



Australian Voice for Career Development in Higher Education

Response to the

***Review of Career Development Services in
Australian Tertiary Institutions***

May 2008; released in October 2008

by

**The National Association of Graduate Careers
Advisory Services**

12th January, 2009

SUMMARY

Career development learning has been recognised as having a positive impact on attrition and completion rates, as well as positive graduate outcomes, and workplace productivity. Student engagement and the student experience can be enhanced via the embedding of career development learning programs within the student experience. NAGCAS therefore supports a greater emphasis being placed on the resourcing and use of career services within higher education to achieve institutional and national priorities.

Appropriately designed and delivered career development programs are critical in assisting Australian Universities to meet the needs of our communities, employers and students. NAGCAS welcomes the 2008 Report: *Career Development Services in Australian Tertiary Institutions* as a means for potentially:

- 1 improving the development of these programmes across the Higher Education sectors; and
- 2 enhancing the delivering of Higher Education career development learning services.

NAGCAS looks forward to working with DEEWR and the VET sector to progress the recommendations of the Review.

An overview of the role of NAGCAS is provided in Appendix A.

Key Recommendations

Of the 18 recommendations identified by the Review of Career Development Services in Australian Tertiary Institutions,

- 1 Recommendations 4, 14, 17 and 18 have direct relevance for the work of career services in Higher Education.
- 2 Recommendations 1, 2 and 3 we endorse at a broad CICA / national level.

Impact of Bradley Review

The Review of Career Development Services was completed in May 2008, but not released until October. The subsequent release of the Bradley Review suggests that an updating of the Career development Services Review is timely, to ensure that it provides sufficient emphasis on participation, retention and success, especially for low SES and rural students.

Consequently, NAGCAS proposes that the Review of Higher Education Career Services be revised to be able to be seen as a support document to the implementation of Bradley Review recommendations related to attainment, access and equity.

NAGCAS Proposal

NAGCAS:

1. Proposes that DEEWR implement supplementary consultation with NAGCAS to:
 - a. Determine the resourcing requirements needed for the achievement of the review recommendations;
 - b. Incorporate the relevant recommendations, challenges and issues addressed in the Bradley Review.

2. Is seeking an in principle endorsement for the funding of:
 - c. Recommendation 4
 - d. Recommendation 14
 - e. Recommendation 17
 - f. Recommendation 18

Once this endorsement is received NAGCAS will develop more fully funded submissions for final agreement with DEEWR. This response has been discussed with CICA, and is supported by CICA.

To this end a meeting with Ms Lisa Paul is sought by the NAGCAS Executive at their earliest convenience. Mr Peter Tatham of CICA has a meeting scheduled with Ms Paul on 19 February 2009 and has kindly offered NAGCAS an inclusive role of approx five minutes, if this is in agreement with Ms Paul. However, NAGCAS seeks a thirty-minute meeting with Ms Paul if possible please.

RESPONSE TO RECOMMENDATIONS

Recommendation 1

NAGCAS supports recommendation 1 and requests that an initial research agenda for the Institute would focus on improving transition to and from university with an emphasis on social inclusion, and improving student completion rates. As a member of CICA, NAGCAS has had a long-term commitment to the implementation of a national Institute and also supports a much wider agenda for this institute in the light of the current economic climate.

NAGCAS specifically supports the development of a national policy and plan, consistent with the focus on educational attainment underpinning the Bradley Review. Educational attainment is strongly linked to Australia's economic wellbeing through workforce participation and sustainable positive transitions across life. Understanding of the labour market and personal career direction reduces the risk to individuals of underemployment and unemployment.

Recommendation 2

In supporting recommendation 2 NAGCAS suggests a start up role for an expanded NCVET, with an initial focus on career development learning within universities to support retention and attainment of students from socially disadvantaged backgrounds.

Recommendation 3

NAGCAS believes that the proposed institute can support professional development, and have a clearing house role, but should not detract from the "community of practice" approach of NAGCAS practitioners.

Recommendation 4

NAGCAS strongly supports recommendation 4 and requests DEEWR to formally sponsor a targeted strategic leadership development programme for directors, managers (and those with potential to manage) of career services.

This will enable career services to contribute to the economic development of Australia through improved graduate employment outcomes, student satisfaction and development, and focus on meeting the needs of national, state and regional workplace development.

A brief proposal for the development of a strategic leadership development programme is provided in Appendix B.

Recommendation 5

Recommendation 5 is consistent with the benchmarking focus of the Bradley Review and is supported by NAGCAS.

Recommendation 6

NAGCAS supports the recommendation that the role of careers services be included in any future updates of the current guidelines for the provision of essential services for students. NAGCAS also recommends Universities Australia consider the use of the existing CICA Guiding Principles for Career Development Services & Information Products and Professional Standards for Australian Career Development Practitioners as a model.

The findings of the ALTC Career Development Learning and Work-Integrated Learning Project may inform the development of any code or guidelines for work based and placement learning.

Recommendation 7

NAGCAS supports this concept however realises that implementation is a matter for individual universities to negotiate with their careers service a sustainable level of service delivery.

Recommendation 8

NAGCAS strongly supports the concept noted in Recommendation 8. NAGCAS believes careers services have a role in supporting student employability which would be facilitated through work-integrated learning, the development of work-ready skills utilising e-portfolios and external engagement, all underpinned by a renewed curriculum focussing on career development learning. NAGCAS members welcome the opportunity to liaise with relevant staff within their institution to maximise employability outcomes.

To effectively contribute to the implementation and outcomes of the university's strategic and operational plans, appropriate resourcing would need to be provided by the institution.

Recommendation 9

Consistent with the focus of the Bradley Review, Recommendation 9 is fully supported by NAGCAS.

Recommendation 10

NAGCAS supports the concept of service level agreements (partnerships) as they provide a formal and consistent way of:

- 1 Managing the quality of services;
- 2 Formalising arrangements; and
- 3 Defining boundaries between services and academic departments.

Recommendation 11

NAGCAS in principle supports Recommendation 11, and promotes a model where institutions appropriately resource services to provide a level of individual consultations that effectively contribute to meeting student needs and the strategic objectives of their institution.

Recommendation 12

NAGCAS supports Recommendation 12. Universities have experienced increased enrolments of international students who place a disproportionate demand on a range of services they provide, including those of career services. For career services managing this demand represents a resource-intensive use of limited resources within careers services.

NAGCAS suggests either an annual levy of 0.0025% be applied to each international student enrolment. The funds generated to be used to provide career development services for international students. These services would include programs to assist international students to effectively compete for employment opportunities in home countries. (Alternatively a service-level agreement could be implemented with the appropriate office within each institution.)

Recommendation 13

NAGCAS supports Recommendation 13 as part of the framework referred to in Recommendation 1. NAGCAS emphasises that in Higher Education the focus needs to be on career development learning as a structured component of the student experience.

In the interests of private and public economic and social benefit, NAGCAS recommends that all institutions be encouraged to identify subject(s) accessible to all students which will provide them with a life long career planning framework.

Recommendation 14

NAGCAS fully supports Recommendation 14 and requests DEEWR to commission NAGCAS to identify, pilot and disseminate examples of best practice in the collaborative

provision of career development services between the HE and VET sectors.

A brief proposal for the funding of a series of pilot projects to promote collaborative approaches for the provision of career development services is provided in Appendix C.

Recommendation 15

NAGCAS in supporting Recommendation 15 observes this could be a role of the proposed national institute.

Recommendation 16

The role of career practitioners in general has been elaborated upon by CICA through its work on the [Professional Standards for Career Practitioners](#) and its [Guiding Principles for Career Services & Information](#). With regards to Recommendation 16, NAGCAS suggests there is no need to replicate this work; rather, there is a need to broaden the understanding of these documents in TAFE institutes.

Recommendation 17

NAGCAS supports Recommendation 17's suggestion that we seek ongoing funding for secretariat support. NAGCAS makes the following observations about this recommendation:

The Review has rightly pointed out that NAGCAS is a voluntary organisation with limited resources in terms of time and money. Despite these limitations NAGCAS as the peak body for careers staff in the Higher Education sector has delivered effective leadership and support for all its members, both new and experienced. Examples include:

- 1 A forum for the exchange of ideas at an annual conference;
- 2 An active online site for members to express their views, seek advice and share information;
- 3 A website which graduate employers can access and where universities can share resources;
- 4 Professional development for members in each state.

The NAGCAS Management Committee also works closely with other career industry bodies including CICA*, CDAA , GCA* and AAGE. (* Board Representation).

A brief proposal in support is provided in Appendix D.

Recommendation 18

NAGCAS in strongly supporting Recommendation 18 is seeking an in principle endorsement from DEEWR for strategic funding to explore alternative models for the delivery of career development services.

A brief proposal for the development of a strategic leadership development programme is provided in Appendix E.

CONCLUSION

NAGCAS looks forward to working with DEEWR and the VET sector to progress the recommendations of the Review, and hopefully to meeting with Ms Lisa Paul to discuss the proposals contained within this response. NAGCAS is responsive and appreciates the government's focus on these important issues, to increase positive employment outcomes nationally.

Career development learning has been recognised as having a positive impact on attrition and completion rates, as well as positive graduate outcomes, and workplace productivity. Student engagement and the student experience can be enhanced via the embedding of career development learning programs within the student experience. NAGCAS therefore supports a greater emphasis being placed on the resourcing and use of career services within higher education to achieve institutional and national priorities.

Appropriately designed and delivered career development programs are critical in assisting Australian Universities to meet the needs of our communities, employers and students. NAGCAS welcomes the 2008 Report: *Career Development Services in Australian Tertiary Institutions* as a means for potentially improving the development of these programmes across the Higher Education sectors, and enhancing the delivering of Higher Education career development learning services.

APPENDIX A: NAGCAS Background

NAGCAS (Aust) Inc represents careers services in universities in Australia. Its antecedent organisation, NAGCA, was established in the 1980's, and became the incorporated association NAGCAS ten years later.

NAGCAS represents the tertiary sector at the Careers Industry Council of Australia, has a seat on the board of Graduate Careers Australia (GCA) and is a founding member of the International Graduate Recruitment and Development Association (INGRADA). NAGCAS is the leading national association for careers services and people involved in careers and employment work in the higher education sector. With active members in all states of Australia and internationally, NAGCAS is an active association with a commitment to improving the level of professional recognition and practice in the higher education careers field.

NAGCAS currently has 36 Australian university careers services as members, representing over 225 career development staff within the higher education sector. Associate members also come from other careers services such as the Auckland University of Technology, Massey University, University of Waikato, Victoria University of Wellington, William Angliss Institute of TAFE, Box Hill Institute of TAFE and the Australian College of Physical Education. NAGCAS is a voluntary organisation of higher education professionals and colleagues who are committed to the promotion of careers services in higher education and the application of career development services towards positive student and graduate outcomes.

The general aims of NAGCAS include:

- 1) Development of professional skills and high standards of performance in higher education careers services.
- 2) Promotion of an understanding of the role of careers services and the needs of their clients.
- 3) Development of links with appropriate professional bodies, including the GCA, employer and careers practitioner associations, in Australia and overseas.
- 4) Provision of a professional viewpoint in appropriate forums on policy issues relating to career development and graduate outcomes.

NAGCAS has a history of involvement in the development of services relevant to current issues in higher education. Currently NAGCAS, through a collaboration of universities – Wollongong, Flinders, Monash, USQ and RMIT, is involved in a national-based project: *Career Development Learning in Higher Education: Maximising the Contribution of Work Integrated Learning to the Student Experience*. Funded by the ALTC, the project is examining how career development learning (including work integrated learning) contributes to positive graduate outcomes. The project involves applied research to produce guidelines, benchmarks, products and services to support careers services to articulate and maximise the career development learning which occurs through the wide variety of work integrated learning activities occurring in Australian universities.

NAGCAS has strong links with the Careers Industry Council of Australia (CICA), with reciprocal rights and representation on the relevant management committees. CICA have indicated they support this NAGCAS response.

APPENDIX B: Overview of NAGCAS Proposal for Recommendation 4

Practical Leadership Skills That Work For Careers Service Professionals

NAGCAS requests DEEWR to formally sponsor a targeted strategic leadership development programme for directors, managers (and those with potential to manage) of career development units.

This will enable career development units to contribute to the economic development of Australia through improved graduate employment outcomes, student satisfaction and development, and focus on meeting the needs of national, state and regional workplace development.

Background

The 2008 Report: *Career Development Services in Australian Tertiary Institutions* commented on the need for the development of the Leadership and Management skills of Careers Service Managers in Higher Education institutions. In particular McInnes recommended that:

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.

Recommendation 4 refers to this:

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.

Proposal

Careers Service Managers (Higher Education institutions) need to develop the essential leadership, management and business skills to assist their institutions at the industry/employer - Higher Education interface.

The proposed training is particularly targeted at developing skills:

- 1 Required for strategic planning and leadership;
- 2 In building partnerships, exploring opportunities and developing funding sources and
- 3 For working with students, administrators, academic and general staff in academic units as well as industry, graduate employers (including but not restricted to organisations running graduate programs), work experience providers, government and the not-for-profit/community sector.

A summary of what could be included in the proposed training is detailed below. The training is not intended to replicate what is already offered by Higher Education institutions' staff development units but builds the particular skills required by Careers Services Managers. It is also proposed that the training be available to Careers Service Managers and Potential Managers in Higher Education institutions (Higher Education providers, TAFE and VET providers). This will provide a richer experience, share expertise across the entire post secondary sector and develop closer linkages between the sectors.

Potential Program Modules

A) Authentic Leadership and Management

Being an effective leader inside an organisation requires an understanding of an individual's own leadership style but also importantly the environment in which they operate.

This module introduces some of the tools needed as a Manager of a Careers Service: to develop the competencies required in a Careers Service, and the policy and institutional influences in the Higher Education community (academic staff, general staff, employers, industry, education and community sectors). We further examine how to deal with constraints imposed from the outside (such as government policy, market expectations, budgets and institutional strategic priorities).

Key Objectives:

- 1 Develop the skills and understand the impact of leadership on participants Higher Education institution.
- 2 Interpreting Higher Education strategic plans and what they mean to individual Careers Services.
- 3 Dealing with key issues such as Equity, Employability, Graduate Qualities and Graduate Skill Development, Recruitment, Work Integrated Learning, Retention and Transition issues.
- 4 Impact of Commonwealth Government policy - for Career Development, Workforce Development and Higher Education, Role of State Government policy and expectations on Higher Education institutions.
- 5 Identify with the Guiding Principles for Career Development Services.
- 6 Working with the Guiding Principles for Information Products.
- 7 The significance of Professional Standards for Australian Career Development.
- 8 Revisit Career's theories in the context of modern society and constraints imposed within a Higher Education context.
- 9 Self-awareness and self-regulation with an understanding of preferred behaviours and flexibility.
- 10 Knowledge of Leadership styles and observing self and others.
- 11 Understand own values & needs in relation to Higher Education values & needs.

B) Leading Inside and Outside of Higher Education Institution Cultures

Learning to deal effectively with the constraints and complexities of organisational cultures, particularly Higher Education, is one of the hardest skills in being a leader in the Careers Service.

Even the best leaders tend to get frustrated with the constraints their organisational culture seemingly imposes on them. In their desire to 'get things done', they overlook the complexity of the system and human relationships and overestimate the power they wield.

To build effective leaders, the first step is to understand how this view can distort the world around us and what impact this has on the way we see others, their motivations and how we evaluate their behaviour. Then we look at the true complexity of an organisation and the people interacting within it.

Key Objectives:

- 1 Understanding Higher Education institutions cultures and specifically individual Higher Education institutions' culture.
- 2 Creating effective structures.
- 3 Building partnerships inside and outside individual Higher Education institution.
- 4 Planning and Developing a strategy for achieving goals: inside Higher Education institution, with industry and government.
- 5 Understanding power.
- 6 Reducing noise and red tape.
- 7 Minimising the blame game.
- 8 Challenging bad systems.
- 9 Dealing with structural failure.
- 10 Change management that works.
- 11 Dealing with unintended consequences.
- 12 Understand how to utilise research materials and Government policy initiatives can support career development activities.
- 13 The art to writing effective submissions for grants and other funding.

C) Creating Effective Careers Teams

To be successful as a leader you need to lead careers project team and achieve outcomes.

Leading a careers team to achieve tasks requires excellent skills in leading others - not just those based in the Careers Service.

Increasingly career development is occurring both inside and outside the curriculum, involving academic staff, academic staff developers, IT staff, industry representatives, HR practitioners and careers professionals.

In particular the focus will be on leading cross institution and industry Higher Education teams in the development of resources to assist students' career development.

Key Objectives:

- 1 What drives the team.
- 2 How we see each other.
- 3 Needs and roles.
- 4 Clarity of vision and priorities.
- 5 Level of buy-in.
- 6 Individual aspirations – what motivates different people.

D) The Next Step

Participants will be expected to identify a particularly strategic careers related issue that impacts upon their institution. Participants will plan an implementation strategy to deal with this during the course.

A series of original and challenging experiences that help you develop the skills that are required in today's leaders. In addition some competencies critical to being a successful leader today will be explored:

Visioning:	Seeing the big picture
Empathy:	Walking in another person's shoes
Influence:	Negotiating needs and wants
Designing:	Aligning vision and systems
Courage & Tenacity:	Resilience in the face of opposition
Inspiring:	Displaying passion and giving beyond yourself
Self-Awareness:	Engaging in self-reflection & regulating emotions

Provider

It is anticipated that this program will be developed with an external provider with expertise in staff development in the Higher Education sector. Careers Services Managers with experience, Senior Higher Education institution Managers and experts from outside the sector would contribute either in person, by the provision of case examples or assisting in the development of appropriate resources. A Working Party would provide support to the external provider in developing the training.

Costing

Funding would be sought for a period of three years. It is expected that participants Higher Education institutions will contribute towards the travel and accommodation costs for participants.

Proposal

NAGCAS is seeking an in principle endorsement for the funding of the strategic leadership development programme for directors and managers of career development units. Once this endorsement is received NAGCAS will develop a more fully funded submission for final agreement with DEEWR.

APPENDIX C: Overview of NAGCAS Proposal for Recommendation 14

Collaborative in Provision of Career Development Services between the HE and VET Sectors

NAGCAS requests DEEWR to commission NAGCAS to identify, pilot and disseminate examples of best practice in the collaborative provision of career development services between the HE and VET sectors.

Background

The 2008 Report: *Career Development Services in Australian Tertiary Institutions* notes that *The Ministerial Council for Vocational and Technical Education (MCVTE) needs to address the significant gaps in the level and quality of career service provision between HE and VET*. In providing an overview of the current situation the report acknowledges that:

The level of interaction between TAFE and the universities remains minimal, and the perceptions each has of the other are still essentially negative.

McInnes views the current policy context as providing an opportunity for career development services to assist in addressing this limited level of interaction and to *'play a part in building a more integrated relationship between higher education and vocational education and training'* (p. 174). Specifically he observes:

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.

The *Review of Australian Higher Education Report* (2008) in discussing issues around improving pathways for students between VET and higher education presents a range of views about these issues and the possible solutions including noting that *'funding incentives were required.'* Just as significantly the Bradley Review reflects that *'targeted, accessible and accurate information and career advice is critical, particularly for those moving from VET to higher education.'*

In supporting the observations of both reports and specifically Recommendation 14, that 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 NAGCAS submits the following proposal for comment.

Proposal

NAGCAS is seeking an in-principle endorsement for the funding of a series of pilot projects to promote collaborative approaches to the provision of career development services across the HE and VET. Once this endorsement is received NAGCAS will develop a more detailed submission inclusive of costings for final agreement with DEEWR.

Objectives

NAGCAS would take responsibility for the delivery of the following:

- 1 Summary document of current examples of best practice.
- 2 Clarification of good practice for HE and VET collaboration (in the provision of career development services).
- 3 Literature review of international examples.
- 4 Identification of current projects that could be extended or trialled in a different environments.
- 5 Implementation of a series of pilot projects.
- 6 Establishment of evaluation procedures and evaluation of pilot projects.
- 7 Identity appropriate web portal/s for best practice examples for HE and VET collaboration.

Project Design

- 1 Form the management team, including the reference group. Manage the processes to incorporate:
 - monitoring and developing collaborative projects (and advancing projects).
- 2 Develop pilot project outline including:
 - expected outcome;
 - timeline;

- funding required;
- role of partners.
 - Linking project outcomes to the Australian Blueprint of Career Development to support collaborative approaches to career development learning;
 - Assisting with defining and managing the boundaries of the collaborative relationships, and managing information exchange and relationships;
 - Providing support for both hard and soft structures, inclusive of legal or quasi-legal arrangements such as memoranda's of understanding;
 - Acquiring common language;
 - Dealing with obstacles and hindrances (develop dispute resolution procedures).

3 Undertake literature review focusing on overseas models:

- As there is evidence that partnerships grow best when developed in local contexts; international 'projects' are possibly of value for their benchmarking value rather than as models to copy.

4 Conduct stakeholder consultations. Stakeholder meetings to identify:

- Policy Agendas and Partnership Imperatives;
- Understanding of:
 - different (and new) contexts;
 - changing rationales for collaboration or competition;
 - institutional settings and strategies;
 - university views on the role of TAFE/VET sector and vice-versa.
- Existing Partnership Arrangements: Industry Examples;
- Forms of Collaboration;
- Areas of Collaboration; including:
 - what could be done to support special needs groups which is applicable both sectors? How can assistance be provided to regional TAFEs?

5 In collaboration, stakeholder consultations to also:

- Map best practice examples already in operation;
 - as an example, a number of VET institutions have established strong industry linkages, and, already in the dual sectors, there are existing methods for adding value to these to support the whole institution;
- Where appropriate, show links to Work Integrated Learning programs and demonstrate where ongoing learning can occur.

6 Identify additional pilot projects:

- Include the exploration of partnerships involving industry;
- Choose a sample of Universities / TAFES / additional VET institutions across the recognised spectrum;
- Projects to be drawn from five all States and Territories. This would allow for variability between States and Territories including the differing policy environments;
- Horizontal and vertical forms of partnering to occur.

Partnerships can be across limited, moderate or broad areas, requiring different levels of interaction and integration. Partnership may be between like or unlike organisations. It may embrace just two or multiple partners. The scope may be simple or many-faceted.

- 7 Monitor effectiveness of collaborative projects; review what partnerships have achieved and produced.
 - This may include but not limited to monitoring and measuring gains in terms of efficiency, market and business interests, educational gains, organisational and professional development.
 - Incorporate regular and automatic data collection and review. Define informative indicators to track student progress. Assist with costing projects to identify the true full costs as well as the benefits of collaboration.
 - The mechanisms to monitor and implement partnership should be multi-level within each partner, including routine and developmental aspects, and technical 'coalface' working groups.

Dissemination of Information and Report

Dissemination of best practice will be through a variety of forums, including the Ministerial Council for Vocational and Technical Education, Conferences, web presence, universities, TAFES / VET institutions and Professional Associations.

APPENDIX D: Overview of NAGCAS Proposal for Recommendation 17

Ongoing Funding for Secretariat Support

Background

NAGCAS disagrees with the comment that there are "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".

Nonetheless, the support of a paid secretariat would make a real difference, and would enable an even more active contribution on the part of the leadership.

Tangible and comparable evidence of the role of career services across institutions in higher education should be obtained at least biennially through a formal benchmarking system monitoring the extent to which career provision meets institutional objectives. Such evidence would have a positive impact on practice by helping to embed planning, reviewing and assessing the work of career services nationally.

NAGCAS has some reservations on the recommendation for an "independent review and needs analysis" and would appreciate more information on this proposal.

Proposal

In view of the importance and value of careers services as affirmed in this review, NAGCAS would like to offer the following revised recommendation:

For an initial period of three years DEEWR provides NAGCAS with:
Remuneration for a 0.5 secretariat support staff, and compensate universities for a third of

the time of one NAGCAS Management Committee Member. This would free the latter, with the assistance of the secretariat support staff, to engage in policy and strategy matters for NAGCAS.

Outcomes

Improved efficiency and increased responsiveness.

APPENDIX E: Overview of NAGCAS Proposal for Recommendation 18

Strategic Initiatives with Priority to Exploring Alternative Models for the Delivery of Career Development Services

Background

NAGCAS supports Recommendation 18 from the Review. That is:

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.

McInnes (2008) summarises the resourcing issues by observing:

There are resource pressures on career development units 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.

The report suggests there is considerable value in funding strategic initiatives aimed at institutional improvement, in particular noting that the government consider developing strategies to reduce the level of duplication of some core service delivery by institutions.

There is opportunity to expand:

- 1 The NAGCAS online resource centre; and
- 2 my.future to create an online resources repository.

This approach is supported by the following comments from the Report:

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.

Proposal

NAGCAS requests funding to:

- 1 Nationally extend the mapping of the delivery of career services in Higher Education and VET across Australia commenced in the report;
- 2 Identify the delivery of career services that are sustainable, transferable and enhance

- the understanding of the use of the Australian Blueprint of Career Development (ABCD) for the development of career resources;
- 3 Explore international practices in the delivery of career services;
 - 4 Extend and develop the NAGCAS online resource centre, with the option of providing material for the my.future website for the creation of an online resources repository;
 - 5 Develop mechanisms to help ensure:
 - o The ongoing development and sharing of resources; and
 - o For the provision of the appropriate supporting professional development.

DEEWR's funding of this submission would indirectly also provide support for Recommendations 15 and 16.

Outcomes

- 1 Development of sustainable resources that can be tailored to each institution (reduction in duplication of resources);
- 2 Resources developed link to ABCD guidelines and are underpinned by career development learning principles;
- 3 Professional Development provided to the career staff of every participating HE or VET institution (in the environmental scan);
- 4 Facilitation of HE/VET links.

Project Design

Complete an environmental scan to:

- 1 Extend mapping of HE/VET providers by state and the career services they deliver;
- 2 Identify:
 - o Other services that provide career resources;
 - o Gaps in career service delivery;
 - o Trends and sustainable examples of best practice.
- 3 Link to ABCD and career development learning;
- 4 Identify professional development needs in the development and delivery of career services;
- 5 Develop template for sharing resources (resource, user guidelines, links to ABCD and CDL, etc).

Undertake Consultations:

Stage 1 Consultations:

Conduct stakeholder consultations to identify current practices in the delivery of career services:

- o Initially via email and website;
- o Extend to incorporate site visits.

Stage 2 Consultations:

Site visits to incorporate:

- o Data collection;
- o Initial Professional Development activity (as determined through initial contact).
In this way ongoing resource development (and sharing) can commence almost immediately.

Stage 3 Consultations:

- o Selected resources developed by HE/VET institution that developed resource initially;
- o Review of international practice in the area of career service delivery. The research to include a study of relevant Australian literature and of literature and trends overseas.

Sharing of resources to disseminate resources and to ensure the ongoing development and sharing of resources:

- 1 Identify the best ways (efficient, effective, cost-effective) of sharing information. For example, there may be additional methods to support website development and delivery;
- 2 Explore methods of delivery for regional centres and institutions;
- 3 Ongoing development of online resources repository(s).

Evaluation

Evaluation of the project to include consideration of the following areas:

- 1 Policy rationale for a national vision;
- 2 Strategic focus, targets and accountability;
- 3 Moving towards national benchmarks;
- 4 Supporting strategic directions;
- 5 Involvement in curriculum development;
- 6 Recent national policy developments;
- 7 Addressing gaps in career service provision;
- 8 Facilitating HE/VET links.

Dissemination of Information and Report

Dissemination will be through a variety of forums, including the Ministerial Council for Vocational and Technical Education, Conferences, web presence, universities, TAFES / VET institutions and Professional Associations.

Proposal

NAGCAS is seeking an in principle endorsement from DEEWR for strategic funding to explore alternative models for the delivery of career development services. Once this endorsement is received NAGCAS will develop a more detailed submission inclusive of costings for final agreement with DEEWR.