

# **A REVIEW OF JOB GUIDE**

**PREPARED BY URBIS FOR THE COMMONWEALTH  
DEPARTMENT OF EDUCATION, EMPLOYMENT AND  
WORKPLACE RELATIONS**

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# Executive Summary

In November 2012, Urbis was commissioned by the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) to undertake a review of the Job Guide (or 'the Guide').

The purpose of the review was to gather and analyse qualitative and quantitative data on the use of the Job Guide to gauge:

- Who is using the resource?
- How are they accessing it and using it?
- Do they find the resource useful; and if so which sections are most useful and why?

The review involved a range of qualitative and quantitative research activities, including 22 in-depth interviews, three online surveys and 12 focus group discussions.

A total of 1,670 people participated in the review. Given the Job Guide is targeted at Year 10 students, the primary focus of the review was young people aged 15 to 18 years. Other stakeholders consulted with included:

- Parents
- Career development practitioners and peak bodies
- Secondary school teachers
- Staff in Trade Training Centres, Australian Apprenticeship Centres, and Youth Connections
- Employment service providers
- Recruitment agencies
- Business and industry
- Partnership Brokers.

This document is the Synthesis Report which draws together the key findings from the qualitative and quantitative research activities undertaken for this review.

## Summary of key findings

### Awareness of the Job Guide

There is high awareness of the Job Guide amongst young people, teachers and career practitioners surveyed. However, awareness amongst parents is relatively low.



## **Use of the Job Guide**

This research suggests the Job Guide is used most frequently by career practitioners. The vast majority of career practitioners surveyed said they use the Guide at least once a month. Young people, parents and teachers use the resource less frequently.

The extent to which young people use the Job Guide varies between individual students and appears to be influenced by several factors, including: the way the resource is introduced and explained to them; the extent to which it is incorporated into school classes and activities; student's level of motivation and interest; and the format/s available for students to use.

Young people appear to use the Job Guide most during Year 10, although some students continue to use the resource into Years 11 and 12. Young people appear to use the Guide both at school and at home. Many young people surveyed have used the Job Guide with others, in particular with classmates and other students, career practitioners and parents.

Young people, career practitioners and teachers use the Job Guide in a range of formats, however respondents most commonly use the Job Guide in hard copy. Very few research participants had used the CD ROM or mobile versions.

Although young people, teachers and career practitioners use a range of online and printed resources for information on jobs and education and training, the Job Guide is considered a unique resource and is one of the key resources used.

## **The value and usefulness of the Job Guide**

Overall, the Job Guide is considered to be a useful resource by all key stakeholders. This review suggests career practitioners are the most likely to feel the Guide is a highly valuable and essential resource, while parents have more mixed views on its usefulness.

Those who had used the hard copy of the Job Guide were generally more likely to agree the Job Guide is useful compared with those who had used the online version.

The Job Guide is primarily valued by participants as a unique resource that introduces students to careers and the world of work. It is valued for its breadth of information on careers and extensive coverage of jobs. It is also highly valued as a credible and trustworthy resource that provides neutral and balanced information.

While the Job Guide is generally considered useful and valued by key stakeholders, this research suggests the Guide may be more useful for some students and purposes than others. Interestingly, many participants consider the Job Guide to be less useful in assisting Year 10 students to select their subjects for Years 11 and 12, suggesting the Guide does not provide detailed or specific information on subject pre-requisites.

## **The content of the Job Guide**

This research suggests the 'Job Descriptions' is by far the most well-known and extensively used section of the Job Guide. The qualitative discussions suggest the job descriptions are the defining feature and primary offering of the Job Guide and the use of other sections such as 'Building Your Career', 'Learning Pathways', 'Useful Addresses' and the index is often to enhance the descriptions or assist users in navigating the descriptions.

After the 'Job Descriptions', most young people, parents, career practitioners and teachers surveyed had used the 'Building Your Career' and 'Learning Pathways' sections of the Guide.

Very few parents indicated they had used the Parents Talking Career choices brochure. While most parents in the focus groups said the brochure is a very helpful resource that contains relevant and interesting information, the overwhelming majority of parents had not seen the brochure before.

Research participants generally indicated the Job Guide mostly contains relevant information. Suggestions for improving the content of the Guide primarily involved including additional information or strengthening existing information, rather than removing information.

## **The format and design of the Job Guide**

Participants generally prefer to use the hard copy of the Job Guide. However, this review suggests the online and hard copy resources are useful for different purposes, have different functions and lend themselves to different user experiences.

Participants generally indicated the Job Guide is easy to use and navigate. There were more mixed views, however, on the design of the hard copy and online versions, and on whether the hard copy of the Guide is a good length.

## **Suggested improvements**

This report outlines a number of potential improvements that may be considered for future publications of the Job Guide. This included suggestions made explicitly by participants in the qualitative and quantitative research, as well as suggestions formed based on a holistic view of the feedback provided.

# 1 Introduction

In November 2012, Urbis was commissioned by the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) to undertake a review of the Job Guide (or the Guide). The review involved the collection and analysis of qualitative and quantitative data.

This document is the Synthesis Report which draws together the key findings from the qualitative and quantitative research activities undertaken for this review.

## 1.1 Overview of the research

The purpose of the review was to 'gather and analyse qualitative and quantitative data on the use of the Job Guide'. As outlined in the brief, the review sought to gauge:

- Who is using the resource?
- How are they accessing it and using it?
- Do they find the resource useful; and if so which sections are most useful and why?

A range of qualitative and quantitative research activities were undertaken to inform the review, including 22 in-depth interviews, three online surveys and 12 focus group discussions.

A total of 1,670 people participated in the review. Given the Job Guide is targeted at Year 10 students, the primary focus of the review was young people aged 15 to 18 years. Other stakeholders consulted with included: parents; career development practitioners and peak bodies; secondary school teachers; staff in Trade Training Centres, Australian Apprenticeship Centres and Youth Connections; employment service providers; recruitment agencies; business and industry; and Partnership Brokers.

The research was conducted nationally and sought input from stakeholders from most States and Territories, and across urban, regional and rural/remote areas.

The research was conducted between November 2012 and February 2013.

## 1.2 The policy context

### 1.2.1 Career development in Australia

Career development describes the complex process of managing life, learning and work over an individual's lifespan. (MCEETYA 2009: 9). In recent years, the conceptualisation of career development has focused on the individual's own role in their career development and the lifelong nature of this role. (McMahon, Patton & Tatham 2003: 4). Career development supports individuals in developing the knowledge and skills required to take advantages of opportunities in a dynamic and highly flexible labour market.

While historically, career development services were generally provided to young people only at the point of leaving school, these days career development in Australia takes a

much broader approach. Career development support is provided in many different ways to people at various stages of their education and working lives. Career development can be provided: in school lessons and classroom activities; as one-on-one advice and assistance; in publications, handbooks and leaflets; as vocational learning experiences and work experience; and in online services and self-assessment tools such as aptitude tests (National Career Development Strategy, Green Paper 2012).

Career development is supported by a wide range of people and stakeholders, including: governments; career development practitioners; teachers and other school staff; tertiary education providers; employers; families and communities (National Career Development Strategy, Green Paper 2012).

### **1.2.2 Career development initiatives and resources**

While responsibility for youth careers and transitions programs rests with the States and Territories, the Australian Government is committed to a number of national career development initiatives and resources (COAG 2009: 8-9). Of particular importance, the Australian Government, under the National Partnership Agreement on Youth Attainment and Transitions, is developing a National Career Development Strategy to facilitate a more strategic approach to providing improved career development for all Australians.

The Job Guide is just one of a range of national publications and resources that provide information on education and training, careers, jobs and the labour market to assist people in making informed career development choices. Other resources include:

- Myfuture - a national website that provides information about career planning and education and training options for Australian jobs
- The Australian Jobs publication - provides information about the labour market for industries and occupations, as well as regional information
- Job Outlook website - a careers and labour market research information site
- Year 12: what next? – a guide to help Year 12 students plan their post-school education and training
- Bullseye posters– provides information on school subjects and the jobs they can lead to.

### **1.2.3 The job guide**

The Job Guide is a career development resource published annually by DEEWR. The Guide is targeted at students in Year 10, and provides information about a range of occupations and the education and training pathways that lead to them. The Job Guide aims to help young people explore career options and make subject choices.

The Job Guide is available to Australian schools in March / April each year in hard copy, online and CD-ROM. Until recently, a hard copy was provided to each Year 10 student. In 2012, DEEWR adopted a new distribution strategy, providing hard copies of class sets to schools based on Year 10 enrolment numbers.

## **1.3 This report**

This Synthesis Report draws together the key findings from all the research activities undertaken as part of the review. Separate reports have been prepared documenting the findings specific to the qualitative and quantitative aspects of the research and are included in Appendices A and B.

The structure of this report is as follows:

- Chapter 1: Introduction
- Chapter 2: Methodology
- Chapter 3: Overview of findings
- Chapter 4: Suggested improvements

## **1.4 Terminology used in this report**

For the purposes of this report:

- The term 'career development' is used to refer to the complex process of managing life, learning and work over the lifespan (Miles Morgan 2003).
- The term 'career practitioner' is used to refer to those employed in schools and other organisations/institutions that provide services that help students and others manage their careers, make occupations and study decisions, plan career transitions and find career information (Career Industry Council of Australia 2013). Career practitioners have various titles in different jurisdictions and organisations, including (but not limited to): career advisors, career counsellors, employment counsellors and guidance officers.
- The term 'participants' is used to refer to the young people, parents, career practitioners, teachers and peak body representatives who participated in the focus groups and in-depth telephone interviews for this review.
- The term 'respondents' is used to refer to the young people, parents, career practitioners and teachers who responded to the online surveys.

## 2 Methodology

The methodology for the review of the Job Guide involved a mixed method qualitative and quantitative approach. The key research activities are outlined in Table 1 below. A total of 1,670 people were consulted and /or surveyed as part of the review.

**Table 1 – Methodology table**

### Qualitative research

| Key activities                | Description  |
|-------------------------------|--|
| Stakeholder interviews (n=22) | <p>In-depth interviews were conducted with a range of stakeholders. Stakeholders were selected to represent most States and Territories, as well as a mix of urban, regional and rural/remote/remote area, and included:</p> <ul style="list-style-type: none"><li>• peak organisations that represent career professionals, employment services and industry</li><li>• career practitioners working in schools</li><li>• career practitioners working in Trade Training Centres, Australian Apprenticeship Centres, Youth Connections and Partnership Brokers</li><li>• career practitioners working in private sector career development organisations.</li></ul> <p>The interviews lasted approximately 45 minutes and were conducted over the telephone.</p> |

| Key activities                                  | Description   |
|---|---|
| Focus groups (n=12 groups with 97 participants) | <p>12 focus groups were conducted, with a total of 97 participants. Groups were comprised as follows:</p> <ul style="list-style-type: none"> <li>• 7 focus groups with young people, aged 16 to 18 years old, who have completed Year 10. Participants included Year 10 students, students in Years 11 and 12, and young people starting university.</li> <li>• 2 groups with teachers who have taught young people aged 16 to 18 years old and students in Year 10 in the last two years. This included both secondary school and VET teachers, with varied career development roles and responsibilities. Participants taught a range of year groups and a variety of subjects (e.g. commerce and business studies, PDHPE, English and visual arts, maths, humanities, drama, history).</li> <li>• 3 groups with parents, with at least one child aged 16 to 18 years, who have completed Year 10. This included parents of young people in Years 10, 11 and 12 and starting university. Many parents had more than one child who fell into this category.</li> </ul> <p>Groups were held across three States and in metropolitan, regional and rural locations. These included:</p> <ul style="list-style-type: none"> <li>• Sydney, New South Wales (metropolitan)</li> <li>• Townsville, Queensland (regional)</li> <li>• Murray Bridge, South Australia (rural).</li> </ul> <p>The discussions lasted for approximately 90 minutes and all participants were paid an incentive for attending and participating in the group discussion.</p> |

## Quantitative research

| Key activities                 | Description  |
|--------------------------------|--|
| Survey of young people (n=308) | <p>An online survey was conducted with young people aged 15 to 18 years. 308 young people completed the online survey. Key characteristics of respondents include:</p> <ul style="list-style-type: none"> <li>• 84% were female and 16% male.</li> <li>• Over two thirds were aged between 17 and 18 years old (70%), 19% were aged 16 years and 12% were aged 15 years old.</li> <li>• Nearly half (49%) had finished Year 12, or were attending University or TAFE, less than one fifth were finishing Year 10 and going into Year 11 (16%), and less than one in ten (8%) had finished Year 9 and going into Year 10.</li> <li>• 58% lived in a capital city and 29% in a regional city or large town.</li> <li>• Most were from either New South Wales (37%) or Victoria (28%), followed by Queensland (17%), Western Australia (9%) or South Australia (7%).</li> <li>• 46% were receiving (or had received) their secondary education at Government schools, 32% at Catholic schools and 21% at Independent schools.</li> <li>• Nearly half attended a school with 500 – 1,000 students (48%), while two-fifths attended a school with over 1,000 students (40%) and one third attended a school with under 500 students (27%).</li> <li>• The majority of students spoke only English at home (76%).</li> </ul> |
| Survey of parents (n=308)      | <p>An online survey was conducted parents with children between the ages of 15 and 18 years. 308 parents completed the survey. Key characteristics of respondents include:</p> <ul style="list-style-type: none"> <li>• 68% were female and 32% were male.</li> <li>• 63% had one child aged between 15 and 18 years, 31% had two children in this age bracket and 7% had three or more children in this age bracket.</li> <li>• Most respondents lived in a capital city (70%), and 21% lived in regional city/large town.</li> <li>• 29% of respondents were from Victoria, 27% were from New South Wales and 19% were from Queensland. Fewer respondents were from South Australia (10%), Western Australia (8%) and the Australian Capital Territory (3%).</li> <li>• Over half their children attended a Government school (57%), one quarter attended a Catholic school (26%) and less than one-fifth attended an Independent school (17%).</li> </ul>   |



| Key activities                                      | Description  |
|---|--|
| Survey of teachers and career practitioners (n=935) | <p>An online survey was completed with teachers and career practitioners in high schools. 935 teachers completed the online survey. Key characteristics of respondents include:</p> <ul style="list-style-type: none"> <li>• 78% were female and 22% were male.</li> <li>• Over half (54%) were aged over 50 years, with 25% aged 40-49 years and 7% aged under 30 years.</li> <li>• 60% had worked as a teacher or career practitioner for over ten years.</li> <li>• 70% worked full time, while approximately one quarter (24%) worked part time.</li> <li>• Over two fifths of respondents were employed primarily as a career practitioner (44%), a third were employed as teachers (33%) and one fifth were employed as both teacher and a career practitioner (23%).</li> <li>• More than half of the teachers and career practitioners worked in a Government school (52%), followed by 17% who worked in an Independent school and 14% who worked in a Catholic school.</li> <li>• Of the 741 respondents who worked at a school, nearly half (44%) worked at a school with 500 – 1,000 students. A third of respondents worked at a school with over 1,000 students (32%).</li> <li>• A third of respondents worked at a school with over 1,000 students (32%). Two thirds of respondents worked in a capital city (60%), with one third of respondents working in a regional city or large town (28%).</li> <li>• Two thirds of respondents were from New South Wales (35%) and Victoria (30%). A very small proportion of respondents were from the Australian Capital Territory (2%), Tasmania (1%) and the Northern Territory (1%).</li> </ul> |

### 3 Overview of findings

**There was high awareness of the Job Guide amongst young people, teachers and career practitioners who responded to the online surveys. However, awareness amongst parents was relatively low.**

The majority of young people, teachers and career practitioners surveyed indicated they have seen the Job Guide before when shown a picture of the front cover of the hard copy. Career practitioners and those with a dual career practitioner/teacher role were most likely to say they have seen the Job Guide before (98% and 97% respectively), followed by young people (78%) and teachers (55%).

Awareness of the Job Guide was relatively low amongst parents with just over one quarter (27%) of those surveyed indicating they had seen the Job Guide before.

Parents from the focus groups said it can be difficult for them to find out about the Job Guide. They indicated that students do not always show the resource to their parents, and said parents are generally reliant on their child's school to inform them of the Job Guide. However, this does not always happen. Some of the career practitioners and peak industry bodies interviewed suggested parents would be less aware of the Job Guide now that fewer hard copies are distributed to schools.

#### 3.1 How the Job Guide is used

##### **How did participants first become aware of the Job Guide?**

**Young people and parents who participated in this research were generally introduced to the Job Guide by school staff.**

The overwhelming majority of young people surveyed (92%) indicated they were first introduced to the Job Guide by a member of school staff. Most young people (64%) said they were first introduced to the Job Guide by a career practitioner, with a further 28% indicating they were introduced to the Job Guide by a teacher. The large majority of young people who participated in the focus groups said they first became aware of the Job Guide in Year 10, although a couple of participants indicated they first saw the Job Guide in Year 9, as their school had spare hardcopies that were given to some Year 9 students.

Young people who participated in the focus groups had mixed reports on whether the Job Guide is a well-known resource at their school. While some said every Year 10 student received their own hardcopy and/or participated in class activities involving the Job Guide, other young people said the resource was not well promoted at their school and interested students had to actively seek it out.

Parents were also most commonly introduced to the Job Guide through their child's school, with 25% of parents indicating they were introduced by a teacher and a further 19% said they were introduced by a career practitioner. Over one quarter of parents (28%) said they were first introduced to the Job Guide by their child/ren. Interestingly, several parents from the focus groups said they remember the Job Guide from when they themselves were school students.

## 3.2 What is the frequency and extent of use?

**This research suggests the Job Guide is used most frequently by career practitioners. The extent to which young people, parents and teachers use the resource is more varied.**

### Young people and parents

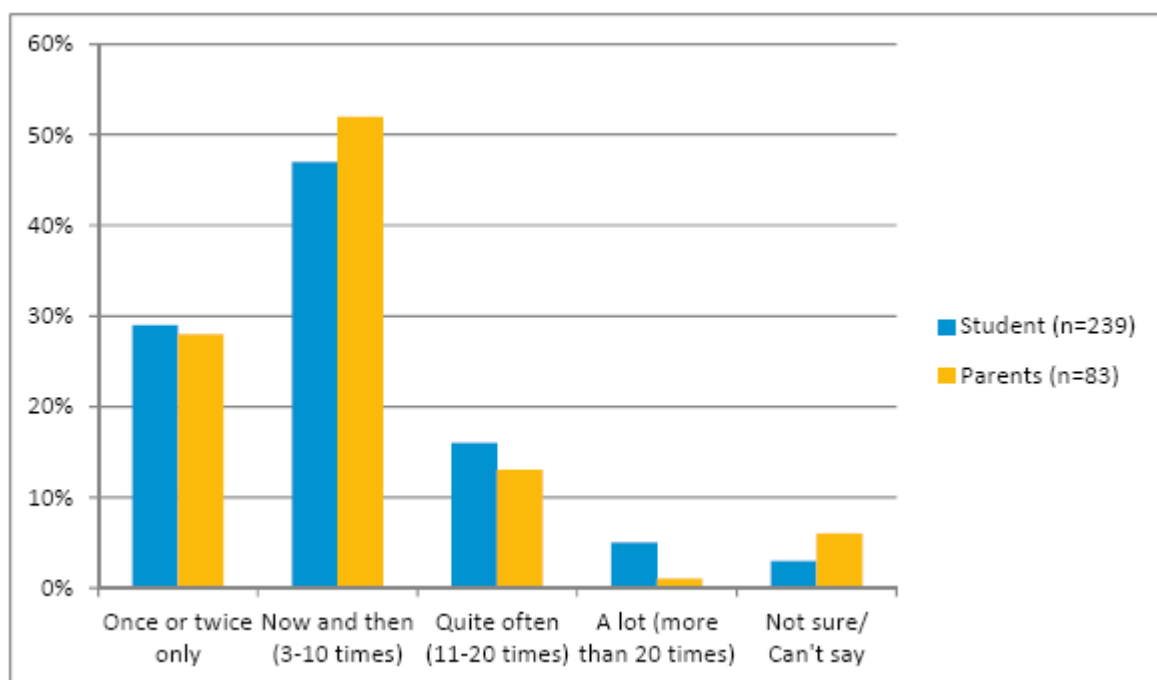
*"At my school we had career lessons once a week, every week - as part of that we had to look at it [the Job Guide]". (Young person)*

*"Mine sat in my locker like the whole year". (Young person)*

Of those who had used the Job Guide, the vast majority of young people and parents had used it more than once or twice. Most commonly, young people (47%) and parents (52%) indicated they have used the Job Guide 'now and then' (e.g. 3-10 times). While most young people and parents have used the Job Guide now and then, a substantial proportion of young people and parents said they have used the Job Guide once or twice only, and only a very small proportion of young people and parents said they have used the Job Guide 'a lot' (e.g. more than 20 times).

Importantly, young people with a personal hard copy were more likely to use the Job Guide often (three or more times) compared to young people with a shared copy.

**Figure 1 – Frequency of use by students and parents**



Base: Students n=239, Parents n=83

The qualitative research also suggest the extent to which young people use the Job Guide varies between individual students and is influenced by several factors, including: the way the resource is introduced and explained to them; the extent to which it is

incorporated into school classes and activities; the student's level of motivation and interest; and the format/s available for students to use.

**How the Job Guide is explained to students.** Many participants, particularly career practitioners, asserted that the Job Guide is more likely to be used by students once a career practitioner or teacher has explained its content and value, and shown them how to use and navigate it.

**The extent to which the Job Guide is incorporated into classes and activities.** Some young people from the focus groups reported using the Job Guide frequently as they had: participated in either a one-off or a series of lessons or school activities involving the Guide; been required to undertake school assignments using the Guide; or had talked about the Guide in one-on-one sessions or meetings with the career practitioner. Other young people indicated they did not use the Job Guide often as they were not told much about how to use it and did not participate in any school activities relating to the resource.

**The student's level of interest and motivation.** Some young people who participated in the focus groups were very interested in information on careers and education and training pathways and requirements, and had used the Job Guide extensively. Other young people indicated they were not focusing on their careers and were not interested in using the Job Guide. Some young people who received their own hard copy reported their copies of the Job Guide sat largely unused on a bookshelf or in their school locker, or went in the rubbish bin.

**The formats available for students to use.** Several participants, particularly career practitioners and peak bodies, suggested that the recent reduction in the number of hard copies provided to schools has resulted in young people using the Job Guide less because it is not as obvious or accessible.

*"I have used it with several of my kids, like bedtime reading. Chatting about the pros and the cons, referring to the job descriptions.... They didn't have a set idea, just wanted to explore." (Parent)*

*"We talked about it in our room because when we brought it up with our daughter she would say it is none of our business, so my husband and I looked at it in our room." (Parent)*

The extent to which parents in the focus groups used the Job Guide also varied. Some parents reported using the resource frequently and extensively, while others have used it very little and were not familiar with its content. Some parents said they have, on several occasions, sat down with their children with the Job Guide in front of them and discussed its content. Some parents had read the Job Guide on their own to increase their own knowledge and understanding of their child's future work and study options. Some parents then went on to have discussions with their children about the content of the Job Guide, while others said they wanted to talk to their children but did not know how to approach the conversation.

## **Career practitioners and teachers**

*"The Job Guide in its current form is one of the most useful and most used resources in my job as a careers advisor." (Career practitioner)*

*"In Year 11 Art it just came up. We were talking about jobs and used the Job Guide as a general discussions. It was just handy to have it and talk to the girls about different jobs in the art field."* (Teacher)

The large majority of career practitioners surveyed (89%) said they use the Job Guide at least once a month, with most career practitioners (65%) indicating they use the Job Guide either daily or weekly. A significantly higher proportion of career practitioners who have their own personal copy or use their student's/client's personal copy said they use the Job Guide daily or once a week, compared to those using a shared copy.

Teachers generally use the Job Guide less frequently compared with career practitioners. Most teachers surveyed (65%) said they use the Job Guide once a month or less, with 17% of teachers indicating they use the Job Guide less than once a year.

Although most of the career practitioners and some of the teachers surveyed use the Job Guide regularly, interviewees reported that career practitioners' use of the Job Guide varies significantly between schools, with some interviewees suggesting the Job Guide is underutilised by staff at some schools.

**Table 2 – Frequency of use by teachers and career practitioners**

| Frequency               | Teachers | Career practitioners | Both | Total |
|-------------------------|----------|----------------------|------|-------|
| Daily                   | 2%       | 31%                  | 19%  | 21%   |
| Once a week             | 9%       | 34%                  | 27%  | 27%   |
| Once a fortnight        | 11%      | 13%                  | 22%  | 15%   |
| Once a month            | 15%      | 11%                  | 17%  | 14%   |
| Once every three months | 11%      | 4%                   | 6%   | 6%    |
| Once every six months   | 14%      | 2%                   | 2%   | 4%    |
| Once a year             | 8%       | 0%                   | 0%   | 2%    |
| Less than once a year   | 17%      | 1%                   | 0%   | 4%    |
| Not sure/Can't say      | 13%      | 5%                   | 6%   | 7%    |

Base: Teachers n= 167, Career practitioners n = 407, Both teachers and career practitioners n=206

Career practitioners and teachers use the Job Guide with high school students in a variety of ways. The overwhelming majority of career practitioners (91%) and respondents with a dual career practitioner/teacher role (91%) said they usually use the Job Guide to provide one-on-one advice to students.

A higher proportion of respondents with a dual career practitioner/teacher role said they usually use the Job Guide for whole-of-class discussions (75%), group discussions (68%), to deliver activities and exercises (59%) and to develop their own activities and exercises (58%) compared with career practitioners and those with a teaching role only.

In telephone interviews, career practitioners reported they also use the Job Guide to assist classroom teachers in delivering career development during their subject classes,

and as a reference tools for themselves to keep abreast of new and changing information on careers and education and training.

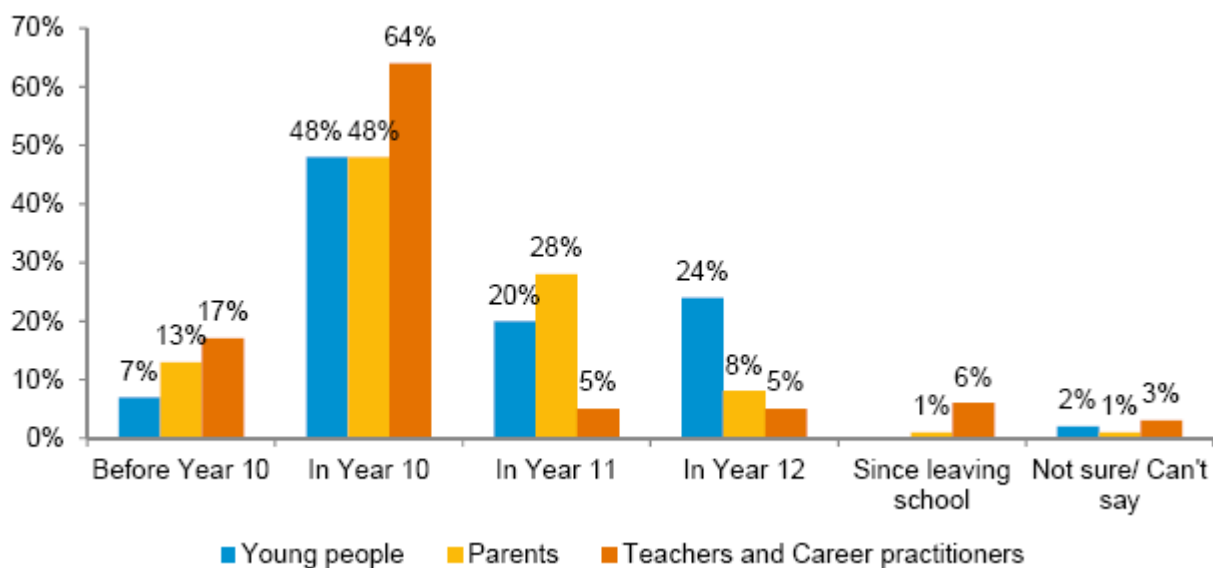
Many teachers who participated in the focus groups reported using the Job Guide to have casual, opportunistic conversations with students in their classes about the different jobs that relate to the subject they teach e.g. jobs for young people to consider if they are good at and enjoy maths.

### 3.3 When is the Job Guide used?

**This research suggests the Job Guide is used most during Year 10, although some students continue to use the resource into Years 11 and 12.**

Both the qualitative and quantitative research suggest young people, parents, career practitioners and teachers use the Job Guide the most during Year 10. As shown in Figure 2 below, nearly half of all young people (48%) and parents (48%) used the Job Guide the most in Year 10, with over three fifths (64%) of teachers and career practitioners using the Guide the most during this year.

**Figure 2 – Stage when Job Guide is used most**



Base: Students n=239, Parents n=83, Teachers and career practitioners n=655

Many young people who responded to the survey (44%) said they used the Job Guide the most in Year 11 or Year 12, with nearly one quarter of young people (24%) indicating they used the Guide the most in Year 12. More than a quarter (28%) of parents also said they used the Job Guide the most with their child was in Year 11.

However, in focus group discussions, young people suggested they used the Job Guide the most in Year 10 for several reasons, including: most young people first become aware of and receive the resource in Year 10, many students are required to use the Job Guide during Year 10 class; and the information contained in the Guide is most relevant to Year 10 students. A few young people indicated they did not use the Job Guide after Year 10 as they did not have a personal hard copy, and felt it was less accessible to them

through the school in Years 11 and 12. Interestingly, these participants made no attempts to access the resource online.

Some young people from the focus groups said they continued to use the Job Guide in Years 11 and 12 as part of class activities or in discussions with the school career practitioner. Some young people also said they continued to undertake their own research using the Guide in Years 11 and 12 to explore a range of career options, to search for information on a specific career or for information on education and training pathways. A few young people from the focus groups reported they have used the Job Guide since leaving school, for example, when choosing their course major at university or when changing degrees/courses of study. Young people who have used the Job Guide since school, had a personal hard copy.

A slightly higher proportion of career practitioners and teachers (17%) said they use the Job Guide the most with students before Year 10, compared with those that said they use the Guide the most with Year 11 or Year 12 students (10%). Some teachers in the focus groups emphasised the importance of undertaking career development with younger students. These teachers said they use the Job Guide with Year 8 and 9 students to introduce them to the world of work, and encourage them to begin thinking about jobs they may be interested in.

### **3.4 Who do young people use the Job Guide with?**

**Most young people have used the Job Guide in school and at home. Many young people have used the Job Guide with others, in particular classmates and other students, career practitioners and parents.**

Most young people have used the Job Guide in school and at home, although a higher proportion (82%) have used the Guide in school than at home (62%). Some young people from the focus groups said they accessed the Job Guide in school because they were required to do so, and were less inclined to use the resource by themselves at home. Other young people from the focus groups said they used the Job Guide extensively at home, reading through the resource and often highlighting sections and making notes (these young people had generally received their own hard copy).

The majority of young people (77%) said they had used the Job Guide both by themselves and with others. Less than one fifth of young people said they used it only by themselves (17%) and an even smaller proportion (7%) used it only with others. The highest proportion of young people (75%) had used the Job Guide with classmates and other students, followed by career practitioners (49%) and parents (45%).

### **3.5 In which formats is the Job Guide used?**

**This research suggests that while a range of formats are used, the hard copy of the Job Guide is used most commonly by young people, parents, career practitioners and teachers. Very few research participants had used the CD ROM or mobile versions.**

*"We had it on CD ROM but because the Job Guide is available online, why bother using the CD ROM?" (Teacher)*

Young people, career practitioners and teachers appear to use the Job Guide in a range of formats. While the highest proportion of young people had used a personal hard copy (69%), substantial proportions of young people had also used a shared hard copy (38%) and the Job Guide website (25%). Over half of all teachers and career practitioners surveyed had used a personal hard copy (78%), the Job Guide website (60%), a student's hard copy (57%) and a shared hard copy (52%).

The formats used by parents are less varied. The majority of parents (71%) indicated they have used their child's hard copy, with only 12% of parents reporting they have used the Job Guide website.

Although many had used a range of formats, respondents most commonly indicated they have used a hard copy of the Job Guide the most. The highest proportions of young people (63%) and teachers and career practitioners (36%) said they have used a personal hard copy the most, while the majority of parents (71%) said they have used their child's hardcopy the most.

While many young people surveyed said they use a personal hard copy of the Job Guide, the qualitative discussions suggest that since the recent change in the distribution strategy of hard copies fewer Year 10 students now have access to a personal copy. Many teachers in the focus groups said they now primarily use the online version of the Guide in planned lessons or class activities, as the website is more accessible and many students prefer using the resource online.

Very few survey respondents or focus groups participants said they had used the CD ROM or mobile version of the Job Guide, with several young people from the focus groups unaware that the Guide can be downloaded to mobile phones. Participants in the qualitative research generally suggested the CD ROM is redundant as the Job Guide is available online, although a few non-school based career practitioners said they use the CD ROM because they are not provided with hard copies and do not always have internet access in the locations they visit.

### **3.6 What are the main reasons for using the Job Guide?**

**Young people, parents, career practitioners and teachers mainly use the Job Guide for information on various jobs and careers, to help with decisions about education and training, and for information on education requirements.**

The highest proportions of young people, teachers, career practitioners and parents indicated they have used the Job Guide:

- for information on various types of jobs and careers
- to help them/ their students or children make decisions about education and training
- for information on education requirements for jobs and careers.

Most young people also said they have mainly used the Job Guide for information on a specific job or career of interest, to help them to make decisions about future jobs or careers, and to help them to make decisions about school subjects.



Interestingly, a greater proportion of young people have mainly used the Job Guide to help them make decisions about education and training (79%) rather than help them make a decision about future jobs or careers (67%). This may suggest that many young people are focused on the more immediate decisions concerning post-school education and training options when using the Guide, and less focused on longer-term career choices.

While most young people, parents, teachers and career practitioners have used the Job Guide to help with decisions about school subjects, a higher proportion of respondents have mainly used the Guide for a range of other purposes.

Very few young people, parents, career practitioners or teachers mainly used the Job Guide for information on opportunities for scholarships or financial assistance, even though the Guide contains specific sections relating to meeting the costs of study, assistance from the Government, and scholarships.

Very few young people or parents mainly use the Job Guide to help them/their child apply for a job and join the workforce, even though the Guide contains a section on Looking for Work. However, a substantial proportion of career practitioners have used the Job Guide to help their students apply for jobs and join the workforce.

### **3.7 What other online and printed resources have participants used?**

**While young people, teachers and career practitioners use a range of online and printed resources for information on jobs and education and training, the Job Guide is a unique resource and one of the key resources used.**

*"It's one of a suite of resources to help young people understand potential career pathways... The Job Guide can't be all and everything. It's one of a number of resources." (Peak organisation, National)*

*"It's separate and complementary, not duplicative. For example, Job Guide tells you about the job, and the UAC guide tells you about the course that gets you to that job." (Career practitioner)*

Young people, teachers and career practitioners from both the qualitative and quantitative research use a range of online and printed resources for information on jobs and education and training. Overall, parents were less likely to have used a range of online and printed resources.

Survey respondents were presented with a list of ten online and printed resources and were asked to select which ones they have used. At least half of all teachers and career practitioners indicated they have used eight of the ten resources listed, and at least one third of all young people said they have used seven of the ten resources. A significantly lower proportion of parents had used any of the online or printed resources. Less than half of all parents surveyed said they had used any of the ten resources listed, and nearly one quarter indicated they had used none of these resources.

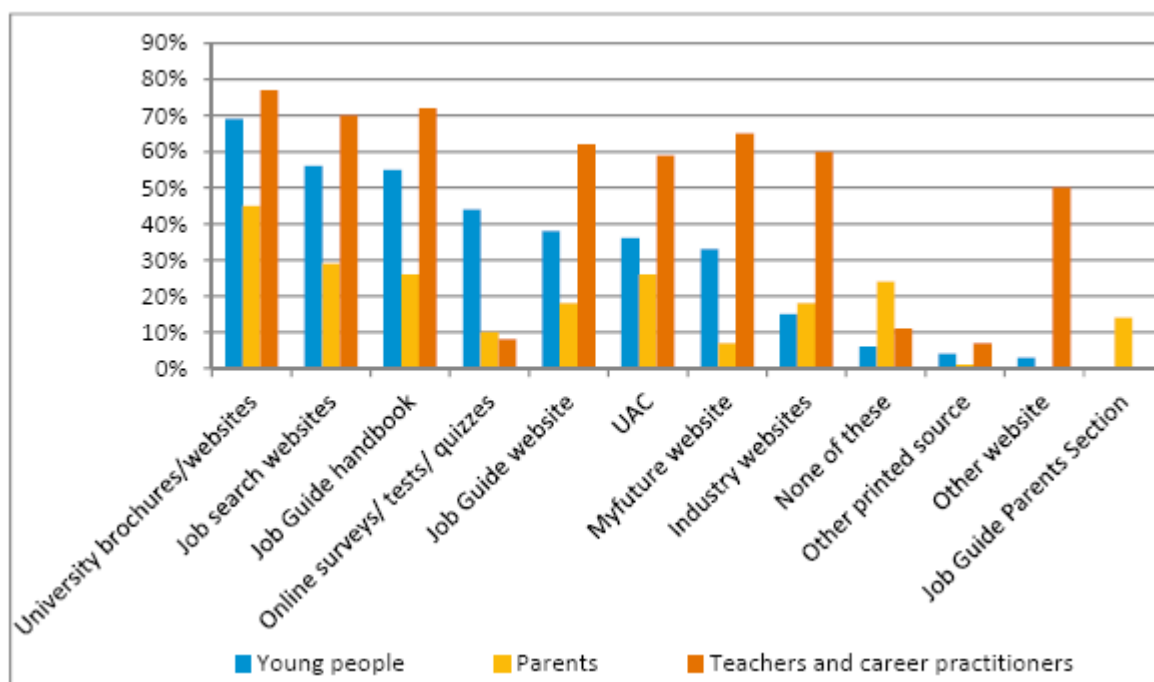
Despite the range of resources available, the Job Guide was used by many survey respondents, particularly in hard copy and most commonly by career practitioners. This finding was reinforced by interviews with career practitioners, where several practitioners

reported the Job Guide is one of the primary resources they use in assisting young people with their career development.

Of all the resources listed, university brochures/websites were used by the highest proportions of young people (69%), teachers and career practitioners (77%) and parents (45%). Job Search websites were used by the second highest proportions of both young people and parents. The hard copy of the Job Guide was used by the third highest proportion of young people (55%), second highest proportion of teachers and career practitioners (72%) and the fourth highest proportion of parents (26%). The Job Guide website was also used by the fifth highest proportion of young people (38%), teachers and career practitioners (62%) and parents (18%).

In addition to using online and printed resources, many young people in the focus groups also said they attended careers days and expos, jobs fairs, and university open days for information on careers and education and training. Young people often reported their access to printed, online and other resources was facilitated by their school career practitioner or a teacher.

**Figure 3 – Resources used by students, parents, teachers and career practitioners**



Base: Students n=308, Parents n=308, Teachers and career practitioners n=935

Young people, career practitioners and teachers generally indicated that the Job Guide is a unique resource, which contains useful and different information that complements these other resources. Participants suggested the Job Guide fulfils a unique niche as an introductory tool or starting point, which often acts as a catalyst for further research. Participants reported that students generally use the Job Guide in conjunction with other resources, particularly with the Universities Admission Centre (UAC) resource and university/TAFE websites and brochures.

### 3.8 Overall impressions of the Job Guide

- 'Information' / 'informative' / 'informing' (noted 24 times)
- 'Help' / 'helpful' (noted 21 times)
- 'Useful' (noted 11 times) and 'career/s' (also noted 11 times)
- 'Future' (noted 7 times)
- 'Resourceful' (noted 5 times).

### Figure 4 – Most commonly identified words



17

*"It provides the starting point to reflect and think about career development. It's the foundation of planting the seed, and providing the springboard for what the next two years will be like before they leave school." (Peak organisation, State-based)*

*"When I first looked at it I had no idea what I wanted to do so finally I had a look through it and saw how many different jobs there were you don't think about." (Young person)*

The qualitative and quantitative research both suggest that while the Job Guide was generally considered useful by all stakeholder groups, career practitioners were the most likely to suggest the Guide is a highly valuable and essential resource, while parents had more mixed views on its usefulness.

Most young people, parents, careers practitioners and teachers surveyed indicated the Job Guide hard copy and website are useful resources in helping students to decide: what job they would like to do; what job they would not like to do; and what they might study at school, college or university. Survey respondents generally indicated the Job Guide is more useful in helping students decide what jobs they would like to do than helping them decide what job they would not like to do, or what they might study.

Overall, respondents who had used the hard copy of the Job Guide were more likely to agree the Guide is useful compared with respondents who had used the online version. However, parents and teachers who had used the hard copy were less likely to agree the Job Guide is useful in helping students decide what jobs they would not like to do compared with parents and teachers who had used the online resource.

Compared with young people and parents, career practitioners and teachers were generally more likely to agree the Job Guide hard copy and website are useful. However, teachers and career practitioners who had used the website were less likely to agree the Job Guide is useful in helping students decide what they might study compared with young people and parents who had used the website.

Most participants in the qualitative research also indicated the Job Guide is a useful career development resource for students. Overall, career practitioners had very positive views, while parents had mixed views on whether the Job Guide is a useful resource for them as parents and for their children. Some parents from the focus groups indicated the Job Guide assisted them in providing career development guidance and advice to their children. Others said they do not need the assistance of the Job Guide, or any other resource, to talk to their children as they already feel adequately equipped to advice their children. Several parents said their children do not talk to them about their future work or study aspirations, with some suggesting their children prefer to speak to a career practitioner or teacher from school.

Participants in the qualitative research identified a range of reasons why the Job Guide is valuable as a career development resource for young people. These reasons are summarised in Table 3 below. The Job Guide was primarily valued by participants as a unique resource that introduces students to careers and the world of work. It is valued for its breadth of information on careers and extensive coverage of jobs. The Job Guide is also highly valued as a credible and trustworthy resource that provides neutral and balanced information.

**Table 3 – Key reasons stakeholders value the Job Guide**

| Cohort               | Key reasons stakeholders value the Job Guide   |
|----------------------|--|
| Career practitioners | <ul style="list-style-type: none"> <li>• It can be applied in a variety of ways and settings (e.g. in class activities, one-on-one or group discussions, individual learning etc).</li> <li>• It is a long-standing resource that is reliable and consistent, and well-known by career practitioners.</li> <li>• It is a one-stop-shop for information on jobs and careers.</li> <li>• It caters to the information and career development needs of a wide-range of students.</li> <li>• It is a good reference tool for career practitioners that helps them keep abreast of jobs-related information.</li> <li>• It contains high quality information.</li> <li>• It is an independent, unbiased and credible source of information.</li> <li>• It provides neutral and balanced information and advice.</li> <li>• It aligns with and contributes towards the broader career development policy agenda, for example, the Australian Blueprint for Career Development.</li> <li>• It is provided to schools free of charge.</li> <li>• There are limited other resources available to career practitioners.</li> </ul> |
| Young people         | <ul style="list-style-type: none"> <li>• It provides broad and wide-ranging information on jobs.</li> <li>• It has an extensive coverage of jobs, including jobs that are well-known and jobs that are more obscure.</li> <li>• It is a good starting point for information on jobs that generates ideas, sparks curiosity and prompts further research.</li> <li>• It supplements and complements information from other resources.</li> <li>• It is able to be used both alone and with others (e.g. in discussions with career practitioners, teachers and parents).</li> <li>• It is able to be used by young people with a range of needs and interests, and at different stages of their schooling.</li> <li>• It is an authoritative, trustworthy and credible source of information.</li> <li>• It provides neutral and non-judgmental information and advice that does not push a particular path or agenda.</li> </ul>   |

| Cohort   | Key reasons stakeholders value the Job Guide  |
|----------|---|
| Parents  | <ul style="list-style-type: none"> <li>• It provides current information on work and post-school study options and pathways that can be useful for parents who have an outdated understanding of the workforce.</li> <li>• It can support parents in providing career development guidance and advice to their children.</li> <li>• It can facilitate a career development discussion between young people and their parents.</li> <li>• It can support parents in discussing their child's career development with school staff (e.g. the school career practitioner).</li> <li>• It can reiterate and reinforce the information and advice parents provide to their children.</li> <li>• It provides an honest and realistic picture of the pathways and requirements of jobs that enables parents to assess whether certain jobs match their child's skills and abilities, and the 'related jobs' help them to identify specific jobs that would suit their children.</li> </ul> |
| Teachers | <ul style="list-style-type: none"> <li>• It contains practical information, examples and exercises that lend themselves well to lessons, classroom activities and student assignments.</li> <li>• It can be used in impromptu, opportunistic conversations with students.</li> <li>• It is a good reference tool for teachers that helps them keep abreast of jobs-related information.</li> <li>• It can support teachers in provide information to their students about jobs related to their subject area.</li> <li>• It is an holistic tool that caters to the information needs of a wide-range of students.</li> <li>• The 'related jobs' can help teachers in identifying jobs that match their student's skills and abilities.</li> <li>• It is a neutral, non-biased and credible source of information.</li> </ul>  |

## Who and what is the Job Guide most useful for?

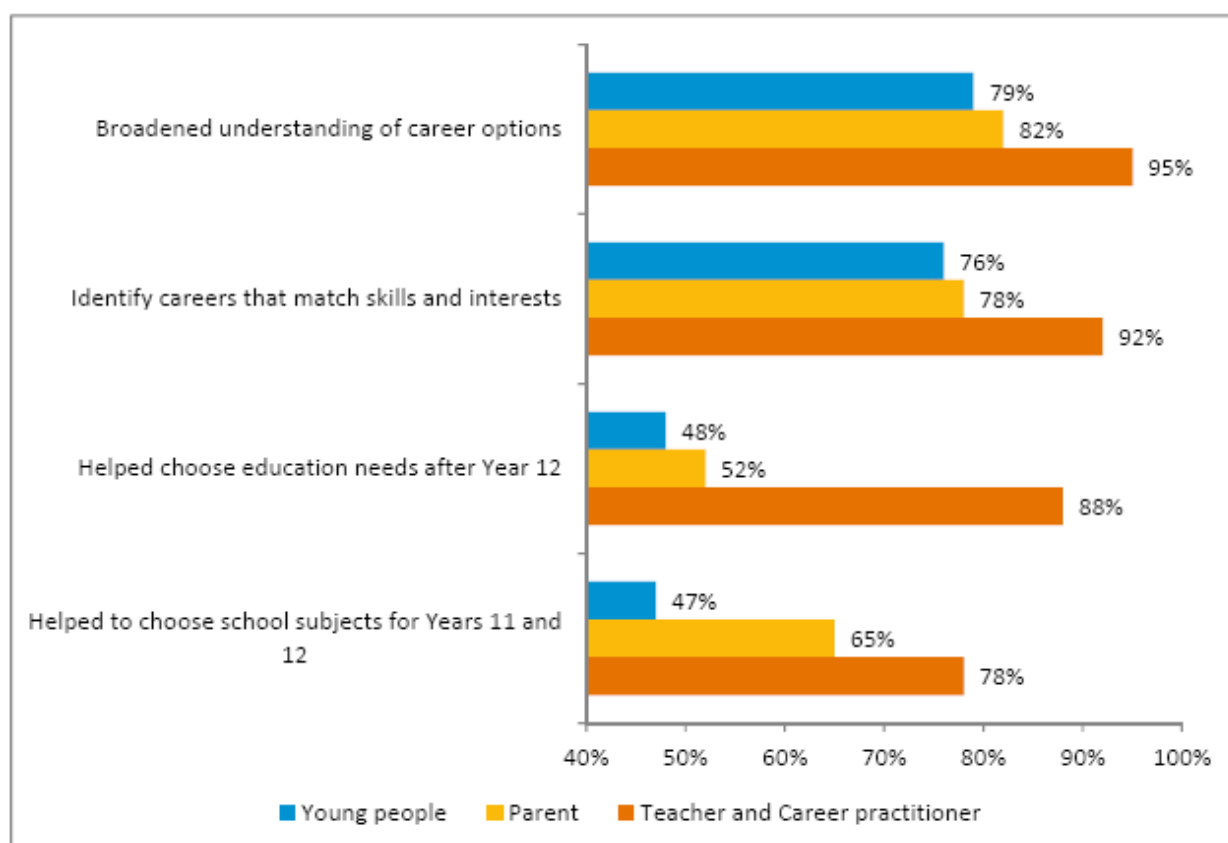
**While the Job Guide is generally considered useful and valued by key stakeholders, the qualitative and quantitative research suggests the Guide may be more useful for some students and purposes than others.**

Survey respondents were asked a series of agree/disagree statements about how the Job Guide has assisted them/their children or students in making decisions about their careers and their education and training. The responses from young people, parents, career practitioners and teachers suggest the Job Guide is most useful in broadening students' understanding of the range of jobs and career options available and in helping students to identify jobs and careers that match their skills and interests. Survey responses indicate the Job Guide is less useful in helping students to choose school subjects for Years 11 and 12 and helping students to choose education and training needs after Year 12.

The majority of young people agree that the Job Guide broadened their understanding of the range of jobs and career options available (79% agree or strongly agree) and that the Job Guide helped them to identify jobs or careers that match their skills and interests (76% agree or strongly agree). However, less than half of young people agree that the Job Guide helped them to choose education and training needs after Year 12 (48% agree or strongly agree) or that the Guide helped them to choose school subjects for Years 11 and 12 (47% agree or strongly agree).

Most parents and career practitioners and teachers agree or strongly agree with all four statements, with a considerably higher proportion of career practitioners and teachers agreeing with each statement compared with parents. Although most of these respondents agree with all four statements, the lowest proportion of parents agree that the Job Guide helped their children to choose education and training needs after Year 12 (52% agree or strongly) and the lowest proportion of career practitioners and teachers agree that the Guide helps students to choose school subjects for Years 11 and 12 (78% agree or strongly agree).

**Figure 5 – Usefulness of Job Guide**



Base: Students n=308, Parents n=308, Teacher and career practitioners n=935

The qualitative research also suggests the Job Guide is more useful for some students and purposes than others, and that the usefulness of the resource is enhanced when used in certain ways. These insights are summarised in the table below.

**Table 4 – Usefulness of the Job Guide**

| <b>Who is the Job Guide useful for?</b> | <b>Most useful</b>  | <b>Least useful</b>  |
|---|---|--|
| Who is the Job Guide useful for?        | <ul style="list-style-type: none"> <li>• Year 10 students who often start to contemplate their future work and study options prompted by the requirement to select their Years 11 and 12 subjects. The Job Guide contains broad and general information that is useful for a Year 10 audience.</li> <li>• Young people who do not have specific ideas about the job or career they would like to do, who are beginning to explore their options and identify jobs that match their abilities and interests.</li> <li>• 'Mainstream' young people who are engaged with school, and who do not have any particular learning needs or difficulties.</li> <li>• Young people who are interested in their careers and post-school work and study options.</li> </ul> | <ul style="list-style-type: none"> <li>• Year 11 and 12 students who often need less general and more specific information about their post-school work and study options.</li> <li>• Students with very specific ideas about what job or career they would like to have, who want more detailed and specific information (e.g. university and training course offerings, entry marks, salary etc).</li> <li>• Students who are completely lost and have no ideas about what jobs they would like to do, or what jobs would suit their skills and interests.</li> <li>• Disadvantaged young people, including students who are disengaging from or at-risk of disengaging from school.</li> <li>• Culturally and linguistically diverse young people who have English as a second language, or young people with lower literacy levels.</li> </ul> |



| Who is the Job Guide useful for?  | Most useful   | Least useful  |
|-----------------------------------|---|---|
| What is the Job Guide useful for? | <ul style="list-style-type: none"> <li>• Broadening young people's horizons and opening their eyes to the wide-range of job/career options available.</li> <li>• Providing young people with a general introduction to careers and the world of work.</li> <li>• Increasing young people's interest in careers.</li> <li>• Helping young people to identify jobs that match their skills and interests.</li> <li>• Increasing young people's knowledge and understanding of jobs they are interested in (e.g. what jobs realistically entail, job specialisation, the education and training pathways).</li> <li>• Enabling young people to explore job opportunities and related jobs within their area of interest.</li> <li>• Helping young people to decide what jobs and careers they would not like to do.</li> <li>• Providing a good starting point and platform for ideas and further research.</li> </ul> | <ul style="list-style-type: none"> <li>• Assisting Year 10 students to select their subjects for Years 11 and 12. The Job Guide does not provide detailed or specific information on subject pre-requisites. The information currently included on subject pre-requisites is also buried and not easily located within the job descriptions.</li> <li>• Providing in-depth information on post-school education and training options, especially in the hard copy of the Job Guide (e.g. an indication of the ATAR/OP requirements, average length of study, explanations of what courses lead to what jobs, and information on universities and training institutes).</li> <li>• Providing in-depth information on jobs and careers (e.g. an indication of salary, labour market trends and forecasts, testimonials from someone who has done the job).</li> </ul> |

| Who is the Job Guide useful for? | Most useful  | Least useful   |
|----------------------------------|--|--|
| When is the Job Guide useful?    | <ul style="list-style-type: none"> <li>When the Job Guide is introduced and explained to students by a career practitioner or teacher.</li> <li>When the Job Guide is supplemented and enhanced with information and learnings from other resources (e.g. specific course information, aptitude tests, jobs expos, work experience).</li> <li>When young people have opportunities to discuss the JobGuide with someone else, such as a career practitioner, teacher, parent, or industry representatives. This enables young people to canvas their ideas, hear the experiences of others, seek answers to their questions and access other resources.</li> </ul> | <ul style="list-style-type: none"> <li>When young people do not receive an explanation of the content and value of the Job Guide, and how to use and navigate it.</li> <li>When the Job Guide is used in isolation.</li> </ul> |

### 3.10 The content of the Job Guide

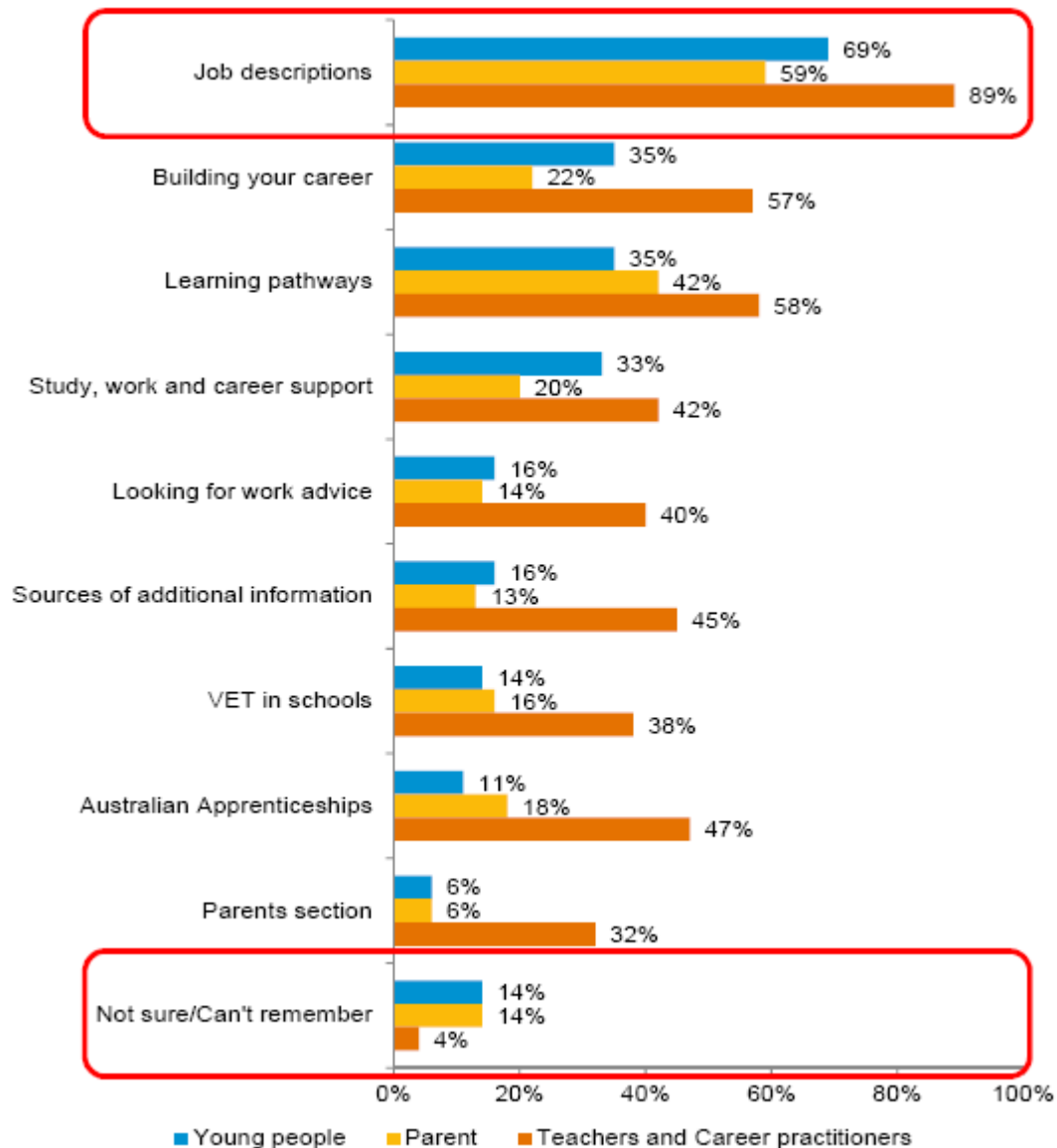
#### Which sections of the Job Guide are most commonly used?

**This research suggests the 'Job Descriptions' is by far the most well-known and extensively used section of the Job Guide.**

The Job Descriptions section of the Job Guide was used by the greatest proportion of survey respondents, with 69% of young people, 59% of parents and 89% of teachers and career practitioners indicating they had used this section. The vast majority of focus group and interview participants had also used the Job Descriptions section. The qualitative discussions suggest the job descriptions are the defining feature and primary offering of the Job Guide and the use of other sections such as 'Building Your Career', 'Learning Pathways', 'Useful Addresses' and the index is often to enhance the descriptions or assist users in navigating the descriptions.

After the Job Descriptions, most young people, parents, career practitioners and teachers had used the Building Your Career and Learning Pathways sections of the Job Guide. Around one third of young people (33%) had also used the Study, Work and Career Support section. While only 16% of total young people had used the Looking for Work section, around one third of students in Year 12 (32%) had used this section. Less than one in five young people and parents indicated they had used any of the other sections.

**Figure 6 – Sections of the Job Guide most commonly used**



Some young people and many parents from the focus groups indicated that apart from the Job Descriptions and the Index, they had not looked at any other sections of the resource, and many appeared to have limited awareness of what information is contained in the other sections.

Compared with young people and parents, higher proportions of teachers and career practitioners had used all sections of the Job Guide, even the parents section (which had been used by very few parents). Several teachers and career practitioners from the qualitative research indicated they have used most or all sections of the Job Guide, although they generally use different sections with different students depending on their individual needs. More teachers and career practitioners working in Government schools had used the Australian apprenticeships (52%) or VET in schools (43%) sections

compared to those in Catholic (50% and 41%) and Independent (42% and 38%) schools.

After the Job Descriptions section, Building Your Career was one of the most commonly used sections by participants in this research. Qualitative discussions indicate this section is useful in assisting students to explore their skills and interests, and identify jobs and careers that would suit them. In this regard, this section also provides students with a structure for navigating the Job Descriptions section by enabling them to identify a list of jobs they would like to read more about.

Young people in the focus groups provided various reasons why they have not used the other sections of the Job Guide or used these sections less frequently. Some young people felt that not all the sections of the Guide were relevant to them, for example, young people interested in attending university did not use the Australian Apprenticeships and VET in Schools sections. Young people indicated some sections of the Job Guide contain similar information to what can be found in other resources, for example, some said they referred to other resources for information about job hunting, applying for jobs and resume writing rather than using the Looking for Work section of the Guide. Some young people also suggested they have not used the other sections because their teacher had not instructed them to do so or had not explained these sections to them.

Very few parents (6%) indicated they had used the Parents Talking Career choices brochure. The overwhelming majority of parents in the focus groups had also not seen the parents brochure before. Parents in the focus groups were asked to read through the brochure and comment on its usefulness. Most parents said the brochure is a very helpful resource that contains information that is relevant and interesting to parents. Several parents said the brochure provides valuable advice on how parents should approach having career development conversations with their children. Parents also suggested they liked how the information was written and presented. Many parents in the focus groups expressed a desire for the brochure to be made more accessible to parents, as currently the brochure is not easy to locate within the Job Guide. One suggestion was the brochure should be directly mailed to parents, rather than located inside the Job Guide.

## **The relevance of the content**

**Research participants generally indicated the Job Guide mostly contains relevant information. Suggestions for improving the content of the Guide primarily involved including additional information or strengthening existing information, rather than removing information.**

The majority of young people (71%), parents (87%) and teachers and career practitioners (95%) agree or strongly agree the Job Guide mostly contains information that is useful and relevant. Similarly, most of the participants in the qualitative research were generally satisfied with the content of the Job Guide, suggesting the Guide fulfills its purpose of providing students with an introduction to the range of career options available and general information on what specific jobs entail.

Although many participants in the focus groups and interviews identified a number of sections of the Job Guide that they used less than others or not at all, most did not feel these sections should be removed. Although some of the sections were not relevant to them, participants believed those sections could be useful to other users. While

participants also reported that some of the information contained in the Job Guide is similar to other resources, they felt this duplication was acceptable as the other sections of the Guide contain information that specifically relates to the job descriptions.

While participants were generally satisfied with the content of the Job Guide, they had a number of suggestions for how the content could be improved. Suggested improvements generally involved including additional information or strengthening existing information, as opposed to removing information. Young people in the focus groups, particularly those who had used the Job Guide more extensively, indicated that while the hard copy of the resource is a thick and text-heavy book, it does not contain any unnecessary or irrelevant information.

Some participants suggested that including additional information and enhancing the Job Guide's existing information would: more usefully assist students in making decisions about their future careers and post-school work and study options; enable students to more easily access the information they need and want in the one place and reduce their need to access other resources; and provide students with a more in-depth, comprehensive and realistic understanding of specific jobs and their education and training pathways and requirements.

While some participants in the qualitative and quantitative research expressed a desire for various information to be added to future publications of the Job Guide, many recognised the breadth of topics already covered by the Guide and the impossibility of including everything about careers in the one resource.

Participants noted that there is a delicate balance between adding useful information and undermining the value of the Job Guide as a simple and manageably-sized resource. Adding detailed and specific information to the Job Guide could undermine its function as an introductory tool for Year 10 students that provides them with a basic understanding of careers and a foundation for exploration and further research. The inclusion of specific information on education and training pathways and requirements (e.g. required ATAR scores and years of study) may also deter students from considering certain careers they may otherwise be interested in and suited to, because they appear too hard or laborious.

Many participants favoured providing additional information or links on the Job Guide website, rather than increasing the size of the hard copy. Some participants also suggested the Job Guide should not seek to duplicate information that is already available and easily accessible from other sources. Instead, the online version of the Guide could provide links to other useful resources, including: the UAC guide, the Board of Studies website, and websites that contain information on salaries and labour market trends (e.g. Job Outlook).

### **3.11 The format and design of the Job Guide**

#### **Hard copy versus online**

**Most participants in the qualitative and quantitative research indicated they prefer to use the hard copy of the Job Guide. Discussions with participants indicate, however, the online and hard copy resources are useful for different purposes, have different functions and lend themselves to different user experiences.**

*"[The hard copy] is more of a resource psychologically -you can mark it and it is your own". (Young person)*

*"The hardcopy is beneficial because they can flick through and stumble upon things. They search for what they want online and that's limiting." (Teacher)*

The majority of survey respondents said they prefer to use the Job Guide in hard copy. The majority of young people (73%) said they prefer a personal hard copy, with 73% of parents indicating they prefer to use their child's copy and 68% of career practitioners and teachers indicating they prefer to use either a personal hard copy or a student's hard copy. A small proportion of young people (12%), parents (11%) and teachers and career practitioners (16%) prefer the online version. Very few participants selected a shared hard copy or the CD-Rom as their preferred choice, and no one selected the mobile version as their preferred choice.

Most of the participants in the qualitative research also indicated they prefer to access the Job Guide in hard copy, particularly a personal copy. Participants often suggested they liked the sense of ownership over the book and the interactive nature of the hard copy, including the ability to highlight passages, make notes in the book, and dog-ear the pages.

The format of the Job Guide was a point of interest amongst career practitioners in the qualitative and quantitative research, with many reflecting on the recent reduction in the number of hard copies provided to schools. Some career practitioners suggested the change in the distribution strategy has reduced the quality of career education for some Year 10 students. Many career practitioners indicated fewer copies has resulted in students using the Job Guide less as it is not always accessible or readily available. Some young people in the focus groups also felt students would be more likely to use the Guide if they receive their own hard copy. If students are required to actively search for the resource (e.g. in the school library or online), many will not bother. Other identified disadvantages of students not receiving their own hard copy are that students are less likely to show the Job Guide to their parents, and students that do not have the internet at home have limited opportunities to use the resource.

*"I would like to be able to provide one copy of the Job Guide for each Year 10 student as has been the case until 2012. Class sets are not particularly helpful in my school. The hard copy is still the most effective method of reaching all students and parents and providing an invaluable career development tool that they are able to use throughout the senior phase of learning." (Survey respondent)*

*"I don't know how valuable it is to give every student a hard copy. I don't think they pay attention to it. What might be better is if the Job Guide became an enhanced online resource that was linked to other important career information." (Peak organisation, National)*

Other participants, including some teachers and peak body representatives, recognised the expense associated with distributing hard copies that are not always used by students, and saw value in redirecting funds to enhance and expand the online version. Many teachers in the focus groups expressed the view that it is unnecessary for hard copies to be made available to every Year 10 students. Several teachers reported there were always plenty of spares left over, as many students did not use their copy or take it home.

Although participants generally prefer to use the hard copy of the Job Guide, many recognised there are advantages and disadvantages to both formats. The online and hard copy resources are useful for different purposes, have different functions and lend themselves to different user experiences.

**Table 5 – Advantages and disadvantages of each format**

| <b>Format</b> | <b>perceived Advantages</b>  | <b>perceived Disadvantages</b>  |
|---------------|--|---|
| Hard copy     | <ul style="list-style-type: none"> <li>• Easy to browse and freely explore, allowing readers to 'stumble upon' jobs and information they were not necessarily looking for.</li> <li>• Easier to use with someone else or in small groups.</li> <li>• Easily accessible, and not reliant on having access to the internet or a computer.</li> <li>• Readers are able to highlight passages, make notes for future reference and dog-ear the pages.</li> <li>• Some people prefer to read printed text, as opposed to text on a screen.</li> <li>• More likely to be accessed by parents, because they are more likely to see it.</li> </ul> | <ul style="list-style-type: none"> <li>• A large and heavy book that students find inconvenient to carry back and forth between school and home.</li> <li>• Limited ability to link to other relevant and useful career development resources.</li> <li>• Perception that information is not as current or up-to-date compared with the online resource.</li> <li>• Visually unappealing, which may act as a deterrent to use.</li> <li>• Expensive to produce and distribute.</li> <li>• Not very environmentally friendly.</li> </ul> |

| Format | perceived Advantages  | perceived Disadvantages  |
|--------|---|--|
| Online | <ul style="list-style-type: none"> <li>• Quicker and easier to search for information on a specific occupation, using the 'search' bar.</li> <li>• The inclusion of features not available in the hard copy (e.g. links to university/TAFE courses and the resume builder).</li> <li>• Allows users to directly link from the Job Guide to other related resources and websites.</li> <li>• Perception that it profiles a greater range of professions compared with the hard copy.</li> <li>• Perception that it contains more current and up-to-date information.</li> <li>• More suitable for young people who are technology minded, inclined to use and may respond better to a computer-based resource.</li> <li>• More interactive and visually appealing compared with the hard copy.</li> <li>• Significant potential for multimedia elements and additional information, that is unable to be included in the hard copy.</li> </ul> | <ul style="list-style-type: none"> <li>• Does not allow students to freely explore the wide-range of available jobs.</li> <li>• Less likely to be sought out by young people on their own.</li> <li>• Easier for young people to be distracted by other websites (e.g. Facebook) when using the Job Guide online.</li> <li>• Highly dependent upon the availability and performance of an internet connection and computers, that not all schools or students have access to.</li> </ul> |

## Design and presentation

**While participants generally indicate the Job Guide is easy to use and navigate, they have more mixed views on the design of the hard copy and online resources and on whether the hard copy of the Guide is a good length.**

*"It looks like a book you are made to read, not want to read". (Young person)*

*"I don't mind the thickness because what makes up the thickness is so helpful." (Young person)*

The majority of young people, parents and teachers and career practitioners agree it is easy to use the Job Guide and find information, the Guide is a good length and they like the design of the Guide. Survey respondents were most likely to agree the it is easy to use the Job Guide and find information and least likely to agree they like the design of the Guide.



Similarly, participants in the qualitative research generally indicated they found it easy to navigate and use the Job Guide. Many participants reported the Job Guide is easy to read and well-structured, and suggested the contents page, index, listing of jobs alphabetically, dot-point form and the sub-headings assist with using and navigating the hardcopy of the resource. Participants who had used the Guide online, indicated it is quick and easy searching for information in the online resource using the 'search' bar. Although most participants said the Guide is easy to navigate and use, it appears many young people and parents have not used several sections of the Guide and have limited awareness of the information they contain. It also appears some information is not easy to find and can be overlooked by users (e.g. information on subject prerequisites).

Interview and focus group participants acknowledged the hard copy of the Job Guide is a lengthy resource, but many considered this acceptable given the necessity of the information it provides. A higher proportion of young people who had used the Job Guide once or twice only were more likely to be neutral or disagree that the Guide is a good length (43%) compared to those who have used it more than three times (10%). The focus group discussions with young people also suggested that some young people find the length of the Job Guide off-putting and overwhelming, while those who used the resource more extensively considered the length to be acceptable because they found the content to be so useful.

Overall, participants said the design of the hard copy resource is not generally appealing or engaging for the target audience, with many commenting that the Job Guide looks like a telephone book. Young people commonly used the following words to describe the resource: 'big', 'ugly', 'bland', 'boring', 'dull' and 'black and white'. Several teachers and parents suggested that school textbooks are generally more appealing and engaging than the Job Guide, as they contain more colour, illustrations, diagrams and exercises. Participants also expressed the view that the design of the hard copy Job Guide is old and out-dated.

Interestingly, many participants, particularly young people, indicated the hard copy Job Guide offers a more interactive user experience compared with the online resource. Some participants expressed a desire for the website to be more dynamic and for increased interactive elements.

Several teachers and parents suggested the language could be more tailored for a younger audience. Participants said that, in some places, the language is 'too wordy' and could be shortened and simplified. Some also suggested the language could be more interactive and engaging, for example, by asking the reader questions. A few teachers felt some of the chapter headings in the contents page do not clearly identify the contents of each chapter, which may result in people underutilising some sections.

Teachers and career practitioners suggested the language used and the text-heavy nature of the Job Guide can be challenging for students with low literacy, English as a second language and learning difficulties. Some participants also indicated that the Guide is less useful for students who are visual learning and could better appeal to students with a range of learning styles and preferences.

## 4. Suggested improvements

Participants in the qualitative and quantitative research identified improvements that may be considered for future publications of the Job Guide. It should be noted that many survey respondents indicated the Job Guide did not require any changes or they had no suggestions on how the resource could be improved.

Suggested improvements to the Job Guide related to:



There was a high level of consistency in the suggestions identified between participants in the qualitative research and the survey respondents. Table 6 below outlines suggestions made explicitly by participants in the qualitative and quantitative research, as well as suggestions formed based on our holistic view of the feedback provided.

**Table 6 – Suggested improvements**

### Additional Content

| Improvement                                 | Detail  |
|---|---|
| Australian Tertiary Admission Rank (ATAR)   | An indicative Australian Tertiary Admission Rank (ATAR) or Overall Position (OP) scores required for different undergraduate university degrees could be included in the job descriptions. Research participants suggested ATAR/OP scores are a key factor young people consider in making decisions about education and training.            |
| Labour market information                   | The Job Guide could contain information on labour market trends and the projected growth for sectors and industries, across different regions of Australia. Research participants suggested this information would help students identify the current and future employment opportunities in their chosen industry, and the location of jobs. |
| Information on salary and expected earnings | The job descriptions could include an indication of each job's minimum and maximum salary range. Research participants indicated salary is a factor young people consider in making decisions about their future jobs and careers.  |

### Enhancements to Existing Content

| Improvement   | Detail   |
|---|--|
| Improve the accuracy and currency of information                                      | There was a perception amongst some participants that the content of the Job Guide, particularly the hard copy, is not current or up-to-date. Participants suggested the content could be revised to ensure that new and emerging careers and new tertiary education courses are included each year.   |
| More information and guidance to assist Year 10 students select their school subjects | Participants suggested the current information on subject prerequisites in the job descriptions be enhanced to be more explicit and comprehensive (e.g. contain a full list of required and recommended HSC subjects for specific course or careers). Some participants also suggested the Job Guide could include exercises/activities that assist young people to identify careers that relate to the subjects they are good at and enjoy.   |
| More in-depth information about education and training pathways and options           | Additional information about education and training pathways could include:<br>specific courses required for each job<br>links between university and training courses and jobs (e.g. a list of jobs people can get with each qualification and the potential benefits of various courses)<br>the years of study required for each jobs<br>information on tertiary education institutions (e.g. the location, size, reputation and specialisations of universities and training organisations)<br>the cost of tertiary education and training courses. |
| Enhanced information on applying for jobs   | Participants suggested the example resume and cover letter in the Looking for Work section should be reviewed to ensure they reflect current best-practice and align with the needs and interests of employers. The online version could contain links to other relevant resume templates or a suite of example resumes tailored to different industries.  |
| More specific information on the personal requirements for each job                   | The personal requirements in the job descriptions could contain further details about what the job would actually entail (e.g. a list of duties, the dress code, the standard working hours per week). Young people expressed a desire to hear the positive and negative views and experiences of someone with experience in the job. The online version of the job descriptions could include video clips featuring people who work in the different profession talking about their jobs.   |

## Layout and Design

| Improvement  | Detail   |
|--|--|
| More interactive elements in the online version                        | <p>Participants suggested the online version has significant potential for multimedia elements, for example, videos of mock job interviews that demonstrate effective interview techniques, short tests and quizzes that enable students to explore their suitability for different jobs, and videoclips and industry representatives sharing their 'real life' experiences.</p> <p>The online version could also contain further links to related resources and websites (e.g. UAC, Board of Studies, Job Outlook etc).</p>   |
| Make the Job Guide more visually appealing, particularly the hard copy | <p>Participants suggested the design of the hard copy is unappealing to young people, which can deter them from using the resource. The Job Guide does not cater well to visual learners or those with lower literacy levels. Participants suggested the inclusion of colour, pictures and diagrams would increase the Guide's visual appeal. Many participants recognised the use of colour would be costly and suggested it could be used sparingly - for example, in some headings, to emphasis exercises/examples/tips, or in a cover page for each section.</p>   |
| Improved useability and navigability, particularly the hard copy       | <p>It appears many young people and parents have not used several sections of the Job Guide and have limited awareness of the information they contain. It also appears some information is not easy to find and can be overlooked by users (e.g. information on subject prerequisites). Improving the navigability of the Guide would help ensure users are directed to the key sections of the resource.</p> <p>This could include: using larger or bolder headings, introducing physical dividers between sections such as tabs or thicker pages and increasing the prominence of the 'Contents Page' and 'Your guide to the Job Guide' by placing them before the advertising. The wording of the Contents Page could also be improved to ensure readers are able to clearly and easily identify the contents of each section.</p> |
| Language   | <p>Participants suggested the language in the Job Guide can be too 'wordy' and sophisticated for a teenage audience. Language could be more simple and succinct, and make further use of dot-points. Some also suggested the language could be more interactive and engaging - for example, by asking the reader questions.</p>  |

## Format and Distribution

| Improvement   | Detail   |
|---|--|
| Increased distribution of the hard copy                               | Many participants, particularly career practitioners, express a desire for schools to receive free hard copy of the Guide for every Year 10 student. Some participants also suggested the hard copy could be made available at Centrelink, tertiary education institutions, and newsagencies.  |
| Expand the online and electronic formats, and increase user awareness | <p>Participants suggested the online version could be further enhanced - e.g. to have increased interactive elements and further links with other resources. The online version of the Job Guide could also be further promoted to young people and parents.</p> <p>Participants also suggested that electronic versions of the hard copy could be made available including: a downloadable PDF version of the hard copy, a smartphone application or an e-book. This would provide the benefits of the hard copy in an electronic format.</p> |
| Discontinue the CD ROM version  | This research suggests the CD ROM is not well used. Participants suggested the CD ROM is redundant as it has been replaced by the online version.  |
| Change the distribution of the parents brochure                       | While parents indicate the 'Parents Talking Careers' brochure is a useful resource, many do not appear to be aware that the brochure exists. Participants suggested the brochure could be mailed directly to parents or schools could notify parents that the brochure is available online.  |

# **Appendix A Qualitative report**

## **A1 Introduction**

Urbis was commissioned by the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) to undertake a review of the Job Guide (or 'the Guide'). The primary purpose of the review was to explore the use and usefulness of the Guide for young people.

The Job Guide is a career development resource published annually by DEEWR. The Guide is targeted at students in Year 10, and provides information about a range of occupations and the education and training pathways that lead to them. The Job Guide aims to help young people to explore career options and make subject choices.

The Job Guide is available to Australian schools in March / April each year in hard copy, online and CD-ROM. Until recently, a hard copy was provided to each student. In 2012, DEEWR adopted a new distribution strategy, providing hard copies as class sets.

### **A1.2 Overview of the research**

The purpose of the review was to gather and analyse qualitative and quantitative data on the use of the Job Guide. As outlined in the brief, the review sought to gauge:

- Who is using the resource?
- How are they accessing it and using it?
- Do they find the resource useful; and if so which sections are most useful and why?

A range of qualitative and quantitative research activities were undertaken to inform the review, including in-depth interviews, online surveys and focus group discussions. Given the Job Guide is targeted at Year 10 students, the primary focus of the review was young people aged 16 to 18 years. Other stakeholders consulted with included: parents; career development practitioners; secondary school teachers; staff in Trade Training Centres, Australian Apprenticeship Centres, and Youth Connections; employment service providers; recruitment agencies; business and industry; and Partnership Brokers.

The research was conducted nationally and sought input from all States and Territories, and urban, regional and rural/remote areas.

The research was conducted between November 2012 and February 2013.

### **A1.2 This report**

This report documents the findings of the qualitative components of the review, which included 21 in-depth interviews and 12 focus group discussions.

A total of 122 people, representing a range of stakeholders (young people, parents, teachers, career practitioners and peak organisations) and locations (across urban, regional and rural/remote localities, and most States and Territories), were consulted in the qualitative research.

A variety of views and experiences were expressed throughout these consultations, and the following sections highlight the key themes and issues that emerged. Direct quotes have been used to illustrate points as appropriate, and key differences between participants from particular cohorts or location have been noted where evident and pertinent.

The structure of this report is as follows:

- Chapter 1: Introduction
- Chapter 2: Methodology
- Chapter 3: In-depth interviews
- Chapter 4: Focus group discussions.

A separate report documents the findings of the quantitative research, and a synthesis report brings together the key findings across the qualitative and quantitative research and presents suggested improvements for future consideration.

### **A1.3 A note about terminology**

We recognise that there is an extensive vocabulary in the career development space. There are a diverse range of terms for similar and related concepts, and use varies by jurisdiction and personal preference. For the purposes of this report:

- The term 'career development' is used to refer to the complex process of managing life, learning and work over the lifespan (Miles Morgan 2003).
- The term 'career practitioner' is used to refer to those assisting young people and job seekers in their career development.

## A2 Methodology

### A2.1 Introduction

The qualitative component of this research included 22 in-depth interviews with key stakeholder organisations and career practitioners, and 12 focus group discussions with young people, parents and teachers. The following section provides a detailed outline of the qualitative research process, including:

- the process for identifying key stakeholders, the purpose of the interviews and the discussion topics
- the composition and distribution of focus groups, and the methods for recruiting focus group participants.

### A2.2 In-depth interviews

A total of 22 interviews were undertaken with 25 individuals during the research process. Stakeholders were selected to represent most states and territories, as well as a mix of urban, regional and rural/remote/remote areas. The composition of interview participants is shown in Table 1 below.

**Table 7 – Composition of interview participants by State/Territory**

| Location                     | Number of interviews |
|------------------------------|----------------------|
| National                     | 6                    |
| Australian Capital Territory | 2                    |
| New South Wales              | 2                    |
| Northern Territory           | 0                    |
| Queensland                   | 3                    |
| South Australia              | 5                    |
| Tasmania                     | 2                    |
| Victoria                     | 1                    |
| Western Australia            | 1                    |
| <b>Total</b>                 | <b>22</b>            |

The interviews lasted approximately 45 minutes and were conducted over the telephone. Where possible, interviews were conducted in the early stages of the research, to allow identification of emerging themes and inform the direction of focus groups and the online survey.

Interview participants included key stakeholders and career practitioners, and separate discussion guides were prepared for each group based on DEEWR's key areas of interest.



The discussion guides for key stakeholders and career practitioners are contained in Appendix A.

### **A2.2.1 Key stakeholders**

Interviews were conducted with eight peak organisations identified by DEEWR. Peak organisations included both national and State/Territory-based groups representing career practitioners, employers, employment services and schools.

Peak organisations were asked to comment on:

- their involvement with the Job Guide
- the strengths and weaknesses of the Job Guide
- the usefulness of the Job Guide for career practitioners, parents and young people
- suggestions to enhance its usefulness from these groups.

### **A2.2.2 Career practitioners**

A total of 13 interviews were conducted with career practitioners. Career practitioners interviewed worked in a variety of organisations and contexts including schools, non-school based organisations, Trade Training Centres and Partnership Brokers and Youth Connections services. Interviews were sought with a number of Australian Apprenticeship Centres, who declined to participate on the basis that the Job Guide is not used by their organisation.

**Table 8 – Organisations worked in by career practitioners**

| <b>Participant category</b>                        | <b>Number of interviews</b> |
|--|-----------------------------|
| School-based career practitioners                  | 5                           |
| Non-school based career practitioners <sup>1</sup> | 3                           |
| Trade Training Centre staff                        | 2                           |
| Partnership Brokers and Youth Connections staff    | 3                           |
| <b>Total</b>                                       | <b>13</b>                   |

DEEWR, the National Career Development Working Group and several peak organisations identified career practitioners to be interviewed.

Career practitioners were asked to comment on their experiences of:

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<sup>1</sup> This includes career practitioners working in career and workforce development centres and employed by state government departments to work across several schools.

- the extent to which the Job Guide is used by young people, career practitioners and parents and for what purpose/s
- the usefulness of the Job Guide in assisting young people to make subject choices and explore career pathways, and its usefulness to career practitioners and parents
- views on the content of the Job Guide including its appropriateness for the audience, and which sections are used most and least and why
- format and layout of the Job Guide and how this impacts its use
- suggested improvements to the Job Guide in terms of its content, format and layout.

### **A2.3 Focus groups**

A total of 12 focus groups were run as part of the qualitative research. An average of eight participants attended each group, with a total of 97 focus group participants. The discussions lasted for approximately 90 minutes and all participants were paid an incentive for attending and participating in the group discussion.

Three discussion guides were prepared for each cohort consulted. Topics covered in the discussion guides included:

- Awareness of the Job Guide, including first recollection of the Guide and top of mind impressions
- Use of the Job Guide, including reasons for using the Guide, timing and frequency of use, format used most often, sections used most and least and other resources used
- Usefulness of the Job Guide, in relation to the career development needs of young people in Year 10, subject selection and exploration of careers
- Areas for improvement, including additional or unnecessary content, design (layout and graphics) and format.

#### **A2.3.1 Make-up and distribution of groups**

Focus groups were conducted in NSW, QLD and SA, in one urban, one regional and one rural/remote location. Focus groups were conducted with:

- **Young people, aged 16 to 18 years old, who have completed Year 10:** Participants included Year 10 students, students in Years 11 and 12, and young people starting university.
- **Parents, with at least one child aged 16 to 18 years, who have completed Year 10:** This included parents of young people in Years 10, 11 and 12 and starting university. Many parents had more than one child who fell into this category.
- **Teachers who have taught Year 10 students in the last five years:** This included both secondary school and VET teachers, with varied career development responsibilities, teaching a range of year groups and a variety of subjects (e.g.

commerce and business studies, PDHPE, English and visual arts, maths, humanities, drama, history).

The composition of groups is outlined in Table 3 below:

**Table 9 – Final composition of focus groups**

| Group | Cohort       | School Sector                   | Location          | # of participants                |
|-------|--------------|---------------------------------|-------------------|----------------------------------|
| 1     | Young people | Government                      | Sydney, NSW       | 9                                |
| 2     | Young people | Mix of Catholic and Independent | Sydney, NSW       | 8                                |
| 3     | Young people | Mix of all school sectors       | Sydney, NSW       | 9                                |
| 4     | Young people | Mix of all school sectors       | Townsville, QLD   | 9                                |
| 5     | Young people | Mix of all school sectors       | Townsville, QLD   | 7                                |
| 6     | Young people | Mix of all school sectors       | Murray Bridge, SA | 9                                |
| 7     | Young people | Mix of all school sectors       | Murray Bridge, SA | 7                                |
| 8     | Teachers     | Mix of all school sectors       | Sydney, NSW       | 7                                |
| 9     | Teachers     | Mix of all school sectors       | Townsville, QLD   | 6                                |
| 10    | Parents      | Mix of all school sectors       | Sydney, NSW       | 8                                |
| 11    | Parents      | Mix of all school sectors       | Townsville, QLD   | 10                               |
| 12    | Parents      | Mix of all school sectors       | Murray Bridge, SA | 8                                |
| —     | —            | —                               | —                 | Total Number Of Participants: 97 |

Secondary characteristics of interest, of which a spread was also sought, include:

- gender
- young people who have their own copy of the Job Guide and those who do not, as well as young people who have accessed the Job Guide in different formats (hard copy, online, CD ROM)
- young people with different career aspirations (trade workers, professional services, and community service workers)
- parents with different occupations (trade workers, professional services, and community service workers, not currently working)
- school teachers and Vocational Education Training/Technical and Further Education (VET/TAFE) teachers.

### **A2.3.2 Recruitment**

The focus groups were recruited via a professional, accredited recruitment agency. A screening questionnaire was prepared for each cohort to ensure that the focus group specifications were met. The screening questionnaires also included the following

requirements to ensure participants would be able to recall the Job Guide and contribute meaningfully to the discussion:

- young people had to have accessed the Job Guide at least three times and have spoken to someone about the Job Guide or about their career as a result
- parents had to have accessed the Job Guide at least once and have spoken about the Job Guide or about their child's career as a result
- teachers had to have accessed the Job Guide at least once and have had a conversation with someone as a result.

## **A3 In-depth interviews with stakeholders**

### **A3.1 Introduction**

A total of 22 in-depth interviews were undertaken with key stakeholders and career practitioners. The purpose of the interviews was to identify themes and issues to pursue in other parts of the research, and to obtain detailed qualitative insight into the strengths and weaknesses of the Job Guide, the range of settings in which it is used and perceptions of how useful and appropriate it is as a resource for year 10 students. This section summarises the key findings of these interviews.

### **A3.2 Use of the Job Guide**

Interview participants were asked about how they use the Job Guide in their role as a career practitioner, including who they use the Job Guide with, in what settings and for what purposes. Interviewees were also asked to comment on how extensively they thought the Job Guide was used by young people and by parents.

#### **A3.2.1 Use by young people**

There was limited consensus amongst interview participants about the extent to which young people use the Job Guide, and it was evident that use varies widely across schools and students.

Interview participants generally indicated that young people are using the Job Guide during facilitated sessions (e.g. in class or in meetings with career practitioners), however there is comparatively little agreement as to whether they use the Guide on their own:

*"It's being used by the students when I'm working with them... They see it as a good tool, so they may then take it home and refer to it. I get the sense they're doing that." (Career practitioner, Catholic school, NSW)*

It was reported that the Job Guide is used most commonly by Year 10 students however some students continue to use the Guide into Years 11 and 12. Some students were reported to use the Job Guide in Years 8 and 9, but only as a result of a career practitioner deliberately introducing it to them.

Career practitioners, working both in and out of schools, asserted that the Job Guide is more likely to be used by young people once they have been shown how to use and navigate it. It was suggested by many interview participants that young people will not fully engage with the Job Guide if it is merely provided to them with no explanation of its content or value.

*"Don't just hand it to them, because there isn't a great likelihood they'll open it and use it. Sit with them and spend some time to increase the likelihood that it will be used." (Career practitioner, government school, ACT)*

On the other hand, one national peak organisation indicated that the Job Guide is particularly valuable in schools where no career development is undertaken with

students, as it is a resource students can use on their own to seek career and study related information and guidance.

Interview participants, across all school sectors, suggested that the recent reduction in the number of hard copies provided to schools has resulted in young people using the Job Guide less because it is not as obvious or accessible:

*"I think its reach now that its online is much less." (Peak organisation, national)*

*"When it used to come in hard copy, a lot of them [copies of the Job Guide] hung around which meant people picked it up. It was a very easy resource to access." (Career practitioner, Trade Training Centre, SA)*

Participants' views on the importance of receiving hard copies are discussed in further detail at Section 3.5.

### **A3.2.2 Use by career practitioners**

Career practitioners' use of the Job Guide varies significantly between schools and organisations. While some interview participants suggested the resource is used extensively by career practitioners, others said the Job Guide is underutilised at some schools:

*"Short of anything else being available, it is still the most widely used and popular resource for Year 10 students." (Peak organisation, National)*

*"It's a terrific resource but, probably in schools, if I'm brutal, it's underutilised. I would have thought it's a fundamental resource in young people doing their [career planning] but I don't think it's used that way." (Career practitioner, Trade Training Centre, SA)*

Career practitioners who are using the Job Guide do so in a multitude of ways, and the manner in which it is used depends on the needs of individual student/s and the style of the interaction. The Guide's ability to be applied in a variety of ways was seen by some interview participants as a key aspect of its value:

*"It can be used in so many different contexts. It can be used in career classes, English classes, counselling sessions. It's so applicable to so many aspects of learning... In libraries, and young people not in education settings." (Peak organisation, State-based)*

The primary ways in which career practitioners, particularly those in schools, are reported to use the Guide include:

- **As part of formal career development classes:** Some school-based career practitioners are using the Job Guide during timetabled career development classes. This occurs to varying degrees, in some instances in up to half of all careers lessons throughout the year. It is common for career practitioners who reported incorporating the Job Guide into classes to use it as a basis for a range of career development activities and research tasks.

*"It kick starts many career education programs in schools and also supports these programs." (Peak organisation, State based)*

- **Informally in meetings with students:** Career practitioners working both in and outside of school reported that they refer to the Job Guide when meeting with students individually or in small groups. In this setting, practitioners use the Job Guide fairly informally, as a tool to aid conversation about career pathways and subject choices. Practitioners also use the Guide with parents if they are present at these meetings.

*"Students come in to me and... the very first thing I do is go to the Job Guide and look up what they have said they want to do." (Career practitioner, Government school, ACT)*

- **To assist classroom teachers:** Some career practitioners without teaching responsibilities use the Job Guide to assist teachers in career development activities in their subject classes.

*"Some teachers have more knowledge about careers than others, some have absolutely no knowledge so the Job Guide is a great resource for them." (Career practitioner, Catholic school, QLD)*

- **As reference tool for themselves:** Most interview participants indicated that they refer to the Job Guide as a source of up to date information about careers.

*"As a career practitioner, I can't be expected to know what and where all the courses are. It's a good double check about what you think you know is right." (Career practitioner, Government school, ACT)*

Career practitioners working in non-school based organisations, Trade Training Centres and Partnership Brokers and Youth Connections roles use the Job Guide in similar ways, though generally to a lesser extent and more informally. Interviewees reported using the Job Guide in one-on-one meetings, as a personal reference tool and, in one case, in group training sessions:

*"As for how we use it [in group training], we run different activities. We have worksheets where students have to select three areas they're interested in and have to research jobs and answer questions on the sheet." (Career practitioner, Partnership Broker and Youth Connections, QLD)*

## Other resources used

Interview participants identified a number of other career development resources that career practitioners use in addition to the Job Guide. The most commonly used additional resources are the MyFuture website, university and technical college websites, the UAC Guide, websites advertising careers, and to a lesser extent government publications such as ReCAP, the Job Outlook website and the Australian Blueprint for Career Development. Other resources mentioned include:

- State or Territory-specific resources such as Career Choices and Skills for All in SA
- paid for resources such as My Career Match and Career Voyage
- resources that career practitioners have themselves developed over time using a range of sources and their own knowledge.

Career practitioners indicated that these resources are generally complementary to the Job Guide, and are effective when used in concert. While some duplication does exist, this was considered acceptable as it “reinforces” the lessons gained from the Job Guide. The Job Guide fulfils a unique niche as an introductory tool, from which further research can stem.

*“It’s one of a suite of resources to help young people understand potential career pathways... The Job Guide can’t be all and everything. It’s one of a number of resources.” (Peak organisation, National)*

*“It’s separate and complementary, not duplicative. For example, Job Guide tells you about the job, and the UAC guide tells you about the course that gets you to that job.” (Career practitioner, Catholic school, ACT)*

*“The Job Guide is more like a summary and My Future goes into more detail about earning potential etc. I would say they complement each other, though some people may say they duplicate.” (Career practitioner, Non-school based organisation, SA)*

Despite the range of resources that are available and the synergies that exist between them, some career practitioners noted that the Job Guide is the primary resource they use in assisting young people with their career development. Career practitioners suggested the Job Guide is a free-of-cost, reliable and consistent resource that includes a broad-range of information.

*“I primarily use the Job Guide because everything is there.” (Career practitioner, Non-school based organisation, TAS)*

### **A3.2.3 Use by parents**

Interview participants were unsure of the extent to which parents use the Job Guide or the extent to which parents are even aware of the resource. Parents’ awareness of the Job Guide is considered to be largely dependent on their children introducing them to the resource, although a few school-based career practitioners reported showing parents the online version. Some practitioners indicated that parents would be less aware of the Job Guide now that fewer hard copies are distributed. Career practitioners surmised that parents are interested in and would use the Job Guide if they had access to it or were aware of it, although practitioners generally suggested that parents are less interested in the Job Guide than students.

*“I don’t think the parents would use it as much as the kids. The copies go home but it’s primarily the student that’s interested in it. The parents might open it, but won’t use it extensively.” (Career practitioner, Government school, ACT)*

*“The Job Guide was a resource that could be distributed to students who could take it home and engage their parents in the discussion process. This is the sad thing, whilst the government believes students can sit down in front of a computer with their parents, the truth is it just doesn’t happen.” (Peak organisation, National)*

## **A3.3 Usefulness of the Job Guide**

Interview participants were asked to comment on the usefulness of the Job Guide in assisting young people to select subjects and explore career pathways. Views were also



sought on the usefulness of the Job Guide in assisting career practitioners and parents to assist young people through this process.

Overall, interview participants indicated that the Job Guide is a highly useful and essential resource, that has been refined and has evolved over the years.

*"The Job Guide is an excellent production. this is one publication the government has got right. the hard copy publication has evolved into a very useful book" (peak organisation, state-based)*

### **A3.3.1 Perceived usefulness for young people**

All interview participants considered the Job Guide a highly useful and valuable resource for young people in Year 10. The Guide was consistently described as a good 'starting point' that provides a wide and comprehensive range of information to introduce young people to the world of work. The JobGuide is perceived to build young people's interest in careers and provides a sound platform for further research.

*"It provides the starting point to reflect and think about career development. It's the foundation of planting the seed, and providing the springboard for what the next two years will be like before they leave school." (Peak organisation, State-based)*

*"Having something like the Job Guide sparks a curiosity." (Career practitioner, Catholic school, QLD)*

*"The Job Guide will answer just about every question about a particular career path. It's a one stop shop." (Career practitioner, Non-school based organisation, TAS)*

*"It's the foundation, it gives them options for the next step. It's a platform for further research." (Career practitioner, Trade Training Centre, QLD)*

Interviewees were asked to comment on the usefulness of the Job Guide in helping young people select subjects and explore career pathways in particular. Interviewees commented that the Job Guide is useful in helping young people explore careers as it provides young people with the opportunity to freely explore a range of career options, introduces them to new options that perhaps they may have been unaware of, and helps them to understand the range of factors they need to consider in selecting and preparing for a particular pathway.

There were mixed views, however, regarding the usefulness of the Job Guide in assisting young people in selecting subjects. Some interviewees thought the Job Guide helps by encouraging young people to think about the career they are aiming for when selecting subjects, while other interviewees thought the Guide doesn't go far enough in identifying which prerequisite subjects students need to take.

*"It's not addressing that need... I don't think it helps with their subjects. It helps them work out what the jobs are, then they have to go to other publications to find that." (Career practitioner, Catholic school, ACT)*

*"It helps them focus on what subjects they can do and where that can lead after that. it's meeting their needs in this regard. it helps them understand the*

*connection between subject selection and post school options.” (Career practitioner, Catholic school, NSW)*

As noted earlier, a consistent finding throughout the interviews is that the usefulness of the Job Guide to young people is affected by the extent to which it is facilitated. Interviewees indicated that young people do not gain as much value from using the Job Guide alone, suggesting that the Job Guide is text heavy and complex and that some young people will not naturally be inclined to engage with it:

*“You have to guide them through it. there are a lot of works and it would be quite easy for a student to look at it and think there’s too much information.” (Career practitioner, Non-school based organisation, TAS)*

*“The Job Guide doesn’t provide all the guidance they need on its own – you need to facilitate it. They can work it out on their own, but they get maximum gain when they’re shown its worth... and really get a handle on all the info that is in it.” (Career practitioner, Government school, ACT)*

Some noted however, that even if the Job Guide was not facilitated, young people flipping through it could still gain something from it.

Interviewees generally thought that the Job Guide is useful for all students in Year 10. The Guide provides relevant and helpful information for both students that know what career they are interested in, and those that are yet to settle on an option. Several suggested that the Guide is also useful for younger students (Years 8 and 9) and older students (in Years 11 and 12, and post-school).

*“The Job Guide caters to everyone, it’s appropriately broad.” (Career practitioner, Non-school based organisation, SA)*

Some interviewees suggested that the Job Guide is primarily useful for mainstream young people, noting that those who are disengaging with school are less likely to use the Job Guide as they have greater priorities than career development (e.g. attending school, securing accommodation etc.)

*“There are lots of kids that are disadvantaged or at the margins of schools. Having a career conversation via the Job Guide or even imagining that they could have a job is not even on their radar or their parent’s radar. Some of these kids may come from inter-generational unemployment. These people wouldn’t know what to do with the Job Guide or use it usefully... Using the Job Guide is for more middle class kids.” (Peak organisation, National)*

### **A3.3.2 Usefulness for career practitioners**

The Job Guide is a highly useful resource for career practitioners. In addition to being a resource that they can use with young people, the primary value of the Job Guide is as a reference tool in providing advice. The Guide is considered a high quality and reliable resource, which contains accurate and up-to-date information.

*“It’s my own little bible of careers.” (Career practitioner, Non-school sector, TAS)*

*“Jobs are evolving, The students will say, oh look at this, and I’ll admit I didn’t know it existed.” (Career practitioner, Catholic school, QLD)*

*"I find it very useful. I've been in this role for 12 years and I know my stuff but it's still useful to grab and look up something I'm not 100% sure on." (Career practitioner, Catholic school, NSW)*

The independence of the Job Guide is something that is valued by career practitioners in different parts of the profession as an unbiased, credible tool. As there is no profit motivating the resource, it is perceived to be honest and authentic, and is useful as a neutral, third party in discussing careers with young people.

### **A3.3.3 Perceived usefulness for parents**

Interview participants suggested the Job Guide can be a very valuable resource for parents, if they are aware of it and have access to it. The Job Guide was thought to assist parents in a number of ways:

- exposing them to the range of careers that exist, with a number of interviewees indicating that parents can sometimes have out-dated knowledge about careers

*"A lot of parents have an old school understanding – you can use the Job Guide to show parents what different careers entail" (career practitioner, catholic school, SA)*

- it helps parents 'start a conversation' with their children.

*"Some parents are crying out for information – they don't know how to help their kids make a decision. When the Job Guide goes home, I think many of them would see it as helpful initiative a discussion with the child." (Peak organisation, National)*

The pull out brochure – 'Parents Talking Careers' – is generally considered a useful aspect of the Job Guide, though some interviewees questioned its accessibility for parents with literacy and numeracy challenges. Interviewees also questioned whether parents received the brochure, particularly now that students are not provided individual copies of the Guide. Some interview participants suggested the brochure should be distributed directly to parents, instead of being included as part of the Job Guide.

*"It's not bad... it's a good workable document but the layout's not very good and it's difficult to read. We have the assumption that all parents can read to a certain level, but they don't." (Career practitioner, Catholic school, ACT)*

*"I don't think the parents supplement should go into the Job Guide. It should be provided to schools and then schools can distribute to parents. The supplement itself is okay, but if you put it in the Job Guide you are reliant on the students giving it to parents or the parents knowing it's there." (Peak organisation, National)*

### **A3.4 Content of the Job Guide**

Interviewees were asked to comment on the content of the Job Guide, including which sections they used most and least in working with young people, and whether the information provided sufficiently meets the particular career development needs of young people in Year 10.

Interviewees were generally satisfied with the content of the Job Guide, indicating that it provides the right information and the right amount of detail for young people in Year 10. While some interviewees suggested there is information missing (discussed at Section

1.4.4), there is recognition of the breadth of topics that the Job Guide covers and the impossibility of including everything about careers in one resource. The Job Guide was generally thought to fulfill its purpose of providing young people with an introduction to careers.

*"It gives them a resource that is targeted at a specific purpose that they can use in their planning. It's focused on what they need to know: what a job is, is it what I thought it was, where can I study it etc. It addresses their needs really well and gives them places for further research. It's the first port of call." (Career practitioner, Government school, ACT)*

All sections of the Job Guide are used to varying degrees. Interviewees' responses demonstrate that different sections are useful for different people and are used more or less frequently depending on access to other resources, personal preferences, existing knowledge and the needs of the student or client.

#### **A3.4.1 Sections used most - 'Job Descriptions' and 'Building Your Career'**

The 'Job Descriptions' are by far the most well-known and extensively used section of the Job Guide. They are the defining feature and primary offering of the Job Guide and the use of other sections (in particular 'Building Your Career', 'Learning Pathways', 'Useful Addresses' and the index) is for the most part to complement or assist young people in navigating the descriptions. Comments on the Job Descriptions point to their value in allowing young people to explore different careers and understand what jobs realistically entail.

*"They [young people] are able to see job fundamentals and necessary pathways, and really what a job entails, because a lot of students don't understand the kind of career they want to go in to. They might have a job in mind but it might not be what they think, especially in year 10." (Career practitioner, Catholic school, SA)*

*"The Job Descriptions are my first port of call." (Career practitioner, Trade Training Centre, QLD)*

The Job Descriptions are relevant to a broad range of users, and their popularity and usefulness is not common to one group in particular. Career practitioners in all parts of the profession (career practitioner in schools, non-school based organisations, staff in Trade Training Centres, Partnership Brokers and Youth Connections) all report using the Job Descriptions and attest to their usefulness to a broad range of young people in Year 10, younger and older students, and school leavers.

*"It's a basic summary, without actually having to go into too much detail. Especially with the young one's coming out of year 12, they just want the information. They don't want to have to read 10 pages of something to get the information they want." (Career practitioner, Non-school based organisation working with adults, SA)*

The 'Building Your Career' section appears to be the next most commonly used amongst interview participants. Interviewees indicated that career practitioners direct young people to this section, usually as a formal activity, to assist them in exploring their skills and interests, and in making the connection between these and suitable careers. In this regard, this section also provides a valuable means of navigating and accessing relevant information in the Job Descriptions. Within the section, the Jobs Chart is used by some practitioners to broaden young people's awareness of careers, though the 'Exploring Your

Options' and 'Type of Work Chart' activities are often substituted by a preferred survey tool.

### **A3.4.2 Sections used least**

The remaining sections are used less frequently by interview participants. There are a variety of reasons for this, including that career practitioners have other resources they prefer to use, that the information is not relevant to their students or clients, and because career practitioners already know the information provided. Some practitioners simply were not aware of the other sections or the information they contained and in response, one career practitioner recommended that a representative of DEEWR should visit schools to introduce the resource to "increase the quality of the Job Guide's use by career practitioners".

*"I use those sections because that's what they're interested in." (Career practitioner, Partnership Brokers and Youth Connections, WA)*

*"I have my own way of talking to them about it and can tailor it more to our school." (Career practitioner, Catholic school, NSW)*

*"I know the information there and more. It needs to be there but I don't need to use it." (Career practitioner, Government school, ACT)*

### **A3.4.3 Suggested amendments to content**

Interviewees had a number of suggestions for how the content of the Job Guide can be improved. Improvements generally involved including additional information or strengthening existing information, as opposed to removing information. Additional information that interviewees thought would be useful to incorporate into future versions of the Job Guides included:

- additional information relating to each job, such as:
  - the ATAR score range
  - labour market information (demand, forecasts etc) for different locations:

*"We have a fairly mobile labour force but regional information is restricted... I think the combination of baseline information about a role together with labour market information would work well." (Peak organisation, National)*

*"At the moment it just says the health industry will have shortages but it doesn't say where in the health industry." (Peak organisation, State-based)*
  - indicative salaries
  - explicitly stated prerequisite subjects
  - a selection of training opportunities in the relevant State/Territory.
- more interactive elements, such as quizzes

- more focus on vocational pathways, with some interviewees suggesting that the Guide is too focussed on university pathways and does not provide enough information on options such as Australian School-based Apprenticeships
- more information about inter-State education and employment opportunities, including contact details.

Interviewees noted however, that there is a delicate balance between adding useful information and undermining the value of the Job Guide as a comprehensive, simple and manageably sized resource. Several interviewees favoured providing links to additional information as a compromise.

*"It's crazy to think the Job Guide can provide absolutely everything... It's better to provide links to where the most current information is." (Career practitioner, Catholic school, NSW)*

Very few interviewees identified information that was unnecessary and able to be removed. Where deletions were suggested, these were generally in the context of reducing the amount of text in the Job Guide, which was described by some as "verbose". Though interviewees identified a number of sections of the Job Guide that they used less than others or not at all, career practitioners did not feel these sections should subsequently be removed. There was an overall recognition that all sections will be useful to other users.

*"What's in there is good. Even the stuff I'm not using, you have to have it there and it needs it to be complete." (Career practitioner, Government school, ACT)*

There were however some negative comments on the content on the Job Guide and these generally related to the accuracy and contemporariness of the information provided. Though most interviewees were of the view that the Job Guide provided accurate and up-to-date information, one peak organisation in particular indicated that the information in the Job Guide was somewhat dated and that emerging careers were not being added.

*"It has been a long time since it has had an overhaul. while the updating is good, tis been a while since it has had an overhaul in relation to what it contains." (Peak organisation, National)*

### **A3.5 Format and design of the Job Guide**

Interview participants were asked to comment on the presentation of the Job Guide, including its format (hard copy, online and CD-ROM) and the layout and design.

#### **A3.5.1 Views on the format of the Job Guide**

Participants were asked to identify which formats of the Job Guide (hard copy, online and CD-ROM) they have used, how they use each format and whether they have a preference for one format over another. The format of the Job Guide was a point of interest amongst interview participants, with many reflecting on the recent reduction in the number of hard copies provided to schools.

The majority of interviewees used the Job Guide either in hard copy or online. Very few participants reported using the CD-ROM, either because they were unaware of it or

because the online version is the more frequently used computer-based format. Those using the CD-ROM are primarily non-school based career practitioners who are not provided hard copies and may not have internet connection in the locations that they visit. Some reported printing a hard copy from the CD-ROM version.

### **Views on the hard copy version**

Given this, much of the conversation focussed on the differences between the hard copy and online versions of the Job Guide and the relative merits and drawbacks of each. Participants often described the benefits of the hard copy version by noting the shortfalls of the online version, and vice versa to a lesser extent. Overall, career practitioners expressed preference for the hard copy, citing the following reasons:

- The hard copy is easier to use with someone else or in groups than a computer.

*"When sitting down with the student it's easy to open it up and have a quick look, you can talk it over and you can get stuck into it straight away." (Career practitioner, Catholic school, SA)*

- The hard copy is immediately available, which is important in a reference tool that is used as the need arises.
- The hard copy is more navigable.

*"It's easier to flick through, you can pick it up. With the computer, unless you know specially what you're looking for, it's a lot harder to find things." (Career practitioner, Non-school based organisation, SA)*

- It is easier to browse and freely explore the hard copy, and it allows readers to 'stumble upon' useful information they were not necessarily looking for.

*"The hard copy is great, particularly initially, because when you're on a computer screen you can't just flip through. You can have your hand in a number of places in the book. It's an ease of use thing - you're able to access multiple location within the book." (Career practitioner, Catholic school, NSW)*

- It is preferable, for some, to read printed text, as opposed to text on a screen.
- The hard copy is more likely to be accessed by parents, because they are more likely to see it.

A few interview participants suggested that career practitioners generally use the Job Guide more extensively and value the hard copy of Job Guide more than most young people. Those making the observation suggested this may be a reflection of the broader challenges faced by career practitioners (i.e. time constraints, the quality and extent of education, and the lack of resources available for career practitioners). It was also suggested there is a level of discomfort with the online version, that could be overcome with further training.

*"More than 50% of people recently surveyed highlighted to us they worked part time as a career development person, so when you think about their little time and resources, products like the Job Guide becomes more critical." (Peak organisation, National)*

*"There is a piece of the puzzle that could help – practitioner expertise. Many career practitioners would benefit from training and professional development around the online environment for careers." (Peak organisation, National)*

### **Views on the online version**

Views on the online version were generally less positive and were provided in comments on why the hard copy is preferable. However, positive comments included that:

- The online version is perceived to profile a greater range of professions.
- It is easier to update the online version to ensure information is current, even between publication years
- It is helpful to be able to directly link the Job Guide to other websites through the online version.

On the other hand, reasons why the online version is not as preferred or well used include the following.

- The online version is not as interactive, engaging or as supportive of exploration, as the hard copy.

*"Having it online is having an impact on how kids engage with it. It's just one more activity, there's not as much conversation, they can't take it home and it's more difficult to work in pairs." (Career practitioner, Catholic school, QLD)*

- Young people are less likely to seek out the online version on their own.

*"If you are relying on telling kids to go to a web address, we know it won't happen." (Peak organisation, National)*

- It is easy for young people using the online version to get distracted by other websites and therefore not get as much out of their use of the Job Guide.

*"There are too many competing interests on the internet. If you ask students to pick between you tube and the Job Guide..." (Career practitioner, Catholic school, ACT)*

- The online version is highly dependent upon the availability and performance of technology. Interviewees indicated that it can be difficult to secure a sufficient number computers in schools and there are often challenges around internet access. It was also noted that not all students have access to the internet at home, and that for these students the hard copy is essential.

*"This is a major issue because the equability of the Job Guide has reduced significantly. The decision is based upon the fact that every school in the country has good quality internet access. this is a fallacy. Secondly, that in every school, teachers can get a whole class inside a computer lab to look at the Job Guide and this is just a fallacy." (Peak organisation, National)*

*"You have no idea how terrible connections are in schools. Connections break down, the service never works." (Career practitioner, Catholic school, ACT)*



*"Some parents don't have interest at home and some people who are regional and remote where internet is inaccessible." (Peak organisation, State-based)*

### **A3.5.2 Views on student receiving their own hard copy**

Interviewees were asked to comment on the importance of each student receiving their own printed copy of the Job Guide. The issue was divisive, and an area of considerable interest. The recent move to an online platform was referenced frequently, and there were mixed views on whether the shift was effective and worth continuing.

The majority of support for providing each student with a hard copy of the Job Guide came from career practitioners working in schools. The views of career practitioners working in non-school based organisations, and in Trade Training Centres, Partnership Brokers and Youth Connections services were less strong, perhaps because they use the Job Guide less and were never provided many hard copies previously.

Career practitioners in school generally indicated that receiving a hard copy of the Job Guide is essential to its use and effectiveness for Year 10 students, and that the use of the Job Guide has decreased since the move online. Many peak organisation representatives however recognise the expense associated with distributing hard copies that are not always used by students, and saw value in redirecting funds to enhance and expand the online version.. Comments from both perspectives include.

*"Every time I raise the idea that the Job Guide should be done online, it's not received well. It's far more important to teachers in schools than anyone else."*  
(Peak organisation, National)

*"A lot of students don't have internet at home. It's cruel that they don't give them a hard copy each."* (Career practitioner, Catholic school, NSW)

*"I don't know how valuable it is to give every student a hard copy. I don't think they pay attention to it. What might be better is if the Job Guide became an enhanced online resource that was linked to other important career information."*  
(Peak organisation, National)

### **A3.5.3 Layout, design and length**

In addition to the format of the Job Guide, interview participants were asked to comment on young people's response to its layout, design and length. Interview participants generally spoke favourably of the design of the Job Guide both from their own perspective and young peoples. The Job Guide is considered easy to read, readily navigable and generally accessible for, particularly mainstream, young people.

*"The length and layout is appropriate. It's in the right order and it's easy to navigate."* (Career practitioner, Catholic school, SA)

Some career practitioners noted however that the Guide can be less appealing and accessible for young people with low literacy and numeracy, learning difficulties or disengagement from schooling. For these students, the text-heaviness of the Guide can be off-putting and a barrier to accessing the information needed.

Interview participants acknowledged that the Job Guide is a lengthy resource, but considered this acceptable given the necessity of the information it provides.

#### **A3.5.4 Suggested improvements to the presentation of the Job Guide**

Despite being generally satisfied with the design of the Job Guide, interview participants suggested a number of improvements. In particular they suggested:

- Improving navigability by more clearly distinguishing between sections and headings. Means of achieving this included bolding headings and introducing full page dividers between each chapter.
- Generally introducing more visual and audio elements into the Job Guide to cater to different types of learners and those with lower literacy and numeracy. Some thought this would increase the overall appeal of the Guide to young people, while others disagreed on the basis that the Guide needs to be facilitated regardless of how it is designed.

*"Put in cartoons and drawings, and pictures. Otherwise kids don't read it." (Career practitioner, Catholic school, ACT)*

*"It's not reasonable to design it differently to get them to use it on their own – they just won't use it. Their reaction to that much print wouldn't be good given the attention span of 15 – 16 year olds and you can't reduce the print." (Career practitioner, Catholic school, NSW)*

The online version of the Job Guide was generally thought to be more suited to incorporating visual and audio elements than the hard copy, as it is not physically restricted in the way the hard copy is. The introduction of visual elements to the hard copy was less appealing, because of the perception that it would increase the length of the Guide, an already substantial resource. A number of interviewees suggested the Job Guide be made available in the form of an 'app' (application).

## **A4 Focus groups**

### **A4.1 Introduction**

A total of 12 focus groups were conducted with young people, parents and teachers in a number of States and Territories, a range of school sectors and urban, regional and rural/remote areas. The focus groups sought to explore views and experiences of the Job Guide in more detail. This section summarises the key findings of these focus groups.

### **A4.2 Top-of-mind impressions of the Job Guide**

At the commencement of the focus groups with young people only, participants were asked to write down three words that come to mind when they think of the Job Guide. A total of 75 different words were identified by young people, relating to a number of different aspects of the Guide, including content, format and usefulness. Some words included a value judgement (i.e. were positive or negative), while others were more descriptive or were word associations (e.g. jobs, work).

The most commonly identified words were all positive and point to the usefulness of the Job Guide to young people. They include:

- 'Information' / 'informative' / 'informing' (noted 24 times)
- 'Help' / 'helpful' (noted 21 times)
- 'Useful' (noted 11 times) and 'career/s' (also noted 11 times)
- 'Future' (noted 7 times)
- 'Resourceful' (noted 5 times).

Words next most commonly identified include 'jobs', 'easy', 'work', 'structured' and 'long'. A number of negative words were identified, but these were generally identified by a smaller number participants and there was little agreement. Negative words, all noted once only, included 'boring', 'big', 'useless', 'unused', 'ugly', 'vague', 'dull' and 'inconvenient'.

### **A4.3 Use of the Job Guide**

#### **A4.3.1 How participants first became aware of the Job Guide**

Nearly all the young people who participated in the focus groups reported they found out about the Job Guide through their school. Only one young person said he did not hear about the resource from his school, instead finding out about the Job Guide through searching online for career and job related information. While the large majority of young people said they first saw the Job Guide in Year 10, a couple of participants indicated they first saw the Job Guide in Year 9, as their school had spare hardcopies that were given to some Year 9 students.

Young people reported mixed views on whether the Job Guide is a well-known resource at their school. While some said every Year 10 student received their own hard copy

and/or participated in class activities involving the Job Guide, other young people said the resource was not well promoted at their school and interested students had to actively seek it out.

Most of the parents who participated in the focus groups said they found out about the Job Guide either directly through their child or through their child's school. Some parents reported their son or daughter brought home their own hard copy of the resource, a hard copy on loan from the school, photocopied excerpts, or asked their parents' to look at the online version. Other parents said they found out about the Job Guide through attending a parent information night at their child's school, meetings with their child's school career practitioner, or a parent newsletter distributed by the school. Several parents said they first found out about the Job Guide when they themselves were school students. A couple of parents knew of the Job Guide through their own work - e.g. one parent worked for job services and one was a research librarian.

*"My daughter had become aware of it through the career advisor. I don't know if she had the hard copy but she was online and asked me to have a look at it."*  
(Parent)

*"I found out through the career advisor. All parents got asked to go to school for an interview about your child's career. At this point I had no idea about the Job Guide. My daughter was with me at the time. The career advisor said each student had been given a copy."* (Parent)

Some parents said it can be difficult for them as parents to find out about the Job Guide, and suggested that unless a child is highly engaged and motivated, they are not likely to show the resource to their parents. Parents said they are generally reliant on their child's school to inform them of the Job Guide, but that this does not always happen.

#### **A4.3.2 The formats used by participants**

The overwhelming majority of young people had used the Job Guide in hard copy. While many young people reported having used the online version in addition to the hard copy, only a small number had only used the resource online. Some young people had received their own hard copy of the Job Guide, while others said their school had a limited number of copies that were used during class, kept in the library or in the career practitioner's office. One young person said her school had one hard copy for the whole class. Some young people had accessed the online version during class or were told about the website so they could access it at home. A small number of young people were unaware the Job Guide is available online.

Parents had used the Job Guide in a mix of hard copy and online. Some parents said their only option was to use the resource online as they did not have access to a hard copy, while a few parents were not even aware the Job Guide is available in hard copy.

Most teachers said students at their school have access to the Job Guide in both hard copy and online. Many teachers said they primarily use the online version of the Job Guide when using the resource as part of a planned lesson or class activity. Teachers indicated that the online version is more accessible as nowadays students all have their own laptops, and schools no longer receive a hard copy for every student. Several teachers also suggested that students prefer using the resource online. Many teachers reported that in addition to using the online version during planned lessons, hardcopies are made available for students at their school, generally in the library or the career

practitioners office. Several teachers said they have access to a hard copy, which they use in one-on-one discussions with students or use in small group impromptu, casual conversations that arise during class.

*"The usage in our school is currently more online than hard copy." (Teacher)*

*"At present I've got class sets in my office and I actually give them out to those kids who actually really want one but I use the hard copy when I am talking one on one and then I put the younger people onto the online version so they can access it because the school grades 9 to 12 have laptops they can access that at school and at home." (Teacher)*

Some teachers reported their school purchases individual hardcopies for students who wish to have their own. A few teachers also said hardcopies are made available to parents (e.g. parents can pick up hardcopies at the school's careers night). A small number of teachers indicated their schools no longer receive any hardcopies of the Job Guide unless they pay for them.

None of the young people or parents who participated in the focus groups had used the Job Guide on CD ROM. A small number of teachers said they were aware of the CD ROM, but generally do not use it.

#### **A4.3.3 Purpose of using the Job Guide - when, with whom, and for what**

##### **Young people**

The extent to which young people in the focus groups used the Job Guide varied greatly. Some young people had participated in either a one-off or a series of career development lessons or school activities that involved the use of the Job Guide. For example, some reported using the Job Guide in Year 10 Personal Learning Plan (PLP) lessons (participants from South Australia) or Personal Development Health and Physical Education (PDHPE) classes and some said they undertook activities such as: mock job interviews, preparing presentations or writing assignments about jobs listed in the Job Guide, and drafting practice resumes. Some participants talked about the Job Guide in one-on-one sessions or meetings with the school career practitioner. One student said her class was given copies of the Job Guide a week before the school's Jobs Fair so the students could research the jobs they were interested in before meeting with representatives from different industries.

*"I got mine in PDHPE. We had an activity and had to use the Job Guide to go through and figure out what we would like to do." (Young person)*

*"At my school we had career lessons once a week, every week - as part of that we had to look at it [the Job Guide]." (Young person)*

*"Teachers made us pick a profession and write up what we would do if we had that profession. I did learn a lot about jobs and found careers I didn't know existed." (Young person)*

While some young people were given a thorough explanation by the school career practitioner or a teacher of what the resource is and how to use it, others indicated they were not told much about how to use the Job Guide and did not participate in any school activities relating to the resource. Some young people said they were simply provided a

hard copy of the Job Guide, told where in the school they could locate a copy, or were directed to the Job Guide website.

*"Ours was dumped in a room. The teachers said 'you can take it if you want'. I went to a pretty shit school. I didn't end up looking at it until the end of Year 11 when I realised what it was." (Young person)*

*"It was in a box in the careers advisors office, you had to actively go looking for it". (Young person)*

*"We were shown where it was in the library and directed to use it." (Young person)*

Some young people reported using the Job Guide only at school, some said they used the resource both at school and at home, and others said they used the Job Guide mainly at home. Some young people said they only accessed the Job Guide because they were required to do so during class, and were not interested in using the resource by themselves, in their own time.

*"I maybe looked at it because I had to at school not so much for myself." (Young person)*

In contrast, other young people said they used the Job Guide extensively in their own time, at home. Young people who used the Job Guide mainly at home had generally received their own hard copy. These participants indicated they would read through the Job Guide often highlighting sections and making notes, and referred to the resource numerous times throughout their schooling.

Several young people suggested they probably would have used the resource in their own time or at home had they received their own hard copy. Other participants, however, said although they did not receive their own hard copy they did access copies available at the school outside of class-time to do their own private research. On the other hand, some young people who did receive their own hard copy reported their copies of the Job Guide sat largely unused on a bookshelf or in their school locker, or went in the rubbish bin.

*"Mine sat in my locker like the whole year." (Young person)*

The majority of the young people who participated in the focus groups reported using the Job Guide the most during Year 10. Some participants indicated they used the Job Guide immediately after they first received it or became aware of it, but have not used it much since then. Some participants said they engaged most with the resource during Year 10 as they were required to use it during Year 10 classes, and they did not continue to use it in their own time. Several participants suggested they found the information in the Job Guide to be most relevant to them in Year 10, and less useful when they were in Years 11 and 12 (the usefulness of the Job Guide is discussed further in section 4.4).

*"I used it mostly on the first day when we all got it. We went through it at lunch. It was quite funny, some really odd jobs you wouldn't think about but you do need qualifications for. It's very varied. It's good for ideas." (Young person)*

A few participants indicated they did not use the Job Guide after Year 10 because they did not own their own copy, and they felt it was less accessible to them through the

school when they were in Years 11 and 12. Interestingly, these participants made no attempts to access the resource online.

*"In my case I didn't really have my own copy so I couldn't really refer back to it when I changed my mind in Year 11, so I only used it when I was in class [in Year 10]." (Young person)*

Although most young people reported accessing the Job Guide for the last time in Year 10, some continued to use the Job Guide in Years 11 and 12. Furthermore, several said they used the resource more in Years 11 and 12, compared with Year 10. Some young people said they continued to use the Job Guide as part of class activities or discussions in Year 11 and/or in discussions with the school career practitioner in Year 12. Some young people said they continued to use the Job Guide on their own in Years 11 and 12 as they still did not have a clear idea about what they wanted to do once they completed school or because they had changed their mind since Year 10, and were using the Job Guide to research their new ideas. Many of these young people owned their own hard copy.

*"I guess I probably wasn't sure what I wanted to do [in Years 11 and 12] so I would go back and look at other job descriptions." (Young person)*

A few young people reported having used the Job Guide since leaving school, for example when choosing their major for their university course or when changing degrees/courses of study. All of these participants had their own hard copy of the Job Guide.

In addition to talking to teachers and career practitioners about the information contained in the Job Guide, many young people also reported talking to their parents, friends and siblings.

*"My friends and I went through highlighting what was good and crossing stuff out." (Young person)*

Many young people who received their own hard copy said they looked at sections of the Job Guide with their parents. A couple of participants who did not receive their own hard copy said that although they did not look at the resource with their parents they did discuss what they had read in the Job Guide with them. One participant, for example, said he wrote down notes from the Job Guide at school that he then took home and discussed with his mother.

## **Parents**

The extent to which parents in the focus groups used the Job Guide also varied. Some parents reported using the resource frequently and extensively, while others have used it very little and were not familiar with its content.

Some parents said they have sat down with their children with the Job Guide in front of them and looked at different sections of the resource and discussed the content. These parents reported using the Job Guide with their children for various purposes, including advising and helping their children to: explore work and study options, identify the pros and cons of different jobs, find out more information on the requirements of and pathways to their chosen career, identify jobs that match their skills and interests, select their school subjects for Years 11 and 12, and choose their university preferences.

*"I have used it with several of my kids, like bedtime reading. Chatting about the pros and the cons, referring to the Job Descriptions.... They didn't have a set idea, just wanted to explore." (Parent)*

Some parents had read the Job Guide on their own to increase their own knowledge and understanding of their child's future work and study options. Some parents then went on to have discussions with their children about the content of the Job Guide. Other parents said they wanted to talk to their children but did not know how to approach the conversation.

*"We talked about it in our room because when we brought it up with our daughter she would say it is none of our business, so my husband and I looked at it in our own." (Parent)*

## **Teachers**

Teachers used the Job Guide with their students in various ways. Some teachers, for example the PDHPE teachers, were using the Job Guide with Year 10 students in planned lessons and class activities. Teachers reported they use the Job Guide with Year 10 students to explore a wide-range of job possibilities, research the subject prerequisites and the education and training pathways and requirements to different jobs, and teach students how to search and apply for jobs.

*"In PDHPE it's part of our syllabus to write resumes and apply for jobs, [the Job Guide] is directly used in our lessons." (Teacher)*

One of the focus group participants was a school career practitioner who reported formally presenting the Job Guide to each Year 10 class at his school, facilitating one-on-one conversations with students using the Job Guide and promoting the online use of the resource. A school librarian reported using the hard copy of the Job Guide with interested students in the library, flicking through the various job descriptions, often in conjunction with the UAC guide.

Several teachers had been involved in delivering career development activities at their schools, including: facilitating a career pathways workshop, participating in a teacher/student mentor program to assist students with selecting their subjects, and attending the careers night for parents. Teachers reported the Job Guide was used as part of these activities.

Teachers across all subject areas, reported using and/or discussing the Job Guide with Year 10 students to encourage them to think about and provide them with advice regarding the selection of subjects for Years 11 and 12.

Teachers across all subject areas also reported using the Job Guide to have casual, opportunistic conversations with students in their classes about the different jobs that relate to the subject they teach e.g. jobs for young people to consider if they are good at and enjoy maths.

*"In Year 11 Art it just came up. We were talking about jobs and used the Job Guide as a general discussions. It was just handy to have it and talk to the girls about different jobs in the art field." (Teacher)*



*"I've used it informally in classes when a student comes up and says 'Miss can I get into this?' That's when it comes in handy." (Teacher)*

While teachers said they generally use the Job Guide the most with Year 10 students, many said they continue to use the Job Guide in discussions with Year 11 and 12 students about jobs that match the subjects they enjoy and are good. A few teachers said they use the Job Guide with Year 8 students to introduce them to the wide and varied job opportunities available, and encourage them to begin thinking about jobs they may be interested in.

#### **A4.3.4 Participants use of other printed and online resources**

Young people who participated in the focus groups indicated that, in addition to the Job Guide, they have used a range of other resources to find career and study related information. Young people reported using the following online and printed resources: myfuture website, the Universities Admissions Centre (UAC) resource and the Queensland Tertiary Admissions Centre (QTAC) guide, university websites and brochures, TAFE websites and brochures, the Job Outlook website (for information on job prospects and weekly earnings), job search websites (e.g. Seek and CareerOne), and online quizzes and aptitude tests (e.g. the Myers Briggs personality test). Young people often reported their school career practitioner or a teacher facilitated their access to these resources. Many young people also said they attended careers days and expos, jobs fairs, and university open days.

Teachers reported using a range of career development related resources, generally listing the same resources cited by the young people. A couple of teachers also reported using the Australian Blueprint for Career Development.

Many parents had also looked at other online and printed resources in relation to their child's future work and study options, including: the QTAC and UAC guides, Myfuture website, university websites and brochures, information on defence courses, job search websites and general Google searches.

Young people and teachers generally indicated that the Job Guide contains useful and different information that complements these other resources. Young people and teachers suggested the breadth of information on jobs makes the Job Guide different from other resources. Participants suggested the Job Guide is also unique as it is targeted specifically at Year 10 students, compared with many other resources that are targeted at older students or adults.

*"Job Guide is unique. It is a lot more diverse than other ones." (Young person)*

*"The information on jobs is just brilliant. I'm not seeing anything, anywhere as good. There's websites, there's information on where the training is done, expanding knowledge of different areas. It's just brilliant." (Teacher)*

Most young people and teachers reported that students generally use the Job Guide in conjunction with other resources, suggesting the Job Guide is a useful starting point that often prompts further research. Young people most commonly reported using the Job Guide in conjunctions with the Universities Admission Centre (UAC) resource and university/TAFE websites and brochures. Young people often said they used the Job Guide to inform their ideas about what job or career they would like to have and then look at university resources for information on courses for those jobs. Some young

people also said they would look at course information and then refer to the Job Guide for an understanding of job opportunities relating to those courses.

*"The Job Guide is the one you look at when you're choosing your career and once you know what you want to do you can look at other resources." (Young person)*

## **A4.4 Usefulness of the Job Guide**

### **A4.4.1 Young people**

Young people who had used and engaged with the Job Guide generally thought it a useful resource, describing it as 'informative', 'helpful', 'detailed' and 'broad'. Several young people also said the Job Guide is an authoritative, trustworthy and credible source of information, unlike a lot of online information which is unreliable. Other young people had used the Job Guide in a limited capacity and did not have much to say about its usefulness.

*"There's a lot of information so I assume it would be useful if you could be bothered reading it." (Young person)*

In discussing the usefulness of the Job Guide, young people generally referred to the usefulness of the Job Descriptions section.

Some young people said they found the wide and varied range of jobs described in the Job Guide helpful in: broadening their understanding of the jobs and careers available, exploring their options, and giving them ideas about jobs that match their skills and interests. Some participants said they found it useful to browse through the various job descriptions to learn more about certain jobs and discover jobs they did not even know existed.

*"When I first looked at it I had no idea what I wanted to do so finally I had a look through it and saw how many different jobs there were you don't think about." (Young person)*

Some participants said they had a general idea of what type of work they were interested in when they accessed the Job Guide, and the resource enabled them to explore job opportunities within their particular field of interest. The 'related jobs' listed in the Job Descriptions was particularly helpful in assisting them to identify different jobs within their area of interest.

*"I found it helpful. I just went straight to fashion and it had like different jobs you could do like design and stuff - so you could have a look at the options." (Young person)*

Young people who had more specific ideas about what job they wanted to do indicated the Job Guide increased their understanding of what their desired job entails, and the education and training requirements and pathways.

*"When I read the book I kind of already knew what I wanted to do so I had a look at that section, so I looked up architecture and focused on that." (Young person)*

Some young people said the Job Descriptions helped them to decide what jobs and careers they would not like to do. Gaining a more in-depth understanding of what specific

jobs actually involve and their requirements helped them to eliminate jobs they are not interested in.

*"Knowing what the career actually entails, what courses are required - it was really informative in telling you what you don't want to do." (Young person)*

Some young people indicated that the Job Guide helped them in choosing their school subjects for Years 11 and 12, as the job descriptions provide an indication of the prerequisite subjects and the education and training requirements. Other young people suggested the Job Guide does not provide enough detail on prerequisite subjects to usefully assist in subject selection, and some were unaware that information on school subjects is included in the resource. Some young people said they did not consider their future career when they chose their school subjects, and chose their subjects according to their likes and interests.

*"It gave us an idea of what subjects we should chose. If you wanted to do a job and there are prerequisite subjects for a course, it helped us choose a direction." (Young person)*

A few young people suggested the Job Guide helped them to make decisions about leaving school after Year 10. A few young people who left school after Year 10 said the Job Guide improved their understanding of their options and alternative pathways, such as VET courses and apprenticeships. Other young people who considered leaving in Year 10, said reading the resource motivated them and gave them reasons to stay at school.

*"I didn't really know what I wanted to do. I kind of wanted to drop out but I didn't know where I wanted to go - I want to do nursing at the moment so that was good. I could pick a pathway to follow so I've stayed at school and am hoping to get into university." (Young person)*

Young people suggested the Job Guide can be useful for students who do not have specific ideas about what job or career they may like to do, as well as students who want to find out more about a specific job or a field of work. Although the Job Guide appears to be useful for young people at all stages in their career development, young people generally suggested the Job Guide is most useful for students who do not have specific ideas about their careers, and who are beginning to explore their options. Young people indicated the job descriptions only provide enough information for students to get a broad and general sense of what different jobs involve. In this sense, most young people suggested the Job Guide is most useful for Year 10 students, many of which are just starting to contemplate their future work and study options.

Some young people said the Job Guide is less useful for Year 11 and 12 students and for students who have more specific ideas about what job they would like to do. Young people suggested that students who have already chosen a career path generally want more detailed and specific information such as information on university and training courses and entry marks, which they find in other resources.

*"I used it most in years 9 and 10 when I didn't know what I wanted to do. By Years 11 and 12, I knew what I wanted to do." (Young person)*

On the other hand, several young people indicated that the Job Guide was most useful to them in Years 11 and 12. Several young people said they referred to the Job Guide when deciding what university courses to apply for, to increase their understanding of what

jobs different courses can lead to. Other young people said they did not start thinking seriously about their post-school options until they reached Year 12.

*"I think you probably just use it when you are applying for stuff, I don't think in Year 10 you have any idea." (Young person)*

A few young people said the Job Guide can also be less helpful for students who are 'lost' and who have no ideas about what jobs they would like to do, and what jobs would suit their skills and interests. These young people indicated the hundreds of job descriptions can be overwhelming and that without a framework for guiding their approach to looking up jobs to read about, the task can be daunting and meaningless.

*"If you don't know what you want to do it is just a big bunch of things that you've got to choose from. There's not really much pathway into what you want to look for, you have to work it that out before you look at it." (Young person)*

Overall, young people generally view the Job Guide as being a good starting point for information on jobs. Young people suggested the Job Guide provides a solid foundation for further research, with many reporting it prompted them to search in other online and printed materials (e.g. university websites) for further details relating to jobs they were interested in. Some young people indicated the Job Guide is most useful when supplemented and enhanced with information from other sources.

*"As a starting off point but you have to do more research. It doesn't say specific courses or ATARs." (Young person)*

*"It's potential is realised when it is used with something else. I used it with my Myers Briggs results and university guides. On its own it's a bit airy fairy." (Young person)*

Many young people also indicated they found it useful talking to someone else about the information contained in the Job Guide. Talking to school career practitioners and teachers enabled them to canvas their ideas, discuss their options in more detail, seek answers to their questions, and access more information on jobs or study options of interest. Some young people also found it helpful to hear about their parent's personal experiences of working and studying.

*"I think the way my school went through it in class was really helpful rather than just reading what was there because if you had questions you would ask the teacher and she would help you out to try and find more information and that was really helpful." (Young person)*

#### **A4.4.2 Parents**

Parents had mixed views on whether the Job Guide is a useful resource for them as parents. Some parents said the Job Guide was useful in increasing their own knowledge and understanding of their children's future career and post-school study options. Many parents admitted that the labour market has changed significantly since they first entered the workforce, and that reading the Job Guide enabled them to better guide and advise their children on: identifying job options that match their skills and interests, school subject selection, and post-school education requirements and pathways. Several parents indicated the Job Guide contains information on jobs they did not know existed.

*"There are so many options that I don't know. Different paths that I had no idea about." (Parent)*

Some parents reported the Job Guide enabled them to have career development discussions with their children. Several parents indicated that simply having the book in front of them made it easier for that conversation to occur. A few parents also said their children were more likely to listen to their suggestions and advice when it was supported by what was written in the Job Guide.

*"Communicating with my child can be very difficult at times, at least this is a third voice, it's not me saying it." (Parent)*

A couple of parents said the information they learnt from reading the Job Guide made it easier for them to have informed and useful discussions with the career practitioner at their son or daughter's school. Other parents said they did not get an opportunity to meet with the career practitioner at their child's school.

*"It made it easier to talk to the career advisor. It gave me information I didn't have, like the different paths to travel to reach a certain destination." (Parent)*

While some parents reported the Job Guide assisted them to talk to and advise their children, other parents said they do not need the assistance of the Job Guide, or any other resource, to talk to their children about their future study or work options, as they already feel adequately equipped to advise their children.

Other parents said they find it difficult to talk to their children, and that their children do not listen to their suggestions or advice. Some parents indicated their children prefer to speak to a career practitioner or teacher from school about their careers, rather than speaking to their parents.

*"It's ultimately their choice - If I was going to tell my daughter the book says you need to do this, this and this - it's her choice. We are talking 18, they're not children." (Parent)*

*"You know what a lot of kids don't want to talk to mum and dad. It's that whole thing what did you do at school today? They are more likely to talk to a career person or a teacher." (Parent)*

Similar to the views of some young people, some of the parents also suggested they found the length of the hard copy Job Guide and the number of jobs described to be overwhelming:

*"This is brilliant in the fact it's so comprehensive about what's available but it's also daunting, it's so much." (Parent)*

Parents reported a range of views on whether the Job Guide was a useful resource for their children. While some parents suggested the Job Guide assisted their children, others said their children did not engage with the resource or use it much. Several parents suggested that teachers should introduce young people to the Job Guide and 'lead them through it' to encourage young people to use it. Many parents expressed the view that although the Job Guide can be a good starting point, talking to someone who works in the job and work experience opportunities assist their children the most in making decisions about their future careers. Some parents indicated the Job Guide

contains very basic information compared with what young people can learn from speaking to someone who has first-hand experience of the job.

#### **A4.4.3 Teachers**

All the teachers who participated in the focus groups said the Job Guide is a useful resource for students. Teachers suggested the Job Guide broadens students' horizons and opens their eyes to the wide-range of job opportunities available. Teachers reported that many Year 10 students are often only aware of the jobs their parents and family friends do. The Job Guide helps to increase student's understanding of other jobs and provides exposure to jobs they have never heard of before. Teachers indicated the Job Guide helps students to identify jobs that match their skills and interests and provides useful, practical information on searching and applying for jobs. A few teachers also suggested the Job Guide increases student's understanding of the training and education pathways and prerequisite subjects, which can improve their focus at school and motivate them to work hard at particular school subjects.

*"That is encompasses a lot of jobs and young people can go and find out what is out there for them." (Teacher)*

*"One of the key things in the Blueprint [for career development] is about exploring and broadening their knowledge of what's out there - this thing here [the Job Guide] really does look to expand their knowledge." (Teacher)*

Several teachers expressed the view that the Job Guide is most useful for Year 10 students, who often begin to contemplate and explore their future careers and post-school work and study options when they are required to select their subjects for Years 11 and 12. Some teachers suggested the Job Guide is a useful starting point and stepping stone for Year 10 students as it contains broad and general information. A few teachers said the Job Guide is less useful for Year 11 and 12 students because the information is not specific enough. Other teachers indicated the Job Guide is useful for Year 11 and 12 students, as many change their minds about their post-school study and work options after Year 10.

*"For Year 10 I use the job Guide because it is more watered down and general. In Years 11 and 12, I use the UAC guide because they're more interested in particular courses." (Teacher)*

Teachers reported the Job Guide is useful for students who do not have fully formed ideas about their future careers, as it increases their awareness of the range of options and helps them identify jobs that match their skills and interests. Teachers reported the Job Guide is also useful for students who have specific ideas about their future careers as it enables them to identify the various employment opportunities and specialisations within their chosen field. Teachers also said it is important for students with specific ideas to have a basic understanding of other employment industries and job opportunities as nowadays people are unlikely to have the same job for the entirety of their working life.

*"Years ago you would get a job and stay in it for 40 years but now people move around a lot - it's not staying still in the one place or in the one occupation." (Teacher)*

Teachers suggested the usefulness of the Job Guide for students is enhanced when the resource is used as part of a class activity or lesson, or when students are introduced to

the resource by a teacher. This enables students to better understand the content and value of the Job Guide and provides students with opportunities to ask questions and seek further clarification.

*"Sometimes they'll go straight to the job and won't understand the language, if you aren't there to translate or point out the specifics they'll give up straightaway."*  
(Teacher)

Several teachers indicated that students view the Job Guide as being a neutral, non-biased, credible source of information and are often more likely to take heed of the information in the Job Guide compared with guidance or advice provided by their teachers and parents.

A few teachers said it would be useful if the Job Guide was more explicitly linked with the UAC guide and the Myfuture website.

## **A4.5 Content of the Job Guide**

### **A4.5.1 The sections most commonly used by participants**

The Job Descriptions was by far the most commonly used section of the Job Guide. All the young people, parents and teachers who participated in the focus groups had used the Job Descriptions section. Some young people reported they have also used other sections of the Job Guide, most commonly citing the following sections: Index, Building Your Career, Learning Pathways, VET in Schools and Looking for Work. A few parents reported using the Australian Apprenticeships, Looking for Work and the Study, Work and Career Support sections.

Teachers had most commonly used the Job Descriptions, Looking for Work and Building Your Career section of the Job Guide. Some teachers reported they have used the Looking for Work and/or the Building Your Career sections of the Job Guide as much or more than the Job Descriptions. Several teachers indicated they have used most or all of the sections in the Job Guide, although they generally use different sections with different students depending on the individual needs of the student.

*"It's a fairly holistic tool and you use different bits with different students."*  
(Teacher)

Some young people and most parents indicated that apart from the Job Descriptions and the Index, they had not looked at any other sections of the resource. Many young people and parents appeared to have limited awareness of what information was contained in the other sections of the Job Guide.

Some young people suggested they have not used the other sections because their teacher had not instructed them to do so or had not explained these sections to them. Some young people said they simply could not be bothered to read the rest of the resource.

*"Probably because they weren't really explained much. When we did it we were pretty much told to look through this to find a career, we weren't really explained about anything else."* (Young person)

Young people also suggested they did not use specific sections of the Job Guide as they did not perceive them to be of relevance to them. For example, young people interested in attending university did not use the Australian Apprenticeships and VET in Schools sections. A few participants also suggested the Study, Work and Career Support section would be more relevant to Year 12 students and parents, and less relevant to Year 10 students. Several participants indicated some sections of the Job Guide contain similar information to what can be found in other resources. For example, some participants said they used online resources in learning how to write resumes and cover letters rather than using the Looking for Work section of the Job Guide.

Parents generally indicated they have not used other section of the Job Guide because the content is targeted at students and is not of relevance to them.

#### **A4.5.2 Participant views on the relevance of the content**

Although many young people had not used all the sections of the Job Guide, the vast majority surmised from looking at the contents page that all the information contained in the Job Guide is relevant and useful to Year 10 students. Many young people suggested that although some of the sections were not relevant to them, they believed those sections could be useful to other students.

Young people who had used the Job Guide more extensively indicated that, while the hard copy of the resource is a thick and text-heavy book, it does not contain any unnecessary information. Although young people reported that some of the information contained in the Job Guide is similar to other resources, they felt it was still useful for this information to be included in the Job Guide.

*"I don't mind the thickness because what makes up the thickness is so helpful."*  
(Young person)

On the other hand, some young people said the long and text-heavy nature of the hard copy acted as a deterrent to using the Job Guide.

Overall, young people indicated that the Job Guide generally contains the information they need and want. Young people said the key information they were looking for when accessing the Job Guide included: the range and types of available jobs, the training and education pathways and requirements for different jobs, the details of what specific jobs entail, and the employment opportunities related to a specific area of interest. While many young people indicated the Job Guide contains the right level of detail for Year 10 students, some participants felt detail in some areas, particularly university and TAFE courses and prerequisite subjects, was vague and limited. Conversely, a few young people said the Job Guide contains too much information, which can be overwhelming.

Parents had mixed views on the relevance of the Job Guide's content. Some parents indicated the content is useful and comprehensive, containing the key information needed by young people exploring their future career options.

*"I think it is really good, provided all the information. Comprehensive."* (Parent)

Other parents felt the hard copy of the Job Guide is too big and contains too much information, suggesting their children would not read it. Numerous parents said the content is 'too long-winded' and suggested the language could be tighter and more succinct. Several parents also felt not all the content is necessary. For example, a few



parents suggested some of the information contained in the job descriptions such as the job specialisations are not particularly relevant to Year 10 students. These parents suggested the job descriptions could list the specialisations in one sentence rather than containing a paragraph on each specialisation.

*"And everything is far too wordy these days it is, it's ridiculous what they can condense in two paragraphs, I'm getting bored looking like that [the job descriptions]." (Parent)*

There was also a perception amongst some parents that the content of the Job Guide is out-dated, and that other online and printed materials contain more current and relevant information. This perception may relate to the fact that several parents remember the Job Guide from when they were at school, and suggest that the overall structure and presentation of information has changed very little over the years.

*"The majority of that book doesn't change from year to year." (Parent)*

#### **A4.5.3 Potential information gaps identified by participants**

Many participants identified additional information that could be usefully included in future publications of the Job Guide. The most common suggestions made by young people, parents and teachers are outlined below:

- Many young people, parents and teachers suggested an indication of the Australian Tertiary Admission Rank (ATAR) or the Overall Position (OP) scores required for different undergraduate university degrees could be included in the Job Descriptions. A few participants suggested that if ATAR/OP scores were included, the Job Descriptions should also describe alternative pathways so that students who may not achieve the required scores are not discouraged from pursuing their career of choice.
- Young people suggested the Job Descriptions could usefully include an indication of the job's minimum and maximum salary range. Many parents and teachers also indicated their children and students would be interested in knowing the expected earnings for different jobs.

*"Salary is a big factor - you need to know that and it needs to be in there as much as it should be about your passion." (Young person)*

- Many young people, parents and teachers expressed a desire for the Job Guide to contain information on labour market trends and the projected growth for different industries, to help students to identify the current and future employment opportunities in their chosen industry. Several teachers said it would be useful for the information on labour market trends to be national rather than specific to each state and territory, as many young people are willing to re-locate for work. A few teachers suggested the job descriptions in the online version of the Job Guide could be linked to websites such as Job Outlook which has information on labour market trends.

*"I was looking at the Job Guide and thinking is this job in demand?" (Parent)*

*"You want to know where the jobs are going to be." (Young person)*

*"Pick growth and decline areas in jobs. What's growing in each State. For example, mining is in demand in Queensland and WA. People are more willing now to travel and move for jobs. That is useful information to know. Online you are asked to pick your state - make the information more national."* (Teacher)

- Some young people and parents from regional locations expressed a desire for the Job Guide to contain information on where particular jobs are located (e.g. so they can identify the availability of employment opportunities locally) and the identification of local university and training institutions.

*"Even like local universities would be good in there. I don't know if there are any local universities, I am not sure."* (Young person)

- Several young people, parents and teachers suggested it would be useful if the Job Descriptions included information on how many years of tertiary study are required before people are qualified for the job (e.g. the standard length of the degree) and the general length of time before people can progress to a more senior position (e.g. you have to be a lawyer for x years before you can become a judge).

Other suggestions made by young people, parents and teachers include:

- Some young people suggested the Job Guide could contain further information on job opportunities and tertiary study options available overseas.
- Several parents and a few young people expressed a desire for information on job security (e.g. is it an industry that experiences high staff turnover? And whether the job is available in the private or public sector).

*"You won't stay in one job forever, nothing is secure anymore."* (Parent)

- A few young people said it could be useful for the Job Guide to contain information on what universities have the best reputations for different degrees.
- A few young people said they wanted information on work experience opportunities as part of the job descriptions.
- Several parents from regional locations expressed a desire for the Job Guide to include Information for young people looking to move intrastate or interstate to study or work, including information on accommodation, transportation, and financial support.
- Several parents and a couple of young people said the Job Guide could include Information on the costs of tertiary education and training courses.

*"If they could give a basic estimate, if you want to become a nurse it's going to cost you so much to study you are eligible to get HECS help or whatever you want to call it or you can get a student loan, that kind of information."* (Parent)

- A few parents suggested information on university course completion rates (e.g. X percent of students who start a Bachelor of Arts complete the degree) would be useful in giving young people a better understanding of how difficult and demanding different undergraduate degrees are.

Although the online version of the Job Guide provides a comprehensive list of courses related to each job description and links to the websites of universities that offer those courses, many parents and young people said the Job Guide should include information about the tertiary courses related to each job, and the universities and training institutions that offer these courses. This suggests that many young people and parents are not aware that the online version of the Job Guide does provide this information and several participants suggested it would be useful for the hard copy to also contain this information. Those that were aware of this information online saw this as an opportunity and benefit unique to the online platform.

While many participants suggested that additional information could usefully be added to the Job Guide, particularly to the job descriptions, some participants were of the view that adding extra information to the hard copy would not be desirable as it would increase the size of the book.

Many young people indicated that the Job Guide should not seek to duplicate information that is already available and easily accessible from other sources. They suggest instead, the online version of the Job Guide should provide more links to other useful resources and websites to facilitate student's access to the types of information they are interested in, including links to: the UAC guide, salary information, and labour market trends.

A few young people suggested that information about ATAR/OP and salaries do not need to be included in the Job Guide because Year 10 students do not need to know that level of detail.

*"The salary doesn't really matter until you start working." (Young person)*

#### **A4.5.4 The Building Your Career section**

Young people were shown a print-out of an excerpt from the Building Your Career section of the Job Guide. Young people were asked to look at the Type of Work Chart, which asks readers to indicate their likes and dislikes according to a series of categories such as analytic or scientific, creative or artistic etc, and a Jobs Chart, which lists occupations according to those categories and identifies the skill levels for each occupation. Young people were then asked to comment on how useful they think this exercise is for helping them to identify jobs that suit their skills and interests.

While some young people had previously used this section of the Job Guide and were familiar with the exercise, many had never seen it before. Many young people reported they participated in other written exercises or online aptitude or personality tests when at school to help them identify jobs that match their skills and interests. While a few participants indicated the Type of Work Chart and the Jobs Chart exercises are limited compared with the more comprehensive online quizzes and aptitude tests, other participants said they liked how the Charts were simple and easy.

*"It's just another approach but is a good approach." (Young person)*

The vast majority of young people suggested it is valuable for the Type of Work Chart and the Jobs Chart to be included in the Job Guide, as it is a useful exercise which provides a structure for navigating the Job Descriptions section of the resource. Participants suggested it provides a good starting point for students who are not sure what jobs they may like to do, helping them to narrow down their options. Young people said it also provides a framework for approaching the Job Descriptions section by

enabling students to identify a list of jobs they would like to read more about, rather than aimlessly scrolling through the hundreds of job descriptions.

*"It helped in finding the type of person you are and what job fields would be good for you." (Young person)*

Young people indicated the categories of analytic or scientific, creative or artistic etc are a useful way of organising the jobs. A few participants said they liked how in the online version you can click on the occupation listed in the chart and it takes you straight to the job description. A few teachers suggested some students can find it difficult to understand what the categories mean (e.g. they do not know what it means to be an analytic person). A couple of teachers reported they use the Jobs Chart in conjunctions with a series of questions they ask their students to help them identify what categories they fall into, questions such as do you like working outdoors? Do you like helping people? These teachers suggested the descriptions of the categories in the Job Guide could pose these kind of questions. Several teachers also noticed that some jobs were listed in several categories in the Jobs Chart and suggested the matrix could be ordered by jobs alphabetically, which would save space by not repeating the jobs.

*"I think it's useful. I'm more creative, I look at analytic and scientific and think nah. Then I see creative jobs." (Young person)*

Many young people and teachers indicated it is useful for students for the Jobs Chart to specify the skill levels for each occupation. A few young people said they found it confusing in instances where every skill level was ticked, and expressed a desire for further explanation - e.g. how does a level 1 human resource officer job differ from a level 5 human resource officer job?

An identified limitation to this exercise is that it relies on subjective judgement about what student's think they like and are good at and may not reflect their true skills and talents. A small number of young people also indicated they found it difficult to identify their likes and dislikes and to describe their own personality.

*"Whether you like something or not is different to whether you're good at it or not. You need both." (Teacher)*

*"It's really hard to describe your own personality. I think it would be better if someone else did it for you." (Young person)*

A few young people said categorising the occupations in this way can result in students overlooking jobs they would be interested in because they fall under a certain heading. Several young people, teachers and parents suggested it would be useful if the Job Guide categorised occupations according to different school subjects.

*"It can be helpful and unhelpful - good that it narrows it down but then you could write off a whole group - I don't like analytic but I would like nursing and didn't realise it would come under here." (Young person)*

Several young people commented they liked the table format, and how the information is represented visually rather than in straight text. Many young people and some teachers expressed a desire for the table to use colour and to be more visually appealing and engaging. A couple of teachers suggested symbols could be used to identify other industries, the same way the tractor is used to identify agricultural jobs.

*"I reckon this is like much more helpful than heaps of words on a page, something more visual than reading, it's a lot more clearer." (Young person)*

#### **A4.5.5 The Looking for Work section**

Young people were shown a print-out of an excerpt from the Looking for Work section of the Job Guide including an example resume and cover letter. Young people were asked to comment on how useful they think this information is for helping them to find and apply for jobs.

Only some of the young people had used this section of the Job Guide before. Most of these participants reported they used the Looking for Work section at school to write practice resumes and cover letters and learn about job interviews. Other young people indicated they referred to other resources for information about job hunting and applying for jobs. Some reported using other resources/examples provided by their school career practitioner or teachers, while several said their parents or older siblings taught them how to write a resume. Several young people said they searched on Google for resume examples and templates.

*"My parents told me [how to write a resume]. My mum works for the government so she knows this already so she helps me out." (Young person)*

Young people and teachers generally said the information on resumes and cover letters in the Job Guide is helpful to Year 10 students because it provides good examples of how to structure a resume and cover letter and outlines the type of information that should be included. Participants suggested that many Year 10 students would not have any previous experience in applying for jobs and would have a limited understanding of how to approach writing a resume and cover letter. Young people and teachers said it is useful that the examples provided in the Job Guide are targeted at students (e.g. it includes examples of school achievements), as the examples and templates available online are generally targeted at adults.

*"I know when I started looking for jobs I never really knew what to put in the resume - how to make it look professional. This definitely helps. If someone knows that's great but if someone doesn't know how to make it look a lot better, this really helps to make it look professional." (Young person)*

A couple of teachers expressed the view that the online version of the section is more helpful for students, as it enables them to type in their information to build their own resume. The few young people who reported having used the online resume builder said they found it to be useful. Some participants suggested the online version could contain links to other relevant resume templates, and several teachers suggested the Job Guide website could include a suite of example resumes tailored to different industries.

Several young people expressed a desire for this section of the Job Guide to contain further information and guidance on what Year 10 students can write in a resume if they are applying for their first ever job, including further advice on how they can demonstrate their skills and achievements and convince employers to hire them when they have no previous employment history and more examples of what they should write under 'employment history' and 'work skills'.

Some teachers were concerned that the example resume and cover letter in the Job Guide are outdated and do not reflect current thinking regarding the information to

include and how to structure and present a cover letter or a resume. Some teachers reported the examples in the Job Guide have not been updated in several years, suggesting they should be reviewed to ensure they reflect current best-practice and align with the needs and interests of employers.

Young people said this section of the Job Guide also provides useful websites to search for job vacancies. Several participants were of the view that many of the websites listed contain jobs for adults rather than casual, first-time jobs for school students. Some suggested the Job Guide could usefully contain further information on how to search for and find jobs suitable for Year 10 students.

*"The examples [resume and cover letter] are aimed at your first job while the links are for more higher level jobs." (Young person)*

Young people indicated they found the information on how to prepare for job interviews, how to behave during the interview and types of questions employers might ask to be very useful. Some young people expressed a desire for the Job Guide to contain more information on the interview processes, including video-clips of mock job interviews that demonstrate effective interview techniques on the online version of the resource. Some teachers reported they do practice interviews with their students doing class, and suggested activities of this nature really value add to the information contained in the Job Guide.

#### **A4.5.6 The Job Descriptions section**

All young people and most parents who participated in the focus groups had previously used the Job Descriptions section. Overall, young people indicated the job descriptions are useful and generally contain the type of information they needed and wanted. Young people suggested the job descriptions provide adequate information to give school students a basic understanding of what different jobs involve, their pathways and requirements.

*"I think it's pretty good to get all the information in such a small amount of space. It's pretty good you can't put everything about that job in so I think they've summarised it pretty good." (Young person)*

Most young people said the information of particular value to them in the job descriptions include: the details of what the job involves, and the education and training requirements and pathways. Young people reported the 'specialisations', 'personal requirements', 'related jobs', 'employment opportunities' and 'further information' sections were also useful.

Young people and teachers expressed a desire for the information on prerequisite subjects to be better highlighted. These participants argued this information is especially relevant to Year 10 students, and while some information on subjects is currently included, it does not stand out. Some young people and teachers said the information on prerequisite subjects should be more explicit and comprehensive, and less vague. Several young people indicated they were previously not aware that information on school subjects was included in the Job Guide, which suggests this information is not apparent or easily located.

Several parents and teachers reported they found the 'related jobs' to be particularly useful in helping them explore with their children or students the range of employment

possibilities within the industry their child or student was interested in. Some parents and teachers indicated their child or student was interested in specific jobs but were unlikely to obtain the required marks to study that course at university. These parents and teachers said the 'related jobs' enabled their child or student to explore other employment opportunities within the same industry that were a better match for their skill level. Several parents also indicated the 'personal requirements' helped to inform their understanding of whether their child would be suited to different types of jobs.

*"There are things in there that you think that's not probably something you can do, you don't have the marks to do that but there are other options along those lines."* (Parent)

*"Some young people will come in and say 'I want to do X and you find they can't do it but then you can show them related jobs.'" (Teacher)*

*"It actually tells you what kind of person you need to be to do some of those careers. I found that very enlightening."* (Parent)

Some young people indicated it would be helpful if the job description provided information on the specific university and training courses that relate to each job (currently this information is available on the online version of the resource only). Other participants said adding this information to the hard copy version would make the book too big.

Many young people said it was helpful to include information on personal requirements, but currently, this information is too generic and not specific enough. As one young person comments in relation to the personal requirements for Lawyer: *"It describes any job, ever"*. Some young people and parents suggested the online version of the Job Guide could offer students the option to click on a button and do a short aptitude test that would tell them if they are personally suited to the job.

*"I think the descriptions are too broad and too generic. It is like they never asked a lawyer for their honest opinion."* (Young person)

Some young people indicated the job descriptions can be particularly valuable for students who are interested in a job but do not know anyone who has ever done that job. Many young people expressed a desire for the job descriptions to contain further details on what working in each job would actually be like. They want to know, for example, the dress code, and the standard working hours per week and they want to hear about both the positives and the negatives of the job. In particular, young people said they want to hear from someone who works in that occupation – they want to hear about their everyday experiences and their honest opinions on what they like and dislike about their job. Both young people and parents suggested the online version of the job descriptions could include videoclips featuring people who work in the different profession talking about their jobs. A few young people also suggested the hard copy could include a small case study at the bottom of each description profiling someone who works in the industry.

*"I've been studying for a year now and still don't know what engineers do in a day. I've been asking friends and still don't know."* (Young person)

A few young people and parents suggested the job descriptions are currently too generic. For example, some felt the description of a Lawyer makes it sound like becoming a

Barrister is easy to do. These participants suggested that young people would have more realistic expectations about the jobs if the descriptions contained more specific information such as the ATAR/OP scores, the number of years of study required, and the post-graduate study requirements.

While young people said the job descriptions are straightforward and the language is easy to understand, many suggested the descriptions could include more dot-points to break up the text. Young people felt some of the description could be said more succinctly and that the important bits of information (such as the subject prerequisites) could be highlighted.

#### **A4.5.7 The Parents Talking Career Choices brochure**

The overwhelming majority of parents in the focus groups had not seen the Parents Talking Career Choices brochure before. Parents were asked to read through the brochure during the focus groups and then comment on how useful they think the information is in assisting them to provide career development support and advice to their children.

Most parents said the brochure is a very helpful resource, suggesting the information contained in the brochure is useful and relevant to parents. Parents suggested they were particularly interested in the information relating to Australia's job growth, top employability skills, financial support, and the education pathways. Several parents said they also value the advice provided in the brochure on how parents should approach having career development conversations with their children (e.g. young people respond well to casual conversations about careers).

*"I wish I had this to look at a long time ago. It took us a long time to get to the point to realise our daughter only wanted to have a casual conversation with us."*  
(Parent)

*"If I had of known of this, it would have been a big help."* (Parent)

The majority of parents commented that the brochure was concise, well-written and easy to read. Parents also suggested they liked the structure and design of the brochure, including the use of colour and graphics. Some parents and teachers suggested the parents brochure is easier to read and more visually appealing than the other sections of the Job Guide.

*"You know in the parents one we had a cartoon, why is there nothing really in there whereas the kids you would think you would put one in the kids one and not the parents one but they've thought to put it in the parents one."* (Parent)

Many parents said the brochure should be made more accessible to parents, and should not rely on student's showing the Job Guide to their parents. Many parents indicated that even if they had seen a hard copy of the Job Guide, the parents brochure is not easy to locate within the book. The brochure is hidden upside down, in the middle of the book with no reference to it in the contents page. Similarly, the parents brochure is also not very prominent in the online version. While there is a link to the brochure on the landing page and in the 'Minister's Welcome', it is not cited in the contents page. Some parents said the brochure should be directly mailed to parents, rather than located inside the Job Guide.



*"It all depends on whether children come home and actually share this book with us. I am not sure if my son actually has a book like this." (Parent)*

A smaller number of parents said the brochure is not useful or relevant to them. These parents generally indicated they do not need the assistance of the Job Guide to provide career development support and advice to their children. Some parents said they found the brochure to be too 'simplistic'.

*"I think you'll find that parents would have had that discussion....I think it's a little bit insulting as a parent to say this is how to talk to your kids." (Parent)*

A few parents expressed a desire for the information to include further information about what their child's choices are if they choose to leave school after Year 10.

## **A4.6 Format and design of the Job Guide**

### **A4.6.1 Hard copy versus online**

Focus group participants reported differing preferences for accessing the Job Guide in hard copy versus online. Although young people had mixed preferences, the majority indicated they would prefer to access the resource in hard copy. Most of the parents in the focus groups also indicated a preference for accessing the Job Guide in hard copy, although some parents said they would prefer to use the resource online.

Participants who preferred accessing the Job Guide in hard copy suggested they liked the sense of ownership over the book and the interactive nature of the hard copy, including the ability to highlight passages, make notes in the book, and dog-ear the pages. Some young people and parents said they have a general preference for reading books over using computers, and a few parents and young people said they are not very technology savvy. A couple of parents said they work on computers all day long and have little desire to use a computer outside of work.

*"I like the tactile response of a book." (Parent)*

*"It is more of a resource psychologically -you can mark it and it is your own." (Young person)*

Young people and parents who preferred accessing the Job Guide online suggested the internet is very accessible and that they frequently search for information and resources online. As one parent commented: *"I do everything online"*. A couple of young people suggested that hard copy resources are likely to become obsolete in the future, as nowadays everything is available online.

Many parents suggested that although they prefer the hard copy of the Job Guide, their children would be more willing to engage with the online version of the resource:

*"If I put that book in front of my kids they'll say you're joking mum but if I say go onto the website and look this site up they'll say OK." (Parent)*

Although participants have various personal preferences concerning the format of the Job Guide, they generally indicated there are advantages and disadvantages to both formats. The online and hard copy resources are useful for different purposes and lend themselves to different user experiences.

The advantages identified by participants of accessing the Job Guide in hard copy are outlined below.

- Many young people, parents and teachers said it is easier for people who are not looking for any one job in particular, but who are wishing to explore the wide-range of jobs that exist, to browse through the job descriptions in hard copy. Participants suggested that students are more likely to serendipitously stumble across different jobs when using the resource in hard copy.

*"What I like about this [the hard copy] is you see everything, the various occupations. Scrolling online is not as good." (Parent)*

*"The hard copy is beneficial because they can flick through and stumble upon things. They search for what they want online and that's limiting." (Teacher)*

- Some young people suggested they would be more likely to read the Job Guide if they were provided with a hard copy, than if they were told to access the resource online.

*"Let's be honest we probably wouldn't have looked at it if someone was like 'it's online you can go look at it online' but with the book I might just flick through it." (Young person)*

- Some young people indicated they would be more likely to concentrate on the content of the hard copy resource, compared with being online where they can easily get side-tracked by distractions such as facebook
- Some young people and teachers said students at their school had to compete for a limited number of computers and that the school's internet connection could be unreliable, so the hardcopies of the Job Guide were often more accessible. A few teachers also reported that some students do not have access to computers at home.
- Several parents said they found it easy to sit and talk to their child with the hard copy in front of them, and suggested it would have been more difficult to go through the resource with their child on the computer (e.g. one parent said the computer is in the corner of the room and one person has to stand and look over the shoulder of the other person). Teachers also suggested that using the hard copy made it easier to sit and talk one-on-one with students or their parents.
- Several teachers reported it is quicker and easier to grab a hard copy of the Job Guide for impromptu and opportunistic conversations with students, rather than relying on access to computers.

*"Also the convenience of just grabbing it, not having to use the technology." (Teacher)*

Some young people said students would be more likely to use the Job Guide if they receive their own hard copy, suggesting that if students are required to actively search for the resource in the school library or the career practitioners office, many will simply not bother. Some young people reported their schools did not have enough hardcopies, which limited their ability to access the resource.

Most teachers expressed the view that it is unnecessary for hardcopies to be made available to every Year 10 students. Teachers suggested there is less need for hardcopies as many students prefer to access the resource online. Several teachers reported there were always plenty of spares left over when their school used to receive a hard copy for every student, as many students would not take their copy home. Notwithstanding this, most teachers said schools should receive enough hardcopies for students who want their own hard copy, and for students who do not have access to a computer. Several teachers noted that one major disadvantage of students not receiving their own hard copy is that students are less likely to show the Job Guide to their parents. A small number of teachers said their preference would be for each student in Year 10 to have their own hard copy of the resource.

*"We often ordered full sets for one per kid and you end up with boxes left over."* (Teacher)

*"It's better to have three at each school that are being used, rather than 300 copies that aren't used."* (Teacher)

Some parents suggested there should be enough hardcopies so that students who want their own copy are able to have one. Some parents also indicated they would like to have been able to access the Job Guide in hard copy:

*"We didn't get a hard copy. We would have liked to have seen one."* (Parent)

Participants also identified a range of advantages to accessing the Job Guide online. These include:

- Young people, parents and teachers reported it is quicker and easier to search for information on a specific occupation online, as you can simply type the occupation into the 'search' bar and the website takes you directly to that page.

*"I used the online and it is good if you know the path you want to take you can click on it and zoom straight in."* (Parent)

- Several teachers suggested the Job Guide website has useful features that are not available in the hard copy resource, including links to university courses related to the job descriptions and the resume builder.
- Young people, parents and teachers reported it is easier to use the Job Guide website in conjunction with other online resources to search for additional information on jobs and pathways of interest. There is the ability online to go instantly to another resource by opening a new search tab.

*"The website is good because you can click on something and you can go through to other options. It is really fluid in finding stuff."* (Young person)

- Some students said the Job Guide website is more accessible. Students who have a laptop can look at it anywhere, anytime.
- There is a perception amongst many young people, parents and teachers that the online version of the Job Guide is more current and up-to-date compared with the hard copy resource. A few students also reported the hardcopies at their school were older additions.

- Many parents and teachers suggested the Job Guide website is more interactive, visually appealing and engaging for students compared with the hard copy resource.
- Several teachers reported the Job Guide website is easier to use for class activities as they can have the website on a projector while students have the website open on their laptops. Teachers also said students do not like carrying the heavy book back and forth between school and home.

The overwhelming majority of participants said the CD ROM is redundant when the Job Guide is available online. Several young people said it would be useful if the Job Guide was available as a phone app, indicating that some young people are not aware that the Job Guide can be downloaded to mobile phones. Some young people and parents also said it would be useful having downloadable pdf versions.

*"We had it on CD ROM but because the Job Guide is available online, why bother using the CD ROM." (Teacher)*

#### **A4.6.2 The design and presentation of the Job guide**

##### **The hard copy of the Job Guide**

Participants generally indicated they found it easy to find the information they were looking for and to navigate the hard copy of the Job Guide. Many participants reported the Job Guide is easy to read and well structured. Participants suggested the contents page, index, listing of jobs alphabetically, dot-point form and the sub-headings assist with using and navigating the hard copy of the resource. Some young people, parents and teachers expressed a desire for more of the text to be in dot-point form and for some of the sub-headings to be bigger and bolder. Others suggested introducing tabs or dividers to improve the navigability.

Overall, participants said the design of the hard copy resource is not generally appealing or engaging for the target audience. Many parents and teachers said the design of the hard copy resource is not appropriate for school students. Young people, teachers and parents often commented that the Job Guide looks like a telephone book. Young people commonly used the following words to describe the resource: big, ugly, bland, boring and dull. Several teachers and parents suggested that school textbooks are generally more appealing and engaging than the Job Guide, as they contain more colour, illustrations, diagrams and exercises. Parents and teachers also expressed the view that the design of the hard copy Job Guide is old and out-dated. Several parents reported the Job Guide looks like textbooks they had when they were at school. Many participants suggested the design of the Job Guide could be cooler, fresher and more interesting to encourage young people to use the resource.

*"It looks like a book you are made to read, not want to read." (Young person)*

*"It's not really a book for 16 year olds, compared to text books that are coloured, with pictures and pull out boxes that direct them around the place." (Teacher)*

*"That's probably what would happen in my day, 30 odd years ago, we've got all these different ways of presenting things now and they're eye catching." (Parent)*

Many participants noted that, apart from the front cover and a couple of pages of advertising, the hard copy of the Job Guide is black and white. The vast majority of participants said the use of colour would make the hard copy resource more visually appealing and enjoyable for students. Many participants suggested colour could be used in key places such as the headings, exercises, text-boxes and case studies.

*"It wouldn't kill them to put in some colour." (Young person)*

### **The Job Guide website**

Participants reported differing views on the functionality and usability of the Job Guide website. Some participants said the website is user-friendly and they found it easy to search for information and find what they are looking for. Other participants suggested the website could be confusing to navigate. A few young people and parents reported they did not find the design of the website to be visually appealing. A few participants said they found the website design to be too busy and cluttered, which made it difficult to find the information they were looking for.

*"The website is good but it has its limitations, the visual design. I haven't looked at it in a while but I don't remember it being visually appealing. A lot of people went back to the hard copy because it is quicker and easier to navigate." (Young person)*

The small number of young people who had seen the mobile version said they found it difficult to use:

*"I saw the mobile version and it's really crappy. It's a bad interface, not easy to use, not visually appealing." (Young person)*

### **The presentation of information**

Many young people, parents and teachers expressed a desire for the Job Guide to contain more illustrations and diagrams, to better appeal to students with a range of learning styles and preferences. Participants indicated that in its current format, the Job Guide is less useful for students who are visual learners, suggesting some of the information could be more usefully represented in diagrams or charts rather than in text.

Several teachers and parents suggested the language could be more tailored for a younger audience. Participants said that, in some places, the language is 'too wordy' and could be shortened and simplified. For example, some participants suggested some of the descriptive text in the job descriptions could be shortened into dot-points. Teachers suggested the language could be more interactive and engaging, for example, by asking the reader questions. A few teachers also felt some of the chapter headings in the contents page do not clearly identify the contents of each chapter, which may result in people underutilising some chapters.

*"Maybe speak to the reader - ask questions. Presented in a different way. Thinking of a younger audience." (Teacher)*

A few teachers reported the language can be challenging for students with learning difficulties or who have English as a second language.

*"I worry about the kids, the level of language used in it. It's actually quite sophisticated and hard to understand. Especially for less abled or ESL students...It's too lexically dense for a lot of students". (Teacher)*

# Appendix B Quantitative report

## B1 Introduction

### B1.1 Introduction

Urbis was commissioned by the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) to undertake a review of the Job Guide (or 'the Guide'). The purpose of the review was to explore the use and usefulness of the Guide for young people, parents, teachers and career practitioners.

A range of qualitative and quantitative research activities were undertaken to inform the review, including online surveys, in-depth interviews and focus group discussions. The purpose of this research was to answer the following key questions:

- Who is using the resource?
- How are they accessing it and using it?
- Do they find the resource useful; and if so which sections are most useful and why?

The research was conducted nationally and sought input from all States and Territories, and urban, regional and rural areas. The research was conducted between November 2012 and February 2013.

### B1.2 Online survey

Three online surveys were developed to target potential users of the Job Guide with particular emphasis on gaining feedback from the following groups:

- students and young people between the ages of 15 and 18 years old
- parents with children who have completed or are currently completing Year 10 at school
- teachers of high school students
- career practitioners, guidance officers and career counsellors (referred to as 'career practitioners' for the purpose of this report).

Each survey asks similar, but slightly different questions for students, parents, and teachers and career practitioners. The survey questions are presented in **Appendix A** at the end of this report.

The survey consisted of mainly closed-ended multiple choice questions, with three open-ended questions to seek further feedback and opinion from participants.

A mixed method approach to the recruitment of survey respondents was undertaken. Students, parents and high school teachers were recruited through an online panel. Career practitioners were also recruited through peak organisations including the Career Industry Council of Australia (CICA) and the Career Development Association of Australia

(CDAA). Peak bodies promoted the survey and distributed a link to complete the survey. Participants were also encouraged to pass on the survey to other career practitioners.

Table 10 below presents the target sample sizes estimated for the survey, and the actual figures for the number of participants from each group. It can be seen that the number of participants significantly exceeded the target.

**Table 10 – Target response rate vs actual response rate**

| Participant                                 | Target response rate | Actual response rate                       | Proportion of target met |
|---|----------------------|--|--------------------------|
| Young people aged 15 to 18 years            | 250-300              | 308  | 103%                     |
| Parents of young people aged 15 to 18 years | 250-300              | 308  | 103%                     |
| Teachers                                    | 250-300              | 306 teachers                               | 102%                     |
| Career practitioners                        | 150-200              | 416 career practitioners                   | 206%                     |
| Total Teachers and career practitioners     | 400-500              | 213 both teachers and career practitioners | —                        |
| —   | —                    | 935 total                                  | 187%                     |

### B1.3 This report

This report presents the findings from the online survey with students, parents, teachers and career practitioners.

The frequency of responses is generally broken down by the type of respondent, eg. student and young people, parents, and teachers and career practitioners.

The following areas have been tested for significant differences and reported on where appropriate. Where no significant difference was found, no comment has been made.

- significant difference between metropolitan, regional and rural areas
- significant difference between type of school attended, eg. Government, Catholic, and Independent school
- significant difference by format of the Job Guide used eg. personal or shared hard copy, online, mobile etc
- significant differences between the views of those who are employed mainly as teachers, those employed mainly as career practitioners, and those who are in both professional fields.



## B2 Demographic profile

The following sections provide summary information on the demographic profile of young people, parents, and teachers and career practitioners who took part in the survey.

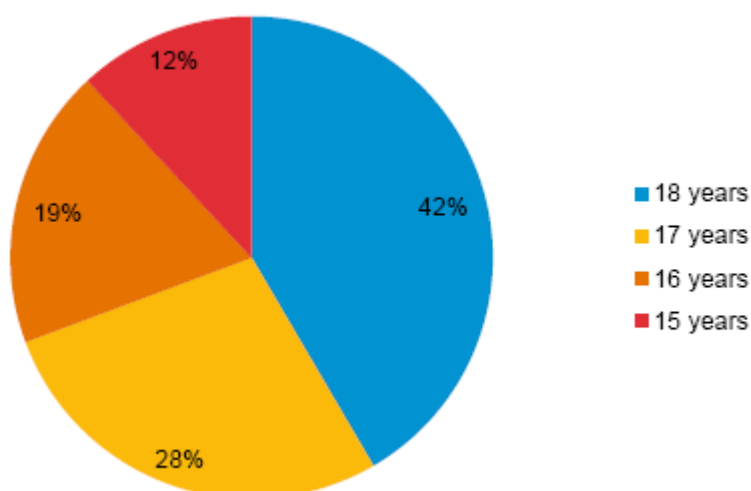
### B2.1 Young people

In total 308 young people took part in the survey.

Students who answered the survey were mainly 17 or 18 years old, were predominantly female and English-speaking. Most students had finished Year 10 and were therefore potentially familiar with the Job Guide. In addition some students had moved into further education and employment and therefore have had to make the education and career choices which the Job Guide aims to support.

Figure 7 below presents the age profile for students. This indicates that two thirds (70%) of students were aged between 17 and 18 years old, 19% were aged 16, and one in ten (12%) was aged 15 years.

**Figure 7 – Age of students**



Base: Students n=308

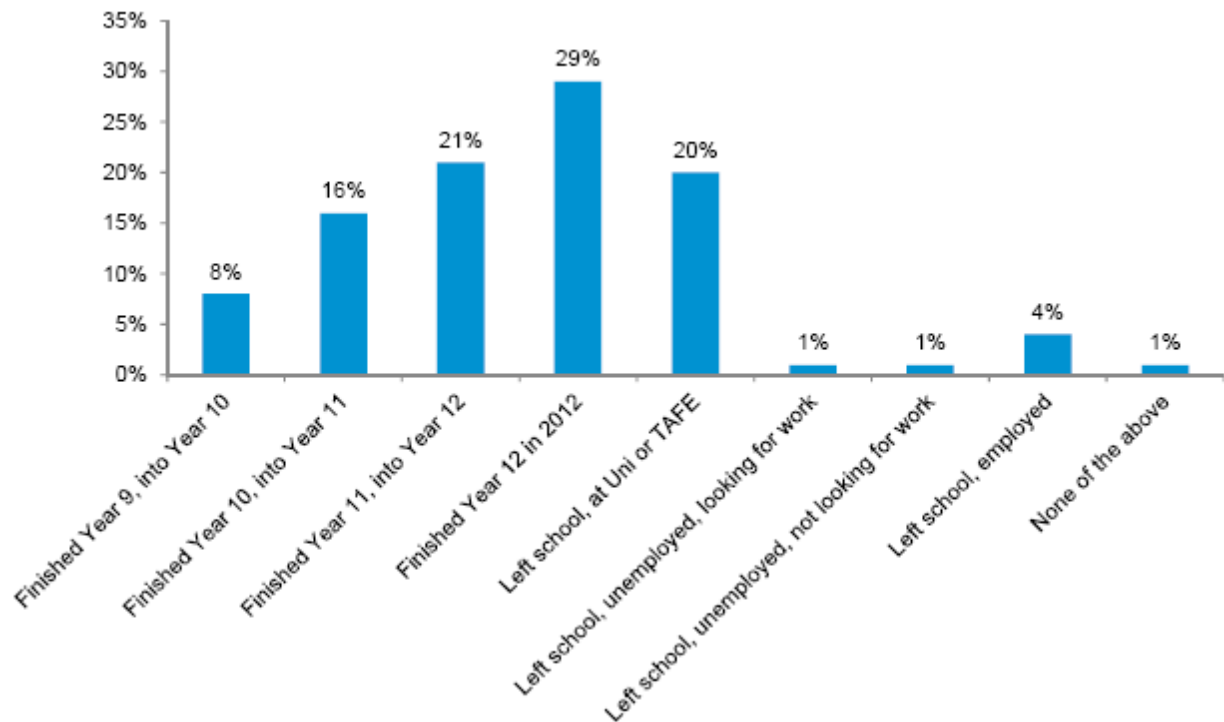
There was a significantly higher proportion of female students compared to male: over four fifths (84%) of the respondents were female, and less than one fifth male (16%).

Reflective of general population distributions, most students lived in a capital city (58%) or a regional city/large town (29). Most were from either New South Wales (37%) or Victoria (28%), with nearly one fifth (17%) from Queensland, and less than one in ten from either Western Australia (9%) or South Australia (7%).

Over three-quarters of students spoke English only (76%) at home, with close to a quarter speaking a language other than English at home.

Figure 8 below presents the current education and employment status for the students. Nearly half (49%) had finished Year 12, or were attending University or TAFE. Less than one fifth were finishing Year 10 and going into Year 11 (16%), and less than one in ten (8%) had finished Year 9 going into Year 10.

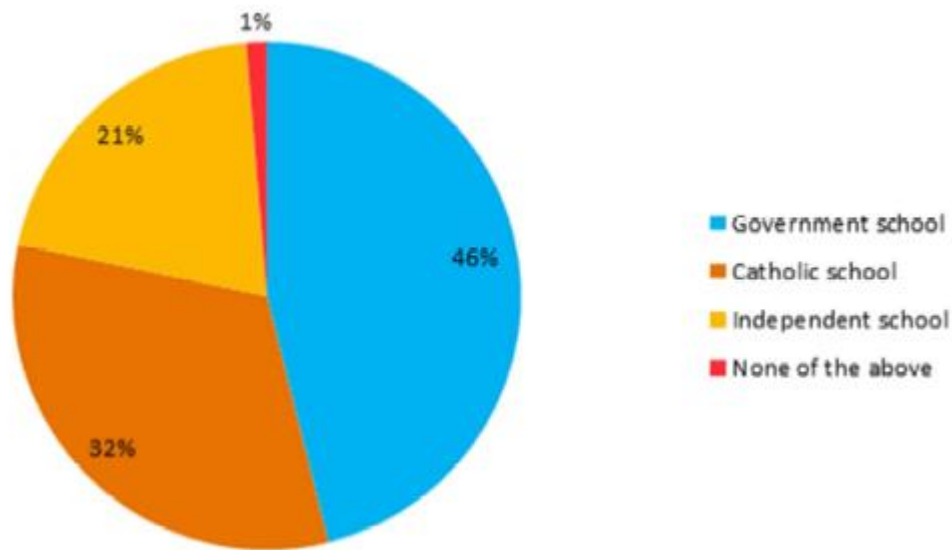
**Figure 8 – Current schooling situation**



Base: Students n=308

Figure 9 below shows that approximately half of students attended a Government school (46%), a third attended a Catholic school (32%) and a fifth of respondents attended an Independent school (21%).

**Figure 9 – School Type**



Base: Students n=308

Approximately half of respondents attended a school with 500 – 1,000 students (48%), with two fifths attending a school over 1,000 students (40%) and a third attending a school with under 500 students (27%).

## **B2.2 Parents**

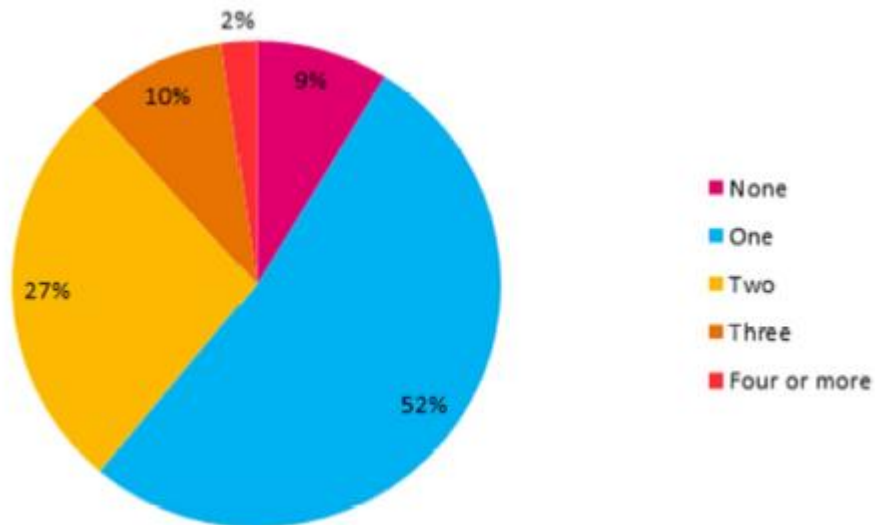
In total, 308 parents took part in the survey. As with students there was a disproportionate number of females (68%) compared to males (32%). Over half of the parents were aged 40 – 49 years (55%), with a quarter aged 50 – 59 years (26%).

Most parents identified as living a capital city (70%), with one in five indicating that that they lived in a regional city/large town (21%). Most parents were from Victoria (29%), New South Wales (27%) or Queensland (19%), with fewer from the less populous states of South Australia (10%), Western Australia (8%), and the Australian Capital Territory (3%).

A higher proportion of parents identified as speaking English only at home (86%) compared to students (76%). The most common other languages identified by parents where Italian (2%) or Greek (2%).

Two thirds of parents had one child aged between 15 – 18 years (63%), with a third of parents having two children of this age (31%). Only a small proportion of parents had three (4%) or four or more children (3%). Figure 10 below presents a breakdown of the number of children parents have who are currently, or have previously, completed Year 10.

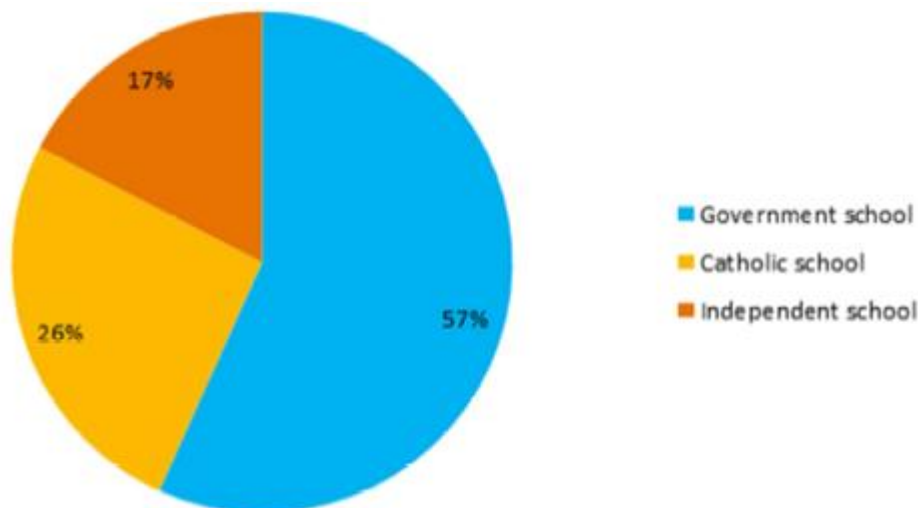
**Figure 10 – Number of Children completing or have completed year 10**



Base: Parents n=308

The type of school parents identified their child/ren attending was similar to the response from students. Over half attended a Government school (57%), one quarter attended a Catholic school (26%) and less than one fifth attended an Independent school (17%). A breakdown of these findings can be seen in Figure 11 below.

**Figure 11 – Type of school attended by respondents children**



Base: Parents n=308

## **B2.3 Teachers and career practitioners**

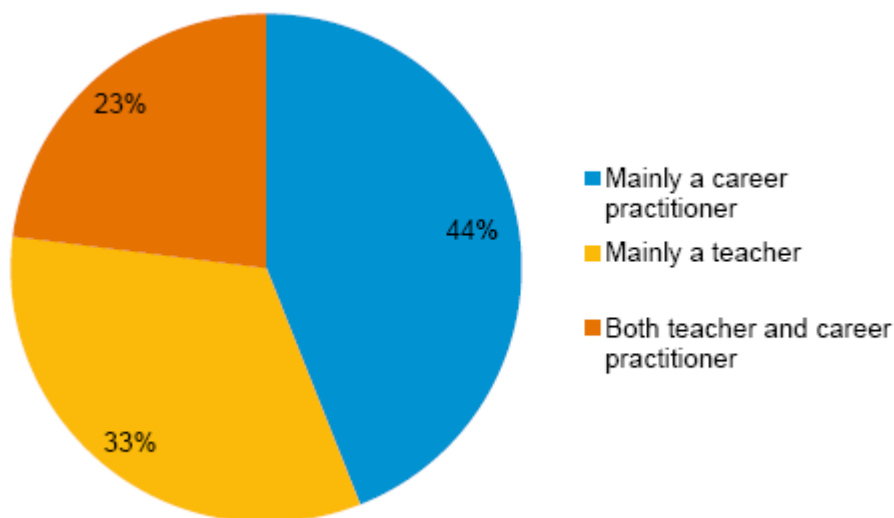
In total 935 teachers and career practitioners took part in this survey. As with both of the students and parents surveys, there was a higher proportion of female respondents (78%) compared to males (22%).

A large proportion of the teachers and career practitioners responding to the survey had many years of experience, and are therefore more likely to have used the Job Guide. Over half of teachers and career practitioners were over 50 years of age (54%) and three fifths (60%) had worked as a teacher or career practitioner for over 10 years. Only one quarter (25%) of respondents were aged 40 – 49 years, and less than one in ten were aged less than 30 years (7%).

Majority of respondents were currently working full time (70%) with a quarter working part time (24%), with little difference between those working as teachers and those working as career practitioners.

Figure 12 below presents the proportion of respondents employed as either a teacher, career practitioner or both. This indicates that over two fifths of respondents were employed primarily as a career practitioner (44%), a third were employed as teachers (33%) and one fifth were employed as both teacher and a career practitioner (23%).

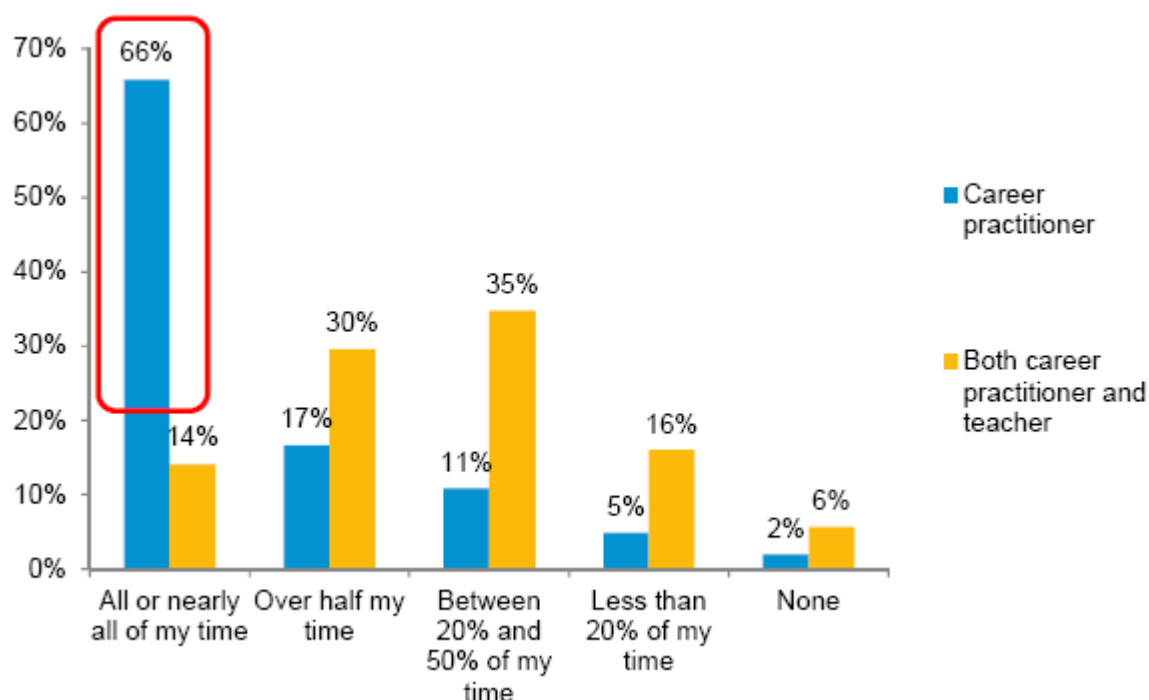
**Figure 12 – Primary role as teacher or career practitioner**



Base: Teacher and career practitioners n= 935

Career practitioners and those employed in both roles, were then asked how much of their time they spend working as a career practitioner. Figure 13 below indicates that four fifths (83%) of career practitioners spent more than 50% of their time providing career advice, compared to over two fifths (44%) of those identified as both career practitioners and teachers. Over half (51%) of those identified as both spent less than 50% of their time providing career advice.

**Figure 13 – Amount of time spent working as a career practitioner**



Base: Career practitioner n=416, Both n=213

Nearly four fifths (78%) of those who work in part as career practitioners hold one or more formal qualifications as a career practitioners. Table 11 below indicates that over two fifths of those with a qualification have a graduate certificate in education, learning and development or career development.

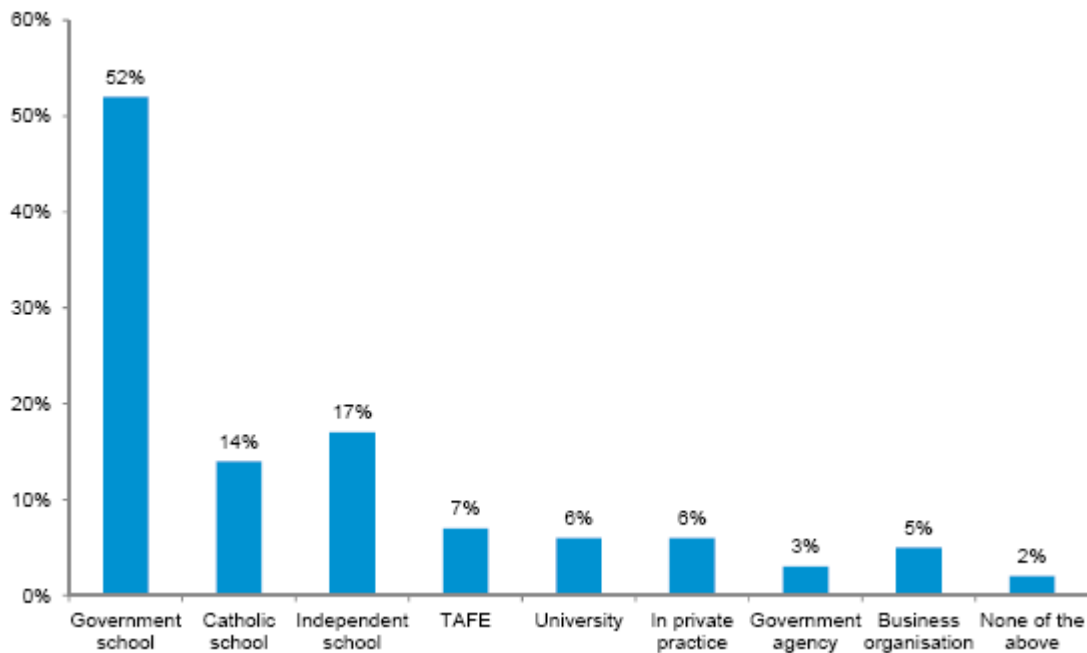
**Table 11 – Formal career practitioner qualifications**

| Qualification  | Career practitioners | Both |
|--|----------------------|------|
| Graduate Certificate (Education/Learning and Development/Career Development) | 45%                  | 44%  |
| Graduate Diploma (Education/Learning and Development/Career Development)     | 29%                  | 17%  |
| Masters Degree in Education/Learning & Development/Career Development        | 22%                  | 15%  |
| Bachelor Degree in a related discipline                                      | 22%                  | 17%  |
| Certificate IV (Career Development)  | 18%                  | 30%  |
| Other careers qualification (please specify)                                 | 7%                   | 5%   |
| Vocational Graduate Certificate in a related discipline                      | 4%                   | 9%   |

Base: Career practitioners n=341, Both n=151

Figure 14 Below shows that as with the students and parents survey, more than half of the teachers and career practitioners worked in Government schools (52%), however a higher proportion worked in Independent schools (17%) compared to Catholic schools (14%). There was little variance in the place of employment between teachers and career practitioners, and those who are employed in both roles.

**Figure 14 – Place of Employment for majority of work**



Base: Teachers and career practitioners n=935

Of the 741 respondents who worked at a school, nearly half (44%) worked at a school with 500 – 1,000 students. A third of respondents worked at a school with over 1,000 students (32%). Two thirds of respondents worked in a capital city (60%), with one third of respondents working in a regional city or large town (28%). Two thirds of respondents were from New South Wales (35%) and Victoria (30%). A very small proportion of respondents were from the Australian Capital Territory (2%), Tasmania (1%) and the Northern Territory (1%).

## B3 Information resources

### B3.1 Resources Used

Participants were asked what online or printed information resources they used to help themselves or others decide what sort of job or career they might like, or what education or training they might need.

Participants reported using a wide range of resources to find information about careers and education, and the Job Guide is an important and well-used part of this suite of resources. Table 12 below presents the resources used by students, parents and teachers and careers practitioners.

The most commonly used resource by all respondents was University brochures and websites. Most young people (69%), teachers and career practitioners (77%) and nearly half of the parents (45%) used these resources.

However, the Job Guide was also used by a large proportion of participants, with more using the hard copy compared to the website. The hardcopy version was the second most used resource by teachers and practitioners (72%), and the third most used resource by students (55%). The website was used by over half of teachers and career practitioners (62%) and by nearly two-fifths (38%) of students.

Parents generally used fewer resources with one quarter (24%) saying they used none of these resources. Fewer parents used the hard copy (26%) or website (18%) versions of the Job Guide compared to students, teachers and career practitioners, and only one in seven (14%) had used the parents section of the Job Guide.

**Table 12 – Resources used by Students, Parents, Teachers and career practitioners**

| <b>Student Resource</b>        | <b>Student %</b> | <b>Parents Resource</b>        | <b>Parents %</b> | <b>Teachers and Career Practitioners Resource</b> | <b>Teachers and Career Practitioners %</b> |
|--------------------------------|------------------|--------------------------------|------------------|---|--|
| University brochures/websites  | 69%              | University brochures/websites  | 45%              | University brochures/websites                     | 77%  |
| Job search websites            | 56%              | Job search websites            | 29%              | Job Guide handbook                                | 72%  |
| Job Guide handbook             | 55%              | UAC                            | 26%              | Job search websites                               | 70%  |
| Online surveys/ tests/ quizzes | 44%              | Job Guide handbook             | 26%              | Myfuture website                                  | 65%  |
| Job Guide website              | 38%              | Job Guide website              | 18%              | Job Guide website                                 | 62%  |
| UAC                            | 36%              | Industry websites              | 18%              | Industry websites                                 | 60%  |
| Myfuture website               | 33%              | Job Guide Parents Section      | 14%              | UAC   | 59%  |
| Industry websites              | 15%              | Online surveys/ tests/ quizzes | 10%              | Resources for career practitioners                | 50%  |
| Other printed source           | 4%               | Myfuture website               | 7%               | Other printed source                              | 8%   |



| Student Resource | Student % | Parents Resource     | Parents % | Teachers and Career Practitioners Resource | Teachers and Career Practitioners % |
|------------------|-----------|----------------------|-----------|--|-------------------------------------|
| Other website    | 3%        | Other printed source | 1%        | Other website                              | 7%                                  |
| None of these    | 6%        | None of these        | 24%       | None of these                              | 11%                                 |

Base: Students n=308, Parents n=308, Teacher and career practitioners n=935

Significantly fewer students in Government schools (61%) used University brochures and websites, compared to those in Catholic (76%) and Independent schools (76%).

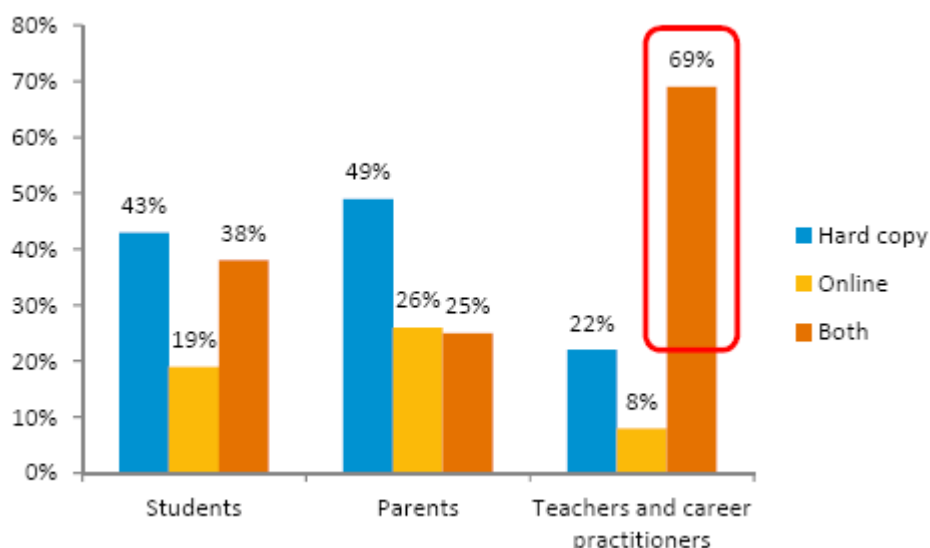
Of the 306 teachers whose primary role is as a teacher, only one third (35%) used the Job Guide handbook, and one quarter (27%) used the website, with a similar proportion saying they had used none of the resources (33%). In comparison, nine in ten (91%) career practitioners had used the handbook, and nearly four fifths (78%) had used the website.

A significantly higher proportion of teachers and practitioners working in Independent schools accessed the Job Guide hard copy (82%) or online version (71%) compared to those in Government schools (74% and 60% respectively) and Catholic schools (75% and 65% respectively).

Some participants had used both the hard copy and website version of the Guide. Figure 15 indicates that in total 209 students (68%), 740 teachers and career practitioners (79%) and 110 parents (36%) had used the Job Guide in one form or another.

While a similar proportion of students used the hard copy, or the website separately (43% and 38% respectively), most teachers and career practitioners used both sources (69%), combining the information in the handbook with the use of the website.

**Figure 15 – Use of Job Guide versions**



Base: Students n=209, Parents n=110, Teachers and career practitioners n=740

### B3.2 Usefulness of resources

Participants were asked how useful the resources they had used were in helping them or others decide what job they may like, what job they would not like, and what they might study at school, college or university.

The following figures (Figure 16, Figure 17, Figure 18) show the proportions of students, parents, teachers and career practitioners who found these resources either *very useful* or *somewhat useful* in helping them make these decisions. These figures are based on the total population rather than just the people who used the resources as this provides a clearer indication of how useful these resources are for all participants.

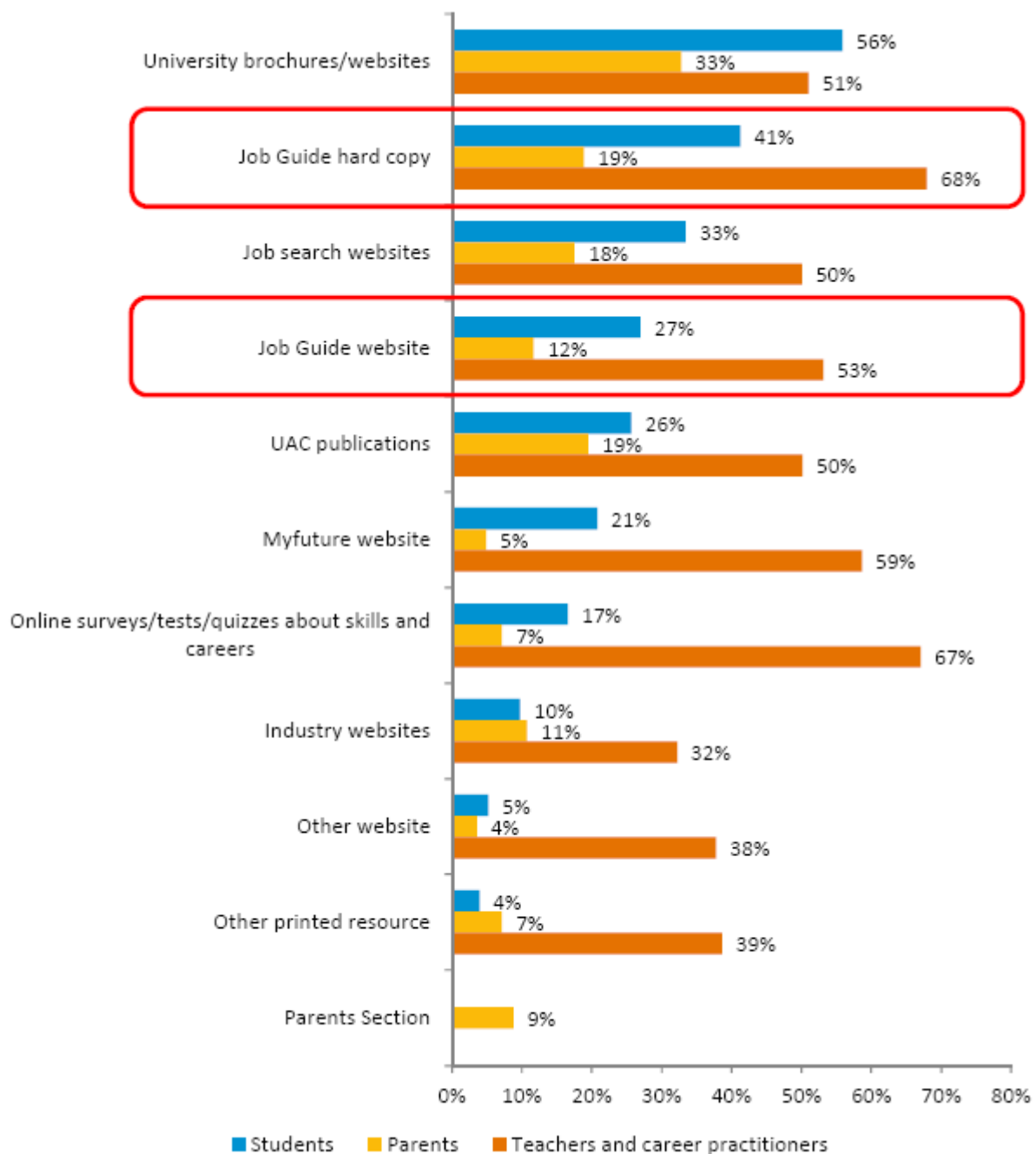
There are some general key trends which emerge from these figures including the following:

- In general it is clear that both the Job Guide hard copy and the website are regarded as very useful resources for students, teachers and career practitioners to provide guidance and support in decisions about education and careers.
- University brochures and websites are rated the most useful resource by both students and parents.
- Consistently the hard copy of the Job Guide is ranked as the second or third most useful resource by students, and the most useful by teachers and career practitioners.
- The website is generally rated as the fourth most useful resource, and second most useful website behind job search websites, by students. However it is generally ranked third most useful resource and most useful website by teachers and career practitioners.
- Fewer parents use these resources and therefore the usefulness ratings by parents are lower. Generally parents identify the University brochures and websites as the most useful resource.

This demonstrates that the Job Guide is useful alongside other resources to form a suite of resources which students and young people can access to make decisions about education and their career.

Figure 16 shows the proportion of total participants who found the various resources very useful or useful *in helping them decide what job or career they would like*. This indicates that the hard copy of the Job Guide was the most useful resource used by teachers and career practitioners (68%), and the second most useful resource used by students (41%) to decide what career they may like.

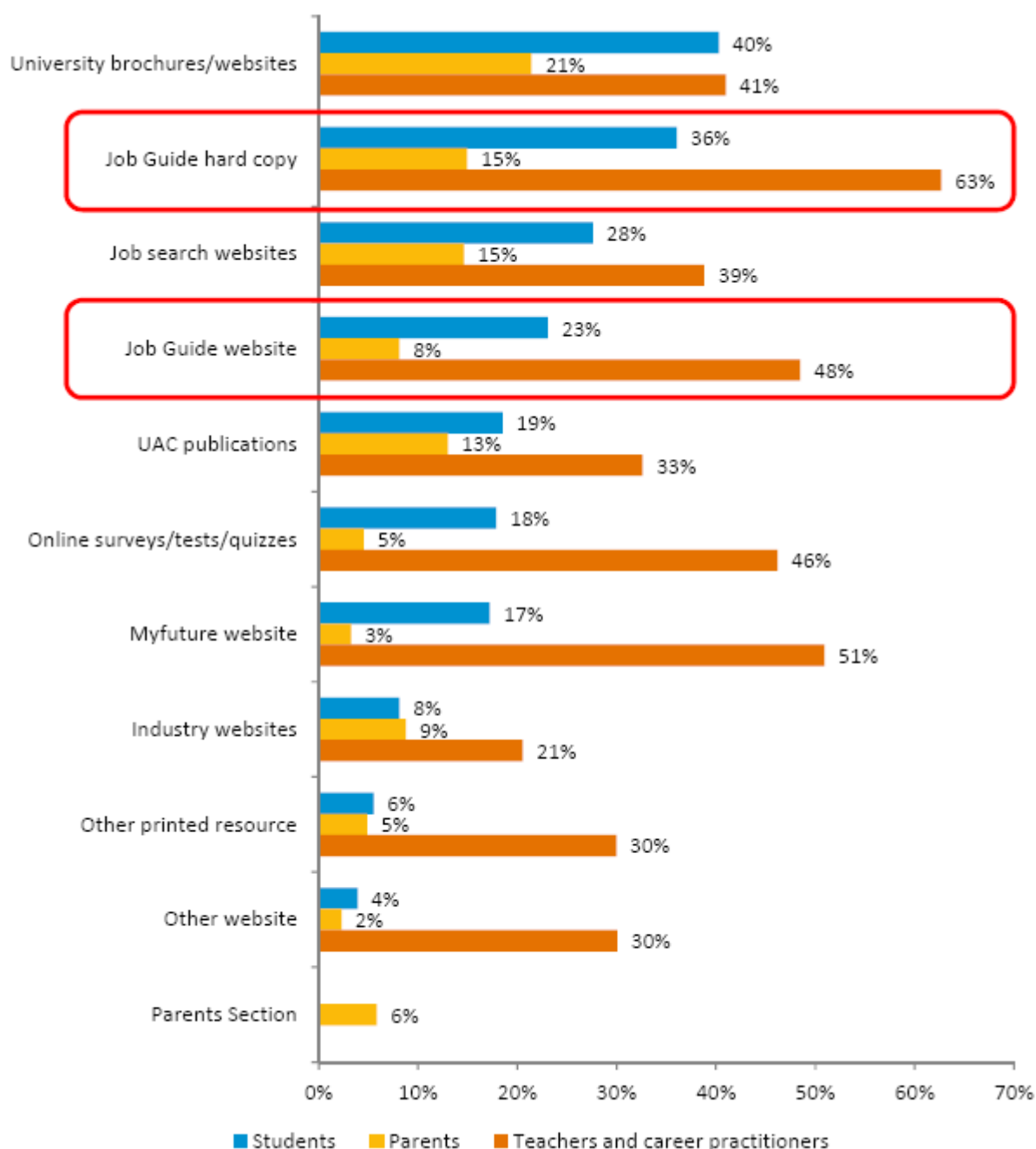
**Figure 16 – Usefulness of resources in helping to decide what job you would like (very or somewhat useful)**



Base: Students n=308, Parents n=308, Teachers and career practitioners n= 935

Figure 17 shows how useful resources were in helping participants decide what jobs they may not *like to do*. Similar to the above, the Job Guide hard copy was the most useful resource for teachers and career practitioners (63%), and the second most useful resource for students (36%). The Job Guide website was identified as the fourth most useful resource for students (23%), third most useful for teachers and career practitioners (48%).

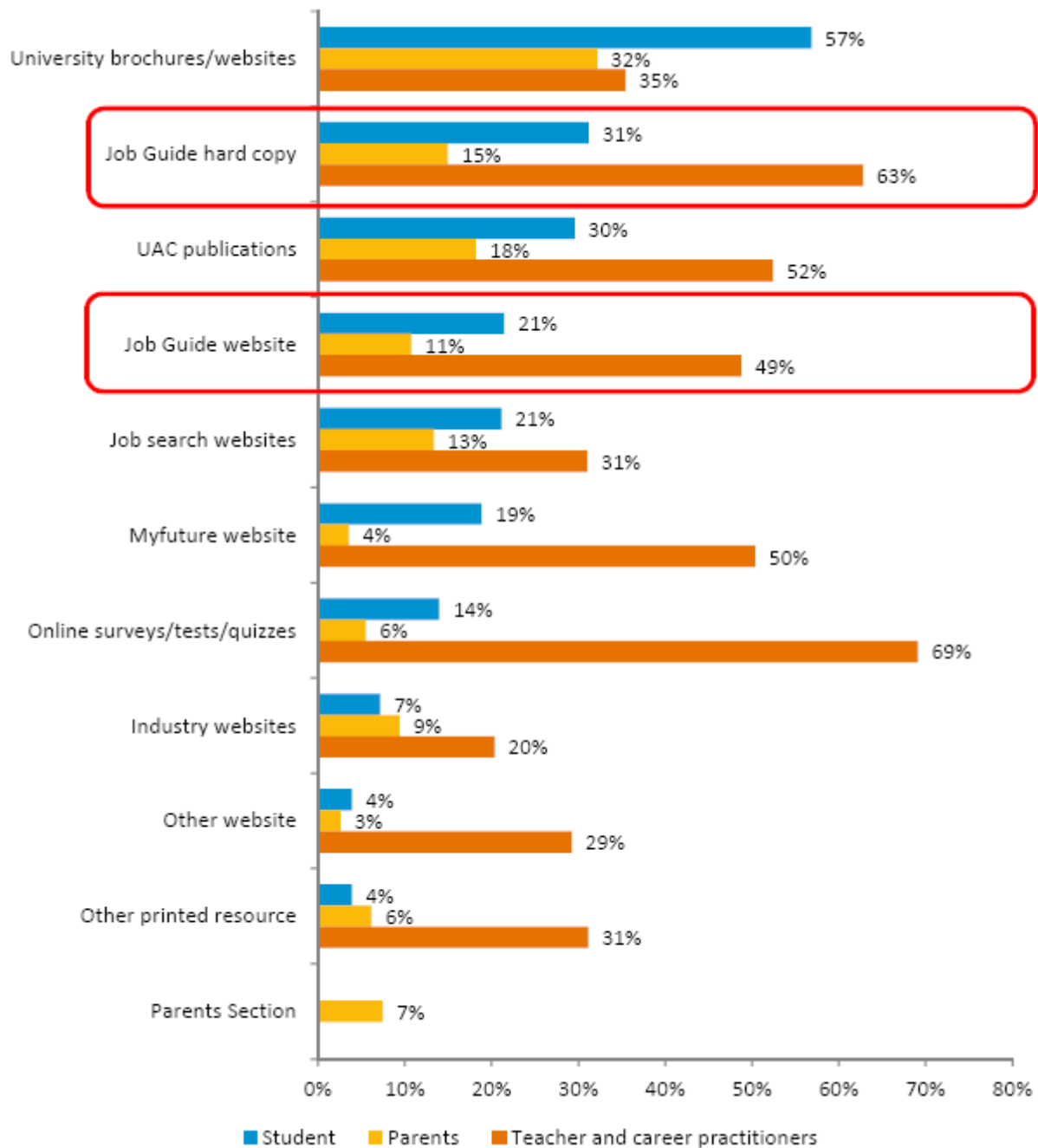
**Figure 17 – Usefulness of resources in helping to decide what job you would not like (very or somewhat useful)**



Base: Students n=308, Parents n=308, Teachers and career practitioners n= 935

Figure 18 shows how useful resources were in helping participants *decide what to study at school, college or university*. The Job Guide hard copy was again the second most useful resource for students (31%), parents (15%) and teachers and careers practitioners (63%). The Job Guide website was again the fourth most useful resource for students (23%), and the fifth most useful for teachers and career practitioners (49%).

**Figure 18 – Usefulness of resources in helping decide what to study at school, college or university (very or somewhat useful)**



Base: Students n=308, Parents n=308, Teachers and career practitioners n= 935

There was little variation in the responses regarding the usefulness of resources based on the characteristics of students, parents, teachers and career practitioners.

Students who had used the Job Guide hard copy more than three times were more likely to find the resource more useful in deciding what career they would like (60%) compared to those who had used it less often (50%). Also, career practitioners tended to provide a

higher “very useful” rating for the resources, including the Job Guide, compared to teachers, parents and students.

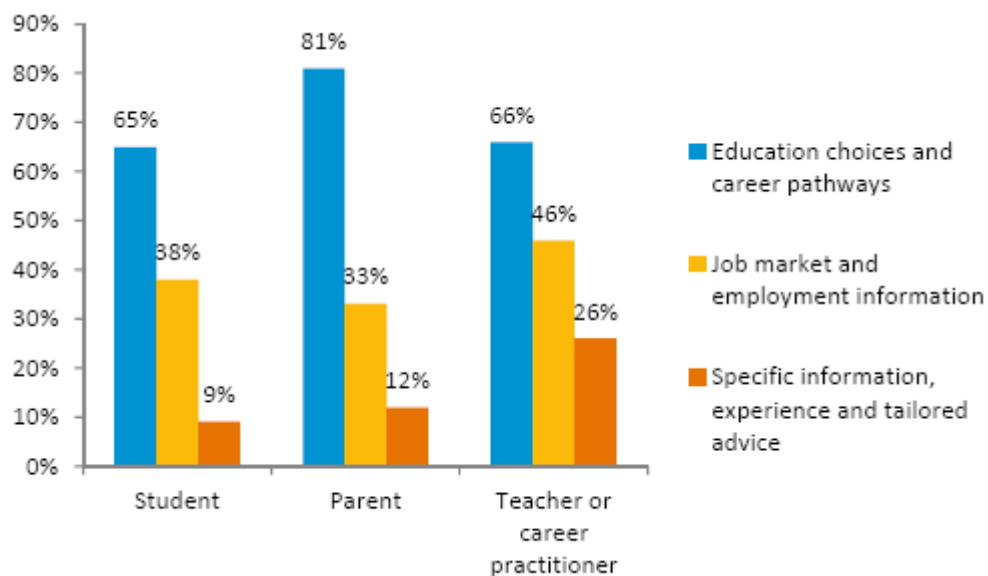
### B3.3 Missing or additional information

Participants were asked if there was any information about careers or education that they were looking for but could not find using the resources outlined above.

In total, 73 students (24%), 36 parents (12%), and 168 teachers and career practitioners (18%) indicated that there was information they needed that they could not find. Of these a large proportion of teachers and career practitioners (92%) and students (62%) had used the Job Guide as an information resource.

Figure 19 below presents the main sources of information which students, parents, teachers and career practitioners could not find information on. This indicates that information regarding education choices and career pathways was a key area of missing information for the majority of students (65%), parents (81%), and teachers and career practitioners (66%).

**Figure 19 – Missing information**



Base: Students n=73, Parents n=36, Teachers and career practitioners n=168

Table 13 below provides more detail about areas of missing information and highlights the three most common areas identified by participants. This indicates that information relating to career pathways and the courses, and length of study required for different jobs or careers, was the most common source of missing information for students (29%), parents (33%), and teachers and career practitioners (30%). This also indicates that information regarding the potential benefits of various courses and their career creating potential, was thought to be missing by some students (15%) and parents (17%). Also the prospects for employment and likelihood of getting a job in particular fields was identified as missing information by one in five teachers and career advisors (20%) and some students (14%).

**Table 13 – Missing information****Education choices and career pathways**

| <b>Missing Information</b>  | <b>Student</b> | <b>Parent</b> | <b>Teachers and career practitioners</b> |
|---|----------------|---------------|--|
| Career pathways/courses to take for specific jobs/ how much study is required             | 29%            | 33%           | 30%                                      |
| The benefits of various courses/ what they offer/ their career creating potential         | 15%            | 17%           | 15%                                      |
| The ATAR score/ levels required for entrance to a course/ career                          | 8%             | 11%           | 4%                                       |
| How much will the course cost/ can I expect any government/ industry financial assistance | 5%             | 11%           | 9%                                       |
| Overseas considerations e.g. university exchange possibilities                            | 5%             | 6%            | 5%                                       |
| Criteria for University entry   | 3%             | 3%            | 3%                                       |

**Job market and employment information**

| <b>Missing Information</b>   | <b>Student</b> | <b>Parent</b> | <b>Teachers and career practitioners</b> |
|--|----------------|---------------|--|
| Prospects for employment/ the availability of careers/ jobs in particular fields of interest | 14%            | 8%            | 20%                                      |
| Salary/ remuneration info e.g. how much can I expect to earn?                                | 12%            | 14%           | 12%                                      |
| Career advice/ a list of jobs and info on them e.g. location factors                         | 11%            | 11%           | 13%                                      |
| Employers part time/casual work options  | 1%             | 0%            | 1%                                       |

**Specific information, experience and tailored advice**

| <b>Missing Information</b>  | <b>Student</b> | <b>Parent</b> | <b>Teachers and career practitioners</b> |
|---|----------------|---------------|--|
| Facilitate feedback/ contact with people already in the course/profession | 5%             | 3%            | 4%                                       |
| Specific information on chosen course/career                              | 3%             | 3%            | 18%                                      |
| Info on experience of teachers  | 1%             | 0%            | 0%                                       |
| The opportunities available for people with special needs e.g. autism     | 0%             | 6%            | 4%                                       |

## None, or other

| Missing Information | Student | Parent | Teachers and career practitioners |
|---------------------|---------|--------|-----------------------------------|
| Other               | 4%      | 6%     | 7%                                |
| Don't know          | 1%      | 0%     | 1%                                |
| None                | 0%      | 3%     | 0%                                |
| No response         | 4%      | 8%     | 1%                                |

Base: Students n=73, Parents n=36, Teachers and career practitioners n=168

The following sections provides a broad overview of key comments made regarding missing information by students, parents and teachers and career practitioners.

### Students

*"What courses I can study in university and what jobs I can have for completing those courses"*

*"I would like to be a flight attendant but find it hard to gather information regarding the prerequisites and training I would require."*

*"Approximate wage earnings, length of years required to be in university, whether a specialisation of subjects would be required to get into certain courses for university, and, the different areas within an industry/career/etc."*

*"A simplified list of the different jobs you can get with the one qualification ... something that shows you all the linking subjects within the course to other courses and career paths ... within the same interests."*

*"Job prospects after graduating in that course, availability of jobs, more information on the course itself."*

*"The pay, what previous training you may need, how many hours they expect of you, if the other people that work for them are enjoying working for them."*

### Parents

*"Mostly what help the course would qualify them for with respect to Centrelink assistance ... It's difficult to commit to a full fee paying course ... when you don't know the full costs. The family assistance stops and then you are paying full fees and supporting a teenager which is expensive."*

*"Information about likelihood of employment in particular areas. Cost of courses and training pre-requisite knowledge that may help."*

*"The subjects my child should be doing for VCE to achieve his preferred course in the university."*



## **Teachers and career practitioners**

*"General information about careers - starting wages, qualifications needed, different jobs, skills needed as a fact sheet (1 page summary that people could quickly read) eg nursing, teaching, doctors, lawyers."*

*"The pathways to a career are well-documented, however more information on where a person may end up in 10/15 years is not always available."*

*"Jobs and training pathways for future employment. Uni graduates often have poor or no employment outcome at the end of study. We need to provide statistics to students on graduate outcomes. More information needed on jobs for 21st century."*

*"I found it very useful when the Job Guide included all courses on offer in that year for a particular career. It was a one stop shop for pathways especially and most helpful when the Yr 10 girls were completing their Set Plans."*

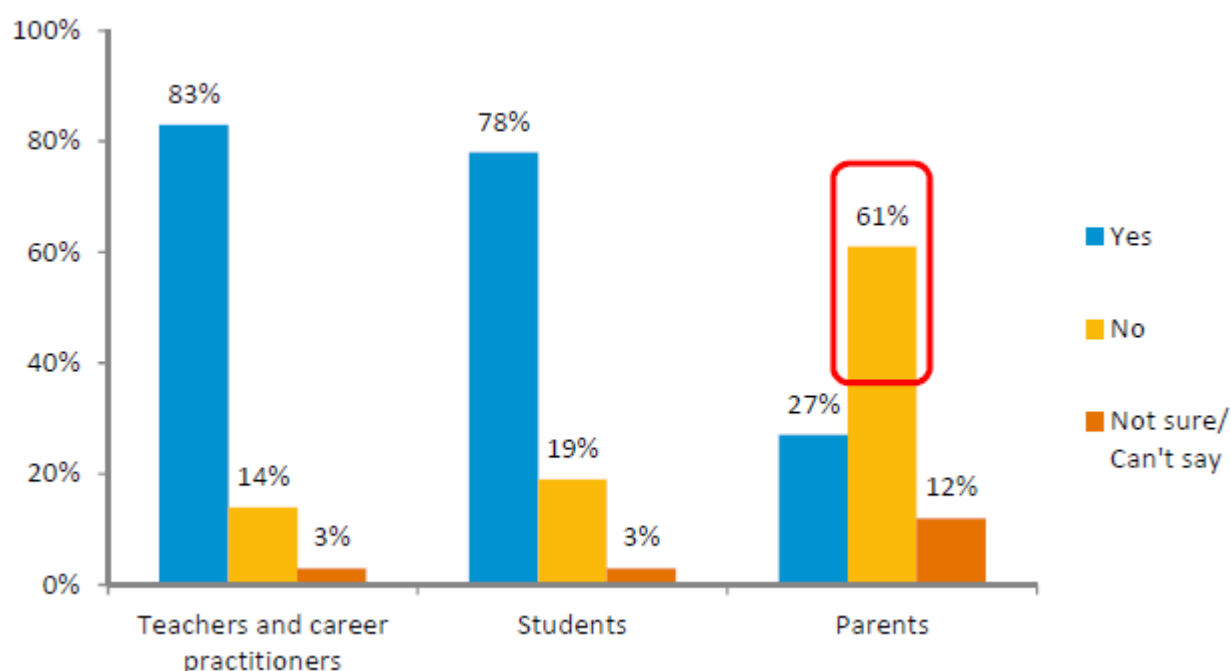
*"Skills shortages, industry trends, new/developing industries/jobs."*

## B4 Use of the Job Guide

### B4.1 Awareness

Participants were shown an image of the Job Guide and asked if they could recall seeing the Guide before. In total, 78% of students and 83% of teachers and career practitioners had seen the Job Guide, however significantly fewer parents, (27%) had seen the Job Guide. Figure 20 below presents a breakdown of the results.

**Figure 20 – Awareness of the Job Guide**



Base: Students n=308, Parents n=308, Teachers and career practitioners n=935

Importantly, a number of students (29 or 9%), parents (74 or 24%) and teachers and career practitioners (187 or 20%) who said they had used the Guide as a resource did not recall seeing or using the guide. This may reflect lack of recognition of that particular version of the Job Guide.

There was no significant difference between students recall of the Job Guide by age, gender or location. A slightly higher proportion of students who had finished Year 10 (80%) Year 11 (80%) or Year 12 (83%) were aware of the Guide compared to those finishing Year 9 and moving into Year 10 (63%) however this was not significant due to the smaller sample.

For parents, there was little variance in the response by age or gender. A larger proportion of parents in NSW stated they had *not* seen the Job Guide (69%) compared to those in Victoria (53%). Also a slightly higher proportion of parents with only one child who had not seen the Job Guide (62%) compared to those with two children (58%).

A significantly higher proportion of those employed as career practitioners (98%) or both teachers and career practitioners (97%) had seen the Job Guide compared with those who work as teachers (55%). A significantly higher proportion of teachers and career practitioners from NSW (84%) and Victoria (86%) who had seen the Job Guide compared to Queensland (76%).

## B4.2 First introduced to Job Guide

In total, 153 students (64%) were introduced to the Job Guide by their career adviser, guidance officer or counsellor, with less than one third (28%) introduced to the Guide by a teacher. A similar proportion of parents were introduced to the Job Guide by either their child/ren (28%) or a teacher (25%).

This indicates that career practitioners are important advocates and users of the Job Guide, introducing a large proportion of students and some parents (19%) to the resource. It also indicates that very few students or parents are being introduced to the Job Guide through the Guide website.

Table 14 below presents a breakdown of who first introduced students and parents to the Job Guide.

**Table 14 – Who first introduced you to the Job Guide**

| <b>Students</b>                                     | <b>Percentage</b> | <b>Parents</b>                                      | <b>Percentage</b> |
|---|-------------------|---|-------------------|
| Career adviser/ Guidance officer/ Career counsellor | 64%               | Your child/ren                                      | 28%               |
| Teacher   | 28%               | Teacher   | 25%               |
| Friends   | 2%                | Career adviser/ Guidance officer/ Career counsellor | 19%               |
| Parents   | 2%                | Friend or colleague                                 | 7%                |
| School librarian                                    | 1%                | Other   | 7%                |
| Other family (eg. brother or sister)                | 1%                | Other family (eg. Partner)                          | 4%                |
| Other   | 1%                | Job Guide website                                   | 1%                |
| Job Guide website                                   | 0%                | Other website                                       | 1%                |
| Other website                                       | 0%                | Don't know/Can't remember                           | 7%                |
| Don't know/Can't remember                           | 1%                | -   | -                 |

Base: Students n=239, Parents n=83

## B4.3 Job Guide format

### B4.3.1 Formats used

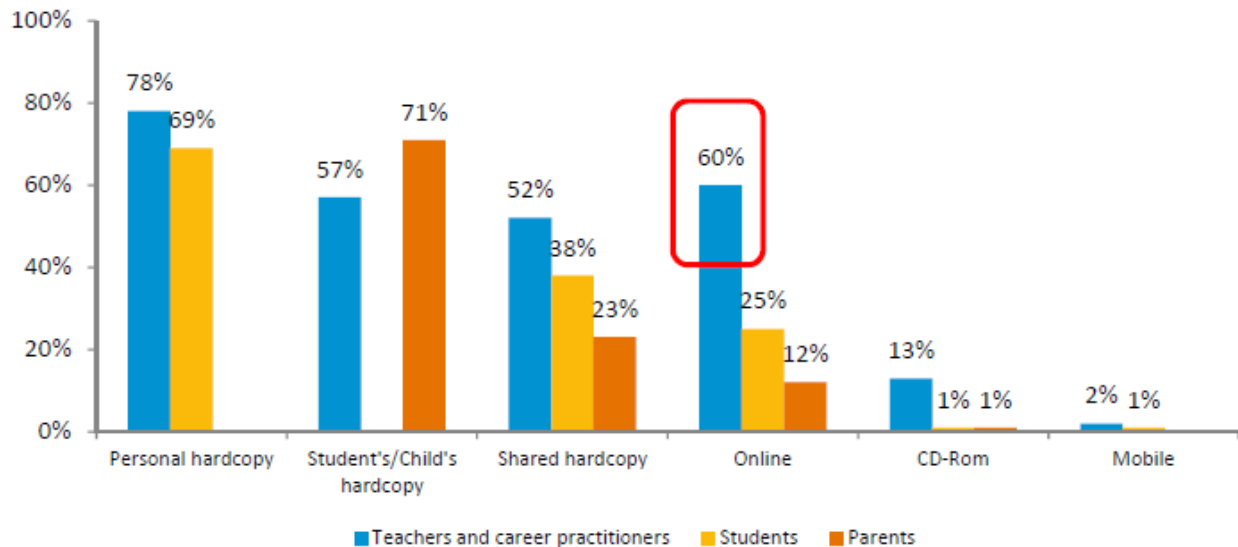
Participants were asked about which formats of the Job Guide they have used and the frequency of use.

Figure 21 below presents the types of formats used by participants. This shows that teachers and career practitioners access the Job Guide in a range of formats, while

students and parents tend to use the hard copy. Very few participants had used the CD-Rom or mobile version of the Job Guide.

Most teachers and career practitioners (78%) and students (69%) had used their own personal hard copy of the Job Guide, while most parents (71%) had used their child's hardcopy. Also while a large proportion of teachers and career practitioners (60%) use the online version, only a quarter of students reported doing so (25%).

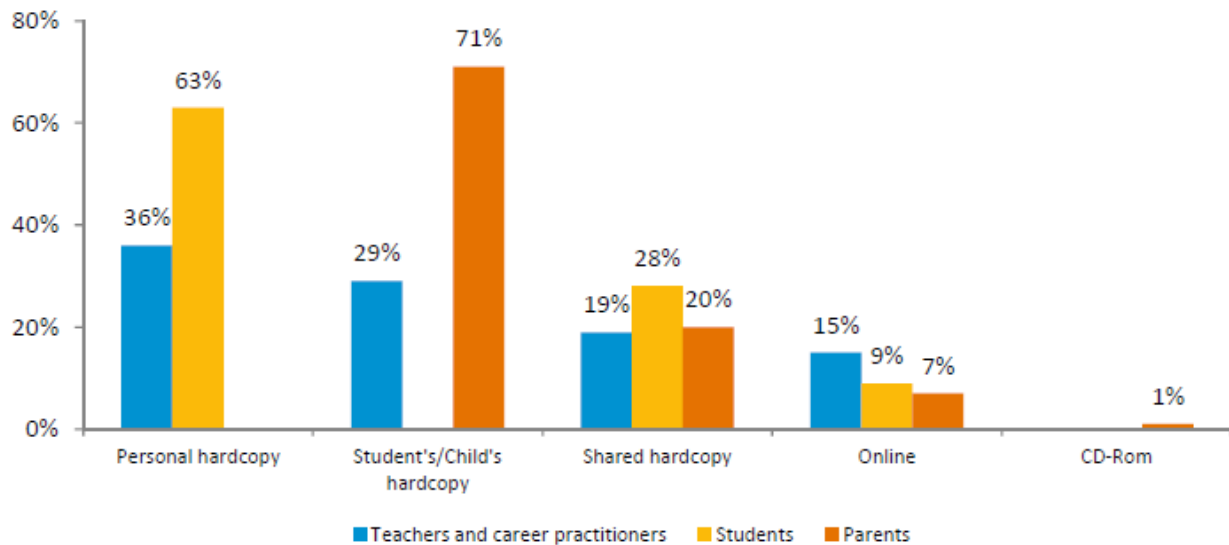
**Figure 21 – Formats Used**



Base: Students n= 239, Parents n= 83, Teachers and career practitioners n=780

In terms of which format participants have used *the most*, the hard copy format by far is the most used. Very few participants use the online format most, or the CD-Rom, and only one respondent used the mobile format the most(see Figure 22). Most students (63%) use their own hard copy, with most parents (71%) using their child's hard copy. Teachers and career practitioners tend to use a wider range of formats, but most commonly using a personal hard copy (36%).

**Figure 22 – Format used the most**



Base: Students n= 239, Parents n= 83, Teachers and career practitioners n=780

#### **B4.3.2 Preferred format**

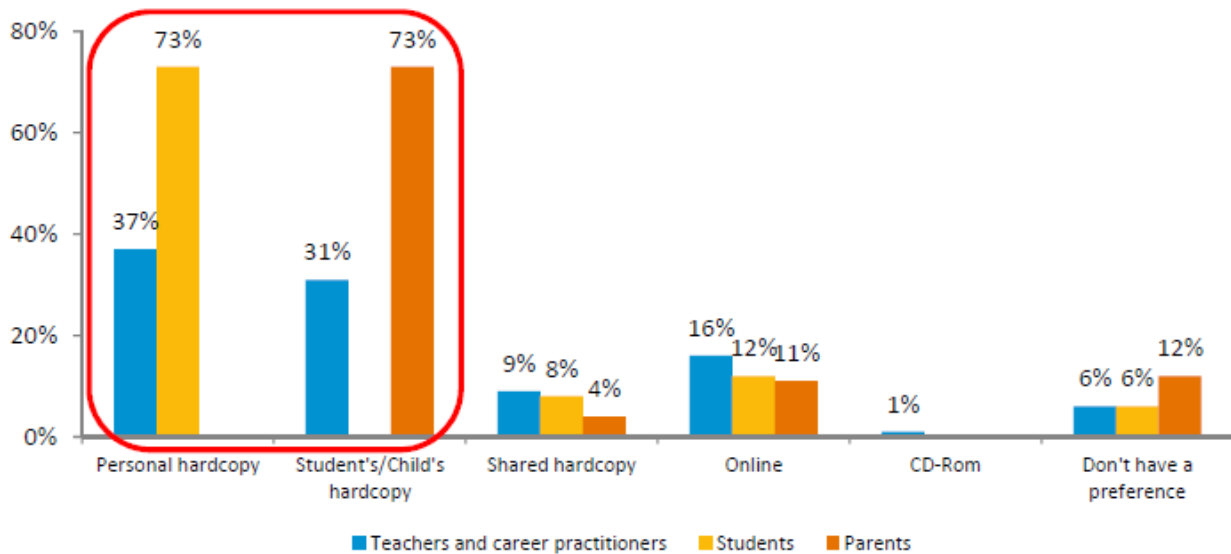
Participants were asked which format of the Job Guide they prefer to use.

In total 73% students, 73% parents and 37% teachers and career practitioners said that they prefer to use a personal hard copy (Child's hard copy for parents). A significant proportion of teachers also said that they would prefer to use the student's hard copy (31%) which highlights the importance of a personal hard copy for all users. The second highest preferred format for students (12%), parents (11%) and teachers and career practitioners (16%) was the online version.

Very few participants selected a shared hard copy or the CD-Rom as their preferred choice, and no-one selected the mobile version as their preferred choice.

Figure 23 below presents a breakdown of the preferred formats by each user, and highlights the importance of a personal hard copy, which for the teacher or parent may also relate to the student's/child's hard copy.

**Figure 23 – Preferred format**



Base: Students n= 239, Parents n= 83, Teachers and career practitioners n=780

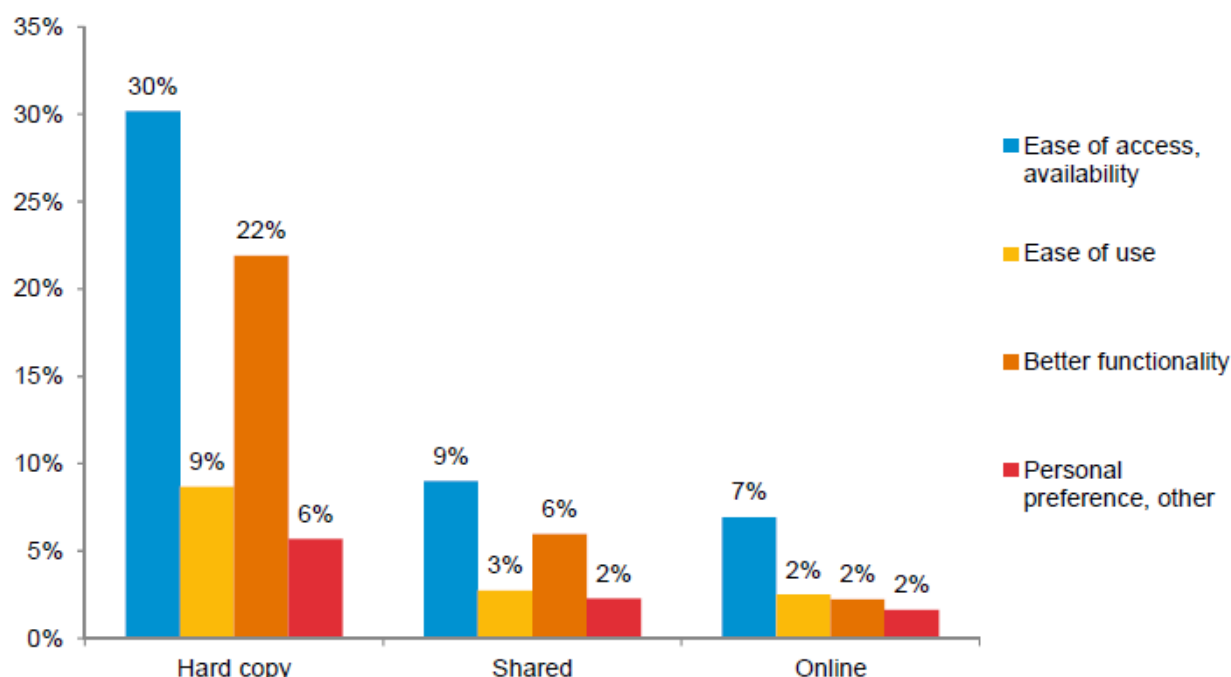
There was little significant difference in the preference for the format of the Job Guide by students and parents. Teachers and career practitioners in Government schools generally preferred the use of the shared hard copy (or class copy) (12%) more, and the online version (11%) less compared to those in Catholic (10% and 16% respectively) and Independent schools (6% and 18% respectively). Also a significantly higher proportion of teachers preferred the shared hard copy (16%) compared to career practitioners (7%) and those in both professions (8%).

#### **B4.3.3 Reason for preference**

Participants were asked to provide reasons for their choice of preferred format. In general most of the comments received from participants related to the ease of access and availability of their preferred format, while others suggested certain formats had better functionality.

Figure 24 below presents the general themes of the comments made for each format. This indicates that the main reason for people choosing the hard copy version was due to the ease of access (30%) and better functionality (22%) provided by this format. This also indicates that ease of use was less of a factor when selecting either the personal hardcopy (9%) or the shared hard copy (3%).

**Figure 24 – Reasons for preference by format**



Base: Total responses n=1,047

Table 15 below provides a further breakdown of the type of reasons participants gave when choosing their preferred format. This provides the proportion of comments by the total number of comments received for each format type.

This indicates that the main reason people gave for selecting the personal hard copy was due to the ease of access (13%) ease of use (9%) and the benefit of having a personal copy (8%). The main reasons people chose the shared hard copy was because it does not need internet connection (13%), and facilitates communication in the classroom (11%). The reasons why some preferred online version was that it is easy to access (21%) and easier to navigate (18%) compared to the hardcopy.

**Table 15 – Reason for preference by format**

**Ease of access, availability**

| Reason  | Hard copy | Shared copy | Online |
|---|-----------|-------------|--------|
| Easy access/readily available/look at anytime                             | 13%       | 9%          | 21%    |
| Easy to use/easy/easier/convenient  | 9%        | 7%          | 17%    |
| Can keep it for myself/more personal                                      | 8%        | 1%          | 0%     |
| Can take it anywhere/portable   | 4%        | 5%          | 3%     |
| Don't need access to the internet/computer e.g. it's not always available | 8%        | 13%         | 1%     |
| It's quicker  | 2%        | 3%          | 7%     |

| <b>Reason</b>  | <b>Hard copy</b> | <b>Shared copy</b> | <b>Online</b> |
|--|------------------|--------------------|---------------|
| Reliable access  | 2%               | 5%                 | 3%            |
| I only temporarily need to access to it/no need for a personal hard copy | 0%               | 3%                 | 0%            |

#### **Ease of use**

| <b>Reason</b>                                    | <b>Hard copy</b> | <b>Shared copy</b> | <b>Online</b> |
|--|------------------|--------------------|---------------|
| Easy to navigate/find what you want              | 6%               | 3%                 | 18%           |
| Easy to read/look at/browse                      | 6%               | 8%                 | 1%            |
| I don't like reading it on electronic technology | 1%               | 2%                 | 0%            |

#### **Better functionality**

| <b>Reason</b>  | <b>Hard copy</b> | <b>Shared copy</b> | <b>Online</b> |
|--|------------------|--------------------|---------------|
| Easy to highlight/bookmark/tag   | 8%               | 4%                 | 1%            |
| Easy to refer back to/reference/make comparisons                         | 7%               | 5%                 | 1%            |
| It facilitates communication at home with family/friends                 | 7%               | 6%                 | 2%            |
| It facilitates communication in the classroom with teachers and students | 7%               | 11%                | 2%            |
| It's more likely to be up to date/current                                | 0%               | 0%                 | 7%            |
| It's more environmentally friendly                                       | 0%               | 1%                 | 5%            |
| Can make notes   | 3%               | 2%                 | 0%            |

#### **Personal preference, other**

| <b>Reason</b>                         | <b>Hard copy</b> | <b>Shared copy</b> | <b>Online</b> |
|---------------------------------------|------------------|--------------------|---------------|
| Personal preference                   | 6%               | 6%                 | 7%            |
| Format is the only one I've used/seen | 0%               | 1%                 | 0%            |
| None                                  | 0%               | 0%                 | 0%            |
| Dont know                             | 0%               | 0%                 | 0%            |
| Other                                 | 1%               | 4%                 | 5%            |
| No response                           | 0%               | 1%                 | 0%            |



The following sections provide a broad overview of some of the comments received from young people, parents and teachers and career practitioners regarding their preferred format.

## **Students**

### **Personal hard copy**

*"Simple easy to follow format. Doesn't require use of a computer. Can pick it up and look at it, discuss with other people. Basically the easiest user-friendly format."*

*"Easier to use generally, and is always available to be accessed, whereas online services aren't always available in some areas."*

*"I can flick over many different jobs. I can take it anywhere with me."*

*"It is a lot easier to read through a book, especially when comparing two different courses. I am also able to make notes in/highlight preferred courses/jobs."*

*"Allows me to mark pages of interest with coloured highlighters/pens/flags. I can also spend as much time as I like reading it and taking down notes for future reference"*

*"I can read through it at my leisure and at any time I need - no hassles about returning it on time or not being able to access it when needed."*

### **Online**

*"It is easier to navigate through and much more accessible."*

*"Online is the easiest and most accessible"*

## **Parents**

### **Hard copy**

*"We can mark and highlight possible courses which the children may be interested in with ease and then can easily refer back to them in the future."*

*"We can go through it together. Highlight the courses that they might be interested in and the subject requirements that are recommended before entering the course. It also helps in choosing what degree is appropriate for the future job my child is interested in."*

*"Because it allows the parent and child to sit down together and read through the information and discuss; allows taking it and sharing it easier."*

## **Teachers and career practitioners**

### **Hard copy**

*"Easier for me to read and for the students, it's always handy in case you don't have a computer or laptop and it allows you more time to look through things."*

*"Instant reference is very important in a busy school day - no logging on, waiting searching etc."*

*"Clearer for students of special needs to decipher. These are mainly the type of student I work with."*

*"There are over 400 pages in the Job Guide. It is not feasible to expect students to fully utilise it online. Although students have access to the internet at school ... students do not have the internet at home so a paper version is crucial."*

*"Many of the parents I work with prefer the hard copy because they can sit with their children and discuss the options with their children. It is important to keep in mind that many of the rural and remote people do not have ready access to the internet that is reliable. They often rely on satellite (that drops out frequently). Therefore I urge decision makers to please keep the hard copy."*

#### **Online**

*"The information is considered up-to-date at all times."*

*"Can't be lost."*

*"Because you can copy and paste text into emails or print various pages for clients, or follow links from jobs to courses required for jobs etc."*

*"Students can come back to it in their own time here at school or at home, and I think they find it more engaging than the paper copy."*

#### **B4.4 Frequency of use**

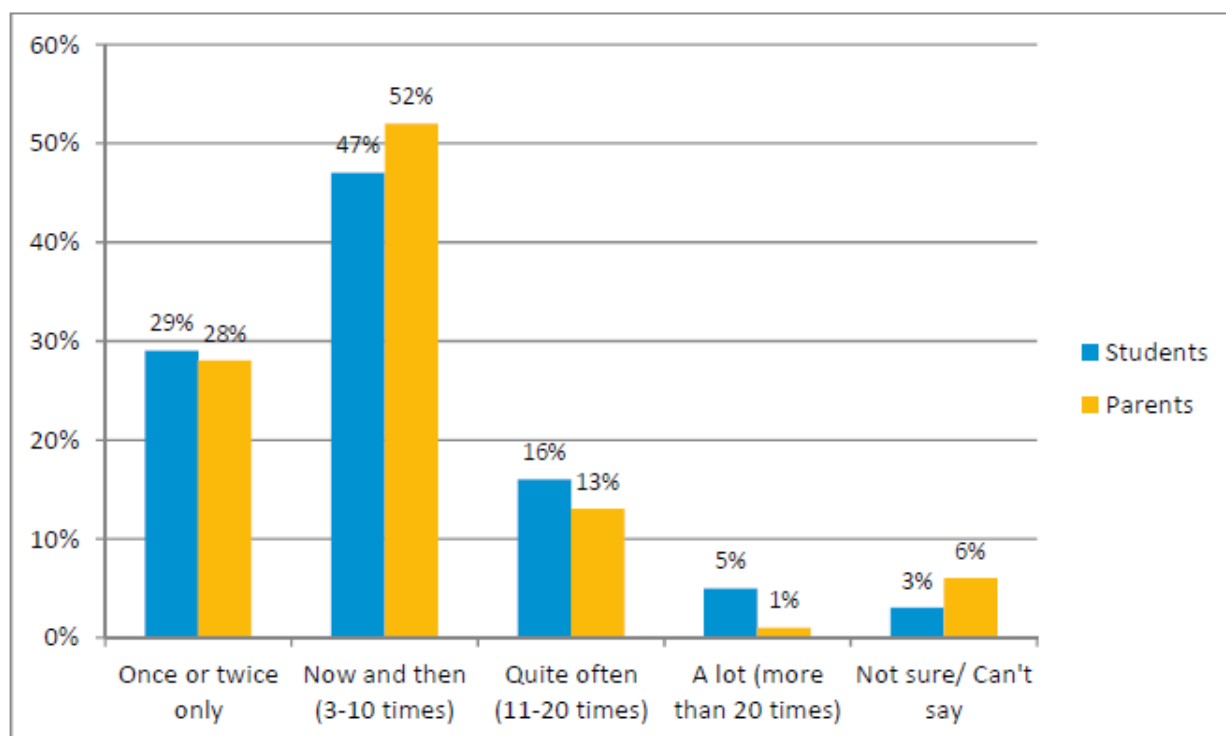
Students and parents were asked how often they have used the Job Guide. Table 16 below shows that nearly half of all students (47%) and parents (52%) use the Job Guide between 3-10 times.

**Table 16 – Frequency of use by students and parents**

| <b>Frequency</b>           | <b>Students</b> | <b>Parents</b> |
|----------------------------|-----------------|----------------|
| Once or twice only         | 29%             | 28%            |
| Now and then (3-10 times)  | 47%             | 52%            |
| Quite often (11-20 times)  | 16%             | 13%            |
| A lot (more than 20 times) | 5%              | 1%             |
| Not sure/ Can't say        | 3%              | 6%             |

Base: Students n=239, Parents n=83

**Figure 25 – Frequency of use by students and parents**



Base: Students n=239, Parents n=83

A significantly higher proportion of students from Independent schools accessed the Job Guide only once or twice (44%) compared to Government (26%) and Catholic Schools (26%).

Importantly, students with access to a personal hardcopy used the Job Guide more often than those accessing other versions. Students with a personal hard copy of the Guide were more likely to use it more than three times (75%) compared to those with a shared copy (53%).

Teachers and career practitioners were also asked how regularly they used the Job Guide. Table 17 indicates that the Job Guide is used significantly more often by career practitioners compared to teachers. More career practitioners use the Guide daily or weekly (65%) compared to teachers (11%), with teachers generally using the guide once a month or less (65%). This highlights the importance of the Job Guide as a resource for these professionals.

**Table 17 – Frequency of use by teachers and career practitioners**

| Frequency        | Teachers | Career practitioners | Both | Total |
|------------------|----------|----------------------|------|-------|
| Daily            | 2%       | 31%                  | 19%  | 21%   |
| Once a week      | 9%       | 34%                  | 27%  | 27%   |
| Once a fortnight | 11%      | 13%                  | 22%  | 15%   |

| <b>Frequency</b>        | <b>Teachers</b> | <b>Career practitioners</b> | <b>Both</b> | <b>Total</b> |
|-------------------------|-----------------|-----------------------------|-------------|--------------|
| Once a month            | 15%             | 11%                         | 17%         | 14%          |
| Once every three months | 11%             | 4%                          | 6%          | 6%           |
| Once every six months   | 14%             | 2%                          | 2%          | 4%           |
| Once a year             | 8%              | 0%                          | 0%          | 2%           |
| Less than once a year   | 17%             | 1%                          | 0%          | 4%           |
| Not sure/Can't say      | 13%             | 5%                          | 6%          | 7%           |

Base: Teachers n= 167, Career practitioners n = 407, Both n=206

A significantly greater proportion of teachers and career practitioners who have their own personal copy (71%) or use their student's personal copy (68%) used the Guide daily or once a week, compared to those using a shared copy (48%).

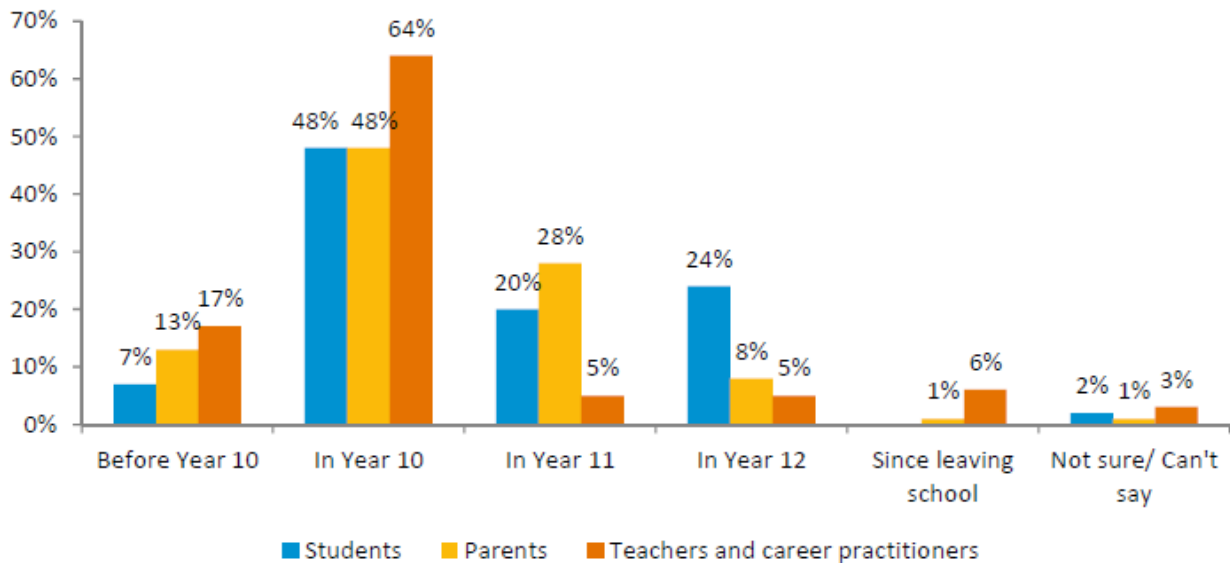
This again demonstrates the importance of a personal hard copy in promoting people to use the Job Guide more often.

## **B4.5 Stage of use**

Participants were asked at what stage of education the Job Guide is used the most. The majority of participants suggested that the Guide is used most in Year 10, as this is when the Job Guide used to be provided to all students, however this practice has now stopped.

Figure 26 indicates that most students (48%), parents (48%) and teachers and career practitioners (64%) use the Guide in Year 10. Also over two fifths (44%) of students indicated that they continued using the Guide after Year 10, but none said they had used it since leaving school.

**Figure 26 – Stage when Job Guide is used most**



Base: Students n=239, Parents n=83, Teachers and career practitioners n=655

Interestingly, a significantly larger proportion of students using a shared hard copy had used the Job Guide before Year 10 (14%) compared to those with a personal copy (4%). Also a greater proportion of young people using the online version (60%) used the Guide since leaving Year 10, compared to those with a personal (47%) or shared (34%) hard copy.

This highlights the potential importance of the online version of the Job Guide as a tool to provide information in future years.

A significantly higher proportion of teachers (26%) use the Job Guide after Year 10 compared to career practitioners (16%) and those in both professions (12%). It is anticipated that this is because Year 10 is a time when career practitioners are called to work with students, more than other years.

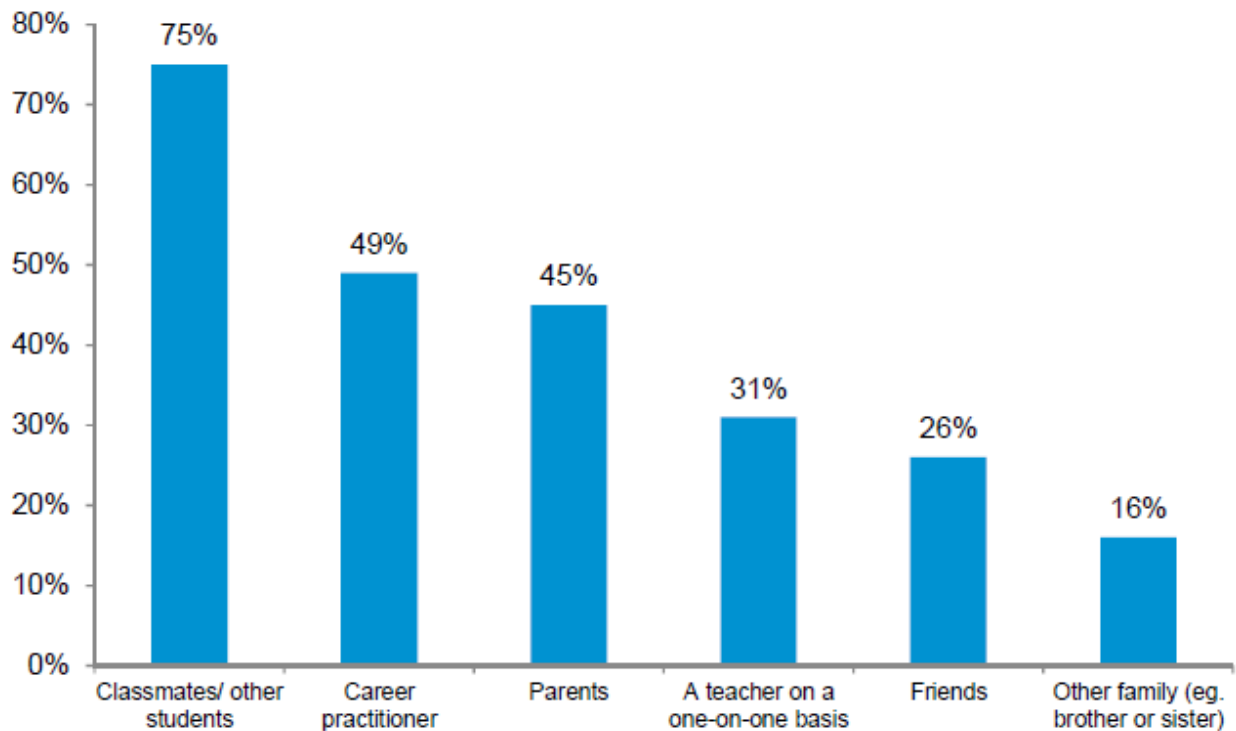
## B4.6 Where and how used

Participants were then asked about where and how they used the Job Guide, including who they used the Guide with and if they took part in any activities with the Guide.

Most young people (82%) had used the Job Guide in school, while three fifths (62%) had used the Guide at home. Three-quarters had used the Job Guide both by themselves and with others (77%), compared with less than one fifth (17%) using it only by themselves, and less than one in ten using it only with others (7%).

Figure 27 below indicates that most (75%) young people use the Job Guide with classmates and other students, with nearly half using the Guide with a career practitioner (49%) or parents (45%). Nearly one third (31%) had used the Job Guide with teachers to provide one-on-one advice.

**Figure 27 – Who young people use the Job Guide with**



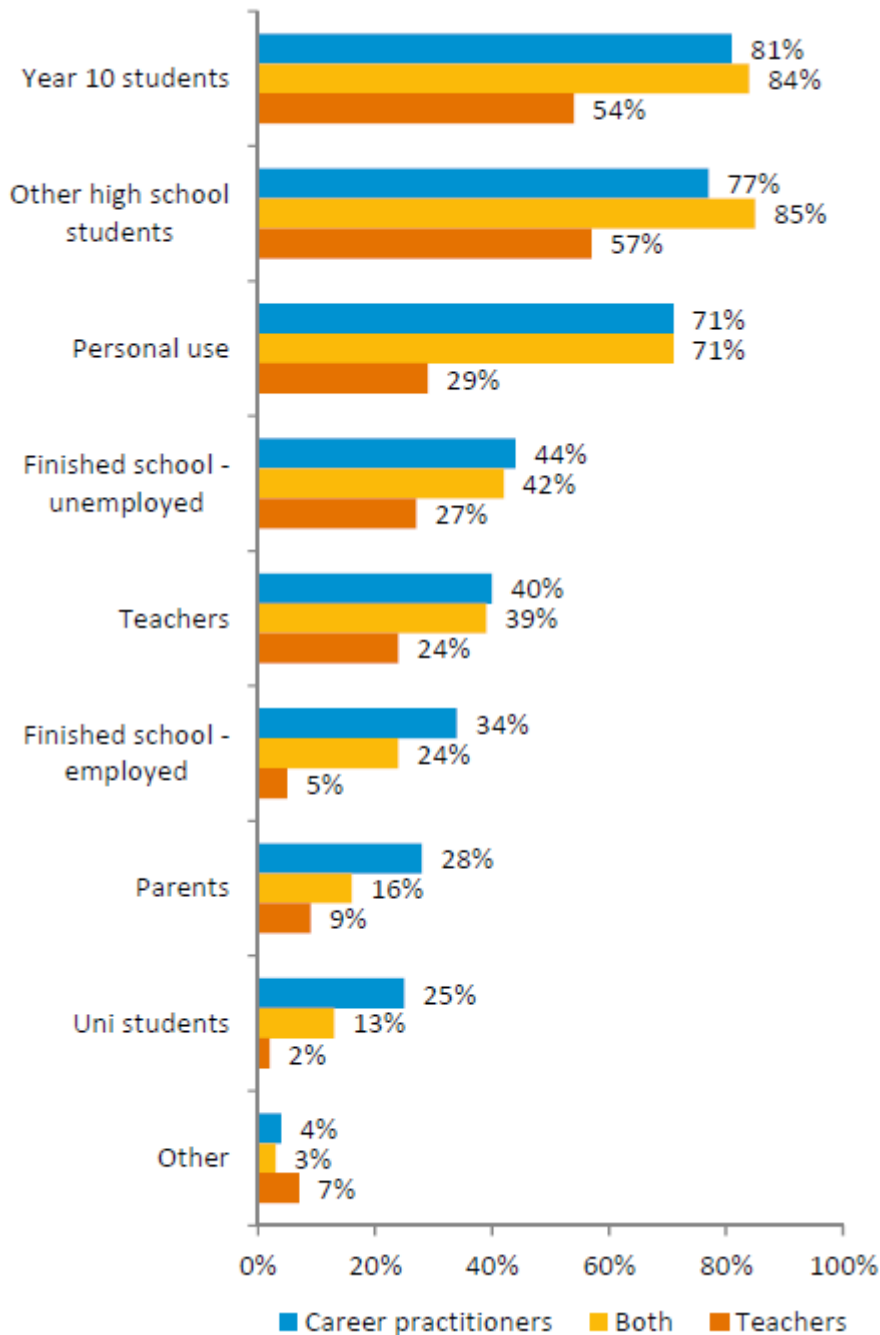
Base: Students n=239

A significantly higher proportion of young people from regional or rural areas (86%) used the Job Guide both by themselves and with others compared to metropolitan areas (70%). A higher proportion of young people in metropolitan areas used the Guide by themselves only (23%) compared to other areas.

Most teachers and career practitioners used the Job Guide with Year 10 students or other high school students, with a significant proportion also using this for personal use.

Figure 28 below indicates that career practitioners or those working across both professions use the Job Guide with a greater range of users compared to teachers. A significantly higher proportion of practitioners and those in both professions have used the Job Guide with Year 10 students (81% and 84% respectively) and other high school students (77% and 85% respectively) compared to teachers (54%, and 57%). Also a higher proportion of career practitioners (34%) use the Job Guide with those who have finished school and are employed (25%) or unemployed (34%).

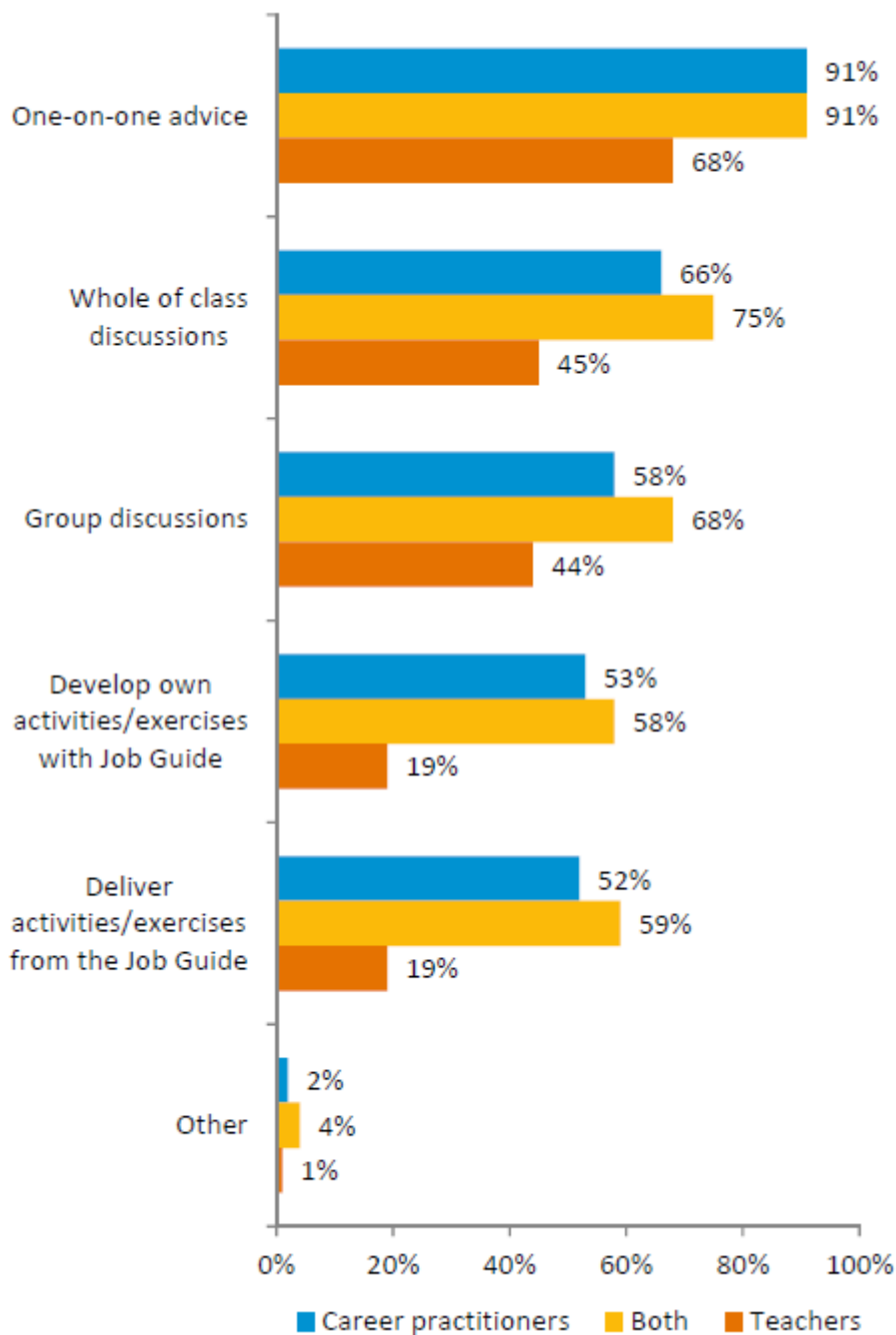
**Figure 28 – Who teachers and career practitioners use the Job Guide with**



Base: Teachers n=167, Career practitioners n=407, Both n=206

The great majority of career practitioners or those involved in both professions (91%) use the Job Guide to provide one-on-one advice with high school students. Figure 29 below also shows that a significantly higher proportion of those involved in both professions use the Guide to lead whole of class discussions (75%) and group discussions (68%) compared to teachers (45% and 44% respectively).

**Figure 29 – Use of the Job Guide by teachers and career practitioners with high school students**



Base: Teacher n=120, Career practitioners n=348, Both n=187

A significantly higher proportion of teachers and career practitioners in rural communities use the Job Guide in whole of class discussions (78%), deliver activities from the Guide (61%) or develop their own activities (61%) compared with those in metropolitan areas (59%, 43% and 44% respectively).



Those who mainly use a shared hard copy were also used the Job Guide to deliver whole of class discussions (75), deliver activities from the Guide (64%) or develop their own activities (58%) compared to those using other formats.

## **B4.7 Reasons for using the Job Guide**

Participants were asked what the main reasons they use the Job Guide were using a list provided (multiple responses allowed). For most participants the main reason to use the Job Guide was for information on various types of jobs and careers, help making a decision about education and training, and to get information about the education requirements for jobs and careers.

Figure 30 below presents the breakdown of the reasons for using the Job Guide and indicates that the responses from young people, parents and teachers were relatively similar, with all identifying the same top three reasons.

Interestingly, a greater proportion of students used the Job Guide to help them make decisions about education and training (79%) rather than future jobs or careers (67%). This suggests that at that stage, the most immediate decision for students relates to education choices, with job choices coming later. This may suggest that information relating to education pathways which lead to jobs would be beneficial.

Very few students, less than one in seven, used the Job Guide to provide information on opportunities for scholarships (14%), trends in the job market (10%) and opportunities for financial assistance (8%). This is despite the Job Guide containing specific sections relating to meeting the costs of study, assistance from the Government, and scholarships. However nearly one third (31%) of teachers used the Guide to consider trends in the job market.

Very few young people (12%), parents (5%) and teachers or career practitioners (33%) used the Job Guide to help them when applying for a job and joining the workforce. It is suggested that sections within the Job Guide relating to resume, cover letters and interview techniques, may be less relevant and/or there may be other resources better suited to provide advice on these subjects.

There was minimal variance in responses by location or type of school and how young people use the Guide. Young people who used a shared hard copy of the Job Guide were less likely to use it for information about a specific job or career (56%), or related jobs and careers (29%) compared to those with a personal hard copy (75% and 42% respectively). This demonstrates the importance of a personal hard copy for students to seek in-depth information about careers which may suit them.

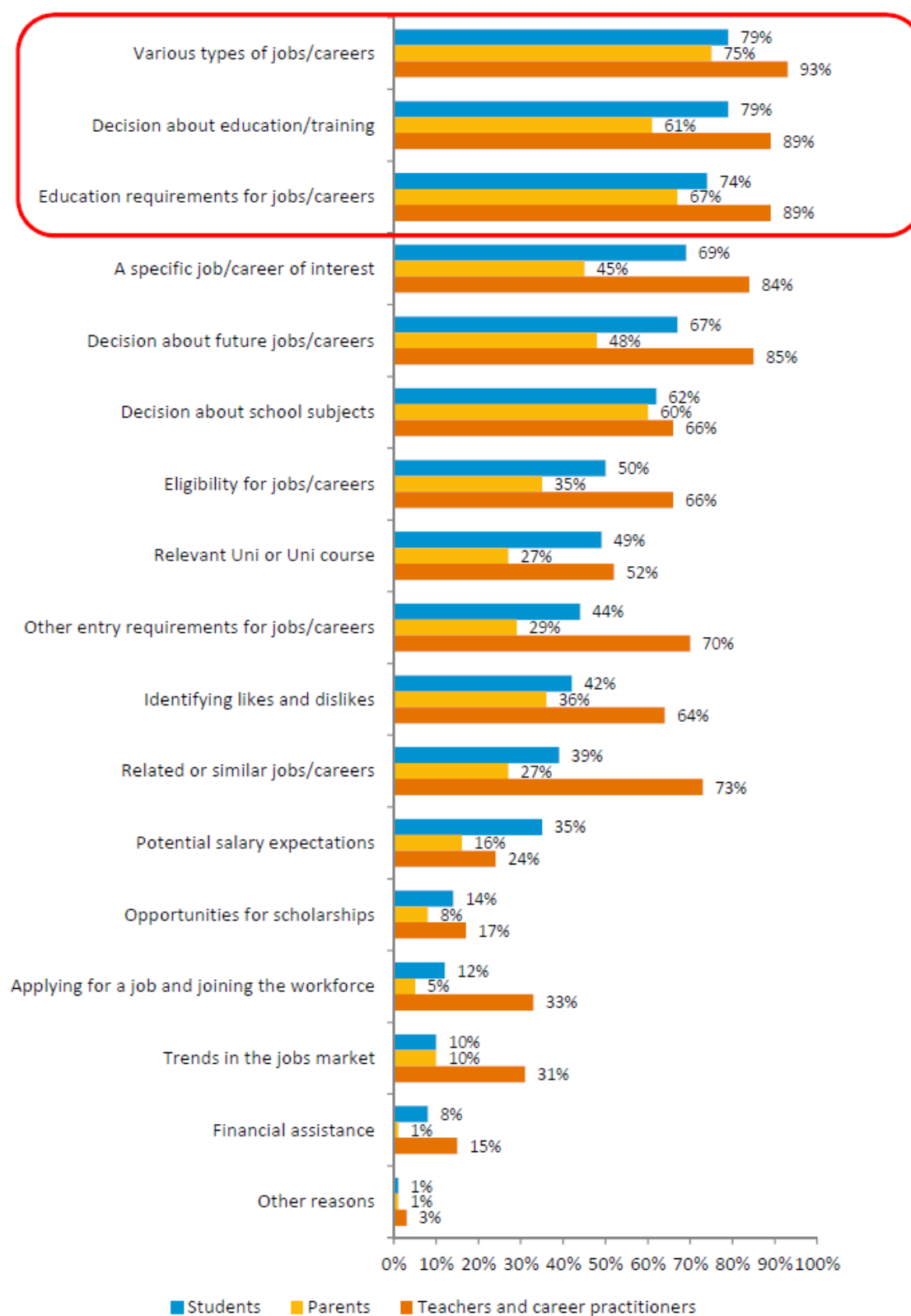
There was significant difference in how teachers and career practitioners use the Job Guide, these are presented in **Figure 31** below.

A significantly higher proportion of career practitioners used the Job Guide for each reason, compared to teachers, with the exception of identifying potential salaries, opportunities for financial assistance and scholarships, and to provide advice about making a decision about school classes to take.

A larger proportion of teachers and career practitioners in rural areas used the Job Guide to provide advice about specific careers of interest (96%) other entry requirements for careers (80%) and opportunities for financial assistance (24%) compared to those in

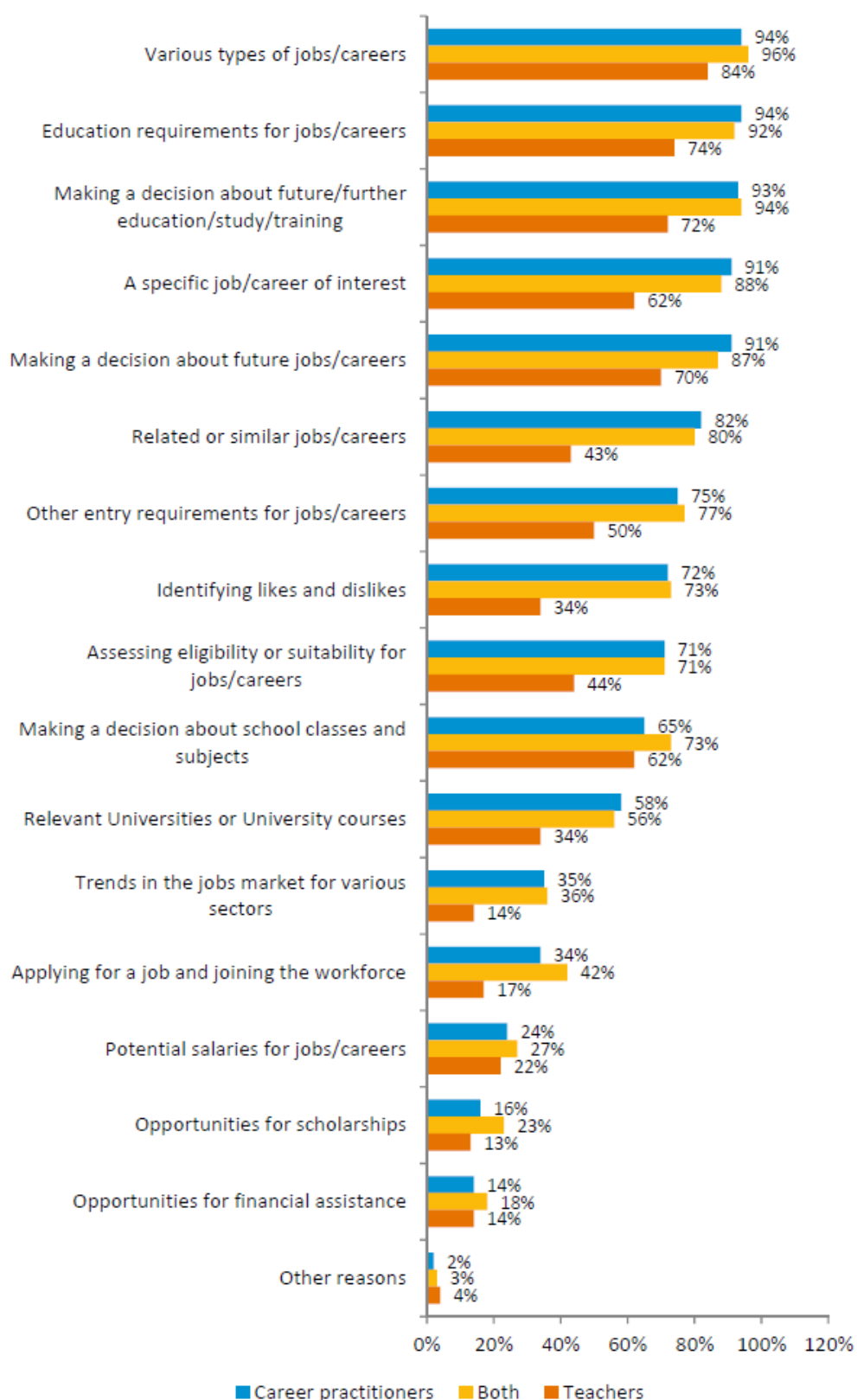
metropolitan areas (79%, 66%, and 12% respectively). They were also more likely to provide support in making a decision on further education (97%) future jobs (93%) and applying for a job (41%) compared to professionals in metropolitan areas (86%, 83% and 28% respectively). This suggests that those in rural areas use the Job Guide to provide greater insight to students and clients.

**Figure 30 – Main reasons for using the Job Guide**



Base: Students n=239, Parents n=83, Teachers and career practitioners n=780 (multiple responses)

**Figure 31 – Main reasons for Using the Job Guide by role**



Base: Teachers n= 167, Career practitioners n=407, Both n=206

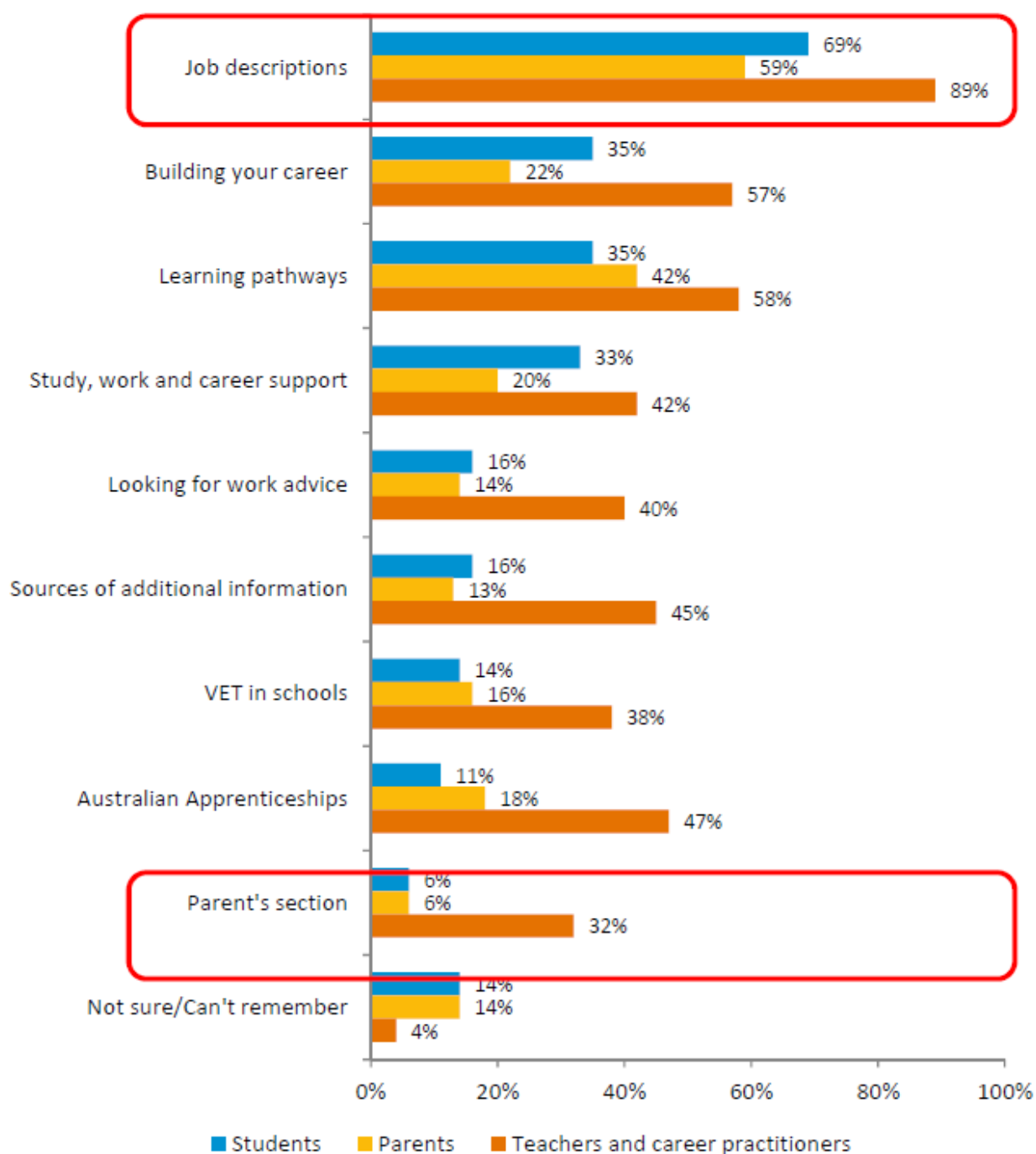
## **B5 Satisfaction with the Job Guide**

### **B5.1 Sections of the Job Guide**

Participants were asked about which section of the Job Guide they have used. The most widely used section of the Job Guide is the job description listings. Teachers and career practitioners use the other sections of the Job Guide much more than students or parents, including the parents section of the Guide, which is used by few parents.

Figure 32 indicates that nearly nine out of ten teachers (89%), and two thirds of students (69%), have used the job descriptions section of the Job Guide. Around one third of students had used the building career (35%), learning pathways (35%) or the study, work and career support (33%) sections. Significantly, only around one in twenty parents (6%) had used the parents section of the Job Guide.

**Figure 32 – Section of the Job Guide used**



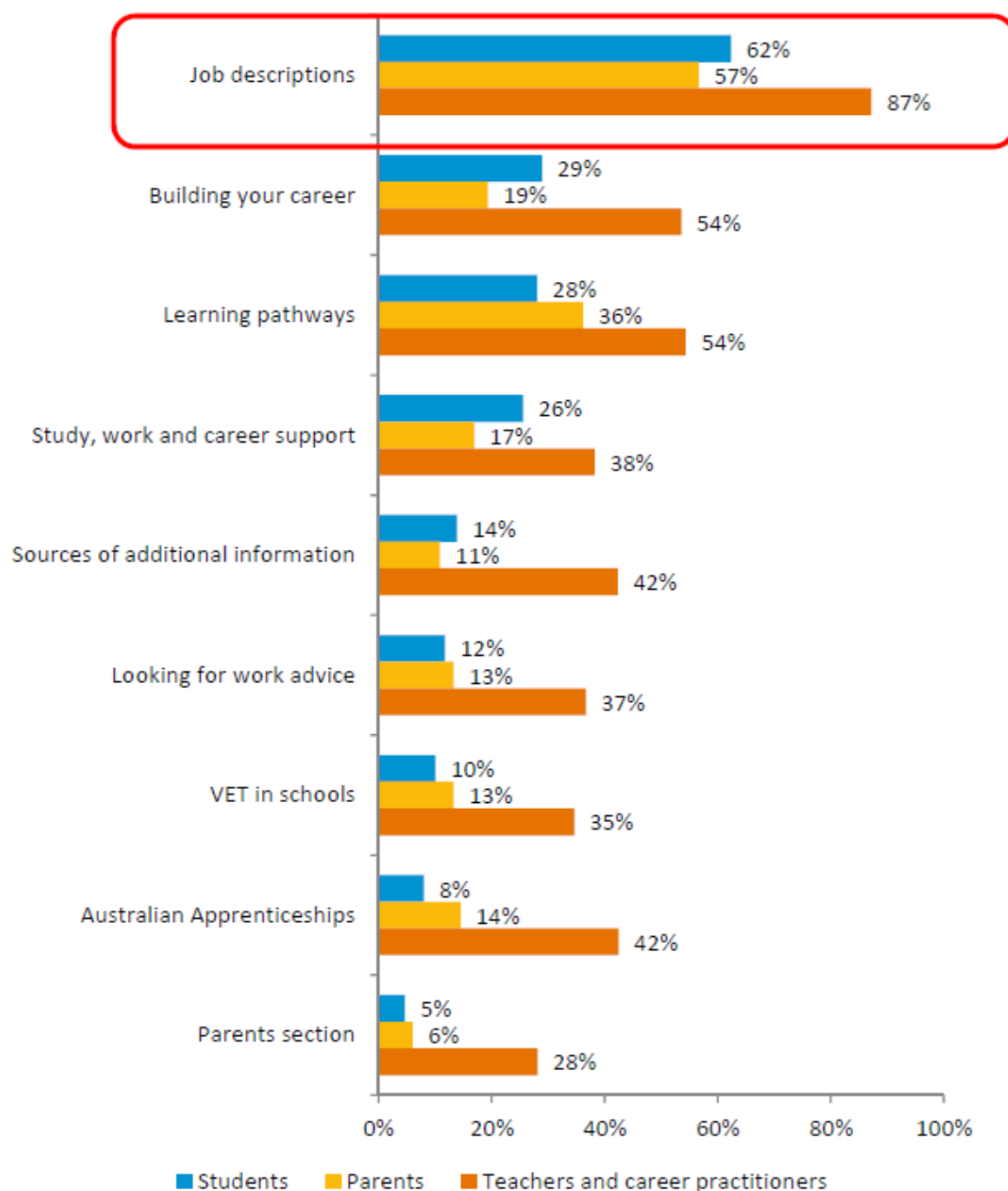
Base: Students n= 239, Parents n=83, Teachers and career practitioners n=780

A greater proportion of students in Year 12 (32%) had used the Looking for work section of the Job Guide, compared to those in Year 10 (10%). Also students in Independent schools (13%) were less likely to read the Learning pathways section of the Guide compared to those in Government (41%) and Catholic (39%) schools.

Significantly more career practitioners, and those involved in both professions, used each section of the Job Guide when compared to teachers, reinforcing the importance of the Guide to career practitioners. Also more teachers and career practitioners working in Government schools had used the Australian Apprenticeships (52%) or VET in schools (43%) sections compared to those in Catholic (50% and 41% respectively) and Independent (42% and 38% respectively) schools.

Participants were asked how useful was the information provided in each of the sections of the Job Guide. Figure 33 below *presents the proportion of all participants* who (regardless of the number who have used each section) rated each section either fairly useful or very useful. This over half of all participants found the job descriptions useful.

**Figure 33 – Usefulness of Job Guide Sections (fairly useful and very useful)**



Base: Students n= 239, Parents n=83, Teachers and career practitioners n=780

There were no significant trends between the answers from students and parents. However a higher proportion of teachers and career practitioners who used the students copy of the guide (90%) found the job descriptions more useful than those who used their own personal copy (81%) or a shared copy (74%). Also a higher proportion of those who used the job descriptions before Year 10 (89%), or during Year 10 (87%) found it useful compared to in later Years (66%).



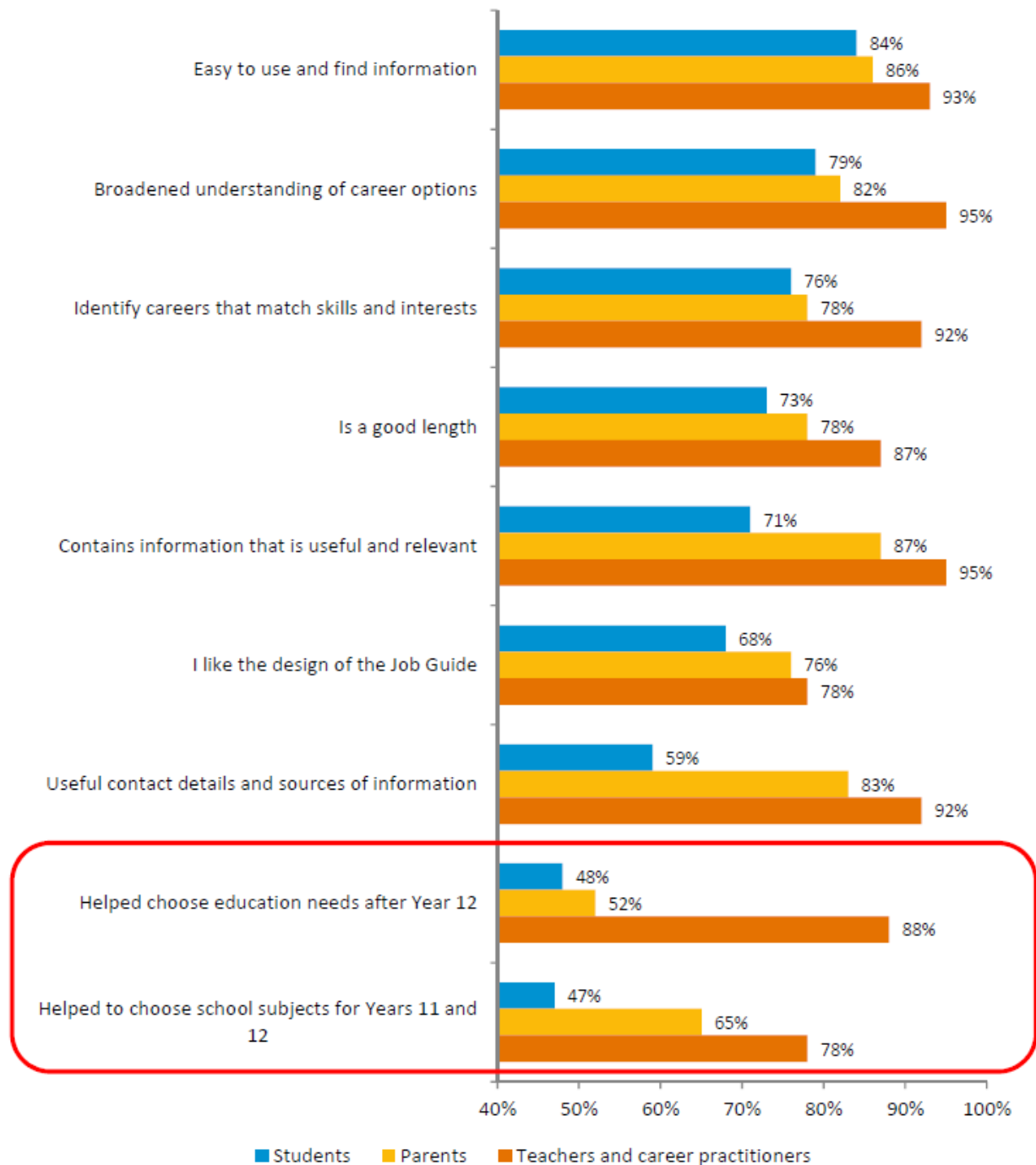
For further information, Tables 11 to 13 in Appendix A presents a breakdown of the usefulness ratings for each section only by those participants who had used that section.

Participants were then asked if they agreed or disagreed with a range of statements about the Job Guide.

Generally students, parents, and teachers agreed that the Job Guide *was easy to use and helped to broaden understanding of career opportunities and those careers which match skills and interests*. However, from the perspective of students' the Guide was less successful in helping them make decisions on education and training choices which face them before leaving school. This is particularly relevant for students currently in Year 10 who will be making education choices that may affect their future career.

Figure 34 below provides further details and also shows that young people agreed less with each of the statements when compared with parents and teachers and career practitioners. Teachers and career practitioners' responses were consistently and significantly more positive than those of parents and students.

**Figure 34 – Agreement regarding Job Guide (Strongly agree and agree)**



Base: Students n= 239, Parents n=83, Teachers and career practitioners n=780

There was little significant variation between young people and their levels of agreement with the above statements. However a higher proportion of young people who accessed a personal hard copy agreed that the guide contained information that is useful and relevant to them (72%) compared to those using a shared copy (64%).

Also a higher proportion of young people who had used the Job Guide once or twice only were more likely to be neutral or disagree that the guide is a good length (43%) compared to those who have used it more than three times 10%.

There was also some significant themes in the responses by teachers and career practitioners. For the majority of the statements, following trends were identified:

- Teachers and career practitioners who used the students hard copy were more likely to strongly agree with the statements than those who used other formats of the Job Guide – in particular compared to the online version. It is anticipated that this may be because using the students copy allows the practitioner to see the real impact it is having on the student
- Those who used the Job Guide daily or weekly are more likely to strongly agree with the statements compared to those who use it less than once a month
- Career practitioners are more likely to strongly agree with the statements compared to teachers

## **B6 Improvements**

Participants were asked about improvements which could be made to the Job Guide. They were asked to give suggestions about what new or additional information may be useful to include in the Job Guide and how the Job Guide may be made easier to use or access, within a 150 word limit.

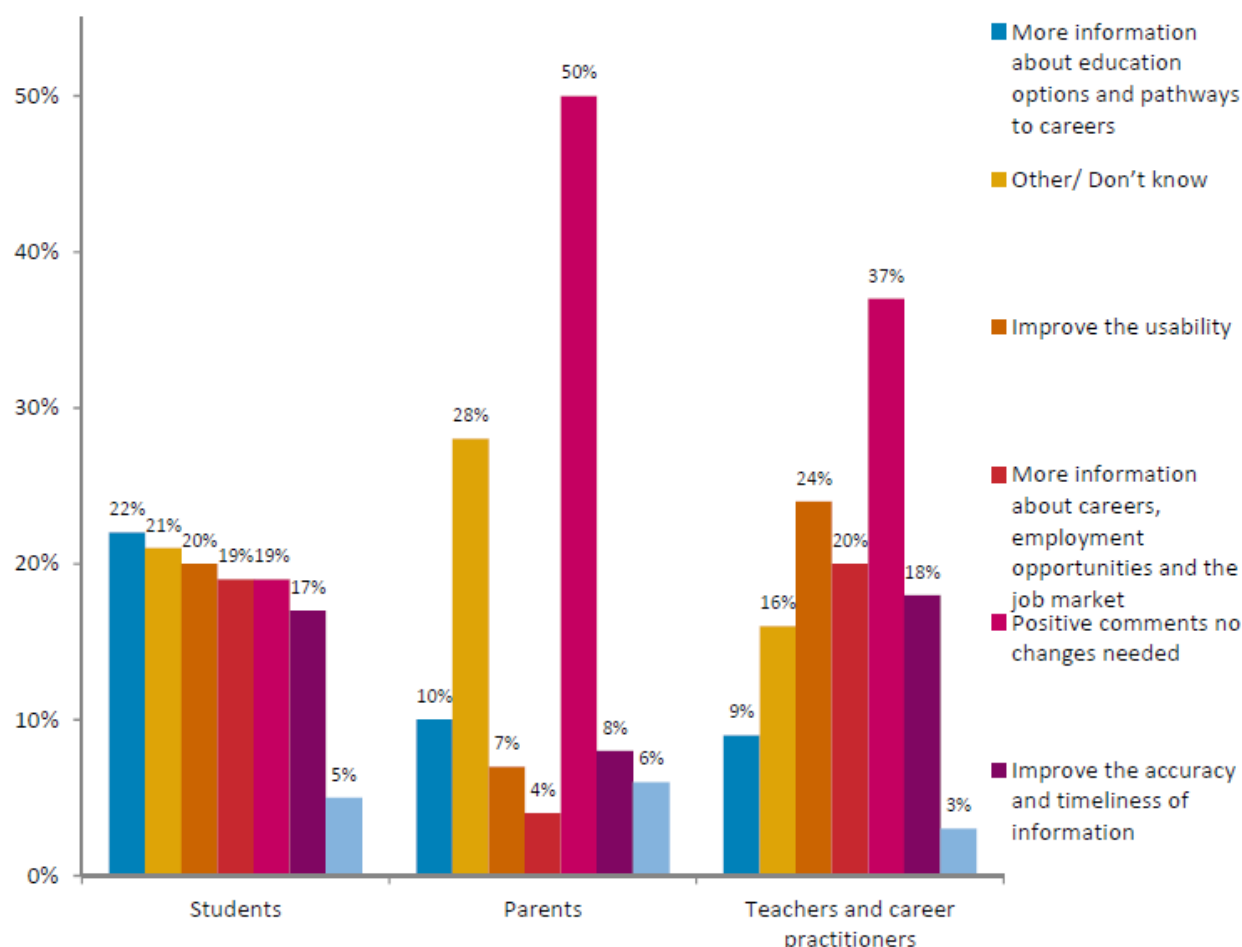
### **B6.1 Additional information**

In general there was a high proportion of positive comments with many participants praising the Job Guide as a useful tool. There was also a high proportion of comments which suggested no change was needed. However young people in particular identified a number of areas for improvement.

Figure 35 below presents the general themes and suggestion which emerged from the comments received. This indicates that the majority of comments received from parents (50%) and teachers and career practitioners (37%) were positive comments about the guide and suggesting that no change is required. Also a large proportion of participants had no comment, or did not know what could be improved.

Young people had a wide range of suggestions for the Job Guide, relating to the provision of more information about education options and pathways to getting a job (22%), improvements to the usability of the Guide (20%) or more information about the job market (19%).

**Figure 35 – Suggestions for new or additional information**



Base: Students n=239, Parents n=83, Teachers and career practitioners n=780

Table 18 below provides details about the themes of the suggestions made by participants. This indicates that students' key comments related to the provision of more detailed information (16%), more information about study pathways and the courses required for various careers (13%) and improving the readability of the Job Guide (13%). Parents' comments were generally positive, while teachers and career practitioners also identified the need for improvements to the readability of the Job Guide (13%).

**Table 18 – New information and advice to be included in the Job Guide**

**More information about careers, employment opportunities and the job market**

| Suggested measures   | Students | Parents | Teachers and career practitioners |
|--|----------|---------|-----------------------------------|
| Prospects for employment/the availability of careers/jobs in particular fields of interest/employment trends | 6%       | 4%      | 9%                                |
| Salary/remuneration info   | 5%       | 0%      | 6%                                |
| Provide a wider range of career opportunities/alternative careers  | 8%       | 0%      | 5%                                |

### More information about education options and pathways to careers

| Suggested measures  | Students | Parents | Teachers and career practitioners |
|---|----------|---------|-----------------------------------|
| Study pathways/the subjects/courses to take for specific jobs/careers                     | 13%      | 6%      | 6%                                |
| Which tertiary institutions offer the courses/facilities necessary for the desired career | 2%       | 2%      | 1%                                |
| The ATAR score/required levels/subjects required for entrance to a course/career          | 7%       | 2%      | 2%                                |

### Improve the accuracy and timeliness

| Suggested measures  | Students | Parents | Teachers and career practitioners |
|---|----------|---------|-----------------------------------|
| More detailed info/make sure all necessary info is included | 16%      | 2%      | 10%                               |
| Provide current/updated/accurate info                       | 1%       | 6%      | 8%                                |

### Improve the functionality and scope

| Suggested measures   | Students | Parents | Teachers and career practitioners |
|--|----------|---------|-----------------------------------|
| Facilitate feedback/contact with people already in the desired course/profession | 4%       | 2%      | 2%                                |
| Should be backed up by a career development advisory service                     | 1%       | 4%      | 1%                                |

### Improve the usability

| Suggested measures   | Students | Parents | Teachers and career practitioners |
|--|----------|---------|-----------------------------------|
| Aesthetic appeal issues e.g. brighter colours/more appealing cover                   | 6%       | 1%      | 4%                                |
| Readability/easy of use considerations e.g. improve index                            | 13%      | 2%      | 13%                               |
| Make it more accessible/make people more aware of it e.g. available prior to year 10 | 1%       | 4%      | 7%                                |

### Positive comments no changes needed

| Suggested measures  | Students | Parents | Teachers and career practitioners |
|---|----------|---------|-----------------------------------|
| Positive comments mentioned e.g. happy with it/is helpful | 11%      | 22%     | 27%                               |
| None  | 8%       | 28%     | 10%                               |

## Other/ Don't know

| Suggested measures | Students | Parents | Teachers and career practitioners |
|--------------------|----------|---------|-----------------------------------|
| Don't know         | 8%       | 7%      | 5%                                |
| Other              | 3%       | 4%      | 4%                                |
| No response        | 10%      | 17%     | 7%                                |

A higher proportion of comments by career practitioners were positive (31%) compared to teachers, who had a higher proportion of no suggestions (20%). Also teachers and career practitioners who use the Job Guide more often, at least once a week, provided more comments regarding the need for improved accuracy and timeliness of updates for the Guide (12%).

A higher proportion of comments from young people in Catholic school related to the readability and ease of use of the Job Guide (23%) compared to others, and a higher proportion of comments from Government schools related to the level of detail and amount of information (21%).

The following sections provide a broad overview of some of the comments received from young people, parents and teachers:

## Students

### More info/make sure all necessary info is included

*"The book covers the basics of everything you need to know. However, if you did want to change something, additional information could always be added about how to submit an application to a university in hopes of getting accepted or even more information on different scholarships."*

*"There could be a section added in about each individual university in the state. This would allow readers to open their options up to all universities"*

*"A description or list of duties in specific jobs would be good"*

*"More information on each employment area would be advantageous, instead of referring audiences to separate material. This would be useful for those who cannot access extra resources."*

*"Additional updated information on exactly what courses generally lead to what job/career; the demand for each job in the forthcoming market/economy and whether such a job is predicted to prolong or diminish in further years."*

### Study pathways/the subjects/courses to take for specific jobs/careers

*"The Job Guide should contain a list of recommended HSC subjects to get into a specific course or career."*

*"Additional information on minimum requirements that need to be met before entering the course"*

### **Readability/ease of use considerations e.g. improve index**

*"The Job Guide needs to be written in a teenager language if possible have one for teens and one for people out of school."*

*"Job industries....put in to categories instead of alphabetical, so then if people want to do something in the one industry then they only need to look in the one section."*

*"A greater index should be provided showing page numbers to the keyword."*

### **Parents**

#### **Positive comments mentioned e.g. happy with it/is helpful**

*"We found it appropriate."*

*"Happy with the current design of the book."*

*"I found the guide very good and believe there is no need for change."*

*"Easy to read and use."*

*"Very happy with the way it is i have no suggestions."*

### **Teachers and career practitioners**

#### **Positive comments mentioned e.g. happy with it/is helpful**

*"The Job Guide has evolved into a really useful book over the years. It gets better and better. The only addition I could think may be of use would be to include some of the Bullseye subject information - Do you enjoy or are you good at?"*

*"The Job Guide in its current form is one of the most useful and most used resources in my job as a careers advisor. Just keep the jobs up to date and it is fine as it is."*

*"I actually really like and am comfortable with all aspects of the Job Guide and find it a most valuable tool in guiding students through Years 10, 11 and 12."*

#### **Improvements to the readability/ease of use considerations e.g. improve index**

*"Easier navigation online at times would be helpful - sometimes links are hard to follow."*

*"Having a good list of websites for searching is always useful. Good index is important. Having a clear category of future trends of jobs could be useful."*

*"Have tabs to make things easier to find. Include more information on industry trends."*

*"The Job Guide is heavily text based, so perhaps less detail within the guide itself but with reference to other detailed sources. More pictures or graphics to break up the text."*



### **More info/make sure all necessary info is included**

*"There is a real need to keep up with new and emerging careers, some of which don't even have recognised names yet! Students get frustrated when they cannot find the name they are looking for so need for broadest range of job titles and a good selection of similar jobs - not just in the same industry but tapping into the same interests, work styles and skills"*

*"Ensure all new University courses are included each year so that it represents all of the possibilities open to students."*

*"Connections to the VET in schools available courses. Sometimes the links to TAFE's and finding the relevant courses can be quite complex."*

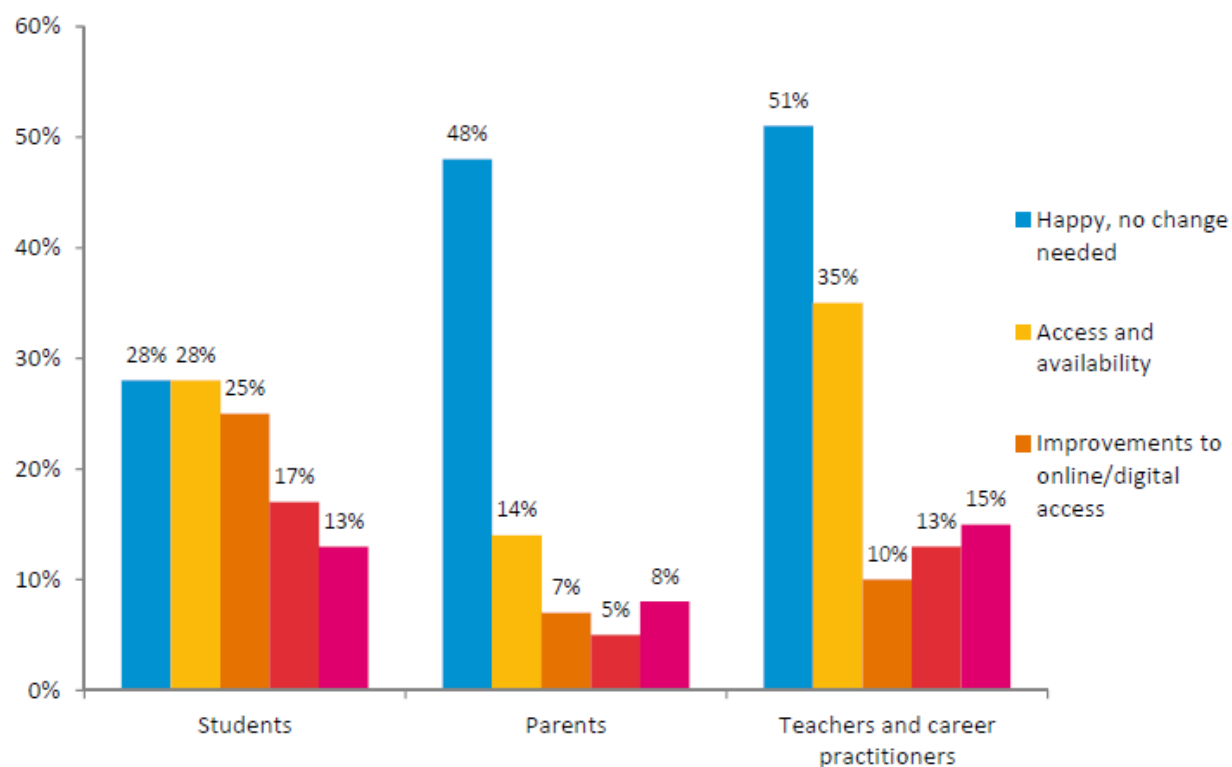
### **B6.2 Ease of use and access**

In general there was a high proportion of positive comments about the ease of use and access to the Job Guide. However there was also a number of comments, particularly from young people and teachers and career practitioners, suggesting improvements to access and availability of the Job Guide.

Figure 36 below presents the general themes and suggestions which emerged from the comments received. This indicates that over half of the comments from teachers and careers advisors (51%) and parents (48%) and over one quarter of the comments from students (28%) suggested that the Job Guide is good and no change is needed. However a high proportion of comments from young people (28%) and teachers and career practitioners (35%) suggested that improvements were needed on the access and availability of the Job Guide.

Again a higher proportion of comments from young people suggested improvements relating to better online and digital access (25%), and the format of the Job Guide (17%) compared to parents and teachers and career practitioners.

**Figure 36 – Suggested improvements to ease of use and access**



Base: Students n=239, Parents n=83, Teachers and career practitioners n=780.

Table 10 below provides further details about the themes of the suggestions made by participants. This indicates that key comments made by young people generally relate to improvements to the online, digital or electronic versions (13%) with many comments refereeing to downloadable PDF versions, and smart phone applications. Also improvements to access in all learning institutions (11%) and positive comments regarding the Job Guide (10%).

Parents comments were general positive (18%) or had no suggestions (20%).

Teachers and career practitioners outlined the importance of the hard copy of the Job Guide (20%) with a large proportion holding strong views on the continued provision of a free hard copy of the Guide being provided to all Year 10 students. A high proportion of teacher and career practitioners comments (24%) also wanted wider distribution of the guide.

**Table 19 – Improvements to ease of use and access**

**Improvements to online/ digital access**

| Comment                                      | Students | Parents | Teacher and career practitioners |
|--|----------|---------|----------------------------------|
| Access to online/electronic/internet version | 13%      | 6%      | 4%                               |
| Provide downloadable copies/PDFs etc         | 5%       | 0%      | 1%                               |

| <b>Comment</b>   | <b>Students</b> | <b>Parents</b> | <b>Teacher and career practitioners</b> |
|--|-----------------|----------------|---|
| Provide a smart phone app  | 5%              | 0%             | 3%                                      |
| Provide online links e.g. Board of Studies website, likely employers | 2%              | 1%             | 2%                                      |

### **Happy, no change needed**

| <b>Comment</b>                          | <b>Students</b> | <b>Parents</b> | <b>Teacher and career practitioners</b> |
|---|-----------------|----------------|---|
| Happy as it is/no change needed         | 10%             | 18%            | 11%                                     |
| It is easy to read/use/understand       | 5%              | 6%             | 4%                                      |
| It is easy to access                    | 4%              | 2%             | 3%                                      |
| Happy with hardcopy/prefer the hardcopy | 3%              | 2%             | 20%                                     |
| Happy with the online access            | 0%              | 0%             | 4%                                      |
| None                                    | 6%              | 20%            | 9%                                      |

### **Access and availability**

| <b>Comment</b>  | <b>Students</b> | <b>Parents</b> | <b>Teacher and career practitioners</b> |
|---|-----------------|----------------|---|
| Make available in all learning institutions                 | 11%             | 4%             | 3%                                      |
| Make more readily available e.g. newsagencies               | 9%              | 6%             | 24%                                     |
| Make available to younger students e.g. year 9/primary kids | 0%              | 0%             | 2%                                      |
| Ensure it is available to parents                           | 0%              | 2%             | 2%                                      |
| Market it more thoroughly/provide better promotion          | 5%              | 2%             | 1%                                      |
| Make it free  | 3%              | 0%             | 3%                                      |

### **Format**

| <b>Comment</b>  | <b>Students</b> | <b>Parents</b> | <b>Teacher and career practitioners</b> |
|---|-----------------|----------------|---|
| Layout other e.g. cover page for each selection/print in colour/more pictures | 7%              | 2%             | 6%                                      |
| Make greater use of tabs/bullet points/colour coding                          | 6%              | 0%             | 3%                                      |

| <b>Comment</b>                        | <b>Students</b> | <b>Parents</b> | <b>Teacher and career practitioners</b> |
|---------------------------------------|-----------------|----------------|---|
| Use larger fonts/more emphatic titles | 3%              | 2%             | 2%                                      |
| Provide a better index                | 1%              | 1%             | 2%                                      |

### **Content**

| <b>Comment</b>                               | <b>Students</b> | <b>Parents</b> | <b>Teacher and career practitioners</b> |
|--|-----------------|----------------|---|
| Provide more info/greater detail             | 4%              | 1%             | 2%                                      |
| Simplify/reduce length                       | 3%              | 0%             | 3%                                      |
| Make it more user friendly/easy to read/use  | 3%              | 1%             | 8%                                      |
| Make greater use of categorisation/groupings | 3%              | 4%             | 1%                                      |
| Provide real life examples/personal accounts | 0%              | 1%             | 0%                                      |
| Frequently update info                       | 0%              | 1%             | 1%                                      |

There was little significant variance between the responses from young people or parents.

A higher proportion of comments from career practitioners (27%) and professionals in both fields (30%) related to making the Job Guide more readily available and improving distribution compared to teachers (8%). Also a higher proportion of comments from teachers and career practitioners working in Catholic (33%) and Independent schools (33%) related to improving distribution compared to Government schools (23%).

More comments from career practitioners and professionals in both fields (24%), highlighted the importance of the hard copy and the need to resume free copies for all Year 10 students, compared to teachers (4%).

Interestingly, a higher proportion of comments from those using the online version (16%) requested that it's made to be more user friendly and easy to use, compared to other formats (7%).

The following sections provide a broad overview of some of the comments received from young people, parents and teachers:

### **Students**

#### **Access to online/electronic/internet version**

*"Make it free, and fully accessible on the internet."*

*"Online copies should be sent via email."*

*"I think that it should be made so that we can download it on to devices like iBooks on the iPad because that would be like having a hard copy without using paper."*

*"Perhaps an online PDF version that could be saved to a computer would also be useful, as internet connection would not be needed to load the page often."*

*"It could be made into an e-book and it could be created into an app."*

#### **Make available in all learning institutions**

*"Give them out to schools so each person has a copy."*

*"Be available from school and public libraries and no cost, compulsory for students in year 10 to view."*

*"Distribute a free copy to all high school students."*

*"I think making it available to more places such as libraries, book stores and newsagencies at a lower price would help as students frequently use this guide. Giving schools free copies for each individual student would also be useful, and like modern textbooks, sticking a CD-ROM at the back to offer an electronic version for students would make it more accessible, as well as having a PDF version on the website to download."*

#### **Happy as it is/no change needed**

*"It already is quite easy to use and access so I wouldn't change anything there."*

*"Was pretty easy to use and access how it is now, really great for searching jobs."*

*"I personally believe the Job Guide is highly accessible as it is. It already comes in a variety of formats that appear to suit all needs. I have used the online and hard copy versions; and I prefer the hard copy version as I feel that it is accessible at all times for me- like when I am unable to access the internet.(I do not use it outside of school or home)."*

*"I found having my own copy was extremely useful."*

#### **Parents**

##### **Happy as it is/no change needed**

*"I have never had a problem with using it."*

*"Pretty happy with access and content."*

*"The book is the best-it's there when you need it."*

*"A copy could be sent to the students' home, in case they don't bring their's home. This allows the parents to look at it as well."*

*"Make it more readily available to adults who're likely to instigate the kids into thinking about these choices/options. Have it available at newsagents or in the state paper regularly."*

## **Teachers and career practitioners**

*"Make more readily available and preference for the hardcopy."*

*"I would like to be able to provide one copy of the Job Guide for each Year 10 student as has been the case until 2012. Class sets are not particularly helpful in my school. The hard copy is still the most effective method of reaching all students and parents and providing an invaluable career development tool that they are able to use throughout the senior phase of learning."*

*"Even though we are moving to a paperless society, there are still some benefits in having that hard copy given to each student. I think having a hard copy as well as the online access is great. Also, coloured 'tabs' at the end of each section / chapter would make continued use over a number of periods easier for staff."*

*"The additional information - about apprenticeships, VET in schools is available elsewhere and students don't look at that. They go straight to the jobs. For my rural students, this is often where they first encounter jobs they've never heard of before and wouldn't have considered until reading about them. This is the 'flick' value of the book - you can't do that on the website. It's the unexpected opening and random reading that is invaluable. When we didn't receive enough books for all of Year 10 students in 2012, Year 11 and 12 students were amazed as they say it's the best resource they have. Many former students still have their Job Guide."*

*"Resume hard copies for all Year 10 students, this way students can take these resource home, parents will pick it up and browse and can meaningfully assist with vital career development conversations. In 2012 I only received 60 books, for cohort of 130, this drastically reduced the quality of career education and learning for these students."*

*"I would like to see the return of the hard book version for my Year 10 students as this was a very useful tool to have students focus on searching for a career, if they forgot their laptop or the battery is flat etc. The books are also excellent for lessons devised around searching for careers especially at times when a computer room is not available. A memory stick format could also be made available for career advisers and transition advisers at schools for laptops without a CD rom player."*

*"There are all types of students with different learning styles. It would also be great to have more photos to support our students with learning difficulties. For some of students the literacy level is too high."*

*"Keep providing one book per student as they take it home and it becomes a talking and sharing point of reference with their parents who may not like or use computers and the Internet .....this is so important please...for what it must cost please bring this policy back. There is no need for a CD because if you have a computer you can access the online version."*

## Appendix A Breakdown of the Usefulness Ratings for each Section

**Table 20 – Student usefulness ratings for each section**

| Students    | Building your career | Learning pathways | Australian Apprenticeships | VET in schools | Study, work and career support | Looking for work advice | Job descriptions | Sources of additional information | Parents Talking Career Choices guide (brochure section inside the Job Guide) |
|-------------|----------------------|-------------------|----------------------------|----------------|--------------------------------|-------------------------|------------------|-----------------------------------|--|
| Respondents | 84                   | 84                | 26                         | 33             | 79                             | 39                      | 166              | 39                                | 14   |
| Total (%)   | 100%                 | 100%              | 100%                       | 100%           | 100%                           | 100%                    | 100%             | 100%                              | 100%   |

### S28. Usefulness

| Students           | Building your career | Learning pathways | Australian Apprenticeships | VET in schools | Study, work and career support | Looking for work advice | Job descriptions | Sources of additional information | Parents Talking Career Choices guide (brochure section inside the Job Guide) |
|--------------------|----------------------|-------------------|----------------------------|----------------|--------------------------------|-------------------------|------------------|-----------------------------------|--|
| Very useful (5)    | 28                   | 25                | 9                          | 13             | 30                             | 11                      | 94               | 17                                | 7  |
| Very useful (%)    | 33%                  | 30%               | 35%                        | 39%            | 38%                            | 28%                     | 57%              | 44%                               | 50%  |
| Fairly useful (4)  | 41                   | 42                | 10                         | 11             | 31                             | 17                      | 55               | 16                                | 4  |
| Fairly useful (%)  | 49%                  | 50%               | 38%                        | 33%            | 39%                            | 44%                     | 33%              | 41%                               | 29%  |
| Of some use (3)    | 13                   | 14                | 6                          | 6              | 15                             | 8                       | 12               | 5                                 | 2  |
| Of some use (%)    | 15%                  | 17%               | 23%                        | 18%            | 19%                            | 21%                     | 7%               | 13%                               | 14%  |
| Not much use (2)   | 2                    | 0                 | 1                          | 1              | 1                              | 1                       | 2                | 0                                 | 1  |
| Not much use (%)   | 2%                   | —                 | 4%                         | 3%             | 1%                             | 3%                      | 1%               | —                                 | 7%   |
| No use at all (1)  | 0                    | 1                 | 0                          | 1              | 1                              | 1                       | 0                | 1                                 | 0  |
| No use at all (%)  | —                    | 1%                | —                          | 3%             | 1%                             | 3%                      | —                | 3%                                | —  |
| Not sure/Can't say | 0                    | 2                 | 0                          | 1              | 1                              | 1                       | 3                | 0                                 | 0  |

| <b>Students</b>        | <b>Building your career</b> | <b>Learning pathways</b> | <b>Australian Apprenticeships</b> | <b>VET in schools</b> | <b>Study, work and career support</b> | <b>Looking for work advice</b> | <b>Job descriptions</b> | <b>Sources of additional information</b> | <b>Parents Talking Career Choices guide (brochure section inside the Job Guide)</b> |
|------------------------|-----------------------------|--------------------------|-----------------------------------|-----------------------|---------------------------------------|--------------------------------|-------------------------|--|---|
| Not sure/Can't say (%) | —                           | 2%                       | —                                 | 3%                    | 1%                                    | 3%                             | 2%                      | —  | —   |
| Means                  | 4.13                        | 4.1                      | 4.04                              | 4.06                  | 4.13                                  | 3.95                           | 4.48                    | 4.23                                     | 4.21  |
| STD. DEVIATION         | 0.76                        | 0.76                     | 0.87                              | 1.01                  | 0.86                                  | 0.93                           | 0.69                    | 0.87                                     | 0.97  |

**Table 21 – Parents usefulness ratings for each section**

| <b>Parents</b> | <b>Building your career</b> | <b>Learning pathways</b> | <b>Australian Apprenticeships</b> | <b>VET in schools</b> | <b>Study, work and career support</b> | <b>Looking for work advice</b> | <b>Job descriptions</b> | <b>Sources of additional information</b> | <b>Parents Talking Career Choices guide (brochure section inside the Job Guide)</b> |
|----------------|-----------------------------|--------------------------|-----------------------------------|-----------------------|---------------------------------------|--------------------------------|-------------------------|--|---|
| Respondents    | 18                          | 35                       | 15                                | 13                    | 17                                    | 12                             | 49                      | 11                                       | 5   |
| Total (%)      | 100%                        | 100%                     | 100%                              | 100%                  | 100%                                  | 100%                           | 100%                    | 100%                                     | 100%  |

## **S28. Usefulness**

| <b>Parents</b>    | <b>Building your career</b> | <b>Learning pathways</b> | <b>Australian Apprenticeships</b> | <b>VET in schools</b> | <b>Study, work and career support</b> | <b>Looking for work advice</b> | <b>Job descriptions</b> | <b>Sources of additional information</b> | <b>Parents Talking Career Choices guide (brochure section inside the Job Guide)</b> |
|-------------------|-----------------------------|--------------------------|-----------------------------------|-----------------------|---------------------------------------|--------------------------------|-------------------------|--|---|
| Very useful (5)   | 7                           | 14                       | 7                                 | 4                     | 8                                     | 6                              | 28                      | 2  | 3   |
| Very useful (%)   | 39%                         | 40%                      | 47%                               | 31%                   | 47%                                   | 50%                            | 57%                     | 18%                                      | 60%   |
| Fairly useful (4) | 9                           | 16                       | 5                                 | 7                     | 6                                     | 5                              | 19                      | 7  | 2   |
| Fairly useful (%) | 50%                         | 46%                      | 33%                               | 54%                   | 35%                                   | 42%                            | 39%                     | 64%                                      | 40%   |



| <b>Parents</b>         | <b>Building your career</b> | <b>Learning pathways</b> | <b>Australian Apprenticeships</b> | <b>VET in schools</b> | <b>Study, work and career support</b> | <b>Looking for work advice</b> | <b>Job descriptions</b> | <b>Sources of additional information</b> | <b>Parents Talking Career Choices guide (brochure section inside the Job Guide)</b> |
|------------------------|-----------------------------|--------------------------|-----------------------------------|-----------------------|---------------------------------------|--------------------------------|-------------------------|--|---|
| Of some use (3)        | 2                           | 4                        | 2                                 | 2                     | 3                                     | 1                              | 2                       | 2  | 0   |
| Of some use (%)        | 11%                         | 11%                      | 13%                               | 15%                   | 18%                                   | 8%                             | 4%                      | 18%                                      | —   |
| Not much use (2)       | 0                           | 1                        | 1                                 | 0                     | 0                                     | 0                              | 0                       | 0  | 0   |
| Not much use (%)       | —                           | 3%                       | 7%                                | —                     | —                                     | —                              | —                       | —  | —   |
| Not sure/Can't say     | 4.28                        | 4.29                     | 4.36                              | 4.15                  | 4.29                                  | 4.42                           | 4.53                    | 4  | 4.6   |
| Not sure/Can't say (%) | 0.67                        | 0.68                     | 0.74                              | 0.69                  | 0.77                                  | 0.67                           | 0.58                    | 0.63                                     | 0.55  |
| Means                  | 18                          | 35                       | 15                                | 13                    | 17                                    | 12                             | 49                      | 11                                       | 5   |
| STD. Deviation         | 100%                        | 100%                     | 100%                              | 100%                  | 100%                                  | 100%                           | 100%                    | 100%                                     | 100%  |

**Table 22 – Teachers and career practitioners usefulness ratings for each section**

| <b>Teachers and career practitioners</b> | <b>Building your career</b> | <b>Learning pathways</b> | <b>Australian Apprenticeships</b> | <b>VET in schools</b> | <b>Study, work and career support</b> | <b>Looking for work advice</b> | <b>Job descriptions</b> | <b>Sources of additional information</b> | <b>Parents Talking Career Choices guide (brochure section inside the Job Guide)</b> |
|--|-----------------------------|--------------------------|-----------------------------------|-----------------------|---------------------------------------|--------------------------------|-------------------------|--|---|
| Respondents                              | 446                         | 453                      | 369                               | 297                   | 331                                   | 309                            | 694                     | 351                                      | 251   |
| Total (%)                                | 100%                        | 100%                     | 100%                              | 100%                  | 100%                                  | 100%                           | 100%                    | 100%                                     | 100%  |

## S28. Usefulness

| Teachers and career practitioners | Building your career | Learning pathways | Australian Apprenticeships | VET in schools | Study, work and career support | Looking for work advice | Job descriptions | Sources of additional information | Parents Talking Career Choices guide (brochure section inside the Job Guide) |
|-----------------------------------|----------------------|-------------------|----------------------------|----------------|--------------------------------|-------------------------|------------------|-----------------------------------|--|
| Very useful (5)                   | 263                  | 277               | 176                        | 137            | 159                            | 177                     | 564              | 235                               | 133  |
| Very useful (%)                   | 59%                  | 61%               | 48%                        | 46%            | 48%                            | 57%                     | 81%              | 67%                               | 53%  |
| Fairly useful (4)                 | 155                  | 147               | 155                        | 133            | 139                            | 109                     | 116              | 95                                | 86   |
| Fairly useful (%)                 | 35%                  | 32%               | 42%                        | 45%            | 42%                            | 35%                     | 17%              | 27%                               | 34%  |
| Of some use (3)                   | 26                   | 27                | 37                         | 25             | 32                             | 21                      | 14               | 19                                | 26   |
| Of some use (%)                   | 6%                   | 6%                | 10%                        | 8%             | 10%                            | 7%                      | 2%               | 5%                                | 10%  |
| Not much use (2)                  | 0                    | 1                 | 0                          | 2              | 0                              | 1                       | 0                | 1                                 | 2  |
| Not much use (%)                  | —                    | 0%                | —                          | 1%             | —                              | 0%                      | —                | 0%                                | 1%   |
| No use at all (1)                 | 0                    | 1                 | 0                          | 0              | 0                              | 1                       | 0                | 0                                 | 1  |
| No use at all (%)                 | —                    | 0%                | —                          | —              | —                              | 0%                      | —                | —                                 | 0%   |
| Not sure/Can't say                | 2                    | 0                 | 1                          | 0              | 1                              | 0                       | 0                | 1                                 | 3  |
| Not sure/Can't say (%)            | 0%                   | —                 | 0%                         | —              | 0%                             | —                       | —                | 0%                                | 1%   |
| Means                             | 4.53                 | 4.54              | 4.38                       | 4.36           | 4.38                           | 4.49                    | 4.79             | 4.61                              | 4.4  |
| STD. Deviation                    | 0.61                 | 0.64              | 0.66                       | 0.66           | 0.66                           | 0.67                    | 0.45             | 0.6                               | 0.74   |

# Appendix B Online Survey Questions

## Students

### Introduction

We are keen to hear from you about what tools and resources you use to get information about jobs you might be interested in, and what education and training you would need to do these jobs.

We would like you to take part in a 5-6 minute online survey as part of our research project. The project is being conducted by Urbis, an independent social research company, on behalf of the Department of Education, Employment and Workplace Relations (DEEWR).

### Privacy

We will not be recording your name so your responses will be anonymous. Please follow the prompts on your screen and answer all questions as best you can.

If you encounter any technical difficulties while completing this online survey, please contact **<ORU Details>**.

If you have any broader questions about the survey, please contact **Danny Collins on 1800 244 863 or e-mail [dcollins@urbis.com.au](mailto:dcollins@urbis.com.au)**

### About you

#### 1. How old are you?

1. 15 years
2. 16 years
3. 17 years
4. 18 years
5. Other

If Other, please specify

#### 2. Are you:

1. Male
2. Female

#### 3. Where do you live?

1. In a capital city

2. In a regional city/large town (say over 30,000 population)
3. In a smaller town/rural area

**4. In which State/Territory?**

1. Australian Capital Territory
2. New South Wales
3. Northern Territory
4. Queensland
5. South Australia
6. Tasmania
7. Victoria
8. Western Australia

**5. Do you speak a language other than English at home?**

1. No
2. Yes

**If Yes, please specify**

**About your school**

**6. Where do you/did you go to school?**

1. In a capital city
2. In a regional city/large town (say over 30,000 population)
3. In a smaller town/rural area

**7. Which one of these best describes your current situation?**

1. Finished Year 9 going into Year 10
2. Finished Year 10 going into Year 11
3. Finished Year 11 going into Year 12
4. Finished Year 12 in 2012
5. Left school, attending University or TAFE
6. Left school, unemployed, currently looking for work

7. Left school, unemployed, not currently looking for work
8. Left school, in employment
9. None of the above

**8. Which type of school do you/did you attend? (If more than one, please answer for the school where you spent most of your time in Year 10)**

1. Government school
2. Catholic school
3. Independent school
4. None of the above

**9. About how many students does that school have?**

1. Under 500
2. 500-1,000
3. Over 1,000
4. Not sure

**Information resources**

**10. Which of the following online or printed information resources have you used to help you decide what sort of job or career you might like, or what education or training you might do? <Select all that apply>**

| Name of resource   | Yes | No | Not sure/<br>Can't say |
|--|-----|----|------------------------|
| a) Universities Admissions Centre (UAC) publications     | 1   | 2  | 3                      |
| b) Myfuture website                                      | 1   | 2  | 3                      |
| c) Job Guide handbook                                    | 1   | 2  | 3                      |
| d) Job Guide website                                     | 1   | 2  | 3                      |
| e) Job search websites (eg. Careerone, Seek, mycareer)   | 1   | 2  | 3                      |
| f) Industry websites                                     | 1   | 2  | 3                      |
| g) University brochures/websites                         | 1   | 2  | 3                      |
| h) Online surveys/tests/quizzes about skills and careers | 1   | 2  | 3                      |
| i) Other website   | 1   | 2  | 3                      |

| Name of resource        | Yes | No | Not sure/<br>Can't say |
|-------------------------|-----|----|------------------------|
| j) Other printed source | 1   | 2  | 3                      |

If Other, please specify

**11. For each of the information resources you have identified, how useful were these resources in helping you decide what sort of job or career you might like?**

| Name of resource        | Very useful | Fairly useful | Of some use | Not much use | No use at all | Not sure/<br>Can't say |
|-------------------------|-------------|---------------|-------------|--------------|---------------|------------------------|
| a) <Name of resource 1> | 1           | 2             | 3           | 4            | 5             | 6                      |
| b) <Name of resource 2> | 1           | 2             | 3           | 4            | 5             | 6                      |
| c) etc                  | 1           | 2             | 3           | 4            | 5             | 6                      |

**12. How useful were these resources in helping you decide what sort of job or career you would not like?**

| Name of resource        | Very useful | Fairly useful | Of some use | Not much use | No use at all | Not sure/<br>Can't say |
|-------------------------|-------------|---------------|-------------|--------------|---------------|------------------------|
| a) <Name of resource 1> | 1           | 2             | 3           | 4            | 5             | 6                      |
| b) <Name of resource 2> | 1           | 2             | 3           | 4            | 5             | 6                      |
| c) etc                  | 1           | 2             | 3           | 4            | 5             | 6                      |

**13. How useful were these resources in helping you decide what you might study at school, college or university?**

| Name of resource        | Very useful | Fairly useful | Of some use | Not much use | No use at all | Not sure/<br>Can't say |
|-------------------------|-------------|---------------|-------------|--------------|---------------|------------------------|
| a) <Name of resource 1> | 1           | 2             | 3           | 4            | 5             | 6                      |
| b) <Name of resource 2> | 1           | 2             | 3           | 4            | 5             | 6                      |
| c) etc                  | 1           | 2             | 3           | 4            | 5             | 6                      |

**14.**

**a. Is there any information, about careers or education, that you were looking for and could not find?**

1. Yes

2. No
3. Not sure/Can't say

**IF 2 OR 3 SKIP TO 15**

**b. What other information would have been useful that you couldn't find?**

**Using the Job Guide**

**We are now going to ask you some questions about a resource called the Job Guide.**

**15. Have you seen the Job Guide before? <show screenshot of Job Guide>**

1. Yes
2. No
3. Not sure/Can't remember

**IF 2 OR 3 – THANKYOU AND CLOSE**

**16. Who first introduced you to the Job Guide?**

1. Teacher
2. Career adviser/ Guidance officer/ Career counsellor
3. School librarian
4. Friends
5. Parents
6. Other family (eg. brother or sister)
7. Job Guide website
8. Other website
9. Don't know/Can't remember
10. Other

If Other, please specify

**17. Which format(s) have you used the Job Guide in? <Select all that apply>**

1. Personal hardcopy
2. Shared hardcopy (school/class/library copy)

3. Online
4. CD-Rom
5. Mobile

**18. Which format have you used most? <Select one only>**

1. Personal hardcopy
2. Shared hardcopy (school/class/library copy)
3. Online
4. CD-Rom
5. Mobile

**19. Which format do you prefer to use? <Select one only>**

1. Personal hardcopy
2. Shared hardcopy (school/class/library copy)
3. Online
4. CD-Rom
5. Mobile
6. Don't have a preference

**IF 6 SKIP TO 21**

**20. Why is this your preferred format for using the Job Guide?**

**21. Approximately how often have you used the Job Guide?**

1. Once or twice only
2. Now and then (3-10 times)
3. Quite often (10-20 times)
4. A lot (more than 20 times)
5. Not sure/ Can't say

**22. When have you used the Job Guide most?**

1. Before Year 10



2. In Year 10
3. In Year 11
4. In Year 12
5. Since leaving school
6. Not sure/ Can't say

**23. Where have you used the Job Guide? <select all that apply>**

1. At home
2. In school
3. Other

**If Other Please specify**

**24. Have you used the Job Guide by yourself or with other people? <select all that apply>**

1. Only by myself
2. By myself and with others
3. Only with others

**IF 1 SKIP TO 26**

**25. Who else have you used the Job Guide with? <select all that apply>**

1. A teacher on a one-on-one basis
2. Classmates/ other students
3. Career adviser/ Guidance officer/ Career counsellor
4. Parents
5. Other family (eg. brother or sister)
6. Friends
7. Other

If Other, please specify

**26. What were the main reasons why you used the Job Guide? <Select all that apply>**

**a. To find information on:**

1. Various types of jobs/careers
2. A specific job/career of interest
3. Related or similar jobs/careers
4. Education requirements for jobs/careers
5. Other entry requirements for jobs/careers
6. Potential salary expectations
7. Trends in the jobs market for various sectors
8. Opportunities for financial assistance
9. Opportunities for scholarships
10. Relevant Universities or University courses

**b. To seek help with:**

11. Making a decision about school classes and subjects
12. Making a decision about future/further education/study/training
13. Making a decision about future jobs/careers
14. Assessing your eligibility or suitability for jobs/careers
15. Identifying likes and dislikes
16. Applying for a job and joining the workforce
17. Other reasons

If Other, please specify

## **Satisfaction with the Job Guide**

**27. Which of the following sections of the Job Guide do you remember reading or using? <Select all that apply>**

1. Building your career
2. Learning pathways
3. Australian Apprenticeships
4. VET in schools
5. Study, work and career support

6. Looking for work advice
7. Job descriptions
8. Sources of additional information
9. Parents Talking Career Choices guide (brochure section inside the Job Guide)
10. Not sure/Can't remember

**28. How useful was the information provided in these sections of the Job Guide?:**

| Name of section                       | Very useful | Fairly useful | Of some use | Not much use | No use at all | Not sure/Can't say |
|---------------------------------------|-------------|---------------|-------------|--------------|---------------|--------------------|
| a) <Name of section identified in 28> | 1           | 2             | 3           | 4            | 5             | 6                  |
| b) <Name of section identified in 28> | 1           | 2             | 3           | 4            | 5             | 6                  |
| c) Etc                                | 1           | 2             | 3           | 4            | 5             | 6                  |

**29. How strongly do you agree or disagree with each of the following statements:**

| Statement  | Strongly Agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not sure/Can't say |
|--|----------------|-------|---------------------------|----------|-------------------|--------------------|
| a) The Job Guide broadened my understanding of the range of jobs and career options available to me                                    | 1              | 2     | 3                         | 4        | 5                 | 6                  |
| b) The Job Guide helped me to identify jobs or careers that match my skills and interests  | 1              | 2     | 3                         | 4        | 5                 | 6                  |
| c) The Job Guide helped me to choose my school subjects for Years 11 and 12  | 1              | 2     | 3                         | 4        | 5                 | 6                  |
| d) The Job Guide helped me to choose my education or training needs after Year 12  | 1              | 2     | 3                         | 4        | 5                 | 6                  |
| e) The Job Guide mostly contains information that is useful and relevant to me   | 1              | 2     | 3                         | 4        | 5                 | 6                  |
| f) The Job Guide is a good length  | 1              | 2     | 3                         | 4        | 5                 | 6                  |
| g) The Job Guide is easy to use and find information   | 1              | 2     | 3                         | 4        | 5                 | 6                  |
| h) I like the design of the Job Guide (e.g. the use of colours, pictures, font, headings, logos etc)                                   | 1              | 2     | 3                         | 4        | 5                 | 6                  |
| i) The Job Guide provided me with useful contact details and sources for further information on the jobs or careers I am interested in | 1              | 2     | 3                         | 4        | 5                 | 6                  |

## **Improvements to the Job Guide**

**We are really interested to hear your ideas about how the next version of the Job Guide can be improved.**

**30. Please write down your suggestions about what new or additional information may be useful to include in the next Job Guide <Word limit 150>**

**31. Please write down your suggestions as to how the Job Guide might be made easier to use or access <Word limit 150>**

# Parents

## Introduction

We are keen to hear from you about what information resources you have used with your child/ren to understand what jobs or careers they may be interested in and the education or training they would need to do these jobs.

We would like you to take part in a 5-6 minute online survey as part of our research project. The project is being conducted by Urbis, an independent social research company, on behalf of the Department of Education, Employment and Workplace Relations (DEEWR).

## Privacy

We will not be recording your name so your responses will be anonymous. Please follow the prompts on your screen and answer all questions.

If you encounter any technical difficulties while completing this online survey, please contact **<ORU Details>**.

If you have any broader questions about the survey, please contact **Danny Collins on 1800 244 863 or e-mail [dcollins@urbis.com.au](mailto:dcollins@urbis.com.au)**

## About you and your child/ren

### 1. Which age group are you in

1. Under 40 years
2. 40-49 years
3. 50-59 years
4. 60 years or over

### 2. Are you:

1. Male
2. Female

### 3. Where do you live?

1. In a capital city
2. In a regional city/large town (say over 30,000 population)
3. In a smaller town/rural area

### 4. In which State/Territory?

1. Australian Capital Territory
2. New South Wales
3. Northern Territory
4. Queensland
5. South Australia
6. Tasmania
7. Victoria
8. Western Australia

**5. Do you speak a language other than English at home?**

1. No
2. Yes

**If Yes, please specify**

**6. How many children do you have aged between 15 and 18 years, who attend or have attended a secondary school in Australia?**

1. None
2. One
3. Two
4. Three
5. Four or more

**7. How many of your child/ren are currently completing or have completed Year 10?**

1. None
2. One
3. Two
4. Three
5. Four or more

**8. Which sort of school/s have your child/ren mostly attended? <Select all that apply>**

1. Government schools
2. Catholic schools
3. Independent schools
4. None of the above

**9. Was that schooling mostly done in:**

1. A capital city
2. A regional city/large town (say over 30,000 population)
3. A smaller town/rural area

**Information resources**

**1. Which of the following online or printed information resources have you used to help your child/ren decide what sort of job or career they might like, or what education or training they might need to do? <Select all that apply>**

| Name of resource  | Yes | No | Not sure/Can't say |
|---|-----|----|--------------------|
| a) Universities Admissions Centre (UAC) publications                            | 1   | 2  | 3                  |
| b) Myfuture website   | 1   | 2  | 3                  |
| c) Job Guide handbook   | 1   | 2  | 3                  |
| d) Parents Talking Career Choices guide (brochure section inside the Job Guide) | 1   | 2  | 3                  |
| e) Job Guide website  | —   | —  | —                  |
| f) Job search websites (eg. Careerone, Seek, mycareer)                          | 1   | 2  | 3                  |
| g) Industry websites  | 1   | 2  | 3                  |
| h) University brochures/websites  | 1   | 2  | 3                  |
| i) Online surveys/tests/quizzes about skills and careers                        | —   | —  | —                  |
| j) Other website  | 1   | 2  | 3                  |
| k) Other printed source   | 1   | 2  | 3                  |

If Other, please specify

**2. For each of the information resources identified how useful were these resources in helping your child/ren decide what sort of job or career they might like?**

| Name of resource        | Very useful | Fairly useful | Of some use | Not much use | No use at all | Not sure/Can't say |
|-------------------------|-------------|---------------|-------------|--------------|---------------|--------------------|
| a) <Name of resource 1> | 1           | 2             | 3           | 4            | 5             | 6                  |
| b) <Name of resource 2> | 1           | 2             | 3           | 4            | 5             | 6                  |
| c) Etc                  | 1           | 2             | 3           | 4            | 5             | 6                  |

**3. How useful were these resources in helping your child/ren decide what sort of job or career they would not like?**

| Name of resource        | Very useful | Fairly useful | Of some use | Not much use | No use at all | Not sure/Can't say |
|-------------------------|-------------|---------------|-------------|--------------|---------------|--------------------|
| a) <Name of resource 1> | 1           | 2             | 3           | 4            | 5             | 6                  |
| b) <Name of resource 2> | 1           | 2             | 3           | 4            | 5             | 6                  |
| c) etc                  | 1           | 2             | 3           | 4            | 5             | 6                  |

**4. How useful were these resources in helping your child/ren decide what they might study at school, college or university?**

| Name of resource        | Very useful | Somewhat useful | Neither | Not useful | Not useful at all | Unsure/Can't say |
|-------------------------|-------------|-----------------|---------|------------|-------------------|------------------|
| a) <Name of resource 1> | 1           | 2               | 3       | 4          | 5                 | 6                |
| b) <Name of resource 2> | 1           | 2               | 3       | 4          | 5                 | 6                |
| c) etc                  | 1           | 2               | 3       | 4          | 5                 | 6                |

**5.**

**a. Is there any information about careers or education that you have been looking for and could not find?**

1. Yes
2. No
3. Not sure/Can't say

**IF 2 OR 3 SKIP TO 15**

**b. What other information would have been useful that you couldn't find?**



## Using the Job Guide

**We are now going to ask you some questions about a resource called the Job Guide.**

### **6. Have you seen the Job Guide before? <show screenshot of Job Guide>**

1. Yes
2. No
3. Not sure/Can't remember

### **IF 2 OR 3 – THANKYOU AND CLOSE**

### **16. Who first introduced you to the Job Guide?**

1. Your child/ren
2. Teacher at your child/ren's school
3. Career adviser/ Guidance officer/ Career counsellor at your child/ren's school
4. Other family (eg. Partner)
5. Friend or colleague
6. Job Guide website
7. Other website
8. Don't know/ Can't remember
9. Other

If Other, please specify

### **17. Which format(s) have you used the Job Guide in? <Select all that apply>**

1. Child/ren's personal hardcopy
2. Shared hardcopy (eg. school or library copy)
3. Online
4. CD-Rom
5. Mobile

### **18. Which format have you used most? <Select one only>**

1. Child/ren's personal hardcopy

2. Shared hardcopy (e.g school or library copy)
3. Online
4. CD-Rom
5. Mobile

**19. Which format do you prefer to use? <Select one only>**

1. Child/ren's personal hardcopy
2. Shared hardcopy (eg. school or library copy)
3. Online
4. CD-Rom
5. Mobile
6. Don't have a preference

**IF 6 SKIP TO 21**

**20. Why is this your preferred format for using the Job Guide?**

**21. Approximately how often have you used the Job Guide?**

1. Once or twice only
2. Now and then (3-10 times)
3. Quite often (10-20 times)
4. A lot (more than 20 times)
5. Not sure/ Can't say

**22. At what stage have you used the Job Guide with your child/ren the most?**

1. Before Year 10
2. In Year 10
3. In Year 11
4. In Year 12
5. Since leaving school
6. Not sure/ Can't say

**23. What are the main reasons why you have used the Job Guide? <Select all that apply>**

**a. To find information on:**

1. Various types of jobs/careers
2. A specific job/career of interest
3. Related or similar jobs/careers
4. Education requirements for jobs/careers
5. Other entry requirements for jobs/careers
6. Potential salary expectations
7. Trends in the jobs market for various sectors
8. Opportunities for financial assistance
9. Opportunities for scholarships
10. Relevant Universities or University courses

**b. To seek help with:**

11. Making a decision about school classes and subjects
12. Making a decision about future/further education/study/training
13. Making a decision about future jobs/careers
14. Assessing eligibility or suitability for jobs/careers
15. Identifying likes and dislikes
16. Applying for a job and joining the workforce
17. Other reasons

If Other, please specify

**Satisfaction with the Job Guide**

**24. Which of the following sections of the Job Guide do you remember reading or using? <Select all that apply>**

1. Building your career
2. Learning pathways
3. Australian Apprenticeships

4. VET in schools
5. Study, work and career support
6. Looking for work advice
7. Job descriptions
8. Sources of additional information
9. Parents Talking Career Choices guide (brochure section inside the Job Guide)
10. Not sure/Can't remember

**25. How useful was the information provided in these sections of the Job Guide?:**

| <b>Name of section</b>                | <b>Very useful</b> | <b>Fairly useful</b> | <b>Of some use</b> | <b>Not much use</b> | <b>No use at all</b> | <b>Not sure/Can't say</b> |
|---------------------------------------|--------------------|----------------------|--------------------|---------------------|----------------------|---------------------------|
| a) <Name of section identified in 28> | 1                  | 2                    | 3                  | 4                   | 5                    | 6                         |
| b) <Name of section identified in 28> | 1                  | 2                    | 3                  | 4                   | 5                    | 6                         |
| c) Etc                                | 1                  | 2                    | 3                  | 4                   | 5                    | 6                         |

**26. How strongly do you agree or disagree with each of the following statements:**

| <b>Statement</b>   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neither agree or disagree</b> | <b>Disagree</b> | <b>Strongly disagree</b> | <b>Not sure/Can't say</b> |
|--|-----------------------|--------------|----------------------------------|-----------------|--------------------------|---------------------------|
| a) The Job Guide helped my child/ren broaden their understanding of the range of jobs and career options available to them | 1                     | 2            | 3                                | 4               | 5                        | 6                         |
| b) The Job Guide helped my child/ren identify jobs or careers that match their skills and interests                        | 1                     | 2            | 3                                | 4               | 5                        | 6                         |
| c) The Job Guide helped my child/ren choose subjects for Years 11 and 12   | 1                     | 2            | 3                                | 4               | 5                        | 6                         |
| d) The Job Guide helped my child/ren choose their education or training after Year 12                                      | 1                     | 2            | 3                                | 4               | 5                        | 6                         |
| e) The Job Guide mostly contains information that is useful and relevant   | 1                     | 2            | 3                                | 4               | 5                        | 6                         |
| f) The Job Guide is a good length  | 1                     | 2            | 3                                | 4               | 5                        | 6                         |
| g) The Job Guide is easy to use  | 1                     | 2            | 3                                | 4               | 5                        | 6                         |
| h) I like the design of the Job Guide (e.g. the use of colours, pictures, font, headings, logos etc)                       | 1                     | 2            | 3                                | 4               | 5                        | 6                         |

| Statement  | Strongly Agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not sure/<br>Can't say |
|--|----------------|-------|---------------------------|----------|-------------------|------------------------|
| i) The Job Guide provided useful contact details and sources for further information | 1              | 2     | 3                         | 4        | 5                 | 6                      |

## Improvements to the Job Guide

**We are really interested to hear your ideas about how the next version of the Job Guide can be improved.**

**27. Please write down your suggestions about what new or additional information may be useful to include in the next Job Guide <Word limit 150>**

**28. Please write down your suggestions as to how the Job Guide might be made easier to use or access <Word limit 150>**

# Teachers and Career Advisers

## Introduction

We are keen to hear from you about what tools and resources you use to provide advice to students or others regarding jobs or careers they may be interested in and the education or training they would need to do these jobs.

We would like you to take part in a 5-6 minute online survey as part of our research project. The project is being conducted by Urbis, an independent social research company, on behalf of the Department of Education, Employment and Workplace Relations (DEEWR).

## Privacy

We will not be recording your name so your responses will be anonymous. Please follow the prompts on your screen and answer all questions as best you can.

If you encounter any technical difficulties while completing this online survey, please contact **<ORU Details>**.

If you have any broader questions about the survey, please contact **Danny Collins on 1800 244 863 or e-mail [dcollins@urbis.com.au](mailto:dcollins@urbis.com.au)**

## About you

### 1. How long have you been working as a teacher or career adviser (Guidance officer, or career counsellor)?

1. Less than a year
2. 1 to 2 years
3. 3 to 5 years
4. 6 to 10 years
5. Over 10 years

### 2. Where do you currently do most of your work? <Select all that apply>

1. Government school
2. Catholic school
3. Independent school
4. TAFE
5. University
6. In private practice

7. Government agency
8. Business organisation
9. None of the above

**IF 4-9 SKIP TO 4**

**3. How many students are there at the school you mostly work at?**

1. Under 500
2. 500-1,000
3. over 1,000

**4. In which of these locations do you mostly work at present?**

1. In a capital city
2. In a regional city/large town (say over 30,000 population)
3. In a smaller town/rural area

**5. In which State/Territory do you mostly work at present?**

1. Australian Capital Territory
2. New South Wales
3. Northern Territory
4. Queensland
5. South Australia
6. Tasmania
7. Victoria
8. Western Australia

**6. Do you currently work:**

1. Full time
2. Part time
3. On a casual basis

**7. Are you:**

1. Male

2. Female

**8. What is your age group?**

1. Under 30 years
2. 30-39 years
3. 40-49 years
4. 50 years or over

**9. Which of the following best describes your role**

1. Mainly a teacher
2. Mainly a career adviser
3. Both teacher and career adviser

**IF 1 SKIP TO 13**

**10. How much of your time do you spend working as a career adviser?**

1. None – but providing information relevant to future career choice is one aspect of my work
2. Less than 20% of my time
3. Between 20% and 50% of my time
4. Over half my time
5. All or nearly all of my time

**11. Do you hold any formal qualifications as a career adviser?**

1. Yes
2. No

**IF 2 SKIP TO 13**

**12. Which qualifications? <Select all that apply>**

1. Masters Degree in Education/Learning & Development/Career Development
2. Graduate Diploma (Education/Learning and Development/Career Development)
3. Graduate Certificate (Education/Learning and Development/Career Development)
4. Vocational Graduate Certificate in a related discipline



5. Bachelor Degree in a related discipline
6. Certificate IV (Career Development)
7. Other careers qualification

If Other, please specify

## Information resources

**13. Which of the following online or printed information resources have you used to help students or others decide what sort of job or career they might like, or what education or training they might need to do? <Select all that apply>**

| Name of resource   | Yes | No | Not sure/Can't say |
|--|-----|----|--------------------|
| a) Universities Admissions Centre (UAC) publications   | 1   | 2  | 3                  |
| b) Myfuture website  | 1   | 2  | 3                  |
| c) Job Guide handbook  | 1   | 2  | 3                  |
| d) Job Guide website   | 1   | 2  | 3                  |
| e) Job search websites (eg. Careerone, Seek, mycareer)   | 1   | 2  | 3                  |
| f) Resources for career practitioners (eg. ReCaP, The Australian Blueprint for Career Development) | 1   | 2  | 3                  |
| g) Industry websites   | 1   | 2  | 3                  |
| h) University brochures/websites   | 1   | 2  | 3                  |
| i) Other website   | 1   | 2  | 3                  |
| j) Other printed source  | 1   | 2  | 3                  |

If Other, please specify

**14. For each of the information resources identified how useful are these resources in helping students or others decide what sort of job or career they might like?**

| Name of resource        | Very useful | Fairly useful | Of some use | Not much use | No use at all | Not sure/Can't say |
|-------------------------|-------------|---------------|-------------|--------------|---------------|--------------------|
| a) <Name of resource 1> | 1           | 2             | 3           | 4            | 5             | 6                  |
| b) <Name of resource 2> | 1           | 2             | 3           | 4            | 5             | 6                  |

| Name of resource | Very useful | Fairly useful | Of some use | Not much use | No use at all | Not sure/Can't say |
|------------------|-------------|---------------|-------------|--------------|---------------|--------------------|
| c) Etc           | 1           | 2             | 3           | 4            | 5             | 6                  |

**15. How useful are these resources in helping students or others decide what sort of job or career they would not like?**

| Name of resource        | Very useful | Fairly useful | Of some use | Not much use | No use at all | Not sure/Can't say |
|-------------------------|-------------|---------------|-------------|--------------|---------------|--------------------|
| a) <Name of resource 1> | 1           | 2             | 3           | 4            | 5             | 6                  |
| b) <Name of resource 2> | 1           | 2             | 3           | 4            | 5             | 6                  |
| c) etc                  | 1           | 2             | 3           | 4            | 5             | 6                  |

**16 How useful are these resources in helping students or others decide what they might study at school, college or university?**

| Name of resource        | Very useful | Somewhat useful | Neither | Not useful | Not useful at all | Unsure/Can't say |
|-------------------------|-------------|-----------------|---------|------------|-------------------|------------------|
| a) <Name of resource 1> | 1           | 2               | 3       | 4          | 5                 | 6                |
| b) <Name of resource 2> | 1           | 2               | 3       | 4          | 5                 | 6                |
| c) etc                  | 1           | 2               | 3       | 4          | 5                 | 6                |

**17.**

**a. Is there any information about careers or education that you have been looking for and could not find?**

1. Yes
2. No
3. Not sure/Can't say

**IF 2 OR 3 SKIP TO 18**

**b. What other information would have been useful that you couldn't find?**

## **Using the Job Guide**

**We are now going to ask you some questions about the Job Guide.**

**18. Have you seen the Job Guide before? <show screenshot of Job Guide>**

1. Yes
2. No
3. Not sure/Can't remember

**IF 2 OR 3 - THANKYOU AND CLOSE**

**19. Which format(s) have you used the Job Guide in? <Select all that apply>**

1. Personal hardcopy
2. Students or clients personal hardcopy
3. Shared hardcopy (school/class/library copy)
4. Online
5. CD-Rom
6. Mobile

**20. Which format have you used most? <Select one only>**

1. Personal hardcopy
2. Students or clients personal hardcopy
3. Shared hardcopy (school/class/library copy)
4. Online
5. CD-Rom
6. Mobile

**21. Which format do you prefer to use? <Select one only>**

1. Personal hardcopy
2. Students or clients personal hardcopy
3. Shared hardcopy (school/class/library copy)
4. Online
5. CD-Rom

6. Mobile
7. Don't have a preference

**IF 7 SKIP TO 23**

**22. Why is this your preferred format for using the Job Guide?**

**23. How is the Job Guide distributed to students, or clients, in the place where you mostly work? <select all that apply>**

1. Hardcopies for each Year 10 student
2. Hardcopies for each Year 10 class (class sets)
3. Hardcopies to students in other years
4. Hardcopies provided to parents of students
5. Hardcopies to clients (eg. non-students)
6. Hardcopies only provided if requested
7. No hardcopies provided
8. Online access provided
9. CD-Rom's provided to each student/client
10. Hardcopies or CD-Rom in school library
11. Other

If Other, please specify

**24. Approximately how often do you use the Job Guide?**

1. Daily
2. Once a week
3. Once a fortnight
4. Once a month
5. Once every three months
6. Once every six months
7. Once a year

8. Less than once a year
9. Not sure/Can't say

**25. Who do you use the Job Guide with? <Select all that apply>**

1. Year 10 students
2. Other high school students
3. TAFE and University students
4. Parents of students
5. Teachers
6. Personal use
7. Finished school and employed
8. Finished school and unemployed/ looking for work
9. Other

If Other, please specify

**IF 3-9 SKIP TO 28**

**26. At what stage do you use the Job Guide with students?**

1. Before Year 10
2. In Year 10
3. In Year 11
4. In Year 12
5. Those leaving school
6. Not sure/ Can't say

**27. How do you usually use the Job Guide with students? <Select all that apply>**

1. One-on-one advice
2. Group discussions
3. Whole of class discussions
4. Deliver activities/exercises from the Job Guide

5. Develop own activities/exercises with Job Guide
6. Other

If Other, please specify

**28. What are the main reasons why you use the Job Guide? <Select all that apply>**

**a. To provide information on:**

1. Various types of jobs/careers
2. A specific job/career of interest
3. Related or similar jobs/careers
4. Education requirements for jobs/careers
5. Other entry requirements for jobs/careers
6. Potential salaries for jobs/careers
7. Trends in the jobs market for various sectors
8. Opportunities for financial assistance
9. Opportunities for scholarships
10. Relevant Universities or University courses

**b. To help people\_with:**

11. Making a decision about school classes and subjects
12. Making a decision about future/further education/study/training
13. Making a decision about future jobs/careers
14. Assessing eligibility or suitability for jobs/careers
15. Identifying likes and dislikes
16. Applying for a job and joining the workforce
17. Other reasons

If Other, please specify

## Satisfaction with the Job Guide

**29. Which of the following sections of the Job Guide do you remember reading or using? <Select all that apply>**

1. Building your career
2. Learning pathways
3. Australian Apprenticeships
4. VET in schools
5. Study, work and career support
6. Looking for work advice
7. Job descriptions
8. Sources of additional information
9. Parents section
10. Not sure/Can't remember

**30. How useful was the information provided in these sections of the Job Guide?:**

| Name of section                       | Very useful | Fairly useful | Of some use | Not much use | No use at all | Not sure/Can't say |
|---------------------------------------|-------------|---------------|-------------|--------------|---------------|--------------------|
| a) <Name of section identified in 29> | 1           | 2             | 3           | 4            | 5             | 6                  |
| b) <Name of section identified in 29> | 1           | 2             | 3           | 4            | 5             | 6                  |
| c) Etc                                | 1           | 2             | 3           | 4            | 5             | 6                  |

**31. How strongly do you agree or disagree with the following statements:**

| Statement   | Strongly Agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not sure/Can't say |
|---|----------------|-------|---------------------------|----------|-------------------|--------------------|
| a) The Job Guide helps students/others to broaden their understanding of the range of jobs and career options available to them | 1              | 2     | 3                         | 4        | 5                 | 6                  |
| b) The Job Guide helps students/others identify jobs or careers that match their skills and interests                           | 1              | 2     | 3                         | 4        | 5                 | 6                  |
| c) The Job Guide helps students choose subjects for Years 11 and 12   | 1              | 2     | 3                         | 4        | 5                 | 6                  |

| Statement   | Strongly Agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not sure/ Can't say |
|---|----------------|-------|---------------------------|----------|-------------------|---------------------|
| d) The Job Guide helps student/others choose education or training needs after Year 12                    | 1              | 2     | 3                         | 4        | 5                 | 6                   |
| e) The Job Guide mostly contains information that is useful and relevant                                  | 1              | 2     | 3                         | 4        | 5                 | 6                   |
| f) The Job Guide is a good length   | 1              | 2     | 3                         | 4        | 5                 | 6                   |
| g) The Job Guide is easy to use   | 1              | 2     | 3                         | 4        | 5                 | 6                   |
| h) I like the design of the Job Guide (e.g. the use of colours, pictures, font, headings, logos etc)      | 1              | 2     | 3                         | 4        | 5                 | 6                   |
| i) The Job Guide provides students/others with useful contact details and sources for further information | 1              | 2     | 3                         | 4        | 5                 | 6                   |

## Improvements to the Job Guide

**We are really interested to hear your ideas about how the next version of the Job Guide can be improved.**

**32. Please write down your suggestions about what other new or additional information may be useful to include in the next Job Guide <Word limit 150>**

**33. Please write down your suggestions as to how the Job Guide might be made easier to use or access <Word limit 150>**



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