



NCSEHE

National Centre for Student
Equity in Higher Education



Curtin University

BUILDING LEGACY AND CAPACITY WORKSHOP ONE

Career development for students in low SES
and regional/remote high schools

Make tomorrow better.

Contents

1. Setting the Scene	3
2. Summary of Workshop Outcomes	4
2.1. Good Practice Principles	5
2.2. Recommendations for Future Practice and Policy	5
2.3. Gaps in Knowledge	6
3. Workshop Pre-reading Materials	7
3.1. Workshop Agenda	7
3.2. Current Research	8
<i>School Experiences, Career Guidance, and the University Participation</i> <i>of Young People from Three Equity Groups in Australia</i>	8
<i>The Adaptation of Tertiary Admissions Practices to Growth</i> <i>and Diversity</i>	9
<i>What Should I Study? Improving Tertiary Pathways by Improving</i> <i>Support for Prospective Students</i>	10
3.3. Good Practice Case Studies	11
A Blended Approach to Career Advice – Raising Aspirations, University of Canberra	11
Embedded Widening Participation Career Development Program, Queensland University of Technology	12
Access Monash Mentoring, Monash University	13
Rural and Regional In2Uni Program, University of Wollongong	14
3.4. National Priorities Pool (NPP) Projects Focusing on Career Advice	15
3.5. Infographics	
<i>What’s Happening in our Schools: Insights into our School Based</i> <i>Career Practitioners</i> (Career Industry Council of Australia)	17
<i>The New Work Mindset</i> (FYA)	20
<i>The New Work Smarts</i> (FYA)	21
4. Workshop Attendees	22
5. Other Building Legacy and Capacity Events	24

1. Setting the Scene Nadine Zacharias

About the Building Legacy and Capacity Workshop Series

The Building Legacy and Capacity Workshop Series is a strategic initiative by the National Centre for Student Equity in Higher Education (NCSEHE) to explore in depth four topics chosen from the 'Ten Conversations' conducted during the NCSEHE Forum in November 2016. This new strategy aims to further extend the NCSEHE's capacity in synthesising, codifying and disseminating learnings from equity research and practice and use them to inform future initiatives, studies and policy.

The objectives of the workshops are to:

- define a collective knowledge base informed by research and practice
- engage in strategic and action planning to guide institutional practice and future research
- develop evidence-informed policy advice.

Each workshop consists of a small group of 10-12 participants, including researchers, practitioners, policymakers and community partners, who contribute their insights as subject matter experts. Taking recent research findings and case studies of good practice as the starting point, the workshops are structured around high-level questions which frame the group discussion. Instead of reviewing the details of individual research reports and case studies included in this publication, workshop participants are encouraged to draw on these insights and experiences to advance a national conversation at the intersection of equity research, practice and policy. The outcomes of the discussion will be shared widely across the sector, including via a webinar, written materials and professional illustrations.

Workshop One: Career development for students in low SES and regional/remote high schools

The first workshop in the series put a spotlight on career development for students in low socioeconomic status (SES) and regional/remote high schools. Young people face a complex and uncertain landscape in trying to identify potential career paths. For equity practitioners, researchers and policymakers, there are a series of questions about the nature of the problem and the best ways to support young people during this critical time:

- How do we ensure that young people have all the information and tools available to them to make informed and confident decisions about their post-school pathways?
- What additional barriers exist for young people in schools and communities that do not have ready access to relevant and high-quality information, experiences and resources about possible career paths, including those that lead into the most prestigious professions?
- To what extent do school-university partnerships help overcome these barriers?
- Are Government policy and programs ideally designed to support informed decision making by young people in disadvantaged communities?
- Do policymakers and practitioners in schools and universities have comprehensive evidence of effective strategies and approaches to design successful interventions?
- What will the changing nature of work and the skills required for a new work order mean for the design and delivery of career advice?

In trying to resolve these questions and work towards evidence-informed advice to policymakers and practitioners, this workshop brought together a group of subject matter experts who approached the topic from different perspectives. These included researchers who have explored students' decision making patterns, the kinds of career advice that young people find useful and the ways in which they navigate increasingly complex career choices and entry pathways.

At the same time, we learned from equity practitioners, and their school-based collaborators, who have designed and implemented school-university partnerships that aim to support young people in making informed and confident decisions about post-school options. The featured case studies have adopted different initiative designs, including place-based, embedded, blended (face-to-face and online) and near-peer mentoring approaches, which enable different scale and depth.

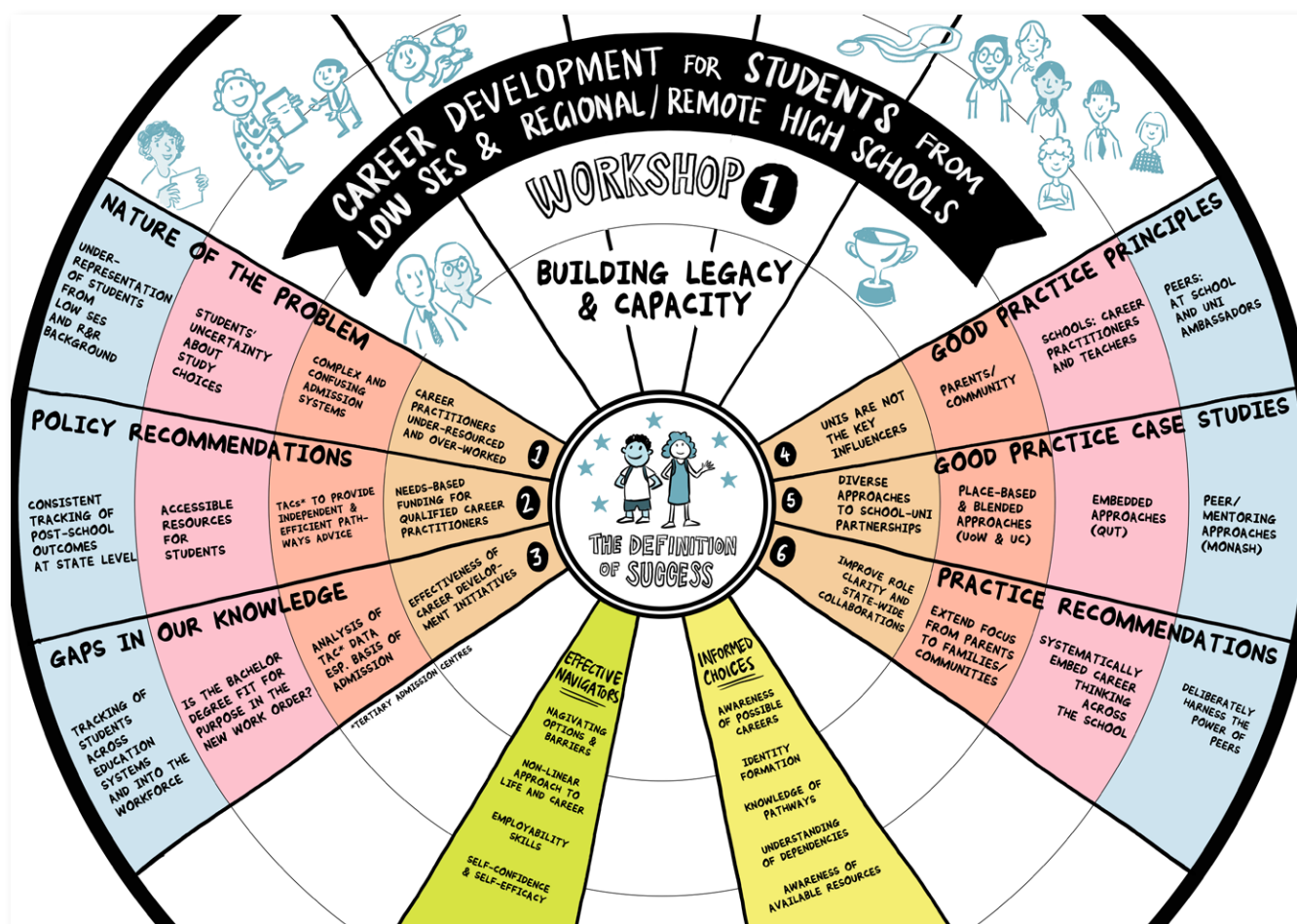
The workshop was structured around high-level questions which framed the group discussion:

- What are we trying to achieve? What do effective career development activities for students in low SES and regional/remote high schools look like?
- What do we know about the nature of the problem? Why is it difficult to deliver effective career development activities in these schools?
- What do we know from current practice and research: What worked? What didn't work? And why?
- What are the 'must have' elements of successful approaches to career development for low SES and regional/remote schools? What are common challenges and potential pitfalls?
- How could the Australian Government, and State Governments, better support effective career development approaches in low SES and regional/remote high schools?
- Is there a gap in knowledge which impacts on the quality of policy and practice? If so, what kind of research is required to fill the gap?

The insights and recommendations from the workshop will be shared with policymakers at a separate event.

2. Summary of Workshop Outcomes

The outcomes from the workshop have informed this good practice guide for the sector, as well as a set of recommendations for policymakers and future research; they have been captured in this visual illustration:



Defining Success: Informed Choices and Effective Navigators

The workshop focused strongly on notions of success. Workshop participants identified two key outcomes of effective career development activities in the target schools: that students would be enabled to make informed choices about their post-school options and became effective navigators of increasingly complex tertiary education options and labour markets. These concepts are further elaborated below.

Informed choices:

- Awareness: a broad view of possible jobs and careers, i.e. one passion/interest can translate into many jobs
- Identity formation: “what I want to do when I grow up”; students’ ability to see themselves in different spaces
- Knowledge of different pathways that lead to particular career destinations and likely ‘returns’ associated with particular destinations (e.g. earnings, hours worked; unemployment risk; work-life balance)
- Broad understanding of the dependencies in the process (e.g. how curriculum/subject choices in upper secondary school may shape chances of getting to a particular destination)
- Awareness of resources available to young people (e.g. career guidance; online; in the community) to help them navigate their journey

Effective navigators:

- Utilising your skills to navigate the landscape of possible options in a way that takes into account the various barriers and constraints that a given person may be facing, including the secondary and tertiary education systems and an increasingly uncertain labour market (bridges and barriers)
- An approach to life’s decisions: it’s not a linear journey
- Employability skills, including resilience and grit
- Self-confidence/self-efficacy

This definition of success drove the development of *Good Practice Principles* and *Recommendations for Future Practice and Policy*.

2.1. Good Practice Principles

Good Practice Principles for University-Led Career Development Approaches

- Universities are not the key influencers in young people’s post-school decision making.
- Child-centred: in respectful partnership with young people and their key influencers, namely parents/family/community, career counsellors, friends, teachers.
- Focus on what universities are best placed to do: demystification, role models, curriculum enhancement, and information about pathways/access.
- Remain faithful to a non-marketing philosophy: independent voice.
- Work in place-based and sustained approaches.
- Leverage the power of near-peer delivery, especially for myth-busting activities: the power of honest narrative of similar others.
- Be of practical use to schools.
- Work on both attitudes and skills.
- Strategically include teacher professional development activities.

2.2. Recommendations for Future Practice and Policy

Recommendations for Future Practice

1. Improve role clarity: What should universities be doing in the career development space?
2. Broaden the stakeholder groups involved in career development activities.
 - Explicitly extend the focus on parents to families and communities, especially for young people from collectivist cultures, including Indigenous people, as well as young people in out-of-home-care.
 - Establish partnerships with employers and employer groups to demystify professions/career options and offer real work experiences.
 - Embed career thinking across the school in partnership with school executive team.
3. Invest in partnerships between universities at state level, and other appropriate constellations, to strengthen practice, coverage and advocacy.

Recommendations for Policy: Commonwealth and State with Implications for Schools and Universities

1. Create a curriculum framework for career development:
 - As a specialist area based on agreed principles from P-12 (Commonwealth/ACARA)
 - Articulate career development as a curriculum theme or competency (State)
 - Enable the effective and consistent delivery of career development activities at school level (schools)
 - Embed career development in pre-service teacher education programs (universities).
2. Ensure needs-based funding for schools to enable the protection of existing, or creation of new, dedicated resources for students to implement curriculum and support.
3. Establish consistent tracking of post-school outcomes at state level.
4. Produce accessible resources for students which are evidence-informed, collaboratively developed and supported by cross-sectoral communities of practice.
5. Assign explicit responsibility to Tertiary Admission Centres (TACs) for independent and efficient pathways advice:
 - Resource key decision points, especially change of preference week
 - Rationalising alternative access schemes
 - Analysing their data on basis of admission to provide guidance to universities

2.3. Gaps in Knowledge

The workshop also identified gaps in knowledge which should be addressed by future research to enable evidence-informed practice and policy:

- Tracking of students into tertiary education and beyond
- Analysis of TAC data, esp. basis of admission
- Further research with employers to explore whether the bachelor degree is fit for purpose in the new work order
- Evaluations of existing approaches to support students in regional schools who complete specialist subjects via distance education
- Formative and comparative evaluation of career development initiatives and outcomes, including the qualification levels of career practitioners involved in the implementation of these initiatives
- Conceptual work to clarify the concepts of 'Informed choices' and 'Effective navigators'

3. Workshop Pre-reading materials

3.1. Agenda

TIME	ACTIVITY	
08:30	Arrival, registration, tea and coffee	All
08:55	Welcome experts to the workshop	Nadine Zacharias
09:00	Session One: <ul style="list-style-type: none"> <i>What are we trying to achieve? What do effective career development activities for students in low SES and regional/ remote high schools look like?</i> <i>What do we know about the nature of the problem? Why is it difficult to deliver effective career development activities in these schools?</i> 	All
10:30	Morning tea	All
11:00	Session Two: <ul style="list-style-type: none"> <i>What do we know from current practice and research: What worked? What didn't work? And why?</i> <i>Stocktake of the discussion so far: What do we know now about providing effective career advice to students in low SES and regional/ remote high schools?</i> 	All
12:30	Lunch	All
13:15	Session Three: <ul style="list-style-type: none"> <i>What are the 'must have' elements of successful approaches to career development for low SES and regional/remote schools? What are common challenges and potential pitfalls?</i> <i>How could the Australian Government, and State Governments, better support effective career development approaches in low SES and regional/remote high schools?</i> <i>Is there a gap in knowledge which impacts on the quality of policy and practice? If so, what kind of research is required to fill the gap?</i> 	All
14:45	Conclusion and closing	Nadine Zacharias

3.2. Current Research

School Experiences, Career Guidance, and the University Participation of Young People from Three Equity Groups in Australia (2016)

Wojtek Tomaszewski, Francisco Perales and Ning Xiang, The University of Queensland

Research Outline

Career guidance and positive secondary school experiences have a significant bearing on equity students' propensity to enrol in tertiary education. This report provides new, contemporary Australian evidence on the interrelations between equity group membership, school experiences and university enrolment in young people from advantaged and disadvantaged social strata.

It has been documented that emerging options acting as alternatives to tertiary education have been disproportionately chosen by young people from disadvantaged backgrounds. It is of paramount importance that we understand the complex choices that young people in Australia face when deciding whether or not to enrol in university, the factors influencing such decisions, and whether or not these mechanisms operate differently for young people from advantaged and disadvantaged social strata.

This report addressed these questions by leveraging high-quality, nationally representative longitudinal data from the 2003 cohort of the Longitudinal Study of Australian Youth, and state-of-the-art event-history regression models. The report focused on three of the current equity groups, namely young people from low socio-economic (Low SES) and non-English-speaking (NESB) backgrounds as well as young people from regional or remote areas.

Key Findings

The research yielded three key findings:

- Young people from Low SES backgrounds and from regional and remote areas within Australia are less likely to enrol into university than young people from high socio-economic backgrounds and non-regional/remote areas within Australia, with the exception of students from NESB backgrounds who are more likely to enrol at university.
- Students who held positive attitudes towards school, who reported having a positive relationship with their teachers, and who received certain forms of career guidance were more likely to enrol at university, and did so at earlier ages. However, not all forms of career guidance were found to be equally associated with university enrolment. The strongest positive effects were found for talks by TAFE or university representatives, and schools' career advisors, while negative effects were found for employer representative talks and group discussion about careers.
- Some school factors have stronger effects on university enrolment amongst students from equity groups. Positive student-teacher relations and talks by school career advisors were more conducive to subsequent university enrolment amongst young people from Low SES backgrounds, and positive student-teacher relations and career group discussions more strongly predicted subsequent university enrolment amongst young people from regional/remote areas within Australia.

Implications for Policy, Practice and Research

While they cannot be considered causal, these findings are important and policy relevant. In particular, they provide evidence of the importance of in-school career advice and guidance and school experiences in shaping the chances of university participation among young people, particularly those from equity groups.

Policy initiatives aimed at improving these school factors are likely to result in expanded university enrolments, and smaller enrolment gaps between young people from advantaged and disadvantaged social strata. In addition, these factors are relatively easy to address through policy intervention (as they can be regulated by government through schools) and are 'preventive strategies' with fewer costs and greater returns to investment than 'remedial strategies' to compensate for social disadvantage due to poor education. Therefore, we argue that investments into these factors should be considered a priority.

View the full report [here](#).

The Adaptation of Tertiary Admissions Practices to Growth and Diversity (2016)

Andrew Harvey, Buly Cardak and Matt Brett, La Trobe University
Alison Sheridan and Greg Balcombe, University of New England

Research Outline

The growth and complexity of university admissions practices raises two key questions.

1. What impact is rising complexity in admissions practices having on student decision-making, with particular emphasis on students from disadvantaged backgrounds?
2. How are universities and state-based tertiary admissions centres (TACs) responding to the challenges associated with rising student participation, diversity and mobility, as well as complexity in admissions practice?

To address these questions we conducted a mixed methods study that included analysis of international and national contextual admissions processes for disadvantaged students. Surveys were conducted with school careers advisers across NSW and Victoria, and we also ran surveys with commencing domestic undergraduate students at two Australian universities. Finally, we conducted surveys with Year 11 students at mainly low socio-economic status (SES) schools in Victoria and New South Wales to examine their perceptions and knowledge of university and non-university admissions processes.

Key Findings

In Australia, evidence of the correlation between ATAR and socioeconomic status is well documented, and inequality in higher education participation has proven largely intractable since the introduction of the national higher education student equity framework – A Fair Chance for All – in 1990 (DEET 1990). Prospective students can still apply to multiple institutions through one application process, and they may receive recognition and compensation for educational disadvantage within this process. However, many of the TACs now administer large numbers of direct applications and early offer schemes on behalf of individual institutions. In some cases, TAC membership has also broadened to include Technical and Further Education Institutions (TAFEs) and/or non-university higher education providers (NUHEPs).

At secondary school level, the effects of the changing admissions landscape are being felt acutely. Schools must deal with the proliferation of early offer schemes across multiple universities, and the task for careers advisers and students is complex. Careers advisers highlight the growing workload involved with advising students on alternative pathways, careers, and tertiary options. Advisers typically feel unable to devote time to students in the lower year levels (i.e. Year 7-9), and struggle themselves to understand the multiplicity of tertiary options. Advisers believe that many of their students are unaware of the role of tertiary admissions centres, of their eligibility to apply for educational compensation, and the extent of the early offer schemes available. As career and pathway advice becomes more complex, the need for specific expertise is underlined, and school systems may increasingly need to consider how careers advisory functions can be optimised and better resourced.

Schools, universities and tertiary admissions centres are all adapting to an environment of increasing competition and complexity. Nevertheless, the admissions system remains confusing to many senior secondary students, and particularly to those from low SES and regional backgrounds.

Implications for Policy, Practice and Research

Better resourcing of careers advisers in schools, and ensuring that tertiary pathways and admissions processes are included within mainstream curricula, would help to inform school students of their potential options. The proliferation of new admissions practices and pathways are largely intended to improve student equity, but students are not yet at the centre of these developments.

View the full report [here](#).

What Should I Study? (report forthcoming)

Julie Mills, Delene Weber and Andrea Parks, University of South Australia
Martin Westwell, Flinders University
Karin Barovich, University of Adelaide

Research Outline

Making a choice about what to study after high school is a major decision for Year 12 students that can significantly impact their future. A poor choice can lead to dissatisfaction, lack of engagement and, ultimately, withdrawal from study.

But what support do students actually get at critical times to assist them to make this choice? How can the university sector and secondary schools better support Year 12 students and enable them to make better choices? There is limited knowledge to date about how prospective students in Australia make decisions about post-school study.

Hossler and Gallagher's model of 'College Choice' (1987) outline the decision-making behaviour of prospective students in three phases: Predisposition, Search and Choice. During the Predisposition phase, a student establishes whether to engage in further education. The Search phase involves exploring educational options and deciding upon a set of study options and institutions. During the Choice stage, a student refines decisions about where to enrol.

Our research has expanded the "Search" phase to explore how Year 12 students in South Australia determine what to study. It has also investigated and how secondary schools, universities, and government organisations engage with and support them.

The project aims to clarify the stages of the Year 12 Study Choice process and to create a student development framework for secondary schools and universities to use to support Year 12 students more consistently as they make plans for their future.

Key Findings

1. Engagement with Year 12 students in the school environment is highly dependent upon the unique relationship each university develops with individual high schools.
2. Year 12 students undertake a broad exploration of program/degree environments but many Year 12 students do not undertake an in-depth exploration of their study choices.
3. Universities are the exclusive providers of in-depth information about their university's programs/degrees and are an important resource for secondary schools and Year 12 students.
4. Nearly all students apply by the early application deadline (Sep 30) but many are uncertain and undecided at this point.
5. The application/admissions process drives the delivery of support services and has an impact on decision-making.

Implications for Policy, Practice and Research

Study Choice is a unique process that intersects with career decision-making and higher education recruitment in some interesting ways. This project will produce a process model to describe the ways in which Year 12 make enrolment choices, suited to the Australian tertiary context. A learning framework will be proposed to encourage the design of career development services, recruitment activities, and resources that align with the study choice process and principles of student engagement and success at university, in consultation with stakeholders.

3.3. Good Practice Case Studies

A Blended Approach to Career Advice – Raising Aspirations, University of Canberra (UC)

Program Outline

The Raising Aspirations project aims to raise aspirations, achievement, and knowledge about higher education options and career opportunities for regional and remote high school students from low socioeconomic (SES) backgrounds.

- A series of online modules to provide 'just-in-time' skills, resources, and opportunities for learning, including:
 - literacy
 - achievement
 - time management
 - career planning
 - university familiarisation
 - 'Aspiration' modules relate to the provision of careers advice as they encourage students to first identify what skills or attributes they feel they possess, research careers they are potentially interested in, and investigate various pathways available to help them achieve their goals.
- Face-to-face visits by Outreach Officers facilitate the delivery and evaluation of the module design, content and suitability.
- Students are encouraged to become 'virtual Careers Advisors', or to become their own 'Careers Advisor', complementing the careers advice provided in schools, and breaking down their barriers.
- Regional and remote schools may lack dedicated careers advisors and it can be challenging for school staff to remain up to date with university courses, pathways and entry requirements. This program provides students unlimited access to the most relevant resources, information and advice to make well-informed post-school decisions.

Outcomes

The project is due for completion at the end of 2017.

- Preliminary evaluations from participating teachers and students have indicated that students find the modules helpful, engaging and informative.
- Several teachers have already nominated to use the Raising Aspirations modules independently of visits from UC Outreach Officers.
- Upon successful completion of the Project at the end of 2017, it is expected that schools will continue using the modules to complement students' learning and to aid in their future career planning.

Future development of the program

- The Project anticipates reaching 40 schools (25 in NSW, 15 in North Queensland) through UC's partnership with TAFE Queensland.

Embedded Widening Participation Career Development Program – Queensland University of Technology (QUT)

Program Outline

QUT's widening participation program aims to encourage more low SES and Aboriginal and Torres Strait Islander school leavers and adults to participate in higher education. The career development component which assists them to make informed choices about post-school study and careers is an essential feature of the overall program.

QUT's approach to career development within its WP program is underpinned by sustained place-based, community engagement, with career development assistance embedded in all activities with schools, adults and communities in the Moreton Bay region.

- The Australian Blueprint for Career Development Career Development Competencies has been embedded into age-appropriate in-school and on-campus activities such as:
 - demystification experiences
 - interaction with tertiary ambassadors as role models
 - enhancements to the curriculum
 - professional development for teachers and guidance officers
 - timely information such as strategies for making tertiary study applications.
- Career development assistance is provided directly to school students, adults and communities in the Moreton Bay region by two WP career counsellors, one of whom is Indigenous with particular expertise in Indigenous community engagement.
 - The counsellors provide advice and appropriate frameworks for embedding career-based content across all QUT WP activities and work in partnership with schools, government and non-government organisations and communities.
 - This approach has led to partnerships with flexi-schools and with the Department of Communities Child Safety Services to provide tailored support for children in care and foster parents.
 - The QUT activities also align with QTAC's pathways advice service.
- Strategies for school students (including parents and teachers) include:
 - value-adding to existing school careers programs
 - providing a range of appropriate career resources (including professional development opportunities) to assist teachers, parents, students and the wider community
 - one-to-one career counselling to support students who need additional guidance regarding pathways and career options
 - post-school options presentations to assist Year 12 students preparing to make QTAC applications
 - delivery of career workshops to around 3000 school students visiting QUT campuses annually.
- Strategies for adult learners include:
 - workshops at Moreton Bay Regional libraries
 - free independent careers advice via one-to-one counselling
 - professional development programs for community organisations to improve client support
 - the development of special relationships with TAFE Queensland to support students in bridging and diploma programs to progress to further study.

Outcomes

- QTAC applications, offers and enrolments from students in participating schools:
 - Between the 2010-11 and 2015-16 admission years QTAC applications from target schools to Queensland's eight public universities increased by 20 per cent (compared with a 15.8 per cent increase across all Queensland schools).
- Individual tracking of one-to-one counselling clients' subsequent tertiary application behaviour (includes adults):
 - Thirty per cent of 2016 clients applied to QTAC for semester 1 2017 (note, many clients undertake bridging courses prior to tertiary enrolment).

- One-to-one counselling client follow-up survey responses:
 - The proportion of respondents (under 21) who believed that university/TAFE was an option for them increased from 66.6 per cent before their career counselling session/s to 100 per cent after their career counselling session/s

Future development of the program

Future developments include a greater focus on parental engagement activities. Recognising that parents, not universities, are key influencers of school students' post-school decision making the careers team and other widening participation team members are currently exploring strategies for enhancing partnerships with parents. These strengths-based strategies will focus on supporting parents' own needs with respect to assisting their children in career and study choices.

Access Monash Mentoring (AMM), Monash University

Program Outline

AMM provides intensive mentoring support to Year 11 and 12 students attending partner schools in low SES and regional areas. The unique program cycle supports mentees through transition to university, during their studies and beyond into the working world.

- Successful and engaged Monash student mentors work one-on-one with mentees for two years.
 - During this phase, mentees are supported in:
 - decision making and preparation for university
 - exploring and extending their interests and career and study options, and developing future plans based on those options
 - building study techniques, goal-setting, effective communication, motivation and resilience.
- If mentees enrol at Monash they are encouraged to become mentors in the program.
 - Mentors develop leadership skills and strong connections with their peers and the Monash community.
 - They are supported financially via an AU\$4000 p.a. Community Leaders Scholarship, reducing their financial burden and allowing them to participate fully in the program and their studies.
- Students who demonstrate commitment to the program are invited to become Mentor Leaders – a leadership role providing training and support to other mentors and the Access Monash team.
- In the final year of their degree, Mentor Leaders are mentored by Monash alumni, preparing them for the next stage of their development with a focus on industry knowledge, networks, career planning and personal development.

Outcomes

The program has grown in scale year-on-year since its inception.

- In 2017 618 mentees from 43 schools are participating in the program – a 630 per cent increase since 2012.
- Over 2000 students from low SES backgrounds have participated in AMM during this period.
- Over 93 per cent of mentees contacted since 2012 have received a tertiary offer, in courses across all fields of study. This compares with a 45 per cent transition to university rate for the equivalent cohort Victoria-wide.
- 1285 Monash students applied to be mentors in 2017, including 158 returning from 2016.

Future development of the program

The Alumni Mentoring program was introduced in 2017 to a small cohort of low SES students. Future development will focus on growing this program however, this is currently dependent upon the securement of philanthropic funds.

Rural and Regional In2Uni Program, University of Wollongong (UOW)

Program Outline

UOW's Outreach & Pathways (O&P) team engages with individuals in targeted schools and communities with a particular focus on widening participation of individuals from low SES, regional and remote, and Indigenous backgrounds. O&P activities focus on building aspirations, awareness and attainment, as well as promoting lifelong learning and engagement with higher education.

- Forty-three per cent (52 out of 105) of primary and high schools that engage in UOW's O&P activities are from regional, rural and remote areas.
- Through a sustained, whole of cohort approach, students engage in a program contextualised to their needs.
- The program includes face-to-face and online mentoring (where school students can engage with university students who are studying locally and away from home)
- The program offers outreach workshops delivered both in the targeted schools' environment and on-campus at the University of Wollongong's Batemans Bay and Bega Campuses.
 - Workshops are delivered by current university students from the same background as the target schools.
 - Workshops involve university preparation and career development sessions for senior high school students.
 - Years 7 and 8 workshops offer students and parents an insight into the 'language' of higher education. Workshops provide recognition of the links between their own curriculum and study at a higher education level that will lead to potential careers in both rural and metropolitan environments.
 - Students develop short-term and long-term goals for their academic study and career pathways.
 - A suite of additional resources are provided to parents.
- Additional on-campus activities delivered to senior high school students (Future Finder) and primary school students (Kids In2Uni day).

Outcomes

- The program has reached out to students disadvantaged by both isolation and socioeconomic status in the Bega, Batemans Bay, Shoalhaven, Wollongong, Southern Highlands, South-West Sydney and Southern Sydney regions.
- Students from regional and remote regions including Bega, Eden, Bermagui, Moruya, Wallaga Lake, Narooma, Bombala, Towamba, Bodalla and Braidwood in NSW, as well as Cann River and Mallacoota in northern Victoria have all benefited from the program in 2017.
- Regional and remote schools that have engaged in O&P activities identify the impact of having a 'local' staff member with community knowledge designing and implementing the programs. This has allowed workshop content to address the different career progression requirements of each student cohort within the targeted schools.
- Utilising university mentors from the same background as the targeted schools instils a 'if they can do it, I can do it!' mentality for regional and remote students, increasing participants' awareness of potential career options available.

Future development of the program

- Embedding regional outreach into the core offering of outreach activities to schools by UoW.
- Continuous improvement of the program in collaboration with regional school communities.
- Identification of new regions to pilot regional outreach activities that are not currently being engaged with by other universities.
- The development of an online resource package that will enable regional and remote schools to self-deliver outreach programs at a low cost by using school staff and student alumni. The online resource package will provide training opportunities to regional and remote schools through career development guides and outreach tools that have previously been unavailable due to remoteness.

3.4. National Priorities Pool (NPP) Projects Focusing on Career Advice

UNIVERSITY	PROJECT	2014 FUNDING
Griffith University	Navigating Bridging Pathways to Tertiary Education This project will assist low-income adults across Queensland access the most suitable bridging pathway to tertiary study by mapping current programme provision; establishing a portal for prospective students to access pathways information; and building a network of providers and career advisors to maximise opportunities for disadvantaged groups.	\$275,000
University of Technology Sydney	Collabor8 – Women in Engineering & IT Program This project targets female students in Years 8 and 9 at a number of partnering metro and regional low-SES schools to position engineering and IT as relevant and accessible paths of study and career.	\$211,820
UNIVERSITY	PROJECT	2015 FUNDING
University of Newcastle	Equity and Medical Education (EME) This project will provide a greater understanding of the pathway into undergraduate medical programs for students from low SES backgrounds. It will identify best practice career counselling and advice in secondary education, with a particular focus on comparing and contrasting effective strategies used in urban, regional and remote settings.	\$98,015
University of Western Australia	Adding to the pipeline: Improving numeracy skills and career outcomes for low socio-economic status (SES) students The project is intended to inspire low socio-economic status students to study mathematics and STEM subjects by designing and trialling innovative activities for early secondary school students that will link numeracy skills development to university study and exciting career options.	\$184,073

UNIVERSITY	PROJECT	2016 FUNDING
Murdoch University	Mathematics Pathways to STEM Careers (Pathways to STEM)	\$166,433
	The Pathways to STEM program will provide mathematics support to Year 11 and 12 regional and remote students situated in the Great Southern, Wheatbelt and Peel region of WA, combining technology-enabled tutorial sessions after school twice a week, individual access to tutors to address specialised questions, and intensive on-campus ATAR preparation sessions. The project will facilitate students' learning, encourage development of thinking skills and provide a pathway from secondary to tertiary education.	
University of Canberra	Enhancing aspirations for STEM careers in rural, regional and remote communities.	\$65,000
	This project will investigate the relationship between rural students' knowledge of STEM in rural careers, their aspirations towards STEM careers, subject choices and university admission. It will develop a strategy for highlighting the relevance of STEM to rural careers and innovation that can be used to encourage students to take relevant STEM subjects in their senior studies and subsequently at university. The project will also provide a basis for university STEM courses to integrate relevant career knowledge into their curriculum.	
University of Newcastle	Mentoring women from regional Australia to realise their educational and career aspirations in business and law	\$166,194
	This project will improve the participation, retention and success of women from regional areas and low SES backgrounds studying business and law by implementing an innovative mentoring program across four regional areas. It will provide female high school students with insight into university, and university students an opportunity to develop mentoring and leadership skills. The mentoring scheme will offer both high school and university students insight to the professional opportunities available to graduates. A Community of Practice will be created in each regional area and online mentoring program materials will be made available to all Australian university business and law schools.	
University of Newcastle	Creative Industries Careers: Re-imagining Regional and Remote Students' opportunities.	\$119,192
	The project will support regional and remote high school students facing the prospect of decline in the traditional areas of farming, mining and manufacture to re-imagine their futures and aspire to work in Creative Industries. The project will provide students, their families, teachers and careers advisors with information about the skills needed to be successful, what Creative Industry jobs look like, and provide hands-on learning experiences to students through a series of creative workshops which use digital technologies like virtual reality, films and animation.	

WHAT'S HAPPENING IN OUR SCHOOLS

Insights into our School based Career Practitioners

In an increasingly complex environment, it is more important than ever to equip students with the skills and knowledge needed to make well-informed decisions about further education, training and work.

In Australia we have...



9,414

Schools



3,778,656

Students



794,068

Year 10, 11 and 12 students are set to graduate in the next three years.



9 in 10

Year 10, 11 and 12 students (90%) say career planning is quite or very important to them at the time of their schooling.

Parents are still the number one influence on a students career planning

% of students who ranked these people as the top two people they are most comfortable in approaching about career advice.



1.
75%
Parents



2.
54%
Career Practitioner



3.
29%
Friends



4.
22%
Teachers

As important influencers on the next generation, career practitioners have the challenge of balancing the time and resources they are provided with to best meet their students' needs.



Top 5 areas Career Practitioners spend most or some of their time on.

Career development practitioners spend some or most of their time on:

- 1. 86%** Career counselling
- 2. 73%** Subject selection
- 3. 63%** Preparing student pathways
- 4. 62%** Resume & interview preparation
- 5. 60%** Coordinating work experience



Top 5 most frequently used resources by Career Practitioners.

The following career resources are used the most by Career development practitioners when working with students (% always or sometimes used):

- 1. 97%** University handbooks
- 2. 95%** TAFE information websites
- 3. 95%** Tertiary admission centre website
- 4. 93%** Bullseye charts
- 5. 93%** Industry specific information

What do students find helpful for career planning?

**CAREER
PATHWAYS**

**WORKPLACE
LEARNING**

**ONE TO ONE
DISCUSSION**

**UNIVERSITY
OPEN DAYS**

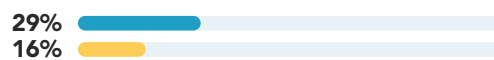
**TALKING TO PEOPLE IN THE
CAREER I'M INTERESTED IN**

Career Practitioners in full time roles have a greater ability to fully implement these career development strategies students find to be most helpful...

Industry guest speakers



Industry visits



Developing career action plans with students



Interview with a career practitioner



Attending University/TAFE/RTO Open Days



Full time



Part time



Career practitioners are 2x more likely to have had their time allowance decreased than increased in the last 3 years...

BUT



Completion rates of students in further education are dropping.*

↑ **4.1%**

Apprentice and trainee cancellations and withdrawals increased by 4.1% from 2015 to 2016.†



One in three university students don't complete their course within six years of enrolment.*

Students need to be better informed when making decisions about training or further study.

Career practitioners need more time to better equip the next generation.

The top 5 'extremely effective' forms of career development activities in schools identified by career practitioners

77% Interview with a Career Practitioner



55% Work experience



54% VET in schools



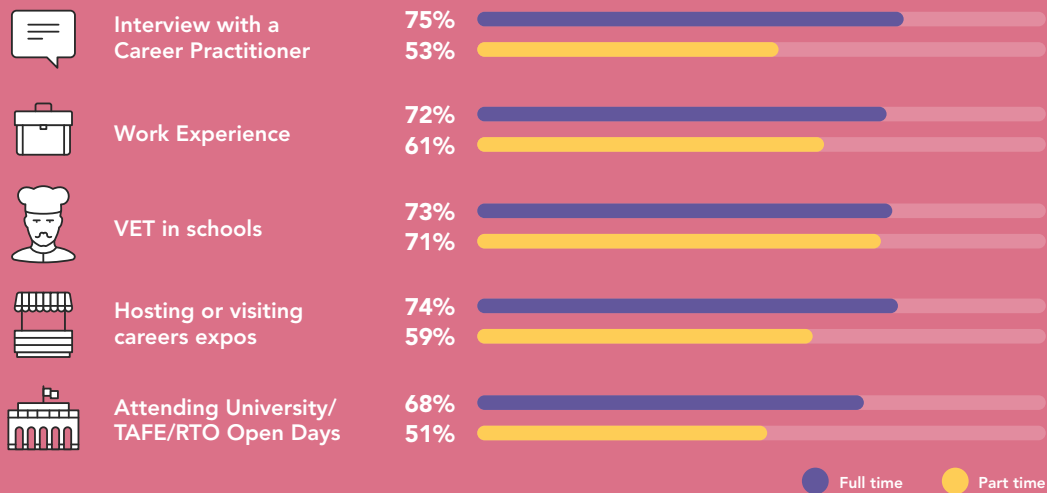
51% Hosting or visiting careers expos



44% Attending University/TAFE/RTO Open Days



Those in full time roles have a greater ability to fully implement the most effective forms of career development activities in schools



*The term career development practitioner has been used in this infographic. CICA acknowledges that in schools across Australia different titles are used to represent people working in the area of career development. Career Development Practitioner may also be known as Career Counsellor, Career Advisor, Guidance Officer, Guidance Counsellor, School Counsellor, or Career Teacher.

Source – A national survey of career development practitioners commissioned by the Career Industry Council of Australia, conducted November and December 2016 with a total of 716 respondents.

A Yr9-12 student survey of selected Western Australian Schools, conducted in July and August 2016 with a total of 320 respondents.

* NCVET A&T Jun 2016.

† Australian Government DET, Completion Rates of Higher Education Students- Cohort Analysis, 2005-2014.

mccrindle

cica
career industry council of australia

© 2017 Career Industry Council of Australia (CICA) Inc. All Rights Reserved.

Sourced from: <https://cica.org.au/wp-content/uploads/CICA-Infographic-2017-Final-Part-2.pdf>

The New Work Mindset (The Foundation for Young Australians)

OVERVIEW

MOVING BEYOND JOBS TO SKILLS FOR THE NEW WORK ORDER

There are **7** new job clusters in Australia



A young person...

- could choose a job cluster based on their interest and strengths rather than focus on one dream job.
- could gain experience through early career jobs in the job cluster.



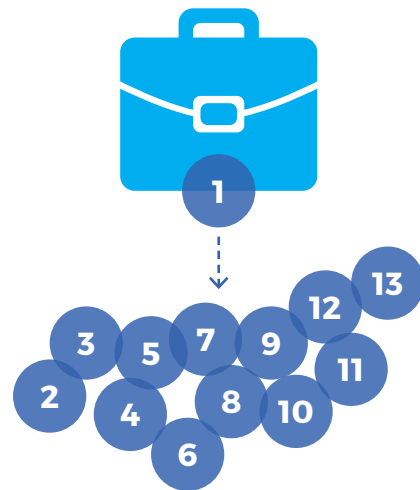
Job clusters require **similar skills** that are often portable across jobs

A young person...

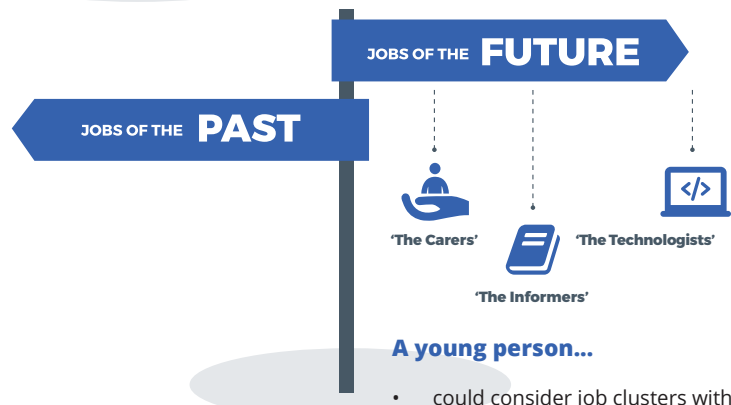
- could focus on developing a portfolio of technical and enterprising skills common to their chosen job cluster.

Jobs are more related than we realise...

When a person trains or works in **1 job**, they acquire skills for **13 other jobs***



Some job clusters have **stronger future prospects** than others



A young person...

- could consider job clusters with strongest future prospects and jobs that are most likely to grow.

*On average, based on high overlap of skills.

Sourced from: <https://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf>

The New Work Smarts (The Foundation for Young Australians)

OVERVIEW

By 2030 what we do in every job will change

There will be



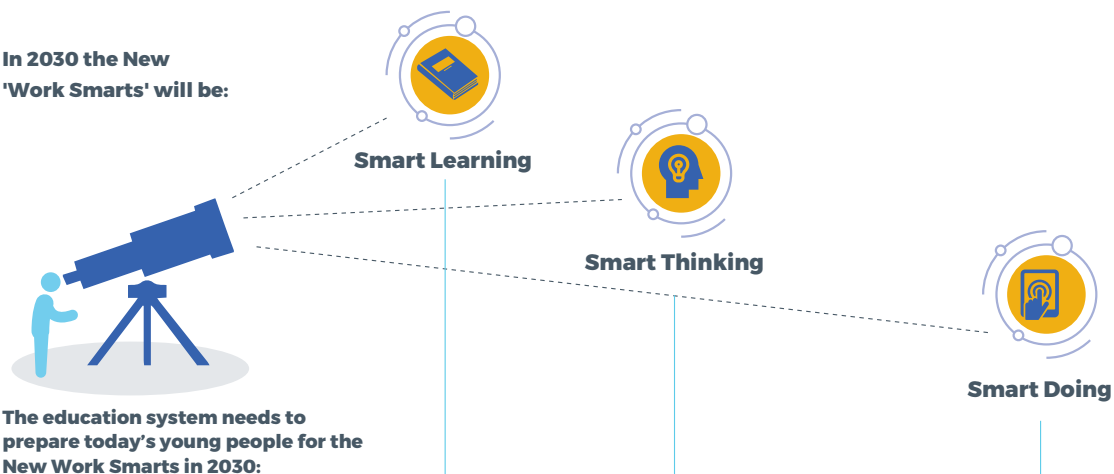
A reduction in
the need for workers to complete
routine, manual tasks



An increase in
the time workers spend focusing on
people, solving strategic problems
and thinking creatively

The change in work means young people will need to be equipped with the New Work Smarts

In 2030 the New
'Work Smarts' will be:



Workers will spend...



30%

more time
learning on the job

Workers will spend...



Almost **100%**
more time at work
solving problems



41% more time
on critical thinking
and judgment



77% more time
using science and
mathematics skills



17% more time per
week using verbal
communication and
interpersonal skills

Workers will use...



Workers will need to
develop an entrepreneurial
mindset due to



26% less
management



14% less
organisational
coordination



10% less
teaching

4. Workshop Attendees

Kylie Austin, University of Wollongong



Kylie Austin is the Outreach, Pathways & Co-Curricular Manager at the University of Wollongong. Kylie has worked on HEPP Funded projects over the last eight years, and has led a team of 12 staff who are dedicated to designing, implementing and evaluating outreach activities for underrepresented students in higher education. Kylie has also completed her PhD, which is focused on the development of mutually beneficial partnerships to increase the outcomes for individuals who are traditionally underrepresented in higher education.

Kate Duyvesten, Monash University



Kate Duyvestyn is the Director, Social Inclusion at Monash University and has been responsible for Access Monash since 2006. Kate is passionate about improving the access, participation and success of students from educationally disadvantaged backgrounds. Her key successes include: the expansion of Schools Access Monash; the development of the Access Monash Mentoring program; and the development of the Monash Guarantee across all undergraduate courses.

Andrew Harvey, La Trobe University



Dr Andrew Harvey is Director of the Centre for Higher Education Equity and Diversity Research (CHEEDR). He has a Bachelor of Arts (Honours) and PhD in Politics, both from the University of Melbourne. Andrew has published widely in areas of higher education policy, including student equity, admissions, retention, and globalisation. He is lead editor of *Student Equity in Australian Higher Education: Twenty-five years of A Fair Chance for All* (Springer, 2016). Other research interests include nationalism, identity, and Latin American culture. Andrew's previous roles include Director of Regional Operations at La Trobe, Deputy Director (Academic) of the Bendigo Campus of La Trobe, and Executive Officer of the Australian Council of Deans of Education.

Mary Kelly, Queensland University of Technology



Mary Kelly came to higher education after 20 years in the schooling sector, holding both professional and industrial roles at state and national level. As Queensland University of Technology (QUT)'s Equity Director, she has a university-wide portfolio covering staff and student issues. In the student area, her department is directly responsible for equity scholarships, disability services, widening participation and discrimination matters, and provides advice and direction to all parts of the university on social justice. QUT's WP programs have an intentionally embedded a careers component in their design and delivery.

Andrea Parks, University of South Australia



Andrea's research interests are in student retention, admissions processes, academic advising and supporting student success in Higher Education. Andrea completed a MEd in Leadership and Management from Flinders University in 2012 where her research on prospective students began. Prior to immigrating to Australia, Andrea spent most of her career working at Canadian community colleges as a registrar and in student advising, admissions and recruitment roles. Her extensive experience in guiding and supporting students, and understanding of admissions policy and recruiting practice, have strongly influenced her research interest to explore new ways for tertiary institutions to support and understand student enrolment, retention and success. She is currently engaged in part-time PhD research on a similar topic.

Laurie Poretti, University of Canberra



Laurie Poretti is Manager, Widening Participation at the University of Canberra. She has a wide range of experience designing, implementing and managing student equity programs provided by the University under the Commonwealth's Higher Education Participation and Partnerships Program (HEPPP). Since 2009, Laurie has worked to establish a network of over 30 key schools and communities engaged as part of the Aspire UC program which focuses on breaking down barriers to higher education for Aboriginal and Torres Strait Islander peoples and people from low socioeconomic backgrounds. In addition, Laurie has played a pivotal role in the design, delivery, implementation and evaluation of numerous HEPPP funded programs.

Donna Shelley, Bombala High School



Donna Shelley is the Careers Adviser at Bombala High School. The school serves a community based on the farming and timber industries with a drawing area encompassing two primary schools in Bombala and the small local communities of Ando, Bibbenluke, Delegate and north-eastern Victoria. Donna has been employed at the school for 18 years in a variety of roles including HSIE classroom teacher and relieving executive positions and has been in the Careers Adviser role for four years.

Wojtek Tomaszewski, University of Queensland



Wojtek Tomaszewski is a Research Group Leader at the Institute for Social Science Research and a Senior Research Fellow in the ARC Centre of Excellence on Families and Children over the Life Course. He holds a BSc and MSc in Mathematics, as well as an MA in Sociology from the University of Warsaw, Poland and a PhD in Social Sciences from the European University Institute in Florence, Italy. Wojtek has specialist expertise in quantitative research methods and advanced statistical analysis. Wojtek has a strong research interest in the impact of disadvantage on educational and labour market outcomes in young people. Wojtek's research interests include educational disadvantage, employment, poverty and social exclusion, wellbeing, housing and homelessness, and methods for statistical analysis of survey data.

Nadine Zacharias, Deakin University



Dr Nadine Zacharias is Senior Research Fellow at the NCSEHE and was an inaugural Equity Fellow in 2016. Nadine's research interests and expertise are at the intersection of equity research, practice and policy at institutional and national levels. She has led applied research projects in the fields of equity policy and program management, inclusive teaching and learning and gender equity in employment. Nadine was Director, Equity and Diversity at Deakin University from 2011 to 2016 where she led one of the most integrated and effective Equity teams in Australian higher education.

5. Other 'Building Legacy and Capacity' Events

NCSEHE workshops

Workshop Two: Regional/remote participation and completion of current students

Date: 17 October 2017
Location: The University of Western Australia, Perth WA
Facilitator: Nadine Zacharias

[Further information about Workshop Two is available here](#)

NCSEHE webinars

Student Satisfaction and Academic Outcomes of Disadvantaged Students in Australian Higher Education

Date: 31 May 2017
Presenter: Ian Li

[View recording here](#)

Career advice to students in low SES and regional/remote high schools

Date: 11 October 2017
Presenters: Andrew Harvey and Kate Duyvesten **Moderator:** Nadine Zacharias

[View recording here](#)

Mainstreaming Captions for Online Lectures in Higher Education in Australia:

Alternative approaches to engaging with video content

Date: Wednesday 8 November 2017
Presenter: Mike Kent

[View recording here](#)

Regional/remote participation and completion of current students

Date: 14 November 2017
Presenters: Cathy Stone and Karen Nelson **Moderator:** Nadine Zacharias

[View recording here](#)

Further information and registration details for upcoming events will be listed at ncsehe.edu.au.

ACKNOWLEDGEMENTS

Published by the National Centre for Student Equity in Higher Education

Curtin University, GPO Box U1987, Perth WA 6845, Australia

Phone: +61 8 9266 1573

Email: ncsehe@curtin.edu.au

All NCSEHE funded research reports are available online at ncsehe.edu.au.

COPYRIGHT INFORMATION

© Curtin University 2017

Except as permitted by the Copyright Act 1968, this material may not be reproduced, stored or transmitted without the permission of the copyright owner. All enquiries must be directed to Curtin University.

CRICOS Provider Code 00301J

Funded by the Australian Government

DISCLAIMER

Information in this publication is correct at the time of printing but may be subject to change. This material does not purport to constitute legal or professional advice.

Curtin accepts no responsibility for and makes no representations, whether express or implied, as to the accuracy or reliability in any respect of any material in this publication. Except to the extent mandated otherwise by legislation, Curtin University does not accept responsibility for the consequences of any reliance which may be placed on this material by any person.

Curtin will not be liable to you or to any other person for any loss or damage (including direct, consequential or economic loss or damage) however caused and whether by negligence or otherwise which may result directly or indirectly from the use of this publication.