

EMPLOYMENT, EDUCATION AND TRAINING ACT 1988

**Careers Advisory Services
in Higher Education Institutions:
Report of the National Board of
Employment, Education and Training
and the Department of Employment,
Education and Training**

The Hon. John Dawkins, M.P.
Minister for Employment, Education and Training

December 1990



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The Hon J S Dawkins MP
Minister for Employment, Education and Training
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Dear Minister

Following publication of the 1989 review of the Graduate Careers Council of Australia, Strategic Options for the 1990s, you agreed to establish a national committee to review careers advisory services in higher education and asked the Department and the National Board of Employment Education and Training to co operate in the project. The review is now completed and a copy of the report is attached.

The report highlights the role careers education can play in assisting individual students to make informed subject and career choices and in this way improve the output and effectiveness of higher education institutions. It also emphasises the role effective careers education practices can play in improving the operation of the labour market and the economy.

The review and its recommendations are timely in the light of the increased emphasis being placed on outputs from higher education institutions and the calls for stronger links between these institutions and industry. The recommendations focus on practical measures which can be taken to improve the services available and their effectiveness.

Yours sincerely

G F Taylor
Secretary

G A Ramsey
Chair

cc: Mr Baldwin

Foreword

In 1989 the Minister asked the National Board of Employment, Education and Training (NBEET) and the Department of Employment, Education and Training (DEET) for an action-oriented report in relation to careers advisory services in higher education that would make recommendations for:

- improving the careers information available to students; and
- building better links between graduates and potential employers.

A Steering Committee was established to undertake the project. This committee was chaired by Dr L Michael Koder (NBEET) and consisted of:

Mr Andrew Millett (AAGE)
Ms Lisa Neville (NUS)
Mr John Parr (DEET)
Mr Lionel Parrott (NAGCA)
Mr Alan Priestley (BCA and GCCA)
Mr John Scutt (ACDP)
Dr Peggy Spratt (DEET)
Ms Jan Trewhella (NBEET)
Ms Joanne Tyler (NAGCA)
Mr Brian Watt (DEET)
Ms Alison Weeks (DEET)
Professor Di Yerbury (AVCC)

The Committee sought advice from other sources and particularly wishes to acknowledge the assistance provided by Mr Steve Rawling. Members liaised with the constituents they represented and were involved in the preparation of submissions to the review.

Several members of the Steering Committee attended conferences of the Australian Association of Graduate Employers and the National Association of Graduate Careers Advisors. A Graduate Careers Fair and Careers Services in several institutions were also visited.

The Committee's report was submitted to the Minister and the National Board prior to circulation to all higher education institutions, members of the Australian Association of Graduate Employers, the Graduate Careers Council of Australia and other interested groups.

The Department and the National Board expect that the report will promote constructive discussion on careers advisory services in higher education and thereby lead to improvements in such services. It is also expected that this discussion will be a starting point for improved communication between higher education institutions and the employers of graduates.

Institutions will be given an opportunity to comment on their careers advisory services during the educational profiles discussions. In addition all interested parties are invited to submit written comments on this report to Mr B C Milligan.

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G A Ramsey
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Acronyms

AAGE	Australian Association of Graduate Employers
ACDP	Australian Committee of Directors and Principals
AGPS	Australian Government Publishing Service
AVCC	Australian Vice-Chancellors' Committee
BCA	Business Council of Australia
CAE	College of Advanced Education
CAS	Careers Advisory Services, Careers and Appointments Services
CES	Commonwealth Employment Service
CRC	Careers Reference Centre
CSU	Central Services Unit
CTEC	Commonwealth Tertiary Education Commission
DEET	Department of Employment, Education and Training
EFTSU	Equivalent full-time student unit
GCCA	Graduate Careers Council of Australia
GDS	Graduate Destination Survey
HEC	Higher Education Council
NAGCA	National Association of Graduate Careers Advisors
NBEET	National Board of Employment, Education and Training
NUS	National Union of Students
TAFE	Technical and Further Education

Executive Summary

The Kingston Report (1989) noted that deficiencies in higher education careers advisory services identified in earlier surveys still existed and recommended that a national review be undertaken. The Minister for Employment, Education and Training asked the National Board and the Department to examine the situation, with a view to providing a short action-oriented report which would focus on ways of:

- improving the careers information available to students; and
- building better links between graduates and potential employers.

A national committee was established for this purpose. The committee sought submissions from institutions, employers, careers advisers and student organisations.

The committee concluded that careers education has the important functions of raising awareness among higher education students of the implications of choices they make as undergraduates and of assisting them to make improved career choices. Subject choice has become increasingly important because of the need to relate graduate skills to labour market needs, especially in the context of structural adjustment, retraining and microeconomic reform. These developments emphasise the necessity of adequate and efficient careers advisory services offering a range of professional skills.

The committee considered that, in order to be effective, careers advisory services would require:

- a clearly defined role, including specification of the core services to be provided to all students on an equitable basis;
- a secure and adequate resource base; and
- clear accountability guidelines.

The committee's recommendations address:

- the place of careers advisory services within institutions and their relationship to institutional management and decision making processes;
- ways of improving provision of careers advisory services, including funding and resources;
- links between careers advisory services and employers;
- the development of relationships between careers advisory services in higher education and careers education activities in schools and TAFE;
- the requirements of students with special needs;
- the relationship between careers advisory services and teaching staff; and
- the role of professional organisations working in the field.

Recommendations

It is recommended that:

- 1. the National Board of Employment, Education and Training support a national conference on careers education with a view to assisting the implementation of recommendations by higher education institutions;**
- 2. projects related to careers education should be a priority under**
 - the National Priority (Reserve) Fund, and**
 - the Evaluations and Investigations Program;**
- 3. careers education be placed on the agenda for institutional profiles discussions;**
- 4. the Government work with institutions and employers to improve the quality and dissemination of labour market and occupational data;**
- 5. selected surveys of graduate destinations be sponsored by the Government in cooperation with employers, institutions and the GCCA; and**
- 6. the Department should involve representatives of careers advisory services in the methodology and collection functions of its labour market analysis.**

Institutions

It is recommended that higher education institutions should:

- 7. ensure that their careers advisory services**
 - have clearly defined missions and objectives that are consistent with the institution's mission,**
 - contribute in an ongoing way to the institution's strategic planning and relevant decision making, and**
 - have clear accountability procedures;**
- 8. as a first step, adopt as a code of good practice the provision of the range of core services outlined in this report, including**
 - careers counselling for individual students and groups,**
 - provision of careers information, and**
 - student and graduate employment services;**
- 9. in adopting the code of practice for the guaranteed delivery of core services, move progressively towards a minimum level of resourcing which in staffing terms translates to a ratio of approximately one professional and one support staff per 3500 EFTSU; and**
- 10. give consideration to diversification and expansion of the funding base for careers advisory services to incorporate a mixture of recurrent funds, external funds and possibly benefits from the Training Guarantee.**

Careers Advisory Services

It is recommended that careers advisory services:

- 11. participate in the development of access and equity programs;**

- 12. contribute to the assistance provided to students from disadvantaged groups by supporting such students within the institution;**
- 13. develop close liaison with teaching staff for the mutual benefit of students, careers advisers and staff;**
- 14. work towards the development and maintenance of clear accountability procedures.**
- 15. strengthen their links with schools careers services in order to assist students to make informed decisions about subject choices and careers;**
- 16. strengthen their links with careers advisers in TAFE and with community organisations; and**
- 17. strengthen their links with appropriate government and non-government agencies.**

Employers

It is recommended that:

- 18. employers work cooperatively with careers advisory services in**
 - participation in career education programs;**
 - provision of accurate and comprehensive career information;**
 - development of effective graduate recruitment processes;**
 - effective training, development and utilisation of graduates; and**
 - provision of course-related vacation employment.**

Employers should examine the Training Guarantee legislation to see whether their activities constitute eligible training programs.

Aims and Objectives of the Review

1.1 Rationale

Careers education is important, not only for individuals but also in the efficient working of the Australian economy and labour market. As Australia enters the twenty-first century the nation's need for a skilled and creative workforce will grow and intensify. Australia's historical reliance on natural resources is shifting towards a growing appreciation of the importance of our human resources; careers education can assist in making more effective use of those resources.

Australia's drive for greater structural adjustment and improved international competitiveness, together with technological developments, is placing greater demands on the education and training system to become more efficient and flexible. Greater flexibility is needed for the economy and labour market to respond more quickly to change. Increased efficiency is needed to maximise the opportunities for change.

The rapid pace of change in the Australian economy, especially in microeconomic reform, will touch all areas of employment and the workforce must be skilled, adaptable and responsive to these changes. The same is true of Australia's ability to adapt to social and political change. The complexity of society requires more and better skills and understanding if we are to take our place in the international arena in the next decade. The most important element in the process producing a skilled and knowledgeable population and workforce is the effectiveness and accessibility of our education and training system. Careers education should be part of this process.

Information, advice, ideas, opportunities and discovery are the tools of careers education. It can encourage participation, alert potential students to new opportunities and inform both educators and students of emerging demands and trends in the labour market and the economy. It also plays an important role in creating the environment for increased efficiency and flexibility by raising awareness of the broad range of career possibilities and by teaching careers planning and job seeking skills. Careers education is also important in assisting appropriate subject choice, improving educational outcomes, reducing skills wastage, enhancing labour market flexibility and skills development, and encouraging lifetime learning.

It is most frequently in school that young people begin to decide about their careers and working futures. By developing links between higher education careers advisory services and schools, the strategic focus, knowledge and experience of higher education careers advisers can be used to assist students with those choices. Many students lack a clear sense of direction when they begin tertiary studies. Broadbanded learning in senior

school may improve subject choices, keep education and careers options open and reduce attrition rates. Effective careers advice can be cost-effective if it reduces drop-outs, failures and the need to change streams due to poor subject choice.

The higher education environment is one of expansion and growth. Demographic changes in our population mean that, while more young people will be encouraged into higher education, some of the growth in places will be taken up by mature people. Many people entering higher education need some encouragement and assistance in weighing up options and making subject choices. A dynamic careers advisory service can offer this support and contribute to a more positive and successful learning program for each individual.

Careers advisers also have the potential to assist in the implementation of access and equity plans in higher education. They are uniquely placed because of their links with the community, the secondary schools, other education sectors and employers. They have the mechanisms to coordinate information and to reach groups of people who have not previously participated in higher education. Careers advice can provide the information needed to weigh up options in an environment of informed understanding of the various learning and work pathways.

There are new and emerging roles for careers advisory services as well. Increasingly both the labour market and the education and training system will be dealing with people who need advice on training options, occupations, career changes and the economic environment. Careers education can play a valuable role in encouraging positive attitudes to lifetime learning, change and participation in the workforce.

There is also a need in Australia to develop more effective interaction between governments, employers, the community, professional bodies and the careers education providers themselves. Careers advisers can assist in this process. Closer liaison leads to a more cooperative exchange of ideas and information and to a better acceptance of the broader education and economic issues.

Careers advice and education, sensitively and effectively delivered, can improve the operations of the labour market, enhance people's choices, improve their skills in making career decisions and encourage greater access and equity. Within higher education, careers advice can also make a significant contribution to the achievement of the institution's objectives, especially in maintaining quality and performance in an environment of expansion and growth.

1.2 Purpose of Study and Terms of Reference

Following consideration of the report from the 1989 review of the GCCA, the Minister for Employment, Education and Training, the Hon J S Dawkins, MP, established a small national committee to review careers advisory services and to recommend ways of:

- improving the careers information available to students; and
- building better links between graduates and potential employers.

The summary and recommendations of the Kingston Report are at Appendix 3.

In addressing these broad objectives the Committee agreed that the review would advise government on the type of environment that would encourage and assist higher education students to make informed career choices. Accordingly, this report outlines the characteristics of Careers Advisory Services that the Steering Committee considers desirable and against which institutions may determine the level and quality of service they will provide to their students and the community.

The Committee aimed to produce a report that would advise on:

- strategies to increase institutional awareness and commitment to the provision of careers advisory services and related careers education and development activities;
- strategies to improve careers advisory, education and development activities for higher education students and graduates;
- strategies to improve links between higher education institutions and employers;
- strategies to improve provision of careers information and advice to prospective students;
- support for potential graduates with special needs;
- the extent to which it is appropriate or feasible for staff from teaching areas to be involved in careers advisory, education and development activities, including assisting graduates to obtain appropriate employment;
- resource options and funding approaches appropriate for careers advisory services; and
- the role of organisations such as Graduate Careers Council of Australia (GCCA), Australian Association of Graduate Employers (AAGE), National Association of Graduate Careers Advisers (NAGCA) and appropriate student bodies in the development and delivery of careers advisory services in higher education.

1.3 Review Procedure

The Kingston Report (1989) noted that deficiencies in provision of careers advisory services identified in earlier surveys still existed and recommended that a national review of the provision in higher education be commissioned. The Minister requested that the Committee should produce a short, action-oriented report with recommendations for groups such as Government, institutions and employers.

In order to gather relevant and comparable information from institutions, employers, students and professional bodies, a set of core questions was compiled (see Appendix 1) as a basis for submissions. Forty-five submissions were received including twenty-four from higher education institutions.

The Development of Careers Advisory Services

2.1 Historical Context

Careers and Appointments Boards were established in the Universities of Sydney, Melbourne, Adelaide and Queensland in the 1920s. This was the first recognition that higher education institutions had some responsibility towards assisting graduates in their career development, although the existence of the Boards did not necessarily mean that professional staff were available to work with students.

The role of careers advisory services was enhanced in the forties through wartime manpower demands and the post-war needs of large numbers of ex-service students to find graduate employment. However provision of more than token services was limited to the Universities of Sydney and Melbourne until the 1960s.

As more careers advisory services were created, appointments and careers officers recognised the value of exchanging ideas and they began to hold conferences in the 1960s. One need they identified in terms of a critical information source was a directory for graduate careers. The initial edition of the *Graduate Careers Directory* was published in 1966 and responsibility for publication was assumed by the Graduate Careers Council of Australia (GCCA) which was established in 1968.

A second information source was data on graduate destinations and the first *Graduate Destination Survey* was released in 1972. In this survey, data were collected on the destinations of 1971 graduates six months after they completed their courses. The survey provided valuable information and gave impetus to the work of the GCCA and careers advisory services.

Changing labour markets and general economic factors led to diversified employment prospects for graduates in the 1970s and 1980s. These provided greater challenges for careers advisers who have also needed to respond to the increased numbers of higher education graduates in the last decade.

In 1977 a conference of careers advisers in post-secondary education discussed past achievements and future challenges and highlighted the disparity in provision of services among institutions.

In the same year the GCCA was re-constituted under the auspices of the AVCC and ACDP with the aim of providing enhanced central backing to careers advisory services. Surveys of the careers advisory services were conducted in 1979 to identify more accurately the range of facilities in universities and colleges (AVCC 1979).

2.1.1 Surveys of Careers Advisory Services

In response to the 1979 surveys, fifteen of the nineteen universities reported that they had personnel devoted specifically to careers guidance. There were staff to student ratios ranging from 1:1350 to 1:2800 in the five largest universities in the country. Ten of the institutions in the advanced education sector provided one or more full-time staff for careers advice. Significant differences in levels of provision were clearly identified at this time.

In 1982 the Commonwealth Tertiary Education Commission (CTEC) commissioned a study into the provision of student services in higher education institutions (Roe 1982) and careers guidance was one of the services studied. Students ranked this service, along with assistance in study skills, as most in need of expansion. The demand for improvement in careers guidance services was clearly indicated as was the relatively poor position of careers advisory services in relation to other student services.

The CTEC report was accompanied by extensive appendices, one of which included *Guidelines for a Basic Careers Service* published by the GCCA in 1982. There have been subsequent editions of this document and the current guidelines, included in this report at Appendix 2, recommend that careers services should be available to students at all universities and colleges.

Both the 1979 and 1982 reports highlighted the fundamental resource problem faced by some careers advisory services. The resources available when those reviews were undertaken were inadequate for delivery of the kind of service careers advisers believed should be provided and which students appeared to want. Although Kingston (1989) did not survey institutions, his report demonstrated that this situation has not improved appreciably in the intervening ten years. Kingston (page 16) also noted that careers scarcely rated a mention in either *Higher Education: a policy statement* (1988) or the *Report of the Task Force on Amalgamations in Higher Education* (1989). Outcomes, links with the economy, institutional accountability, and equity and growth were emphasised in these reports, and all of them potentially lead to an enhanced role for careers education.

2.2 International Perspective

Countries like the UK, USA and Canada, with which Australia is most frequently compared, all have a tradition of careers education in higher education. The first Appointments Board was established at Oxford in 1892.

The primary focus of services in both Britain and the USA was originally the placement of graduates in teaching positions. This specialised placement expanded to include graduates moving into the business world early this century. The rationale that underlay specific placement services was gradually replaced with recognition that institutions have a wider responsibility to assist graduates to make efficient use of their skills.

In 1964, the University Grants Committee in the UK set up an enquiry into 'the scope, purpose, constitution and organisation of University Appointments Boards'. The resulting Heyworth Report (1964) set the pattern for a period of growth and greatly increased professionalism in careers services in Britain. The report made it clear that students were the primary focus of such services, although the recommendations included recognition of the value of services to employers, the universities themselves and the nation. Largely as a result of this report, the value of careers education in the UK was recognised with a significant increase in resources. At present the best resourced services in the UK are staffed at approximately double the staff to student ratio of the best resourced services in Australia.

Careers services are also well developed in the USA and Canada and both countries, along with the UK, have national organisations that provide support and professional development opportunities for careers advisers. The UK also has a Central Services Unit (CSU) that provides clearing house and information services to individual careers services.

2.3 Current Australian Environment

2.3.1 Education

Careers education can contribute to the higher education experience by giving students accurate, up-to-date information about labour market trends, starting salaries and career prospects. Several factors currently affecting higher education have relevance for careers education. These include:

- growth and evolution of higher education to meet changing economic and social needs, although there is concern that higher education institutions are driven to some extent by student demand for courses that do not accurately reflect labour market requirements; and
- the growing importance of structural adjustment and microeconomic reform has focused increasing attention on issues such as retraining, continuing education and credit transfer arrangements.

In addition, the following four areas have been considered in relation to demands for careers education.

Access and Equity

A discussion paper on national and institutional planning for equity in higher education, *A Fair Chance for All* was released by the National Board and the Department in August 1989. The paper reflects the Government emphasis on expanding places in higher education and on improving access for groups currently under-represented. This is expected to change the traditional mix of students in higher education over time to more accurately reflect the

composition of Australian society. Some institutions have special entry provisions for students from schools that have not previously had a record of students continuing on to higher education. Careers education can provide an enabling mechanism for students with no family history of higher education. Once in the higher education system such students may also have a greater need for information about the graduate labour market and assistance in developing the skills necessary to compete successfully at interviews.

Demographic Patterns

The demographic structure of Australian society is changing along patterns that are similar to those of other developed countries. The pool of school leavers will decline in the mid-nineties and rise again towards the end of the century. More women remain in the paid workforce, more people work part-time and employers are recognising that effective utilisation of the skills of their staff is one of their most powerful management tools. Re-skilling and adaptation to change will continue to be important, and efficient use of the skills already available will become a necessity as the potential labour pool shrinks. Careers education will be an important element in the human resource management strategies required to deal with these changes.

Overseas Students

Australia is marketing higher education to overseas students on a full-fees basis and this industry is growing. Students paying full fees could expect to be provided with a complete range of student services. There will be a need for professional development opportunities for careers advisers to enable them to provide careers advice to students who will be seeking employment in a cultural context that is quite different from that in Australia.

Structural Changes

There are major structural changes occurring in the higher education sector that will affect the delivery and availability of student services. Prior to the amalgamations that took place during 1989–90, many institutions were not large enough to support specialised, full-time careers advisory services. The amalgamations have created new opportunities insofar as more may now have access to careers advisory services but there will also be new difficulties associated with expanding services to cater for students on all campuses.

2.3.2 Economic Factors — Graduate Supply and Demand

There are a number of developments in the Australian economy that are influencing the supply and demand for labour and two in particular affect the skilled labour market. The first of these is the structural adjustment process that places a high priority on development of skills. The second is award restructuring that aims to provide incentives for skill formation, more flexible forms of work organisation and improved career paths.

Increasing the number and quality of tertiary graduates is seen by government as an important element in improving the overall skill level of the Australian workforce which, in turn, should improve our international competitiveness.

Increased participation in tertiary education has in part resulted from the increased school retention to Year 12 that rose from 34 per cent in 1980 to over 60 per cent in 1989. There has been a substantial increase in mature age (over 25 years) participation and female participation has increased more rapidly than that of men so that females now account for 52 per cent of total enrolment. A further increase in student numbers has come from full-fee paying overseas students. The higher education system is now dealing with a larger and changing set of clients who need advice on occupations, training options, career changes and the economic environment. This will increase the demand for careers education.

With the recent introduction of the Higher Education Contribution Scheme and fee paying options, clients may have an expectation of better services, including careers education. This introduces a market device into the operation of services and a new degree of accountability.

The overall supply of graduates in Australia is largely determined by the number of publicly funded student places. The latest figures available (1989) suggest the existence of substantial unmet demand for places in higher education in the range of 13–20 000 places (AVCC 1989). The supply in particular areas is affected by 'economic imperatives' where many students are attracted to 'safe' options as a cushion against risk; that is, they enrol in courses that they perceive will improve their chances of success and subsequent employment.

Demand for graduates has remained high. The number of graduates in the workforce increased by 30 per cent between 1983 and 1988 compared with a 12 per cent increase in the total workforce over the same period but there are still some imbalances in the nature of supply. There is a concentration of females in less directly vocational fields of study and this is reflected in graduate employment patterns which, in many occupations, tend to favour males in terms of both employment rates and starting salaries.

Many of the labour market outcomes originate in subject choices young people make at school. For example, more young men than young women currently take mathematics and science in senior secondary school which broadens their employment options. Such choices may contribute to males' greater employment success. Careers education can assist school students to consider options that will improve their career opportunities in relation to predictions about the labour market.

A concern expressed by employers is that accounting, commerce and law courses are attracting a disproportionate number of high entry score students to the disadvantage of courses such as physics, chemistry, mathematics and teaching. Careers education might assist students to broaden their views about subject and course choices and give them a better perspective of the importance of labour market forces on career choices.

The changing nature of the economy, the continuing shift of employment to the services sector and the need, generally, for a more highly skilled workforce are all placing greater demands on graduates. Award and industrial restructuring will also have an impact on the

nature of the higher education graduate as employers will be seeking graduates with good analytical skills who communicate well and have a demonstrated flexibility and adaptability. These skills will be required across the board in professional and skilled occupations.

2.4 Employer Demand for Careers Services

The value placed by employers on careers services is illustrated by surveys and reports sponsored by employer organisations.

In 1986 the Business Council of Australia (BCA) published its *Report on Education*. Eighty of the largest companies in Australia were surveyed on recruitment, educational standards of recent recruits and changes needed to improve education. In terms of nine goals and outcomes, 'Learning about work and career choice' was ranked fourth as a goal for CAEs and sixth for universities. In both colleges and universities a majority of respondents indicated that insufficient emphasis was placed on this particular goal.

In its *Education and Training Policy* (1987, page 4), the BCA listed as one of its medium term objectives:

to identify and develop opportunities for closer business/education relationships, with a particular focus on facilitating the transition between education and work, and improving the ability of students to make realistic career choices.

The Council also supported action to:

upgrade and improve career counselling methods, availability and facilities for all students nearing the completion of their courses and when significant subject choices are made.

The AAGE published its first annual national survey of graduate employers in June 1989. The prime focus of this survey was to determine demand, explore recruitment methods and graduate salary levels, gain an overview of skills gaps and training needs in new graduates, and provide a pertinent, up-to-date report of the nationwide status of graduate employment. The report noted that:

The favoured recruitment methods are interviewing in both the office and on campus, media advertising, vocational employment and use of Careers and Appointments Services in Universities (page 5).

In the conclusions to the report the AAGE points out that:

Increases in cooperation and communication between tertiary institutions and employers will be crucial if tertiary studies are to be made more relevant to the needs of the business community. Cooperation and communication is also necessary if the business community is to become more aware of the types and range of graduates available. Both these developments will produce gains in the appeal and perceived opportunity associated with tertiary study and have potential benefits for economic viability and productivity of Australian businesses (page 84).

Characteristics of Careers Advisory Services

3.1 Requirements of Careers Advisory Services

3.1.1 Introduction

The purpose of this section is to describe careers education as it presently exists according to the submissions sent to the Committee and to compare current practice to a model of exemplary practice. The 'model' proposed is not based on one institution but has been derived from information provided by institutions, careers advisers and employers both in Australia and overseas. In formulating a model it is necessary first to describe careers education in relation to students' needs.

Careers education is a process by which students acquire the skills necessary to undertake career planning, research career options, prepare job applications, perform well in job interviews and make the transition from higher education to a work environment. Transition periods, both between school and higher education and higher education and employment, are likely to be the periods when most adjustment difficulties are experienced and when the benefits of good careers education are most obvious.

Students bring to careers advisory interviews, questions and problems that range from setting realistic career and life goals to simple advice on job-seeking tactics or choosing between competing job offers. The form in which careers education is provided will vary depending on the background and approach of the careers adviser, the background and experience of the student population, and the mix of courses offered by the institution.

In relation to the provision of employment services, most institutions arrange employer interviews for prospective graduates. In addition vacation and part-time employment services are provided in most institutions.

3.1.2 Core Services

The Committee believes that all students should have access to the core services offered by a careers advisory service on an equitable basis. These core services have two distinct elements:

- careers education that contributes to the development of skills and knowledge necessary to make informed career choices, comprising
 - careers counselling for individual students and groups, and
 - provision of careers information; and
- student and graduate employment services.

To ensure that a careers advisory service is able to offer these core services it is essential that:

- extensive networks with employers are maintained to provide mutual benefits for the institution and employers, helping careers advisers to
 - develop their knowledge and understanding of business/industry,
 - follow trends in the labour market,
 - tell employers which graduate skills are most likely to meet their requirements,
 - keep employers informed as to changes and trends in higher education,
 - organise careers information sessions and campus interview programs,
 - organise full-time employment, and
 - provide casual, temporary and part-time employment especially where such work is a course requirement;
- careers advisory services provide feedback to the institution about
 - the destinations of its graduates,
 - the way in which its graduates are perceived by employers, and
 - trends in the graduate labour market;
- careers advisers assist academic staff
 - by keeping them informed about what skills are most in demand,
 - by providing information about the career implications of academic programs,
 - to enhance the employability of their students, and
 - to arrange placements for work experience programs; and
- careers advisers are involved in informing schools about higher education courses and possible careers outcomes.

The following quote, from the Mission Statement of the Careers Service at the University of Sydney, helps to illustrate further the principles on which these core services are based and is consistent with the objectives and purposes of the services provided by other major institutions:

The Careers and Appointments Service exists to support the educational role of the University by:

1. Providing services to students and graduates which assist them to maximise their individual potential, including:
 - assistance in making informed career decisions;
 - assistance in acquiring and implementing effective job-seeking skills; and
 - assistance in obtaining suitable appointments.
2. Working to foster an employment environment in which opportunities are made available to students and graduates, through:
 - ensuring that the employing community appreciates the knowledge and skills of university students and graduates . . . ; and
 - effective promotion and marketing of graduates.
3. Informing and advising the University on all matters relating to the employment, education and training of graduates, in order to assist it to understand and adapt to the changing graduate labour market.

It is recommended that higher education institutions should:

- ensure that their careers advisory services
 - have clearly defined missions and objectives that are consistent with the institution's mission,

- contribute in an ongoing way to the institution's strategic planning and relevant decision making, and
- have clear accountability procedures; and
- as a first step, adopt as a code of good practice the provision of the range of core services outlined in this report, covering
 - careers counselling for individual students and groups,
 - provision of careers information, and
 - student and graduate employment services.

It is recommended that:

- projects related to careers education should be a priority under
 - the National Priority (Reserve) Fund, and
 - the Evaluations and Investigations Program; and
- careers education be placed on the agenda for institutional profiles discussions.

It is recommended that:

- the Higher Education Council support a national conference on careers education with a view to assisting the implementation of recommendations by higher education institutions.

3.1.3 Other Services

Students with Special Needs

The need for programs designed for groups such as students who have entered the institution through access and equity programs, part-time, mature aged and overseas students was identified by the Committee. Generally, there is no special provision for these students and their needs have a low priority under present resource constraints and the requirement to provide core services to all students on an equitable basis.

Other groups that may have special needs in careers education include graduates with generalist skills, students such as external students who have problems with access to the careers advisory service, and students with no 'family' experience of higher education.

It is recommended that careers advisory services:

- participate in the development of access and equity programs; and
- contribute to the assistance provided to students from disadvantaged groups by supporting such students within the institution.

Prospective Students

Schools

Links between schools and higher education are important and some institutions have very successful schools link programs associated with their careers advisory services. In these programs aspirations of students about higher education can be encouraged and developed. The careers advisory service may also be involved in development and implementation of equity programs as they relate to student intake.

It is recommended that careers advisory services:

- **strengthen their links with schools careers services in order to assist students to make informed decisions about subject choices and careers.**

TAFE

It is important that careers advisory services in higher education institutions have well developed links with similar services in the TAFE sector to ensure that students transferring to higher education have access to informed advice on courses, subject selection, credit transfer and careers options.

It is recommended that careers advisory services:

- **expand and develop appropriate links with TAFE careers advisers.**

Government and non-government agencies

Links between careers advisory services and government and non-government agencies are generally poorly developed. Better links with agencies such as Commonwealth and State labour market departments, the CES network and private employment agencies will improve the quality and range of advice available for students.

It is recommended that careers advisory services:

- **strengthen their links with appropriate government and non-government agencies.**

3.2 Institutional Relationships

3.2.1 Management

While the ideal management arrangement is a clearly identified and separate department for careers services, the most critical factor in any structural association is recognition by the institution's administration of the separate identity, role and resource needs of the careers advisory service.

According to submissions received, the position of the careers advisory service within the organisational structure of an institution varies although a typical pattern is to have the director of the service reporting through the Registrar to the Vice-Chancellor or equivalent. On this point, Kingston recorded the view that 'The vast majority of services occupy lowly positions in the institutional management structure, perhaps four or five tiers removed from the chief executive' (page 31). Having access to people with decision-making power is an important factor if the objectives of this report are to be fulfilled.

A specific concern raised in several submissions related to structures where the head of the Careers Service reported directly to the head of Student Services. In such structures careers counselling may be linked with personal counselling and a clear distinction needs to be made between them because of the very different purposes and processes of the two services.

However as long as the distinctive nature of the Careers Service is recognised it may gain from being linked with student services through sharing of facilities such as reception services and student working space, and facilitation of student referrals between careers and personal counsellors.

The Graduate Destination Survey

Institutions generally recognise the importance of knowing the employment profile of their recent graduates and depend to some extent on the Graduate Destination Survey (GDS) for these data. In most institutions the careers advisory service has a significant role in the collection, analysis and use of GDS data. This is to the advantage of the careers advisory service since this survey represents an important source of information for careers advisers. Collection and analysis of data are resource-intensive jobs and careers advisory services should have the resources necessary to achieve a good response rate, to analyse the data and to prepare an institutional report.

3.2.2 Teaching Staff

The influence of teaching staff on students' impressions of employers and career opportunities generally is well recognised. Teaching staff often take an interest in the careers advisory service and cooperate in schools link programs and work experience arrangements, and may even incorporate careers information in courses. Close liaison between the careers advisory service and teaching staff on matters such as the nature of services offered, trends in the labour market and results of the GDS provides advantages for the careers service, teaching staff and students.

It is recommended that careers advisory services:

- **develop close liaison with teaching staff for the mutual benefit of students, careers advisers and staff.**

3.2.3 Evaluation and Accountability

Careers advisory services will increasingly be called upon to improve their management practices. In addition to formulating and redefining aims and objectives, they will be asked to develop performance indicators and evaluation strategies.

Many careers advisers in Australia have not planned or carried out extensive evaluation of their services. Advice from the UK National Institute for Careers Education and Counselling is that evaluation has not been a prominent feature in UK careers education programs.

Evaluation of any 'human service' is difficult. For example, it is easy to quantify the number of students seeking careers counselling but very difficult to evaluate how effective that counselling has been in enabling the student to make career choices. There is also a problem separating the effect of the careers advisory service from that of other areas such as the teaching departments.

Accountability procedures currently used include preparation of annual reports, records of the number of students seen, employers coming on campus, graduates employed, workshops run and publications. Longitudinal comparisons of these sorts of statistics may be useful to analyse trends. Strategies such as surveys of graduates and employers, questionnaires following workshops, and informal feedback are also useful. Feedback from students, teaching staff and employers is very important.

The Committee noted that the Council for the Advancement of Standards for Student Services—Development Programs in the USA published a self-assessment guide for Careers Planning and Placement in 1988, and this could be a useful reference for Australian careers advisory services.

It is recommended that careers advisory services:

- **should work towards the development and maintenance of clear accountability procedures.**

3.2.4 Institutions with Special Characteristics

Multi-campus Institutions

Multi-campus institutions represent one situation where careers advisers need 'better than average' support. They have particular problems in achieving a balance between spreading resources among campuses with some duplication of services and achieving equity for all students.

Regional Institutions

Institutions outside the major metropolitan areas also have problems as they usually have smaller student populations less aware of the range of career options open to them than their counterparts in the capital cities and fewer local employment opportunities. In

many cases their courses are less well recognised by employers than those offered in the larger, metropolitan institutions. Employers tend to participate in campus interview programs on a less regular basis. For all of these reasons these institutions may have more difficulty marketing their graduates. Both careers advisers and graduates in regional institutions will need to be relatively more mobile and this will involve increased cost for the careers advisory service.

3.3 Resources Required by a Careers Advisory Service

Because institutions provide services in a variety of ways, it is difficult to compare the staffing and range of responsibilities covered by careers advisory services across institutions. Nevertheless some general comments and recommendations can be made.

3.3.1 Funding

The major portion of the cost of running a careers service is in the salaries of the staff; permanent staff positions in almost all institutions are provided from the operating grant. Income derived from employer charges can be a significant supplement to operating costs but is subject to variation. Supplementary income may drop at the same time that graduate employment prospects decline.

Levels of autonomy of careers advisory services with respect to budgets and accountability for funds vary among institutions. Some careers advisers have control over their own budgets and can plan their programs accordingly. In other institutions, the careers advisory service does not have full control over its budget which may include revenue raised through activities such as employer charges.

Resource allocation may be measured in several ways and one used by Kingston (1989, Table 4) indicated that the three 'best resourced' universities in Australia received 0.22–0.26 per cent of general funds. Of fifteen institutions surveyed (none from the old CAE sector), there was a range of 0.06–0.26 per cent with a mean of 0.18 per cent. By comparison, data from three UK institutions, only one of which is in the top ten for careers services, are: Oxford, 0.35 per cent; Sheffield, 0.35 per cent; and Warwick, 0.24 per cent.

A second measure of funding used by Kingston (1989, Table 4) was the money spent per completing student. For the same three 'best resourced' Australian institutions this was \$81, \$84 and \$86. The mean for sixteen institutions was \$67. By comparison, the average careers service in the UK spends \$A280 per graduating student.

3.3.2 Staffing

Levels

Although staffing and other resources were not comprehensively surveyed in this review, it is clear that there is no standard formula applied by institutions for staffing in terms of ratio to total enrolment, equivalent full-time student unit (EFTSU) or numbers of graduates.

Kingston (1989) provided an analysis of available statistics and, while criticising their inadequacy, commented that 'Professional staffing levels are low by any reasonable standard and support staffing abysmally low. The situation has changed little in the decade since careers advisory services were last surveyed by the Australia Conference of Principals of Colleges of Advanced Education and AVCC'. It was pointed out in several responses that the number of staff in the careers advisory services had not grown in recent years despite the increase in student enrolments.

The reasonable standard referred to by Kingston is based on resource levels in the UK, although he did not suggest a precise comparison, being aware that many different factors operate there. However, he was drawing attention to the fact noted by other overseas visitors, that there is a conspicuous difference between the general level of resources in Australia on the one hand and Britain and the US on the other.

Using the Australian data that were available, Kingston was able to illustrate the wide variation in existing provision. For universities there was a ratio of one staff to 595 completing students (Kingston, Table 7) and for CAEs the comparable ratio was 1:1624 (Kingston, Table 8). These tables are at Appendix 4. The ratios included both professional and support staff. These compare with a ratio for an average careers service in the UK of one professional staff to 350 graduating students (excluding medicine, dentistry, architecture and veterinary science). In addition, the average careers service in the UK has 1.4 support staff for every professional staff.

The available overseas data and the resource levels indicated for the careers advisory services at three major Australian universities assist in establishing benchmarks for funding and staff resources. Direct comparisons are difficult as there are differences in the range of services provided — for example, one provides schools liaison/prospective student services but no student employment services while the other two provide student employment services but no school liaison.

There are clear common elements in the careers advisory service of the three Australian institutions with student load figures of between 13 000 and 16 500 EFTSU (pre-amalgamation figures):

- salary and salary-related costs of between \$350 000 and \$400 000;
- non-salary allocations of between \$35 000 and \$50 000;
- capacity to earn significant outside income, most of which is expended on services such as printing and publishing, and costs of employer programs including additional staff and catering — in two of the services, this income amounts to between \$95 000 and \$125 000 or between 20 per cent and 30 per cent of total expenditure;
- professional staff level of four, representing a ratio of between 1:3500 and 1:4000 of EFTSU or between 1:800 and 1:1000 of completing students; and
- support staff level of four to six, depending on the range of services provided (student employment etc).

It should be emphasised that the resource levels of these three institutions are amongst the best in Australia and have been included by Kingston in his general summation of the poor staffing of careers services in this country. It should also be noted that all of the

above data relate to the pre-amalgamation period in these institutions. All three have substantially increased their student numbers and become multi-campus institutions in the amalgamation process. This will result in new challenges and the need to re-assess resource allocation.

Nonetheless, these resource levels can be taken to represent the best of the existing provisions in Australia. As Kingston's analysis shows, most institutions have fallen well short of these levels.

It is recommended that higher education institutions should:

- **in adopting the code of practice for the guaranteed delivery of core services, move progressively towards a minimum level of resourcing which in staffing terms translates to a ratio of approximately one professional and one support staff per 3500 EFTSU; and**
- **give consideration to diversification and expansion of the funding base for CASs to incorporate a mixture of recurrent funds, external funds and possibly benefits from the Training Guarantee.**

The optimum staffing formula will depend on the 'mix' of schools or faculties, the proportion of students doing first and higher degrees, the number of part-time or external students, the courses offered, the student profile (eg social and ethnic background) and increasingly the number of overseas students. Other factors to be considered are administrative responsibilities, participation on committees, research and consultant roles to teaching departments. The location of the institution is also significant since careers advisers in institutions outside the major capitals need to spend more time travelling to meet with major graduate employers. Optimum staffing will also be affected if institutions are multi-campus, particularly if the campuses are in different towns/cities.

For institutions in the unified national system with enrolments of 2000–3500, one professional staff and appropriate support should be provided.

Professional Development

Australian institutions are not well served in terms of training in comparison with their counterparts in the UK where in-service training is well developed. In Australia professional development opportunities for careers advisers are very limited.

However the importance of professional development is increasingly being acknowledged and institutions may support careers advisers in terms of membership of NAGCA and attendance at seminars, conferences and approved training courses. Experience outside the institution is also an important factor in professional development.

3.3.3 Accommodation

With increasing student enrolments, institutions are being pressed for space and careers advisory services are not exempt from this pressure. The need for privacy for counselling and requirements for library space appear to be recognised in most institutions. Students also need working space in the careers library but this provision is often poor.

A major problem facing many careers advisory services is accommodation for campus interviews. Since this space is required intermittently, it may not rate a high priority in allocations. In some institutions the program is organised outside teaching weeks to deal with the space problem. Since the campus interview program represents a very visible interface with employers, the facilities provided contribute to the impression employers have of the institution. The quality of space and service provided for the campus interview program should be part of the institution's strategy for marketing its graduates.

3.4 Relationship with Employers

Employers regard improved links with higher education as crucial to the business community's use of graduates. In many cases careers advisers are the initial point of contact between the institution and business, and employers use the careers advisory service as a link to senior administrators, teaching and research staff.

To provide effective advice to students, careers advisers must have direct and up-to-date knowledge of the graduate labour market and of employers active in graduate recruitment. This activity is a time consuming but vital part of a careers adviser's responsibility and involves regular interaction with employers.

It is important to employers that students have the skills necessary to make fully informed career decisions and they consider the following services to fall within the scope of the careers advisory service:

- fully informed advice;
- a realistic knowledge of the career options available, including awareness of options outside the traditional destinations; and
- an understanding of employer organisations and up-to-date knowledge of the employment market.

Employers believe that careers advisory services also have a role to play in the development of generic skills such as oral communication. They may use careers advisers in designing graduate training and development programs, and in the design and preparation of graduate recruitment strategies. In this context, employers value well run campus interview programs but note that the standard of service and the flexibility shown by careers advisers when working with employers may be variable. It is very important in providing a quality service to students that careers advisers work effectively with employers.

The larger institutions, many of which are also better resourced in terms of careers services, tend to be most attractive to employers. These institutions charge for services such as direct mailouts and campus interviews. However many smaller institutions believe that employers would not come on campus if they were charged. Recruiters are prepared to pay for services provided but they are also entitled to demand value for the investment.

Employers have indicated that they do not want to become involved in detailed negotiations over fees and would prefer that if fees are to be charged they be consistent across institutions. A wide range of charges currently exists and it is suggested that AAGE and NAGCA discuss the opportunities available for bringing some rationalisation to the current situation.

Careers fairs provide an opportunity for employers to market themselves to students and for students to get some idea of the scope of prospective employers and the qualities of particular companies. Interview facilities may be available within the context of the fair or appointments may be set up for campus interviews. Employers have expressed concern with the proliferation of fairs and find it increasingly difficult to justify the time and expense of attending a large number of these events. This is to the detriment of students and rationalisation of the current situation would result in students gaining knowledge about more employers. This situation should be discussed between AAGE, NAGCA and GCCA.

It is recommended that employers and careers advisory services work cooperatively in:

- **participation in career education programs;**
- **provision of accurate and comprehensive career information;**
- **development of effective graduate recruitment processes;**
- **effective training, development and utilisation of graduates; and**
- **provision of course related vacation employment.**

3.5 Agencies Involved

3.5.1 Graduate Careers Council of Australia (GCCA)

The GCCA was established in 1968 at the suggestion of university careers advisers primarily to prepare and publish the *Graduate Careers Directory*. It currently has a role that complements and supports careers services.

The GCCA has been reviewed on four occasions since 1976. In 1987, six points were developed as the main aims of the GCCA into the 1990s:

- to become pro-active and issue-driven;
- to provide information to assist human resource planning and education resource allocation;
- to be identified as a centre for information on graduate employment;
- to define its role in relation to careers advisers on the one hand and recruiting practitioners on the other, and to work towards improving relationships between these groups and itself;
- to define and develop relationships with external bodies, such as business, TAFE, secondary schools, and government; and

- to generate sufficient income to support these activities.

In his report (page 45), Kingston suggested that the GCCA's mission 'is to become the key independent national authority on the supply of and contemporary demand for the highly qualified in Australia, and to use this position and status to advance the education and training of students and graduates'. He notes that collaboration and development of a partnership among GCCA, careers advisers and employers is essential to fulfilling this role.

The Committee notes with concern that the GCCA is having some difficulty in coming to terms with the recommendations of the Kingston report. The Committee is aware of the restructuring that is occurring in GCCA and believes that it would be inappropriate to direct specific recommendations at GCCA at this time. It has however considered this matter and offers the following suggestions.

GCCA could perform a central role in assisting careers advisers and employers to:

- expand distribution networks for material produced by careers advisers;
- develop evaluation strategies for CASs and programs for groups with special needs;
- organise careers/recruitment fairs, possibly contracting out the administrative aspects, and working with NAGCA and AAGE to maintain high professional standards;
- market graduates to employers;
- examine the possibility of developing a 'recruitment service' for small employers; and
- immediately upgrade and better market the Graduate Destination Survey.

In a broader context than GCCA and considering general labour market information, it is recommended that:

- selected surveys of graduate destinations be sponsored by the Government in cooperation with employers, institutions and the GCCA;
- the Department should involve representatives of careers advisory service in the methodology and collection functions of its labour market analysis; and
- the Government should work with institutions and employers to improve the quality and dissemination of labour market and occupational data.

3.5.2 National Association of Graduate Careers Advisers (NAGCA)

NAGCA is a professional organisation for careers advisers. Its activities include the organisation of an annual conference and visits to employers in Sydney, Melbourne and Canberra. The latter are particularly important for careers advisers who work outside these cities since their access to major employers of graduates is restricted. NAGCA offers an important network to careers advisers, not only with respect to their colleagues but also with respect to potential employers. It also has an interest in professional accreditation and development. NAGCA acts as a national voice for careers advisers, for example, representing them on the Steering Committee for this Review. NAGCA's strength is enhanced by close collaboration with GCCA and AAGE and the information

flow that occurs through newsletters, conferences and interpersonal networks is important for the members of all organisations. NAGCA also maintains professional contact with its counterpart organisations overseas.

3.5.3 Australian Association of Graduate Employers (AAGE)

The AAGE provides a forum for exchange of ideas and experience among employers of graduates. This occurs through its annual conference and professional development seminars. It would like to initiate research projects, particularly in the training and development of graduates. The organisation is still young and one potential problem that has been identified is that of maintaining continuity and enthusiasm in the face of a traditionally high turnover among graduate recruitment personnel.

Conclusions and Recommendations

Careers education has the potential both to raise awareness among students of the longer term implications of choices they make as undergraduates and to assist students to build up the skills and knowledge necessary to make informed career choices. Careers education also has broader implications in enabling students to recognise the importance of transferable skills and career flexibility.

The Committee wishes to make the following points which are presented under headings that reflect the Terms of Reference for this review.

1. Institutional Awareness and Commitment (Section 3.1.1)

It is recommended that higher education institutions should:

- **ensure that their careers advisory services**
 - **have clearly defined missions and objectives that are consistent with the institution's mission,**
 - **contribute in an ongoing way to the institution's strategic planning and relevant decision making, and**
 - **have clear accountability procedures; and**
- **as a first step, adopt as a code of good practice the provision of the range of core services outlined in this report, covering**
 - **career counselling for individual students and groups,**
 - **provision of careers information, and**
 - **student and graduate employment services.**

Careers advisory services within many institutions have a low profile and relatively poor support. Responsibility for improving this situation lies both with institutional management and the staff of the careers advisory service.

It is recommended that:

- **projects related to careers education should be a priority under**
 - **the National Priority (Reserve) Fund, and**
 - **the Evaluations and Investigations Program; and**
- **careers education be placed on the agenda for institutional profiles discussions.**

Institutional management and careers advisers should work together to collect data and disseminate the results of the Graduate Destination Survey, contribute to the achievement of the institution's strategic objectives, provide data on graduate destination and wastage rates, and strengthen links with employers.

It is recommended that: (Section 3.5)

- **selected surveys of graduate destinations be sponsored by the Government in cooperation with employers, institutions and the GCCA;**

- the Department should involve representatives of careers advisory services in the methodology and collection functions of its labour market analysis; and
- the Government should work with institutions and employers to improve the quality and dissemination of labour market and occupational data.

2. Improving Careers Education and Resources and Funding

The careers advisory service should have sufficient resources to provide all students with a level of careers education appropriate to their needs and baseline staffing of the service needs to be guaranteed by the institution through its operating grant.

To the extent that additional resources are required to cater for special needs of overseas students, a proportion of the income derived by institutions from overseas student fees should be directed to the careers advisory service.

It is recommended that higher education institutions should (Section 3.3.2):

- in adopting the code of practice for the guaranteed delivery of core services, move progressively towards a minimum level of resourcing which in staffing terms translates to a ratio of approximately one professional and one support staff per 3500 EFTSU; and
- give consideration to diversification and expansion of the funding base for careers advisory services to incorporate a mixture of recurrent funds, external funds and possibly benefits from the Training Guarantee.

The professional status and specialist nature of the careers adviser's job must be recognised by provision of professional development opportunities.

The careers advisory service should provide offices for professional staff suitable for quiet and confidential counselling and a careers information resource centre. Working space for student use, a seminar room and interview rooms for use by employers are desirable. Ideally the careers advisory service should be located in an area of high student traffic.

The resource centre should contain current information about the labour market, specific job opportunities and vacancies, detailed literature on known employers of graduates, general information about major career areas known to be of interest to graduates, information on further study opportunities in Australia and overseas, and material on job-seeking skills.

The collection must be 'user-friendly' in order to maximise the self-help component of the careers advisory service. The centre should have equipment available so clients can take advantage of material produced on video. There should be sufficient points of access to allow students to make use of computer data bases.

3. Links with Employers

Employers believe that all institutions should offer comprehensive careers education and that careers advisory services could also make a contribution to development of transferable skills such as communication skills that employers believe are not always adequately treated in academic curricula.

Careers advisers should be responsive to the needs of employers particularly with regard to organising effective interview programs and providing advice on graduate training. Liaison would include keeping employers informed about significant course changes.

Employers should communicate with senior staff in institutions concerning the degree to which their needs are being met by the careers advisory services. They should provide constructive feedback to careers advisers and they can also make direct contributions to careers education programs through acting as 'special careers advisers', speaking at seminars, providing role models, especially for some of the special needs groups, and participating in information sessions.

Employers are prepared to pay for services such as interview facilities, mailouts of employer information to students etc. Where fees are charged, employers quite legitimately expect a high quality of service.

Policies regarding charges levied on employers should not discriminate against smaller employers whose costs, relative to the number of graduates they recruit, are high.

It is recommended that employers work cooperatively with careers advisory services in (Section 3.4):

- **participation in career education programs;**
- **provision of accurate and comprehensive career information;**
- **development of effective graduate recruitment processes;**
- **effective training, development and utilisation of graduates; and**
- **provision of course related vacation employment.**

4. Careers Education for Prospective Students

Liaison between careers advisory services, schools and careers teachers in schools is poorly developed in most institutions and appropriate links should be developed. Careers advisers need to be well informed about the labour market as well as tertiary course options to perform a schools liaison role effectively .

Material based on results of the Graduate Destination Survey should be developed for distribution to schools.

It is recommended that careers advisory services (Section 3.1.3):

- **strengthen their links with schools services in order to assist students to make informed decisions about subject choices and careers; and**

- **develop links between higher education careers services, TAFE and the community.**

5. Groups with Special Needs

Careers advisory services are not generally sufficiently well resourced to provide separate programs for groups with special needs. Evidence presented to the review suggested that groups such as part-time and external students were particularly disadvantaged since their access to the careers advisory service is very limited.

It is recommended that careers advisory services (Section 3.1.3):

- **participate in the development of access and equity programs; and**
- **contribute to the assistance provided to students from disadvantaged groups in**
 - **making decisions about entering higher education, and**
 - **supporting such students within the institution.**

6. Involvement of Staff from Teaching Areas

The careers advisory service should be notified of any substantial changes in direction of academic courses. Careers advisory service staff should distribute information about the labour market to teaching staff.

Academic staff who have links with labour/industry should pass on information about the labour market to the careers advisory service. They should also encourage employers to participate in campus interview programs and to provide feedback on the performance of students both at interview and, for successful applicants, as employees.

If graduates in a faculty have relatively poor employment outcomes, the teaching staff should work with the careers advisers to determine whether these are related to the short term nature of the survey, difficulties within the teaching program or student intakes that are out of phase with the labour market.

Academic staff can assist students in their first year by encouraging them to become familiar with the range of services provided by the careers advisory service.

Consideration should be given to inclusion of a careers component as a non-assessable requirement in undergraduate courses.

It is recommended that (Section 3.2.2):

- **close liaison be maintained between the careers advisory service and academic staff for the mutual benefit of students, careers advisers and teaching staff.**

7. Agencies

Given the restructuring of GCCA that is occurring following the Kingston report, the committee believed it would be inappropriate to make recommendations at this time (Section 3.5.1). It has however considered this matter and suggests the following roles for GCCA:

- **expanding distribution networks for material produced by careers advisers;**

- assisting with development of evaluation strategies for careers advisory services and programs for groups with special needs;
- organisation of careers/recruitment fairs, possibly contracting out the administrative aspects and working with NAGCA and AAGE to maintain high professional standards;
- marketing graduates to employers;
- examining the possibility of developing a 'recruitment service' for small employers; and
- immediate upgrading and better marketing of the Graduate Destination Survey.

NAGCA should represent careers advisers on appropriate committees and perform a liaison role with the Department and organisations such as AVCC and ACDP on matters such as labour force statistics and higher education planning. It is also a suitable organisation to represent careers advisers in dealings with the media.

A joint seminar should be organised by NAGCA and AAGE to determine priorities and strategies for improving careers education.

AAGE should establish a project fund to which institutions could apply for money to support research into careers education.

8. Further Action

The Higher Education Council proposes to sponsor a seminar to address issues raised in the paper.

The Government has already taken action on one of the recommendations of this report and careers education has been designated as a priority area under the National Priority (Reserve) Fund for 1991.

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Core Questions for Report on Careers Advisory Services

1 Scope of Careers Advisory Systems

From the perspective of students, careers advisers, employers and institutions, what are the essential components of a careers education program?

What services should be available to all students?

Which of these should be available on all campuses?

Should services be available to former graduates, academic staff?

Should special attention be paid to particular groups eg along equity lines, academic discipline lines etc?

What is the role of the CAS in providing information such as that required for the Graduate Destination Survey?

How should resources be divided between proactive and reactive services?

How should services be evaluated?

2 Model for Careers Advisory Services

2.1 Position within the Institutional structure

What are the aims and objectives of a CAS? Should these be/are they negotiated with the institution?

What measures are applied to determine the extent to which these are being met?

Does your careers service have a strategic plan? Is this integrated within the overall plan of the institution?

What is the role of the CAS in advising the institution, and teaching departments in matters related to graduate employment, including trends in the labour market?

2.2 Relationship to other student services

Where should CASs fit within the overall framework of student services?

2.3 Relationship to Staff from teaching areas

What is the role of faculties and academic staff in providing careers related advice/services?

2.4 Governance of Careers Advisory Services

What are the lines of accountability of the CAS within the institution? To whom do careers advisors report?

What is the role of the careers advisor within the institution eg representation on committees, liaison with teaching departments?

2.5 Multicampus Institutions

What are the problems associated with working in a multi-campus institution and how might they be overcome?

2.7 Inter-Institutional cooperation

What links should exist with other institutions and how might they be established?

3 Resources

3.1 Staff

What criteria should be considered by institutions in allocating staffing resources to a CAS?

What qualifications are necessary for careers advisors?

What status should careers advisors have within the institution?

Should institutions support professional development for careers advisory staff? If so, to what extent?

Should research be a component of the duties of careers advisors?

Should careers staff be involved in publication of materials for their clients?

3.2 Accommodation

What factors should be considered by institutions in determining accommodation requirements for careers services?

3.3 Equipment

What material should be available in a careers library?

How can staffing allocations be adjusted to allow for adequate maintenance, updating and access by clients in a careers library?

What is the role of computer technology in delivery of an effective careers service.
What information should be available on a computer data base?

3.4 Funding Options

What is the potential for CASs to obtain external funding support.

Should employers be charged for services?

Should students be charged for services?

4 Relationships with Employers

What advantages do CASs offer to employers?

What are the respective roles of CASs, academic staff/faculties and employers in establishing and maintaining effective links between higher education and industry?

5 Student Perspective

What proportion of students make use of the services offered by a careers advisory service?

How do they rank proactive careers education services against more reactive placement services?

What other sources of careers advice/education are available to students?

6 Supporting organisations

What roles should be played by:

- GCCA;
- NAGCA;
- AAGE;
- Student Associations?

GCCA Guidelines

Guidelines for a Higher Education Careers Service

Careers services in Australian higher education have operated in one form or another for over sixty years — since the first establishment of the appointments board structure at the Universities of Sydney and Melbourne. They were the first of the major student services in Australian universities.

In their modern development, these services share many of the traditions of similar services in Britain and North America. Differences in the structure of higher education and the needs of students have meant that differences in the pattern of provision have emerged, but many of the essential characteristics of the operation of careers services are common in all major English-speaking countries.

The Graduate Careers Council of Australia (GCCA) in consultation with the National Association of Graduate Careers Advisers (NAGCA) recommends the following guidelines for the establishment and conduct of careers services (CAS usually standing for 'Careers Advisory Service') in Australian higher education institutions. In so doing regard has been had for current practices in universities and colleges of advanced education and the most recently published views and recommendations of careers advisers themselves.

Generally the concept of the CAS has its basis in the nurture and development of human resources.

The aim of a CAS is to contribute to the effective use of these resources, for the benefit of the individual and for the maximum benefit to the community from its investment in higher education. It is widely agreed that there is a responsibility for institutions of higher education to provide assistance for their students and others in the community in these matters.

A number of specific assumptions underlie the provision of a CAS:

- students in higher education are at a vital stage in the development of their career and personal goals, processes with which they very often need skilled assistance;
- even those students who enter professional degree courses with apparently clear vocational outcomes can find that their own goals and/or the labour market, can undergo major changes during their degree studies;
- students approaching the end of degree courses need information resources which help them to identify career opportunities;
- such students also need assistance with the development of appropriate job-seeking and personal presentation skills, so that both they and employers can gain the maximum benefit from their experience of higher education;
- there is a need for the development of good relationships with employers and prospective employers of graduates, so that they become fully aware of the potential of new graduate recruits;

- higher education institutions need to develop an understanding of the graduate labour market, and of the demand for specific types of graduates.

Careers and appointments services are established to provide professional services to meet these needs of the institution and of its students and graduates.

What kind of service?

GCCA and NAGCA consider that a careers service should be available to students at all universities and colleges. There will inevitably be differences in the ways in which a service fits into the administrative structures, and in relationships with other parts of the institution. It is very important for the CAS to have effective relationships with academic staff, who often play a key role in helping students to form vocational goals.

Most careers services in universities and some in colleges have been established and function in their own right whilst others are part of counselling services. There may be some arguments for the latter in smaller institutions but there is a clear need for services which are easily identified by students as providing help in the areas of careers advice and employment, as there is a need for clearly identifiable personal counselling and health services. There is no case for a structure in which careers work is seen as 'secondary' or 'junior' to other services.

A professional qualification in psychology or counselling is not a requirement for employment in a CAS.

Whatever the particular structure established, it is important that the head of a careers service be seen as a person of sufficient seniority and professionalism to represent the institution in the outside world. To reflect this, the head should report directly to a senior officer of the institution.

Activities of a CAS

Core services will normally include:

- (1) Advice to students on the relationships between studies and aspects of future career, and on obtaining appropriate employment including information on employing organisations, applying for a job and developing interview skills. This can extend to graduates with post-qualification experience and to prospective students.
- (2) An employment service for new and recent graduates with post-qualification experience.
- (3) Employer campus visits to bring together employers and students looking for jobs.
- (4) A library of information on careers and organisations which employ graduates, so that students may be properly informed about employment and career possibilities.

- (5) Surveys of graduate destinations to provide information on graduate placement and to contribute to surveys conducted at the national level by GCCA.
- (6) Information and advice to the staff of the institution and to the employing community on graduate employment trends and prospects.
- (7) A forum/venue to allow interaction between recruiters from government and business/industry, and academic staff.

It is common for a CAS to provide an employment service for students who require:

Course-related employment particularly where approved work experience is a course requirement.

Casual or part-time employment

Resources

Specific circumstances in an institution will determine the kinds of resources needed by and provided for its careers service, and thus general recommendations are difficult. However, there are some essential elements:

- staffing must provide both for the personal/individual work of careers advice and for the many clerical and administrative tasks involved in the organisation of programmes, provision of information resources, and liaison within and without the institution. It is unlikely that these needs can be met, even in the smallest establishment, without the provision of at least one support staff for each professional staff members;
- similarly, accommodation must include facilities to provide information on a self-help basis, advice in confidential surroundings, and activities such as employer interview programmes in adequate settings;
- budget provisions must allow for a varied set of activities — the purchase of information materials, visiting employers, a high level of postal expenditure, etc. Non-salary provisions must be adequate to allow staff to carry out these activities.

Community relationships and graduate employment

Some institutions have 'appointments boards' or 'careers advisory boards', the members of which are drawn from the institution itself and from the general community. This is a useful model for institutions to consider. The broad concept is to build greater community interest in what is happening in the employment of one of the community's greatest assets, its highly qualified people.

The outside members of such boards should be people of influence in matters of employment and come from organisations which employ graduates, employer associations, schools, and other interested bodies.

They may be asked to:

- assist the CAS to develop policies, plans and procedures for implementation by CAS staff;

- make recommendations to the institution on the funding, organising, staffing and equipping of the CAS;
- monitor trends in graduate employment, both generally and within the institution, and comment on these as appropriate to the management of the institution, employers and outside bodies;
- seek out further avenues for employment of graduates;
- promote contact between CAS staff, academic staff and employers;
- promote the interchange of careers advisers with staff in private and public sectors.

Profile of a careers adviser

GCCA and NAGCA believe that a careers adviser should have the following:

Qualifications and experience

- Higher education qualification.
- Considerable appropriate work experience, preferably as a graduate.
- An awareness of the need for effective advisory techniques and for effective communication with and provision of information to students.

On-the-job development

The careers adviser needs to develop as quickly as possible:

- A broad knowledge of the range of higher education courses available.
- A detailed knowledge of his or her own institution — its courses, organisation and people, and where graduates from that institution have traditionally been employed.
- A close understanding of the kinds of employment graduates enter.
- Close contact with organisations which employ or are likely to employ graduates, and with key members of their staff.
- An awareness of current job opportunities for graduates.
- Knowledge of trends in graduate employment.
- Effective skills in the provision of careers advice.

Role of GCCA

GCCA collects and distributes information on graduate employment, through an annual survey of graduates, the publication of careers leaflets and other publications on careers and employment, and the production of videos. It encourages informed public discussion of major matters, such as the White Paper on higher education policy, through public seminars and media comment. Through its Newsletter, it keeps careers advisers and employers in touch with one another and with new developments. Its services are used by all university and college careers services and it is particularly useful to careers services where staff and other resources are limited.

Prepared by the National Association of Graduate Careers Advisers (NAGCA) in association with the Graduate Careers Council of Australia Ltd, and in consultation with the Australian Association of Graduate Employers.

Executive Summary and Recommendations of the Kingston Report

This Review of the GCCA was carried out by an independent external consultant and, in that sense, differs from previous reviews. The work was commissioned jointly by the Board of the GCCA and the National Board of Employment, Education and Training, with the support of AVCC, ACDP and the BCA. It took place during the period 20 March–10 June 1989. This Report is the outcome of wide consultation with individuals and groups associated with or having an interest in the GCCA.

The terms of reference for the Review put the GCCA firmly in the context of heightened interest and concern regarding the links between the higher education and business communities. The requirement was to develop a mission and strategic plan for the GCCA for the next few years.

Aspects of the broader framework germane to the GCCA and its operations are identified. These include:

- The general concern to place education and training of the highly qualified within a national and international context.
- Wider acceptance of the value of higher education to the economy and of graduates as a crucial resource.
- Growing interest within the Commonwealth, the States and the BCA in careers education and the use of computers in careers learning and information systems.
- The absence of a coherent model for graduate careers advisory work, and of essential national databases on relevant occupations, employers and post-graduate courses.
- The inadequacy of resources available to institution-based careers advisory services and hence to students and graduates.
- The growth proposed for higher education, with an emphasis on equity which will result in a wider student 'mix' and increased need for careers advice to particular cohorts.
- A requirement by the community that higher education becomes more accountable, with strategic planning and the accompanying management data as essential prerequisites.
- A greater emphasis on higher education outcomes, including institutional profiles, subject reviews and performance indicators.
- Amalgamations within the higher education system resulting in a tighter network for a central careers resource unit like the GCCA. This, coupled with the proposed national computer system, offers a more effective and efficient link with institutions.
- The changing nature of postgraduate education and its impact on career development.
- The rigidity of demand by employers and the professions and their present emphasis on degree subject.
- The growth of the service sector and high 'value added' industries, and thus the changing demand patterns for graduates.

Indeed, these broader contextual issues are such as to lead to a proposal that a fundamental investigation of the provision of careers advisory and placement services within higher education as part of a continuum from school to work be initiated. The GCCA is an inextricable part of that provision and there is little point in considering the one and not the other.

Within the changing framework described, an analysis of current operations and a forecast of the future leads to the conclusion that the GCCA has the potential to become the leading independent, national authority on the supply of and the contemporary demand for the highly qualified in Australia. This should be its mission and it should use this position to advance the education and training of students and graduates, and especially the provision of careers advice to them. This will best be done with support from, and often in collaboration with, individuals and other national organisations. A number of potential partners, both policy and professional, with congruent aims are identified.

First though, the GCCA needs to become better known through a concerted campaign to raise its profile within institutions and among employers and policy-makers. This should be supported by the introduction of a new category of membership, allowing for more elected places on the board, and developing stronger formal links with national bodies. The National Board (NBEET) itself and its HEC, and the GCCA institutional members (AVCC and ACDP) are regarded as crucial, as are the individual institutions of higher education and their careers advisory services. The BCA is recognised as an important influence within the business community in its support for graduates and their contribution to the national fabric, as is the NUS in its representation of students. Similarly, at the professional level, NAGCA (representing careers advisers) and AAGE (representing recruiters), both have aims much in common with the GCCA. They could enhance their position on the national scene through further collaboration with it.

The annual Graduate Destination Survey is a unique source of important national information that is not being exploited to anything like its full potential. It is seen as a key component of strategic developments for the GCCA. But the higher education institutions are essential intermediaries in the conduct of the Survey operations, and need to be made more aware of its importance. The quality of the Survey data needs to be improved and much greater publicity given to this material through a range of new products and heightened media coverage. In addition, there is widespread interest in longitudinal studies to track the career paths of graduates and in the feasibility of forecasting graduate supply and demand. These are considered appropriate matters for the GCCA to pursue with others who have an interest in the labour market for the highly qualified.

The GCCA has developed a wide range of publications, not all of which its current resources have been able to sustain on a regular basis. A publications board should rationalise the range, develop a house style, and improve editorial control. The GCCA should concentrate its efforts on the development of major initiatives as part of a structured and comprehensive careers information service to students in higher education. A number of significant new products and services are suggested which

should have a national high-profile focus. These should be seen as 'official' in the sense that they are supported by relevant national bodies and endorsed by them through an appropriate imprimatur.

In this context, it is noted that there is no coherent national graduate vacancy handling system of the type which operates very successfully in other countries. There is a strong recommendation that the GCCA develop one and deliver it through both computer networks and hard-copy publications. In addition, there is scope for the GCCA to be a principal partner in the development of a comprehensive national compendium of graduate employment and training opportunities. Similarly, in the recent past there has been a proliferation of graduate recruitment activity in most of the State capitals, based on the concept of a careers fair or show where students can meet employers. There is scope for rationalisation here, through the introduction of 'official' activity which the GCCA, in consultation with others, should initiate as soon as possible.

These and other GCCA projects can build on material in the Graduate Destination Survey and so add to it as the definitive graduate destination database for Australia.

It is essential, if the GCCA is to function effectively and to carry out this increased national role, for it to acquire additional resources, as well as to widen its membership. There should be a new post of Chief Executive for the GCCA with a place on the Board, representation in the major cities, and an adequate coverage of relevant professional expertise to develop the GCCA's work. In addition, some of the basic infrastructure like accommodation and office equipment is inadequate for the role expected of the GCCA, and this matter needs to be addressed urgently.

These proposals will obviously require an injection of funds and other resources. More should be earned so that there is less of a reliance on grants in the future. This will entail the introduction of new products and services with the potential to generate significant surpluses. There is also the possibility of obtaining assistance in kind, and through collaboration with individuals and organisations with congruent aims. There is likely to be a requirement for pump-priming through risk capital, but the risk is considered to be minimal. Some useful materials have already been developed in partnership with commercial organisations. There is the potential to do more, but the GCCA must ensure an adequate return on its investment and retain its ownership of intellectual property.

Finally, there is scope for the GCCA to make an international contribution through developing closer links with related organisations in other parts of the world. Given the growing number of overseas students in higher education, it should consider providing a service to overseas graduates and employers, developing student exchange programs, and contributing to international studies and seminars.

List of Recommendations

It is recommended to the National Board and Government that a national review of careers advisory provision in higher education be commissioned by the National Board, to advise the Board and Government in the light of the Ministerial reference to the Board on careers education on:

- The nature and extent of provision of institution-based careers advisory services, and particularly improvements necessary in this provision.
- The role of the GCCA as a national resource in the provision and enhancement of careers services to students and graduates, and particularly its relationship with individual higher education institutions and bodies such as the AVCC and ACDP.
- The role of the Higher Education Council of the National Board in advising careers guidance policy.
- An appropriate model for careers guidance extending from school through higher education to adult working life, and the ways such a model might be applied to make it more coherent.
- The development of appropriate national databases, taking into account those already in existence, on graduate occupations, employers of graduates, and postgraduate courses.
- The role of computers and other technology in careers learning and information, and in particular the software program PROSPECT, or similar systems, for use in higher education.
- The provision of careers advice to students studying in the external mode and to other student groups with particular needs, as part of the equity program.
- The use of graduate destination data as part of the educational profiles of institutions, and particularly their use as indicators of performance.
- The use of graduate destination data as part of the educational profiles of institutions, and particularly their use as indicators of performance.
- The use of graduate destination data in discipline reviews.

It is further recommended to the National Board and Government that this national review be undertaken as soon as practicable, with the outcomes available for the 1990 round of educational profile discussions. Many of the recommendations to the GCCA which follow would be difficult to implement without prompt action on this review.

It is recommended to the GCCA Board of Management that urgent consideration be given, and appropriate action taken, to:

Membership

Extend the membership through a new category of professional member, by conjoint arrangements with related organisations, and by approaches to professional bodies.

Make available elected places on the Board for careers professionals in higher education and business, who advise and recruit graduates.

- Provide an ex officio place on the Board for NBEET/DEET and for the proposed Chief Executive.

- Ensure a closer working relationship with AVCC and ACDP and wider State representation.
- Appoint a small group of Board members to advise and assist the day-to-day work of the GCCA. A reinstatement of the Executive Committee is considered unnecessary.

Resources

- Appoint a Chief Executive with sound management skills and strong professional credentials to develop the GCCA profile.
- Arrange an appropriate presence in major capital cities, including posts in Sydney and Melbourne and representation in Perth.
- Commission marketing, systems, statistical and financial expertise.
- Consider the requirements for office equipment and accommodation in the light of developments proposed in this Review. At present, these are inadequate and expressions of interest to assist should be invited.
- Develop a business plan based on a 'mixed economy' of grants, subscriptions and earned income through the introduction of new products and services of high quality. Some of this resource might require risk capital, some can be obtained through appropriate collaboration.

Partners

- Establish closer working relationships with those organisations in Government, higher education and business with congruent aims. These should include the National Board through its HEC, and the AVCC and ACDP. There is also scope for developing better links with the BCA, CAI and NUS.
- Collaborate with relevant professional groups like NAGCA and AAGE, with a view to developing the most effective careers advisory system for students and graduates.
- Discuss with the CBHEC the scope for collaboration to advance the aims of both Councils.
- Identify collaborators in research units and commercial organisations for joint projects.

Graduate Destination Data

The GCCA Graduate Destination Survey is a crucial element in any future strategy. Institutions should be made more aware of its importance. Its validity depends on the quality of the data collected by them. In this context, it is recommended that the GCCA should:

- Take appropriate steps in conjunction with institutions to improve the quality of the Destination Survey data, and to make it compatible with similar labour market information collected through other sources.
- Initiate a pilot investigation of the Survey to promote more consistent procedures and a higher response rate.
- Hold a regular forum for interested parties to discuss the outcomes of the annual Survey, action that might be taken as a result, and other matters of national interest concerning the destinations of the highly qualified.
- Identify more closely the needs of users and potential users of the graduate destination material and develop products to satisfy those needs.
- Produce an Annual Report commenting on graduate supply and demand, for wide dissemination throughout the higher education and business communities.

- Arrange an appropriate press conference and other media links, so that the publication can have the widest publicity possible.
- Provide a definite focus for the Report, so that the content is consistent and rigorous.
- Use critical path analysis for scheduling production and publication, so that the timescale is kept to an absolute minimum.
- Consider the feasibility of forecasting graduate supply, and in co-operation with appropriate interest groups, future demand for graduates, and determine the best method for making such information available.
- Initiate, in collaboration with other appropriate bodies, a series of longitudinal studies of graduate careers.

Products and Services

There is an urgent need to examine the existing range of publications and to develop a national, high-profile focus, through the launch of 'official' projects, endorsed and promoted by AVCC/ACDP, the institutions and their careers services. It is recommended, therefore, that the GCCA as a matter of priority:

- Establish a small Publications Board to rationalise the current range, to develop a house style, to improve editorial control, and to consider scope for further collaboration and new commissions, including a 'stand alone' graduate careers workbook.
- Introduce an 'official' national graduate vacancy handling service, not only covering openings with employers, but also places on postgraduate courses. Marketing should be shared with the careers advisory services, which should also share in any profits from the service. If possible, this vacancy information should be made available through both computer networks and hard-copy publications.
- Launch, in conjunction with other appropriate bodies, a series of 'official' graduate careers fairs, the nature of which should be the subject of consultation with graduate recruiters and careers advisers. Consideration should be given to extending these in due course to similar events covering entry to higher education.
- Develop, if possible in partnership with other interested parties, an 'official' national compendium of graduate employment and training. This should be comprehensive in scope, integrated within a coherent careers information system, and use information derived from the GCCA Survey and other sources. Separate publications for particular State and professional interests should be considered.
- Build on its series of 'After the White Paper' seminars, with others of interest to policy-makers and practitioners.

An International Dimension

The GCCA should consider its role, not only as a national authority on graduate careers, but as a body with an international contribution to make in this field. It should develop closer links with related organisations in other parts of the world, particularly since the number of overseas students in higher education is growing. In so doing, the Board may wish to consider providing a service to overseas graduates and employers, developing student exchange programs, and contributing to international studies and seminars.

General

This Review has made recommendations which will require significant action by the GCCA and others, and such developments will need to be monitored. To this end, it is recommended that the GCCA, in consultation with NBEET, AVCC and ACDP determine a process for monitoring the actions being taken and arrange a high-level policy conference within twelve months to review progress on the implementation of the recommendations in this Report.

Table 7: Staff of University Employment Services and Appointments Boards, 1987

	All staff	Student completions
Sydney	6	3963
New South Wales	6	3533
New England	-	1411
Newcastle	2	879
Macquarie	6	2061
Wollongong	-	1376
Melbourne	7	3604
Monash	7	3201
La Trobe	4	2382
Deakin	4	980
Queensland	-	3922
James Cook	2	767
Griffith	2	608
Adelaide	-	1681
Flinders	2	969
Western Australia	4	2183
Murdoch	2	572
Tasmania	2	1054
ANU	5	1157
Total	61	36 303
Footnote:	Figures include all full and part-time staff (professional and support).	
Sources:	<i>Selected Higher Statistics</i> , CTEC, Canberra, 1987. <i>Ibid</i> , DEET, Canberra, 1988.	

Table 8: Staff of CAE Employment Services, 1987

	All staff	Student completions
New South Wales	3	12 128
Victoria	15	12 687
Queensland	2	6397
South Australia	5	4701
Western Australia	-	4637
Tasmania	-	429
ACT	1	1257
Total	26	42 236
Footnote:	Figures include all full and part-time staff (professional <i>and</i> support).	
Source:	<i>Selected Higher Education Statistics</i> , CTEC, Canberra, 1987.	