etc.).

Universities that have formal organisational arrangements in place to promote and manage workplace learning generally employ staff to manage the programmes. A number of faculties have well developed processes to deal with work placements and academic staff involved generally receive relief from teaching time to coordinate placements of students:

Within this university there are Work Integrated Learning Managers, Field Placement Officers etc. Any opportunities that are related to Work Integrated Learning are referred on to the appropriate staff member. Staff in these areas have their own contacts and are responsible for increasing opportunities in this area.

We noted in Chapter 6 that as they near the completion of their course students are more likely to look to professional associations for career advice. Career development services believe they can play a key role in enhancing the links between faculties with professional associations. In many cases the faculties already have well-established and close relationships with professional associations by virtue of course accreditation processes. The forums and case studies pointed to the growing pressure on faculties to ensure that graduates meet the professional registration requirements of the associations.

In the VET sector the relationship between courses and employment outcomes is considered less problematic. Some TAFE services we consulted see themselves as less critical to the work of the teaching
departments since the latter have traditionally had a strong relationship with employers and agencies in the design and delivery of work-related course.

Nevertheless, an example of an innovative approach to career education in the curriculum in progress illustrates the way these ideas are being applied to the VET sector. At Swinburne University, a dual sector institution, an initiative of the HE division within the university prompted interest from the TAFE sector which has now also commissioned a career education subject. At this stage, the subject ‘Plan Skills Development’ is compulsory only for the School of Business (Box 7.8).

<table>
<thead>
<tr>
<th>Box 7.8: Careers Education in the Curriculum (Swinburne University)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“As part of the Curriculum Framework Project, two compulsory career subjects are being delivered at Swinburne University of Technology in 2008. In the Higher Education division, the Careers subject “Careers Education in the Curriculum” is a compulsory 10-hour unit that all students will need to have completed, either at second or third year before they can graduate. In the TAFE sector “Plan Skills Development” is compulsory only for the School of Business at this stage. The subject covers topics previously provided for students by the careers services as voluntary workshops. This has many benefits for the careers and employment sector as it enables face-to-face contact with the target market, enabling much more effective marketing and guaranteeing an audience for visiting employers and industry speakers.” [Good Practice 42]</td>
</tr>
</tbody>
</table>

The trend towards careers in the curriculum is generally welcomed by career practitioners and the review endorses the developments as a positive step. There is however, the caveat, raised by practitioners, that it is important that career development services do not lose their specialist identity and focus, particularly in cases where their activities might become absorbed by academic development units. A more significant problem is the demand that these activities present which may be beyond the capacity of smaller units.

### 7.5 Changing emphasis in modes of service delivery

The changes in priorities given to clients and stakeholders over the past five years or so have been accompanied by shifts in the ways services are
delivered, most notably the relative emphasis given to working with individual students and the use of web-based resources. The survey responses provide mixed messages. Table 7.6 shows that around 45 per cent of the central units believe working with individual students has increased, while about the same number believe it has decreased. Nevertheless, working face to face with students — individually or in groups — has remained the same or increased for almost all central units. It was noted by some respondents that the pattern is explained by an increase of group presentations and workshops and working online with students, rather than engagement with individuals. Working with groups has increased for 78 per cent of the central units. It does not support the view that on-line work with students has or is likely to reduce the demand for personal interactions.

Table 7.6:  HE — Change in mode of service provision over past five years

<table>
<thead>
<tr>
<th>(N=36)</th>
<th>Decreased</th>
<th>About the same</th>
<th>Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with groups of students</td>
<td>0</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>Working with individual students</td>
<td>15</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Working online with students</td>
<td>3</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Working face to face with students</td>
<td>3</td>
<td>13</td>
<td>19</td>
</tr>
</tbody>
</table>

In the case studies where there has been a reduction in one-on-one counselling and efforts made to reduce the duration of appointments, the focus is now on workshops, online tools and self-help resources in order to alleviate limited resources and pressures on practitioners. This is emerging as a critical point of difference between the university career development services. The contrasts in rationale, practice and perspective across universities is reflected in the following survey responses:

*In our experience, face-to-face service is much more preferred over being told to “look at the website”. Also despite the plethora of information available on the internet students still...*
ask very basic questions about resumés, career direction and the labour market. This is a service we provide that we consider crucial to the employability of our graduates.

Whereas, in another university:

Our service is focusing on the provision of online tutorials and tools to support students in their career development. These tools can be used independently or academic staff can integrate them into their courses.

Other central units are seeking alternatives to maximise their impact on large numbers of students through lectures, embedded curriculum initiatives, and filtering or triage systems. These alternatives include encouraging students to attend workshops before seeking one-on-one consultations and providing lectures to engage many more students than by individual appointments. As discussed earlier, the use of embedded career-related practices while pedagogically motivated is also partially intended to offset some of the current demand for individual counselling, drop-in sessions, and ad hoc career workshop delivery. However, it should not be assumed that these are necessarily preferred forms of delivery — a number of survey respondents expressed concerns along the following lines:

[there will be] less individual contact with students [and] more self-help online assistance at the detriment of offering professional services tailored to the individual.

Three of the case study universities have a deliberate policy of limited individual counselling. In one case the strategy reflects a radical change in the approach to the delivery of all student services based on the philosophy that students are independent learners who need to be encouraged to take responsibility for their own choices.

New University provides an example of a whole-of-institution strategy aimed at providing a more efficient service with breadth of impact. Events and activities that aim to attract the largest numbers of stakeholders are identified as Tier 1 activities. More specialised programmes that accommodate smaller stakeholder groups are categorised as Tier 2
activities. Tier 3 activities are essentially one-on-one consultations with career counsellors. It is anticipated that demand for one-on-one consultations will be significantly reduced in 2008. Students will be encouraged to participate in Tier 1 and 2 activities before booking individual sessions with a career counsellor. New University is focusing its future delivery of career services on:

- large scale careers fairs/expos that expose graduates to a broad spectrum of employers;
- maximum outreach through targeted and tailored campaigns at each academic year (close liaison with schools/faculties);
- scheduled skill-based workshops;
- limited one-on-one consultation;
- formal internal communication mechanisms; and
- established data-driven quality review processes.

In contrast, a TAFE institute reiterates the point made throughout the review that many VET providers have a high proportion of students who require individual attention:

*Many of the people who need (our) service have special needs. This means they need 1:1 support which is intensive work, even if it may be brief. Web based programmes and online services are of limited value — after the user has developed skills and understanding in how to use and apply them. In some cases this does not occur. By definition, we tend not to see the more independent career planners and job seekers.*

7.6 Summary

Major rethinking is in progress concerning the priorities, focus and modes of delivery in tertiary education career development services. The changes, current and proposed, range from highly innovative and mission-driven restructuring to more modest and pragmatic responses to meet new institutional demands and expectations.

Career development services have recently intensified their interest in the employability of undergraduate students concurrent with closer attention to the needs of employers. They are giving greater priority to the strategic
focus of senior executive as their institutions position themselves in the competitive market for students, and as they address external performance indicators concerning graduate outcomes.

As a direct consequence of the national skills shortages, working with employers is a major priority for career development services. The work is intensive and becoming more complex as services extend their activities beyond the local institution to global job markets.

Both the HE and VET sectors now cater to a significantly more diverse range of students with more complex patterns of career paths. Meeting the needs of international students is widely cited as particularly challenging. Career development services see a critical role for themselves in working to improve outcomes for students with special needs. However, only a few central services receive tagged funds to meet these specialist and labour intensive areas of service.

Career development activities in the VET sector face particular problems arising from numerous students having difficulty getting and keeping a job. The demand for individual consultations, counselling and maintenance is very high. There are many innovative efforts under way to address these issues but the fact remains they are extremely labour intensive and leave little or no room for a broader focus on career development and lifelong learning.

There has been little change in the focus of university career services on secondary students and VET providers since the Koder Review (NBEET 1990). Likewise the level of interaction between TAFEs and the universities on career development matters remains minimal.

There are related new pressures on service provision and priorities in particular those generated by increased demands from faculties and departments. In universities the central units also report a strong shift in priority over the past five years towards both professional associations and
academic staff seeking advice on curriculum design. In the universities, there is a trend towards working directly with faculties and academic departments on curriculum development, and in some cases forming closer links between career services and academic development units. This is shaping different and potentially competing views as to where career development services are located in organisational structures. However, while this has been widely flagged as a major change in emphasis for many university career development service units, only a few are currently involved with faculties in this area.

The forms of delivery of career services to students are undergoing rapid and constant change. The nature of the relationship between career practitioners and students has shifted significantly from the traditional case-load model of the 1990s with relatively few students to a far broader client base. Given the sheer numbers of students involved it is not surprising that the extent to which practitioners can continue to work face to face with individual students is becoming problematic. Some central units have developed a parsimonious approach from necessity, given the lack of staff and resources; others have made a deliberate choice to steer students into more cost-effective arrangements with broader impact.
8 Funding, resourcing and staffing

8.1 Introduction

A key recommendation of the Koder Review (NBEET 1990) was that “higher education institutions should adopt a code of practice for the guaranteed delivery of core services”. The Review argued that a minimum level of resourcing for university career units should be considered as a ratio of “approximately one professional and one support staff per 3500 EFTSL”. This has been widely referred to as a key benchmark standard by practitioners and generally regarded as the starting point for comparisons between units. On issues of resourcing and funding the 1990 Review also made a recommendation to “recognise the professional status and specialist nature of the ‘careers adviser’s job’ by provision of professional development opportunities”.

This chapter provides an overview of the current funding, resourcing and staffing profiles of career development services in the HE and VET sectors. It also examines issues related to the recruitment, retention, and professional development of career staff. As we noted earlier, the data on finances from the VET sector is generally quite limited.

Data on funding was provided by 27 universities. While most central units provided a summary of total annual income, some were unable to detail the institutional allocation, and others were unable to provide total salary expenditure or other forms of funding. Only six of the 36 central units were unable or unwilling to provide any information at all about their funding. Three others had difficulties providing usable data: of these, one was only able to provide 2006 data and the two that were in the process of major restructuring judged that the data would not be meaningful at the time of the survey. The fact that most central units were able to provide usable data without difficulty is a strong indication of the level of budget autonomy most units have, and their confidence in the management of that information. The level of devolution of financial management has remained about the same as it was five years ago for 75 per cent of the central units.
Only three say they now have less control over their budgets while five have significantly more.

In TAFE institutions career services are generally not funded separately and the analysis in this chapter is therefore limited to examples from case studies, the views of forum participants and other sources. The data from the survey of the VET sector was also limited due to the minimal level of responses from those that described themselves as central units.

### 8.2 Sources of funding

In all but two of the universities, core funds are provided specifically for the central career development services unit. In 21 cases the budget for the central unit is negotiated on the basis of an operational plan. The average total funding for the units is around $600,000 per annum, ranging from a low of $109,000 for a one-person unit in a small institution, to $1.7 million in a large and strategically central operation. Most of the allocation is, of course, expended on salaries, and the budgets essentially reflect the number and level of appointment of unit staff. It should be noted that not all respondents provided a breakdown of the income in terms of institutional and other sources of funds.

On the basis of their total income university central career units can be divided roughly into four resource groups (Figure 8.1) as follows:

**Group 1.** Five central units have total budgets of more than $1 million. There is no clear pattern in terms of institutional type and the group is mixed in terms of size and mission. Only one of this group appears to generate significant additional income with $300,000 from fee-for-service activities. With this exception, it appears that the central units with the highest allocated institutional funds do not appear to attract significant funds from other services.

**Group 2.** Six university central units have total budgets ranging from $773,000 to $974,000. One of the features of this group is that all six
supplement their income with fee-for-service activities, and other income-generating activities.

**Group 3.** Seven central units range in annual budget size from $400,000 to $700,000, with an average of around $560,000. Five generate income from other services although the additional funds are mainly modest, from $5,000 to $90,000. One unit generates $115,000 from other sources.

**Group 4.** Nine units have less than $400,000 in annual income and have little in the way of additional funds outside the university allocation. Six of this group are small institutions with enrolments below 10,000, and most are regional universities.

*Figure 8.1: HE — Total budget (N=27)*

![Bar chart showing total budgets](chart.png)

There is considerable variation in the income structures of the units. In one central unit, the total 2007 budget of $908,000 includes $188,000 (21 per cent) in fee-for-service activities as well as $120,000 (13 per cent) from grant applications. In another, the total budget of $828,000 includes...
$265,000 (32 per cent) of fee-for-service activities. A small dual sector university unit has a total budget of $209,200 including $13,200 (6 per cent) from fee-for-service activities while a central unit in a small regional university operates with a total of $178,000 of which $22,500 (13 per cent) is from unspecified sources.

Overall, the total budgets of the 27 central units shown in Figure 8.1 tend to correlate with institutional size. Eighteen units generate funding from ‘other’ sources. Most provide value-added services to employers in addition to the usual fees associated with career fairs, mail-outs and general access to on-line services. For example, one produces an annual career magazine supported by employer subscriptions. Fifteen central units attract fee-for-service income, three of them earning more than $250,000 per annum. A small number of institutions have also begun licensing on-line tutorials and tools to ‘test the waters’ for future income generation in career development services software and model licensing.

In 20 universities the funds allocated by the institution relative to needs have remained about the same over the past five years. However, 12 report they now receive significantly more funds, and just three say they have significantly less funds. The contexts vary and although funding has improved overall, the consistent message is that funding has not kept pace with rising demand. In a few instances the picture is fairly negative:

(The) student population and the diversity of this population, has increased significantly – we have not received any additional funds to cope with these changes. In fact we have lost access to the income we generate through employer activities. This has led us to adopt technology as a tool to provide services to students and increase our collaboration with faculties to embed careers into the curriculum.

In contrast, another central unit has seen resource advantages in shifting the focus of activities to the improvement of teaching and learning:

Resourcing is most effective when the activity is aligned in terms of reporting with teaching and learning, and is hence part of the main game!
Overall, and relative to needs, there does not appear to be a resource crisis for the university career development services. For the most part they are funded about the same or better than they were five years ago, a further indication of the general improvement of their standing within institutions.

### 8.3 Allocation per student

Figure 8.2 provides an indication of the level and range of allocation per student in universities. This shows an average allocation of around $33 per student from core funds. It is not appropriate to calculate dollars per student on the basis of total income received by units, since additional funds are sometimes provided for activities that are not necessarily directly targeted at service provision.

**Figure 8.2: HE — Institution allocation per EFTSL (includes offshore)**

(N=27)

Career development service units provide services across the onshore and offshore student populations through email and website contact. Offshore EFTSL has been included in the calculations above in order to be inclusive of the entire range of web-based resources available to all students regardless of their mode of delivery.
Some grants are for activities that are of strategic interest to the university as a whole, but the benefits do not flow directly to students. Likewise, fee-for-service consultancy activities conducted by central units sometimes derive from work done for external clients that may bear a somewhat indirect relationship to the career development needs of students. At the same time, they often enhance the capabilities and networks of the career practitioners.

8.4 Additional income sources

Tertiary education institutions are increasingly looking to opportunities to generate income to partially support or cross-subsidise activities. In many universities both academic and service units are expected to be proactive and entrepreneurial in seeking additional funds in the form of fee-for-service activities, project grants, and other forms of ‘soft’ income. It is already standard practice for career development services to charge fees to employers for a range of services such as exhibit stands at career fairs and advertising in newsletters.

We have been able to secure ‘soft money’ for specific projects which link with the strategic direction of the university – related to graduate attributes. In addition in mid 2007 we secured significantly more funds to appoint staff (3) to respond to the changes in general skilled migration and the university’s interest in maximising the employability of international students.

Funding and resources for general operations have remained relatively consistent over the past five years. The service has had considerable success in gaining funding for strategic initiatives and special projects. The service has generated income through employer mail outs and web banner advertising.

We have one full-time careers adviser to service three campuses for a university with over 13,000 students. We have recently appointed an additional careers adviser who works 5 hours per week with funding obtained from sales in the alumni shop.

In both the HE and VET sectors some career services require students to pay for specified services such as fee-for-service counselling sessions, peer mentoring, interview skills workshops and career assessment testing.
In one university, ‘registered alumni’ can access career counselling at a 30 per cent discount on market rates (the current fee is $77). In another case, workshops are offered to alumni at around $88 per session. Career assessment services are charged at $220 per student in one central unit. Some institutions charge employers for a growing range of services including emails to students on behalf of the employers, mail-outs, and career fair fees. In the VET sector, case management, individual career sessions with a trainer and career outplacement management can attract a fee.

Fee for service activities have some of the indirect but highly significant benefits associated with service delivery agreements:

_We are valued when we charge for things. If we have service delivery contracts with the university e.g. trial of the e-portfolio, we are valued._

Similarly, the comment was made in a TAFE case study that if a commercial arm is developed to generate income then the unit or activity is more highly valued.

### 8.5 Staffing career development units

The Canadian definition of career development practitioners used by CICA (CICA 2007e:4) is ‘an umbrella term that refers to any direct service provided in the career development field’ which makes problematic comparison with the Koder standard of one career counsellor and one support staff per 3500 EFTSL. The position titles and mix of roles in the units are currently wide-ranging and vary markedly between institutions. The CICA Professional Standards identify the following specialisations:

- assessment
- counselling
- programme delivery
- working with people with disabilities
- project management
- employer liaison

(CICA 2007i:13)
The survey asked the universities to provide both actual student numbers and EFTSL for the current ratio of ‘career development practitioner’ staff to students, and also the total ‘career development service’ staff to students. Notwithstanding the CICA definition, the interpretations of ‘career practitioner’ varied across the central units. Figure 8.3 shows the ratios of career practitioner staff to students and EFTSL for 34 universities. Figure 8.4 shows the ratio of total staffing career development units to students and EFTSL.

**Figure 8.3: HE — Career development practitioner staff to student ratio (N=34)**

The average ratio of practitioner to students is 6,065 EFTSL (8,772 students) and the average ratio of all staff — that is, specialist and support staff — to students is 3,405 EFTSL (5001 students). The median ratio of practitioner to students is 5,115 EFTSL (7,605 students) and the median ratio of all staff to students is 3,127 EFTSL (4,097 students).
The differences in the current composition of central unit staff in some universities is reflected in a number of striking contrasts between the practitioner to EFTSL ratio, and the total staff to EFTSL ratio. For example, one university reports a ratio of 1 practitioner to 15,000 EFTSL and one total unit staff to 5000 EFTSL. Closer examination shows that this central unit designates only one person as a full-time career consultant, while most staff have support and strategic project roles.

Another university has a staff ratio of 1:7,600 EFTSL and a career practitioner ratio of 1:9,500 EFTSL. The university concerned has a high number of distance-education and mature-age students and its career services are focused primarily on internal undergraduates who make up less than half the student population. At the other end of the scale, a large university has a far smaller difference between the total staff-to-student ratio (EFTSL) and the practitioner-to-student ratio (EFTSL). In this university the central unit of 13 staff altogether has seven qualified career education specialists identified as career practitioners.
Of the 34 universities in Figure 8.3, 13 are above the mean staff-student ratio and 21 are below the mean. The mean disguises some very high ratios by both Koder and current standards. However, there is no obvious pattern in the makeup of those above or below the average. Four of the universities with higher than average staff-student ratios are GO8 research-intensive universities with high proportions of young full-time undergraduate students, and three are Australian Technical Network universities with a strong focus on business and industry connections and the employability of their graduates.

The universities with lower than average staff-student ratios are generally smaller institutions. Aligning the data in Figure 8.4 with other observations from the review process suggests the possibility that at least 12 of the 22 universities with the most favourable staff-student ratios are acknowledged in the strategic policies of their institutions, and staffed accordingly.

8.6 Staffing profiles of central units

The staffing profile of the central units now incorporate an expanding range of roles, duties and responsibilities to meet burgeoning demand in various areas of services provision. The mix of staff reflects the evolution of career services in some universities towards a broader strategic role, and with that comes a more diverse range of positions and tasks. As one central unit manager observed:

*The types of roles in careers services are diversifying. Online delivery of services is important to reach the volume of students and to also communicate with the “IT savvy” generations that are coming through. (Our) careers counsellors/consultant need to be multi skilled to be able to deliver the diverse range of services that a Careers Unit offers. As well as individual careers counselling (which is usually reserved for the critical issues), careers practitioners need to be able to teach into programmes, develop written and website resources, co-ordinate and organise career events, build relationships and networks with employers and academic staff, and engage with the online environment.*
The demand for specialisation is placing further pressure on central units. Additional dedicated staff are needed for roles such as managing internship placements, developing programmes for international and postgraduate students, and employer liaison.

The case study of *New University* provides an example of a significant shift in approach to staffing. In completely restructuring its approach to career services the university made a radical decision to recruit ten new career development services staff from scratch. The significance of the move was underlined by the commitment to all those recruited that they would be supported to complete formal qualifications in career development if they did not already possess them. The intention is to develop a more holistic model that involves students in structured career planning as they progress from recruitment through each academic year to graduation.

The new team will be skilled in sales and marketing, career advising, customer service, and communicating effectively with a wide range of stakeholders. The new ‘Student Recruitment’ and ‘Careers Adviser’ positions require a tertiary qualification in a relevant discipline (e.g. marketing, education, behavioural science, psychology) or equivalent level of expertise gained from a combination of experience, training or professional accreditation.

The position description for the career services manager at *New University* is also noteworthy. The position does not require career development experience or qualifications but instead nominates a background and qualifications in areas such as marketing, behavioural science, or education, the effective management of customer services, and significant experience in a management position.

Figure 8.5 shows ten of the most commonly listed titles of staff in the university central units with the current salary ranges. A number of variations on titles involving career practitioners were provided by the university central units, for example, counsellor, adviser, consultant, and
manager/consultant. Their appointments span almost the entire range of HEW levels. In most universities, careers managers or directors are located at the HEW 8 to HEW 10 level and in some cases the position attracts an executive package.

**Figure 8.5: HE — Profile of specialist career development practitioner positions with average salary ranges**

(N=34)

It should be noted that the survey asked for salary ranges. The data in Figure 8.5 are the averages of these ranges and although some managers receive annual salaries above $100,000 others bring that average down.

### 8.7 Staff recruitment

From the forums and case studies it was clear that most unit leaders are concerned that there are major gaps in staffing capacity and that the problem will magnify over the next five years or so with significant retirement levels on the horizon. There is also increasing competition from other education organisations and industries for career practitioners. Ironically, a few HE and VET providers cited large staff turnover and current
shortages as an obstacle to completing the review survey or getting hold of details:

The entire student services has been significantly restructured with an 85% turnover in staff. New staff have been in place for a maximum of 3 months. Therefore, it is difficult to accurately answer many of the questions.

Of the university central units, 14 have had difficulties in recruiting or retaining suitable staff over the past five years, and at the time of the survey, there were vacant positions in 22 central units. The difficulties in recruiting most often relate to the diminishing pool of qualified staff, particularly in regional centres. As one manager observed: ‘Universities aren’t immune from the skills shortage!’

The staff vacancies provided in the survey responses included:

- HEW 9 International Careers & Employment Manager
- HEW 8 Career Learning Consultant
- HEW 8 Manager, International Career Development
- HEW 7/8 Career Development Consultant
- HEW 7 Industry and Community Liaison Officer
- HEW 7 Careers Adviser
- HEW 6/7 Graduate Recruitment co-ordinator
- HEW 6 Employer Liaison Officer
- HEW 6 Careers Adviser
- HEW 5/6 Senior Student Adviser
- HEW 5 Regional Intake Officer
- HEW 5 Careers and Employment Information Officer
- HEW 5 Careers and Employment Officer

Almost all of the vacant positions were newly created to meet strategic commitments and growing demand. Of the 12 new positions, three have been created to develop programmes with teaching faculties and departments. For example:

These positions have been created so that a faculty model incorporating WIL initiatives can be developed within the
service. They are responsible for the sourcing, planning, implementation and evaluation of career services and programmes designed to enhance career development and employment opportunities. Programmes tailor career engagement, career management and job search material for specific disciplines as part of academic courses and for students generally.

Three positions are focused on international students:

The position was argued on the basis of providing support to international students. It will 1) provide support to international students on all campuses 2) provide support to careers practitioners in supporting international students 3) liaise with international employers 4) develop programmes to support international students seeking to stay in Australia.

The others include a consultant to develop career education products, and an officer to provide job enrichment and career pathways for university staff. As with many academic and administrative operations in HE and VET institutions, career services have seen an increase in the number of casual and part-time staff.

8.8 Staff qualifications and professional development

Although it is not empowered to monitor nor control the practice of individual career practitioners CICA (2007i) acknowledges three formal pathways to professional standards recognition:

- The CICA endorsed Graduate Certificate recognised as the primary entry-level qualification for professionals relatively new to the career industry;
- The CICA endorsed Vocational Graduate Certificate recognised as an alternative entry level qualification; and
- The Alternative Pathway to professional status deemed appropriate by CICA Member Associations.

In addition, three Australian universities offer undergraduate and postgraduate programmes for career specialists. Most university career practitioners have already met the basic requirements and 32 of the central units anticipate they will meet the CICA 2012 standards. Over the past 20 years or so, career practitioners increasingly have undergraduate and
higher degree qualifications in fields such as psychology, counselling, education and social work.

The point was made throughout the consultations that not all staff in a university central unit career service need career development qualifications, and that there may be more relevant qualifications for some team members. Indeed, some units believe they need to acquire staff with teaching expertise as they move more into the careers in the curriculum model. It was acknowledged that more specialised staff are now required, as well as those with broader experience than a career counselling role to address the more complex demands placed on central units. This is illustrated in the case of New University where career development is now considered integral to the university’s mission of recruiting and retaining students for employability.

In the VET sector concerns are more centred on role diffusion:

The TAFE Counsellor role has become too broad. The role needs to be separated into 2 roles; a personal counselling role and a career counselling role to improve the quality of the service and to meet the above demands (graduate employment services and reduce course non-completions).

While some VET respondents felt the introduction of professional development standards will make it much harder for many current practitioners to maintain their positions, others were more positive:

If we are to be CICA registered and certified as professional career development practitioners as well as having registered psychologists, as many already are in NSW TAFE Counselling and Careers Service (but not recognised for this), then the recognition from the employers will be better.

It was emphasised in the VET forums and case studies that a significant part of the practitioner role included providing services and information to the general community. This was particularly evident in regional institutions.

In 80 per cent of university central units a professional development plan is in place for core unit staff. For most central units the funding for professional development comes from core funds. However, a small
number of units rely on a mix of core funding, income from fee-for-service activities, and staff contributions to their own programmes.

We did not seek details of the professional development plans of central units nor evidence of their impact. While most universities have substantial policies and programmes in place for the professional development of academic and administrative staff, the case studies and survey responses suggest that the level of institutional support specifically for career development service staff varies quite markedly across the HE and VET providers, from almost zero provision to substantial programmes. In one instance constraints on resources and restructures have restricted plans to provide desired professional development and to develop planned initiatives. In another university the central unit noted that ‘there has been increased access to professional development over the past five years since careers became part of Student Services Division.’

Unit managers suggested there is a need for more tailored professional development after the completion of formal career counselling qualifications. It was generally felt that the new CICA standards would encourage ongoing development. While mentoring is provided in some central units as a key part of professional development it was suggested that advanced career counselling was also needed by way of short courses to aid skill development.

The role of NAGCAS and the Career Development Association of Australia (formerly Australian Association of Career Counsellors) as providers of professional development was raised in forums and submissions. Both offer professional development opportunities to members at their national conferences as well as regular state branch/division activities. For example, at the state level:

*NAGCAS WA has placed professional development opportunities high on their agenda and there are a series of professional development initiatives such as industry-based tours, seminars and workshops provided by industry to meet these needs.*
However, some disquiet and concern was evident from senior portfolio managers and some forum participants concerning the multiple organisations in which career practitioners were involved. One senior portfolio manager found the lack of one voice for the profession within the central unit made it difficult to assess the value or otherwise of requests for support to attend national conferences and state meetings.

8.9 Summary

Most university central units were able to provide detailed financial information to the review confirming their high level of budget autonomy and professional management. The budgets are increasingly being negotiated on the basis of operational plans with appropriate accountability processes in place.

The funding of most central units appears to have either remained about the same or improved in recent years. The level and complexity of central unit budgets vary considerably across the universities, generally but not always relative to the size of the institution. There are major differences between the units in terms of the size and composition of the budget. Four groups are identified primarily on the basis of income level. Of the nine units with budgets of less than $400,000 six are in small institutions with enrolments below 10,000, and most are regional universities.

Some units attract high levels of additional ‘soft’ income from an increasingly broad range of sources. In most cases career units attract funds from employers on a fee-for-service basis. There is a growing expectation that central units will generate income streams to support new and innovative activities. Unit activities, such as conference attendance of staff, are sometimes funded from income generated by special projects or consultancies. Smaller units receive little in the way of additional funds outside the university allocation and have limited capacity to generate income.
There is an increasing number of specialised roles under the generic term ‘career practitioner’. This makes ready comparisons between minimum standards of resourcing suggested by the Koder Review, as well as comparisons across diverse institutional contexts, seriously problematic. Many of the key staff in the central units now specialise in areas that require quite different qualifications and skill sets to those traditionally associated with career counsellors. In contrast, in the VET sector it appears that the role of career practitioner is more generally tied to personal counsellor where often the first priority is crisis management.

Universities currently face considerable difficulties recruiting staff to the diverse range of positions in career development services. It is also difficult retaining such staff in the competitive labour market. Professional development opportunities for career staff are generally restricted to conference leave that usually include workshops provided by the national professional associations. While most university units say they have a professional development plan, in many institutions staff have to compete with all other general staff from a limited pool of funds.

It is generally agreed, particularly in the TAFE institutes, that the implementation of the CICA 2012 professional standards requirements will improve the standing of practitioners within their institutions. The consultations and submissions suggested the need for national programmes providing advanced skill development, including a systematic approach to providing leadership skills development for current and future central unit managers.
9 Issues and directions

9.1 Introduction

The prospects for career development services in tertiary education emerging from the preceding chapters are generally positive. Career development services in Australian tertiary institutions have certainly improved in many respects since the Koder Review and especially in the past five years or so. There are strong signs that this trend will continue as the quality and professionalisation agendas make an impact across the career development industry as a whole.

Despite the indications that career development services are doing valuable work a number of issues persist. In Chapter 4 we noted the lack of policy response to various studies and surveys through the 1980s that prompted the 1990 Review. Likewise, some key recommendations of the Koder report appear to have had little impact over the past 18 years. The same can be said of the UK where considerably more resources have been invested in career guidance and information.

This chapter summarises some issues shared by career development services in a number of comparable countries. It identifies areas of improvement and ongoing challenges. These issues do not necessarily reflect the inadequacies of career development services nor the failure of institutions to give them sufficient acknowledgment and resources. Where appropriate, comparisons are made with the international policy practices identified in Chapter 3. We also consider trends and the implications of current and emerging national policy related to the provision of career development services in tertiary education.

9.2 Managing expectations

There are lessons to be learned from international experience but it is clear that Australia does some things as well if not better than the countries against which it is compared. It is particularly evident that those who lead national policy and practice are very familiar with international
developments. However, notwithstanding international differences in government and institutional resources allocated to career development, there is possibly an inclination to overstate the deficiencies of the Australian system and to overlook significant differences in the historical and cultural contexts of other systems (CICA 2007g:2). This is perhaps amplified by a tendency to draw on a somewhat narrow range of expertise from overseas and a reliance on a limited range of research findings and approaches to thinking about policy.

The limits of evidence

One of the reasons for the unduly negative views within the career services industry is the expectation that the research on the public and economic benefits will deliver a policy rationale to promote the case for career development services. This is at best naïve. There is no reason to believe that even if the research findings were clearly positive that it would necessarily influence policy in significant ways. The lack of a credible evidence base at both national and institutional levels to support the case for career development was a common theme from the review forums. The consultations with such people confirmed that the benefits of career development services are not self-evident to policy-makers, senior executive of institutions, or to academics and other stakeholders within institutions, including students.

We agree with the observation of Watts cited in the review of literature (Chapter 3) that the search for the definitive impact study is fruitless. We would go further and suggest that the quest for the ‘holy grail’ of hard evidence on the economic and other possible benefits of career development services is distracting, potentially self-defeating and probably unnecessary.

The argument for career development services is no different from most other support services. While these services are in principle more vulnerable than teaching and research, it is generally acknowledged that, for example, study skills or targeted support for equity groups, are integral
elements of tertiary education concerned with student development in a broader sense. The lack of causal outcome data does not reduce the significance of the services for those who do use them, nor for those who benefit indirectly from their activities. The value of many important student support activities cannot be readily quantified. At best it is possible to find reasonable proxy indicators of their impact. Experts in career development services should perhaps concentrate their efforts on identifying measures of performance that directly guide activities at the institutional level.

**Definitional issues**

A second problem we encountered is the preoccupation with definitional issues that characterise much of the policy discussion. The NICEC study (NICEC 2005) points to the ongoing discussion in the UK of the uncertainty about the strategic directions of career services, echoing similar sentiments internationally, and asking if career services were an integral part of universities, whether they were an additional service, or whether the service could be aligned with other services. These seem to be inappropriate options. They assume both a standard model of career services and a level of uniformity in institutional profiles and missions that does not fit with the increasingly diverse nature of the HE and VET sectors.

It was for this reason that Universities UK did not take up the recommendation of the Harris report that the sector should define a set of universal core services. NICEC does however cite the observation of Harris that ‘Although no one model is appropriate to all, clarity of role … is vital in every case’. (NICEC 2005:26) The evidence from the survey of Australian central units is that while there is diversity in mission statements and goals, many are not sufficiently clear about what it is they do.

**Expectation issues**

The expectation that career development services will play a central role in the strategic planning of institutions is a common source of frustration for many leaders of career development units. It was recommended by the
Koder Review that career services should contribute at a strategic level to institutional planning and relevant decision-making.

The evidence suggests that only a minority of central units in the universities are expected to make a strong contribution to strategic planning. For the bulk of university career development units, there has been an incremental improvement in their strategic roles, and while not uniformly high, it has been boosted over the past five years or so by increased national, state and regional focus on skills shortages, employability and productivity.

Some of the case study universities provided clear examples of institutions that see the career services as a vital element in institutional strategic plans and a crucial factor in realising their mission, goals and objectives. Nevertheless, about one third of the units in the universities surveyed define their mission simply in terms of service provision. This may be entirely appropriate in these institutions.

The lack of commitment to career services by senior executive in some universities was raised in forums and survey responses. This needs to be seen in the context of competing demands for student services and for university activities generally, especially since the introduction of voluntary student unionism in 2006. The balance of academic to general staff is also increasingly contested given the pressure on teaching and research functions. The standing and resourcing of career services is unlikely to be raised by the institutions themselves without external incentives, as illustrated by two of the case study institutions.

9.3 Increasing role complexity and tensions

A key challenge for career services is the increasing demands from a range of stakeholders, especially employers, faculties and teaching departments, and professional associations. This calls for a more strategic contribution from career practitioners although not necessarily at the senior executive
level, and in turn supports the need for capability building for leaders and managers.

University central career units currently provide a full suite of services to a more diverse and perhaps demanding client base. They are also increasingly expected to provide more specialised services targeted at specific student groups with special needs, to contribute to major whole of institution intervention strategies, and to work with faculties and development groups on cross-institutional projects and initiatives. In addition, more complex operations are required to meet the demands of employers, to design and deliver more sophisticated on-line resources to meet student and employer expectations, and to work intensively with, or indeed lead, faculties and departments in curriculum change.

Clearly, with finite resources these competing demands present a major challenge for career development services. With few exceptions it has not been possible for the central units to significantly reduce or eliminate traditional services to make way for new forms of provision and new clients. Some central units with poor staff student ratios and new commitments feel they have little option but to reduce the labour intensive one-on-one counselling. However, the demand remains high for these services.

9.4 Policy rationale for a national vision

A convincing policy rationale must be based first and foremost on identified needs in the Australian context and not on the basis of what other governments might do in their contexts. It again requires a judgement of the nature and level of policy intervention appropriate to the social, economic and cultural context. For example, Australian students have typically been more likely to enter a professional degree at the undergraduate level directly from school. Australia has for many years also had exceptionally high numbers of mature-age and part-time tertiary education students who are already employed. The apparent deficiencies of Australian national and institutional policy and practice for career development relative to other countries raised in forums and submissions do not provide a self-evident
rationale for policy change and increased resources. The key question here is what can be learned from overseas that can meaningfully be applied to the Australian context.

The need for a national vision and a nationally agreed plan was raised throughout the consultations, emphasised by the Miles Morgan study (2002) and more recently by the Australian Chamber of Commerce and Industry (ACCI 2007). Comparable countries do not generally have specific policies for career development. It appears as one element in a broader agenda concerned with employability and the utilisation of skills to improve national productivity. The UK comes closest to a co-ordinated national approach to service provision.

The reasons for the lack of a national policy have been raised in other contexts throughout this report. They include: the lack of a widely agreed definition of career development services; a diverse range of role specialisations with a declining core of psychologist /counsellors; minimal and somewhat permeable boundaries for professional registration; an underlying set of negative assumptions about the value of career services generally amongst government and institutional policy makers; and a limited evidence base for policy development. The experience of the review also suggests that there has been a lack of discussion of the need for policy framework within the tertiary education sector. There was little evidence in the submissions, consultations or forums, of contributions on policy matters at this level.

The policy climate seems favourable over the next few years to prepare the ground for a national policy framework for career services generally and in tertiary education. The conjunction of national policy to improve graduate employability, increase workplace productivity, reduce skills shortages, and facilitate social inclusion present an opportunity for career development peak bodies to make a significant contribution to policy development. For example, the significance of career development services should be explicitly recognised in national productivity policy. However, this will not be
sufficient to address the specific issues raised in this review. There is a clear need to develop a national policy framework for career development services to place the contribution of tertiary education services in the broader context.

9.5 Improving local standing

University forum participants suggested that the strategic importance attached to their career unit depended on the personal interest shown by the Vice-Chancellor and senior executive. A similar view was expressed in the NCVER survey of VET institutions. Interviews with senior academics and researchers for this review encountered some scepticism about the value of career guidance on the basis of their personal experience. These responses need to be seen in the context of the somewhat unusual talents, aspirations and career paths of senior academic administrators. They nevertheless suggest that the case for career development services is possibly not made strongly enough at the local level. They perhaps also reflect the lack of external policy pressure or incentives for institutions to give prominence to career services over competing claims for resources and the attention of senior executive.

9.6 Strategic focus, targets and accountability

The Koder Review recommended that higher education institutions should ensure that their career services have clearly defined missions and objectives consistent with the institution's mission.

In the VET sector the career services tend to be an integrated element of student services and therefore by definition aligned with the broader mission. Those surveyed did not generally have their own mission statements.

What we do not have from the surveys is any sense of the expectations of scope or coverage at the institutional level in either HE or VET. We did not ask for details as to how many students, faculties or employers the units expect to reach, nor the impact they hoped to have on these and other
stakeholders. The impression we have from case studies and forums is that most units aim to cover as much ground as possible regardless of their capacity. This points to an underlying problem with respect to the lack of strategic plans containing clearly identified and achievable targets and performance indicators.

9.7 Towards national benchmarks

The 2007 Australasian Survey of Student Engagement (AUSSE) provides useful comparisons between Australia, the US and Canada on some measures of the student experience relevant to career development. The contrasts are a clear reminder that the educational and cultural contexts of the countries differ significantly in terms of the extent to which students seek, or are expected to seek, advice about personal career plans. Again it would be simplistic to draw conclusions about the relative effectiveness of the career services in the US without considering major differences in the culture underlying the philosophies and values guiding student services (Thelin 2003; Young 2003).

Nevertheless, it is of interest that the AUSSE survey found that 55 per cent of Australian students (ACER 2008) never ‘talked about their career plans with teaching staff or advisers’ compared with 19 per cent of US and Canadian students. Only 11 per cent of Australian students ‘often’ or ‘very often’ talk about career plans with university staff in contrast to 37 per cent of US and Canadian students. Differences across the year levels are informative. 33 per cent of first year Australian students discuss career plans with staff in contrast to 76 per cent of US and Canadian first year students. Not surprisingly the proportion of students discussing career plans increases in all countries in the later years. However, the gap between Australia and North America remains marked. 52 per cent of Australian students in later years discuss career plans with staff as against 82 per cent of US and Canadian students.

The Graduate Careers Australia survey University and beyond 2007: Careers Services Report, provides an indication of system wide patterns of
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use. A total of 5,689 of the 31,913 students who responded to the survey said they had visited the career service centre at their university, that is, about 18 per cent of the total student population (GCA 2008b:12). However, 45.8 per cent had visited the career service website. Since these categories were not mutually exclusive in the GCA survey this suggests that around 50 per cent of students have accessed the career services in person or online. The GCA report makes the important point that career information needs to be available through multiple sources across the institution given the large numbers of students who use lecturers/professors and faculties/ departments as sources of information. It also notes that:

This may present a challenge for the less well-resourced careers service or for institutions where the embedding of careers information and careers development concepts into the curriculum is not yet well established.

(GCA 2008:7)

It is perhaps a useful starting point for a realistic goal setting process within career services to acknowledge that only a minority of students engage with career services during their time at university, and that the level of engagement varies markedly across the disciplines (GCA 2008b). It is important that units set their benchmarks against similar units in institutions with similar missions and profiles. This is likely to become more salient if national policy encourages a more diverse range of institutions with distinctive missions.

The GCA survey also confirms the findings of this review that parents and friends are a major influence on career planning for university students. Work experience is a dominant influence. However, career service staff were clearly not a significant influence. Only 5.3 per cent of all students agreed career service staff were a major influence on career planning. Only 4.9 per cent of domestic students, and 8.1 per cent of international students say they were influenced by career services (GCA 2008b:12). However, it is possible that this low level of influence does not account for students’ lack of awareness of career development services being provided through service channels that are not branded as a career service (for example,
delivery on behalf of a Faculty as service teaching). Of the students who used the career services 75 per cent were satisfied with the service.

In the UK, the QAA was proactive in establishing the *Code of practice for career education, information and guidance*. The inclusion of career education as a key element of the suite of codes of practice and standards is again an indication of the importance attributed to career development in UK universities. The code has apparently been widely adopted by senior managers in UK institutions as well as by academic staff (NICEC 2005:72). Its use may also indicate the strategic capability of those involved in the leadership of career education and guidance in the UK. Certainly, the recent update of the complementary code of practice for work-based and placement learning reinforces the view that the approach to quality assurance in the UK is strategically connected to policy for the improvement of graduate employability and productivity.

In contrast, AUQA audits have paid little attention to career development services other than indirectly as an element of student services. A desk survey of 12 AUQA audits of universities (2005, 2006 and 2007 reports) found only two university audits that included a specific, albeit brief, mention of the central units operating at those universities. Career development is also mentioned briefly in regard to the special needs of Indigenous Australians and one university’s exemption from the Equal Opportunities Act to allow advertising and selection to this target group.

The introduction of the matrix standard in the UK is widely regarded as a having a positive impact on continuous quality enhancement (NICEC 2005:71). There are some reservations, as noted in Chapter 3, concerning rigour in the application of the standards, but on the whole the quality matrix has provided a clear structure and important framework.

### 9.8 Supporting strategic directions

In common with the UK experience, central units in the universities are giving more attention to directly supporting strategic directions of their
institutions. However, this raises potential tensions. For example, the problematic relationship between marketing, recruitment and career advisory roles was identified in the forums, case studies and submissions. The divide on the changing priority given to prospective students, with eight units giving greater priority and six giving less, reflects key differences in structural arrangements in cases where recruitment and career development service are closely aligned.

Some practitioners believe these links might lead to compromising their independent advice to prospective students. Others see the relationships with marketing and recruitment as a natural extension of their contribution to the strategic goals of the institution, particularly since the survival of some units depends on their capacity to improve institutional performance in such areas as student retention rates.

Most career development services are adjusting to the new demands from the diverse range of stakeholders and changing their focus and priorities to make a strategic impact. For many, however, new approaches can only be developed by limiting traditional forms of service, or by changing the forms of delivery. This will require a significant shift in the focus and not all are comfortable with the potential decline in priority given to what they believe to be the most effective forms of service delivery.

9.9 Involvement in curriculum development

The portfolio titles under which central units operate are indicative of some common themes that have emerged recently, for example, ‘academic enrichment’, ‘access and work’, ‘engagement’, ‘student outcomes’ and ‘teaching, learning and equity’. These strategic titles provide an opportunity for a stronger linkage between career services to learning and the student experience, perhaps shaping the emergence of different and potentially competing views as to where career development services should sit within the organisation. The increasing reference to career development in teaching and learning plans is significant. How career development services align with parts of the institution will vary over time as it has done
to date. Certainly this shifts the level of reporting more directly to the senior executive. A small number of units are currently being restructured in this direction, some in quite radical ways, and, if successful in achieving their objectives, will no doubt also become more integral to the mission of their institutions over time.

The current interest in work integrated learning is likely to be accelerated in the near future given with the recent project supported by the Australian Learning and Teaching Council (formerly Carrick Institute). It does, however, raise issues about resourcing and sustainability in the longer term without major support from government and institutions. For some career services, involvement with work integrated learning and liaison with faculties about this service is in its infancy. Despite the suggestion from some stakeholders that this was now the norm, the survey responses suggest that the involvement in curriculum design is actually currently limited to a few units who might be considered ‘early adopters’.

In the universities, recent collaboration with teaching faculties and departments, and the strengthening of strategic links with employers, is generating new and sometimes innovative structural arrangements. In addition, global competition for skills and the international mobility of graduates has created a new set of opportunities for career practitioners to contribute to the curriculum design and delivery in faculties and departments. The impact of these new approaches, particularly the notion of embedding careers into the curriculum, is yet to be assessed.

9.10 Recent national policy developments

The Council of Australian Governments (COAG) agreed at its meeting of 20 December 2007 to establish seven working groups each overseen by a Commonwealth Minister. The Working Group on the Productivity Agenda Education, Skills, Training and Early Childhood Development is chaired by Minister Gillard. Its objectives include the delivery of significant improvements in human capital outcomes. It has also signalled that in 2008 it will consider: Commonwealth-State agreements on vocational education
and training; reforms in skills and workforce development; and priorities for the contribution of education, skills and training to the overall challenge of labour supply (COAG 2007).

The government is pursuing its broader human capital and productivity agenda as part of its current Review of Australian Higher Education chaired by Emeritus Professor Denise Bradley. The terms of reference for that Review include a number of dimensions relevant to the future of career development services in both higher education and VET. The focus on productivity gains and ‘a broad based tertiary education system producing professionals for both national and local labour market needs’ resonates with the UK experience and the implications for career development services of the Leitch Review discussed in Chapter 3.

While it is premature to anticipate the outcomes of the Review of Australian Higher Education, the possible shift in funding arrangements to reflect the diversity of the sector in the form of funding compacts creates the potential for the inclusion of the student services as an integral element in the negotiated compacts, including career development services. Given the focus on both the higher education and vocational sectors in this review, it is significant that a major theme of the Review of Australian Higher Education is to look to building an integrated relationship with vocational education and training.
10 Conclusions and recommendations

10.1 Introduction

Career development services in Australian universities have made significant advances in many respects. As the examples of good practice in Appendix 1 illustrate, universities provide comprehensive, innovative and highly regarded services to a large and diverse student body as well as meeting the needs of a wide range of employers. There are strong signs that this trend will continue as the national quality and professionalisation agenda make an impact on the career industry as a whole.

The current context in which the university services operate is complex and demanding on many fronts: unlike the period of the 1990 Koder Review when the focus was largely limited to addressing the unrealised potential of ‘careers education’ to assist students in making informed choices. In distinct contrast to the key conclusions of Koder we can report that career development activities in universities are by no means ‘generally deficient’. Many of the Koder recommendations have been implemented to some degree, some issues remain unresolved, and others are no longer relevant.

While there has been improvement of career services across the universities, it is nevertheless uneven. Some central units have made dramatic improvements, others appear stalled, and a few have an uncertain future in terms of their organisational role and location. The latter are particularly vulnerable to the pressures of meeting growing and competing demands on their focus and energies.

The overall impression we have is that university career central units are reasonably well positioned to make a more significant contribution to the strategic goals of their institutions, and to support the national skills and productivity agenda.

There is, as might be expected, considerable variation in career service provision across HE and VET activities. There are also marked differences
between the HE and VET sectors in terms of their roles, levels of autonomy and scale of operation. It is therefore not appropriate to try to replicate higher education approaches in VET institutions. At one end of the continuum there are career practitioners focused almost exclusively on crisis counselling for individuals who cannot find or keep jobs. At the other end are central career units playing an ‘invisible’ role, guiding and supporting institutional strategies to facilitate self-driven high achieving students as they go about the business of shaping their own futures. Somewhere in between the bulk of career development units endeavour to deliver services to meet a wide spectrum of student needs and aspirations.

Our recommendations address this diversity with a primary focus on establishing an overarching national policy and plan to draw together the diverse purposes and modes of operation of career development services in tertiary institutions. It suggests the establishment of a national institute of career development services to support, promote and advance the plan.

The vision that follows is of high profile career development services and practitioners led by a growing core of professionals with strategic leadership capabilities who can inform institutional and national policy. The standing and contribution of career development services will improve if it is also supported by the development of appropriate measures of national and institutional performance. These should recognise the diversity of student needs and institutional contexts in which career development practitioners operate.

### 10.2 A national policy and plan

There is currently no national career development policy, nor is there a plan for the career development industry generally that might inform and guide the provision of career development services in the tertiary education sector. There was a general sense of frustration amongst stakeholders at what appeared to be a somewhat uncoordinated approach to the development of national initiatives overlapping with state and territory activities. It was argued that career development needs a national plan and
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communication strategy to bring together the myriad of organisations and programmes currently operating. The case of Scotland was cited by stakeholders as an example of good practice, bringing 70 programmes related to career development under one banner (Fairweather, Govan and McGlynn 2006).

A key purpose of the national policy and plan would be to give a much needed sense of direction to guide responses to the growing demands for diversity of provision and to create opportunities to integrate the activities of higher education and VET. It would identify and articulate the importance of career development services in the current and future contexts. The policy would establish a vision for a coordinated national approach to the design and delivery of career development services. It would place the career development activities of tertiary education providers into the broader context of the national productivity agenda. The policy would link several activities such as Graduate Employment Skills, Universities Australia initiatives, the VET sector, and the work of CICA.

The policy would drive a plan to raise the profile and standing of career development services generally. In tertiary education systems it would improve the coordination of national and state efforts to meet the needs of tertiary students. It would eliminate gaps in service provision that currently exist and reduce the duplication of resources and services.

Recommendation 1: A national policy and plan for career development should be developed by DEEWR in consultation with CICA and related to broader initiatives of the COAG Working Group on the Productivity Agenda. The plan would include a proposed national flagship institute for career development.

10.3 A national institute of career development

We strongly endorse the view that a national institute is needed to promote the career development industry in general. DEEWR and CICA have commissioned and considered such a development in different forms that
have not come to fruition. With respect to the tertiary education sector, the absence of a focal point for policy research, professional development, and information dissemination, is a primary obstacle to a more unifying approach across the sectors to improve the professional standing of career service units and practitioners.

There is a strong case for providing a focal point for research on career development that will also be a reliable source of independent information for all stakeholders. In particular, there is a need to remedy the gap in the quality of, and access to, available evidence in Australia that might guide policymakers, institutional leaders, peak bodies and professionals engaged in the provision of career services.

The institute should be sponsored by DEEWR and relevant peak bodies. The institute would seek funds to support a long-term research agenda to inform national policy and institutional improvement. It should be a source of independent advice governed by an advisory board comprised of members from a wide range of backgrounds.

**Recommendation 2:** A national institute of career development should be established to provide a focal point for policy research, professional development, evaluation of models, and information dissemination. It should provide advise to universities and TAFEs on how they can improve their career development services, including measuring performance.

In the absence of an institute a number of the recommendations that follow should be directed to CICA and NAGCAS to address collaboratively.

### 10.4 Professional development

Professional development activities for career practitioners in tertiary institutions are fragmented, dependent on the limited resources of volunteer organisations, and lack a national focus. The diffused and relatively weak sense of professional identity for practitioners appears to some extent
compounded by the overlapping professional associations that have limited resources, capability and capacity to shape the industry at a national level.

It is too early to assess the impact of the introduction of the CICA standards on the identity and status of practitioners but there was general agreement among the stakeholders that the initiatives are likely to give staff greater guidance and professional status. NAGCAS and CDAA provide programmes of workshops at their national conferences with limited resources but this is not sufficient to sustain improvement across the sector.

**Recommendation 3:** The proposed national institute should be the primary location for the facilitation of professional development activities for tertiary education career practitioners. With advice from CICA member organisations involved directly with tertiary education, it should develop a comprehensive plan of action for the professional development of career practitioners, including programmes for strategic leadership in tertiary institutions.

### 10.5 Strategic leadership capability

The need for significant capability development for the strategic leadership of career development services is a critical issue. A key factor in the career services with high standing in their institutions is the personal credibility of the central unit leader. In these cases the leaders typically have the vision and the capability to operate at a strategic policy level. There are arguments in favour of the appointment of professional managers to lead central units in universities, but the reality is that many central units will continue to be led by career specialists, some of whom are highly strategic while others need their potential developed. Strategic leadership at the local level should ensure that career practitioners are well-informed as to the national agenda and the implications of policy development for institutions and career services.

We support the proposal from senior members of NAGCAS that a leadership development programme is needed to sustain a broad base of
experience in the face of impending high levels of retirement. Many universities provide generic leadership programmes but there is also a need to promote a national community of practice for leaders of career services and to build the capacity of the next generation to take on the leadership and strategic roles in their own institutions, and in the professional associations.

The recently established L.H. Martin Institute for Higher Education and Management provides a strategic opportunity for NAGCAS to connect with the national agenda to improve the quality of leadership in both the HE and VET sectors. The Institute includes contributions from the University of Melbourne, the University of New England, Victoria University and the Association of Tertiary Education and Management. It will include courses and services for HE and VET middle and senior managers offered in conjunction with third party providers. We suggest that interim arrangements will be needed prior to the establishment of the national institute. The interim programme would provide a useful pilot for further development.

Recommendation 4: NAGCAS should seek support from DEEWR to sponsor a strategic leadership development programme for directors and managers of career development units over the next three years, in consultation with the L.H. Martin Institute for Higher Education Leadership and Management.

10.6 Development of performance indicators

We note and confirm the reports of significant improvements in accountability processes by career development units. However, the focus of measures of performance needs to be shifted from levels of activity to outcomes. While a few university central career units have had success in having their contribution to the graduate destinations performance of their institutions acknowledged, all would benefit from assistance in developing a strategic approach to the design and use of outcome-based performance measures. However, as we noted in the previous chapter, there needs to
be clear acknowledgment that such measures do not necessarily reflect the full value of student services.

**Recommendation 5:** The national institute should develop guidelines on the design and strategic use of outcome measures for tertiary institution career development services to be used at both national and institutional levels, and in quality assurance processes.

**10.7 National guidelines and student charters**

There is no national charter or set of guidelines for the provision of career services in tertiary education in Australia. The Universities Australia policy guideline, *Universities and their students: Principles for the Provision of Education by Australian Universities* (Universities Australia 2005a) makes brief mention of career services. It states that ‘Universities should assist students to identify their learning outcomes and employment options, and assist with career counselling’. This is a rather dated perspective and does not reflect the shift in the strategic focus of many career services in Australian universities. Given the proposed introduction of the National Internship Scheme this should be a priority for Universities Australia.

The Universities Australia *Guidelines relating to students with a disability* (2006), also suggest that, ‘Careers and employment services and activities respond to the specific needs of students with a disability and do so inclusively, where possible’. Moreover, the current Universities Australia *Code of Practice for the Provision of Education to International Students* (Universities Australia 2005b), makes no reference to career development nor graduate employment, while listing all other areas of student service as ‘essential provisions’. This is a significant omission given the high usage of the services by international students in Australian universities.

We suggest Universities Australia consider developing a charter along the lines of the UK QAA codes for career education, information and guidance and the code on work based and placement learning as outlined in Chapter 9.
Recommendation 6: Universities Australia should include specific reference to the contemporary roles of career services in future updates of the current guidelines for the provision of essential services for students. It should consider the development of a code and guidelines for career development services and for work-based and placement learning.

Career practitioners and their leaders made no reference to institutional student charters in the case study interviews and survey responses. We reviewed a small number of student charters from selected universities and in the few cases where there was a reference to career development services it was at best incidental.

Recommendation 7: Institutions in both higher education and VET sectors should ensure that their student charter includes a clear reference to the nature and level of career development services students can expect.

10.8 Managing strategic alignment within institutions

The mission of the career development services should reflect and be reflected in the strategic plans of institutions. Responsibility for this rests firmly with the senior executive of institutions. The operational plans of the career central units should in turn derive directly from the strategic plans of the institution. While all universities currently have strategic teaching and learning plans (a prerequisite for access to the Learning and Teaching Performance Fund) we learned of no university with a plan specifically directed at career development. In a few cases the role of career development has been embedded in the institutional teaching and learning plan. It appears that this is likely to be taken up by others.

Recommendation 8: HE and VET providers should articulate the nature and extent of the role they expect career development services to play in their institutions. The role of career development services should be included in strategic and operational plans, and student charters, with particular reference to the role of the services in supporting employability goals.
10.9 Ensuring role clarity for career development services

Currently, two-thirds of the central units in the universities have a mission statement, and the extent to which their activities align with the institutions is mixed. Their aims and objectives are somewhat generic and generally lack a sense of focus on the institutional context.

One of the recurring issues that makes the role and standing of career development services problematic in universities is the expectation that career services should manage increasingly diverse roles. We reiterate the importance of the three elements for effective career services identified by Koder (1990:ix), namely:

- a clearly defined role;
- a secure and adequate resource base; and
- clear accountability guidelines.

It is the responsibility of both institutions and the career services to ensure that their career services have clearly defined missions and objectives.

Given the increasing level of diversity in tertiary institutions we do not believe it desirable to codify a minimum set of core services for all institutions. Diversity in the form of service provision is likely to increase as some central service units develop alternative approaches to provision to meet local conditions or indeed, to align with the mission and strategic plans of their institution.

As institutions respond to the increasing policy interest in employability and productivity career development units may find themselves committed on too many fronts and at risk of losing focus. The units will need assistance in systematically setting operational targets and limits to the scale and scope of their operations. It would be useful if, as part of Recommendation 5, the proposed national institute could develop a set of national benchmarks with respect to student usage and levels of satisfaction with career advice and services.
Recommendation 9: Institutions should provide support and technical advice to career development services to ensure that the units have clearly defined missions, objectives and operational targets. These should include targets for student usage and levels of satisfaction.

10.10 Service level agreements

The case studies and consultations suggest that in many instances collaborative activities between career services and academic departments tend to be serendipitous. They rely on the coincidence of individual contacts and mutual interest and are not generally driven by whole-of-institution policy nor strategic plans. As we suggest above, the problem for career development services is that they become overcommitted to these activities and have difficulties setting limits to the demands placed on their involvement. Not surprisingly, central units with limited resources and low profile are tempted to offer more than they can reasonably be expected to deliver. There is an added risk that collaborative efforts to deliver career development services are uneven across institutions and limited to a few select areas.

The increasing use of service level agreements was considered by NICEC (2005) to be a favourable outcome of the post-Harris report changes in the UK. This extends to the development of the curriculum to include elements to enhance student employability. Service level agreements not only provide a way of managing the quality of support services in universities and institutes and improving client satisfaction, they also formalise arrangements and define boundaries between the services and academic departments with respect to quantifying service levels and clarifying responsibilities. This in turn sets realistic goals that assist both parties in managing expectations. The process of negotiating agreements itself has the potential to raise the profile and professional standing of career development services.
Recommendation 10: Institutions should encourage the use of service level agreements for career development services.

10.11 Individual career counselling

We confirm the value of the many new developments and initiatives of career practitioners such as embedding careers in the curriculum, and recognise the efficiencies of filtering or triage systems to manage the workloads of central career units. However, it is clear that a significant number of students, particularly those from groups with special needs, expect career services to provide individual counselling and guidance.

Despite the many initiatives to develop web-based programmes and to shift the emphasis towards group services, the international evidence and the experience of this review is that many students who use career development services may at some time need individual personal attention, preferably face to face. The key problem for tertiary institutions in the current environment is that individual career consultation is costly and the demand can increase to the point where career practitioners do nothing else but personal counselling.

We support the view that the opportunity for individual consultations should be included in the suite of services provided by all institutions, although we recognise that individual consultations cannot be sustained at a level some practitioners and students would prefer.

Recommendation 11: Institutions should set and resource a minimum level of individual consultations appropriate for their student profile.

10.12 International students

Career development services have experienced increasing pressure from a more diverse student profile in recent years, particularly from large numbers of international students. Services for international students
should be resourced with a specific allocation of funds partly as an acknowledgment of the additional specialist skills required to address these needs, but particularly to recognise the strategic role played by career development services in adding value to the experience of fee-paying students.

**Recommendation 12:** Institutions should provide special funding for the provision of career development services for international students as a fixed proportion of income received from student fees.

### 10.13 Addressing gaps in VET provision

We have no VET comparisons to draw on from a generation ago and we have remarked elsewhere in this report on the difficulties in getting an accurate and comprehensive picture of the VET sector activities. However, the marked differences in the priorities and resources given to service provision between the two sectors suggest that currently many VET students have fewer opportunities than those in universities to benefit from career advice and guidance in their institutions. The gaps in the specialist services available for TAFE students vary from state to state and within systems. They are significant and need to be remedied if all tertiary students are to have similar opportunities.

The Ministerial Council for Vocational and Technical Education (MCVTE) has overall responsibility for the national training system including articulation between higher education and vocational education and training. It needs to address the significant gaps in the level and quality of career service provision between HE and VET.

The Career Development Centre (CDC) initiative in Perth provides a model for significantly improving access to specialist services for VET students. It counters the problem of patchy service provision at the institutional level. The CDC is a highly successful innovation on a number of levels and we strongly endorse its approach. Providing at least one service of this kind in all major cities is worthy of consideration as a cost-effective means of
extending the reach of career development services generally, and to students in the VET sector in particular.

**Recommendation 13: MCVTE should investigate the feasibility of establishing Career Development Centres in all states and territories.**

### 10.14 Facilitating HE/VET links

The Koder recommendations concerning the improvement of links between universities, TAFE and secondary schools have had little impact over the past 18 years. The survey responses from the universities, and the views of the TAFE case study providers, confirm that the level of interaction between TAFE and the universities remains minimal, and the perceptions each has of the other are still essentially negative. The current policy context provides an opportunity for career development services to play a part in building a more integrated relationship between higher education and vocational education and training. It is therefore timely for DEEWR to encourage and support collaborative career development initiatives across the tertiary sector. These could take the form of pilot projects. For example, there is some potential for closer collaboration between regional tertiary institutions to improve access to career development services. The pilot projects should involve both MCVTE and Universities Australia.

**Recommendation 14: DEEWR should conduct a series of pilot projects to promote collaborative approaches to the provision of career development services across the HE and VET sectors.**

### 10.15 Monitoring career development for students in TAFE

We confirm the finding of the NCVER evaluation of career development services that “some work still needs to be done to ensure that all young people have access to comprehensive and responsive services. Tertiary providers in particular report that services are only reaching a small proportion of their overall student populations” (Rainey et al 2008:40).
The review encountered considerable difficulties in collecting systematic data from TAFE institutes and RTOs on career services. There were notable exceptions where institutions demonstrated innovative approaches to monitoring student outcomes in relation to the support provided. At a system level TAFE does not give an indication of what it believes it should provide for students with respect to career development services.

**Recommendation 15: MCVTE should review the quality of the available data on the provision of career services by TAFE institutes and RTOs with a view to developing a national template for data collection and analysis.**

As one submission observed, there are key differences between the VET sector and the HE sector that demand different solutions to meet the career development needs of learners in each sector. The point is made earlier in this report that the VET sector is already involved in career development in the delivery of training. Traditionally, the recognition of skills in VET is the first step in bridging type courses. VET bridging, pre employment, and pre-apprenticeship courses all contain elements of career development. The TAFE case studies suggested that unless activities such as student services and career counselling are clearly tied to internal productivity measures they gain little attention.

There was some concern about the lack of clarity in the roles and functions of career development practitioners in TAFE institutions. In most cases the primary focus is on counselling students with special needs as the major clients. In some instances there is little funding to do more than personal crisis counselling, or career development is conducted in other parts of the organisation.

**Recommendation 16: MCVTE should develop a set of guidelines to assist TAFE institutes to clarify the role of career practitioners.**
10.16 The role of professional associations

The review revealed some tensions and confusion in the minds of career practitioners and their supervisors concerning the roles of the various professional associations in the field. For example, NAGCAS represents the specific needs of higher education practitioners, yet this may be conflated with the broader based CDAA which although it represents the general needs of its member career development practitioners and not higher education specifically, overlaps on some activities such as annual conferences. We confirm the view that the directions of CICA have been a major advance in providing some overarching unity for professional associations but there is more to be done to enhance the standing of the professional associations at the institutional level.

We understand that NAGCAS as a voluntary organisation has limited resources in terms of time and money. It has done well to promote the interest of its members and to represent them at peak bodies. Nevertheless, we have some concerns about the capacity and capability of NAGCAS to provide high-level advice given the demands on the time and energy of the voluntary senior office bearers. Clearly, a national institute would significantly reduce some of the NAGCAS workload and enable it to concentrate on its professional association role. We confirm the view of some members that it should provide more policy leadership. The response of NAGCAS to this review could perhaps have been more strategic in terms of the policy opportunities presented.

A number of submissions and communications raised the possibility of the Department providing ongoing support to NAGCAS in addition to the current support it provides for the annual conference and other activities. We believe any proposal for external funding for a secretariat from any sources should be informed by a review and needs analysis of the current operation and effectiveness of NAGCAS. The review should consider the relationship between NAGCAS, CDAA and CICA, particularly their profile within tertiary education institutions.
The review could also examine possibilities for a NAGCAS role in assisting the VET sector, including mentoring the development of a similar network in VET institutions. The review should preferably be conducted by an independent reviewer not involved with career development services but with experience of leading edge professional associations. The review should give some attention to ways of assisting NAGCAS to develop its strategic capacity and capability.

**Recommendation 17:** NAGCAS should seek appropriate sources of funding to commission an independent review and needs analysis with a view to making recommendations on the provision of ongoing funding for secretariat support.

### 10.17 Funding strategic initiatives

There are resource pressures on career development units but there does not appear to be a crisis in the sector. That is, unlike some other services in tertiary education, on the whole they do not appear to be at risk. Indeed, a number of central units are tapping into new sources of funds. Resources overall have increased and for some central units there has been a net increase, but clearly not as fast as the level of demand. Nor do the resources necessarily reflect the increasingly complex work involved in providing services of an international standard.

While we are not persuaded that there is a case for earmarked government funding generally for career development services in universities and TAFEs, we suggest there is considerable value in funding strategic initiatives aimed at institutional improvement. The government might give some consideration to developing strategies to reduce the level of duplication of some core service delivery by institutions. Some concern was expressed in the consultations that many career services were spending considerable time and resources on local website and software that was effectively replicating other work with local modifications. While there is a strong argument for locally tailored programmes the possibility of rationalising some or part of these activities bears investigation. There is a
case for some services such as website and printed information being developed and provided by a centralised resource. This might free up limited resources in some institutions and would certainly assist the career services with low levels of institutional funding to concentrate their energies on areas with the greatest impact.

Recommendation 18: The Government should identify and fund strategic initiatives with priority to exploring alternative models for the delivery of career development services to reduce duplication of effort, and to ensure that students in all HE and VET organisations have access to career services of the highest possible standard relevant to their contexts and needs.

10.18 Core business

A key question for the review was whether or not tertiary institutions see career development services as part of their core business. We considered the extent to which career development was considered core business by institutions and particularly whether this had improved for universities since the Koder Review.

We encountered widespread frustration at the apparent marginalisation of career development services in both universities and TAFE institutions and from amongst leaders in the field. Indeed, this negative and perhaps self-defeating undercurrent emerged as a constant in almost all the policy and research literature concerning career development services in Australia as well as in other countries. We believe this is to some extent the product of unrealistic role expectations on the part of policy leaders and researchers in career development services.

We do not have a recommendation that would immediately and directly counteract the long-standing perception of marginalisation amongst those involved in career development who believe their contribution is not well understood nor acknowledged. In some universities there is an increasing expectation that career development services should play a key role in
institutional planning along the lines suggested by the Koder Review. Some are of course already well established in this regard and others are positioned to do so in the future.

We suggest that those units that are not making a significant impact on institutional policy focus their attention in the first instance on setting clear and achievable goals to guide their efforts, and that they develop a clear sense of the nature, extent and possibilities of their impact and influence at the local level. The challenge in the current policy context is to explicitly align career development activities with the strategic goals of increasingly diverse contexts and missions of tertiary institutions.

In a national tertiary education and training policy context focused so strongly on skill development, providing information and guidance to students on the potential use of skills and where they might best acquire them, could not be more relevant. There should be no reason why career development services should not be considered central to the strategic goals of universities, TAFE institutions and other RTOs. However, the case for a higher profile in institutional strategic planning processes is not self-evident; it has to be made. We suggest that being part of core business is not the same as being core business. Some central units may be seen as core business in the sense that they sit alongside a range of services that students and the community have come to expect to find in a tertiary institution.

We strongly endorse the view that it is the responsibility of tertiary education providers to provide appropriate funds and support for career development services. This is good strategic management of institutional performance. Institutions should aim to ensure positive career outcomes for graduates, improve their international competitiveness, and contribute to national long term economic development and growth. Given the right conditions career development services can make a valuable contribution to these strategic goals.
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Appendix 1: Good Practice

As part of the review of career development services in tertiary institutions commissioned by the Department of Education, Employment and Workplace Relations, one of the tasks was to identify examples of good practice in career development services. The review invited organisations and individuals in tertiary institutions to nominate examples of good practice in career development service provision.

The good practice examples could relate to the activities of the service provider group or unit as a whole, or be focused on specific aspects, initiatives and innovations of individual practitioners or groups. There was no limit placed on the number and type of services nominated. Nominations were received from 18 institutions. The project team prepared the preliminary list of nominations for consideration by the Project Advisory Committee.

Criteria

Nominations of good practice examples were assessed broadly in relation to one or more of the following elements:

1. **Student focused.** The activities are based on identified student needs specific to the institutional context and differentiated to accommodate student diversity.

2. **Evidence based.** The programs are developed and guided by systematic analysis of student needs and aspirations in the local setting. They are grounded in the research underpinning the design and delivery of career development services.

3. **Integral to the overall program of the provider.** Specific activities and initiatives are aligned with the overall mission and program of the tertiary education provider.

4. **Coherence and clarity of purpose.** The service or program has clear objectives and benefits from systematic approaches to coordination, implementation and evaluation.

5. **Staff competence and support.** Mechanisms are in place to ensure that the career development staff, and other relevant staff, have the appropriate training, competence, and capacity to ensure the program is able to meet its objectives.
6. **Evaluation and quality assurance.** Feedback on the quality of the activity is routinely sought from students and other clients. The data is outcomes-oriented and systematically analysed. The monitoring process is transparent, and the information gathered informs improvements to the program.

7. **Breadth of impact.** The programs and activities are known in the organisation, and provide benefits for the students, the institution, employers, and the community.

8. **Contribution to the organisational mission.** The activities have the support of management and are acknowledged in institutional documents such as handbooks, strategic plans, and annual reports.

9. **Contribution to the community of practice.** The activities are shared with other providers in various forums, such as conferences, website postings and publications.

The following list of good practice initiatives has been approved by the Project Advisory Committee, but it should be noted that neither the review team or the advisory committee take responsibility for verifying the effectiveness or impact of these programs. It is also important to note that there are some examples of good practice which can be found in more than one institution.

After consideration by the Project Advisory Committee 70 examples of good practice were selected for dissemination on the DEEWR website. There has been minimal editing of the text provided by the institutions other than for formatting consistency. The 70 good practice initiatives are numbered and listed alphabetically by institution, followed by the corresponding descriptions of each initiative which include contact details of the main person responsible at each institution. They have also been organised under the following categories to assist with the community of practice:

- Academic program
- Employability skills
- Equity
- Industry/employer
- International students
- Internship/placement
- Job search
- Mentoring
- Resources: Online
- Resources: Print
- Other
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Good practice initiative profiles

1. Flinders University Corporate University Skills Program (CUSP)

CUSP provides training within Course subjects in key transferable skills. These sessions are linked to key behavioural competencies developed through their study programs. These experiential programs are in partnership with academic programs.

Sessions include:

- Working effectively in teams
- Effective workplace communication
- Conflict resolution in the workplace
- Project management
- Time management

Sessions range in length, from lecture and seminar based activities to full day Programs. Programs are delivered in a range of degrees areas, across varying year levels, including Cultural Tourism, Biotechnology, Innovation, Enterprise, Science & Technology, Medical Science, Environmental Management, Nutrition & Dietetics, Speech Pathology, Health Sciences and Nanotechnology.

CUSP has been integrated into teaching and assessment. Two examples of this integration include:

Degree: Bachelor of Biotechnology
Session: Working Effectively in Teams
Integration: Delivered as two lectures at the start of a 1st year topic ‘Professional Skills for Biotechnology’ and linked to generic skill development through student lifecycle of study. An assessable assignment is based on the students understanding and development of the generic and technical skills needed for future graduate success.

Degree: Bachelor of Arts – Globalisation major
Session: DegreePlus
Integration: Students enrolled in the Globalisation practicum must attend and participate in a minimum of 6 sessions as part of the course requirements.

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## Flinders University Environmental Internship

The Environmental Internship program is delivered at no cost to students and is open to all Flinders students, across degree areas, combining training, work placement experience and enterprise engagement. Participants work towards a Certificate in Environmental Change Management while developing valuable transferable employability skills. The training is provided by the Monash Sustainability Institute, with funding by the Australian Greenhouse Office.

The Program offers a unique combination of intensive training, work placement and business engagement, as well as auditing & assessment, analysis, facilitation, team, business report writing and presentation skills.

The Program is delivered in two key phases:
- The initial training provides the knowledge and skills required of environmental change agents.
- The industry placement provides an opportunity for participating students to develop skills onsite, and to build their understanding of workplace environmental management issues as well as their understanding of professional workplace practices.

The Program is delivered in partnership with the Monash Sustainability Institute, with funding by the Australian Greenhouse Office. The program is currently being reworked and expanded with support from BusinessSA – the South Australian leading business organisation.

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## Flinders University Flinders CareersConnect

CareersConnect is a series of informative interviews about careers, job-search techniques and a variety of other career related topics available as a mp3 file or as a podcast. The topics available in the CareersConnect series are:
- Your Resume/CV
- Cover Letters
- Interviews
- Assessment Centres
- 10 Tips for Career Planning
- Tips for Attending a Careers Fair
- Addressing Selection Criteria
- Online Applications
- Networking
- Effective Job Search
New topics being launched at the start of 2008, include:

- Addressing Selection Criteria
- Online Applications
- Networking
- Effective Job Search

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4 Flinders University Graduate Skill Development Program

This initiative provides student training in key employability skills required by industry to develop ‘graduate readiness’ as a preparation for their careers and lives in the community.

With a range of intensive programs to complement the academic and general skills that are developed during students’ studies, students can undertake a range of training and experiential learning opportunities designed to develop communication, multidisciplinary team work, problem solving and other key skills for management and leadership.

The Program gives students the opportunity to learn and apply important workplace skills, with sessions run throughout the year. On average, over 1200 students participate in these Programs across the year.

Benefits to students:

- Enrich and apply academic knowledge and new skill developments to work based problems and situations;
- Develop understanding and skills in the broader transferable skills employer seek;
- Equip students with the skills and experiences to assist your entry into employment;
- Create possible job connections and networking opportunities;
- Actively seek ways to further enhance their workplace skills; and,
- Work and network with other students outside their discipline area.

Some examples:

- Linking directly within academic programs, workshops are developed with academic staff to best suit the learning goals of the topic and the profession they are entering. Sessions are based on current employability framework, professional development training and experiential activities. Sessions are based on experiential activities and professional development as used in assessment and training by industry. Currently, these sessions are delivered across all Faculties of the University.
- Experiential workshops covering key employability skills providing students with the opportunity to learn apply important workplace skills. There are 15 different sessions delivered across the year.
The Program is a partnership between employers, academic staff from the appropriate academic units and the Careers and Employer Liaison Centre. Facilitators for the program come from the Centre, academic staff and employers.

Examples of topics covered include:
- Working Effectively in Teams
- Communication & Networking in the Workplace
- Conflict Resolution in the Workplace
- Professional & Workplace Etiquette
- Time Management
- Business and Workplace Presentations
- Enterprising Thinking
- Project Management
- Self Management

The Graduate Skill Development Program culminates at the end of each year with a two-day intensive Leadership Development conference. This advanced program gives students opportunity to explore personal characteristics, develop relevant workplace skills, build skills in analysis, enhance oral communication, develop leadership skills and work with others from outside their discipline areas. Professionals and leaders across a range of fields are engaged in the delivery of this Conference.

All the Graduate Skill Development Programs are run throughout the year at no cost to students or Faculties and are open to all Flinders students at any year level, undertaking undergraduate or postgraduate studies.

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5 Flinders University Industry Seminar Series

This series brings together industry leaders, professionals, graduates and students in a forum enabling the sharing of relevant information and networking. Topics covered include:
- Industry expectations
- The graduates career journey
- What it's really like to work in the industry sector
- Employer expectations of graduates
- How students can get their career started
- Advice on how to find employment in the sector

Industry groupings: Government | Environment | Communication | Community Services | Scientific Research | Non Government Organisations | Legal

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Inspire is a collaboration between Flinders University and 40 partner organisations consisting of primary and secondary schools and alternative education programs that is funded by Family & Community Services and Indigenous Affairs until July 2009. Inspire came out of a series of community engagement forums within two neighbouring local government districts that include areas of socio-economic disadvantage. The goal is to increase retention rates for young people who are at risk of disengaging from their education.

Flinders University students are trained as mentors and linked with mentoring projects at the partner organisations for young people at risk of disengaging from their education. The mentors are supported throughout their mentoring placement by the project coordinator and by collaborating teachers/youth workers on site. As such there are two learners in this program: the young people, and the Flinders students (as mentors). Mentors consistently feedback that they have increased their employability skills through developing their graduate skills including:

- Cross cultural communication and awareness
- Leadership
- Interpersonal communication
- Negotiation and team work
- Project management and planning
- Problem solving
- Time management, and
- Ability to provide guidance in a clear and supportive manner.

An example of one of the Inspire mentor projects that focuses on Indigenous students includes a collaboration between Inspire, Yunggorendi First Nations Centre for Higher Education and Research - Flinders University, Southern Off-Campus Learning Experience (an alternative education program called SOLE) and Camp Coorong (a cultural camp in South East South Australia run by Ngarrindjeri elders). Indigenous students from SOLE attend a 3 day culture camp with Indigenous students and Indigenous academic staff from Flinders University at the beginning of the academic year. The Indigenous SOLE students are exposed to the Elders as well as being linked with other young Indigenous people who have been offered a place at Flinders through the Indigenous Access Scheme. The SOLE students are then linked with a mentor who meets them weekly on site to support them to complete their SACE. The SOLE students have multiple site visits to the Flinders campus throughout the year and Yunggorendi academic staff have multiple site visits to SOLE. This builds and strengthens the relationships between Indigenous young people at risk, Indigenous university students and academic staff at Flinders University thereby raising their aspirations. Upon being offered a place at Flinders through the Indigenous Access Scheme, the Indigenous students are also linked with a transition mentoring program.

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7 Flinders University Interview Challenge

This event enables students to develop and improve their interview techniques with the experience of professional interviewers drawn from Industry and the major recruiters of Flinders graduates.

Students rotate through three interview activities including:
- A one to one ‘mock’ interview with an industry professional, including feedback;
- A "question time" session with Flinders graduates and students, who have already secured roles in graduate programs and share their perspectives on interview processes; and,
- An interview skills session presented by a Career Development Consultant.

In a subset of the program final year Environmental Science/Environmental Management students participated as an 'applicant' for a vacant position with a major Environmental consultancy organisation.

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8 Flinders University Targeted Careers Fairs

Responding to regional employer needs we have developed a series of targeted Careers/recruitment Fairs that meet the needs of South Australian regional (Adelaide metropolitan and regional SA, regional Victoria and NT) employers. These fairs are discipline based and allow potential employers to promote graduate opportunities to a targeted and relevant pool of students.

The Targeted events are organised for the discipline areas of:
- Law
- Science, Information Technology and Engineering
- Accounting, Commerce & Business
- Health & Community Services
- Recruitment Agencies
- Teaching
- Nursing

Employer, Academic staff and student feedback has been positive and the Fairs have increased the University’s links with regional and state based employers. The University’s graduate employment (as measured by the GDS) has increased over this period.

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9 Flinders University Workplace Mentor Program

The Flinders Workplace Mentor programs matches Flinders students with a Mentor from the career sector/occupation that they aspire to enter. The program runs over one year and being a Mentee in the Workplace Mentoring Program provides students with a valuable opportunity to:

- Develop their career orientation through a Workplace Mentor
- Clarify and progress their career goals and ask career focussed questions
- Receive appropriate industry specific job search advice/assistance and
- Complement students’ studies.

Students from across the University participate from Science, Forensic and Analytical Chemistry, Biology, Environmental Management, Environmental Science, Arts, Laws and Legal Practice, Creative Arts, Medical Science, Biotechnology, Speech Pathology, Nutrition and Dietetics, Commerce, Business and International Studies.

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10 Flinders University WorkReady Internship Program

WorkReady enhances students skills and range of experiences by providing work placements and employment skills. The program prepares Flinders graduates for employment by complementing students degree with real world experience.

Benefits of WorkReady are to:
- Develop work place knowledge and experience
- Build confidence in students talents and abilities
- Develop contacts to assist students entry into employment
- Clarify students career goals and expectations
- Develop workplace skills highly desired by graduate employers
- Gain referees who can comment on students work skills
- Give an advantage in gaining employment
- Enhance the quality of students university experience.

WorkReady placements are primarily project based and can be undertaken in the mid-year semester break, the summer vacation period or part-time during semester for an average of 20 days or the equivalent. The placement period and duration is generally flexible and negotiable, aimed at suiting students study commitments and the organisation's needs. In 2006 281 students participated in the program. The WorkReady Internship program also provides support to academic staff in Faculty based WIL
programs in Screen Studies, English/Cultural Studies, Justice & Society and Globalisation.

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<th>11 Griffith University</th>
<th>Career Focus – embedding career development into academic programs</th>
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<td>Career Focus is the name given to a new program at Griffith developed to extend the Making Employment Happen initiative, by implementing career development into all academic programs as part of assessable program content. The program commenced on a trial basis in 2007 in the Griffith Business School (GBS) with 60% of GBS first year students participating and will be extended to all GBS first year students in 2008 as well as being rolled out for first year Arts students. Students are given lectures and tutorials on career self-awareness, developing a career direction and developing job search evidence, and must review print and pre-recorded employment-related materials and respond to career development items as part of course assessment.</td>
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<tr>
<td>Contact person: Mary-Ellen Hempel</td>
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<td>Email: <a href="mailto:m.hempel@griffith.edu.au">m.hempel@griffith.edu.au</a></td>
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<td>Career Smarter is a new, state-of-the-art on-line career development program developed at Griffith University for Griffith students. Career Smarter provides comprehensive and developmentally staged resources for career self-awareness, career development and all aspects of job searching. The program aims to be informative and interactive and includes components for undergraduates, postgraduates and a brief for teaching staff. The Program was developed between 2004 and 2006 with funds obtained from a University grant.</td>
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<td>Contact person: Tony Lyons</td>
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<td>Email: <a href="mailto:t.lyons@griffith.edu.au">t.lyons@griffith.edu.au</a></td>
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<td>Phone: (07) 3735 7470</td>
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13 Griffith University  Green Steps

Green Steps is a new program at Griffith designed to assist students in gaining marketable skills and in finding opportunities to implement modern environmental practices. The program is conducted in conjunction with, and with assistance from the Monash Sustainability Institute and the Australian Greenhouse Office. Students undertake 30 hours of training in areas such as waste auditing, negotiation and communication for change and a minimum 12 day work placement during the vacation and are assisted by in the program by “mentors” selected from among university stakeholders. Students and industry have demonstrated great enthusiasm for the program and plans are afoot to extend participation in 2008.

Contact person: Dina Fyffe
Email: d.fyffe@griffith.edu.au
Phone: (07) 3735 7470

14 Griffith University  Griffith Industry Mentoring Program

This Program is a high profile program at Griffith and has been running for more than 10 years. 200 students from all Griffith campuses are matched annually with people in the workplace for career support, guidance and to assist students' transition to the workplace. Breakfast launches and cocktail closing events are conducted at Nathan and Gold Coast each year. As many mentors enjoy mentoring students, the program has become an important vehicle at Griffith for engaging the external community, consolidating old relationships and developing new ones.

Contact person: Tiana Fenton
Email: t.fenton@griffith.edu.au
Phone: (07) 3735 7470

15 Griffith University  International Careers Fair

The inaugural International Careers Fair (ICF) was conducted in 2006, a joint undertaking of Griffith University, The University of Queensland, QUT and University of Southern Queensland. The aim of the fair was to bring international employers to Brisbane to recruit international students prior to their return home and provide opportunities for Australian students interested in overseas employment. Twenty international organisations participated in 2006 and 2,500 students attended. The success of the inaugural event lead to the second ICF in 2007 which involved 38 exhibitors and 3,500 students.

Contact person: Tony Lyons
Email: t.lyons@griffith.edu.au  Phone: (07) 3735 7470
<table>
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<tr>
<th>16</th>
<th>Griffith University</th>
<th>Making Employment Happen</th>
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<td>This one-hour seminar presented by staff of the Careers and Employment Service has been conducted within the first year lecture schedule of academic programs at Griffith since 2004. The seminar supports students’ early engagement with their careers by demonstrating how evidence for skills employers seek in graduates can be developed inside and outside the degree from first year. The University Academic Plan set as a target that 80% of first year undergraduate students should undertake Making Employment Happen within their program by 2007, a target that was achieved in 2006.</td>
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| Contact person: Maja Rauchle  
Email: m.rauchle@griffith.edu.au  
Phone: (07) 3735 7470 |

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<thead>
<tr>
<th>17</th>
<th>Griffith University</th>
<th>Postgraduate Careers Symposium</th>
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<td>This is an annual program conducted once each year at Nathan and Gold Coast since 2005. The core of the program involves three panels of 15 speakers drawn from a wide range of disciplines who discuss the progress of their careers in the light of their postgraduate qualifications.</td>
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| Contact person: Mary-Ellen Hempel  
Email: m.hempel@griffith.edu.au  
Phone: (07) 3735 7470 |

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<tr>
<th>18</th>
<th>Griffith University</th>
<th>Work Experience and Graduate Employment for Indigenous Students</th>
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<td>The Careers and Employment Service at Griffith in partnership with the Department of Education, Employment and Workplace Relations finds paid work experience placements for Indigenous students as part of the National Indigenous Cadetship Project (NICP). Students are placed with employers who provide 12 week's of paid work experience annually and consider students for graduate employment on completion of their studies. The service has now been extended to provide a placement service for Indigenous graduates who are placed into graduate employment positions.</td>
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</table>
| Contact person: Jenny O’Neill  
Email: j.o’neill@griffith.edu.au  
Phone: (07) 3735 7470 |
19 Griffith University  Workplace Contact List

The Workplace Contact List is a vehicle for connecting Griffith students with people in the workplace. Workplace personnel in a wide range of professional fields and settings agree to be available as contacts for Griffith students and graduates who may then use contacts for career, employment and organisational information, work experience or as contacts for referrals elsewhere.

Contact person: Mary-Ellen Hempel
Email: m.hempel@griffith.edu.au
Phone: (07) 3735 7470

20 La Trobe University  Artscope

Visual arts courses attract some of our most creative students. Whilst these courses can assist students to develop a range of important applied skills to develop their artistic potential, far less attention is paid to developing career strategies. Unlike many other disciplines, there are no clear employment pathways in the visual arts and students often need assistance in identifying how their talents can be translated into a career. In order to respond to this need, Artscope was developed by Careers and Employment and the School of Visual Arts and Design and is supported by the Bendigo Student Association.

Artscope is a two-day conference for final year Visual Arts students from La Trobe University’s Bendigo Campus. Speakers at the conference represent a broad cross-section of professional organisations relevant to emerging artists. The conference is directed at third year students from a range of disciplines including photography, painting, drawing, ceramics, multimedia and printmaking. The aim is to help them by providing the information needed to take the next step in their careers. Peak bodies such as Arts Victoria, National Exhibitions Touring Schemes, Local Government Community Arts Organisation, arts practitioners and recent graduates provide an overview of existing structures, constraints and opportunities available to emerging artists.

Contact: Mary Fraser
Email: m.fraser@latrobe.edu.au
Phone: 03 5444 7223
La Trobe University  “The Essential Careers Guide” – turning your degree into a career

This 60 page book, written by the staff of Careers and Employment, is applicable to all students and covers a range of topics from career planning through job seeking, applying for a job and securing a job.

Contact: Anne Stansfeld
Email: a.stansfeld@latrobe.edu.au
Phone: 03 9479 2459

La Trobe University  The Way Ahead Programs

There are three programs, each catering for a different cohort of students:
1. Humanities and Social Sciences
2. Science
3. Business

Each is tailored to the needs of the specific group of students and is run once a year over six or seven weeks (depending on the group). Each session lasts for one hour and participation is voluntary. A certificate is awarded to students who attend 5 sessions. Usually around 40 students register to attend the program and the vast majority of them are awarded certificates. Each program is presented by one Careers Consultant so that continuity is ensured.

The topics covered include:
- Self assessment
- Options with the degree
- Enhancing employability
- A panel of graduates describing their experiences
- Resumes
- Interviews
- Job seeking and action planning

Contact: Anne Stansfeld
Email: a.stansfeld@latrobe.edu.au
Phone: 03 9479 2459

Monash University  Building Employment and Career Development

A review at Monash has lead to new directions for career development practice, which is now seen as inextricably linked to teaching and learning. At the same time implementation of the Australian Standards for Career Development Practitioners has led to a shortfall in careers educators with
the required post graduate qualification. Monash needs to recruit a large number of practitioners from a relatively small local labour market. To meet this challenge Monash is expanding its recruitment to the UK to expand the qualified candidate pool. In order that career practitioners are able to contextualise their work, they will be required to undertake the Monash University Graduate Certificate in Higher Education and hit the ground running.

Contact person: Joanne Tyler  
Email: Joanne.tyler@adm.monash.edu.au  
Phone: (03) 9905 3144

24  Monash University  Monash University Graduate Recruitment Fairs

Winning last years AAGE Best Careers Service Award, and responding to recruitment cost pressures, Monash University switched to a one day Careers Fair in 2007. The two sittings saw 4000 students participate, with employers complimenting the spacious venue, on-line booking system, and value adds such as associated recruitment interview facilities, and employer networking forums.

As one employer commented “Above and beyond. The fabulous assistance that I have never been able to discount, they have also provided one of the best environments to network with colleagues...hats off to Monash – they’ve done it again! 4.5 stars out of 5".

Contact person: Joanne Tyler  
Email: Joanne.tyler@adm.monash.edu.au  
Phone: (03) 9905 3144

25  Murdoch University  Career Mentoring Program

The Career Mentoring Program is designed to ease the transition for students from study to employment by bringing them together with experienced professionals (Murdoch Alumni) from the public and private sectors. The aim of the program is to strengthen ties between our final year Murdoch students and successful alumni in the business community and in the process supply vital information that will assist Murdoch students with their career direction and networking opportunities. Guidelines have been established where students can email registered Mentors up to 5 prescribed Mentee questions, maintaining confidentiality in regards to information supplied and agree to give written feedback on the Mentor program. As an adjunct, the careers advisors have fostered excellent relationship-building conditions with undergraduate students where they are personally introduced to alumni and other employer contacts for information interviews and employment opportunities. Such assistance in turn has encouraged those graduates who have successfully secured employment.
and professional careers to register job vacancies at their respective organisations with the Alumni and Careers Centre’s jobs’ board.

Contact person: Alexandra Semmens
Email: a.semmens@murdoch.edu.au
Phone: (08) 9360 2447

26  Murdoch University  From University to the Workplace

From University to the Workplace is an elective unit run in conjunction with Careers and the Teaching and Learning Centre. This unit can be undertaken for credit by penultimate and final year undergraduate students from all disciplines, where they have the opportunity to acquire the theoretical and practical knowledge to enhance their career development and their transition to the culture of the workplace. They learn strategies for utilising the knowledge and skills gained at University, they engage in industry liaison, identify their unique strengths and competencies and identify professional employment opportunities with the added component of writing selection criteria (for assessment purposes), interviewing for the role and understanding workplace legislation. The additional skills and confidence they acquire as a result of completing this 1 semester unit has ensured optimum employment outcomes, resulting in the unit being one of the more popular enrolled units offered by the University. A unique feature of the unit is the involvement of guest speakers from industry, many of whom are Murdoch Alumni.

Contact person: Alexandra Semmens
Email: a.semmens@murdoch.edu.au
Phone: (08) 9360 2447

27  Murdoch University  Plug-in

Plug-in is a handbook for students and graduates seeking relevant employment in their disciplines, as well as vacation work. It covers all aspects of the graduate job search process, together with links to key websites, writing effective job applications, understanding interview processes etc. In addition, Murdoch Alumni have contributed articles giving tips on how they successfully secured their careers, issues faced by mature-age graduates and how they can market themselves effectively in the workplace, postgraduate study options and how they relate to employment. This publication is distributed for free to Murdoch students and graduates and is also available on-line.

Contact person: Alexandra Semmens
Email: a.semmens@murdoch.edu.au
Phone: (08) 9360 2447
Aim: The workshops were to give Year 10 students the skills employers are looking for in a new employee. Topics included:

- Presenting a Professional Image
- Dress for success
- Resume Writing
- Posture and Deportment
- Career Development and concepts of life long learning (Keeping your options open)
- Interview Skills
- Signposts (concepts of studying the type of person you are and direction of SWOT analysis)
- Financial skills

And the list continues. There were approximately 100 students from Tamworth schools and Manilla.

Research
Research had been undertaken by the Tamworth VET Network and the Careers Network Inc. These two organisations funded the four day and the Career Development Coordinator from NEI delivered 2 courses (Signposts and Keeping Your Options Open). Another TAFE staff member (Mr Jeff Benson) taught financial skills, Joblink Plus supplied trainers, and Tamworth VET Network supplied a trainer and June Dally Watkins supplied trainers from Sydney.

Results of the Course
The course was run from the 19th to 22nd of November with a presentation on the final night. Students were surveyed to rate their overall satisfaction and individual sessions that they found useful. Surveys will also be sent to each of the parents of students who participated to ask for their feedback.

The organisation by Careers Network Inc was excellent and it was extremely important to see how competing providers worked so well together to enhance opportunities for the youth in the local community. The agencies and providers involved included the Careers Network Inc, Tamworth VET Network (this group has representatives from all schools, VET providers, industry groups), New England Institute of TAFE, Joblink Plus, June Dally Watkins, Tamworth Small Business Centre, Adult Community Centre.

The feedback from the students was extremely positive and they did state that they would recommend the course to other students next year. As far as I am aware this course is certainly a new initiative in this region and perhaps, even NSW.

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Email: sue.bailey@tafensw.edu.au Phone: (02) 6768 2244
Email: patrick@careersnetwork.org.au Phone: (02) 6765 9334
Appendix 1

New England Institute of TAFE Small Business Management Course

Aim: The New England Institute responded to the DEST initiative of providing business skills for trade people through the normal process and provisions that DEST required. The DEST initiative was a positive one in which they offered Business Skills Vouchers of $500 to individuals who had nearly completed or had completed their trade/apprenticeship.

However, the provider could only offer one module to an individual on a commercial basis to ensure that they could cover the costs of delivery.

A small group of staff (Career Development Coordinator, Campus Operation Manager, Head Teacher Electrotechnology, teacher in Business Services and a teacher in Small Business) met at Tamworth Campus to discuss what could the New England Institute (NEI) offer to ensure that students would learn enough to consider themselves able to go into small business and successfully operate it.

Research
The Career Development Coordinator applied for and was successful in gaining a grant through the New Initiatives which is sponsored by NEI. This grant was to contract a person to write and adapt Small Business modules for students so they can study through distance learning.

The course having been developed and will begin in 2008 as a pilot and has directly targeted students from the Electrotechnology Section at Tamworth. These students come from past students who were local and block release students.

Initially research was done on the major skills shortage information supplied by various state and federal government departments. Additional information from DEST concerning the Small Business vouchers.

Electrotechnology students were canvassed to ascertain the level of interest.

The group decided that it was more educationally sound to offer students the course that had five modules which covered:

- Research and Identify Business Opportunities
- Establish Business and Legal Requirements
- Process Business Tax Requirements
- Manage Finances
- Prepare a Business Plan

Unfortunately, as this more detailed course does not meet the DEST criteria, students were not eligible for the Small Business Vouchers and have had to pay the NSW TAFE administration charge. However, the course will cover five modules and provide a better insight on how to run a
small business. As this course is being offered through distance learning, students from anywhere can access the course.

**Current Status of Small Business Course**
The pilot course which has been especially designed for the Electrotechnology students will commence in February 2008 for a period on approximately one year however, it can be fast tracked so students can complete earlier.

*Contact: Sue Bailey*
*Email: sue.bailey@tafensw.edu.au*
*Phone: (02) 6768 2244*

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**30 Queensland University of Technology Career Mentor Scheme**

The QUT Career Mentor Scheme has been managed by Careers and Employment for the last 15 years. Each year for the last three years, the scheme has facilitated relationships between over 600 students and industry and professional mentors. This is the largest scheme of its type in Australia, and possibly the world.

This year the scheme involved over 30 discipline areas across the University. Penultimate and final year students are provided the opportunity to participate. The scheme is characterised by a number of events and activities including: registration by students and mentors, briefing sessions, matching of pairs, launch functions, mid-year functions, professional training videos, ongoing communication with students and mentors, regular evaluations, reflections using the ePortfolio, end-of-year function, awards for outstanding mentors and mentees, and formal evaluations.

The scheme is designed to help students make the transition to the real world, which is demonstrated by the exceptionally high graduate destination outcomes achieved by QUT. Students and mentors evaluate the scheme highly. Students gain invaluable insights into their industry area, and take advantage of the networking opportunities the scheme provides. It also helps develop confidence in dealing with real world people and situations. Mentors find it a very useful way to connect with university students and maintain an understanding of current teaching and learning processes.

The enhancements to the scheme for this year included introducing awards for outstanding mentors and mentees, and for dedication to the scheme. More sophisticated electronic systems were introduced to streamline the registration process. This year a mandatory requirement was introduced where students reflected on the experiences and skills developed using the ePortfolio, was also introduced. One significant measure of the scheme is the long standing commitment shown by mentors, and the increasing student participation.
In 2007, the coordinator won the Vice Chancellors Performance Award and, in 2006 she won the Outstanding Achievement Award for services for students.

“I enjoy the contact with enthusiastic people embarking on something new and enjoy assisting them on this journey and being part of their success.” Psychology mentor.

“Encourage students and build their confidence, through getting to know them, their skills, hopes and dreams. Providing a framework to help them work towards these things. Provide contacts to other people whom it would be good for them to meet.” Nutrition and Dietetics mentor.

“The scheme has made me more confident in myself and the abilities and skills that I have to offer. Being in contact with someone within the industry is a great way to gain valuable experience, knowledge and networking in which other graduates do not have.” 3rd year Marketing student.

“It gives students the opportunity to be confident when communicating with an experienced and skilled professional. It also provides students with great insights on the nature of jobs, who will therefore be more prepared for the working world.” 4th year Optometry student.

Contact: Col McCowan OAM
Email: c.mcowan@qut.edu.au
Phone: (07) 3138 5098

The Manager of Careers and Employment is the co-leader of the QUT Student ePortfolio Project (SeP). The SeP was established in 2002, and has grown to involve over 30 000 students across the university. It is the largest of its type in Australia and perhaps the world. Some of the reasons why it is so successful are:

- It takes an institutional approach
- It is fully integrated within each student’s homepage
- It combines three major purposes; teaching and learning, showcase and, skills development
- It encourages students to reflect, record and locate examples where they are either developing skills or have evidence of skills
- The skills development framework combines the national set of employability skills with graduate capabilities, career development skills and, technical/professional skills
- The skills listing is modified according to the requirements of particular technical or professional groups.
- It enables students to store up to 512 mg of space for supporting artefacts.
- Students are able to keep the SeP for the remainder of their life
- The project has sponsorship at Deputy Vice Chancellor level
The SeP is used in a variety of ways throughout the university. These range from personal unstructured use, through to a fully embedded tool in particular courses. There are currently over 27 different programs which use the SeP in some way. A presentation of the QUT SeP won the International Best Practice Award at the 2007 International EIFEL ePortfolio Conference in Massterich.

“I think you pay more conscious attention to your learning. Like you make a point of, ‘OK, what did I learn from that?’ because otherwise… it can slip by you and you don’t realise difference before and after prac.” 3rd year Education student, QUT

“The Portfolio the opportunity for academics to use field, project, clinical and problem-based approaches which cover a wide range of graduate capabilities in one holistic pattern.” Director of Academic Programs, Science Faculty, QUT

“I am very excited about this project at QUT as it will be so helpful for graduates in applying for jobs. This will make my role as Graduate Recruitment Manager so much easier because it will improve the quality of graduate applications tremendously.” Graduate Recruitment Manager, Queensland Treasury.

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Phone: (07) 3138 5098

In 2002, Careers and Employment traded a general careers counsellor position for a specialist career counsellor position to deal with international students. The person spends over 50% of her time working directly with international students and supporting their career development issues. The other 50% is spent offshore identifying opportunities for students returning to their home country and, establishing links between potential employers and QUT students.

For the past three years the international work placement program has been operating and has placed up to 50 students each year during the two month Christmas holiday period in their home country.

The service has purchased the international site ‘Going Global’ to facilitate linkages between students and potential employers. This year the service was instrumental in establishing a joint international careers fair for international students from the five universities around Brisbane.
A Virtual Career Mentor Scheme has been established to link Taiwanese students on campus with Taiwanese employers. This scheme will be extended to other countries in the future.

Students at QUT really appreciate having an identified careers and employment specialist who can attend to their needs in a culturally sensitive way. This has greatly reduced their anxiety about course and career planning issues.

The service has developed a unique career planning model which applies to international students.

![Career Planning Model Diagram]

**International Career Counselling Model (Gibson et al. 2006)**

“The work placement was really valuable. I did some very interesting practical things and have been offered a job when I graduate.” Student, Accounting Firm Malaysia.

“I worked on trains for Disneyland. I will be able to see what I have done when I see these trains later. I had a lot of fun.” Student, Engineering Company Hong Kong.

“The IWPS provides good opportunities for students to gain real working experience.” Education Agent, Hong Kong.

“We appreciated the opportunity to work with Chinese students. Everything turned out well.” Engineer, Hong Kong.

**Contact:** Col McCowan OAM  
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**Phone:** (07) 3138 5098
The career counsellor based at the Carseldine campus is leading a unique project which involves over 50 State and independent schools in the surrounding area. This project has a number of facets, these include –

• Trialling the Australian Blue Print for Career Development with a group of dedicated career teachers in each of the schools
• Training teachers in how to best introduce the Student Education Planning Process, which is a compulsory activity for year 10 students in all schools in Queensland
• Working with school administrators on issues associated with career education programs in their school
• Developing and delivering special transition programs in orientation week to students coming from these schools to QUT

This project has been seen as a valuable community engagement activity for QUT. The counsellor involved was awarded prestigious Vice Chancellor’s Excellence Award in 2007 for his involvement in this significant project.

“The extremely well structured program was very learner friendly and used a broad range of adult learning approaches including anecdotes which allowed teachers to contextualise theory. The program was interactive and full of really valuable tools. Greg’s presentations were insightful, practical and showed his extensive knowledge and passion for the field.” Regional Consultant, Brisbane North Region.

“This is the most engaging and enjoyable learning I have attended in years!” Year 10 Coordinator, Craigslea State High School.

“I was very impressed with the confidence that staff gained through the learning experience.” Principal, Clayfield College.

Contact: Col McCowan OAM
Email: c.mcowan@qut.edu.au
Phone: (07) 3138 5098
Careers and Employment has developed its own Career Planning Model, with seven components.

**Career Planning Model (McAlpine et al. 2006)**

This model has been used as the basis for developing 3 online career planning modules for use in core subjects in the Creative Industries, and Information Technology faculties.

1. Defining Myself in the Industry
2. Defining My Career Opportunities in this industry
3. Developing my Career Strategies in the industry

In 2008, these modules will be made available for all other faculties to integrate into their programs.

The major activities are designed for students to complete online and output generated to be brought to tutorials to be discussed. Elements of these modules are used in related programs across the university, for example within the Business Advantage Program (completed by 100 students) and the Virtual Law Firm Project.

In the past year 200 Information Technology first year students completed module one as did 50 Creative Industry students.

“The model and modules are a good idea for general thinking about their career choices. Is a useful starting point for them to consider their careers.”

IT academic.

“I have to say, this is the first one of these ‘Build your career things’ that has actually taught me something about myself. Usually it’s just the same old junk about completing your goals-blah blah. I like the comparison bits, it shows you things that you didn’t know about yourself, I actually enjoyed this!”

Student.

Contact: Col McCowan OAM
Email: c.mcowan@qut.edu.au Phone: (07) 3138 5098
Up until 2005, job applications were checked via a paper-based system. Since 2006, QUT Careers and Employment have developed an online application checking system. Students can submit their letters, resumes or selection criteria through the careers inbox (careers@qut.edu.au) and expect corrections and suggestions using track changes, to be returned within 36 hours. The material which comes in via the inbox is distributed to the five career counsellors dependent upon faculty and specialisation. For example post graduate research and international students are forwarded to the dedicated career counsellors, to correct and make comment.

In each of both 2006 and 2007 over 5000 application materials were submitted and checked. Evaluations indicate that students highly value this service, with a 92% level of satisfaction with the service by those who used it.

"Thank you very much for your helpful suggestions and corrections. I now feel much more confident in submitting these." 2nd year Science student.

"Thanks for the urgent response. I was able to incorporate the changes and submit them just before the deadline." 3rd Law Student

Contact: Col McCowan OAM
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Phone: (07) 3138 5098

In 2004, Careers and Employment traded a general career counsellor position for a specialist career counsellor position to deal with postgraduate students.

Often the perception of a Careers & Employment Service is one servicing the employment and career needs of undergraduate students, understandably so given the large number of this cohort. The existence of a specialised service to raise the awareness of support to postgraduate students (research students in particular) provides a contact point for this cohort to interact and utilise the services that are of benefit to them.

The service closely liaises and interacts with the Universities Research Student Centre (a main point of contact for research students) and markets its workshops through this division. The service also provides one third of its time to interact with postgraduate students on a one to one basis.
“The seminars are terrific...please continue to do this great work. I look forward to attending more of them.” PhD student.

The service has successfully built relationships at faculty level with the research coordinators enabling strong credibility and access to market to the desired student cohort. It has also linked with numerous other projects around the University such as the Early Career Academic program, supervisor solutions (an online training package for supervisors of research students) and a National project funded through the Australian Technology Network of Universities.

“One of the most useful services I have attended.” PhD student.

“A worthwhile exercise in planning my career and making the most of my PhD.”

“ Took the jumbled mess of my circumstances, thoughts, influences & goals and propose simple clear actions and tools of self-analysis that will help me get where I want to be.” PhD student.

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37 RMIT University Application Express

Application Express is an online interactive tutorial that assists TAFE and Higher Education students to write application letters and deal with online applications. A unique feature of Application Express is that it not only deals with the content that needs to be included in the letter but also addresses the grammar and language issues that students face when trying to construct a letter.

Benefits
- Improved quality of students' letters of application.
- Provides academic staff with an informative and interactive teaching tool, to use within their academic programs.
- Tailors information to students by identifying and addressing common application writing problems, using ‘real-world’ examples and exercises.
- Presents the information online so that students can access it anytime.
- Interactive exercise that teach students about common errors found in applications.
- A resource is of particular benefit to international students or students from a non-English speaking background.

Contact: Sally Brooks
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Phone: 03 9925 2078
### Appendix 1

#### RMIT University Careers that Work

In conjunction with the School of Education, RMIT Careers Service has developed and delivered a 12 credit point elective that enables students to intensively examine career development at an individual and global level. The elective is designed to increase a student’s employability and capacity to manage their career development, explore employment options and improve their capability to compete in the employment market. In 2008 the elective was formally transferred to the School of Education for ongoing administration and delivery as part of embedded and integrated approaches to learning.

The elective involves classes that explore a range of themes around the changing nature of work, workplace legislation, cultural issues, career development and management. On an individual level the student examines their values, skills and abilities to establish a career development plan. On a practical level students develop skills in job search strategies.

**Benefits**
- Students can choose to examine career issues as part of their academic program.
- Staff delivering the elective have a careers counselling and teaching/training background which allows career development issues to be explored at a different level.
- By conducting an Information Interview, as an assessment task, students practice the networking skills they need for the future and also inform their future career direction.
- Students gain a competitive edge by being able to articulate their skills, interests, workplace values and career aspirations.
- As a cross disciplinary elective, students from a range of disciplinary and cultural backgrounds can share their experiences of the world of work at a local and global level.

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#### Resume Express

Winner of a NAGCAS Best Practice award, Resume Express is an online tutorial that assists TAFE and Higher Education students to write and prepare their own resume, address selection criteria and prepare skill statements.

**Features of Resume Express**
- 6 modules
- Each module has multiple parts
- Sample resumes
• Students can pick and choose modules to meet their needs.
• Online worksheets
• Exercises
• Case Studies
• Online forms
• Feedback survey

Benefits
• Improved quality of student resumes and job application skills.
• Provides academic staff with an informative and interactive teaching tool, to use within their academic programs.
• Tailors information to students by identifying and addressing common resume problems, using ‘real-world’ examples and exercises.
• Presents the information online so that students can access it anytime.
• Improves the students understanding of how resumes are used by employers.
• Assists students to analyse and write about their own skills and abilities using business language.
• By using this tool students are linked to RMIT’s online resume checking service.

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Phone: 03 9925 2078

| 40 | RMIT University | 3C’s Cross Cultural Communication program |

The 3Cs Cross Cultural Communication Program is an award winning mentoring program that won the 2006 “Best practice’ award” at the National Association of Graduate Careers Advisory Services (NAGCAS) Conference and was a finalist at the City of Melbourne Awards 2006.

The program was designed to improve the employability of international students by helping them to understand more about the Australian culture and the workforce and to improve their conversational skills in social and professional work settings.

The 3Cs program consisted of a series of 6 workshops aimed at developing the conversational skills of international students. Mentors were recruited from Social Science, Social Work, Psychology, Youth Work and International Studies courses to assist the mentees to practice their communication skills through role plays and to also provide constructive feedback. The mentors received training through RMIT LEAD which supports leadership programs in the university that enhance students’ experiences and engagement with the University and the broader community.
Benefits for mentees (international students)
- Developed more confidence in social and professional settings.
- Improved their communication and interpersonal skills when talking to prospective employers.
- Develop their understanding on cultural differences and how it can have an impact on social and work environments.
- Developed a connection with other mentees and mentors.

Benefits for mentors:
- Developed their professional understanding of the language barrier issues that international students may face in Australia.
- Developed their cultural awareness when working with international students.
- Developed their professional experience, in order to increase their employability.

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41 Sutherland TAFE Referral Chart (Guide to Referral Services)

The Guide draws together a range of services at the College that individually or collectively can be used to support people in their initial career planning; through their educational experience and career development at TAFE to their eventual job seeking endeavours at the completion of their studies. This Guide was developed by Counsellors at the College to assist staff of the College and external agencies to make more appropriate referrals of enrolled and prospective students to student support services at the College. The Guide is updated at the beginning of each semester and is re-distributed in a new colour for that time period.

The Guide starts with a focus on the client’s needs. It then suggests who would be the most appropriate person in the College to whom that client could be referred. It then gives a brief overview of the services that staff member could provide. It then details possible costs to the client and finally indicates which other staff might be relevant in meeting the client’s needs. The Guide is distributed to all College staff twice yearly. It is also distributed to staff from a range of relevant external agencies including: local school careers advisers; local school counsellors; Centrelink; Youth Network members; interagency members; Community Mental Health and other relevant community service or job support agencies. Presentations using the Guide to describe referral services at the College have been given to most of those services or agencies.

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These are two compulsory career subjects which are being delivered to students at the Swinburne University of Technology in 2008.

Careers in the Curriculum was created and delivered as a stand alone subject by the career consultants from the Career service for those faculties which chose to offer it for their students. It existed in this way from 2003 to 2005. In 2005, as part of a larger process at the university called the Curriculum Framework Project, our Careers subject was proposed as a compulsory unit for every Higher Education student to complete before graduation. From 2008, all students will need to have completed this 10-hour unit subject, either at second or third year before they can graduate.

The subject covers all of those topics that are usually provided by a careers service for students as voluntary workshops. However, at Swinburne the situation often arose where only a handful of students would attend these workshops and it was usually those students who least needed our support. By having it as a compulsory subject, we are making sure that at the very least every student who attends Swinburne University will have had exposure to career development and education.

This has many other benefits for the careers and employment sector as it enables us to have face-to-face contact with our target market, which enables much more effective marketing and guarantees an audience for visiting employers/industry speakers.

As a result of this development in the Higher Education division within the university, we have had interest expressed by the TAFE sector which has now also commissioned a career education subject; at this stage, to be compulsory only for the school of Business. This subject is called ‘Plan Skills Development’.

Because of this type of exposure, our career service is also asked to provide specialist career programs on a fee-for-service basis at faculty level. This includes programs for international postgraduate students where previously a faculty would have either outsourced this type of work or perhaps hired additional faculty-specific careers staff to deliver such programs.

From a strategic point of view a career centre needs to be thought of as an integral part of each student’s education program and not merely a service which is optional.

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Appendix 1

43 University of Melbourne  Career Mentor Connection

The Career Mentor Connection program (CMC) matches up to 250 students with industry mentors. The program gives students invaluable access to workplace connections, linking them with mentors established in an industry or profession which relates to the students proposed career path. It assists students in their transition from study to the workforce, providing first-hand insights into the diversity of career options. Students and mentors set goals for their partnership and sign a mentoring agreement outlining their time commitment to the program. CMC supports and develops career or vocational mentoring programs across the university. Currently there are eight separate programs – Architecture; Economics & Commerce; Engineering; Landscape Architecture; Land and Food Resources; Medicine; Property and Construction; and Urban Planning.

Students report on the value of building a professional network, having assistance in finding work experience or general job-hunting strategies; providing a sounding board for topics such as subject selection or resources for projects; and assisting with developing career plans. Mentors report that they in turn also benefit from the program by having their ideas challenged, keeping up to date with the industry and giving something back to their profession. Several former mentees have now come full circle and are now mentoring students.

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44 University of Melbourne  Careers Services Collaboration
UNICHALLENGE

UniChallenge is a competition between University of Melbourne and RMIT students that is based on an issue affecting business, government and the community. Students work in teams of 10 to address the issue that is presented. It is expected that students will demonstrate skills such as teamwork, initiative, analysis, problem solving, leadership, and creativity. Prize money is awarded to the top 3 teams, from employers sponsoring the activity.

The competition has been in existence for a number of years and has evolved over this time. Originally the issues were designed by the employers to reflect problems encountered in their business. In recent years the issues have been broadly topical and have been designed by careers service staff and professionals/academics working in the relevant field/s.
The competition began as an annual event but is now biennial. It is conducted over a one day period and depending on the size of the venue is open to between 200 to 400 students.

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Our Careers Resource Centre has over 1000 books, publications and DVDs and is utilised by more than 11,000 students per annum. The web presence is comprehensive and is actively browsed internally as well as nationally and internationally (85,000 hits in the last twelve week period). 48 specialist flyers are available and downloaded actively. The purpose built Careers Online database integrates job search and careers and employment events, programs and services and is utilised by over 24,000 unique students per annum who log on an average of 26 times each. The extensive flagship publication Wise Up for Work is downloaded electronically and 10,000 copies are distributed in hard copy. A weekly careers bulletin has 5000 subscribers.

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Industry case studies are designed to enable students to gain an insight into the issues and dilemmas associated with working for a particular organisation. They also give employers an opportunity to view the students working through an experiential exercise.

Students are presented with a case study designed by an employer and work in teams to discuss and decide upon appropriate solutions to a major problem. There are usually multiple dimensions to the problem, which tap into the skills related to the disciplines the employers typically recruit. The activity varies in duration but is often conducted over a 2-3 hour period. Students apply to participate and sessions attract up to 100 students.

The industry case studies usually include prizes for the best ideas and solutions and are conducted in a fun way. Employers provide feedback on the exercise.

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### University of Melbourne International Careers and Employment Services

In recognition of the unique needs of international students studying at Melbourne, a dedicated international team implements a range of initiatives which involve developing students’ job preparation, and building linkages into the job market in their home countries. High profile careers networking functions are conducted in the Asia region for new graduates, alumni and employers. These attract over 500 participants annually in six locations. An ongoing program of employers visits takes place in Singapore, Hong Kong, Beijing, Kuala Lumpur, and Bangkok to ensure HR managers are aware of the quality of Melbourne graduates, and to assist them to make the connection with our students.

We now have 850 international employers actively recruiting via our Careers Online job board, with over 40 visiting annually to recruit on campus. 20 organisations participated in our first Global Opportunities Fair in August 2007. Our Careers Online job board features many thousands of overseas positions and is actively used by international students.

In addition a number of specialised sessions in our “Preparing for Work” series are targeted for internationals students, focusing on areas like, job market research for your country, CV preparation and interview practice.

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### University of Melbourne Kickstart Your Career

The Kickstart Your Career programs are a series of faculty specific career development seminars and workshops. The programs are run in Architecture Building & Planning, Arts, Education, Engineering, Land & Food and Science and Economics and Commerce. Typically the programs cover topics such as self assessment, networking, engaging with industry and application skills. The programs all include both large scale seminars and practical workshops. Additionally they include valuable input from employers both as facilitators and panel members. The programs are run in partnership with faculties with joint responsibility for promotion and organisation. Faculties value the program and use it in their course promotion material.

The programs are evaluated and students report a high level of satisfaction with the program with particular comments on the value of the program in assisting them to improve their career planning and job seeking skills. Liaison with industry representatives is also highly regarded by the students.
This glossy annual publication is a resource produced for local and international employers. The contents are also uploaded to the Careers and Employment website.

The publication clearly sets out the range of services available to employers who are recruiting University of Melbourne students. It explains the relevance of these services for the employers’ recruitment campaigns. It includes information about the range of programs conducted by Careers and Employment in which employers can become involved to raise their profile and provide expert assistance to students. Useful information such as the academic calendar, explanation of academic results, a map of campus and referrals for other services are also included.

The publication is mailed out to major recruiters at the end of the year to help them prepare for the year ahead and used as a basis for discussion in one to one visits to employers in international companies.

160 students are recruited annually for this year long program. Students are selected on their response to questions not on academic achievement. Intended outcomes of the program include: enhanced social awareness/responsibility for participants; increased employability for graduates; improved awareness of the University’s activities; and better professional leaders for the community. Students attend training seminars and workshops focusing on leadership skills. They also attend leadership retreats and participate in Action Learning Groups with past SALP participants acting as group facilitators. All members also participate in community engagement through a volunteering experience.

The program encourages a focus on long-term community engagement and the development of students’ skills and attributes valued by prospective employers such as team work and communication skills. Pre and post surveys demonstrate that these goals are achieved. Additionally the program builds a strong sense of cohort.
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51 University of Melbourne  The Audio Files

This project commenced in 2007 with the aim of presenting careers material in a more dynamic format. Recordings have been made in the following areas: careers counselling service and how to access it; informational interviewing; services for international students; careers fairs and making the most of employer events; networking and engaging with industry; volunteer and work experience; résumé resources and tips.

The recordings have been made using a simple mp3 player, with a stand alone microphone. The recordings will be posted on our web presence. The aim is to increase the range of topics over the next 12 months.

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52 University of South Australia  Embedding Career Management Skills (CMS) into Curriculum

The aim of this project was to embed a range of career management skills into four designated programs at University of South Australia as part of a longer term goal to improve graduate employment outcomes.

A tripartite consultative approach was developed and included:

- A member of the Career Services team
- An Academic Developer, essentially a teaching and learning specialist who works with teaching staff in programs to enhance teaching and learning strategies
- Initially, the academic staff member responsible for the program, and subsequently any relevant course coordinators, lecturers or tutors associated with teaching courses in the program where CMS was to be embedded.

Key stages in the process included:

- Establishing the relationship between the academic, Career Adviser and Academic Developer to bring different perspectives to the embedding process
- Developing an understanding of how CMS related to the identified curriculum and expressing the career skills in terms of student learning outcomes
• Considering how the intended learning outcomes are spread out across the program curriculum and where/how CMS learning outcomes coincide with existing course outcomes
• Adopting a similar reflective approach to the teaching and learning activities put in place to foster these outcomes
• Ensuring that assessment tasks promote the demonstration of the relevant learning outcomes
• Determining what adjustments need to be made to the curriculum in terms of learning outcomes, assessment tasks and teaching and learning practices and resources which bring about a ‘low pain, high gain’ approach.

Outcomes
Academic staff from the programs involved to date have demonstrated their acceptance of this approach to the embedding of CMS into program curriculum through:

• Identifying courses within their programs in which CMS could be embedded
• Identifying the career issues for their graduates so that teaching and learning activities can be developed to address those specific needs
• Using material provided by Career Services in their teaching and disseminating CMS related material through other points of contact with their students e.g. through program/course web pages, course information booklets etc.

Given that we are still in the implantation phase of this strategy, it is not yet possible to determine the impact of the initiative on graduate employment. However, feedback from academic staff and from students who have participated in in-curriculum careers activities has been extremely positive. Furthermore, those academics involved have acted as ‘career champions’ and been influential in gaining the agreement of staff in other disciplines to work with Career Services to embed CMS.

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In the first collaboration of its kind between the South Australian Department of Trade and Economic Development (DTED), UniSA and South Australian employers, two cohorts of international engineering students and more than 20 employers have been involved in a multifaceted project which aims to close the gap between overseas engineering graduates and the South Australian workforce.
In response to a submission for funding from UniSA Career Services, DTED provided funding for a part-time project officer for 7 months to develop a transferable employability program that aims to increase the work-readiness of international students. The project had three key elements: student skill development through a series of workshops, provision of work integrated learning opportunities with local employers and employer education about the ways in which international graduates can contribute to the workplace and to the South Australian labour market.

The outcomes of the project included increased collaboration between UniSA, potential employers, industry bodies and other stakeholders in facilitating the transition of international students into the local labour market; a transferable Employability Program Plan for use in other institutions and/or discipline areas as required and, in the longer term, an increase in the number of workers available in South Australia to fill positions related to skill shortages in Engineering.

The workshops gave the students a deeper awareness of the Australian work culture, which they said they could apply in their interviews and in their future as professionals. The students stated the work experience and industry visits taught them about the expectations of employers, and helped them to gain an insight into ‘real industry’.

The project was evaluated both internally and externally, yielding similar results.

Internal evaluation of the project showed that students showed a high level of commitment to the project and revealed that:

- 90.1% of the students thought that the content of the workshops was extremely useful or very useful. The other ten percent found it useful
- 94% of students stated that the work experience was excellent or very good
- 100% of students stated that the industry visits were excellent or very good.
- The students themselves perceive a significant improvement in their work-readiness. As one participant noted: ‘Now we are much more aware what employers want of us and what we need to work on.’

In addition, every employer commented on the exceptional attitude of the students and that the vast majority of them would be recommended for employment.

One of the key outcomes from the project was the development of a manual to assist with the understanding of issues relating to the employability of international students. The manual also provides guidelines for a process to ensure that these services can be replicated with different cohorts and industry sectors.

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The University of Southern Queensland’s Careers & Employment Service acknowledges the value of localised applied research and development as a means of evaluating services for clients, and also as a way of contributing to practices of career development in Higher Education sector and the career development profession more broadly.

Examples of applied research projects included the development and testing of new career assessment and counselling procedures, evaluation of services for employers and students, and the educational issues of transition for Higher Education students. To date, over ten refereed journal articles have been published as a direct result of the applied research and development.

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The University of Southern Queensland (USQ) serves a large population of students who may be identified by the major DEST equity groups (e.g., rural/isolated, with disability, low socio-economic status, Indigenous Australians). The USQ Careers & Employment Service commits itself to supporting the transition of non-traditional students into and through Higher Education, through a range of career development and financial services. In acknowledging the importance of families and supporters of non-traditional students, the Service published a Family Guide to USQ, which contains useful information on the experience of being a student, the normal milestones of Higher Education, sources of assistance and guidance, and ways of negotiating the usual culture of Higher Education. In 2007, the Indigenous Family Guide to USQ was launched to support members of the university’s Indigenous communities. Essentially the Family Guide series is a clear and user-friendly resource to empower those who are unfamiliar with Higher Education so that they may better support their students. While useful for many, the guides were targeted at the supporters of students who were “first-in-family” or “second-chance” learners.

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The EDGE Award concept was developed to provide University of Tasmania (UTAS) students with access to a personal and career development program that engages their current abilities and future aspirations with the needs and opportunities of our local, national and international environs. The EDGE Award offers students an opportunity to enhance their teaching and learning experiences and to provide them with a head start in their career, giving them the chance to develop and maintain their employability skills and graduate attributes.

The concept of the EDGE Award has been developed from observations of other student development programs offered in the UK (York, Manchester) which focused on successful integration of employability skills, service-based learning and leadership, in teaching and learning. This program seeks to foster student's interest in self-development through providing a range of learning opportunities, including volunteer work, community forum participation, and modules.

The EDGE Award aims to offer a worthwhile and rewarding new learning pathway for all UTAS students.

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The UTS Careers Service has developed a careers research project/module designed to be included as part of the curriculum in a first year subject in any discipline. The module develops awareness of degree specific career opportunities and skills requirements and is allocated a credit component of the subject. It is implemented in groups covering a range of career options and the information is shared via presentations or reports for the whole group. The module is designed to be and is currently available online enabling a lecturer to access and utilise it with or without input from the Careers Service.

The construction of the module provides the following:

- Existing content for use by lecturer
- Flexibility to modify/update content to suit subject and teaching process/schedule
- Flexibility in assessment methods
- Flexibility in assessment value

Analysis of data collected by UTS Careers Service for students seeking careers counselling during the period 1996-2004 indicates that:
• 67.8% of First Year students (N1955) sought assistance for career direction, course issues (usually choice of majors and specialisations) and course change
• 57% of Second Year students (N1175) came for the above reasons
• There is a dramatic decrease in the number of students seeking advice in those areas after second year
• Retention and success of students is markedly increased
• The module provides the opportunity for all UTS students to access relevant career development information early in their degree enabling them to take advantage of time at university to develop relevant skills
• The module provides an ongoing link between UTS students/academic staff with relevant graduate employers

The module Objectives are:
Students will be able to
• Describe a range of career opportunities within their discipline area
• Describe relevant skills, attributes and experience required in occupations of interest
• Understand how to gain the relevant skills and experience required
• Link relevance of study to employment opportunities
• Initiate the development of a career portfolio
• Develop skills in teamwork, presentation delivery and report writing.

This module is one of 3 modules designed to meet the developmental needs of the student throughout the three years of a standard undergraduate degree. The second module for use in second year will enable a student to write a targeted application in preparation for relevant work experience or vacation work and the third module enables the student to target appropriate employers and market their career focus and skills during the recruitment and selection process. The units utilise existing information and resources on the UTS Careers Service website.

The module forms part of curriculum and therefore is subject to faculty evaluation procedures. Informal feedback from lecturers and students has been very positive. The unit has been repeated in faculties over the last three years indicating its value to students and faculty.

In addition the UTS careers research module was used to trial the Australian Blueprint for Career Development (ABCD) undertaken by Miles Morgan in 2006/2007. UTS was the only tertiary institution selected to participate in the trial. The trial outcome indicated that students assessed that they had gained several of the career development skills specified in the Blueprint and that the Objectives of the module had been met. All of the competencies were self-assessed as having been developed by various proportions of the students. In one group three of the competencies were above the mean and in the second group six competencies were above the mean.

The module has been implemented in various faculties such as Science, Humanities and Social Sciences, Design, Architecture and Building and
Education. In 2008 the module will be adapted for use in curriculum in the faculties of Business and IT. Planning is underway for this module and the other two to be included in a new business subject to be developed for implementation at postgraduate level in second semester 2008.

The Careers Service won a small grant from the DVC Teaching and Learning to develop the second and third modules, with a view to their use in curriculum renewal work that is being undertaken by the university. The careers research module is currently included in subject outlines of subjects where it is included. The Careers Research module is on UTSonline and the new units are also designed to be delivered online. The three modules will also be adapted for a new subject to be developed for a postgraduate business course that will be implemented in Spring semester 2008.

The research using the Careers Research module for the ABCD Trial was presented at the International Educational and Vocational Guidance Conference in Padua, Italy in September 2007. The research will also be presented at the annual conference of the National Association of Graduate Careers Advisory Services in early December in Wollongong.

This workshop will compare the ABCD framework of competencies and the Employability Skills framework and their application to curriculum development.

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Net That Career Online Resource

Net That Career (http://scmapp.itd.uts.edu.au/scm/ntbc) is an online database of websites searchable by Discipline Areas and Topics (including but not limited to Company Directories, Labour Market, Occupational Information, Graduate Destinations, Salaries, Professional Associations, and Further Study), targeted to the career information and job search needs of students and graduates. The topics were chosen based on feedback from student focus groups and discussion with Faculty. The resource also contains a series of Graduate Profiles, Academic Tips and Employer Interviews. The project was instigated based on the changing information needs of students – including the move from hard copy career resources to electronic information, the need for 24/7 access to information for students, and the increasing amount of careers related information available via the Internet. Net That Career provides prospective and current students, and graduates, with a one-stop shop for information relevant to researching careers and industries, and their jobsearch.

The UTS Careers Service is committed to providing and promoting quality career-related resources and supporting the career development needs of all enrolled students of the university. The provision of accessible, relevant
and timely information to address the careers and job search needs of students is core to meeting these student needs, and supports the provision of services such as career counselling, faculty specific workshops and job search support.

The main objective of this project is to provide accessible up to date, relevant, credible online information that supports the career development needs of UTS students. The quality of the information provided is maintained via regular reviews of the content of Net That Career, ensuring it meets the criteria utilised when selecting sites for inclusion, in order to ensure consistency in delivery. Quality guidelines and selection criteria have been developed by professional careers staff to identify appropriate sites to be included on Net That Career. UTS Careers Service staff hold qualifications in Career Development, Career Counselling and Careers Education, and have at least ten years practical experience. Website referrals are received from students, university staff and Careers Service staff, and are checked against the guidelines by the Service’s Information Officer prior to publishing the site.

Evaluation is ongoing, by both Careers Service staff and students. The Net That Career resource is also audited updated twice annually (June and December), checking currency and relevance of the information provided, as well as researching the Internet for new websites. Quality guidelines include currency, accessibility, cost, authority of author, accuracy and ease of navigation.

Net That Career is used by other areas of the University whose work involves student advice, including Industrial Liaison Units within Faculty and academic student advisers. The resource is also used when advising prospective students, particularly on UTS Advisory Day and Information Day. Net That Career is also used as a recommended resource in the delivery of the Service’s Career Research Project to participating faculties. UTS faculties are also offered the option of integrating their faculty specific version of Net That Career into their Faculty website (e.g. Faculty of Science http://scmapp.itd.uts.edu.au/scm/ntbc?f=SCI) or linking directly to the Net That Career section of the Careers Service website. The provision of this service to faculties has significantly raised the profile of the Careers Service with Faculties and students.

The Net That Career website can be accessed externally and has been advertised to other university careers services via the National Association of Graduate Careers Advisory Services (NAGCAS). The site recognised by NAGCAS, winning the NAGCAS Best Practice Awards in 2003.

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Student usage figures of the UTS Careers Service website clearly indicate that the most popular pages on the site relate to jobs, campus recruitment, resumes and interviews. Given the popularity of new forms of media among tertiary students it was decided to develop a small number of podcasts known as the Top Ten Tips series (see http://www.ssu.uts.edu.au/careers/fstudents/st_services/podcasts.html) The podcasts provide students with summary information on the four topics listed above.

The UTS Careers Service provides services around employment, career development and careers resources. The Top Ten Tips series fits directly into the latter two of these three areas. The series was initially targeted at final year students preparing for the on campus recruitment program. A number of the audio files were more generic and could be used by students at any stage of their degree.

The purpose of the Top Ten Tips series is to support the more detailed information available on the UTS Careers Service web site. They are seen as meeting the needs of a predominantly Gen Y population and developed with equity groups in mind.

Careers Service staff have developed the text for the series and, using students and university facilities, have recorded and edited the series in house. Plans are to expand the number of audio files in the series. Work is currently underway to develop a series of audio files to supplement another area of the web site.

Four audio files have already been developed specifically about students with a disability who have successfully gained employment, and representatives from organisations who facilitate employment programs for students with a disability. Eight further interviews are currently been prepared.

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Equity@Work (E@W) (http://scmapp.itd.uts.edu.au/scm/eatweb) arose out of student focus groups where an attempt was made to identify the topics of careers information most sought by targeted equity groups. Small pockets of funds were accessed to employ students from the equity groups to research relevant web sites. E@W is an online database of careers related websites organised by equity group and career interest category. Interest categories were determined by focus groups of students from the equity groups. Further enhancements have been made after feedback from these
E@W supplements the more generic Net that Career site by providing career information targeting equity groups.

It is the mission of the UTS Careers Service to meet the needs of all enrolled students. Careers information for equity groups is available but often provided in an ad hoc or disjointed manner. Given the number of staff in the Careers Service and access issues for some equity groups an online solution was deemed as the best way to provide services to these students. E@W has been developed specifically for the targeted group, the site is updated twice annually (June and December). Feedback and evaluation has been received from the equity groups and improvements reflecting these comments have been made.

Quality guidelines have been developed to identify appropriate sites to be included on E@W. Referrals are received from students, university staff and Careers Service staff, these are checked against the guidelines prior to publishing the site. Evaluation is ongoing, by both Careers Service staff and students. Quality guidelines include currency, accessibility, cost, authority of author, accuracy and ease of navigation.

E@W is used by other areas of the University whose work involves the targeted Equity groups. These include Special Needs, Jumbunna Indigenous House of Learning and the Equity and Diversity Unit. The Careers Service was recognised with a UTS Human Rights nomination when the site was first launched.

E@W is referred to in the University’s Equity and Diversity Plan. It also meets the UTS Strategic Plan Objective of Increasing graduate preparedness to pursue successful careers in a changing professional workplace and a second Objective relating to Increase and improve students’ capacity and motivation to participate in the University through effective information, advice, service and support and access programs.

The E@W website can be accessed externally and has been advertised not only to other university careers services but also to other equity-based services within universities. The site was highly commended at the National Association of Graduate Careers Advisory Services (NAGCAS) Best Practice Awards.

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Working with the Careers Service, Employers and Faculty staff students practise reflection and problem solving by examining the skills they have developed in Arts and applying these to the world of work.
The Careers Service provides an overview of the world of work and introduces Attributes and Outcomes Portfolio so that students have a tool to assist in the development of their reflective processes. Career development theory and processes are also examined to assist students in making decisions about the type of Internship they seek.

The Faculty and the Careers Service endeavour to facilitate the identification of relevant employer hosts for these placements.

The lecturer discusses the Graduate Attributes and employer desired skills. The lecturer encourages students to reflect on how their experiences at Uni, in work (paid or unpaid) and in the community prepare them for the world of work and for managing themselves in this world.

The material is framed in a way that means students are encouraged to examine their practice, their career options and the practices of particular organisations. Assessment in the course is based around a reflective portfolio and a written report reflecting on student experience in the Work Placement.

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The Certificate in Global Workplace Practice is a University of Wollongong initiative that aims to improve the employability of international students. The full program will commence from 2008, however during August – December 2007, a pilot program was being run for Master of Professional Accounting students.

The program is not for credit, however successful completion of the full program will result in the program appearing on a student’s transcript.

While a key catalyst of the program has been recent changes to the Skilled Migration Act, including the creation of a new 18 month visa for international students wanting to gain additional work experience and improve their English language capabilities, the program responds to the needs of all students for increased employability following graduation.

The program comprises an integrated approach to:

- Improving language capabilities
- Increasing understanding of cultural issues
- Job search preparation
- Work placements

The project will be managed by the Careers Service, who will work in partnership with faculties and units such as the Faculty of Commerce, the
Sydney Business School, Wollongong College Australia, and external commercial providers of recruitment services.

The placement provides the student with work experience, and enables them to connect the knowledge and capabilities obtained during their studies, with the expectations of modern workplaces.

The competitive selection process for placements will be undertaken by the University, and include review of students resume, performance at interview and academic marks.

Whilst the program in 2008 is focused on international students preparing for and being placed in Australian workplaces, from 2009 the program will also be available to domestic students as they prepare for and seek placements overseas.

Contact: Michael Grainger
Email: grainger@uow.edu.au
Phone: (02) 4221 4890

The Univative Illawarra model has been adopted by the Faculty of Commerce to have available as a general elective. The first 2 weeks of the semester the students are exposed to briefings about project management and teamwork.

Week 2 of the semester, they are briefed by their employer hosts. Teams are constructed with a mixture of Commerce disciplines. They have 9 weeks to research, analyse and then present their findings. An academic supervisor meets on a regular basis with all student teams. Students present their findings to their host organisation in week 12.

Contact: Martin Smith
Email: martin@uow.edu.au
Phone: (02) 4221 3324

The Employability Challenge (formerly Graduate Attributes Challenge (GAC), is a program designed to enable students to discover the connections between their disciplines, the UOW graduate qualities (formerly attributes) and the DEST Employability Skills Framework through direct communication with employers. The annual program involves students working in discipline based teams. The program gives students the chance to research their own skill and attribute development from their field of study, and helps them to understand how these are interdependent.
Each team identifies and interviews at least three employers who recruit graduates from their particular discipline.

At the conclusion of their desk based and field based research, students prepare a written, report, a 15 minute presentation and a poster. A panel of judges awards prizes in each of these categories, assessing each team on the basis of the university Graduate Qualities.

All students who participate in the challenge said they had gained:
- Valuable information about employer expectations of graduates;
- Knowledge on how to increase their own employability skills;
- Confidence in knowing what skills and knowledge they have to offer employers;
- Confidence in dealing with employers; and,
- Awareness of the importance and relevance of the UOW Graduate Attributes.

Contact: Robyn Gleeson
Email: robyn_gleeson@uow.edu.au
Phone: (02) 4221 3970

65 University of Wollongong Univative Illawarra

Univative Illawarra [UI] works with regional organisations. Students work in multidisciplinary teams to solve a genuine business problem/issue and teams of students are challenged to solve it. The teams work offsite to research the problem and create innovative solutions. Teams prepare a presentation and business report for the organisation.

Prizes are awarded at Presentation & Awards Ceremony for Best Presentation, Best Business Report and Most Creative Idea.

The program builds students employability skills (through exposure to a work culture and environment). Students develop skills in:
- Problem-solving
- Teamwork and organisation
- Decision-making
- Time management skills
- Presentation skills and report writing

The program runs for 3 weeks in the Summer and Winter semester breaks.

Contact: Sue Rejske
Email: srejske@uow.edu.au
Phone: (02) 4221 5655
Since 2003, staff from Student Career Development have worked to embed career development activities into the wider University curriculum in support of the Core Graduate Attributes Policy of the University. Victoria University’s five Core Graduate Attributes provide a framework for curriculum development and reflect the University’s aim of preparing students for professional practice, scholarship and citizenship. The Careers Education team has worked with academic staff to integrate two core career modules into courses. This has occurred in different ways, depending upon the nature of courses and what career development activities already existed in courses.

The career development modules assist students to recognise and reflect upon their skill development across their study, work and leisure activities. They are supported by an eportfolio which allows students to document and reflect upon their skills, knowledge and learning across their time at the University.

Contact: Debra McDonald
Email: debra.mcdonald@vu.edu.au
Phone: 03 9919 4662

Staff from Student Career Development worked with academics from the School of Management to develop an elective subject called Career Planning and Development. This elective is open to all students of the University and covers topics such as career development theory and the way that work has developed and will change into the future, as well as providing students with the mechanisms to effectively deal with entry into the graduate labour market.

Whilst this subject is taught primarily by academics from the School of Management, members of the Careers Education team in Student Career Development teach specific topics which aim to provide students with skills that will assist them in their career planning and development.

Contact: Debra McDonald
Email: debra.mcdonald@vu.edu.au
Phone: 03 9919 4662
This DVD, produced in English and 4 Horn of Africa community languages was produced in response to the increasing numbers of students at our dual sector University who have recently arrived as refugees from countries in the ‘Horn of Africa’ and have limited understanding of the Australian workplace. The DVD provides information to students and their families on the type of jobs available in Australia, and the pathways and training available. The accompanying workbook (in English) allows students to work through a simple career planning process.

Creating this resource has provided a Learning in the Workplace opportunity for students in the Bachelor of Arts (Multimedia). Students from this course have worked on the project team to complete the editing, sound recording, DVD authoring and graphic design for the DVD. This project forms an assessable part of their course and students will be able to include this project in their portfolio of work.

Project Outcomes
Student Career Development staff have developed links, and collaborated closely with:

- VU Office of Community Engagement
- Centacare Catholic Welfare
- The Horn of Africa Communities Network
- Local businesses and industry
- VU Multimedia Department staff

The DVD is distributed throughout the Horn of Africa community network to families as well as through classes, especially in the Vocational Education and Further Education sectors of Victoria University. The DVD provides a resource that enables a more successful transition into VU courses, the Australian workforce and the Australian community in general for recently arrived ‘Horn of Africa’ students.

Contact: Debra McDonald
Email: debra.mcdonald@vu.edu.au
Phone: 03 9919 4662

A 2007 Carrick Award for Outstanding Contribution to Student Learning was made to a Victoria University project involving staff from the Portfolio of Learning for Work and Community Service (formerly Student Career Services) and Schools of Computer Science & Maths, and Communication, Culture and Languages. This long term project has featured a mentoring program for academic credit (Career Bridge), job skills training, development of work integrated learning opportunities, and team work
training. It typifies new approaches to embedding career development learning into the student experience through cross discipline, collegial partnerships which focus on graduate outcomes.

Contact: Hao Shi  
Email: hao.shi@vu.edu.au  
Phone: 03 9919 4060

| 70 | Western Sydney Institute of TAFE | Standards for TAFE Counselling and Careers Units |

Western Sydney Institute have developed a draft set of Standards for Counselling and Careers Service Units, representing current industry best practice which are measurable and achievable. A Self-Assessment Tool has been developed that allows Units to assess their current service provision and identify areas for potential improvement. An online survey has also been developed to assess both the usefulness of the Standards, and the current baseline of the Units. Preliminary results are available from seven Counselling and Career Units.

Contact: Kerrin McCormack  
Email: kerrin.mccormack@tafensw.edu.au
Appendix 2: Stakeholders

A wide range of peak bodies and stakeholders was contacted, informing them of the review, seeking state contacts to be invited to the stakeholder forums, and asking for support in the dissemination of information to the sector. The review team also conducted consultations with a range of representatives from service providers, employers, peak bodies and other stakeholders.

Contacts

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<tr>
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<td>National Association of Graduate Careers Advisory Services (NAGCAS)</td>
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## Consultations

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<tr>
<td>Challenger TAFE South Australia</td>
<td>Karen Kelleher</td>
<td>Assistant Director Communications and Career Development</td>
</tr>
<tr>
<td>South Western Sydney Institute</td>
<td>Kerrin McCormack</td>
<td>Senior Counsellor</td>
</tr>
<tr>
<td>Swinburne University of Technology</td>
<td>Emma O’Connell</td>
<td>Careers Services</td>
</tr>
<tr>
<td>University of Melbourne</td>
<td>Barbara Hammond</td>
<td>General Manager, Careers and Employment</td>
</tr>
<tr>
<td>University of Queensland</td>
<td>Mary McMahon</td>
<td>Professor, Faculty of Social and Behavioural Sciences</td>
</tr>
<tr>
<td>University of South Australia</td>
<td>Anna Lee</td>
<td>Manager, Career Services (on maternity leave)</td>
</tr>
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<td></td>
<td>Frederick Stokes-Thompson</td>
<td>Manager, Career Services</td>
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### Employers

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<tr>
<td>Intercontinental Hotels Group Northern Territory</td>
<td>Kelly Habermann</td>
<td>Manager Human Resources</td>
</tr>
<tr>
<td>Territory Insurance Office Northern Territory</td>
<td>Robyn Lacey</td>
<td>Manager</td>
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## Consultations cont’d

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<tr>
<td>Tiffins Docklands Victoria</td>
<td>Mikhil Kotak</td>
<td>Owner/Manager</td>
</tr>
<tr>
<td>Tomatillo Mexican Grill New South Wales</td>
<td>Bill Komorski</td>
<td>Director</td>
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<tr>
<td>ACPET</td>
<td>Terri Simpkin</td>
<td>Tasmanian Director of ACPET Board</td>
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<tr>
<td>Department of Education and Training (DET), NSW</td>
<td>Gesina Meerman</td>
<td>Manager, TAFE Counselling and Career Services State Support</td>
</tr>
<tr>
<td>Department of Further Education, Employment, Science and Technology (DFEEST) South Australia</td>
<td>Fiona McGuiness</td>
<td>Principal Project Officer, Student Services, Education, Services and Programs</td>
</tr>
<tr>
<td></td>
<td>Richard Symonds</td>
<td>Director, Higher Education Unit, Project Advisory Committee</td>
</tr>
<tr>
<td>Human Services Industry Training Advisory Council Northern Territory (HSTAC)</td>
<td>Barbara Pitman</td>
<td>Executive Officer</td>
</tr>
<tr>
<td>National Centre for Vocational Education Research (NCVER) South Australia</td>
<td>Tom Karmel, Tabatha Griffin, Franceska Beddie, Sian Halliday-Wynes, John Saunders</td>
<td>Managing Director, Project Officer, Manager, Research Officer, Research Consultant</td>
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<th>Other Stakeholders</th>
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<tbody>
<tr>
<td>Career Development Centre Perth</td>
<td>Shaun Guyton</td>
<td>Manager</td>
</tr>
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</table>
Appendix 3: Submissions

Submission 1  Confidential

Submission 2  Peter Torjul, Vice-President National Association of Graduate Careers Advisory Services (NAGCAS)

Submission 3  Drew Thomas, SA Division President, Australian Association of Careers Counsellors (AACC)

Submission 4  Confidential

Submission 5  Christine Holmes, Manager Careers and Employment/OASIS, Southern Cross University

Submission 6  Kirsty Mitchell, Employment Services Specialist, Career Development Centre, Bond University

Submission 7  Confidential

Submission 8  Malcolm McKenzie, Manager, Careers Service, University of Technology Sydney

Submission 9  Val Sandeman, Employer Liaison Manager, Careers and Employment, La Trobe University

Submission 10  Freny Tayebjee, Manager, Careers and Cooperative Education, University of Western Sydney

The public submissions can be found at: http://www.dest.gov.au/sectors/career_development/programmes_funding/programme_categories/key_career_priorities/career_development/tertiary_development.htm
Appendix 4: United Kingdom code of practice for the assurance of academic quality and standards in higher education (Quality Assurance Agency)

Section 8: Career education, information and guidance – January 2001

THE PRECEPTS

General principles
1. The institution should have a clear, documented and accessible policy for career education, information and guidance (CEIG), including statements of the institution’s objectives and of students’ entitlements and responsibilities.
2. CEIG provision should be impartial, client-focused, confidential, collaborative, accessible and in accordance with the institution’s equal opportunities policy.
3. CEIG provision should be subject to the institution’s quality assurance procedures.
4. The institution should seek to identify and cater for the special needs of students who may be disadvantaged in the labour market.

Institutional context
5. The institution should ensure that its CEIG provision is designed to prepare its students for a successful transition to employment or further study and for effective management of their career thereafter.
6. The institution should ensure that CEIG interests are represented in appropriate internal decision-making forums.
7. CEIG should be promoted internally, with mechanisms in place to support and encourage collaboration with academic and other appropriate departments for the benefit of students.

Students
8. Students should be provided with information on the services available to them while registered at the institution and those which will continue to be available to them when they have left.
9. The institution should make clear in its information to prospective and present students how the skills and knowledge acquired during study are intended to be of use to them in the development of their careers.
External relations

10. The institution should promote close collaboration between employers and CEIG providers to maximise the benefits to both students and employers.

11. The institution should ensure that its CEIG provision takes account of developments in the employment market and work opportunities in the community at large.

Staff

12. The institution should ensure that all members of its staff involved with CEIG provision, including academic staff, have the skills, knowledge and training appropriate to the role they are undertaking.

Monitoring, feedback, evaluation and improvement

13. Providers of CEIG services should be required to account formally and regularly for the quality and standards of their services with the objective of promoting continuous improvement.

14. The institution should ensure that data collected by the institution on graduate destinations informs its CEIG provision.
Appendix 5: Koder Review Recommendations

1. Institutional Awareness and Commitment
   It is recommended that higher education institutions should:
   • ensure that their careers advisory services
     o have clearly defined missions and objectives that are consistent with the institution’s mission,
     o contribute in an ongoing way to the institution’s strategic planning and relevant decision making, and
     o have clear accountability procedures; and
   • as a first step, adopt as a code of good practice the provision of the range of core services outlined in this report, covering
     o career counselling for individual students and groups,
     o provision of careers information, and
     o student and graduate employment services.

   It is recommended that:
   • projects related to careers education should be a priority under
     o the National Priority (Reserve) Fund, and
     o the Evaluations and Investigations Program; and
   • careers education be placed on the agenda for institutional profiles discussions.

   It is recommended that:
   • selected surveys of graduate destinations be sponsored by the Government in cooperation with employers, institutions and the GCCA;
   • the Department should involve representatives of careers advisory services in the methodology and collection functions of its labour market analysis; and
   • the Government should work with institutions and employers to improve the quality and dissemination of labour market and occupational data.

2. Improving Careers Education and Resources and Funding
   It is recommended that higher education institutions should:
   • in adopting the code of practice for the guaranteed delivery of core services, move progressively towards a minimum level of resourcing which in staffing terms translates to a ratio of approximately one professional and one support staff per 3500 EFTSU; and
• give consideration to diversification and expansion of the funding base for careers advisory services to incorporate a mixture of recurrent funds, external funds and possibly benefits from the Training Guarantee.

3. Links with Employers
It is recommended that employers work cooperatively with careers advisory services in:

• participation in career education programs;
• provision of accurate and comprehensive career information;
• development of effective graduate recruitment processes;
• effective training, development and utilisation of graduates; and
• provision of course related vacation employment.

4. Careers Education for Prospective Students
It is recommended that careers advisory services:

• strengthen their links with schools services in order to assist students to make informed decisions about subject choices and careers; and
• develop links between higher education careers services, TAFE and the community.

5. Groups with Special Needs
It is recommended that careers advisory services:

• participate in the development of access and equity programs; and
• contribute to the assistance provided to students from disadvantaged groups in
  o making decisions about entering higher education, and
  o supporting such students within the institution.

6. Involvement of Staff from Teaching Areas
It is recommended that:

• close liaison be maintained between the careers advisory service and academic staff for the mutual benefit of students, careers advisers and teaching staff.
Appendix 6: Resources

AGCAS
AGCAS is the UK professional association for higher education (HE) careers practitioners, using the expertise and resources of its membership for the collective benefit of its members, HE careers services, their clients and customers, and the sector overall. http://www.agcas.org.uk/search

Canadian Career Development Foundation
The Canadian Career Development Foundation (CCDF) is a non-profit charitable foundation committed to strengthening career services for Canadians of all ages. CCDF actively supports the career development profession through training, resource development and distribution, applied research and leadership initiatives that enrich and enhance practice. http://www.ccdf.ca/ccdf2/

Career Advice Australia (CAA)
Formerly known as The Australian Network of Industry Careers Advisers (ANICA). The Government has committed additional funding of $143.2 million over four years to help young Australians make a smooth transition from school to further study or from school to work. CAA is to provide a clear brand for the wide range of programmes and services delivered by the Australian Government. Youth Pathways is an additional programme which has been incorporated under the CAA banner. http://www.careeradviceaustralia.gov.au/

Career Development Association of Australia (CDAA)
Formerly the Australian Association of Career Counsellors (AACC). The Career Development Association of Australia (CDAA) is a national organisation of practitioners who work in the career development industry either for themselves or others, providing a range of career services for people entering the workforce, managing their work and life roles, or changing careers. Members work in a range of settings, including small to medium businesses, education, employment, rehabilitation, corporations, human resources, government service and community. http://www.cdaa.org.au/

Career Industry Council of Australia (CICA)
The Career Industry Council of Australia Inc is the national peak body representing national, state and territory career practitioner organisations. CICA (pronounced seeka) promotes and supports the lifelong and life-wide career development of all Australians through its involvement in policy development and best practice implementation. http://www.cica.org.au/

Careers Scotland
Careers Scotland is part of Skills Development Scotland, Scotland's new skills body. Careers Scotland has a clear and simple purpose - to help the people of Scotland secure the jobs of tomorrow. http://www.careers-scotland.org.uk
Graduate Careers Australia (GCA)
Graduate Careers Australia (GCA) is the leading authority on graduate employment issues in Australia with representatives from employers, universities and government. GCA uses this position to foster employment and career opportunities for graduates, in association with the higher education sector, government and business. http://www.graduatecareers.com.au/

Higher Education Careers Service Unit (HECSU)
The Higher Education Careers Service Unit (HECSU) is established to bring news and information about research and development in career-related learning and career guidance in Higher Education. The National Council for Work Experience (NCWE) is part of HECSU. The NCWE aims to encourage and support the development of quality standards across all forms of work experience, disseminate good practice regarding work placements and encourage more employers to provide placement opportunities. http://www.hecsu.ac.uk

International Centre for Career Development and Public Policy (ICCDPP)
The main purpose of this web site is to facilitate international sharing of knowledge and information concerning public policy and career development issues. The base for knowledge and information is two fold: proceedings from international symposia; and reports and news provided to the site by you the viewers and by other international contacts. Supported by the OECD, the World Bank, the European Commission and by the International Association for Educational and Vocational Guidance, the Canadian Career Development Foundation, the European Training Foundation (ETF), the education ministries of Australia, Finland, Ireland, New Zealand, and by USA and UK national organisations and institutions. http://www.iccdpp.org/

International Centre for Guidance Studies (iCeGS)
The International Centre for Guidance Studies is a UK applied research and development unit based within the Faculty of Education, Health and Sciences at the University of Derby. It offers practical solutions to feed into the design of youth policy, adult guidance and workforce development throughout the UK. http://www.derby.ac.uk/cegs/

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)
The areas of responsibility covered by the Council are pre-primary education, primary and secondary education, vocational education and training, higher education, employment and linkages between employment/labour market programs and education and training, adult and community education, youth policy programs and cross-sectoral matters. This work is taking place in close interaction with the Ministerial Council for Vocational and Technical Education (MCVTE), which has specific responsibility for many aspects of vocational education and training. http://www.mceetya.edu.au
National Association Graduate Careers Advisory Services (NAGCAS)
NAGCAS is the leading national association for careers services and people involved in careers and employment work in the Higher Education sector. The general aims of NAGCAS include:

- development of professional skills and high standards of performance in Higher Education Careers Services
- promotion of an understanding of the role of Careers Services and the needs of their clients
- development of links with appropriate professional bodies, including the GCCA and employer and careers practitioner associations, in Australia and overseas
- provision of a professional viewpoint in appropriate forums on policy issues relating to career development and graduate outcomes


National Centre for Vocational Education Research (NCVER)
The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training. It is unique in Australia's education system. It is responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET). http://www.ncver.edu.au

National Institute for Careers Education and Counselling
The UK National Institute for Careers Education and Counselling (NICEC) is a wholly owned subsidiary of CRAC: the Career Development Organisation. NICEC's aim is to develop theory, inform policy and enhance practice through staff development, organisation development, curriculum development, consultancy and research. It conducts applied research and development work, of national and international relevance, related to career education and guidance in educational, work and community settings.

http://www.cegnet.co.uk/site/cegnet/careers-info/contacts/training-research-and-development/nicec?

Universities Australia
Universities Australia is the industry peak body representing the university sector. Universities Australia represents 38 of Australia's universities in the public interest, both nationally and internationally.

http://www.universitiesaustralia.edu.au