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printed occupational booklets in use in secondary
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O C C U P A T I O N A L I N F O R M A T I O N :

A CRITICAL EVALUATION OF PRINTED OCCUPATIONAL

BOOKLETS IN USE IN SECONDARY SCHOOLS.

VOLUME 2.

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CHAPTER FIVE

THE ADMINISTRATION OF THE CHECK LIST.

METHOD OF SELECTION OF BOOKLETS

- (1) C.O.I.C. 'Choice of Careers' series was chosen, as these booklets are widely used in schools. The original selection was made by using Fisher's¹ Random Numbers. Booklets were then chosen from the range, corresponding to the numbers chosen. Where a number chosen corresponded with a booklet which had been withdrawn, the next random number was selected. As the entire 'Choice of Careers' series is being revised, the following booklets could not be selected:

<u>Pamphlet No.</u>	<u>Title</u>
19	The Foundry Industry
55	H.M. Forces: Openings for Boys in the Ranks.
32	The Civil Service: General, Scientific and Technical Posts
5	Bespoke Tailoring
68	H.M. Forces: Commissioned Service
84	Baking
87	Surveyor, Land Agent and Auctioneer and Estate Agent
35	Weaving Silk, Man made Fibres and Cotton
6	Factory Manufacture.

1. The New Form Statistical Tables, G.H. Fisher, Univ. of London Press at The Printing Section, Univ. of Newcastle, 1965, (2nd ed.), p.14-15.

(2) The remaining booklets were chosen to replicate, as far as possible, the occupations covered by the C.O.I.C.

'Choice of Careers' booklets selected. This was done for the following reasons:

- (i) to provide the opportunity for evaluating as wide a selection of booklets as possible, covering commercial publishers, as well as Professional Associations and employers.
- (ii) to duplicate, as far as possible, the next step which the pupil might take in acquiring information after consulting the C.C.I.C. 'Choice of Careers' booklets.

A comparison of the C.O.I.C. 'Choice of Careers' booklets and other literature on the same occupation was not intended, whether was it the aim to find out the strengths and weaknesses of both as adjuncts to decision-making.

In the selection of other literature, it was also felt that there should be some evaluation of literature for the less academic child. This literature is represented by the C.O.I.C. 'If I Were' series and a commercial publisher's series, 'Activity Factsheets' (T.Nelson).

(3) Professional Associations and employers' literature was also included as appropriate.

It should be pointed out that in the case of some Professional Associations and employers, a package of literature was received, dealing, for example, with different jobs in the same industry or with different jobs in the same firm. From each package only one booklet was selected.

The following Tables illustrate the rationale of selection.


SELECTION OF BOOKLETS

C.O.I.C. Title ('Choice of Careers')	<u>Other Series</u>	<u>Professional Assoc. of Employers</u>
Engineering Bench and Machine Work		I.C.I. "All About Us and You"
Building Crafts	C.O.I.C. 'If I Were' <u>Builder's Labourer</u>	Nat. Joint Council for Building Trade <u>Careers in Building.</u>
Professional Engineers	'Going My Way' <u>A Career as a Motor Mechanic</u> (G.P.Alexander)	Construction Industry Training Board, <u>Train off-the-job as a Plumber</u>
Hotels and Catering	'Activity Factsheet' <u>The Motor Mechanic (A</u> <u>Spanner in the Works)</u> (T.Nelson)	Hotel and Catering Ind. Training Board, <u>Careers in Hotels and Catering</u>
Medical Laboratory Technician	C.O.I.C. 'If I Were' <u>Room Maid</u>	Institute of Med. Lab. Technology, <u>A Career in Medical Laboratories</u> Newcastle Regional Hospital Board, <u>Medical Laboratory Technicians</u> (pub. by the Dept. of Health and Social Security)

SELECTION OF BOOKLETS (contd.)

<u>C.O.I.C. Title</u> (<u>'Choice of Careers'</u>)	<u>Other Series</u>	<u>Professional Assoc. or Employers</u>
Speech Therapist		<u>The College of Speech Therapists,</u> <u>Speech Therapy as a Career</u>
Chiroprapist		<u>The Society of Chiropradists,</u> <u>The Profession of Chiropody</u>
Journalism		<u>The Nat. Council for the Training of</u> <u>Journalists, Careers in Journalism</u>
Footwear and Leather Goods Manufacture		
Accountant		<u>The Inst. of Chartered Accountants,</u> <u>The World of Finance, Careers as</u> <u>Chartered Accountants</u>
Home Economics		<u>The Assoc. of Certified Accountants,</u> <u>The Career of Equal Opportunity</u>
Electrician	<u>C.O.I.C. 'If I Were'</u> <u>Electrician</u>	<u>Cordon Bleu Cookery School,</u> <u>Cordon Bleu</u>

SELECTION OF BOOKLETS (contd.)

<u>C.O.I.C. Title</u> (<u>'Choice of Careers'</u>)	<u>Other Series</u>	<u>Professional Assoc. or Employers</u>
Insurance		<u>The Chartered Insurance Institute,</u> <u>Ten Men in Insurance</u>
Agriculture and Horticulture	C.O.I.C. ' <u>If I Were'</u> <u>Cowman</u> <u>'Activity Factsheet',</u> <u>The Gardener (Say It</u> <u>with Pictures</u> <u>(T.N.C.)</u>	Agric. and Hort. Training Board, <u>Careers in Agriculture</u> Agric. Training Board, <u>Careers in Agriculture (different pub.)</u> <u>Forestry Commission,</u> <u>Forestry in Great Britain</u>
Pharmacy		<u>The Pharmaceutical Society of G.B.</u> <u>Pharmacy</u>
Ophthalmic Optician and Dispensing Optician		<u>The British Optical Association,</u> <u>How to become an Optician</u>
Forestry		<u>Forestry Commission,</u> <u>Forestry in Great Britain (as above)</u>
Teaching		<u>Dept. of Education and Science,</u> <u>Careers in Teaching (Information Sheet)</u> <u>Ministry of Overseas Development,</u> <u>Why Not Teach Overseas?</u>

SELECTION OF BOOKLETS (contd.)

<u>C.O.I.C. Title</u> (<u>'Choice of Careers'</u>)	<u>Other Series</u>	<u>Professional Assoc. or Employers</u>
Police		<u>The Home Office, Police</u> <u>Durham Constabulary,</u> <u>A Flying Start</u>
Animal Care and Veterinary Science	<u>C.O.I.C. 'If I Were'</u> <u>Stablehand</u> <u>Kennel Maid</u> <u>'Activity Factsheet'</u> <u>People and their Pets</u> <u>(Animal Crackers)</u> <u>(T.Nelson)</u>	<u>The Royal College of Veterinary Surgeons,</u> <u>The Veterinary Profession</u>
Building and Civil Engineering Contracting	<u>C.O.I.C. 'If I Were'</u> <u>Bricklayer</u>	<u>The Nat. Fed. of Building Trades Employers,</u> <u>Careers in Building</u>
Furniture Manufacture	<u>C.O.I.C. 'If I Were'</u> <u>Upholsterer</u> <u>'Activity Factsheet',</u> <u>Carpenter and Joiner</u> <u>(As Safe as Houses)</u> <u>(T.Nelson)</u>	
Nursing for Men and Women	<u>'Activity Factsheet',</u> <u>State Enrolled Nurse</u> <u>(Get Well Soon)</u>	<u>Dept. of Health and Social Security,</u> <u>State Enrolled Nurse</u> <u>Newcastle Regional Hospital Board,</u> <u>Sick Children's Nursing</u> <u>(pub. The Dept. of Health and Social Security)</u>

(3) The following two booklets were chosen at random:

C.O.I.C. 'If I Were'
Dental Surgery Assistant and

British Airways,
British Airways Training Schemes.

In the case of the former, it was intended to widen the sample of the series, and in the case of the latter, it was felt that such an organisation might have 'glamour' appeal to pupils.

BOOKLETS TESTED

<u>No.</u>	<u>Title</u>	<u>Source</u>
1	Engineering Bench and Machine Work for Boys and Girls	C.O.I.C. 'Choice of Careers'
2	Building Crafts	"
3	Professional Engineers	"
4	Hotels and Catering	"
5	Medical Laboratory Technician	"
6	Speech Therapist	"
7	Chiropodist	"
8	Journalism	"
9	Footwear and Leather Goods Manufacture	"
10	Accountant	"
11	Teaching	"
12	Home Economics	"
13	Electrician	"
14	Insurance	"
15	Agriculture and Horticulture	"
16	Pharmacy	"
17	Ophthalmic Optician and Dispensing Optician	"
18	Forestry	"
19	Police	"
20	Animal Care and Veterinary Science	"

<u>No.</u>	<u>Title</u>	<u>Source</u>
21	Furniture Manufacture	C.O.I.C. 'Choice of Careers'
22	Building and Civil Engineering Contracting	"
23	Nursing for Men and Women	"
24	Upholsterer	C.O.I.C. 'If I Were'
25	Kennel Maid	"
26	Electrician	"
27	Dental Surgery Assistant	"
28	Cowman	"
29	Builder's Labourer	"
30	Bricklayer	"
31	Stablehand	"
32	Room Maid	"
33	The Gardener (Say It With Flowers)	'Activity Factsheets' (T.Nelson)
34	Carpenter and Joiner (As Safe as Houses)	"
35	State Enrolled Nurse (Get Well Soon)	"
36	People and their Pets (Animal Crackers)	"
37	The Motor Mechanic (A Spanner in the Works)	"

<u>No.</u>	<u>Title</u>	<u>Source</u>
38	A Career as a Motor Mechanic	'Going My Way' G.P.Alexander
39	How to become an Optician	British Optical Assoc.
40	Pharmacy	The Pharmaceutical Society
41	Careers in Building	Nat. Joint Council for the Building Ind.
42	Police	Home Office
43	Careers in Journalism	Nat. Council for Training of Journalists
44	Careers in Teaching (Information Sheet)	Dept. of Ed. and Science
45	Careers in Agriculture	A.F.F.I.T.B.
46	Forestry in Great Britain	Forestry Commission
47	State Enrolled Nurse	Dept. of Health and Social Security
48	Medical Laboratory Technicians	Dept. of Health and Social Security
49	Speech Therapy as a Career	The Coll. of Speech Therapists
50	A Career in Medical Laboratories	The Institute of Med. Lab. Science
51	The Veterinary Profession	Royal Coll. of Vet. Surgeons
52	Careers in Hotels and Catering	Hotel and Catering Ind. Tr. Board
53	Careers in Agriculture	Agric.Tr.Board

<u>No.</u>	<u>Title</u>	<u>Source</u>
54	Train off-the-job as a Plumber	Construction Ind. Tr. Board
55	The Career of Equal Opportunity	The Assoc. of Cert. Accountants
56	Careers in Building	Nat. Joint Council for Building Trades
57	A Flying Start	Durham Constab.
58	Cordon Bleu	Cordon Bleu Cookery School
59	Sick Children's Nursing	Regional Hospital Board
60	The World of Finance: Careers as Chartered Accountants	The Inst. of Chartered Acc.
61	All About Us And You	I.C.I.
62	Why Not Teach Overseas?	Min. of Overseas Development
63	British Airways Training Schemes	Br. Airways
64	Ten Men in Insurance	The Chartered Ins. Institute
65	The Profession of Chiropody	The Society of Chiropodists

THE TESTING OF THE CHECK LIST

The Check List and Notes were used by 30 experienced teachers (minimum of 6 years teaching experience, average of 12 years experience) in a controlled environment (Faculty of Education Building, Sunderland Polytechnic). Of this group, 10 were officially designated Heads of Careers in their schools, 15 held pastoral appointments (Head of House, Head of Year, Assistant Head of House, Assistant Head of Year) and 5 were class teachers. Geographically these teachers came from an area extending from Northumberland to Teesside, teaching under 8 different Local Education Authorities. The types of school in which they taught were:

- | | |
|----|---|
| 22 | Comprehensive schools, ranging from purpose-built to split site amalgamations of older Secondary schools; |
| 5 | Unreorganised Secondary schools with G.C.E. streams; |
| 3 | Junior schools. |

The rating of the literature was accomplished during the space of one weekend. The literature to be tested was laid out in large rooms. Each teacher was supplied with the following:

- (a) a copy of the Check List;
- (b) a copy of the Notes on the Check List
- (c) a seven page pro-forma for filling
in the results. (see pages 173-179)

The teachers were not asked to deal with the pamphlets in any particular order, for administrative reasons. (It was not possible to provide 30 copies of each booklet.)

In order to complete the section on Readability and Appearance, next to copies of each booklet were placed Cloze extracts which had been typed and reprographed on standard A4 paper.

Selection of Cloze

passages was done at random. Every fifth word was omitted, the gap being filled in all cases by ten dots

The exercise was not "invigilated" in the examination sense, and teachers were free to converse among themselves and to seek refreshment when required.

CHAPTER SIX

RESULTS.

Foreword to Results

Before turning to the results, it would seem apposite to remind ourselves of the primary object of this research, which is critically to evaluate printed occupational booklets in use in Secondary schools.

To do this, it was first necessary to develop a Check List and Notes to use in this evaluation. Before considering the results obtained by 30 experienced teachers using this instrument of evaluation, the tool itself and its use have to be examined. The results therefore are stranded in two parts which are kept separate, but cross-referenced where necessary:

- (1) An examination of the 'tool' and the extent to which it can be regarded as useful, and
- (2) what the use of the 'tool' enables us to say about printed occupational booklets in use in Secondary schools.

Presentation of Results

The tool used to evaluate occupational booklets was a Check List which was constructed for use by teachers. This Check List was divided into 5 sections: Item 1 (publisher, date of publication), Section A (entry qualifications), Section B (job information), Section C (social information) and Section D (readability and appearance). Notes were produced as a guide to teachers using it. (Volume 1, p.173-178) The Check List was used by 30 experienced teachers (codifiers) on 65 booklets during the course of one weekend. For the purposes of this research, the scores for each section were added together to produce a total score (maximum 100) for each booklet by each codifier. It should be noted, however, that in the practical school situation it is not intended that the production of a total score is the primary consideration in the use of the Check List. Teachers may use only parts of the Check List, for example, to verify the amount of social information in a booklet, to check readability, or to assess the accuracy of a publication.

It was intended that the results from this research exercise would shed light on the question: how good or how bad are the booklets used in schools? In attempting to answer this question, the results have been presented in two parts:

PART 1: THE CHECK LIST

This deals with the results obtained by the codifiers from the point of view of the degree of uniformity shown. In this connection, correlation matrices for Rank Order, Total Raw Scores and Sectional Raw Scores are considered in order to assess the viability of teachers as raters of occupational information. An attempt is then made to identify consistent codifiers and to suggest possible reasons for this.

PART 2: THE OCCUPATIONAL BOOKLETS

An analysis is undertaken of what the codifiers' ratings reveal about the literature used in schools. These results are treated in two ways:

- (i) the mean scores of all 30 codifiers are examined, to provide the framework of evaluation, and*
- (ii) the scores of the consistent codifiers are used for comparison of overall trends and for further refining the evaluation process.*

A discussion of findings leads to a reappraisal of the Check List as an instrument of evaluation, and there follows an attempt to answer the question: what makes a good occupational booklet? Two pamphlets are examined in detail: Nursing for

Men and Women (C.O.I.C., 'Choice of Careers') and Cowman
(C.O.I.C., 'If I Were').

This leads logically to the production of Hints for Publishers
of Occupational Information for Schools.

The readability aspects of the evaluation of occupational booklets
is further explored in relation to Cloze testing undertaken by
the consumers of occupational literature - the pupils.

A summary of findings is then presented.

Before finally drawing conclusions, a comparison of these research
findings with those of others is undertaken.

The final section deals with the author's conclusions.

PART 1.

An examination of the 'tool' (the Check List)
and the extent to which it can be regarded as
useful.

PART 1: THE CHECK LIST

The problem of the measure of agreement between codifiers needed investigation in order to assess how meaningful their results were. Lack of agreement in results would point to the weakness of the Check List as an instrument of evaluation, and conversely a high measure of agreement between codifiers would play a valuable part in the evaluation of occupational booklets, which is the principal object of this research.

Firstly, therefore, for exploratory purposes, a Rank Order correlation matrix was computed, using the ρ (rho) formula (Garrett 1966)¹. The computer used was an I.C.L. 1903A and the programme was written by P.M. Gascoigne of the Computer Unit, Sunderland Polytechnic. (Rank Order Table 11 pages 312-3)

Secondly, a correlation matrix was computed from the total raw scores of the codifiers using the Pearson Product Moment formula (ibid.)² and the following computer programme: Statistical Pre-Processor³ and the Kingston On-Line Statistical Package.⁴

1. Garrett H.E., Statistics in Psychology and Education, Longmans, 1966 (6th edn.), p.373.
2. ibid., p. 142-3.
3. Newman G.L., Statistical Pre-Processor, Computer Unit, Sunderland Polytechnic.
4. Kingston On-Line Statistical Package, Kingston upon Hull Polytechnic..

As the Product Moment formula deals with the size of the scores as well as with their position in the series, this method was considered to produce a more accurate picture. (Total Raw Score Table, 12 pages 314-5))

These two matrices produced an overall picture of the measure of agreement between codifiers.

In order to assess whether such agreement between codifiers was reflected in the same way throughout the sectional scores, raw score correlation matrices were computed by the same method for all 5 sections of the Check List. (Sectional Raw Score Tables 13-17 pages 316-325) Examples of these correlations, calculated manually, can be found in Appendix 4 at the end of this volume).

The next step was to determine whether these correlations were statistically significant or not, whether, in fact, such results could have been achieved by chance. Before such a judgement can be made some critical point must be designated along the probability scale which would separate these two categories. Of the two usually used (the .05 level and the .01 level) it was decided to use the .01 level of significance as being the more exacting of the two, and from which we infer that such correlation coefficients were not likely to have been achieved by chance more than one in a hundred times.

Calculation of levels of significance:

Rank Order. This was calculated at 0.29 at the .01 level.¹

Raw Score. This was calculated at 0.31 at the .01 level.²

These levels of significance are only indications of the probability of random association, i.e. that if the correlation coefficient is more than 0.29 and 0.31 the association is not likely to be achieved by chance more than one in a hundred times. In relation to this research, association was expected. The nature of the two variables concerned in this research exercise made some agreement probable because the codifiers themselves were all experienced teachers and the literature they were rating was generically of one kind - booklets dealing with information about occupations. The question to be determined was whether such association was sufficiently high to support the idea of consistency between codifiers.

Establishing reliability between codifiers was not a tenable proposition in that traditional methods of estimating reliability could not be used. The author is aware that the reliability of a test is usually measured by test re-test, or by correlating the scores on half of the test with those on the other half and applying the Spearman-Browne correlation, or by using the Kuder-Robinson formula.

1. Adapted from Table 2 in Glosser G.H. and Winter R.F., "Critical Values of the Coefficient of Rank Correlation for testing the Hypothesis of Independence", Biometrika, 48, (1961), p.444-447.
2. Adapted from Table 25 in Garrett H.E. Statistics in Psychology and Education, Longmans 1966, p.201.

The coefficients of reliability thus obtained are an estimate of the consistency of the test in measuring whatever it does measure.

In relation to essay marks, as Wiseman (1949)¹ points out, such coefficients of reliability are a measure of the reliability of the markers not the test.

The test re-test method would have been highly desirable in relation to this research in that the degree of agreement between two sets of marks could have been correlated for each codifier, and self-consistency could have been measured. Two major obstacles prevented this. Firstly, the time taken on the initial test: a whole weekend was devoted to this and the sheer exhaustion of the codifiers made it impossible to obtain their agreement to repeat this arduous task.

(The author has much sympathy with this point of view.) Secondly, other arguments against re-testing were put forward by the codifiers themselves. It is interesting to note that these arguments support, to a large extent, the major objections to re-test put forward by Nuttall and Willmott (1972)² and were:

- (i) The underlying level of 'achievement' of the group was likely to change from one test situation to another, especially if several months elapsed between the two. As teachers,

1. Wiseman S. "The Marking of English Compositions in Grammar School Selection", Brit. Journal of Ed. Psychology, 19, (1949), p.200-209.
2. Nuttall D.L. and Willmott A.S. British Examinations: Techniques of Analysis, N.F.E.R., 1972, p.32-33.

with enquiring minds, they were likely to discuss their scores with each other and with Careers specialists in their own schools. This would have affected their scoring of the booklets on the second occasion.

If re-test had taken place within a short space of time, the teachers would remember the previous scoring and the exercise would merely be a mechanical repetition of the earlier exercise.

- (ii) The codifiers' motivation would suffer considerably when faced with the same Check List and the same 65 booklets.

As Nuttall and Willmott (1972) point out, "Because of the presence of these effects, which cause an unwarranted similarity in performance from one session to the next, the obtained self-correlations would be an over-estimate of the actual reliability." (ibid. p.33)

The problem of establishing consistency seemed to parallel that which arises in the marking of essay type examination questions.

"With papers composed of essay questions a factor is introduced which necessarily renders itself worthy of consideration. This is the effect of having an examiner making a judgement (often very subjective) of a candidate's written answer to a question." (ibid. p.41)

This same element is present in the use of the Check List.

The problem of consistency in essay marking has come under criticism since Hartog and Rhodes (1935)¹ in their investigation for the International Institute Examinations Enquiry concluded that the marks of university examiners were unreliable. The particular unreliability to which these authors referred related to the fact that when two examiners were given the same essays to mark, not only were they likely to assign different marks for the same performance, but they were equally likely to produce different distributions for the same group of candidates. Such evidence supports the dilemma produced by the performance of our 30 codifiers. The extent of the difference in agreement is the crux of the problem of establishing consistency.

Criticism of the work of Hartog and Roberts came from Vernon (1965)². He pointed out that some of the experiments for measuring the consistency between different markers were rendered quite "futile" by the selection of unduly homogenous sets of scripts for the markers to mark. In addition, "The present writer (Vernon) was more impressed by the smallness than by the largeness of the discrepancies. Hartog and Rhodes should have pointed out that the median disagreement between any two examiners is not more than

1. Hartog P. and Rhodes E.C. An Examination of Examinations, Macmillan, 1935.
2. Vernon P. (1965) quoted in Heywood J. Assessment in Higher Education, J.Wiley and Sons, 1977, p.32.

3 per cent in the best conducted examinations."

Another approach to the problem of establishing the measure of agreement between markers has come from Thompson and Bailes (1926)¹. In this research the correlation coefficient of each examiner with the totals of the rest were calculated. Essays were written by elementary school pupils and the markers were (a) a group of six head teachers of elementary schools, and (b) a group of five women students inexperienced in marking compositions. The correlations of the group (a) ranged from .57 to .82 with a mean of .76, and those of group (b) ranged from .52 to .73 with a mean of .63. The group of head teachers, with essay marking experience correlated more highly. Our codifiers were all inexperienced in using the Check List, and the above correlations seem to point to the sort of measure of agreement which might generally be expected.

Methods for measuring the consistency and reliability of markers would seem to fall into two broad classes: those in which one marker's results are compared with those of other markers, and those in which a single marker's results are compared with his own second marking. In the case of the former, reports on the comprehensive research by Cast (1939)² is interesting. In Cast's research 12 examiners - all experienced teachers - marked the scripts of 40 schoolgirls aged 14-15

1. Thompson G.H. and Bailes S. "The Reliability of Essay marks", Forum of Education, IV, 1926, p.85-91.
2. Cast H.M.D. "The Efficiency of Different Methods of Marking English Compositions, Brit.Journ. Ed.Psychol., IX, 1939, p.257-269.

by four different methods: (a) individual marker's own method; (b) achievement of aim; (c) general impression, and (d) analytic method. (Our codifiers used an analytic method in this research.) The analytic method and the general impression methods were found to be superior to the other two. The average correlations between the 12 examiners ranged from .261 to .597. This again provides some evidence of the sort of correlations achieved in this type of research.

With regard to the marking of English essays two important points are made by Wiseman (1949)¹: the importance of selecting experienced markers, and that self-consistency is a more accurate measure than inter-marker consistency. Four experienced markers were employed, over a period of 10 years by Devon County to mark English compositions for 11 plus selection. Each marked the essays independently, making no mark on the scripts. The final mark awarded to each composition was the sum of the four independent assessments. Some three months after the original marking had been completed, a random sample of one-tenth of the scripts was sent back to the markers for re-marking. The following Tables show markers' inter-correlations for two years and mark re-mark correlations:

Markers' inter-Correlations

	<u>1943</u>					<u>1948</u>			
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>		<u>A</u>	<u>E</u>	<u>F</u>	<u>G</u>
Marker A		.85	.75	.85	Marker A		.73	.64	.53
Marker B	.85		.74	.79	Marker E	.78		.71	.54
Marker C	.78	.74		.72	Marker F	.64	.71		.58
Marker D	.85	.79	.72		Marker G	.53	.54	.58	

1. Wiseman S. "The Marking of English Compositions in Grammar School Selection", Brit.Journ.Ed.Psychol., 19, 1949, p.200-209.

Mark Re-Mark Correlations

	<u>1943</u>		<u>1948</u>
A	.76	A	.86
B	.72	E	.83
C	.85	F	.70
D	.79	G	.60

This gives an indication of what reliability coefficients are usually like and provides evidence of the sort of standard to be looked for in our work.

In view of the lack of re-test, the author determined to look for consistency between the codifiers in the use of the tool, which was taken as the common, unalterable element. The tool, being inanimate, remained objective. The consistency would therefore be shown in the inter-correlations of scores obtained by the use of the tool: the greater the correlation the higher the consistency, and if all correlations were positive and significant, then considerable consistency is present.

The question was then asked: How high should such correlations be to provide evidence of good inter-marker consistency? It was felt that whilst it had not been possible to establish reliability, nevertheless similar levels should be applied.

"For multiple-choice examinations, reliability from 0.90 to 0.97 are considered good and are typical of well-constructed tests..... For essay papers, less is known about the actual values likely to be determined, but the same values are to be considered a target to be aimed for."

(Nuttall and Willmott 1972)¹

1. *ibid.* p.41-42.

Under these circumstances, therefore, and taking into account the correlations obtained in previous research, it was felt that in the interpretation of the correlation matrices, correlations of below .80 should not, in general, be used as evidence of good inter-marker consistency.

Having used the matrices to discover consistent codifiers, conversely it will be helpful to identify inconsistent codifiers. Whilst their judgements on the booklets cannot make a significant contribution to the evaluation of the literature, nevertheless their lack of agreement can shed light on the question: Can the Check List be used only by experienced Careers teachers? which is discussed at the end of Part 1.

Rank Order and Total Raw Score Correlation Matrices.

None of the correlations were achieved by chance. In the case of the Rank Order correlation matrix all correlations were above 0.29 at the .01 level. Similarly with the Total Raw Score correlation matrix all correlations were above 0.31 at the .01 level. A detailed examination of the matrices would appear to show the following:

- (a) correlations of 0.80 and above were more in evidence than had been expected, taking into consideration the interpretive nature of the task and the different teaching backgrounds of some of the codifiers;
- (b) correlations of 0.90 and above (which are considered good for multiple-choice examination questions) were also not uncommon, e.g.

codifiers 1 and 2:	rank order	0.94;	raw score	0.96
" 1 and 10:	"	0.92;	"	0.93
" 1 and 14:	"	0.90;	"	0.89
" 1 and 30:	"	0.91;	"	0.92.

The highest correlations obtained were 0.96 (rank order and raw score) between codifiers 12 and 16, and 0.95 between codifiers 6 and 26, and codifiers 12 and 14.

Codifiers 12 and 16 were both highly experienced teachers (codifier 12: 15 years experience; codifier 16: 17 years

experience). The former was a Head of Careers in a purpose-built Comprehensive school, and the latter was a Head of House, with no direct responsibility for Careers work. Agreement here would seem to depend on years of experience rather than on the nature of their school duties. Similarly, codifiers 6 and 26, who also correlated highly, whilst being experienced teachers, had different occupational environments. Codifier 6, with 12 years experience, taught in a Junior school, whilst codifier 26, with 9 years experience, was involved in pastoral work in a large Comprehensive school.

High correlations in relation to codifier 1 were not unexpected, in that he was the most experienced (20 years), had been a Head of Careers for some 15 years, and had organised and developed a flourishing Guidance department within his school (an unreorganised Secondary school with a G.C.E. stream). Codifier 2, whilst almost matching the former's teaching record (17 years) had concentrated his energies on the pastoral side of Guidance in his Comprehensive school. Similarly, codifier 10, with 15 years experience, had not been involved in Careers work in school; nor had codifier 14 (15 years experience), or

codifier 30 (18 years experience). It may be that these codifiers were more highly motivated and serious in their attempts to do the work well.

- (c) evidence of low correlation was sparse. None was below 0.50. The lowest was 0.51 (raw score 0.50) between codifiers 15 and 17. These codifiers had dissimilar backgrounds. Codifier 15, with 14 years experience, taught in a Junior school, whilst codifier 17, with 10 years experience, was a class teacher in a Comprehensive school. An interesting point to be noted is that the majority of these low correlations occurred in relation to codifier 1, who, as has been stated, on subjective grounds of length of experience, specialisation in Careers work and wide knowledge of Careers literature, was considered by the author to be the most reliable codifier, e.g.

codifiers 1 and 3:	rank order	0.57;	raw score	0.58
" 1 and 11:	"	0.54	"	0.59
" 1 and 15:	"	0.53;	"	0.55
" 1 and 23:	"	0.55;	"	0.55
" 1 and 27:	"	0.55;	"	0.56.

With two exceptions (codifiers 11 and 15) all these codifiers were Heads of Careers with more than 10 years experience.

Codifier 11 (12 years experience) and codifier 15 (14 years

experience) were both class teachers in a Junior school.

It is interesting to note that such poor agreement is not reflected throughout the section scores of these codifiers.

Whilst these matrices indicate that a high level of agreement can be reached between codifiers when rank order and total raw scores are taken into account, the problem of how such scores were arrived at is of vital importance in attempting to evaluate literature in respect of entry requirements, job information, social information, readability and appearance. A score of 60, for example, was obtained in the following different ways:

<u>Paml.</u>	<u>Cod.</u>	<u>Item 1</u>	<u>Sec.A</u>	<u>Sec.B</u>	<u>Sec.C</u>	<u>Sec.D</u>	<u>Total</u>
6	1	3	8	20	20	9	60
7	1	3	7	24	17	9	60
17	1	3	8	22	17	10	60
3	2	9	9	22	20	6	60
7	2	3	10	22	18	7	60
17	3	3	8	22	17	10	60
21	4	3	10	19	19	9	60
17	5	3	8	22	17	10	60
8	6	3	10	19	21	7	60
12	6	3	9	20	19	9	60
9	7	3	12	20	14	11	60
15	10	3	8	20	21	8	60
2	13	3	7	25	18	7	60
6	13	8	8	20	20	9	60
7	13	3	7	14	17	9	60
17	13	3	8	22	17	10	60
54	14	12	12	23	15	6	60
3	17	3	6	24	21	6	60
15	17	3	8	24	18	7	60
12	19	3	10	23	17	7	60

Range: 3 - 4 6 - 12 14 - 24 14 - 21 6 - 10

The range of marks awarded by individual codifiers to each section still results in a total score of 60. Are such pamphlets equally valuable? Are total scores meaningful in the light of sectional variations? (For further discussion on totalling of scores see pages 223-224 and 301)

Sectional Matrices. (pages 316-325)

The aim in examining the sectional matrices was twofold: first, to establish whether a measure of agreement existed between the 30 codifiers within individual sections, and second, to trace codifiers who, throughout all sections, were significantly in agreement or disagreement. If codifiers could be found, who had awarded similar marks for the five diverse sections, this would seem to show that they were truly in agreement in their interpretation of what the Check List was looking for. By identifying such codifiers, it might then be possible to classify them as consistent codifiers. Conversely, by the same method it might be possible to identify codifiers whose results could be classified as 'suspect'.

Item 1. (Publisher, date of publication etc.)

All results were above the level of significance. Whilst the majority of the results fell into the 0.60 to 0.80 band, correlations

of 0.90 and above were achieved, e.g. codifiers 15 and 17: 0.91; codifiers 8 and 18: 0.93; codifiers 6 and 8: 0.92; and codifiers 6 and 18: 0.96.

Higher overall correlations might have been expected in that this section gave less opportunity for subjective interpretation by codifiers. This less interpretive aspect may also account for the absence of very low correlations, the lowest being 0.49 between codifiers 11 and 26.

Section A (Entry qualifications)

Overall, the correlations for this section were not as high as those for Item 1. The majority fell into the 0.50 to 0.70 band. Fewer correlations above 0.90 were found, the highest being 0.94 between codifiers 11 and 27. Surprisingly, considering the factual nature of the information being looked for, some results were below the level of significance, e.g. codifiers 1 and 15: 0.22; codifiers 5 and 17: 0.29, and codifiers 13 and 17: 0.31 (at the level of significance). Three explanations can be put forward for this: even using the Notes the codifiers were still not sure what they were looking for, or the rigidity of the Notes in respect of this section prevented a broader interpretation, or the codifiers did not read the Notes.

Section B (Job information)

All results were above the level of significance. The majority fell into the 0.70 to 0.90 band. The measure of agreement indicated by the matrix would seem to show that the codifiers were generally more familiar with the type of information sought, e.g. conditions of work, hours etc. There may also have been consistency in the information which was absent, e.g. wages, trade union membership. (These points are amplified in the second part of the results, see pages 243-244)

Section C (Social information)

All results were above the level of significance. The majority fell into the 0.70 to 0.90 band. The identification of this data and its interpretation by codifiers was more consistent than had been expected. Often this type of information is given indirectly or by means of pictures. Interpreting its presence in terms of the Check List and Notes required greater insight by the codifiers. When the results are looked at in terms of the scores given to this section it may be that the agreement lies in the absence of such information in the booklets.

Section D (Readability and appearance)

The correlations for this section were not as high as expected. The results of the Cloze Readability Measure should have provided a basis of consensus. It did not.

The appearance of the booklets is perhaps the most subjective element in the Check List, giving codifiers the opportunity to display their own tastes and preferences. This display of taste and preference may help to account for the fact that some correlations were below the level of significance:

<u>Codifiers</u>	<u>Results</u>	<u>Codifiers</u>	<u>Results</u>
2 and 11	0.29	9 and 15	0.29
7 and 13	0.27	9 and 19	0.24
7 and 17	0.30	10 and 11	0.29
9 and 13	0.31	11 and 17	0.29
14 and 17	0.28	15 and 17	0.20

Having looked generally at the matrices, an attempt was made to establish whether a significant measure of agreement existed between codifiers throughout all sections. Correlations of 0.80 and above were extracted for each section. This list was then examined to find out if any two codifiers related consistently throughout. No two codifiers did so. Three pairs of codifiers were in agreement above the 0.80 level in four sections, and two pairs were in agreement in three sections. Codifiers 21 and 23 were also extracted as having the next highest measure of agreement: two sections narrowly failed to reach the 0.80 level. This decision was reinforced by the fact that codifier 23 had also correlated highly with two other codifiers, 19 and 27, thus providing further evidence of the consistency of one of the pairs (21 and 23). It is interesting to note that in relation to Section D, where some codifiers fell below the

level of significance, the consistent codifiers maintained more stable results, ranging from 0.62 to 0.86. This measure of agreement is now displayed in tabular form:

<u>Codifiers</u>	<u>Item 1</u>	<u>Sec.A</u>	<u>Sec.B</u>	<u>Sec.D</u>	<u>Sec.D</u>	<u>No. of sections in agreement</u>
1 and 13	0.84	0.53	0.86	0.87	0.77	3
21 and 23	0.82	0.82	0.73	0.67	0.74	2
23 and 27	0.87	0.92	0.89	0.84	0.62	4
3 and 11	0.77	0.94	0.89	0.84	0.86	4
19 and 23	0.80	0.84	0.81	0.80	0.65	4
4 and 12	0.82	0.73	0.89	0.91	0.73	3

Next, an attempt was made to identify those codifiers who had achieved only a low level of agreement. No pairs of codifiers had correlations of 0.40 or below throughout all sections. Indeed, in Section B only codifiers 17 and 20 and 1 and 15 had a correlation as low as 0.38 and 0.39 respectively. Similarly, in Section C correlations of 0.48 (codifiers 1 and 15) and 0.49 (1 and 23) were the lowest recorded. In Section D, however, the amount of disagreement between codifiers appeared noteworthy. For example, below the level of significance were:

<u>Codifiers</u>	<u>Corr.</u>	<u>Codifiers</u>	<u>Corr.</u>
1 and 7	0.09	1 and 9	0.29
2 and 7	0.19	2 and 9	0.30
2 and 11	0.29	2 and 17	0.29
2 and 19	0.30	4 and 17	0.26
7 and 16	0.31	7 and 17	0.30
9 and 15	0.29	9 and 19	0.24
9 and 17	0.28	11 and 17	0.29
14 and 17	0.28	15 and 17	0.30
16 and 17	0.25	17 and 27	0.29

Codifiers who appeared to have low correlations throughout 3 or 4 sections were:

<u>Codifiers</u>	<u>Item 1</u>	<u>Sec.A</u>	<u>Sec.B</u>	<u>Sec.D</u>	<u>Sec.D</u>	<u>Sections</u>
17 and 27	0.71	0.28	0.38	0.50	0.19	3
15 and 17	0.66	0.21	0.31	0.50	0.20	3
17 and 19	0.68	0.37	0.42	0.56	0.25	2

Of these pairs of codifiers, 19 and 27 have already been classified as consistent. Therefore the remaining codifiers may be regarded as inconsistent: codifiers 15 and 17. Both these codifiers had no direct contact with Careers work in school. Codifier 15 (14 years experience) taught in a Junior school, and codifier 17 (10 years experience) was a class teacher in a Comprehensive school. It is interesting to note that disagreement was more pronounced in Sections A and D. For Section A this is somewhat surprising in that entry qualifications would seem easier to interpret even by those not directly concerned with Careers work in schools. The fact that both these codifiers had no connection with Careers work will shed light on whether experience in Careers work is an essential ingredient for a user of the Check List. (see pages 222-223)

The question was then asked: What do we know about the codifiers who correlated highly? The first point to be looked at was whether they correlated highly with each other:

Table 9Correlation between 10 Consistent Codifiers

<u>Codifiers</u>	<u>Total Raw Score Corr.</u>	<u>Codifiers</u>	<u>Total Raw Score Corr.</u>
1 and 13	0.86	19 and 1	0.58
1 and 21	0.72	19 and 13	0.68
1 and 23	0.55	19 and 21	0.73
1 and 27	0.56	19 and 27	0.93
1 and 3	0.58	19 and 3	0.90
1 and 11	0.59	19 and 4	0.72
1 and 19	0.60	19 and 12	0.75
1 and 4	0.91	19 and 23	0.85
1 and 12	0.89	19 and 11	0.89
13 and 1	0.86	21 and 1	0.72
13 and 21	0.88	21 and 13	0.88
13 and 27	0.71	21 and 27	0.75
13 and 3	0.79	21 and 3	0.82
13 and 11	0.70	21 and 11	0.75
13 and 19	0.69	21 and 4	0.83
13 and 4	0.92	21 and 12	0.81
13 and 12	0.85	21 and 23	0.80
13 and 23	0.78	21 and 19	0.73
23 and 1	0.55	11 and 1	0.54
23 and 13	0.75	11 and 13	0.67
23 and 3	0.96	11 and 21	0.71
23 and 11	0.88	11 and 23	0.86
23 and 4	0.74	11 and 27	0.91
23 and 12	0.77	11 and 3	0.89
23 and 27	0.91	11 and 4	0.89
23 and 19	0.85	11 and 12	0.72
27 and 1	0.55	3 and 1	0.57
27 and 13	0.74	3 and 13	0.76
27 and 21	0.74	3 and 11	0.89
27 and 3	0.90	3 and 21	0.82
27 and 11	0.91	3 and 27	0.90
27 and 4	0.70	3 and 23	0.97
27 and 12	0.75	3 and 4	0.75
27 and 19	0.92	3 and 12	0.76

Overall, codifiers appear to agree with each other above the 0.70 level, with the exception of codifier 1. These codifiers can therefore be considered consistent in that there is a high measure of agreement between them (codifiers 13, 21, 23, 27, 3, 11, 19, 4, 12, and to a lesser extent codifier 1). Their rating of the literature can therefore be used in Part 2 in two ways, for comparison purposes (to see whether the average results of the 10 consistent codifiers mirror the trends illuminated by the average scores of the 30 codifiers), and to establish more precisely the type of literature most highly rated and most poorly rated.

A summary of findings is also presented on pages 278-279)

Before concluding this section, the question of: What makes a consistent codifier? has to be examined. From an examination of the curriculum vitae of the 10 consistent codifiers it has been possible to extract the following data:

- (i) Nine out of ten were Heads of Careers in Secondary schools. The tenth (codifier 11) had worked for twelve years in a Junior school but had 6 years of previous experience in industry;
- (ii) five of the ten codifiers came from unreorganised Secondary schools with a G.C.E. stream (codifiers 1,3,13,21,27), four came from Comprehensive schools and one from a Junior school;

- (iii) years of experience varied within the group, ranging from 8 years (codifier 4) to 20 years (codifiers 1, 21, 27);
- (iv) nine out of ten codifiers were responsible for Careers libraries and were therefore familiar with a range of literature, especially the C.O.I.C. 'Choice of Careers' series.

From this data it would seem that teaching experience alone does not make for a consistent codifier: an involvement with Careers literature, preferably as Head of Careers would seem to be necessary. Previous industrial experience (as in the case of codifier 11) may also provide consistent users of the Check List.

The identification of codifiers 15 and 17 as inconsistent also sheds light on the problem of the necessity of users of the Check List having some knowledge of Careers work and literature. Codifier 15 (14 years experience) was a Junior school teacher, and codifier 17 (10 years experience) a class teacher in a Comprehensive school. Their present teaching environment precluded any direct contact with the area of Careers work : their interest may therefore have been less . This analysis, however, is based on sectional consistency. It should be remembered that in relation to Rank Order and Total Raw Scores a very different picture emerges. Codifiers who correlated most highly were not Heads of Careers (see pages 211-213). This would seem to highlight the danger of only considering totals which are capable of

being arrived at by many different routes. Indeed, it should be stressed that in the practical school situation teachers would use the whole Check List, or parts of it, within their own framework of Careers Education. Its use does not depend on totalling scores, or even comparing such scores with those of other teachers. (see pages 167-168). Just as Hollis and Hollis (see pages 55-57) make a plea for 'personalizing the information process', so the author reiterates the need for personalizing the use of the Check List.

PART 2.

What the use of the 'tool' enables us to say

about occupational booklets in use in

Secondary schools.

PART 2.

The evaluation of occupational booklets in use in Secondary schools, in terms of this research, is dependent upon the results obtained by codifiers from a sample of 65 pieces of such literature. Part 1 has dealt with the measure of agreement between these codifiers. It now remains to look at their results in detail from two points of view:

- (i) the overall trends of the results, involving the average results of all codifiers^t, and
- (ii) whether such trends are supported by the results of the 10 codifiers deemed consistent.

@ Evidence to support the value of basing judgements on consensus has come from Holsti (1969)¹ and from Block (1961)²:

"Because our chosen score is an average, simple psychometric logic argues that the consensus will correlate validity disproportionately more rapidly than it will cumulate error. Idiosyncracies of observers, inattentions and other observer flaws can be expected in the main to cancel each other and let through the stubborn truth." (Block 1961)

1. Holsti O.R. Content Analysis for the Social Sciences and Humanities, Addison Wesley, U.S.A., 1961.
2. Block J, The Q-Sort Method in Personality Assessment and Psychiatric Research, Springfield III, 1961, p.38, quoted by Holsti p.137.

Concerning (i) - average results of all codifiers

The scores from each of the 30 codifiers on each of the 65 booklets were transcribed on to separate Pamphlet Score Sheets, pro formae for which had been previously prepared. These sheets are to be found at the end of the volume (pages 356-420). From these Total Averages were then computed.

- (a) The commentary on this section of the results therefore begins with a general analysis of the Total Averages Table (pages 326-328 which leads to the production of a Rank Order Table (pages 329-332) for the 65 booklets. The usefulness of the Rank Order Table is then discussed.
- (b) Turning next to sectional analyses, as sectional totals were not uniform, the sectional scores from the Total Averages Table were translated into percentage terms to produce a Percentage Table (pages 333-335). (Notional percentages were also calculated.) There follows a commentary on this Table: a description of results followed by an analysis of results.
- (c) From visual scrutiny of the results, the range of marks awarded by individual codifiers to each section made an examination of conflict of opinion between codifiers necessary. For this purpose a Highest-Lowest Scores Table was produced (pages 336-338). A commentary on this Table follows.
Discussion of the problem of inconsistency and interpretation of the Check List is then deferred until the results of the 10 consistent codifiers have been examined.

Concerning (ii) - the results of the 10 consistent codifiers.

The scores of these 10 codifiers were extracted to find out whether their results were in agreement with the general consensus of all codifiers. Tabular evidence was produced as follows:

Total Raw Scores Table	(Pages	342-343)
Item 1 Raw Scores Table	(Pages	344-345)
Section A	(Pages	346-347)
Section B	(Pages	348-349)
Section C	(Pages	350-351)
Section D	(Pages	352-353+)
Highest-Lowest Scores	(Pages	354-355)

These Tables are then commented upon, firstly for consistency of findings with the previous results, and secondly for the problems revealed by them.

The remainder of the thesis is then devoted to:

- (a) A re-appraisal of the Check List as an instrument of evaluation; (pages 269-273)
- (b) A detailed analysis of 2 occupational booklets (pages 274-277)
 - Nursing for Men and Women (C.O.I.C. 'Choice of Careers), which was the most highly rated; and
 - Cowan (C.O.I.C. 'If I Were'), to attempt to analyse why this scored such low marks.
 - This leads logically to the production of
- (c) Hints for Publishers of Occupational Information for schools. (pages 280-281)
- (d) Turning next to the Cloze testing undertaken by the consumers of occupational literature - the pupils - a Children's Readability Cloze Score Table was produced . (pages 421-424)
 - A commentary on this Table follows.
 - To aid further analysis, the booklets were then placed in rank order for readability: Table of Rank Order: Children's Readability Scores (pages 425-432). Analysis of this Rank Order follows.
- (e) Next, there follows a comparison of our research findings with those of others in the field. (pages 292-294)
- (f) Finally, conclusions are drawn. (pages 295-310)

30 CODIFIERS' RESULTS.

COMMENTARY ON TOTAL AVERAGES TABLEAn Overview.

From the Average Totals Table (see pages 326-328)
the following picture emerges:

<u>Average Totals</u> <u>Scores</u>	<u>No. of pamphlets</u>	<u>Source</u>
90 - 80	None	
79 - 70	3	C.O.I.C.
69 - 60	6	5 C.O.I.C. 1 Prof.Ass.-Empl.
59 - 50	16	14 C.O.I.C. 1 'Going My Way' 1 Prof.Ass.-Empl.
49 - 40	13	1 C.O.I.C. 1 'Factsheet' 11 Prof.Ass.-Empl.
39 - 30	20	8 'If I Were' 4 'Factsheets' 8 Prof.Ass.-Empl.
29 - 20	6	1 'If I Were' 5 Prof.Ass.-Empl.
19 - 10	1	1 Prof.Ass.-Empl.

25 Out of 65 pamphlets had an overall score of 50 or more
 40 Out of 65 pamphlets had an overall score of 49 or less.
 Of these 25, 22 were from the C.O.I.C. 'Choice of Careers'
 series, one from G.P.Alexander's series 'Going My Way'
 (A Career as a Motor Mechanic) and two from the category
 Professional Associations-Employers (Police, published by
 the Home Office, and Medical Laboratory Technician, published
 by the Department of Health and Social Security.

Notional Average.

The notional average was calculated: 44.972.

<u>No. of pamphlets</u>	<u>Source</u>
23	C.O.I.C. 'Choice of Careers'
1	'Going My Way'
10	Professional Assoc.-Employers

34 Pamphlets had a score of 44.972 or above.

31 Pamphlets had an overall score of 44.971 or below.

Of these 23 were from the C.O.I.C. 'Choice of Careers' series
 (all the sample), one from G.P.Alexander's series 'Going My
 Way', and 10 from the category Professional Associations-Employers.

COMMENTS ON SERIES

C.O.I.C. 'Choice of Careers'

Only one of this series had a score of less than 50: Furniture Manufacture (47.233). None had a notional score of less than 44.972. The highest scoring pamphlet out of 65 was Nursing for Men and Women (78.600) , followed by Police (76.933) and Animal Care and Veterinary Service (71.766).

It is interesting to note that these pamphlets have been re-designed and re-written by the Careers and Occupational Information Centre and were re-issued in 1975. This would therefore seem to show that the new pamphlets are on the right lines - presenting a more comprehensive picture in a more attractive manner. Evidence to substantiate this statement will be found when individual sections are examined in detail. (see pages 239-249)

C.O.I.C. 'If I Were'.

Also published by C.O.I.C. is the series 'If I Were', leaflets designed for the less-academic. Of the

9 leaflets selected, the highest score was 36.900

(Kennel Maid) and the lowest was 29.766 (Electrician).

At first glance, such results would seem to indicate the unsuitability of the series for unsupervised use in Careers Education. However, it should be pointed out that these leaflets, designed as they are for the less academic pupil, have concentrated on getting across essential facts without confusing the reader with too much detail. Low scores therefore could be accounted for by the amount of detail required by the Check List.

'Activity Factsheets'

A similar attempt to present to present essential facts in a pleasing way has been attempted by the publisher T.Nelson, in the 'Activity Factsheets'. Here again the scoring is less than than both the Actual and Notional averages, the highest being State Enrolled Nurse (Get Well Soon) (40.366) and the lowest People and their Pets (Animal Crackers) (31.133).

One would expect both these series to score highly on Readability and Appearance in view of their stated aim: in fact they did not (see pages 248-249).

Professional Associations-Employers

In this category total scores were indeed mixed, ranging from 63.166, Careers in Building, published by the National Joint Council for the Building Industry, to 14.166, Speech Therapy as a Career, published by The College of Speech Therapists.

In this category there appeared to be two differing aims on the part of the publishers:

(a) recruitment: to attract young people to the industry or profession; or

(b) purely informational: to give facts to young people whose decision-making has already reached crystallisation.

Of the former, Police (published by the Home Office), at first glance presented an attractive cover, but rated poorly on Job Information and Social Information. A similar attempt had been made by The Chartered Insurance Institute with their

booklet Ten Men in Insurance. It is disappointing that an attempt to provide an interesting and varied account of opportunities in the field of Insurance did not "come off", perhaps because of the lack of detailed information required by the Check List.

Of the latter category (b), the stencilled sheets sent by the Cordon Bleu Cookery School (22.066) were aimed at those young people who had made a decision to study haute cuisine and required details of the length of courses and fees. It could be argued that these 'sheets' served the purpose for which they were intended. The Check List may not be appropriate for this type of 'committed' literature.

From our study of the results of this Table, the question arises: can any reliance be placed on it, in view of the discrepancies between codifiers which will be apparent in our discussions on the Highest-Lowest Score Table (see pages 336-338?).

It would be proper to say that it is possible to put the booklets in rank order by general consensus. The average taken over 30 codifiers would tend to be meaningful.

Does this Rank Order of pamphlets help the school to achieve a better supply of pamphlets?

It could be argued that, from the evidence of this sample, the C.O.I.C. 'Choice of Careers' booklets are still the most reliable 'buy'. But from discussions with Careers teachers (and as an ex-Head of Careers) this finding is not 'news'. Such teachers have found this to be so from their own experience. To the inexperienced, however, such knowledge can be of great assistance, particularly in planning a budget. Further, in those schools where there is no programme of Careers Education, and where the reliance on 'good' occupational literature is

the greater, the knowledge that the 'Choice of Careers' series is basically sound, provides a jumping off ground for the pupil in the decision-making process.

With other series, Professional Association literature and Employers' literature, the most that can be said is that there is 'good' and 'bad', and even these terms are relative in relation to the use to which the booklets are to be put. A good Careers teacher can use part of a booklet for a specific purpose.

There are two approaches for helping teachers with the problem of occupational information: one is to provide training in its use, and the other is to 'train' publishers to produce 'good' materials. The former can be done by providing in-service courses. It is interesting to note that in August 1977 the Schools Council Careers Education and Guidance project has set up regional information centres where teachers can be trained in the use of their materials. This is obviously a step forward. The latter can only be accomplished by making publishers aware of the problem involved in providing occupational literature for schools.

COMMENTARY ON SCORES IN SECTIONS

PERCENTAGE TABLE (pages 333-335)

ITEM 1 (Publisher, date of publication etc.)

In this section, 49 out of the 65 pamphlets scored ~~more~~ than 50 per cent, and the remaining 16 scored less. Here again the C.O.I.C. 'Choice of Careers' series showed the most comprehensive coverage. Six of this series scored between 80-89 per cent, and one pamphlet in the category Professional Associations-Employers (State Enrolled Nurse, published by the Department of Health and Social Security). Of the remaining 'Choice of Careers' pamphlets, 16 scored between 70-79 per cent and one 60-69 per cent. It is interesting to note that above the 50 per cent mark were also 5 'Activity Factsheets' published by T.Nelson and one pamphlet from the 'Going My Way' series, published by G.P.Alexander. There were 19 from the category Professional Associations-Employers.

The highest scoring pamphlet was Nursing for Men and Women (C.O.I.C. 'Choice of Careers' 83.325 per cent) and the lowest was Speech Therapy as a Career (The College of Speech Therapists).

It is again obvious that the series 'If I Were' (C.O.I.C.) scored poorly: all nine had a score of less than 50 per cent, due perhaps to the small, leaflet structure where space was at a premium.

NOTIONAL PERCENTAGE

This was calculated at 61.125 per cent.

Distribution above 61.125 per cent was as follows:

23	C.O.I.C. 'Choice of Careers'
<u>No</u>	C.O.I.C. 'If I Were'
5	T.Nelson, 'Activity Factsheets'
1	G.P.Alexander, 'Going My Way'
13	Professional Associations-Employers.

42 Pamphlets scored above 61.125 per cent.

23 Pamphlets scored less.

These scores, too, reflect, the reliability of the 'Choice of Careers' series and the lack of the required information in all the pamphlets in the 'If I Were' series.

SECTION A (Entry Information)

In this section 58 out of the 65 pamphlets scored more than 50 per cent - indeed, of these, 27 scored 70 per cent or above. The highest scoring pamphlet was again, Nursing for Men and Women (C.O.I.C. 'Choice of Careers', 93.608 per cent) and the lowest was Forestry in Great Britain (Forestry Commission, 19.441 per cent).

It is interesting to note that 27 pamphlets scored 70 per cent or over. These included 14 from the C.O.I.C. 'Choice of Careers' series, the Home Office booklet on Police, plus 10 other pamphlets from the category Professional Associations-Employers, one from the series 'If I Were' (C.O.I.C.) and one from the series 'Going My Way' (G.P.Alexander).

As Entry Information is so important in the selection of an occupation, surely a score of more than 70 per cent is necessary to give adequate information? Only 27 pamphlets achieved this. In relation to Professional Associations in particular, it would seem to be vital to tell prospective candidates all they need to know about entry - not 50 per cent of it.

NOTIONAL PERCENTAGE (SECTION A)

This was calculated at 64.003.

Distribution above 64.003 per cent was as follows:

23	C.O.I.C. 'Choice of Careers'
3	C.O.I.C. 'If I Were'
<u>No</u>	T.Nelson, 'Activity Factsheets'
1	G.P.Alexander, 'Going My Way'
13	Professional Associations-Employers

40 Out of 65 pamphlets had a score of 64.003 per cent or above.

25 Out of 65 had a score of less.

The absence of the 'Activity Factsheets' may be accounted for by the fact that the kind of occupations described do not, on the whole, have specific entry requirements.

SECTION B . (Job Information)

The results of this section the writer found somewhat unexpected. Only 17 out of the 65 pamphlets scored more than 50 per cent. The other 48 scored less. The highest scoring pamphlet was, again, Nursing for Men and Women (C.O.I.C. 'Choice of Careers', 72.582 per cent) and the lowest was Speech Therapy as a Career (The College of Speech Therapists, 6.665 per cent).

Referring to the point made earlier, that some Professional Associations may gear their literature only to essential information, it would seem that in this case such literature has defeated its own object.

Even the C.O.I.C. 'Choice of Careers' series had 9 pamphlets with a score of less than 50 per cent, but of these only one fell into the 30-39 per cent range (Speech Therapist 32.000).

Job Information - what the worker actually does - is such a basic prerequisite for any young person engaged in occupational decision-making, the results expected from this

section were that they should have been higher overall.

These low results may be accounted for, to some extent, by the inclusion, in the Job Information section of the Check List and Notes, of details of Earnings, Pensions and Union Membership. It may be that publishers are reluctant to include specific details of salaries because of the danger of obsolescence. Union membership and pension details may still be regarded - by employers at least - as being post-employment information.

NOTIONAL PERCENTAGE (SECTION B)

This was calculated at 39.077.

Distribution above 39.077 per cent was as follows:

22	C.O.I.C. 'Choice of Careers'
<u>No</u>	C.O.I.C. 'If I Were'
<u>No</u>	T.Nelson 'Activity Factsheets'
1	G.P.Alexander 'Going My Way'
9	Professional Associations-Employers.

32 Out of 65 pamphlets had a score of 39.077 or above.

23 Out of 65 had a score of less.

It is interesting to note that one pamphlet in the C.O.I.C.

'Choice of Careers' series fell below 39.077 per cent

(Furniture Manufacture, 34.082 per cent).

None of the pamphlets in the series 'If I Were' and the 'Activity Factsheets' reached the notional average. For series designed to get over job essentials this is a matter of concern.

SECTION C (Social Information)

The results in this section would seem to support the evidence from previous research referred to earlier on the dearth of psycho-social information (see pages 85-7,96±8). Out of 65 pamphlets, only 16 scored 50 per cent or over. The rest, 49, scored less. Of the C.O.I.C. 'Choice of Careers' series, 2 rated highly (Police 80.312 per cent, and Nursing for Men and Women 82.603 per cent). However, only 16 of this series rated more than 50 per cent. The other 8 rated below this. The highest score in this section was Nursing for Men and Women (C.O.I.C. 'Choice of Careers') referred to above, and the lowest was Forestry in Great Britain (Forestry Commission, 11.456 per cent).

It is evident that, with the two notable exceptions referred to above, the literature surveyed showed evidence of a lack of provision of Social Information. The fact that 26 pamphlets scored less than 29 per cent points to the need for teacher awareness of this lack which has to be compensated for from other sources. This point is further reinforced by the fact that only 6 pamphlets rated higher than 60 per cent.

NOTIONAL PERCENTAGE SECTION C

This was calculated at 39.846 per cent.

Distribution above this figure was as follows:

23	C.O.I.C. 'Choice of Careers'
<u>No</u>	C.O.I.C. 'If I Were'
<u>No</u>	T.Nelson 'Activity Factsheet'
1	G.P.Alexander 'Going My Way'
6	Professional Associations-Employers

30 Out of 65 pamphlets had a score of 39.846 per cent or above.

35 Out of 65 had less.

For the less academic child, Social Information may be vitally important in trying to distinguish between a range of occupational alternatives which require few (or no) academic qualifications. The fact that both the series 'If I Were' and the 'Activity Factsheets' scored poorly would seem to indicate a need to reassess what information is important for inclusion when space is limited.

SECTION D (Appearance and Readability)

In this section, the results seem to point to an awareness, on the part of publishers and others connected with the production of occupational booklets, of the importance of attractive presentation. This is shown by the fact that 55 out of the 65 pamphlets scored 50 per cent or more. Only 10 scored less. The highest score was recorded for Nursing for Men and Women (C.O.I.C. 'Choice of Careers, 79.716 per cent) and the lowest The Profession of Chiropody (The Society of Chiropodists, 41.383 per cent).

Certainly the evidence from this sample would also seem to lay the myth that 'commercial' literature is, on the whole, more attractively presented than other occupational literature.

The writer would have expected higher scores in this section from the series 'If I Were' (C.O.I.C.) and the 'Activity Factsheets' (T.Nelson), both of which appeared to cater for the less-academic pupil. The 14 pamphlets in these series scored between 40-49 per cent, not high enough to point a significant difference in approach, where low scores in other sections were compensated for by high scores in Readability and Appearance.

NOTIONAL PERCENTAGE SECTION D

This was calculated at 59.891 per cent.

Distribution above this figure was as follows:

23	C.O.I.C. 'Choice of Careers'
<u>No</u>	C.O.I.C. 'If I Were'
<u>No</u>	T.Nelson 'Activity Factsheets'
3	Professional Associations-Employers.

26 Out of 65 pamphlets had a score of 59.891 per cent or above.

39 Out of 65 had less.

Owing to the particular construction of the Check List, it is not possible to separate Cloze results from Appearance. It is therefore not possible to say whether scores were poorer for one rather than the other. The overall results, particularly for the series designed for the less-academic, indicate a need for re-appraisal by their authors.

HIGHEST AND LOWEST SCORES¹Analysis of Results

From the table showing the highest and lowest scores per pamphlet and per section, it would appear that, over-all, there are considerable discrepancies between the ratings of codifiers.

From a study of the totals, the biggest divergence appeared in the following booklets:

<u>Title</u>	<u>Publisher</u>	<u>Series</u>	<u>Divergence (marks)</u>
Furniture Manufacture	C.O.I.C.	Choice of Careers	44
Neducak Kabiratirt Technicians	"	"	41
Forestry in Great Britain	Forestry Commission		40
State Enrolled Nurse	T.Nelson	Activity Factsheet	39
Speech Therapist	C.O.I.C.	Choice of Careers	38
Chiropodist	"	"	38
Footwear and Leather Goods Manufacture	"	"	37
A Careers as a Motor Mechanic	G.P. Alexander	Going My Way	37

1. See Highest-Lowest Scores Table, pages 336-338. See Table of Range of Differences in Highest-Lowest Scores, (pages 339-341)

Sectional DivergenceItem 1 (Publisher, Date of Publication etc.)

Three booklets had a divergence of 3 out of a possible

total of 4:

<u>Title</u>	<u>Publisher</u>	<u>Series</u>	<u>Divergence</u>
The Gardener (Say it with Flowers)	T.Nelson	Activity Fact- sheet	3
Carpenter and Joiner (As Safe as Houses)	"	"	3
People and their Pets (Animal Crackers)	"	"	3

Section A (Entry Information)

The most glaring divergence was a disparity of 11 to 0 in:

Forestry in Great Britain	Forestry Commission	11
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This was followed closely by:

Engineering Bench and Machine Work for Boys and Girls	C.O.I.C.	Choice of Careers	10
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Section B (Job Information)

The maximum score for this section was 40, and the greatest divergence was:

<u>Title</u>	<u>Publisher</u>	<u>Series</u>	<u>Divergence</u>
Footwear and Leather Goods Manufacture	C.O.I.C.	Choice of Careers	30
Forestry in Great Britain	Forestry Commission		25

It is also worthy of note that with the Cordon Bleu booklet, whilst there was only a divergence of 11 marks between the highest and the lowest scores, the lowest score was 0.

Section C (Social Information)

Footwear and Leather Goods Manufacture	C.O.I.C.	Choice of Careers	26
Medical Laboratory Technicians	"	"	25
Speech Therapist	"	"	24
Hotels and Catering	"	"	23

Section D (Appearance and Readability)

<u>Title</u>	<u>Publisher</u>	<u>Series</u>	<u>Divergence</u>
All About Us and You	I.C.I.		8
Insurance	C.O.I.C.	Choice of Careers	7
Cowman	C.O.I.C.	If I Were	7
Stablehand	"	"	7
Room Maid	"	"	7
Careers in Agriculture	A.H.I.T.B.		7
Careers in Hotels and Catering	H.C.I.T.B.		7

Having listed the results showing the biggest divergence, before attempting to comment, it would be fruitful to look also at booklets with least divergence.

Item 1

Building Crafts	C.O.I.C.	Choice of Careers	0
Professional Engineers	"	"	0
Speech Therapist	"	"	0
Pharmacy	"	"	0
Ophthalmic Optician and Dispensing Opt.	"	"	0

Item 1 (contd.)

<u>Title</u>	<u>Publisher</u>	<u>Series</u>	<u>Divergence</u>
A Career in Medical Labs.	Institute of Med.Lab. Sciences		0
The Career of Equal Opportunity	The Assoc. of Cert. Accountants		0
Careers in Building	N.J.C. for the Building Trade		0
Sick Children's Nursing	Regional Hospital Board		0
All About Us and You	I.C.I.		0
<u>Section A</u>			
Hotels and Catering	C.O.I.C.	Choice of Careers	2
Teaching	"	"	2
Insurance	"	"	2
Building and Civil Eng. Contracting	"	"	2
Nursing for Men and Women	"	"	2
Pharmacy	"	"	2
Sick Children's Nursing	Regional Hospital Board		2
The World of Finance	The Inst. of Chartered Accountants		2
All About Us and You	I.C.I.		2

Section B

<u>Title</u>	<u>Publisher</u>	<u>Series</u>	<u>Divergence</u>
Bricklayer	C.O.I.C.	If I Were	3
Why Not Teach Overseas?	Min. of Overseas Develop.		3
Electrician	C.O.I.C.	If I Were	4
Dental Surgery Assistant	"	"	4
Room Maid	C.O.I.C.	If I Were	4
The Career of Equal Opportunity	The Assoc. of Cert. Accountants		4
All About Us and You	I.C.I.		4

Section C

State Enrolled Nurse	Dept. of Health and Social Security		2
Sick Children's Nursing	Regional Hospital Board		2
Electrician	C.O.I.C.	If I Were	3
Speech Therapy as a Career	The Coll. of Speech Therapists		3

Section D

<u>Title</u>	<u>Publisher</u>	<u>Series</u>	<u>Divergence</u>
Speech Therapy as a Career	The Coll. of Speech Therapists		1
Pharmacy	The Pharmaceutical Society		2
Sick Children's Nursing	Regional Hospital Board		2
Why Not Teach Overseas?	Min. of Overseas Development		2

COMMENTARY ON HIGHEST:LOWEST SCORES TABLE

On Series:

(1) C.O.I.C. 'Choice of Careers'.

Considerable divergence existed between codifiers.

Nursing for Men and Women, which scored highest on total average (78.6 per cent) had a divergence of 21.

The areas of greatest divergence lay in Sections B and C (Job Information and Social Information).

(2) C.O.I.C. 'If I Were'.

It is significant that the scores for this series were relatively low. The degree of divergence therefore was considerably less than for the C.O.I.C. 'Choice of Careers' series. Total divergence of 13, 7, 13, 8, 9, 7, and 11 was recorded for the booklets rated.

This relatively small divergence can also be seen in relation to each of the sections. The greatest area of divergence between codifiers for this series lay in Section D, readability and appearance. The design of this series is such (see Appendix 3 'If I Were' Cowman)

that subjective appraisal by the codifiers may have influenced the scoring.

- (3) *Activity Factsheets*, published by T. Nelson, showed a consistently high divergence of results between codifiers.
- (4) Professional Associations and Employers

The codifiers seemed to be able to agree more exactly on booklets which had low scores, for example, Why Not Teach Overseas? had a divergence of 8 marks on a total average score of 28.5; Speech Therapy as a Career had a divergence of 9 on a score of 14.166. It would be inadvisable, however, to attempt to draw general conclusions. Whilst codifiers tend to agree more easily on low score booklets, there is an obvious exception in Forestry in Great Britain, with a divergence of 40.

Having analysed the results of the 30 codifiers, it now behoves us to examine the results of the ten consistent codifiers to see whether they support the findings of the former.

TEN CONSISTENT CODIFIERS' RESULTS.

(ii) Consistent Codifiers' Results

On turning to the results of the 10 codifiers previously classified as consistent, the following questions were asked: Do the results of these 10 codifiers reinforce the findings previously discussed, for Total Scores and for sectional results? Do the results display similar sectional discrepancies? Are the same pamphlets rated most highly by a consensus of 30 codifiers and by a consensus of the 10 consistent codifiers? If the answer to these questions is in the affirmative, a positive contribution to an evaluation of occupational booklets used in schools would seem to have been accomplished, in that some statements can then be made with some confidence, not only about the overall quality of such literature but also about the value of individual series of booklets.

In examining the Total Averages Table for the 10 Consistent Codifiers (pages 342-343) the following picture emerges.

21 Pamphlets had a score of 50 or more, of which 16 were from the C.O.I.C. 'Choice of Careers' series, 1 was from G.P.Alexander's 'Going My Way' A Career as a Motor Mechanic, and the rest were from the category Professional Literature.

Comparing this with the Total Averages Table for all 30 codifiers (page 326-328) it is evident that the same trends appear, but with

slight variations. Nursing for Men and Women was the highest scoring booklet throughout. Pamphlets 5, 6, 9, 10, 13 and 21 (all 'Choice of Careers' series) scored between 40-50 marks with the 10 consistent codifiers, whilst the 30 codifiers rated these pamphlets between 50 and 55. Police, published by the Home Office, and Medical Laboratory Technician, published by the Department of Health and Social Security also remained above the 50 mark in both cases.

Comparison of Total Average Scores on Series.

Both sets of results indicate that the C.O.I.C. 'Choice of Careers' series contained more of the information asked for by the Check List than the result.

The series 'If I Were' was not rated highly by any of the codifiers. Both sets of results show that this series, designed for the less academic pupil, had not the depth of information required. In both cases, Kennel Maid was rated highest (all codifiers: 36.9; 10 codifiers: 38.0) and Electrician lowest (30 codifiers: 29.766; 10 codifiers: 29.8).

A similarity of results was also obtained for the 'Activity Factsheets'. Rated overall at below 40, both sets of results indicate the preference of the codifiers for State Enrolled Nurse

Table 10Total Average Score Tables10 Consistent Codifiers

<u>Av. Score</u>	<u>Pamphlets (no. of)</u>	<u>Source</u>
90-80	1	C.O.I.C. 'Choice of Careers'
79-70	2	"
69-60	6	C.O.I.C. "
	2	Prof. Assocs.
59-50	7	C.O.I.C. 'Choice of Careers'
	1	G.P. Alexander 'Going My Way'
	4	Prof. Assocs.
49-40	7	C.O.I.C. 'Choice Careers'
	7	Prof. Assocs.
39-30	8	'If I Were'
	1	Activity Factsheet
	9	Prof. Assocs.
29-20	1	'If I Were'
	4	Activity Factsheets
	4	Prof. Assocs.
19-10	1	Prof. Assocs.

30 Codifiers

90-80	0	
79-70	3	C.O.I.C. 'Choice of Careers'
69-60	5	"
	1	Prof. Assocs.
59-50	14	C.O.I.C.
	1	G.P. Alexander 'Going My Way'
	1	Prof. Assocs.
49-40	1	C.O.I.C.
	L	Activity Factsheet
	11	Prof. Assocs.
39-30	8	'If I Were'
	4	Activity Factsheets
	8	Prof. Assocs.
29-20	1	'If I Were'
	5	Prof. Assocs.
19-10	1	Prof. Assocs.

(30 codifiers: 40.366; 10 codifiers: 36.4) and their lower rating of People and their Pets (Animal Crackers) (30 codifiers: 31.133; 10 codifiers: 20.4).

The Total Average Scores results for Professional Associations again show significantly similar trends. Police and Medical Laboratory Technician were both rated above the 50 level. A Career in Speech Therapy and Cordon Bleu were rated lowest by both groups of codifiers.

A visual comparison of the Total Average Scores for the 30 codifiers and the 10 consistent codifiers, shown on the Total Averages Table for Consistent Codifiers (pages 342-3) indicates the close relationship between the two sets of results. Both indicate the superiority of the C.O.I.C. 'Choice of Careers' series. Both rate 'If I Were' and the 'Activity Factsheets' poorly. Both have extracted the same booklets as the highest scorers in the Professional Associations category. Both rate the same pamphlets lowest.

Whilst this comparison of results indicates the preference of codifiers for the 'Choice of Careers' series, from the point of view of evaluating the use of such booklets in schools the question arises: Can any series be deemed suitable for use by clients if only 3 booklets scored 70 marks or over? To determine in what ways pamphlets are deficient, a sectional analysis is undertaken, comparing the average results of the 30 codifiers with the average results of the 10 codifiers.

Item 1 (Publisher, date of publication)

The average scores of the 10 consistent codifiers back up the findings of the 30 codifiers. In the C.O.I.C. 'Choice of Careers' series all booklets scored 75 per cent or above (3 out of 4 marks). It is interesting to note that once again the booklet from the series 'Going My Way' A Career as a Motor Mechanic also rated at the 75 per cent level, as did six Professional Association booklets.

The findings from this section would seem to indicate that the 'Choice of Careers' series at least can be considered suitable on publication details. It may well be that 100 per cent was not obtained because of the Check List's demand for information on authorship. (see Volume 1 p.173-4). The low rating of other series may be due to the deliberate design of the booklets, e.g. only essential facts are shown in the somewhat brief 'If I Were' series.

Section A (Entry information)

Again, the average scores of the 10 consistent codifiers were much in accord with the average scores of the 30 codifiers. The C.O.I.C. 'Choice of Careers' booklets rated 70 per cent or above and once again Nursing for Men and Women rated highest. In all, 47 booklets scored more than 50 per cent, but, as has been said earlier,

only half the details of entry requirements highlights a dangerous weakness for the readership. No booklet scored 100 per cent in relation to this essential area of information.

Section B (Job information)

It is interesting to note here that the 10 consistent codifiers also found this section to be woefully deficient in the kind of information sought by the Check List. Only 13 of the C.O.I.C. 'Choice of Careers' booklets scored more than 50 per cent. Nursing for Men and Women ranked highest from both sets of results (30 codifiers: 72.582; 10 codifiers: 75). This (75 per cent) would seem to be the lowest acceptable score for essential information on conditions of service. Both the series 'If I Were' and the 'Activity Factsheets', concentrating as they do on a simplistic approach to job information, may not have contained the depth of information asked for by the Check List.

Section C (Social information)

The inadequate representation of social information within occupational booklets is evidenced by both groups of codifiers. Indeed, only 13 of the C.O.I.C. 'Choice of Careers' booklets scored more than 50 per cent. Both sets of results showed that Nursing for Men and Women and Police contained more social information than the rest of the series.

The low scores recorded by the 10 consistent codifiers reinforces the findings not only of the 30 codifiers, but also previous research referred to earlier (Volume 1, p.85-87). If the provision of social information is considered essential for good decision-making, it is disappointing that only the two pamphlets referred to above scored at the 75 per cent level. At the present time, therefore, Careers teachers cannot rely on booklets to clothe the skeleton of an occupation with the flesh of social information.

Section D (Readability and appearance)

Both sets of codifiers' results reveal that greater attention is being paid to this type of information by publishers. The results of the 10 consistent codifiers indicated that 50 out of 65 booklets scored more than 50 per cent and that with five exceptions, the C.O.I.C. 'Choice of Careers' series rated at the 75 per cent level or above. In the eyes of these consistent codifiers Nursing for Men and Women lost its top ranking position to Police and Animal Care and Veterinary Science.

Having compared the two sets of results section by section, the following statement can be made on our findings:

C.O.I.C. 'Choice of Careers' series - is more deficient in Job Information and Social Information than in publication details and appearance.

'If I Were' and the 'Activity Factsheets' scored poorly throughout. Professional Associations, with a few notable exceptions this literature also rated poorly.

The most highly rated booklets in the C.O.I.C. 'Choice of Careers' series were Nursing for Men and Women, Police and Animal Care and Veterinary Science (all recently re-designed).

G.P.Alexander's A Career as a Motor Mechanic ('Going My Way' series) which attempts to provide a comprehensive picture in simple terms rated on equal terms with the C.O.I.C. 'Choice of Careers'.

Among the Professional Associations, Police (Home Office) and Medical Laboratory Technician found similar favour with both sets of codifiers.

With the above exceptions, the 65 booklets are inadequate for the role they have to play at present in the pupil's decision-making process.

These statements pose three further questions: Is the Check List a sound evaluating instrument? Why did Nursing for Men and Women score so highly? and Why did such series as 'If I Were' rate so poorly?

These questions will now be looked at after an evaluation of the Check List has taken place.

The Check List as an instrument of evaluation.

The primary object of this work is to evaluate occupational booklets in use in Secondary schools. The means employed for this task was the construction of a Check List and Notes used by 30 experienced teachers on a sample of 65 pieces of such literature. If the Check List and Notes should appear to have design faults due account of these would have to be taken in our evaluation of the literature rated. These weaknesses could be of two kinds:

- (a) those arising from the content of the Check List and Notes, and
- (b) those arising from their interpretation by the users.

(a) Content.

Was the Check List too detailed? The construction of the Check List and Notes (Volume 1 p.153-179) concentrated upon what should be included in occupational booklets to give comprehensive coverage. The reality of the situation as evidenced from our sample, would seem to indicate that the Check List is ahead of its time (all publishers have not yet realised the importance of psycho-social information for example) and that some of the information asked for by the Check List is deliberately omitted from the booklets. Only the newly designed C.O.I.C. booklets such as Nursing for Men and Women, Police and Animal Care and Veterinary Science match up to the standards required by the Check List. In time the rest of the C.O.I.C. 'Choice of Careers' series will be similarly re-designed.

In view of the cost of publication and the problem of obsolescence, the inclusion of information on earnings, holiday entitlement, supply and demand for the job - all subject to fluctuation - is unlikely to be detailed to the extent required by the Check List and Notes. Trade Union membership too is considered to have political connotations which has made it an unacceptable area of information to be transmitted via booklets.

The coverage of both the Check List and occupational booklets also needs to be clarified. The Check List and Notes provide a comprehensive picture of the data required, whereas some booklets do not set out to tell all in great detail, e.g. the series 'If I Were' and the 'Activity Factsheets' set out to put across the main points of a job to the less academic child. Consequently the communication aims of each are in conflict one with the other: comprehensive versus comprehensible. The Check List therefore does not appear to be a suitable instrument of evaluation for all occupational booklets.

(b) Interpretation of the Check List and Notes by Codifiers.

The interpretation of the Check List and Notes may indicate another area of weakness. A detailed Rating Scale was provided to assist codifiers in scoring, but no instruction was given concerning items not applicable to certain jobs or occupations. Identification of this weakness would seem to be particularly supported by an

an examination of the series 'If I Were', the 'Activity Factsheets' and some of the Professional Association literature, for example, details of additional full-time training, apprenticeship, training after entry, and alternative routes of entry are not applicable to such jobs as Cowman.

This leads to a study of the general problem of interpretation of content by codifiers. Whilst reliance is not placed upon the individual judgement of any one codifier in our evaluation of occupational booklets, nevertheless large discrepancies in the scoring highlight the problem of subjective, individual interpretation. These discrepancies are present amongst even the 10 consistent codifiers in some sections (see Table: Highest-Lowest Scores for 10 Consistent Codifiers, pages 354-5). These discrepancies appear most in relation to Sections B and C, where, even in the rating of the 'Choice of Careers' booklets, considerable disagreement is shown in some instances. Of particular note is the difference of 24 to 8 for Section B and 17 to 6 for Section C for pamphlet 8, and the difference of 33 to 8 in Section B and 26 to 6 in Section C for pamphlet 9.

Commenting on this problem Holsti (1969)¹ makes the point that:

"Reliability is a function of coders' skill, insight and experience, clarity of categories and coding rules which guide their use, and the degree of ambiguity in the data."

1. *ibid.* p.135.

The skill, insight and experience of the 10 consistent codifiers has been established previously. Weaknesses of the Check List lie in the "coding rules" (in this case in relation to the Rating Scale) and in the interpretation of content. The inclusion of data which can be regarded as unrealistic in terms of present-day publishing practice does not detract from the Check List itself which was carefully constructed for comprehensive coverage. (Vol.1, p.153-179) It does, however, pose the question: would a modified Check List significantly alter the evaluation picture, based on scores arrived at by using the Check List on 65 occupational booklets?

In relation to Section B of the Check List (job information) the omission of items 10 - 14, dealing with Holiday entitlement, Earnings, Pension Schemes, Union Membership, and Supply and Demand for the job, worth a possible 40 marks, could distort the sectional picture. If, indeed, the primary purpose of this research had been to design a Check List for use in schools such distortion would reflect the inadequacy of this instrument as applied to the literature as it is. In using the Check List in the context of this research, its design was influenced by the kind of detailed information deemed necessary for these booklets to contain in order to provide a comprehensive picture of the job or occupation being described.

The fact that many of the booklets were deficient in items 10 - 14, containing information vital to decision-making, in no way affects the evaluation exercise. Such information should have been there.

In the case of series designed for the less academic pupil, the effects of omitting items 10 - 14, and allowing compensation for items not applicable is seen when a detailed analysis of Cowman is undertaken (pages 276-7).

These points are now further explored in relation to two booklets: Nursing for Men and Women, the most highly rated by codifiers, to analyse the problem of why it was considered to be the best of the 65 booklets, and Cowman, to show how a modified Check List might have given a higher score to the series 'If I Were'.

NURSING FOR MEN AND WOMEN (See Appendix 2)

C.O.I.C., 'Choice of Careers' series)

What makes this a 'good' booklet?

- (1) The information was obtained by first hand investigation and enquiry. The aim is to give a balanced picture.
- (2) It is well indexed. The contents page is comprehensive, with clearly defined headings. This makes the finding of different types of information easier for the pupil.
- (3) The authors try to anticipate pupils questions, for example, "If you are not old enough".
- (4) Clear photographs are interspersed throughout the booklet, showing the scope of the occupation and the work environment.
- (5) Some attempt is made to incorporate the 'flavour' of the work.

"THE NURSE'S LIFE"¹

You must face the fact that nursing is a demanding profession. Although nurses work a basic 40 hour week, it necessarily involves shift work as patients have to be nursed during the day and night, every day of the year. Consequently nursing involves irregular hours and you may find that your day off will often fall in the middle of the week. Social life can be made rather difficult at first, especially if your friends work regular hours and are free every weekend."

(C.O.I.C. 'Choice of Careers' series)

- (6) Psycho-social information is not ignored:

"An orange is your first target for an injection with a hypodermic needle and syringe. Dealing with bed pans and other people's dentures may turn your stomach initially, but it is all part of total nursing care."

(ibid.)₂

- (7) There is a well-written, graphic description of a typical day on the wards (pages 7-8).
- (8) The front cover should stimulate interest, with its 'polyfoto' design.
- (9) Sources of further information for specialised nursing is provided at the end of the relevant section.

The only snag may lie in the language used, and the readability level. Could the language be simplified? For example, instead of 'commence' why not use 'begin'? Sentence construction could also be made simpler so as to make the booklet more useful to the less academic.

1. Nursing for Men and Women, C.O.I.C., 'Choice of Careers' 1975, p.6.

2. *ibid.* p.38.

COWMAN (See Appendix 3)

C.O.I.C. series 'If I Were'.

The problem of interpretation of the Check List and Notes bears largely on this series. A fruitful approach therefore in looking at this booklet in greater detail, might be to apply the Check List afresh, without using the Notes.

ScoreItem 1

No date of publication. Intended readership obviously presumed from other information supplied to Careers teachers. -2

Section A

No formal entry qualifications needed, therefore codifiers may not have scored here. -4

Training [4

Special abilities 4

Section B

No precise formal definition per se. -4

Typical duties 4

Tools etc. (mentioned in 'What Would I Do?') 4

Working environment 4

No working hours specified -4

No holidays -4

No earnings -4

No details of pension schemes etc. -4

No membership of Professional Body -4

	<u>Score</u>
<u>Section C</u>	
Life style implications not explicit	-4
Responsibility and supervision not made explicit	-4
Routine predominant or otherwise	4
Prospects	4
Irregular hours	4
Adverse working conditions	4
Health hazards not explicit	-4
<u>Section D</u>	
Visibility and Legibility	4
Readability	2 (from children's Cloze results)
Further information	4

From this re-appraisal, it would appear that these booklets could have a built-in deficit of 42 marks, owing to the omission of some information, and the problem of interpreting the information supplied.

This booklet needed to score highly in Sections B (Job Information) and D (Readability and Appearance). More careful consideration of reading levels and factual in-put needs to be undertaken.

Summary of Findings

C.O.I.C. 'Choice of Careers' series.

The newly designed booklets in this series, instanced by Nursing for Men and Women, Police, and Animal Care and Veterinary Science, provided the most comprehensive picture of the occupations described. The remaining twenty, whilst being among the next most highly rated, displayed deficiencies, particularly in relation to Job Information and Social Information.

C.O.I.C. 'If I Were' series.

The booklets chosen from this series for the less academic pupil rated poorly. Their brief design did not lend itself to the detailed information sought by the Check List. Kennel Maid ranked highest. It must be said, however, that even on job essentials, readability and appearance, where such series would be expected to score highly, such was not the case.

G.P.Alex-
ander 'Going My Way' series.

The only representative from this series was A Career as a Motor Mechanic. Sharing to some extent the same target audience as the 'If I Were' series, this booklet provided more comprehensive coverage of the job than the former series, whilst still retaining a simplistic approach. It rated on equal terms with the majority of the C.O.I.C. 'Choice of Careers' series.

(summary of findings)

T.Nelson's 'Activity Factsheets' series.

The booklets from this series were also designed for the less academic. Whilst being more colourful in design than the 'If I Were' series, it still rated poorly. State Enrolled Nurse being the most highly rated. The same criticisms levelled against the 'If I Were' booklets can be made in relation to the 'Activity Factsheets'.

Professional and Employers' Associations.

In this category the following booklets reached the same level as many of the older C.O.I.C. 'Choice of Careers' series: Police (Home Office) and Medical Laboratory Technician (Department of Health and Social Security). At the other end of the scale, Cordon Bleu and Speech Therapy as a Career contained less than 25 per cent of the information being sought by the Check List. This may be accounted for by the more precise aims of this type of literature. In the case of Cordon Bleu an assumption of knowledge about what cordon bleu cookery is had been made and details of future courses, fees and enrolment were the main ingredients. Similarly with Speech Therapy as a Career, this would seem to be geared to those already committed to a career in this field.

HINTS FOR PUBLISHERS OF OCCUPATIONAL INFORMATION

FOR SCHOOLS

1. Employ an author who can write successfully for adolescents and who will collect the information on the job itself.
2. State the intended readership clearly: suitable for (a) age range; and (b) ability level.
3. State the intended use - giving a comprehensive picture of an occupation, or a job analysis description only. (This recalls the work of Hollis and Hollis, advocating levels and depth of information: see page 55-7 of thesis).
4. The appearance of the booklet must be attractive: in colour rather than in black and white. Here again, an artist should be employed who understands what is attractive to children.
5. Keep the language simple. The tendency to use long sentences and polysyllabic words should be resisted.
6. If catering for a specific target audience, for example, the less-academic, more emphasis must be put on appearance and readability. It is surely of little use to sift

carefully the amount of information, trying to keep it as uncomplicated as possible, if the readership cannot read it.

This would seem to be the most neglected area of occupational information for schools.

Attention has been given to the job information aspects of occupational information, the importance of psycho-social information has become more evident of late, but the readability aspect has received scant attention.

7. If the booklet is to be used as part of a programme of Careers Education, some 'activity' suggestions would be helpful.
8. Keep the cost as low as possible. Booklets which are costly to buy cannot usually be handled freely by children, nor can they be left unattended on display. The cost of replacement prevents this.
9. A Cloze passage at the beginning of the booklet would allow the teacher to quickly check its readability.
10. Leave a blank page at the end of booklet for adding more up-to-date information on various topics.
11. Publish a 'pictures only' booklet for each job, suitable for children of low academic ability and low reading age.

READABILITY - CLOSE PROCEDURE

PUPILS' RESULTS.

READABILITY - CLOZE PROCEDUREPUPILS' RESULTS (see Table pages 421-424)

Even though this research is concerned with teachers' estimation of the value of occupational booklets, the whole purpose of writing such literature is so that pupils will read them.

It was therefore felt necessary to obtain pupils' scores on the readability of the literature in the sample.

With the cooperation of a group of teachers from the thirty codifiers, scores were obtained from fourth year G.C.E.¹ pupils.

Six teachers administered Cloze tests to groups of their pupils. Three of the schools involved were Comprehensive schools and three were unreorganised Secondary schools:

Unreorganised Sec. school pupils	3 x 20 (60) G.C.E.)
Comprehensive School pupils	3 x 20 (60) (G.C.E.)

The pupils were not given a trial run, and no evidence exists

1. This classification of pupils was unanimously used by the teachers themselves.

that the children had studied any of the pamphlets in detail previously. It may be that some pupils had scrutinised some of the literature on the shelves in the Careers Room.

In addition, the cooperation was sought of a Comprehensive school, the staff of which had not been involved in the Check List testing. This school has a well organised Careers Department and there is a tradition of Careers Education being an integral part of the school curriculum. All the pupils involved were fourth year C.S.E.¹ pupils.

Cloze tests were administered to the C.S.E. groups as follows:

Pamphlets 1 - 32

Groups:

4 - 1 (60 pupils)

4 - 2 (105 pupils)

4 - 3 (65 pupils)

(230 pupils)

Pamphlets 33 - 65

4 - 5 (37 pupils)

4 - 6 (39 pupils)

4 - 7 (39 pupils)

(115 pupils)

1. This classification of pupils was unanimously used by the teachers themselves.

COMMENTARY ON TABLE SHOWING PUPILS' CLOSE RESULTS

G.C.E. Pupils scored higher than C.S.E. pupils on 40 out of the 65 pamphlets. For 5 pamphlets the scores were the same in both cases. In the case of the remaining 20 pamphlets, the C.S.E. pupils scored higher than the G.C.E. pupils.

G.C.E. Pupils (Max. score: 35)

No pamphlet had a score of 35 - 30		
4 pamphlets	"	29 - 25
18 "	"	24 - 20
43 "	"	19 - 15

None scored below 15.

The highest score was 26, given to the following pamphlets in the C.O.I.C. 'Choice of Careers' series: Hotels and Catering, Ophthalmic Optician and Dispensing Optician, Electrician, and Forestry. The lowest score was 15 (C.O.I.C., 'Choice of Careers', Accountant).

C.S.E. PUPILS (Max. score: 35)

No pamphlet had a score of 35 - 30		
3 "	"	29 - 25
19 "	"	24 - 20
26 "	"	19 - 15.

The highest score was 28 (C.O.I.C. 'If I Were', Stablehand) and the lowest was 10 (Cordon Bleu Cookery School, Cordon Bleu).

In comparing the two sets of results, it is interesting to note that the G.C.E. pupils scored no pamphlet less than 15. The C.S.E. pupils, on the other hand, scored 17 pamphlets below 15. The main concentration of scores, for G.C.E. pupils, came in the score range 18 - 20. The C.S.E. scores were spread more evenly.

COMMENTARY ON TABLE SHOWING RANK ORDER OF CLOZE SCORES (see pages 425-432)

G.C.E. PUPILS.

11 Of the C.O.I.C. 'Choice of Careers' pamphlets rated most highly with these pupils, with a score range of 21 - 26.

The most noteworthy results would seem to be the ranking of 3 pamphlets from the series 'If I Were' (C.O.I.C.) and 2 'Activity Factsheets' (T.Nelson) within the first fifteen. Whilst the score range was only 21 - 20, nevertheless the booklets were obviously more highly ranked by G.C.E. pupils than by teachers, even allowing for a combined result on Section D in the Check List.

One of the most noticeable results was the low score of one of the C.O.I.C. 'Choice of Careers' pamphlets, (Accountant) which was placed last by these pupils.

C.S.E. PUPILS.

The most significant point would seem to be that, in the eyes of the C.S.E. sample, the 'If I Were' series (C.O.I.C.) and the 'Activity Factsheets' (T.Nelson) were reaching, to some extent, their target audience. A score of 28 for Stablehand, ('If I Were') was the highest Cloze score for both C.S.E. and G.C.E. pupils. Police (C.O.I.C.) and Nursing for Men and

Women (C.O.I.C.) both rated highly by teachers, were also amongst the highest scorers on readability by the C.S.E. pupils. The children also tended to rank Professional Associations lower than other series.

It is interesting to note that the poor opinion of the series designed for the less academic is not shared by pupils, overall, as far as readability is concerned.

G.C.E. Pupils appeared to cope better with some of the C.O.I.C. 'Choice of Careers' pamphlets than their C.S.E. counterparts. With others, they seemed to experience difficulties.

Looking at the Rank Order results, it is apparent that none of the booklets had completely come to terms with readability in relation to the pupils for whom the literature is intended.

Can any explanations be put forward for these results?

- (1) The Cloze procedure itself, measuring as it is claimed to do (see pages 135-6) a number of factors which affect readability, it may well be that, on comprehension, previous knowledge of the subject matter could affect the

readability score. This could perhaps explain why the pamphlet Accountant (C.O.I.C. 'Choice of Careers') was placed last by the G.C.E. pupils. In none of the G.C.E. schools was Accounts included in the curriculum. In the C.S.E. school there was a flourishing Business Studies department. Allied to this point is the influence of environment on previous experience. It could be argued that the Comprehensive school from which came the C.S.E. pupils, was situated in a semi-rural area, where the pupils were more likely to have a knowledge of horses (and stables) than their urban counterparts; hence the success of Stablehand ('If I Were'), but it does not account for the score on Speech Therapist (C.O.I.C. 'Choice of Careers').

- (2) The Cloze passages themselves: in some cases the extracts (chosen at random) included unfamiliar terms, for example, Cowman ('If I Were') seemed to require a knowledge of how cows are milked and the machinery involved. Some children (and teachers) would not have this information. Perhaps it would have been better to select more than one Cloze extract per pamphlet.

- (3) *Differences in school background may help to account for the fact that there appears to be no appreciable differences in the reading scores of the majority of G.C.E. and C.S.E. pupils in relation to the pamphlets in the sample. The C.S.E. pupils came from a school with a good Careers department which engaged in a well thought out programme of Careers Education. Knowledge gained from regular Careers lessons may have compensated, in part, for a lower reading age level vis-a-vis the G.C.E. pupils. Only one of the schools from which the G.C.E. pupils were drawn, had a similar record.*
- (4) *Socio-economic background of the pupils: the C.S.E. pupils' school draws predominantly from two council housing estates, where professional occupations are in a minority. Manual and blue collar jobs would perhaps be more familiar to these children. This may also apply to part of the G.C.E. sample.*

From the above it would seem that greater attention still needs to be paid to the readability of the literature presented to pupils. Material which is too difficult for children to read could act as a deterrent to information seeking rather than as a motivator.

COMPARISON OF RESEARCH FINDINGS WITH PREVIOUS

RESEARCH IN THIS FIELD.

OMPARISON OF RESEARCH FINDINGS WITH PREVIOUS RESEARCH IN THIS FIELD.

Before attempting to draw conclusions, it would seem useful to compare our findings with those of others.

Taking as a starting point (Samler's (1966) plea (see page 85 of thesis) for "a dynamic appreciation of work in terms of the individual's role, his self-concept or 'identity', the writer's findings would seem to support Samler's opening phrase "we look in vain".

The findings of Hayes (1970), published in his paper 'Occupational Perceptions and Occupational Information' (see pages 94-5 of thesis), indicated the minor role of psycho-social information as opposed to economic considerations in the 'before' situation with the Yorkshire Electricity Board apprentices, but pointed the growth of its importance after a period of work. The research recommends that those concerned with the provision of occupational information should devote considerably more attention to the psycho-social aspects of occupations. Such authors of occupational literature, from the findings of this present research six years later, have not yet succeeded in providing enough of the categories

defined by Hayes as S.O.G. (Social Work situation, Organisational, occupational and product image, Global life-style implications).

The most significant comparison would seem to lie with Hough's (1973) research, 'An Investigation into the Content of Careers Pamphlets' (see pages 98-103 of thesis), where 10 C.O.I.C. pamphlets were rated by two trained judges. The disparity between the two pieces of research would seem to lie in:

- (a) the amount of information of a non-psycho-social nature recorded by Hough's two judges and our 30 codifiers (our codifiers on the whole gave lower scores on Job Information; and
- (b) our codifiers on the whole gave higher scores on Social Information than Hough's S.O.G. categories.

(Our Social Information category may have been broader.)

The disparity may lie, however, in the pamphlets chosen and the content looked for.

CONCLUSIONS.

CONCLUSIONS

It is intended to structure our conclusions in three parts:

- (a) to review the Check List itself, and the contribution of this tool to the evaluation of occupational booklets;*
- (b) to refer back to some of the questions raised in Volume 1 and comment finally upon them; and*
- (c) to discuss possible future developments in the field of occupational information in schools.*

(a) THE CHECK LIST

The Check List constructed for this research has two primary functions: firstly it has been used as a tool to evaluate occupational booklets used in schools, and secondly it was intended that the Check List could be used (and adapted) by teachers in their own school situation. "It is hoped the Check List will enable teachers to place greater reliance on occupational booklets." Vol.1 p.170)

Has it been a useful tool for this research and can it be useful to teachers in the future? The answer to this question depends, to some extent, on the role occupational booklets are expected to play in pupils' decision-making. This, in turn, depends on a number of factors:

- (a) the organisational and other constraints within the school;
- (b) the attitude of the Head Teacher towards Careers work;
- (c) the availability of trained Careers staff; and
- (d) the place (if any) of Careers Education in the curriculum.

If the organisational constraints are great, if the attitude of the Head Teacher is, at best, apathetic towards Careers work, and if there is a dearth of specialist Careers teachers in the school, occupational literature has a heavy burden to bear in the decision-making process.

Indeed, this burden would seem to become intolerable when it is combined with a lack of training of pupils in decision-making skills. In such a situation, occupational booklets would need to score very highly indeed on our Check List to provide a sound basis for choice.

This, however, is the extreme. At the other end of the scale, there are schools with specialist Careers staff, a flourishing programme of Careers Education, and Head Teachers who are aware of the need to provide as much help as possible to pupils in their choice of occupation. In such schools, whilst occupational literature is an important adjunct to choice, it is not the only source of help. In addition, experienced staff judge the reliability and worth of the information to which their pupils are exposed, and, where necessary, compensate for its deficiencies.

Many schools appear to fall between the two extremes. In these schools, where there is a Careers teacher designated as such, but no timetable time allotted for Careers Education work, it may well be that occupational information booklets need to provide as much information as possible, so that the teacher may be freed for the important task of helping the pupil to analyse himself in relation to the information he has collected.

In schools with a flourishing programme of Careers work, which may, for example, be taking part in the Schools Council Careers Education and Guidance Project, the main use of occupational literature may lie in the widening of occupational horizons, in its use as a motivator and in the assistance it can provide in adjusting aspirations downwards. Backed up by visits, speakers, films, work experience etc., its role is less demanding than in a school with few facilities and untrained staff.

It would appear, therefore, that, for many schools, occupational literature still occupies an important position in assisting pupils to choose occupations. This being so, it needs to be as comprehensive as possible.

In the light of these circumstances the tool itself was rightly designed for comprehensive coverage. Its content was also appropriate in terms of our definition of Occupational Information (Vol. 1, p.71). If occupational booklets are to provide information on work and non-work roles, the kind of detailed information required by the Check List is vitally necessary for pupils' decision-making.

In constructing the Check List, the analysis of content, design, readability and appearance would seem to clarify and expand the S.O.G. categories put forward by Hayes (1970) and Hough (1973) (Vol.2 p.292-4) This may assist future researchers in this field.

- (ii) In using this tool on 65 booklets it has become apparent that the majority of such booklets are deficient, to a greater or lesser extent, in entry qualifications, job information, social information and readability. This highlights the danger of relying on occupational booklets as the sole source of occupational information. If the evidence from this research brings home to Careers teachers, Careers librarians and publishers that there is little to be complacent about in this regard, the result may well be an attempt to produce and market better occupational information.
- (iii) It was also envisaged that the Check List could be used by teachers themselves in schools. This would be a personalized process wherein individual Careers teachers amend sections to suit the type of publication being examined, the target audience for which a booklet is intended and the informational aim the literature is required to satisfy. The Check List, used as an instrument of evaluation in this research, was designed to check comprehensive coverage of an occupation. This may not always be what a Careers teacher is seeking to check. Unambiguous Notes were compiled to assist codifiers in rating booklets. Such rigidity, whilst inevitable in trying to arrive at some standardisation of results may have had a restrictive influence on some of the series. Experienced Careers teachers would be well advised to adapt the Check List to their own requirements and to amend the Notes as necessary.

The same personalizing of design should be applied to the Rating Scale. There is no magic about awarding a score of 100 (apart from arithmetical convenience). Careers teachers should adapt the Scale to suit their own requirements, bearing in mind that a total score (whatever its total) may tell little about the range of information included in a booklet.

- (iv) It should also be emphasised that totalling scores is against the philosophy of Check Lists described in the literature on this topic. The most widely used Check List, the National Vocational Guidance Association's Standards (1968) point out to the prospective user that there is "no question of producing a score" (Vol. 1 p.83 and p.167-8). Similarly George Hill emphasises that scores should not be totalled, and that the weighting of categories should be left to the teacher. (Vol.1 p.168)

- (v) Whether to include items B10-14 poses a dilemma. Specific details on holiday entitlement and earnings can become out of date so quickly (E10 and 11) in these days of annual salary and fringe benefits negotiations. In times of economic uncertainty, with the contraction of many industries, the accuracy of any pronouncement on future supply and demand for an occupation may be suspect. The problems of early obsolescence inevitably will loom large both in the eyes of publishers

and Careers teachers. Publication costs continue to rise, making an annual revision of booklets an uneconomic proposition. Consumers too cannot afford to replace occupational booklets annually. As such data is vitally necessary for decision-making the dilemma of how to provide it and yet come to terms with economic realities must be solved. Perhaps at the present moment we are asking too much of occupational literature in this area. Careers teachers may need to explore alternative methods of providing this information.

Whether to include items B12 and 13 is also arguable in present circumstances. Some teachers may feel that such information has political connotations and is best dealt with within a programme of Careers Education.

- (vi) Finally, this brings us to the users of the Check List. The problem of consistency between codifiers was crucial in our evaluation exercise. For the individual teacher, self-consistency (by formal methods or by frequent usage) is the only yardstick necessary. By using the Check List, by being aware of what comprehensive coverage of an occupation really means, teachers will develop rigorous standards of their own in relation to this type of information.

(b) QUESTIONS RAISED IN VOLUME 1.

(i) Providing information appropriate to the level of understanding of pupils. (page 57)

There are two possible approaches: either to make all occupational booklets simple enough and comprehensive enough to cater for the majority of pupils or to design literature for different target audiences. In times of economic hardship (and from the point of view of publishers' profits) the first alternative will inevitably be adopted. It behoves publishers therefore to provide and finance further research into: What makes a good occupational booklet? The second alternative, designing literature for specialised audiences, is an obvious priority in relation to the less able child. In this respect, the author was particularly perturbed at the low rating of two such series, 'If I Were' and the 'Activity Factsheets'. Granted that a simple, uncomplicated approach is necessary for such pupils, there still seems no defensible argument for omitting aspects of job information and social information. These pupils need more help than most in coming to terms with the world of work. Being made aware of the sort of adjustments they will have to make, of the different kinds of snags they will have to come to terms with, of the complex nature of the working environment etc., all these factors need to be taken into account

by the less able as well as the more able. A more detailed analysis of content and design for such literature needs to be undertaken by its authors. It is interesting and encouraging to note that Newscheck (C.O.I.C. March 1978) reports that the series 'If I Were' is under review. "We plan to conduct some research into the uses and abuses of this material." Research is to be conducted in relation to: the extent of the booklets' use, the purposes for which they are used, their effectiveness in the classroom, their effectiveness as occupational handouts, their suitability for various ability groups, possible extension of occupational coverage and their relationship with other series. The authors of this series would be well advised to consider also two further aspects, readability and appearance.

(ii) Readability. (page 136 and 192)

It is a sad and depressing fact that most of the literature evaluated was too difficult for its prospective readership. However carefully facts are assembled to provide a comprehensive picture of any occupation, if pupils cannot read it, the exercise is meaningless. Many Careers teachers are not aware of how unreadable some of their booklets are. If in doubt, it would seem wiser to test the readability level before presenting a booklet to pupils. For children with reading difficulties, it may well be that cartoon strips could do the same job more effectively.

(iii) Appearance. (pages 149-50)

The specific suggestions put forward on page 151 still hold good. The economics of producing booklets on good quality paper etc. may make this a difficult problem for publishers to solve. They may find that experienced Careers teachers will be tempted to buy better booklets at a higher cost and economise in other ways.

(iv) The development of decision-making skills. (page 60)

Occupational booklets are an inanimate collection of data. In using them pupils are required to exercise decision-making skills. How are these skills to be acquired and developed? This raises the question: Are occupational booklets too rigid and traditional in their approach? Should they not also include simple exercises which develop decision-making skills?

It is heartening to note that a third edition of Pamphlet 1 in the C.O.I.C. 'Choice of Careers' series has been revised: Choosing Your Career (1977). The content of the booklet provides a general introductory framework for choosing a career, exploring the implications of decision-making, choosing a life style, exploring the interpersonal aspects of work and helping the client to analyse what is a good job for him.

(Alternative decision-making resources are discussed in section (c).)

(c) FUTURE DEVELOPMENTS.(i) National Policy.

In his Ruskin speech (1977) the Prime Minister Mr. J. Callaghan gave special emphasis to the contribution that education has to make to the nation's industrial and commercial well-being and to the need for bringing the two closer together. Careers work in schools is an obvious bridge between the two spheres, and it is heartening that its importance is becoming increasingly recognised.

In the Education Green Paper, "School and Working Life" (1977, Cmd 6869) it is pointed out that while there is a lack of understanding and communication between education and industry, "the picture is not altogether gloomy On a national scale there are some encouraging activities, the Schools Council Industry Project and the Understanding British Industry Project of the Confederation of British Industry." (p.34). This change in the national climate of opinion may encourage new developments and approaches to the problem of preparing pupils for adult life.

(ii) The increased use of audio-visual resources.

Over the past ten years there has been an increasing awareness, on the part of teachers of many subject areas, of the value of audio-visual materials in helping pupils to gain a multi-dimensional picture of a

topic. Such materials can be used in group work or on an individual basis, as part of a programme of self-paced learning.

Both these uses have two overriding advantages, firstly they encourage the participation of the pupil, and secondly they can provide opportunities for training in decision-making.

The Schools Council Careers Education and Guidance project provided evidence of the efficacy of this type of material. As Regional Co-ordinator for this project the author has spent many hours observing pupils' reactions to "Framework" (third year material). Each issue is designed in the form of a popular tabloid and within its covers is contained job information, social information, exercises to develop decision-making skills and personalised occupational life-styles. Such materials are popular with both pupils and Careers teachers. It is hoped that the Schools Council Industry project will be equally effective.

The development of Resource Packages for use by individual pupils will also help to personalize the information process. A simple package might consist of a tape and slides, photographs and recorded interviews, together with an explanatory booklet and an Instruction Card. Such packages already exist, for example, Work It Out, a resource pack published by the Careers Research Advisory Centre at Hobson's Press.

This pack contains the following: "The Job for You" (a job map), 'Behind the Scenes At' (job plan, description plus 8 cards about people, a booklet 'What do they want?', 'One of them Must be Right' (job description and 6 applicants' sheets), and 'A week in the life of'. This pack was designed and written by a working party of I.L.E.A. Careers Officers and teachers. Such resource material being varied and colourful is likely to appeal to prospective users. If such materials could also be developed on a regional basis, it would seem to solve the problems of obsolescence outlined earlier. Regional teams would be aware of supply and demand in their own areas, of wage agreements and negotiations etc. Role playing, simulation exercises and games could also be included, and designed locally.

(iii) The use of computers.

This depends, at the present time, on financial resources being expended by Local Education Authorities on the installation of computer terminals in schools. In the present economic climate growth in this area may therefore be slow. In the long term, however, the author can envisage a computer-linked national resources centre, from which information could be obtained by merely dialling a code. Regional computer information banks of occupational information depend on access to computers by schools. As the growth of cooperation between schools and

industry increases, it is hoped that more schools will be able to establish computer links for information storage and retrieval, and eventually for decision-making.

(iv) The use of broadcasting.

Radio and television are familiar forms of communication to children. Their influence should be harnessed more extensively to Careers work. For the past decade the School Broadcasting Council of the B.B.C. has produced radio programmes for schools on 'The World of Work' and 'People at Work'. These programmes are designed to introduce pupils to a wider spectrum of jobs and occupations. With the growth of television, two further series have been added, 'Going to Work' (14-16 year olds) and 'A Job Worth Doing' (15-17 year olds). One of the primary advantages of this media is that it can provide up-to-date coverage of occupations, include on-the-spot interviews and dramatic interludes. If in the future the B.B.C. is licensed to operate a fourth channel, it is hoped that some time could be devoted to Careers work, not only for the pupil but for the Careers teacher himself. More training courses are needed for Careers teachers. What better way than by providing units of study on television in the mould of the Open University?

In conclusion, let us refer to a Press Notice from the Department of Education and Science dated 8th December 1977, 'A Thorough-Going Partnership Needed between Education and Industry'; which points the way ahead:

"There are no ready made blueprints or off the peg schemes; every area is different. So people actually in the field have got to decide the kind of arrangements which suit their needs and their temperaments, and then they have got to get cracking and do something about it."

This seems a fitting blueprint for the future, not only for Occupational Information, but for the work of Careers teachers in the future.

RESULTS DATA.

Table 11

Rank Order Correlation Matrix

312.

ifier	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.00														
2	0.94	1.00													
3	0.57	0.63	1.00												
4	0.90	0.89	0.75	1.00											
5	0.68	0.69	0.88	0.82	1.00										
6	0.89	0.89	0.77	0.94	0.83	1.00									
7	0.73	0.74	0.80	0.79	0.85	0.85	1.00								
8	0.86	0.88	0.75	0.91	0.83	0.93	0.83	1.00							
9	0.80	0.81	0.67	0.81	0.76	0.85	0.86	0.83	1.00						
10	0.92	0.91	0.74	0.93	0.78	0.94	0.83	0.92	0.84	1.00					
11	0.54	0.59	0.89	0.89	0.76	0.71	0.79	0.70	0.65	0.71	1.00				
12	0.89	0.88	0.76	0.93	0.82	0.94	0.83	0.93	0.82	0.93	0.72	1.00			
13	0.85	0.86	0.76	0.92	0.86	0.90	0.77	0.84	0.81	0.88	0.67	0.87	1.00		
14	0.90	0.88	0.75	0.91	0.77	0.90	0.79	0.90	0.78	0.92	0.69	0.95	0.83	1.00	
15	0.53	0.60	0.82	0.63	0.70	0.67	0.76	0.66	0.61	0.66	0.83	0.70	0.62	0.69	1.00
16	0.89	0.87	0.76	0.91	0.80	0.91	0.84	0.89	0.82	0.91	0.71	0.96	0.85	0.94	0.73
17	0.87	0.85	0.61	0.84	0.70	0.86	0.73	0.85	0.86	0.84	0.55	0.84	0.80	0.82	0.51
18	0.89	0.90	0.71	0.88	0.76	0.91	0.81	0.88	0.84	0.92	0.66	0.90	0.87	0.88	0.66
19	0.58	0.62	0.90	0.72	0.79	0.74	0.86	0.74	0.70	0.74	0.93	0.75	0.68	0.74	0.87
20	0.88	0.86	0.79	0.90	0.81	0.91	0.84	0.86	0.83	0.91	0.74	0.92	0.87	0.92	0.75
21	0.68	0.67	0.82	0.80	0.89	0.81	0.80	0.77	0.79	0.76	0.72	0.80	0.85	0.75	0.66
22	0.87	0.86	0.76	0.90	0.82	0.92	0.86	0.92	0.87	0.92	0.71	0.95	0.85	0.92	0.70
23	0.55	0.61	0.97	0.73	0.85	0.75	0.77	0.75	0.66	0.70	0.86	0.76	0.76	0.74	0.80
24	0.86	0.88	0.82	0.93	0.85	0.93	0.87	0.91	0.86	0.91	0.75	0.95	0.88	0.93	0.74
25	0.82	0.78	0.68	0.85	0.80	0.87	0.84	0.83	0.86	0.86	0.66	0.86	0.82	0.80	0.58
26	0.86	0.88	0.77	0.93	0.83	0.95	0.86	0.93	0.85	0.92	0.73	0.93	0.87	0.91	0.70
27	0.55	0.59	0.90	0.70	0.79	0.70	0.80	0.71	0.66	0.71	0.91	0.75	0.70	0.73	0.80
28	0.86	0.84	0.76	0.92	0.83	0.92	0.84	0.90	0.83	0.91	0.72	0.93	0.86	0.90	0.70
29	0.88	0.88	0.74	0.88	0.76	0.91	0.81	0.89	0.84	0.91	0.70	0.92	0.85	0.89	0.70
30	0.91	0.91	0.74	0.92	0.82	0.94	0.87	0.90	0.87	0.93	0.71	0.93	0.90	0.89	0.60

Rank Order Correlation Matrix

	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16	1.00													
17	0.83	1.00												
18	0.89	0.84	1.00											
19	0.76	0.59	0.69	1.00										
20	0.93	0.83	0.89	0.78	1.00									
21	0.79	0.69	0.72	0.73	0.82	1.00								
22	0.93	0.85	0.90	0.76	0.90	0.82	1.00							
23	0.74	0.60	0.70	0.86	0.77	0.80	0.75	1.00						
24	0.94	0.83	0.88	0.79	0.94	0.84	0.94	0.80	1.00					
25	0.84	0.80	0.82	0.71	0.84	0.85	0.89	0.65	0.86	1.00				
26	0.92	0.83	0.90	0.78	0.89	0.82	0.93	0.74	0.93	0.87	1.00			
27	0.75	0.55	0.68	0.93	0.78	0.74	0.76	0.90	0.78	0.69	0.73	1.00		
28	0.92	0.83	0.86	0.76	0.90	0.85	0.93	0.74	0.94	0.87	0.93	0.75	1.00	
29	0.92	0.84	0.88	0.73	0.90	0.78	0.91	0.72	0.90	0.80	0.89	0.71	0.91	1.00
30	0.92	0.85	0.93	0.75	0.93	0.81	0.92	0.71	0.92	0.89	0.92	0.73	0.92	0.92

Table 12

Total Raw Score Correlation Matrix

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.00														
2	0.96	1.00													
3	0.58	0.64	1.00												
4	0.91	0.91	0.77	1.00											
5	0.70	0.69	0.86	0.82	1.00										
6	0.92	0.92	0.77	0.96	0.81	1.00									
7	0.76	0.77	0.81	0.81	0.85	0.86	1.00								
8	0.88	0.89	0.77	0.92	0.82	0.93	0.86	1.00							
9	0.82	0.81	0.68	0.83	0.78	0.86	0.86	0.83	1.00						
10	0.93	0.92	0.76	0.94	0.77	0.95	0.85	0.92	0.84	1.00					
11	0.59	0.63	0.92	0.73	0.77	0.74	0.83	0.76	0.67	0.76	1.00				
12	0.89	0.89	0.79	0.93	0.80	0.95	0.85	0.93	0.83	0.95	0.78	1.00			
13	0.96	0.86	0.79	0.92	0.87	0.89	0.79	0.84	0.79	0.86	0.70	0.85	1.00		
14	0.89	0.89	0.77	0.91	0.78	0.92	0.81	0.92	0.78	0.93	0.76	0.96	0.84	1.00	
15	0.55	0.60	0.83	0.64	0.69	0.70	0.77	0.72	0.63	0.69	0.89	0.74	0.63	0.72	1.00
16	0.89	0.88	0.77	0.90	0.78	0.94	0.85	0.91	0.80	0.93	0.77	0.96	0.84	0.95	0.77
17	0.86	0.82	0.60	0.82	0.73	0.84	0.75	0.83	0.88	0.82	0.57	0.81	0.77	0.78	0.50
18	0.89	0.90	0.73	0.88	0.78	0.92	0.84	0.90	0.86	0.93	0.71	0.91	0.86	0.89	0.69
19	0.60	0.64	0.90	0.74	0.77	0.75	0.86	0.78	0.89	0.77	0.98	0.78	0.69	0.77	0.90
20	0.87	0.87	0.79	0.90	0.78	0.92	0.85	0.83	0.83	0.93	0.78	0.94	0.84	0.93	0.76
21	0.72	0.70	0.82	0.83	0.90	0.82	0.84	0.79	0.82	0.78	0.75	0.81	0.88	0.77	0.66
22	0.87	0.87	0.78	0.90	0.79	0.93	0.88	0.93	0.86	0.93	0.76	0.96	0.84	0.94	0.75
23	0.55	0.61	0.96	0.74	0.84	0.73	0.78	0.76	0.65	0.70	0.88	0.77	0.78	0.75	0.81
24	0.86	0.89	0.83	0.92	0.82	0.94	0.89	0.93	0.85	0.93	0.81	0.96	0.88	0.94	0.78
25	0.86	0.82	0.67	0.88	0.80	0.88	0.84	0.83	0.86	0.87	0.65	0.85	0.84	0.80	0.56
26	0.87	0.89	0.79	0.93	0.82	0.95	0.88	0.94	0.86	0.93	0.80	0.94	0.88	0.93	0.75
27	0.56	0.60	0.89	0.72	0.77	0.70	0.80	0.75	0.64	0.72	0.93	0.77	0.71	0.76	0.89
28	0.88	0.86	0.77	0.91	0.80	0.94	0.86	0.92	0.84	0.93	0.78	0.94	0.84	0.92	0.75
29	0.90	0.88	0.73	0.88	0.77	0.92	0.81	0.90	0.85	0.92	0.72	0.92	0.84	0.89	0.70
30	0.92	0.90	0.75	0.92	0.84	0.94	0.89	0.91	0.89	0.94	0.75	0.93	0.89	0.90	0.69

Total Raw Score Correlation Matrix

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16	1.00														
17	0.78	1.00													
18	0.91	0.85	1.00												
19	0.78	0.58	0.73	1.00											
20	0.93	0.79	0.90	0.79	1.00										
21	0.79	0.72	0.75	0.73	0.81	1.00									
22	0.95	0.80	0.91	0.79	0.92	0.83	1.00								
23	0.74	0.57	0.70	0.85	0.75	0.80	0.76	1.00							
24	0.94	0.81	0.90	0.82	0.93	0.85	0.94	0.81	1.00						
25	0.82	0.80	0.83	0.67	0.83	0.85	0.87	0.63	0.84	1.00					
26	0.94	0.81	0.93	0.81	0.91	0.82	0.94	0.76	0.95	0.85	1.00				
27	0.76	0.52	0.70	0.92	0.78	0.75	0.78	0.91	0.80	0.64	0.76	1.00			
28	0.94	0.80	0.89	0.79	0.93	0.84	0.95	0.74	0.94	0.85	0.94	0.77	1.00		
29	0.90	0.84	0.89	0.72	0.90	0.81	0.90	0.70	0.90	0.81	0.90	0.70	0.94	1.00	
30	0.91	0.87	0.94	0.76	0.92	0.84	0.92	0.71	0.92	0.89	0.93	0.73	0.92	0.93	1.00

Table 13

Raw Score Correlation Matrix - Item 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.00														
2	0.72	1.00													
3	0.76	0.75	1.00												
4	0.77	0.69	0.72	1.00											
5	0.77	0.81	0.86	0.76	1.00										
6	0.69	0.68	0.64	0.78	0.68	1.00									
7	0.72	0.64	0.73	0.71	0.75	0.75	1.00								
8	0.68	0.65	0.65	0.82	0.69	0.92	0.76	1.00							
9	0.66	0.67	0.78	0.69	0.82	0.74	0.81	0.72	1.00						
10	0.70	0.75	0.74	0.81	0.75	0.73	0.67	0.74	0.72	1.00					
11	0.61	0.62	0.77	0.62	0.72	0.60	0.78	0.61	0.82	0.67	1.00				
12	0.75	0.67	0.72	0.82	0.75	0.89	0.78	0.92	0.77	0.71	0.73	1.00			
13	0.84	0.73	0.79	0.80	0.82	0.71	0.71	0.72	0.81	0.83	0.73	0.78	1.00		
14	0.87	0.82	0.86	0.78	0.87	0.64	0.72	0.65	0.77	0.84	0.71	0.69	0.87	1.00	
15	0.76	0.62	0.83	0.72	0.78	0.70	0.79	0.68	0.83	0.75	0.83	0.75	0.80	0.82	1.00
16	0.83	0.76	0.73	0.67	0.72	0.58	0.59	0.59	0.57	0.74	0.55	0.61	0.73	0.79	0.64
17	0.73	0.56	0.66	0.56	0.62	0.56	0.70	0.56	0.58	0.61	0.52	0.56	0.59	0.70	0.66
18	0.65	0.66	0.66	0.79	0.68	0.96	0.75	0.93	0.76	0.71	0.64	0.90	0.71	0.62	0.72
19	0.73	0.62	0.75	0.70	0.75	0.71	0.76	0.68	0.78	0.73	0.74	0.72	0.76	0.75	0.92
20	0.68	0.58	0.66	0.83	0.72	0.90	0.76	0.92	0.75	0.72	0.64	0.89	0.75	0.65	0.71
21	0.83	0.68	0.81	0.81	0.84	0.78	0.79	0.77	0.81	0.75	0.71	0.84	0.86	0.84	0.84
22	0.76	0.80	0.74	0.76	0.70	0.58	0.56	0.57	0.55	0.74	0.56	0.61	0.68	0.84	0.63
23	0.77	0.67	0.82	0.74	0.82	0.68	0.69	0.68	0.70	0.80	0.73	0.68	0.78	0.83	0.85
24	0.76	0.88	0.73	0.70	0.82	0.67	0.64	0.63	0.68	0.73	0.63	0.69	0.70	0.85	0.69
25	0.79	0.73	0.87	0.74	0.80	0.60	0.70	0.63	0.72	0.75	0.70	0.69	0.78	0.88	0.79
26	0.74	0.66	0.68	0.85	0.70	0.83	0.65	0.82	0.59	0.68	0.49	0.79	0.67	0.70	0.66
27	0.82	0.69	0.82	0.76	0.83	0.68	0.78	0.67	0.77	0.74	0.80	0.74	0.79	0.83	0.91
28	0.64	0.45	0.58	0.62	0.57	0.70	0.64	0.77	0.60	0.61	0.55	0.71	0.65	0.56	0.61
29	0.87	0.78	0.75	0.77	0.85	0.78	0.75	0.76	0.75	0.78	0.65	0.80	0.83	0.84	0.78
30	0.73	0.66	0.70	0.79	0.77	0.82	0.71	0.82	0.72	0.63	0.64	0.86	0.75	0.69	0.71

Raw Score Correlation Matrix - Item 1

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16	1.00														
17	0.73	1.00													
18	0.56	0.53	1.00												
19	0.66	0.68	0.73	1.00											
20	0.59	0.53	0.91	0.70	1.00										
21	0.74	0.71	0.76	0.80	0.80	1.00									
22	0.70	0.53	0.54	0.54	0.57	0.62	1.00								
23	0.72	0.71	0.67	0.80	0.70	0.82	0.71	1.00							
24	0.70	0.53	0.64	0.63	0.62	0.69	0.86	0.72	1.00						
25	0.81	0.70	0.60	0.71	0.65	0.84	0.77	0.81	0.77	1.00					
26	0.67	0.56	0.80	0.69	0.82	0.77	0.70	0.69	0.69	0.68	1.00				
27	0.74	0.71	0.66	0.91	0.70	0.86	0.68	0.87	0.75	0.80	0.71	1.00			
28	0.68	0.61	0.70	0.64	0.76	0.74	0.36	0.60	0.38	0.62	0.62	0.61	1.00		
29	0.85	0.76	0.74	0.80	0.74	0.89	0.65	0.81	0.77	0.79	0.74	0.85	0.73	1.00	
30	0.59	0.51	0.82	0.68	0.85	0.82	0.57	0.68	0.67	0.66	0.80	0.73	0.69	0.80	1.00

Raw Score Correlation Matrix - Section A

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16	1.00														
17	0.54	1.00													
18	0.64	0.64	1.00												
19	0.55	0.37	0.66	1.00											
20	0.59	0.70	0.73	0.52	1.00										
21	0.55	0.37	0.60	0.74	0.50	1.00									
22	0.71	0.62	0.75	0.58	0.77	0.50	1.00								
23	0.58	0.30	0.60	0.84	0.53	0.82	0.55	1.00							
24	0.70	0.58	0.66	0.69	0.67	0.68	0.60	0.64	1.00						
25	0.53	0.56	0.63	0.54	0.60	0.52	0.65	0.46	0.50	1.00					
26	0.60	0.54	0.79	0.63	0.63	0.50	0.73	0.49	0.57	0.67	1.00				
27	0.59	0.28	0.55	0.89	0.50	0.77	0.54	0.92	0.64	0.45	0.48	1.00			
28	0.71	0.68	0.67	0.51	0.70	0.45	0.74	0.37	0.70	0.61	0.72	0.38	1.00		
29	0.74	0.70	0.70	0.63	0.75	0.55	0.70	0.57	0.70	0.67	0.70	0.49	0.74	1.00	
30	0.52	0.68	0.76	0.61	0.72	0.51	0.75	0.56	0.65	0.65	0.53	0.66	0.66	0.74	1.00

Table 15

Raw Score Correlation Matrix - Section B

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.00														
2	0.91	1.00													
3	0.42	0.46	1.00												
4	0.89	0.84	0.62	1.00											
5	0.62	0.57	0.74	0.71	1.00										
6	0.91	0.88	0.61	0.93	0.75	1.00									
7	0.66	0.64	0.76	0.73	0.89	0.79	1.00								
8	0.82	0.81	0.63	0.87	0.78	0.86	0.79	1.00							
9	0.74	0.67	0.54	0.75	0.78	0.79	0.76	0.77	1.00						
10	0.91	0.88	0.64	0.89	0.70	0.91	0.77	0.86	0.76	1.00					
11	0.46	0.51	0.89	0.61	0.66	0.62	0.78	0.64	0.54	0.64	1.00				
12	0.88	0.86	0.66	0.89	0.68	0.91	0.75	0.84	0.71	0.91	0.66	1.00			
13	0.86	0.81	0.65	0.88	0.72	0.86	0.71	0.80	0.73	0.84	0.61	0.82	1.00		
14	0.85	0.87	0.64	0.90	0.71	0.87	0.73	0.86	0.74	0.89	0.63	0.92	0.82	1.00	
15	0.39	0.43	0.76	0.51	0.60	0.53	0.72	0.54	0.47	0.55	0.85	0.59	0.54	0.53	1.00
16	0.88	0.89	0.60	0.87	0.67	0.90	0.75	0.85	0.68	0.90	0.63	0.92	0.81	0.91	0.57
17	0.79	0.71	0.40	0.72	0.68	0.76	0.62	0.72	0.89	0.76	0.40	0.71	0.70	0.72	0.31
18	0.86	0.85	0.67	0.83	0.79	0.91	0.82	0.85	0.82	0.89	0.64	0.87	0.84	0.85	0.60
19	0.48	0.51	0.85	0.61	0.67	0.64	0.84	0.86	0.56	0.65	0.94	0.64	0.61	0.62	0.86
20	0.88	0.84	0.64	0.89	0.71	0.90	0.76	0.85	0.78	0.91	0.68	0.89	0.83	0.91	0.61
21	0.72	0.62	0.72	0.80	0.87	0.80	0.79	0.78	0.78	0.64	0.78	0.80	0.80	0.77	0.54
22	0.84	0.79	0.67	0.89	0.72	0.90	0.80	0.86	0.75	0.90	0.66	0.90	0.79	0.88	0.60
23	0.44	0.47	0.93	0.65	0.72	0.61	0.72	0.66	0.61	0.62	0.85	0.62	0.68	0.66	0.76
24	0.84	0.81	0.69	0.91	0.75	0.88	0.80	0.87	0.76	0.89	0.67	0.89	0.84	0.92	0.59
25	0.87	0.78	0.54	0.83	0.73	0.85	0.74	0.82	0.79	0.89	0.53	0.85	0.82	0.82	0.45
26	0.82	0.80	0.66	0.84	0.75	0.88	0.82	0.87	0.77	0.86	0.64	0.84	0.83	0.86	0.55
27	0.45	0.46	0.84	0.62	0.67	0.58	0.76	0.64	0.58	0.62	0.84	0.62	0.63	0.64	0.87
28	0.86	0.78	0.66	0.86	0.75	0.89	0.78	0.86	0.79	0.88	0.64	0.85	0.82	0.84	0.57
29	0.88	0.80	0.61	0.81	0.69	0.85	0.72	0.79	0.77	0.87	0.63	0.83	0.81	0.81	0.54
30	0.88	0.82	0.61	0.85	0.76	0.90	0.77	0.84	0.81	0.88	0.62	0.85	0.85	0.85	0.51

Raw Score Correlation Matrix - Section C

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.00														
2	0.94	1.00													
3	0.98	0.61	1.00												
4	0.91	0.93	0.74	1.00											
5	0.69	0.67	0.83	0.76	1.00										
6	0.89	0.92	0.74	0.94	0.76	1.00									
7	0.87	0.71	0.76	0.78	0.78	0.80	1.00								
8	0.86	0.87	0.73	0.87	0.78	0.90	0.72	1.00							
9	0.72	0.79	0.60	0.78	0.72	0.77	0.77	0.70	1.00						
10	0.89	0.89	0.70	0.91	0.70	0.91	0.75	0.86	0.75	1.00					
11	0.55	0.56	0.84	0.65	0.73	0.67	0.73	0.67	0.56	0.68	1.00				
12	0.87	0.88	0.74	0.91	0.79	0.93	0.78	0.88	0.75	0.91	0.71	1.00			
13	0.87	0.85	0.74	0.89	0.83	0.87	0.78	0.81	0.76	0.83	0.64	0.86	1.00		
14	0.85	0.87	0.73	0.89	0.70	0.91	0.77	0.84	0.68	0.90	0.72	0.90	0.83	1.00	
15	0.48	0.52	0.78	0.59	0.63	0.62	0.68	0.65	0.54	0.62	0.89	0.67	0.56	0.71	1.00
16	0.83	0.84	0.72	0.88	0.76	0.91	0.81	0.85	0.73	0.88	0.73	0.95	0.83	0.91	0.72
17	0.83	0.83	0.61	0.82	0.77	0.80	0.73	0.80	0.80	0.77	0.55	0.79	0.78	0.74	0.50
18	0.87	0.86	0.71	0.87	0.77	0.90	0.78	0.89	0.76	0.90	0.68	0.93	0.85	0.90	0.67
19	0.56	0.57	0.83	0.66	0.71	0.69	0.74	0.68	0.57	0.70	0.97	0.73	0.62	0.74	0.90
20	0.83	0.86	0.79	0.88	0.76	0.91	0.81	0.84	0.76	0.89	0.77	0.94	0.86	0.92	0.74
21	0.72	0.70	0.73	0.78	0.82	0.78	0.80	0.71	0.83	0.74	0.66	0.78	0.84	0.71	0.60
22	0.86	0.88	0.72	0.88	0.75	0.91	0.81	0.88	0.81	0.90	0.69	0.92	0.84	0.89	0.68
23	0.49	0.53	0.83	0.63	0.75	0.65	0.66	0.68	0.56	0.59	0.80	0.66	0.66	0.68	0.80
24	0.83	0.85	0.79	0.87	0.74	0.91	0.84	0.88	0.75	0.87	0.74	0.90	0.84	0.91	0.72
25	0.81	0.80	0.59	0.82	0.74	0.80	0.75	0.71	0.81	0.74	0.51	0.77	0.79	0.72	0.42
26	0.81	0.85	0.74	0.87	0.78	0.90	0.85	0.86	0.80	0.84	0.75	0.87	0.84	0.87	0.74
27	0.53	0.55	0.82	0.63	0.69	0.65	0.69	0.67	0.55	0.65	0.92	0.71	0.63	0.75	0.92
28	0.81	0.80	0.68	0.82	0.79	0.83	0.76	0.83	0.79	0.85	0.70	0.85	0.80	0.82	0.85
29	0.87	0.84	0.64	0.87	0.69	0.87	0.69	0.85	0.76	0.89	0.65	0.88	0.83	0.87	0.67
30	0.92	0.89	0.63	0.91	0.73	0.91	0.79	0.84	0.82	0.90	0.61	0.90	0.66	0.87	0.58

Eaw Score Correlation Matrix - Section C

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16	1.00														
17	0.74	1.00													
18	0.93	0.80	1.00												
19	0.75	0.56	0.69	1.00											
20	0.94	0.77	0.93	0.78	1.00										
21	0.78	0.79	0.76	0.65	0.81	1.00									
22	0.92	0.81	0.92	0.71	0.91	0.82	1.00								
23	0.66	0.55	0.67	0.80	0.73	0.67	0.67	1.00							
24	0.92	0.76	0.91	0.76	0.93	0.79	0.92	0.73	1.00						
25	0.77	0.78	0.77	0.53	0.77	0.82	0.83	0.49	0.78	1.00					
26	0.90	0.81	0.89	0.77	0.90	0.81	0.89	0.74	0.93	0.80	1.00				
27	0.74	0.50	0.70	0.92	0.76	0.65	0.72	0.84	0.74	0.52	0.74	1.00			
28	0.88	0.81	0.85	0.69	0.87	0.83	0.88	0.61	0.86	0.79	0.88	0.67	1.00		
29	0.86	0.79	0.87	0.66	0.86	0.78	0.88	0.65	0.86	0.72	0.83	0.68	0.82	1.00	
30	0.89	0.84	0.90	0.63	0.88	0.83	0.90	0.55	0.87	0.85	0.86	0.62	0.84	0.90	1.00

Table 17

Raw Score Correlation Matrix - Section D

	-	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.00														
2	0.61	1.00													
3	0.57	0.46	1.00												
4	0.64	0.60	0.68	1.00											
5	0.61	0.46	0.87	0.62	1.00										
6	0.65	0.57	0.66	0.71	0.67	1.00									
7	0.09	0.19	0.62	0.34	0.59	0.35	1.00								
8	0.56	0.66	0.71	0.69	0.68	0.73	0.42	1.00							
9	0.29	0.30	0.48	0.34	0.36	0.38	0.37	0.36	1.00						
10	0.40	0.56	0.66	0.68	0.54	0.59	0.49	0.64	0.42	1.00					
11	0.43	0.29	0.86	0.61	0.74	0.59	0.60	0.60	0.35	0.57	1.00				
12	0.62	0.60	0.69	0.73	0.62	0.70	0.48	0.77	0.42	0.65	0.64	1.00			
13	0.77	0.65	0.53	0.52	0.56	0.58	0.27	0.55	0.31	0.43	0.49	0.56	1.00		
14	0.65	0.61	0.75	0.60	0.74	0.36	0.72	0.36	0.66	0.60	0.60	0.77	0.64	1.00	
15	0.50	0.35	0.61	0.56	0.50	0.40	0.46	0.39	0.29	0.49	0.65	0.51	0.40	0.51	1.00
16	0.58	0.58	0.58	0.60	0.60	0.67	0.31	0.75	0.35	0.60	0.59	0.74	0.59	0.72	0.40
17	0.40	0.29	0.32	0.26	0.38	0.38	0.30	0.33	0.71	0.29	0.29	0.43	0.37	0.28	0.20
18	0.61	0.54	0.70	0.62	0.68	0.76	0.42	0.80	0.50	0.65	0.71	0.78	0.61	0.71	0.46
19	0.42	0.30	0.82	0.55	0.73	0.48	0.53	0.56	0.24	0.47	0.87	0.55	0.43	0.53	0.60
20	0.43	0.42	0.57	0.49	0.49	0.61	0.33	0.59	0.48	0.58	0.52	0.70	0.42	0.58	0.32
21	0.67	0.49	0.82	0.61	0.88	0.64	0.57	0.69	0.36	0.42	0.68	0.65	0.63	0.63	0.54
22	0.58	0.48	0.73	0.59	0.63	0.61	0.40	0.65	0.40	0.36	0.60	0.70	0.48	0.66	0.38
23	0.49	0.37	0.85	0.51	0.79	0.54	0.58	0.55	0.38	0.40	0.73	0.52	0.49	0.59	0.48
24	0.50	0.52	0.74	0.64	0.66	0.65	0.46	0.71	0.54	0.38	0.60	0.70	0.39	0.63	0.48
25	0.56	0.52	0.67	0.64	0.72	0.62	0.55	0.63	0.33	0.54	0.63	0.69	0.60	0.59	0.52
26	0.58	0.48	0.74	0.62	0.72	0.67	0.54	0.72	0.41	0.33	0.66	0.79	0.49	0.64	0.53
27	0.43	0.38	0.73	0.53	0.86	0.50	0.46	0.57	0.23	0.41	0.83	0.52	0.56	0.52	0.59
28	0.48	0.49	0.57	0.59	0.52	0.67	0.32	0.69	0.33	0.23	0.62	0.70	0.51	0.61	0.36
29	0.63	0.54	0.63	0.67	0.64	0.66	0.34	0.74	0.49	0.45	0.57	0.66	0.65	0.64	0.48
30	0.59	0.64	0.63	0.68	0.65	0.66	0.33	0.72	0.39	0.39	0.57	0.68	0.58	0.70	0.34

Raw Score Correlation Matrix - Section D

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16	1.00														
17	0.27	1.00													
18	0.74	0.52	1.00												
19	0.49	0.25	0.56	1.00											
20	0.58	0.38	0.59	0.46	1.00										
21	0.58	0.41	0.67	0.61	0.45	1.00									
22	0.62	0.40	0.65	0.59	0.56	0.63	1.00								
23	0.46	0.33	0.57	0.65	0.42	0.74	0.58	1.00							
24	0.64	0.48	0.75	0.59	0.56	0.59	0.75	0.60	1.00						
25	0.56	0.37	0.65	0.52	0.49	0.77	0.56	0.58	0.52	1.00					
26	0.71	0.42	0.71	0.57	0.60	0.74	0.71	0.60	0.69	0.73	1.00				
27	0.58	0.19	0.54	0.80	0.41	0.61	0.56	0.62	0.45	0.56	0.57	1.00			
28	0.79	0.34	0.72	0.45	0.47	0.57	0.72	0.41	0.61	0.62	0.73	0.56	1.00		
29	0.57	0.43	0.68	0.59	0.50	0.70	0.56	0.55	0.60	0.64	0.63	0.59	0.56	1.00	
30	0.66	0.44	0.68	0.51	0.55	0.70	0.73	0.54	0.63	0.64	0.69	0.55	0.72	0.60	1.00

PAMPHLET	ITEM I	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3.066	9.100	21.666	22.033	8.166	64.033
2	3.000	8.466	21.233	16.600	7.700	57.000
3	3.000	8.900	19.066	17.133	7.100	55.200
4	2.966	9.333	22.233	17.900	8.033	60.466
5	2.666	8.200	20.600	13.666	7.033	52.166
6	3.000	8.200	16.933	14.533	7.966	50.633
7	3.100	8.366	17.733	13.833	8.200	51.233
8	3.033	7.666	19.766	18.533	7.633	56.633
9	3.033	8.400	20.766	17.466	8.300	57.966
10	3.200	8.100	19.133	15.100	7.700	53.233
11	3.266	9.166	20.033	13.866	8.500	54.566
12	3.066	9.066	21.466	18.633	8.600	60.833
13	3.266	9.266	16.900	13.133	8.300	50.866
14	2.866	7.800	20.766	14.433	7.533	53.400
15	3.166	8.366	20.600	17.933	8.900	58.966
16	3.000	9.133	16.266	14.800	8.900	52.100
17	3.000	9.000	20.266	17.600	9.500	59.366
18	3.100	8.033	19.966	21.233	8.966	61.300
19	3.200	10.133	27.800	25.700	10.100	76.933
20	3.200	10.400	25.833	22.000	10.333	71.766
21	3.000	8.266	13.633	13.233	9.100	47.233
22	3.166	9.166	23.733	20.466	8.700	65.233

TABLE 18 TOTAL AVERAGES

TOTAL AVERAGES (contd.)

PAMPHLET	ITEM I	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
23	3.333	11.233	28.033	26.433	9.566	78.600
24	1.166	7.800	10.466	8.866	6.766	35.066
25	1.133	7.600	10.900	10.366	6.900	36.900
26	1.266	6.200	8.433	6.800	7.066	29.766
27	1.266	6.100	8.200	7.433	7.000	30.000
28	1.166	6.933	9.666	9.566	5.900	33.233
29	1.300	6.566	8.900	7.866	6.266	30.900
30	1.333	8.033	9.800	7.800	6.166	33.133
31	1.166	8.466	10.100	8.533	6.200	34.466
32	1.600	6.300	9.600	9.266	6.066	32.833
33	2.166	6.300	9.600	8.700	6.566	33.333
34	2.566	6.533	9.233	9.233	6.133	33.700
35	2.500	6.833	12.900	12.500	5.633	40.366
36	2.300	6.300	9.366	6.733	6.433	31.133
37	2.600	7.000	9.700	8.866	6.100	34.266
38	3.033	9.333	17.933	14.400	5.800	50.500
39	1.800	7.266	22.133	9.966	6.533	47.700
40	1.066	4.033	12.066	5.233	7.000	29.400
41	2.100	3.633	7.833	6.833	7.400	27.800
42	1.700	10.100	27.033	17.233	7.100	63.160
43	2.066	7.266	13.766	10.833	5.500	39.433
44	2.900	8.733	13.733	11.533	7.633	44.533
45	2.933	8.800	17.230	10.633	6.466	46.066
46	2.000	2.333	4.366	3.666	9.100	21.466

PAMPHLET	ITEM I	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
47	2.933	8.100	15.700	8.900	6.566	42.166
48	2.666	8.633	21.600	18.000	6.500	57.400
49	0.90	2.733	2.666	2.633	5.233	14.166
50	2.000	6.666	10.000	7.733	7.066	33.466
51	2.766	8.500	17.500	10.266	6.466	45.500
52	2.833	9.033	16.733	13.266	5.700	47.560
53	2.666	8.800	18.000	13.766	5.866	49.100
54	2.733	8.966	15.733	11.066	6.900	45.400
55	3.000	7.466	10.200	8.900	5.300	34.866
56	3.000	6.166	9.900	9.033	6.700	34.800
57	3.300	9.266	17.166	13.766	6.266	49.766
58	1.666	3.000	5.966	6.166	5.266	22.066
59	2.000	7.300	12.266	8.833	8.033	38.433
60	2.433	9.100	17.466	12.900	6.733	48.633
61	2.000	8.100	11.700	8.633	6.633	37.066
62	2.433	6.100	5.000	7.900	7.066	28.500
63	1.800	8.733	15.233	11.466	6.900	44.133
64	1.866	4.700	9.833	8.200	6.433	31.033
65	2.133	5.666	10.000	7.533	4.966	30.300

TABLE 189RANK ORDER OF BOOKLETS

<u>Order</u>	<u>Booklet No.</u>	<u>Score</u>	<u>Title</u>
1	23	78.600	Nursing for Men and Women
2	19	76.933	Police
3	20	71.766	Animal Care and Veterinary Science
4	22	65.233	Building and Civil Engineering Contracting
5	1	64.033	Engineering Bench and Machine Work for Boys and Girls
6	42	63.166	Police
7	18	61.30	Forestry
8	12	60.833	Home Economics
9	4	60.466	Hotels and Catering
10	17	59.366	Ophthalmic Optician and Dispensing Optician
11	15	58.966	Agriculture and Horticulture
12	9	57.966	Footwear and Leather Goods Manufacture
13	48	57.400	Medical Laboratory Technician
14	2	57.000	Building Crafts
15	8	56.633	Journalism

<u>Order</u>	<u>Booklet No.</u>	<u>Score</u>	<u>Title</u>
16	3	55.200	Professional Engineers
17	11	54.566	Teaching
18	14	53.400	Insurance
19	10	53.233	Accountant
20	5	52.166	Medical Laboratory Technician
21	16	52.100	Pharmacy
22	7	51.233	Chiropodist
23	13	50.866	Electrician
24	6	50.633	Speech Therapist
25	38	50.50	Career as a Motor Mechanic
26	57	49.766	A Flying Start
27	53	49.10	Careers in Agriculture
28	60	48.633	The World of Finance: Careers as Chartered Accountants
29	39	47.700	How to become an Optician
30	52	47.566	Careers in Hotels and Catering
31	21	47.233	Furniture Manufacture
32	45	46.066	Careers in Agriculture

<u>Order</u>	<u>Booklet No.</u>	<u>Score</u>	<u>Title</u>
33	51	45.500	<i>The Veterinary Profession</i>
34	54	45.400	<i>Train off-the-job as a Plumber</i>
35	44	44.533	<i>Careers in Teaching</i>
36	63	44.133	<i>British Airways Training Schemes</i>
37	47	42.166	<i>State Enrolled Nurse</i>
38	35	40.366	<i>State Enrolled Nurse (Get Well Soon)</i>
39	43	39.433	<i>Careers in Journalism</i>
40	59	38.433	<i>Sick Children's Nursing</i>
41	61	37.066	<i>All About Us And You, I.C.I.</i>
42	25	36.900	<i>Kennel Maid</i>
43	24	35.066	<i>Upholsterer</i>
44	55	34.866	<i>The Career of Equal Opportunity</i>
45	56	34.800	<i>Careers in Building</i>
46	31	34.466	<i>Stablehand</i>
47	37	34.266	<i>The Motor Mechanic (A Spanner in the Works)</i>
48	34	33.700	<i>Carpenter and Joiner</i>

<u>Order</u>	<u>Booklet No.</u>	<u>Score</u>	<u>Title</u>
49	50	33.466	A Career in Medical Laboratories
50	33	33.333	The Gardener (Say it with Flowers)
51	28	33.233	Cowman
52	30	33.133	Bricklayer
53	32	32.833	Room Maid
54	36	31.133	People and their Pets (Animal Crackers)
55	64	31.033	Ten Men in Insurance
56	29	30.90	Builder's Labourer
57	65	30.30	The Profession of Chiropody
58	27	30.000	Dental Surgery Assistant
59	26	29.766	Electrician
60	40	29.40	Pharmacy
61	62	28.500	Why Not Teach Overseas?
62	41	27.800	Careers in Building
63	58	22.666	Cordon Bleu
64	46	21.466	Forestry in Great Britain
65	49	14.166	Speech Therapy as a Career

SCORES EXPRESSED AS PERCENTAGES

PAMPHLET	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	76.650	75.833	54.165	68.853	68.050	64.033
2	75.000	70.550	53.002	51.875	64.166	57.000
3	75.000	74.166	47.685	53.540	59.166	55.200
4	74.150	77.750	55.582	55.937	66.941	60.466
5	66.650	68.333	51.500	42.706	58.608	52.166
6	75.000	68.333	43.332	32.000	66.383	50.633
7	77.500	69.716	44.332	43.228	68.333	51.233
8	75.825	63.880	49.415	57.915	63.508	56.633
9	75.825	70.000	51.915	54.581	69.166	57.966
10	80.000	67.500	47.932	47.187	64.166	53.233
11	81.650	76.383	50.082	43.331	70.833	54.566
12	76.650	75.550	53.665	58.228	71.566	60.833
13	81.650	77.216	42.250	41.040	69.166	50.866
14	71.650	65.000	51.950	45.103	62.775	53.400
15	79.150	69.716	51.500	55.040	74.166	58.966
16	75.000	76.100	40.665	46.250	74.166	52.100
17	75.000	75.000	50.665	55.000	79.166	59.386
18	77.500	66.941	49.915	66.353	74.716	61.300
19	80.000	84.441	69.500	80.312	84.166	76.933
20	80.000	86.666	64.582	68.750	86.108	71.766
21	75.000	68.833	34.082	41.353	75.833	47.233
22	79.150	76.383	59.332	63.956	72.500	65.233

TABLE 20 PERCENTAGES TABLE

SCORES EXPRESSED AS PERCENTAGES

PAMPHLET	ITEM I	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
23	83.325	93.608	72.582	82.603	79.716	78.600
24	29.150	65.000	26.165	27.706	56.383	35.066
25	28.305	63.333	27.250	32.393	57.500	36.900
26	31.650	51.666	21.082	21.250	59.983	29.766
27	31.650	50.833	20.500	23.228	58.333	30.000
28	29.150	57.775	24.150	29.893	49.166	33.233
29	32.500	54.716	22.250	24.581	52.216	30.900
30	33.325	66.941	24.500	24.375	51.383	33.133
31	29.150	70.550	25.250	26.565	51.686	34.466
32	40.000	52.500	24.000	28.956	50.550	32.833
33	54.150	52.500	24.000	27.187	54.716	33.333
34	64.150	54.441	23.082	28.893	51.108	33.700
35	62.50	56.941	32.250	39.062	46.941	40.366
36	57.500	52.500	23.415	21.040	53.608	31.133
37	65.000	58.333	24.250	27.706	50.833	34.266
38	75.825	77.775	44.832	45.000	48.333	50.500
39	45.000	60.550	55.332	31.143	54.441	47.700
40	26.650	33.608	30.165	16.353	58.333	29.400
41	52.500	30.275	19.582	21.353	61.666	27.800
42	42.500	84.166	67.582	53.853	59.166	63.160
43	51.65	60.550	34.400	33.853	45.833	39.433
44	72.500	72.775	34.382	36.040	63.608	44.533
45	73.325	73.333	43.075	32.000	53.883	46.066
46	50.000	19.441	10.915	11.456	75.833	21.466

SCORES EXPRESSED AS PERCENTAGES

PAMPHLET	ITEM I	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
47	73.325	67.500	39.250	27.812	54.740	42.166
48	66.650	71.941	54.000	56.250	54.166	57.400
49	22.500	22.775	6.665	8.228	43.608	14.166
50	50.000	55.550	25.000	24.165	58.883	33.466
51	69.15	70.933	43.750	32.091	53.993	45.500
52	70.825	75.275	41.832	41.456	47.500	47.560
53	66.650	73.333	45.000	43.018	48.883	49.100
54	68.325	74.716	39.332	34.581	57.500	45.400
55	75.000	63.216	25.500	27.812	44.166	34.866
56	75.000	51.383	24.750	28.228	55.833	34.800
57	82.50	77.216	42.915	43.018	52.216	49.766
58	41.650	25.000	14.915	19.268	43.883	22.066
59	50.000	60.833	30.665	27.603	66.941	38.433
60	60.825	75.833	43.650	40.312	56.108	48.633
61	50.000	67.500	29.250	26.978	55.275	37.066
62	60.825	50.833	12.500	24.687	58.883	28.500
63	45.000	72.775	38.082	35.831	57.500	44.133
64	46.650	39.166	24.682	25.625	53.608	31.033
65	53.325	47.216	25.000	23.540	41.383	30.300

HIGHEST-LOWEST SCORES PER PAMPHLET

PAMPHLET	ITEM 4		SECTION 12		SECTION 40		SECTION 32		SECTION 12		TOTAL	
	H	L	H	L	H	L	H	L	H	L	H	L
1	4	3	11	8	31	17	26	18	10	7	73	56
2	3	3	10	7	26	16	25	14	11	6	70	51
3	3	3	10	6	29	13	26	12	11	5	75	44
4	3	2	10	8	28	17	28	15	11	5	78	54
5	3	1	10	7	31	11	31	6	11	5	76	35
6	3	3	10	6	29	8	28	4	12	6	73	35
7	4	3	12	7	30	8	24	4	11	6	73	35
8	4	3	10	6	30	15	24	13	11	6	73	46
9	4	3	12	5	38	8	32	6	11	6	87	30
10	4	2	11	5	28	11	25	8	11	6	71	36
11	4	3	10	8	24	16	18	10	11	6	59	47
12	4	3	12	8	25	17	23	14	12	6	69	50
13	4	3	11	8	26	10	20	5	11	7	65	38
14	4	2	9	7	26	16	22	7	12	5	66	44
15	4	3	10	7	30	9	26	12	11	7	72	41
16	3	3	11	8	20	14	18	12	12	7	60	49
17	3	3	12	8	26	9	24	10	12	8	70	48
18	4	2	9	5	29	6	26	11	11	7	76	47
19	4	2	12	8	30	21	28	20	11	6	83	61
20	4	3	12	9	28	21	24	20	12	9	75	64
21	4	2	11	5	22	5	21	6	11	7	67	23
22	4	3	10	8	27	19	24	15	11	8	73	57

TABLE 212 HIGHEST-LOWEST SCORES

PAMPHLET	ITEM 4		SECTION 12		SECTION 40		SECTION 32		SECTION 12		TOTAL	
	H	L	H	A L	H	B L	H	C L	H	D L	H	L
23	4	3	12	10	37	20	32	19	12	6	87	66
24	2	1	10	4	12	7	12	4	11	6	41	27
25	2	1	9	5	13	5	13	7	12	6	40	27
26	2	1	9	5	11	6	8	5	11	6	34	27
27	2	1	8	4	10	6	11	6	12	6	37	24
28	2	1	9	5	12	7	11	7	11	4	37	29
29	3	1	8	5	12	7	11	6	11	5	36	27
30	3	1	10	7	11	8	9	5	11	5	37	30
31	2	1	10	6	13	6	11	5	12	5	39	28
32	2	1	9	5	11	7	11	5	12	5	38	27
33	3	1	10	3	16	6	15	4	8	5	51	20
34	4	2	10	2	15	7	16	5	8	5	45	21
35	4	1	10	2	22	4	20	4	8	5	55	16
36	4	1	10	2	15	4	12	2	12	4	46	13
37	4	1	10	1	17	2	13	4	10	4	49	13
38	4	3	12	4	27	9	21	6	7	5	69	32
39	3	1	11	4	26	16	14	7	9	5	57	43
40	2	1	5	3	15	9	8	3	8	6	36	24
41	3	1	5	2	12	5	9	5	10	6	36	22
42	3	1	12	9	30	21	25	10	9	5	72	54
43	3	1	9	6	19	10	15	9	9	3	51	29
44	3	1	10	7	16	10	14	8	9	6	51	29
45	3	2	11	6	25	8	15	4	10	3	58	31
46	3	1	11	0	27	2	9	3	10	6	56	16

PAMPHLET	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
47	3	11 4	27 8	10 8	8 5	56 30
48	3	12 6	30 15	24 13	8 5	71 44
49	2	5 2	5 0	5 2	6 5	20 11
50	2	9 5	13 8	10 6	9 6	40 27
51	3	11 5	28 10	16 6	8 5	65 32
52	3	12 4	24 9	18 7	10 3	60 32
53	3	11 8	23 14	17 4	10 4	55 41
54	3	11 8	20 7	14 7	10 6	55 33
55	3	10 6	12 8	10 7	8 3	39 32
56	3	10 4	24 7	17 7	11 5	59 30
57	4	12 7	24 12	16 9	8 4	60 38
58	3	7 0	11 0	9 3	9 3	33 8
59	2	8 6	15 10	10 8	9 7	42 34
60	4	10 8	30 11	16 10	8 5	64 43
61	2	9 7	10 10	12 8	10 2	45 32
62	3	8 5	8 3	9 5	8 6	32 24
63	3	10 8	21 11	17 9	10 6	55 37
64	3	8 2	13 7	11 6	9 3	40 24
65	3	7 4	12 2	9 2	7 3	35 19
TOTAL						
AVERAGE						

RANGE OF DIFFERENCES IN RESULTS: HIGHEST-LOWEST SCORES

PAMPHLET	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	1	10	14	8	3	17
2	0	3	10	11	5	19
3	0	4	16	14	6	31
4	1	2	11	23	6	24
5	2	3	20	25	6	41
6	0	4	21	24	6	38
7	1	5	22	20	5	38
8	1	4	15	11	5	27
9	1	7	30	26	5	37
10	2	6	17	17	5	35
11	1	2	8	8	5	12
12	1	4	8	9	6	19
13	1	3	16	15	4	27
14	2	2	10	15	7	22
15	1	3	21	14	4	31
16	0	3	6	6	5	11
17	0	4	17	14	4	22
18	2	4	23	15	4	29
19	2	4	9	8	5	22
20	1	3	7	4	3	11
21	2	6	17	15	4	44
22	1	2	8	9	3	16

TABLE 22 RANGE OF DIFFERENCES: HIGHEST-LOWEST SCORES

PAMPHLET	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
23	1	2	17	13	6	21
24	1	6	5	8	5	14
25	1	4	8	6	6	13
26	1	4	4	3	4	7
27	1	4	4	5	6	13
28	1	4	5	4	7	8
29	2	3	5	5	6	9
30	2	3	3	4	6	7
31	1	4	7	6	7	11
32	1	4	4	6	7	11
33	2	7	10	11	3	31
34	2	8	8	11	3	24
35	3	8	18	16	3	39
36	3	8	11	10	8	33
37	3	9	15	9	6	36
38	1	8	18	15	2	37
39	2	7	10	7	4	14
40	1	2	6	5	2	12
41	2	3	7	4	4	14
42	2	3	9	15	4	18
43	2	3	9	6	6	22
44	2	3	6	6	3	22
45	1	5	17	11	7	27
46	2	11	25	6	4	40

Table 23

10 Consistent Codifiers - Total Raw Scores

Pamph.			1	3	4	11	12	13	19	21	23	27	Total	Av.	30 Codifiers Av.
1			63	71	66	73	63	63	71	63	71	71	675	67.5	64.233
2			60	58	51	58	51	60	58	60	60	58	574	57.4	57.000
3			67	46	57	47	56	67	48	67	53	47	555	55.5	55.200
4			62	78	59	62	58	62	62	63	61	62	629	62.9	60.466
5			64	35	61	35	51	64	36	63	39	35	483	48.3	52.166
6			60	43	50	43	47	60	43	57	39	43	444	44.4	50.633
7			60	43	54	37	52	60	38	60	42	38	484	48.4	51.233
8			58	65	55	59	53	68	58	58	57	59	590	59	56.633
9			82	30	61	30	56	68	31	82	30	30	497	49.7	57.966
10			71	36	51	36	52	68	36	71	40	36	497	49.7	53.233
11			59	53	54	55	51	59	55	59	55	55	555	55.5	54.566
12			69	62	61	62	54	69	60	69	63	62	631	63.1	60.833
13			65	39	58	39	48	65	39	57	40	39	489	48.9	50.866
14			61	56	56	48	50	61	47	56	54	48	537	53.7	53.400
15			72	67	63	75	58	72	75	67	43	41	633	63.3	58.566
16			55	49	53	48	56	55	49	49	49	51	514	51.4	52.100
17			60	60	55	70	57	60	69	60	58	70	619	61.9	59.366
18			76	50	62	51	69	67	50	76	47	50	598	59.8	62.300
19			78	80	78	82	74	78	82	78	71	82	783	78.3	76.933
20			73	75	64	75	72	73	75	73	75	75	730	73.0	71.766
21			64	48	60	32	53	64	32	23	53	32	461	46.1	47.233
22			68	68	59	71	66	68	71	68	68	71	678	67.8	65.233
23			87	84	80	84	78	87	84	87	81	85	837	83.7	78.600
24			31	33	33	34	37	31	34	33	35	33	334	33.4	35.066
25			36	38	38	39	40	36	38	38	39	38	380	38.0	36.900
26			28	28	34	29	34	28	29	28	31	29	298	29.8	29.766
27			28	28	29	36	30	28	33	28	32	36	308	30.8	30.000
28			33	36	32	37	31	33	36	36	36	36	346	34.6	33.233
29			31	29	31	32	29	31	33	31	32	36	315	31.5	30.900
30			33	33	33	34	35	33	33	33	33	33	333	33.3	33.133

10 Consistent Codifiers - Total Raw Scores (contd.)

amp.		1	3	4	11	12	13	19	21	23	27	Total	Av.	30 Codifiers Av.
1		35	35	35	36	35	35	37	35	33	35	351	35.1	34.466
2		33	33	32	33	32	33	32	33	33	33	327	32.7	32.833
3		46	20	35	38	22	38	35	20	20	20	294	29.4	33.333
4		45	21	35	22	40	21	29	21	23	21	278	27.8	33.700
5		53	16	40	55	44	16	55	16	16	53	364	36.4	40.366
6		37	15	15	22	33	15	21	15	16	15	204	20.4	31.133
7		49	13	35	30	37	13	42	13	13	13	258	25.8	34.266
8		32	67	44	67	41	67	67	67	68	67	587	58.7	50.500
9		54	46	44	48	44	57	46	46	45	46	476	47.6	47.700
0		27	32	28	36	28	27	34	32	35	35	314	31.4	29.400
1		36	22	36	26	29	22	26	22	22	26	267	26.7	27.800
2		72	58	65	60	69	72	58	53	58	59	624	62.4	63.166
3		51	31	41	37	43	49	36	31	32	37	388	38.8	39.433
4		49	49	38	49	42	49	51	49	47	49	472	47.2	44.533
5		37	52	42	58	45	43	58	52	56	58	501	50.1	46.066
6		17	19	19	22	21	19	21	19	22	21	201	20.1	21.466
7		30	55	40	55	32	40	55	55	56	55	473	47.3	42.166
8		50	69	52	69	59	54	67	69	71	69	629	62.9	57.400
9		11	11	20	14	16	12	14	11	13	12	134	13.4	14.166
0		40	27	39	27	38	40	27	27	28	27	320	32.0	33.466
1		36	57	34	57	46	36	56	37	57	57	473	47.3	45.500
2		32	59	42	59	42	43	60	59	51	41	488	48.8	47.566
3		55	50	46	50	46	55	51	50	47	58	506	50.6	49.100
4		55	45	42	45	47	55	43	45	41	45	463	46.3	45.400
5		36	34	33	34	35	36	35	34	38	34	349	34.9	34.866
6		28	32	35	32	34	36	32	59	31	32	351	35.1	34.800
7		46	60	40	60	43	47	59	60	59	58	532	53.2	49.786
8		32	8	23	22	17	32	22	22	23	31	232	23.2	22.066
9		40	40	36	40	37	40	39	40	41	40	393	39.3	38.433
0		50	64	47	64	48	50	43	64	64	43	537	53.7	48.633
1		37	37	37	37	36	37	41	37	38	37	374	37.4	37.066
2		32	26	30	26	27	32	26	26	27	26	278	27.8	28.500
3		55	41	43	42	41	55	41	41	41	41	441	44.1	44.133
4		36	27	34	29	31	36	29	27	28	28	305	30.5	32.033
5		32	33	31	32	28	28	35	23	38	33	313	31.3	30.300

Item 1 - Consistent Codifiers

Pamph.		1	3	4	11	12	13	19	21	23	27	Total	Av.	30 Codifiers Av.
31		1	1	1	2	1	1	1	1	1	1	11	1.1	1.166
32		2	2	1	2	1	2	1	2	2	2	17	1.7	1.600
33		3	1	2	2	2	2	2	1	1	1	17	1.7	2.166
34		3	2	3	3	2	2	2	3	2	2	24	2.4	2.566
35		4	1	2	2	3	1	2	1	1	2	19	1.9	2.500
36		3	1	2	3	3	1	2	1	1	1	18	1.8	2.300
37		3	1	3	2	3	1	3	1	1	1	19	1.9	2.600
38		3	3	3	3	3	3	3	3	3	3	30	3.0	3.033
39		2	1	3	2	2	2	1	1	1	1	16	1.6	1.800
40		1	1	1	2	1	1	1	1	1	1	11	1.1	1.066
41		2	2	2	3	2	2	3	2	2	2	22	2.2	2.100
42		2	1	2	2	2	2	1	1	1	1	15	1.5	1.700
43		3	1	3	2	3	3	2	1	1	2	21	2.1	2.066
44		3	3	3	3	3	3	3	3	3	3	30	3.0	2.900
45		3	3	3	3	3	3	3	3	3	3	30	3.0	2.933
46		2	2	2	2	2	2	2	2	2	2	20	2.0	2.000
47		3	3	3	3	3	3	3	3	3	3	30	3.0	2.433
48		3	2	3	2	3	3	2	2	2	2	24	2.4	2.686
49		0	0	1	2	1	1	2	0	1	1	9	0.9	0.900
50		2	2	2	2	2	2	2	2	2	2	20	2.0	2.000
51		3	3	3	3	2	3	3	2	3	3	28	2.8	2.766
52		3	3	3	3	3	2	3	3	2	3	28	2.8	2.833
53		3	2	3	2	3	3	2	2	2	3	25	2.5	2.666
54		3	2	3	2	3	3	2	2	3	3	26	2.6	2.733
55		3	3	3	3	3	3	3	3	3	3	30	3.0	3.000
56		3	3	3	3	3	3	3	3	3	3	30	3.0	3.000
57		3	4	3	4	3	3	4	4	4	4	36	3.6	3.300
58		3	1	2	2	2	3	2	1	2	1	19	1.9	1.666
59		2	2	2	2	2	2	2	2	2	2	20	2.0	2.000
60		4	3	3	3	2	4	2	3	3	2	29	2.9	2.433
61		2	2	2	2	2	2	2	2	2	2	20	2.0	2.000
62		3	3	2	3	2	3	3	3	3	3	28	2.8	2.433
63		3	1	2	2	2	3	1	1	1	1	17	1.7	1.800
64		3	1	2	2	2	3	2	1	1	1	18	1.8	1.866
		3	2	2	3	2	2	3	2	2	2	23	2.3	2.133

Table 25

Section A Consistent Codifiers

mph.			1	3	4	11	12	13	19	21	23	27	Total	Av.	30 Codifiers	Av.
			8	10	9	10	9	8	10	8	10	10	92	9.2		9.100
			7	10	7	10	10	7	8	7	10	10	86	8.6		8.466
			8	10	10	10	9	8	10	8	10	10	93	9.3		8.900
			9	9	9	10	10	9	10	9	9	10	94	9.4		9.333
			9	7	10	7	8	9	7	9	8	7	81	8.1		8.200
			8	9	8	9	8	8	9	7	8	9	83	8.3		8.200
			7	9	12	9	8	7	8	7	9	8	84	8.4		8.366
			7	7	9	7	8	9	8	7	6	7	75	7.5		7.666
			10	5	10	5	8	6	5	10	5	5	69	6.9		8.400
			8	7	9	7	8	10	7	8	9	7	80	8.0		8.100
			8	10	9	10	9	8	10	9	10	10	93	9.3		9.166
			8	10	8	10	9	8	10	8	10	10	91	9.1		9.066
			8	11	9	11	10	8	11	8	10	11	97	9.7		9.266
			8	8	8	7	8	8	7	8	8	7	77	7.7		7.800
			9	9	10	7	8	9	7	9	9	8	85	8.5		8.366
			8	8	11	8	10	8	8	8	8	9	86	8.6		9.133
			8	8	9	10	8	8	10	8	10	10	89	8.9		9.000
			8	7	8	7	9	8	7	8	9	7	78	7.8		8.033
			8	12	10	12	10	5	12	9	8	12	100	10.0		10.133
			9	12	10	12	11	9	12	9	12	12	108	10.8		10.400
			9	8	10	9	9	9	9	5	10	9	87	8.7		8.266
			9	9	9	8	9	9	8	9	9	8	87	8.7		9.166
			11	11	11	11	11	11	11	11	11	11	110	11.0		11.233
			7	6	8	6	9	7	6	6	8	6	69	6.9		7.800
			6	8	9	8	9	6	8	8	8	8	78	7.8		7.600
			5	5	7	5	8	5	6	5	5	5	56	5.6		6.200
			4	4	7	7	8	4	6	4	5	7	56	5.6		6.100
			5	8	7	8	5	5	8	8	7	8	69	6.9		6.933
			6	6	7	7	6	6	5	6	6	8	63	6.3		6.566
			7	7	9	7	9	7	7	7	9	8	77	7.7		8.033

Section A - Consistent Codifiers (contd.)

amph.		1	3	4	11	12	13	19	21	23	27	Total	Av.	30 Codifiers	Av.
31		8	8	10	8	9	8	8	8	8	8	83	8.3	8.466	
32		5	5	7	5	7	5	7	5	5	5	56	5.6	6.300	
33		7	3	8	7	3	9	8	3	3	3	54	5.4	6.300	
34		8	2	8	2	8	2	3	2	2	2	39	3.9	6.533	
35		8	2	8	6	7	2	6	2	2	6	49	4.9	6.833	
36		7	2	7	4	7	2	3	2	2	2	38	3.8	6.300	
37		8	1	7	3	7	1	8	1	1	1	38	3.8	7.000	
38		4	11	10	11	10	11	11	11	11	11	101	10.1	9.333	
39		8	5	9	5	8	8	5	5	5	5	63	6.3	7.266	
40		3	4	5	5	4	3	5	4	4	5	42	4.2	4.033	
41		4	3	3	2	4	3	2	3	3	3	29	2.9	3.633	
42		9	11	10	10	9	9	10	11	11	10	100	10.0	10.100	
43		7	6	8	7	7	9	7	6	6	7	70	7.0	7.066	
44		8	9	7	10	8	9	10	9	10	10	90	9.0	8.733	
45		7	11	9	11	10	9	11	11	11	11	101	10.1	8.800	
46		0	0	3	2	3	I	k	I	2	k	k2	k,2	2,333	
47		4	11	6	11	5	8	11	11	11	11	89	8.9	8.100	
48		6	10	8	10	11	8	10	10	10	10	93	9.3	8.633	
49		2	2	5	3	2	4	3	2	2	2	27	2.7	2.733	
50		7	5	8	5	8	7	5	5	5	5	60	6.0	6.666	
51		5	11	5	11	9	5	11	5	11	11	84	8.4	8.500	
52		4	12	8	12	9	10	12	12	9	9	97	9.7	9.033	
53		8	9	8	9	8	8	9	9	9	11	88	8.8	8.800	
54		8	10	8	10	8	8	10	10	10	10	92	9.2	8.966	
55		7	7	8	7	8	7	4	10	4	4	66	6.6	7.486	
56		6	4	8	4	7	7	8	8	9	7	68	6.8	6.166	
57		7	12	8	12	7	9	12	12	10	12	101	10.1	9.266	
58		4	0	3	4	3	4	3	0	4	6	31	3.1	3.000	
59		7	7	6	7	7	7	7	7	7	7	69	6.9	7.300	
60		8	10	8	10	9	9	10	10	10	10	94	9.4	9.100	
61		8	8	9	8	9	8	8	8	8	8	82	8.2	8.100	
62		7	5	7	5	6	7	5	5	5	5	57	5.7	6.100	
63		8	10	8	10	8	8	10	10	10	10	92	9.2	8.733	
64		7	2	7	2	6	7	2	2	2	2	39	3.9	4.700	
65		4	7	6	7	5	4	7	7	7	7	61	6.1	5.666	

Table 26

Section B - Consistent Codifiers

amph.	1	3	4	11	12	13	19	21	23	27	Total	Av.	30 Codifiers	Av.
	24	20	21	24	22	24	22	24	22	22	202	20.8	21.666	
	25	21	16	21	17	25	21	25	22	21	214	21.4	21.233	
	26	13	20	13	20	26	13	26	18	13	188	18.8	19.066	
	23	28	17	24	21	23	24	28	28	24	218	21.8	22.233	
	30	11	28	11	22	30	11	31	12	11	197	19.7	20.600	
	20	8	14	8	18	20	8	28	10	8	142	14.2	16.933	
	24	8	18	8	19	14	10	24	8	10	143	14.3	17.733	
	21	27	17	20	19	23	20	21	20	20	208	20.8	19.766	
	33	8	18	8	17	20	8	33	8	8	166	16.6	20.786	
0	28	11	15	11	20	27	11	28	12	11	174	17.4	19.133	
1	24	20	18	20	19	24	20	24	20	20	209	20.9	20.033	
2	24	25	22	25	17	24	23	24	25	25	212	21.2	21.466	
3	26	10	20	10	15	24	10	18	12	10	155	15.5	16.900	
4	24	19	20	26	16	24	26	19	27	26	251	25.1	20.766	
5	27	22	19	30	22	27	30	22	9	9	239	23.9	20.600	
6	20	14	16	14	19	20	14	14	14	15	160	16.0	16.266	
7	22	22	17	26	18	22	26	22	24	26	225	22.5	20.266	
8	29	17	22	14	24	20	14	29	12	14	195	19.5	19.966	
9	30	27	28	29	24	30	29	30	29	29	285	28.5	27.800	
20	27	28	21	28	25	27	28	27	28	28	267	26.7	25.833	
21	21	12	19	5	17	21	5	5	13	5	123	12.3	13.633	
22	26	26	21	27	23	26	27	26	26	27	255	25.5	23.733	
23	37	28	29	28	28	37	28	37	28	28	308	30.8	28.033	
24	12	10	12	10	12	11	9	10	10	10	106	10.6	10.466	
25	12	11	10	11	12	12	10	11	12	11	112	11.2	10.900	
26	9	9	9	9	7	9	6	9	10	7	84	8.4	8.433	
27	10	10	8	8	7	10	8	10	10	8	79	7.9	8.200	
28	11	11	9	11	9	11	12	11	12	11	108	10.8	9.666	
29	10	10	9	8	9	10	12	10	10	11	99	9.9	8.900	
30	11	11	9	11	9	11	9	11	11	11	104	10.4	9.800	

Section B Consistent Codifiers (contd.)

Pamph.	1	3	4	11	12	13	19	21	23	27	Total	Av.	30 Codifiers Av.
31	12	12	12	8	12	10	13	12	12	12	115	11.5	10.100
32	10	10	9	10	9	10	10	10	10	10	98	9.8	9.600
33	14	6	8	11	6	10	11	6	6	6	84	8.4	9.600
34	10	7	8	7	11	7	8	7	7	7	79	7.9	9.233
35	16	4	13	22	15	4	22	4	4	22	126	12.6	12.900
36	12	4	10	6	9	4	6	4	4	4	63	6.3	9.366
37	17	2	10	14	12	2	14	2	2	2	77	7.7	9.700
38	11	27	15	27	10	27	27	27	27	27	262	26.2	17.933
39	26	24	16	24	20	24	24	24	23	24	229	22.9	22.333
40	12	14	9	15	12	12	15	14	15	15	120	12.0	12.066
41	12	5	11	6	8	5	6	5	5	6	69	6.9	7.833
42	27	30	25	29	25	27	29	30	30	29	256	25.6	27.033
43	19	12	12	13	15	16	13	12	13	13	138	13.8	13.766
44	16	16	12	15	13	16	15	16	11	15	145	14.5	13.733
45	11	24	16	23	13	16	23	24	25	23	198	19.8	17.230
46	2	4	3	5	4	4	5	4	4	5	40	4.0	4.366
47	8	27	12	27	8	15	26	17	26	27	193	19.3	15.700
48	17	30	18	30	22	17	29	30	30	30	253	25.3	21.600
49	2	2	4	2	4	0	2	2	3	2	23	2.3	2.666
50	11	18	12	9	13	13	8	8	8	8	108	10.8	10.000
51	11	27	10	27	17	11	26	18	17	17	181	18.1	17.500
52	11	24	15	14	11	10	23	24	20	13	165	16.5	16.733
53	19	20	16	20	15	19	20	20	20	23	192	19.2	18.000
54	20	17	15	17	18	22	16	17	13	17	172	17.2	15.733
55	10	11	8	11	10	10	11	11	12	11	105	10.5	10.200
56	6	11	10	11	10	7	7	24	10	11	107	10.7	9.900
57	14	23	14	23	16	15	22	23	24	23	197	19.7	17.166
58	11	0	8	6	4	11	7	4	6	7	64	6.4	5.966
59	13	13	12	13	11	13	13	13	13	13	127	12.7	12.266
60	16	30	17	30	19	16	12	30	30	13	213	21.3	17.466
61	12	12	11	12	10	12	13	12	12	12	118	11.8	11.700
62	5	3	5	3	6	5	3	3	3	3	39	3.9	5.000
63	19	14	15	14	16	19	14	14	14	14	153	15.3	15.233
64	7	12	9	12	7	7	12	12	12	12	90	9.0	9.833
65	11	12	10	11	9	10	12	12	12	12	111	11.1	10.000

Section C - Consistent Codifiers

alph.		1	3	4	11	12	13	19	21	23	27	Total	Av.	30 Codifiers Av.
		21	26	24	26	22	21	26	21	26	26	237	23.7	22.033
		18	15	18	15	14	18	17	18	24	15	172	17.2	16.600
		22	14	17	14	17	22	14	22	14	14	170	17.0	17.133
		19	28	22	15	17	18	15	16	16	15	181	18.1	17.900
		17	6	15	6	14	17	6	15	8	6	110	11.0	13.666
		20	13	16	13	15	20	13	13	8	13	144	14.4	14.533
		17	13	14	6	15	17	6	17	12	6	123	12.3	13.633
		20	21	19	19	16	21	20	19	20	24	199	19.9	18.533
		26	6	20	6	20	22	6	26	6	6	144	14.4	17.466
10		23	8	17	8	14	16	8	23	9	8	134	13.4	15.100
11		16	10	15	10	13	16	10	16	10	10	126	12.6	13.866
12		23	17	20	17	17	23	17	23	17	17	191	19.1	18.633
13		18	5	19	5	12	18	5	18	5	5	110	11.0	13.133
14		19	19	18	7	16	19	7	19	8	7	139	13.9	14.433
15		22	22	21	26	18	22	26	22	12	12	225	22.5	17.933
16		14	14	15	14	16	14	14	14	14	16	145	14.5	14.800
17		17	17	17	20	18	17	20	17	10	20	173	17.3	17.600
18		20	14	21	18	24	26	18	26	11	18	196	19.6	21.233
19		27	26	27	26	26	27	26	27	26	26	264	26.4	25.700
20		23	20	21	20	23	23	20	23	20	20	213	21.3	22.000
21		20	15	19	7	15	20	7	4	15	7	129	12.9	13.233
22		21	21	18	24	22	21	24	21	21	24	217	21.7	20.466
23		27	32	27	30	26	27	32	27	32	32	292	29.2	26.433
24		4	10	6	10	8	4	11	10	10	10	83	8.3	8.866
25		9	12	11	12	11	9	13	12	12	12	113	11.3	10.366
26		6	6	8	8	8	6	7	6	8	8	71	7.1	6.800
27		6	6	7	11	8	6	10	6	8	11	79	7.9	7.433
28		11	11	9	11	10	11	11	11	11	11	107	10.7	9.566
29		9	7	8	6	8	9	9	9	9	11	85	8.5	7.866
30		8	8	9	8	9	8	6	8	8	8	80	8.0	7.800

Section C Consistent Codifiers (contd.)

Pamph.	1	3	4	11	12	13	19	21	23	27	Total	Av.	30 Codifiers Av.
31	9	9	8	9	8	9	10	9	6	9	86	8.6	8.533
32	11	11	9	11	9	11	8	11	11	11	103	10.3	9.266
33	14	4	10	12	5	12	8	4	4	4	74	7.4	8.700
34	16	5	9	6	11	5	10	5	6	5	78	7.8	9.233
35	17	4	12	20	19	4	20	4	4	20	118	11.8	12.500
36	7	2	8	3	8	2	3	2	4	2	41	4.1	6.733
37	13	4	9	6	9	4	11	11	5	4	76	7.6	8.866
38	7	21	10	21	12	21	20	21	21	21	175	17.5	14.400
39	9	10	10	11	8	14	10	10	10	10	102	10.2	9.966
40	3	6	7	6	4	3	6	6	8	6	55	5.5	5.233
41	8	5	8	7	8	5	7	5	5	7	65	6.5	6.833
42	25	11	20	12	25	25	12	11	11	12	144	14.4	17.233
43	14	9	12	10	11	12	10	9	9	10	106	10.6	10.833
44	12	12	10	13	12	12	13	12	14	13	123	12.3	11.533
45	10	11	8	12	13	8	12	11	14	12	111	11.1	10.633
46	3	3	4	14	4	3	4	3	4	4	46	4.6	3.666
47	8	9	11	9	9	8	8	9	10	9	90	9.0	8.900
48	16	22	15	22	16	20	20	22	24	22	199	19.9	18.000
49	2	2	5	2	4	2	2	2	2	2	25	2.5	2.633
50	9	6	10	6	8	9	6	6	6	6	72	7.2	7.733
51	10	11	9	11	12	10	10	6	10	11	100	10.0	10.266
52	7	17	10	17	13	11	18	17	16	10	136	13.6	13.266
53	17	15	14	15	15	17	15	15	10	12	145	14.5	13.766
54	14	10	8	10	11	14	9	10	12	10	108	10.8	11.066
55	8	10	8	10	9	8	10	10	10	10	93	9.3	8.900
56	11	7	8	7	8	11	7	17	7	7	90	9.0	9.033
57	14	15	9	15	10	14	15	15	15	15	137	13.7	13.766
58	7	4	5	6	4	7	5	10	7	8	63	6.3	6.166
59	9	9	8	9	8	7	9	9	10	9	89	8.9	8.833
60	14	16	13	16	12	14	11	16	15	10	137	13.7	12.900
61	8	8	9	8	9	8	10	8	9	8	75	7.5	8.633
62	9	8	8	8	7	9	8	8	8	8	81	8.1	7.900
63	17	10	11	10	9	17	10	10	10	10	114	11.4	11.466
64	11	6	10	8	10	11	6	6	6	6	80	8.0	8.200
65	7	9	8	8	6	7	9	9	9	9	81	8.1	7.533

Table 28

Section D Consistent Codifiers

alph.	1	3	4	11	12	13	19	21	23	27	Total	Av.	30 Codifiers Av.
	7	10	9	10	7	7	10	7	10	10	87	8.7	8.166
	7	9	7	9	7	7	9	7	9	9	80	8.0	7.700
	8	6	7	7	7	8	8	8	8	7	74	7.4	7.100
	8	10	8	10	8	8	10	7	6	10	75	7.5	8.033
	7	8	6	8	6	7	9	5	8	8	72	7.2	7.033
	9	10	9	10	8	9	10	6	10	10	91	9.1	7.966
	9	10	7	10	7	9	10	9	10	10	91	9.1	8.200
	7	7	7	10	7	11	8	7	8	10	79	7.9	7.633
	10	8	10	8	8	11	9	10	8	8	90	9.0	8.300
0	9	6	7	6	7	11	6	9	7	6	74	7.4	7.700
1	8	11	9	11	7	8	11	8	11	11	95	9.5	8.500
2	11	7	8	7	8	11	7	11	8	7	85	8.5	8.600
3	10	9	7	9	8	10	9	10	9	9	90	9.0	8.300
4	7	7	7	6	7	7	5	7	9	6	68	6.8	7.533
5	11	11	10	8	7	11	8	11	9	8	94	9.4	8.900
6	10	10	8	10	8	10	10	10	10	8	94	9.4	8.900
7	10	10	9	11	10	10	10	10	11	11	102	10.2	9.500
8	10	10	8	8	9	10	7	10	12	7	91	9.1	8.966
9	10	11	10	10	11	10	11	10	6	11	100	10.0	10.100
10	11	11	9	11	10	11	11	11	11	11	107	10.7	10.333
11	11	9	9	8	9	11	8	7	11	8	91	9.1	9.100
12	9	9	8	8	9	9	8	9	9	8	86	8.6	8.700
13	9	9	10	9	10	9	9	9	6	10	90	9.0	9.566
14	7	6	6	6	7	7	7	6	6	6	64	6.4	6.766
15	8	6	7	6	7	8	6	6	6	6	66	6.6	6.900
15	8	6	7	6	7	8	6	6	6	6	66	6.6	6.900
16	7	7	8	7	8	7	8	7	7	7	73	7.3	7.066
17	7	7	6	8	6	7	7	7	8	8	71	7.1	7.000
18	5	5	6	5	6	5	4	5	5	5	51	5.1	5.900
19	5	5	6	5	5	5	6	5	6	5	53	5.3	6.266
20	6	6	5	6	7	6	8	6	5	6	61	6.1	6.166

Section D Consistent Codifiers (contd.)

mph.		1	3	4	11	12	13	19	21	23	27	Total	Av.	30 Codifiers Av.
1		5	5	6	5	7	5	5	5	6	5	54	5.4	6.200
2		5	5	6	5	6	5	6	5	5	5	53	5.3	6.066
3		8	6	7	6	6	5	6	6	6	6	62	6.2	6.566
4		8	5	7	5	7	5	6	5	6	5	59	5.9	6.133
5		8	5	5	5	6	5	5	5	5	5	54	5.4	5.633
6		8	6	8	6	6	6	7	6	5	6	44	4.4	6.433
7		8	5	6	5	6	5	6	5	4	5	55	5.5	6.100
8		7	5	6	5	6	5	6	5	6	5	56	5.6	5.800
9		9	6	6	6	6	9	6	6	6	6	66	6.6	6.533
10		8	7	6	8	7	8	7	7	7	8	73	7.3	7.000
11		10	7	10	8	7	7	8	7	7	8	79	7.9	7.400
12		9	5	8	7	8	9	6	5	5	7	69	6.9	7.100
13		8	3	6	5	7	9	4	3	3	5	53	5.3	5.500
14		9	9	6	8	6	9	10	9	9	8	83	8.3	7.633
15		6	3	6	9	6	7	9	3	3	9	61	6.1	6.466
16		10	10	7	9	8	10	9	10	10	9	92	9.2	9.100
17		7	5	8	5	7	6	7	5	6	5	61	6.1	6.566
18		8	5	8	5	7	6	6	5	5	5	60	6.0	6.500
19		5	5	5	5	5	5	5	5	5	5	50	5.0	5.233
20		9	6	7	6	7	9	6	6	7	6	69	6.9	7.066
21		7	5	7	5	6	7	6	6	6	5	60	6.0	6.466
22		7	3	6	3	6	10	4	3	4	6	52	5.2	5.700
23		8	4	5	4	5	8	5	4	6	9	58	5.8	5.866
24		10	6	8	6	7	10	6	6	3	6	68	6.8	6.900
25		8	3	6	3	5	8	4	3	3	3	46	4.6	5.300
26		8	7	6	7	6	8	11	5	7	7	72	7.2	6.700
27		8	6	6	6	7	6	6	6	6	4	61	6.1	6.266
28		7	3	5	4	4	7	5	7	4	9	55	5.5	5.266
29		9	9	8	9	8	9	8	9	9	9	87	8.7	8.033
30		8	5	6	5	6	8	8	5	6	8	65	6.5	6.733
31		7	7	6	7	6	7	8	7	7	7	69	6.9	6.633
32		8	7	8	7	6	8	7	7	8	7	73	7.3	7.066
33		8	6	7	6	6	8	6	6	6	6	67	6.7	6.900
34		8	6	7	5	6	8	7	6	7	7	67	6.7	6.483
35		7	3	5	3	6	5	4	3	3	3	42	4.2	4.966

Table 29

Highest-Lowest Scores Consistent Codifiers

Pamphlet	Itn.1		Sec.A		Sec.B		Sec.C		Sec.D		Total		30 Codifiers Tot.	
	H	L	H	L	H	L	H	L	H	L	H	L	H	L
1	3	3	10	8	24	20	26	21	10	7	73	63	73	56
2	3	3	10	7	25	16	24	15	9	7	60	51	70	51
3	3	3	10	8	26	13	22	14	8	6	67	46	75	44
4	3	2	10	9	28	17	28	15	10	6	78	58	78	54
5	3	1	10	7	30	11	17	6	9	5	64	35	76	35
6	3	3	9	7	20	8	20	8	10	6	60	39	73	35
7	4	3	12	7	24	8	17	6	10	7	60	38	73	35
8	4	3	9	6	27	17	24	16	11	7	68	55	73	46
9	4	3	10	5	33	8	26	6	11	8	82	30	87	30
10	4	3	10	7	28	11	23	8	11	6	71	36	71	36
11	4	3	10	8	24	18	16	10	11	8	59	53	59	47
12	3	3	10	8	25	17	23	17	11	7	69	54	69	50
13	4	3	11	8	26	10	19	5	10	7	65	39	65	38
14	3	2	8	7	26	16	19	7	9	5	61	48	66	40
15	4	3	10	7	30	9	26	18	11	7	72	41	72	41
16	3	3	11	8	20	14	16	14	10	8	56	48	60	49
17	3	3	10	8	26	17	20	10	11	9	70	55	70	48
18	4	2	9	7	29	12	26	11	12	7	76	50	76	47
19	4	3	12	5	30	28	27	26	11	6	82	71	83	61
20	4	3	12	9	28	21	23	20	11	9	75	72	75	64
21	4	3	10	5	21	5	20	4	11	7	64	23	67	23
22	4	3	9	8	27	23	24	18	9	8	71	59	73	57
23	4	3	11	11	37	28	32	26	10	6	87	78	87	66
24	2	1	9	6	12	9	11	4	7	6	35	31	41	27
25	2	1	9	6	12	11	13	9	8	6	40	36	40	27
26	2	1	8	5	9	6	8	6	8	7	34	28	34	27
27	2	1	8	4	10	7	11	6	8	6	36	28	37	24
28	2	1	8	5	12	9	11	9	6	4	37	32	37	29
29	3	1	8	6	12	8	9	6	6	5	36	29	36	27
30	3	1	9	7	11	9	9	6	8	5	35	33	37	30

Highest-Lowest Scores - Consistent Codifiers

Pamphlet	Itm.1		Sec.A		Sec.B		Sec.C		Sec.D		Total		30 Codifiers	
	H	L	H	L	H	L	H	L	H	L	H	L	H	L
31	2	1	10	8	13	8	10	6	7	5	37	33	39	27
32	2	1	7	5	10	9	11	9	6	5	33	32	36	27
33	3	1	9	3	14	6	14	4	8	5	46	20	51	20
34	3	2	8	2	10	7	16	5	8	5	45	21	45	21
35	4	1	8	2	16	4	20	4	8	5	55	16	55	16
36	3	1	7	2	12	4	8	2	8	5	37	15	46	13
37	3	1	8	1	17	2	13	4	8	4	49	13	49	13
38	3	3	--	4	27	11	21	7	7	5	67	32	69	32
39	2	1	9	5	26	16	14	9	9	6	57	44	57	43
40	2	1	5	3	15	9	8	3	8	6	36	27	36	24
41	3	2	4	2	12	5	8	5	10	7	36	22	36	22
42	2	1	11	9	30	25	25	11	9	5	72	53	72	54
43	3	1	9	6	19	12	14	9	9	3	51	31	51	29
44	3	3	10	7	16	11	14	10	10	6	51	38	51	29
45	3	3	11	7	25	11	14	8	9	3	58	37	58	31
46	2	2	3	0	5	2	14	3	10	7	52	17	56	16
47	3	3	11	4	27	8	11	8	8	5	55	30	56	30
48	3	2	11	6	30	17	24	16	8	5	72	52	71	44
49	2	0	5	2	4	0	5	2	5	5	20	11	20	11
50	2	2	8	5	18	9	10	6	9	6	40	27	40	27
51	3	2	11	5	27	11	12	6	7	5	57	34	65	32
52	3	2	12	4	24	11	18	10	10	3	60	32	60	32
53	3	2	11	8	23	15	17	10	8	4	58	46	55	41
54	3	2	10	8	22	13	14	8	10	3	55	41	55	33
55	3	3	8	4	12	8	10	8	8	3	38	34	39	32
56	3	3	9	4	24	6	17	7	11	6	59	28	59	30
57	4	3	12	7	24	14	15	10	8	6	60	43	60	38
58	3	1	6	0	11	0	10	4	9	4	31	8	33	8
59	2	2	7	6	13	11	10	8	9	8	41	36	42	34
60	4	2	10	8	30	12	16	10	8	5	64	43	64	43
61	2	2	9	8	12	10	10	8	8	6	41	36	45	32
62	3	2	7	5	6	3	9	7	8	6	32	26	32	24
63	3	1	10	8	19	14	17	10	8	6	55	41	55	37
64	3	1	7	2	12	7	11	6	7	5	36	27	40	24
65	3	2	7	4	12	9	9	7	7	8	38	28	35	29

TABLE 14.

ENGINEERING BENCH AND MACHINE
WORK FOR BOYS AND GIRLS 356?

BOOKLET 1.

TITLE OF BOOKLET: _____

SOURCE: C.O.I.C. 'CHOICE OF CAREERS' _____

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	24	21	7	63
2	3	10	20	21	7	61
3	3	10	22	26	10	71
4	3	9	21	24	9	66
5	3	10	22	26	10	71
6	4	10	20	23	7	64
7	4	9	21	21	10	65
8	3	9	18	20	8	58
9	3	8	24	21	7	63
10	3	8	21	19	7	58
11	3	10	24	26	10	73
12	3	9	22	22	7	63
13	3	8	24	21	7	63
14	3	10	18	20	8	59
15	3	10	22	26	10	71
16	3	8	23	21	8	63
17	3	8	24	21	7	63
18	3	10	19	19	7	58
19	3	10	22	26	10	71
20	3	8	17	20	8	56
21	3	8	24	21	7	63
22	3	9	21	19	9	61
23	3	10	22	26	10	71
24	3	9	18	18	8	56
25	3	8	31	24	7	73
26	3	11	20	22	7	63
27	3	10	22	26	10	71
28	3	8	20	18	7	56
29	3	8	21	22	8	62
30	3	10	23	21	8	65
TOTAL	92	273	650	661	245	1921
AVERAGE	3.066	9.1	21.666	22.033	8.166	64.233

BOOKLET 2.

TITLE OF BOOKLET: BUILDING CRAFTSSOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	7	25	18	7	60
2	3	8	22	18	7	58
3	3	10	21	15	9	58
4	3	7	16	18	7	51
5	3	10	21	15	9	58
6	3	9	20	16	7	55
7	3	10	20	17	11	61
8	3	8	21	15	8	55
9	3	7	25	18	7	60
10	3	9	19	15	8	54
11	3	10	21	15	9	58
12	3	10	17	14	7	51
13	3	7	25	18	7	60
14	3	9	19	16	6	53
15	3	10	21	15	10	59
16	3	8	20	14	6	51
17	3	7	24	16	7	57
18	3	10	23	14	7	57
19	3	8	21	17	9	58
20	3	9	22	18	8	60
21	3	7	25	18	7	60
22	3	8	16	17	7	51
23	3	10	22	26	9	60
24	3	7	18	18	6	52
25	3	7	26	25	9	70
26	3	9	20	19	8	59
27	3	10	21	15	9	58
28	3	7	24	16	6	56
29	3	7	22	15	7	54
30	3	9	20	17	7	56
TOTAL	90	254	637	498	231	1710
AVERAGE	3.000	8.466	21.233	16.600	7.700	57.000

TITLE OF BOOKLET: _____

SOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	26	22	8	67
2	3	9	22	20	6	60
3	3	10	13	14	6	46
4	3	10	20	17	7	57
5	3	10	21	15	9	58
6	3	8	22	17	6	56
7	3	9	15	14	11	52
8	3	10	22	16	6	57
9	3	8	26	22	6	65
10	3	8	16	12	5	44
11	3	10	13	14	7	47
12	3	9	20	17	7	56
13	3	8	26	22	8	67
14	3	10	18	15	7	53
15	3	10	13	14	9	49
16	3	8	19	15	8	53
17	3	6	24	21	6	60
18	3	8	18	14	6	49
19	3	10	13	14	8	48
20	3	7	13	15	6	44
21	3	8	26	22	8	67
22	3	10	20	16	7	56
23	3	10	18	14	8	53
24	3	9	17	17	6	52
25	3	8	29	26	9	75
26	3	9	19	21	7	59
27	3	10	13	14	7	47
28	3	8	16	16	6	49
29	3	10	17	20	7	57
30	3	9	17	18	6	53
TOTAL	90	267	572	514	213	1656
AVERAGE	3.000	8.900	19.066	17.133	7.100	55.200

8	3	9	18	18	8	56
9	3	9	28	16	6	62
10	3	10	21	20	7	61
11	3	10	24	15	10	62
12	3	9	21	17	8	58
13	3	9	23	19	8	62
14	3	10	18	18	7	56
15	3	10	24	15	10	62
16	3	9	17	17	8	54
17	3	8	27	15	5	58
18	3	10	23	16	7	59
19	3	10	24	15	10	62
20	3	9	21	17	8	58
21	3	9	28	16	7	63
22	3	9	18	18	8	56
23	2	9	28	16	6	61
24	3	10	19	19	7	58
25	3	9	28	28	10	78
26	3	9	18	17	9	56
27	3	10	24	15	10	62
28	3	8	19	16	8	54
29	3	10	21	16	8	58
30	3	9	22	17	6	57
TOTAL	89	280	667	537	241	1814
AVERAGE	2.966	9.333	22.233	17.900	8.033	60.466

BOOKLET NO. 8

TITLE OF BOOKLET: _____

SOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	1	9	30	17	7	64
2	2	9	20	17	7	55
3	3	7	11	6	8	35
4	2	10	28	15	6	61
5	3	9	31	15	5	63
6	3	7	25	16	6	57
7	3	8	22	19	11	63
8	3	9	18	12	6	48
9	3	9	31	15	7	65
10	2	8	21	9	9	49
11	3	7	11	6	8	35
12	3	8	22	14	6	51
13	1	9	30	17	7	64
14	2	9	22	16	7	56
15	3	7	11	6	10	37
16	2	8	17	17	8	52
17	3	9	30	14	5	61
18	3	9	19	15	7	53
19	3	7	11	6	9	36
20	3	8	21	14	7	53
21	3	9	31	15	5	63
22	2	8	18	16	7	51
23	3	8	12	8	8	39
24	3	7	20	15	8	53
25	3	9	28	31	5	76
26	3	8	19	16	7	53
27	3	7	11	6	8	35
28	3	8	17	13	6	47
29	3	7	13	10	5	38
30	3	9	20	14	6	52
TOTAL	80	246	618	410	211	1565
AVERAGE	3.666	8.200	20.600	13.666	7.033	52.166

BOOKLET NO. 6TITLE OF BOOKLET: SPEECH THERAPISTSOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	20	20	9	60
2	3	10	15	15	7	50
3	3	9	8	13	10	43
4	3	8	14	16	9	50
5	3	7	28	18	6	62
6	3	10	16	17	7	53
7	3	10	19	14	12	58
8	3	8	16	16	7	50
9	3	7	24	13	7	54
10	3	8	18	15	8	50
11	3	9	8	13	10	43
12	3	8	13	15	8	47
13	3	8	20	20	9	60
14	3	9	15	15	8	50
15	3	9	9	4	10	35
16	3	7	20	14	7	51
17	3	6	28	12	6	55
18	3	7	16	13	7	46
19	3	9	8	13	10	43
20	3	7	14	14	7	45
21	3	7	28	13	6	57
22	3	8	16	14	8	49
23	3	8	10	8	10	39
24	3	7	19	13	7	49
25	3	7	29	28	6	73
26	3	9	18	15	7	52
27	3	9	8	13	10	43
28	3	8	14	13	7	45
29	3	10	17	11	7	48
30	3	9	20	18	7	57
TOTAL	90	246	508	436	239	1519
AVERAGE	3.000	8.200	16.933	14.533	7.966	50.633

BOOKLET NO. 7TITLE OF BOOKLET: CHIROPDISTSOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	7	24	17	9	60
2	3	10	22	18	7	60
3	3	9	8	13	10	43
4	3	12	18	14	7	54
5	3	7	24	17	9	60
6	3	11	15	16	6	51
7	3	9	19	15	11	57
8	3	7	28	17	6	61
9	3	8	20	15	7	53
10	3	7	17	13	8	48
11	4	9	8	6	10	37
12	3	8	19	15	7	52
13	3	7	24	17	9	60
14	3	8	21	13	7	52
15	3	9	9	4	10	35
16	3	8	18	12	7	48
17	3	7	23	17	8	58
18	3	9	16	16	7	51
19	4	8	10	6	10	38
20	3	7	18	15	7	50
21	3	7	24	17	9	60
22	3	8	16	14	9	50
23	3	9	8	12	10	42
24	3	9	20	15	7	54
25	3	7	30	24	9	73
26	3	8	19	16	8	54
27	4	8	10	6	10	38
28	3	7	17	13	8	48
29	3	9	11	8	7	38
30	3	12	16	14	7	52
TOTAL	93	251	532	415	246	1537
AVERAGE	3.100	8.366	17.733	13.833	8.200	51.233

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	7	21	20	7	58
2	3	7	19	19	8	56
3	3	7	27	21	7	65
4	3	9	17	19	7	55
5	3	7	21	20	7	58
6	3	10	19	21	7	60
7	3	8	21	21	11	64
8	3	8	17	13	6	47
9	3	7	21	20	7	58
10	3	7	18	18	7	53
11	3	7	20	19	10	59
12	3	8	19	16	7	53
13	4	9	23	21	11	68
14	3	7	15	15	6	46
15	3	7	20	19	10	59
16	3	9	17	16	7	52
17	3	7	20	20	7	57
18	3	7	21	17	7	55
19	3	8	20	19	8	58
20	3	8	17	17	7	52
21	3	7	21	20	7	58
22	3	8	19	15	6	51
23	3	6	20	20	8	57
24	3	7	18	18	6	52
25	3	7	30	24	9	73
26	3	8	17	16	7	51
27	3	7	20	19	10	59
28	3	7	19	14	8	51
29	3	10	19	19	7	58
30	3	9	17	20	7	56
TOTAL	91	230	593	556	229	1699
AVERAGE	3.033	7.666	19.766	18.533	7.633	56.633

BOOKLET NO. 9

FOOTWEAR AND LEATHER GOODS

TITLE OF BOOKLET: MANUFACTURESOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	10	33	26	10	82
2	3	11	17	19	7	57
3	3	5	8	6	8	30
4	3	10	18	20	10	61
5	3	10	38	26	10	87
6	3	11	22	17	9	62
7	3	12	20	14	11	60
8	3	9	22	19	8	61
9	3	10	33	26	6	78
10	3	9	18	19	8	57
11	3	5	8	6	8	30
12	3	8	17	20	8	56
13	4	6	20	22	11	68
14	3	9	13	12	7	44
15	3	5	8	6	8	30
16	3	7	16	18	7	51
17	3	10	38	25	9	85
18	3	8	26	19	8	64
19	3	5	8	6	9	31
20	3	8	20	14	6	51
21	3	10	33	26	10	82
22	3	9	19	18	7	56
23	3	5	8	6	8	30
24	3	8	18	12	7	48
25	3	10	27	32	10	82
26	3	9	21	15	7	55
27	3	5	8	6	8	30
28	3	8	27	18	7	63
29	3	10	31	24	10	78
30	3	10	28	26	7	74
TOTAL	91	252	623	523	249	1738
AVERAGE	3.033	8.400	20.766	17.466	8.300	57.966

BOOKLET NO. 10

TITLE OF BOOKLET: ACCOUNTANTSOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	28	23	9	71
2	8	10	22	19	8	62
3	4	7	11	8	6	36
4	3	9	15	17	7	51
5	3	9	13	9	7	41
6	3	11	18	15	8	55
7	3	7	20	11	11	52
8	3	9	17	13	7	49
9	4	8	22	16	11	61
10	3	8	18	18	6	53
11	4	7	11	8	6	36
12	3	8	20	14	7	52
13	4	10	27	16	11	68
14	3	8	19	15	8	53
15	4	7	11	8	10	42
16	3	8	22	13	7	53
17	2	8	27	21	8	66
18	3	9	19	17	7	55
19	4	7	11	8	6	36
20	3	9	18	18	7	55
21	3	8	28	23	9	71
22	3	7	15	15	7	47
23	3	9	12	9	7	40
24	3	8	19	14	6	50
25	3	5	28	25	9	70
26	3	7	20	16	8	54
27	4	7	11	8	6	36
28	3	8	22	15	7	55
29	3	8	26	20	8	65
30	3	9	24	21	7	64
TOTAL	96	243	574	453	231	1597
AVERAGE	3.200	8.100	19.133	15.100	7.700	53.233

BOOKLET NO. 11

TITLE OF BOOKLET: TEACHINGSOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	24	16	8	59
2	3	9	22	18	6	58
3	4	10	20	10	11	55
4	3	9	18	15	9	54
5	4	10	20	10	11	55
6	3	9	17	17	10	56
7	4	10	20	11	12	57
8	3	8	24	16	8	59
9	3	9	18	18	8	56
10	3	8	20	12	7	50
11	4	10	20	10	11	55
12	3	9	19	13	7	51
13	3	8	24	16	8	59
14	3	8	16	16	8	51
15	4	10	20	10	11	55
16	3	9	16	13	7	48
17	3	8	24	15	7	57
18	3	8	20	12	8	51
19	4	10	20	10	11	55
20	3	9	17	17	7	53
21	3	9	24	16	8	59
22	3	9	18	14	7	51
23	4	10	20	10	11	55
24	3	9	17	15	8	52
25	3	8	24	16	8	59
26	3	9	19	13	7	51
27	4	10	20	10	11	55
28	3	8	17	12	7	47
29	3	8	22	17	7	57
30	3	9	21	18	6	57
TOTAL	98	275	601	416	255	1637
AVERAGE	3.266	9.166	20.033	13.866	8.500	54.566

BOOKLET NO. 12

TITLE OF BOOKLET: HOME ECONOMICSSOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	24	23	11	69
2	3	10	19	21	8	61
3	3	10	25	17	7	62
4	3	8	22	20	8	61
5	3	8	24	23	11	69
6	3	9	20	19	9	60
7	4	9	18	16	12	60
8	4	12	20	22	8	66
9	3	9	18	14	6	50
10	3	8	20	17	7	55
11	3	10	25	17	7	62
12	3	9	17	17	8	54
13	3	8	24	23	11	69
14	3	8	19	19	9	58
15	3	10	25	17	11	66
16	3	9	21	16	8	57
17	3	8	24	23	11	69
18	3	8	20	15	8	54
19	3	10	23	17	7	60
20	3	9	22	18	8	60
21	3	8	24	23	11	69
22	3	8	18	18	7	54
23	3	10	25	17	8	63
24	3	8	20	15	6	52
25	3	8	24	23	11	69
26	3	9	18	16	9	55
27	3	10	25	17	7	62
28	3	8	20	19	7	57
29	3	12	21	21	8	65
30	3	11	18	16	9	57
TOTAL	92	272	644	559	258	1825
AVERAGE	3.066	9.066	21.466	18.633	8.600	60.833

BOOKLET NO.13TITLE OF BOOKLET: ELECTRICIANSOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	26	18	10	65
2	3	10	18	16	9	56
3	4	11	10	5	9	39
4	3	9	20	19	7	58
5	4	11	10	5	9	39
6	3	10	19	16	7	55
7	4	11	14	19	11	59
8	3	8	18	10	7	46
9	3	8	19	19	7	56
10	3	9	16	16	8	52
11	4	11	10	5	9	39
12	3	10	15	12	8	48
13	3	8	26	18	10	65
14	3	9	16	14	7	49
15	4	10	10	5	9	38
16	3	9	17	11	8	48
17	3	8	26	17	9	63
18	3	9	18	12	8	50
19	4	11	10	5	9	39
20	3	10	20	10	7	50
21	3	8	18	18	10	57
22	3	9	17	15	7	51
23	4	10	12	5	9	40
24	3	9	19	13	7	51
25	3	8	18	18	10	57
26	3	9	20	15	8	55
27	4	11	10	5	9	39
28	3	8	18	14	7	50
29	3	8	19	19	7	56
30	3	8	18	20	7	56
TOTAL	98	278	507	394	249	1526
AVERAGE	3.266	9.266	16.900	13.133	8.300	50.866

BOOKLET NO.14TITLE OF BOOKLET: INSURANCESOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	24	19	7	61
2	3	9	21	17	8	58
3	3	8	19	19	7	56
4	3	8	20	18	7	56
5	3	8	19	19	7	56
6	3	9	18	17	8	55
7	4	8	19	18	12	61
8	3	7	20	15	8	53
9	3	8	22	22	11	66
10	3	7	18	14	9	51
11	2	7	26	7	6	48
12	3	8	16	16	7	50
13	3	8	24	19	7	61
14	3	7	17	10	7	44
15	2	7	26	7	7	49
16	3	8	20	11	8	50
17	3	8	24	18	10	63
18	3	8	18	12	7	48
19	2	7	26	7	5	47
20	3	8	21	13	7	52
21	3	8	19	19	7	56
22	3	7	18	15	6	49
23	2	8	27	8	9	54
24	3	7	20	14	7	51
25	3	8	19	19	7	56
26	3	8	16	12	8	47
27	2	7	26	7	6	48
28	3	8	18	14	7	50
29	3	9	23	10	7	52
30	3	8	19	17	7	54
TOTAL	86	234	623	433	226	1602
AVERAGE	2.866	7.800	20.766	14.433	7.533	53.40

BOOKLET NO.15TITLE OF BOOKLET: AGRICULTURE AND HORTICULTURESOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	9	27	22	11	72
2	3	10	25	18	9	65
3	3	9	22	22	11	67
4	3	10	19	21	10	63
5	3	9	22	22	11	67
6	3	9	23	18	9	62
7	3	9	21	21	11	65
8	3	9	18	12	8	50
9	3	9	14	14	10	50
10	3	8	20	21	8	60
11	4	7	30	26	8	75
12	3	8	22	18	7	58
13	3	9	27	22	11	72
14	3	8	18	18	8	55
15	4	8	19	12	10	53
16	3	7	21	16	8	55
17	3	8	24	18	7	60
18	3	7	18	14	9	51
19	4	7	30	26	8	75
20	3	8	20	18	7	56
21	3	9	22	22	11	67
22	3	8	15	13	7	46
23	4	9	9	12	9	43
24	3	8	19	15	8	53
25	3	9	22	22	11	67
26	3	7	25	15	8	58
27	4	8	9	12	8	41
28	3	7	17	16	7	50
29	3	9	18	14	8	52
30	3	9	22	18	9	61
TOTAL	95	251	618	538	267	1769
AVERAGE	3.166	8.366	20.600	17.933	8.900	58.966

BOOKLET NO.16

TITLE OF BOOKLET: PHARMACYSOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	20	14	10	55
2	3	9	18	16	7	53
3	3	8	14	14	10	49
4	3	11	16	15	8	53
5	3	8	14	14	10	49
6	3	10	18	16	7	54
7	3	9	15	15	10	54
8	3	9	17	16	9	54
9	3	8	22	17	10	60
10	3	11	14	16	7	51
11	3	8	14	14	10	49
12	3	10	19	16	8	56
13	3	8	20	14	10	55
14	3	11	17	17	8	56
15	3	8	14	14	10	49
16	3	9	16	16	7	51
17	3	8	20	12	10	53
18	3	10	16	17	9	55
19	3	8	14	14	10	49
20	3	10	18	16	8	55
21	3	8	14	14	10	49
22	3	11	17	18	7	56
23	3	8	14	14	10	49
24	3	9	15	16	8	51
25	3	8	14	14	10	49
26	3	11	16	16	9	55
27	3	9	15	16	8	51
28	3	11	17	15	7	53
29	3	8	14	14	10	49
30	3	10	16	14	8	51
TOTAL	90	274	488	444	267	1563
AVERAGE	3.000	9.133	16.266	14.800	8.900	52.100

OPHTHALMIC OPTICIAN ANDTITLE OF BOOKLET: DISPENSING OPTICIAN

BOOKLET NO.17

SOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	22	17	10	60
2	3	9	18	18	8	56
3	3	8	22	17	10	60
4	3	9	17	17	9	55
5	3	8	22	17	10	60
6	3	10	18	16	8	55
7	3	7	23	24	12	69
8	3	8	18	20	8	57
9	3	12	15	13	11	54
10	3	9	18	19	8	57
11	3	10	26	20	11	70
12	3	8	18	18	10	57
13	3	8	22	17	10	60
14	3	10	18	18	8	57
15	3	10	26	20	11	70
16	3	9	19	17	9	57
17	3	8	9	18	10	48
18	3	9	17	17	9	55
19	3	10	26	20	10	69
20	3	9	20	18	8	58
21	3	8	22	17	10	60
22	3	9	17	17	9	55
23	3	10	24	10	11	58
24	3	10	26	18	8	65
25	3	8	22	17	10	60
26	3	9	19	17	9	57
27	3	10	26	20	11	70
28	3	9	18	18	8	56
29	3	10	18	16	9	56
30	3	8	22	17	10	60
TOTAL	90	270	608	528	285	1781
AVERAGE	3.000	9.000	20.266	17.600	9.500	59.366

TITLE OF BOOKLET: FORESTRYBOOKLET NO.18SOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	29	26	10	76
2	3	9	25	25	9	71
3	2	7	17	14	10	50
4	3	8	22	21	8	62
5	2	7	17	15	10	51
6	3	8	25	26	9	71
7	4	7	24	23	11	69
8	3	9	18	17	8	55
9	3	8	10	21	11	53
10	3	9	22	24	8	66
11	4	7	14	18	8	51
12	3	9	24	24	9	69
13	3	8	20	26	10	67
14	3	9	20	22	8	62
15	4	7	14	18	10	53
16	3	9	26	26	9	73
17	3	5	6	16	10	40
18	3	9	19	20	8	59
19	4	7	14	18	7	50
20	3	8	22	24	8	65
21	3	8	29	26	10	76
22	3	9	25	23	8	68
23	3	9	12	11	12	47
24	3	8	22	21	9	63
25	3	8	29	26	10	76
26	3	9	20	23	8	63
27	4	7	14	18	7	50
28	3	8	21	21	8	61
29	3	9	19	21	9	61
30	3	8	20	23	7	61
TOTAL	93	241	599	637	269	1839
AVERAGE	3.100	8.033	19.966	21.233	8.966	61.300

TITLE OF BOOKLET: POLICEBOOKLET NO.19SOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	30	27	10	78
2	3	10	28	26	9	76
3	4	12	27	26	11	80
4	3	10	28	27	10	78
5	3	8	30	27	10	78
6	3	11	30	28	11	83
7	4	12	26	22	11	75
8	3	10	28	28	10	79
9	3	8	30	27	10	78
10	3	10	25	25	10	73
11	4	12	29	26	11	82
12	4	10	24	26	10	74
13	3	8	30	27	10	78
14	3	11	26	24	10	74
15	4	12	29	26	11	82
16	3	11	28	27	11	80
17	3	8	21	20	9	61
18	3	10	26	24	10	73
19	4	12	29	26	11	82
20	3	12	30	26	10	81
21	3	8	30	27	10	78
22	3	10	28	25	11	77
23	2	8	29	26	6	71
24	3	11	24	22	10	70
25	3	8	30	27	10	78
26	3	10	28	25	11	77
27	4	12	29	26	11	82
28	3	11	29	27	10	80
29	3	10	28	26	9	76
30	3	11	25	25	10	74
TOTAL	96	304	834	771	303	2308
AVERAGE	3.200	10.133	27.800	25.700	10.100	76.933

ANIMAL CARE AND VETERINARY
SERVICE

BOOKLET NO.20

TITLE OF BOOKLET:

SOURCE:

C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	9	27	23	11	73
2	3	10	25	20	9	67
3	4	12	28	20	11	75
4	3	10	21	21	9	64
5	3	9	27	23	11	73
6	3	10	22	21	9	65
7	3	10	26	22	12	73
8	3	11	25	23	10	72
9	3	9	27	23	11	73
10	3	10	23	23	10	69
11	4	12	28	20	11	75
12	3	11	25	23	10	72
13	3	9	27	23	11	73
14	3	11	26	22	10	72
15	4	12	28	20	11	75
16	3	9	27	23	11	73
17	3	9	27	23	11	73
18	3	10	25	24	10	72
19	4	12	28	20	11	75
20	3	10	22	22	9	66
21	3	9	27	23	11	73
22	3	11	24	24	10	72
23	4	12	28	20	11	75
24	3	10	25	22	9	69
25	3	9	27	23	11	73
26	3	10	26	24	10	73
27	4	12	28	20	11	75
28	3	11	25	21	10	70
29	3	12	24	21	9	69
30	3	11	27	23	10	74
TOTAL	96	312	775	660	310	2153
AVERAGE	3.200	10.400	25.833	22.000	10.333	71.766

TITLE OF BOOKLET: FURNITURE MANUFACTURE

BOOKLET NO.21

SOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	9	21	20	11	64
2	3	11	22	21	10	67
3	4	8	12	15	9	48
4	3	10	19	19	9	60
5	4	8	12	15	9	48
6	3	9	18	18	10	58
7	3	6	8	8	9	34
8	3	9	17	20	9	58
9	2	5	7	6	11	31
10	3	7	15	15	10	50
11	3	9	5	7	8	32
12	3	9	17	15	9	53
13	3	9	21	20	11	64
14	3	10	16	16	10	55
15	3	9	5	7	10	34
16	3	8	19	12	9	51
17	3	9	22	19	11	64
18	3	9	18	16	10	56
19	3	9	5	7	8	32
20	3	8	12	13	8	44
21	2	5	5	4	7	23
22	3	7	11	9	8	38
23	4	10	13	15	11	53
24	3	9	16	13	10	51
25	2	5	7	6	7	27
26	3	8	17	17	8	53
27	3	9	5	7	8	32
28	3	7	12	11	7	40
29	3	9	15	13	9	49
30	3	8	17	13	7	48
TOTAL	90	248	409	397	273	1417
AVERAGE	3.000	8.266	13.633	13.233	9.100	47.233

BUILDING AND CIVIL
ENGINEERING CONTRACTING

TITLE OF BOOKLET:

BOOKLET NO.22SOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	9	26	21	9	68
2	3	10	23	19	8	63
3	3	9	26	21	9	68
4	3	9	21	18	8	59
5	3	9	26	21	9	68
6	3	10	22	18	9	62
7	4	10	26	15	11	66
8	3	9	19	17	9	57
9	3	9	26	22	8	68
10	3	10	21	19	9	62
11	4	8	27	24	8	71
12	3	9	23	22	9	66
13	3	9	26	21	9	68
14	3	10	22	19	8	62
15	4	8	27	24	10	73
16	3	9	23	19	9	63
17	3	9	25	20	8	65
18	3	10	21	21	9	64
19	4	8	27	24	8	71
20	3	10	22	23	9	67
21	3	9	26	21	9	68
22	3	9	24	22	8	66
23	3	9	26	21	9	68
24	3	10	20	18	8	59
25	3	9	26	22	8	68
26	3	9	22	19	9	62
27	4	8	27	24	8	71
28	3	9	21	22	9	64
29	3	10	19	19	8	59
30	3	9	22	18	9	61
TOTAL	95	275	712	614	261	1957
AVERAGE	3.166	9.166	23.733	20.466	8.700	65.233

BOOKLET NO.23

TITLE OF BOOKLET: _____

SOURCE: C.O.I.C. 'CHOICE OF CAREERS'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	11	37	27	9	87
2	3	10	31	24	10	78
3	4	11	28	32	9	84
4	3	11	29	27	10	80
5	4	12	20	20	10	66
6	3	11	26	28	9	77
7	4	11	26	25	12	78
8	3	10	27	27	10	77
9	4	12	20	19	11	66
10	3	11	29	25	9	77
11	4	11	28	30	9	84
12	3	11	28	26	10	78
13	3	11	37	27	9	87
14	3	12	31	25	9	80
15	4	11	28	32	10	85
16	3	12	24	24	10	73
17	4	12	20	19	11	66
18	3	11	22	24	9	69
19	4	11	28	32	9	84
20	3	12	25	25	10	75
21	3	11	37	27	9	87
22	3	11	31	26	9	80
23	4	11	28	32	6	81
24	3	12	26	26	10	77
25	3	11	37	26	9	86
26	3	12	26	26	10	77
27	4	11	28	32	10	85
28	3	11	32	24	9	79
29	3	12	28	28	10	81
30	3	11	24	26	10	74
TOTAL	100	337	841	793	287	2358
AVERAGE	3.333	11.233	28.033	26.433	9.566	78.600

BOOKLET NO.24

TITLE OF BOOKLET: UPHOLSTERERSOURCE: C.O.I.C. 'IF I WERE'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	1	7	12	4	7	31
2	2	8	11	5	7	33
3	1	6	10	10	6	33
4	1	8	12	6	6	33
5	1	6	10	10	6	33
6	1	9	12	12	7	41
7	2	8	8	7	11	36
8	1	9	11	9	7	37
9	2	4	7	7	7	27
10	1	8	10	8	6	33
11	2	6	10	10	6	34
12	1	9	12	8	7	37
13	1	7	12	4	7	31
14	1	8	11	9	7	36
15	1	6	10	10	7	34
16	1	9	12	8	6	36
17	2	8	8	8	8	34
18	1	9	10	10	7	37
19	1	6	9	11	7	34
20	1	8	11	9	6	35
21	1	6	10	10	6	33
22	1	8	11	9	8	37
23	1	8	10	10	6	35
24	1	9	12	11	7	40
25	1	10	10	11	7	39
26	1	9	11	12	6	39
27	1	6	10	10	6	33
28	1	9	12	11	7	40
29	1	11	9	9	6	36
30	1	9	11	8	6	35
TOTAL	35	234	314	266	203	1052
AVERAGE	1.166	7.800	10.466	8.866	6.766	35.066

BOOKLET NO.25

TITLE OF BOOKLET: KENNEL MAIDSOURCE: C.O.I.C. 'IF I WERE'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	1	6	12	9	8	36
2	1	7	13	10	7	38
3	1	8	11	12	6	38
4	1	9	10	11	7	38
5	1	8	11	12	6	38
6	1	6	12	10	7	36
7	2	7	7	8	12	36
8	1	9	13	9	7	39
9	2	5	5	7	8	27
10	1	7	11	10	8	37
11	2	8	11	12	6	39
12	1	9	12	11	7	40
13	1	6	12	9	8	36
14	1	7	10	11	6	35
15	1	8	11	12	7	39
16	1	9	12	9	6	37
17	2	7	7	9	7	32
18	1	8	11	10	7	37
19	1	8	10	13	6	38
20	1	9	12	11	6	39
21	1	8	11	12	6	38
22	1	9	12	10	7	39
23	1	8	12	12	6	39
24	1	7	11	9	7	35
25	1	9	10	10	6	36
26	1	6	12	11	7	37
27	1	8	11	12	6	38
28	1	7	10	11	7	36
29	1	8	12	10	7	38
30	1	7	13	9	6	36
TOTAL	34	228	327	311	207	1107
AVERAGE	1.133	7.600	10.900	10.366	6.900	36.900

BOOKLET NO. 26

TITLE OF BOOKLET: ELECTRICIANSOURCE: C.O.I.C. 'IF I WERE'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	1	5	9	6	7	28
2	1	6	11	8	8	34
3	1	5	9	6	7	28
4	1	7	10	8	8	34
5	1	5	9	6	7	28
6	1	6	9	7	6	29
7	2	6	7	7	11	33
8	1	7	9	6	8	31
9	2	8	7	8	7	29
10	1	6	9	7	6	29
11	2	5	7	8	7	29
12	1	8	9	8	8	34
13	1	5	9	6	7	28
14	1	7	7	8	7	30
15	1	5	9	6	7	28
16	2	6	9	7	8	32
17	2	6	7	5	6	26
18	1	5	9	6	7	28
19	2	6	6	7	8	29
20	1	7	7	6	6	24
21	1	5	9	6	7	28
22	1	6	8	6	6	27
23	1	5	10	8	7	31
24	1	7	9	7	7	31
25	1	8	7	6	6	28
26	2	7	9	7	7	32
27	2	5	7	8	7	29
28	1	8	8	7	6	30
29	1	8	8	7	6	32
30	1	8	9	6	7	31
TOTAL	38	186	253	204	212	893
AVERAGE	1.266	6.200	8.433	6.800	7.066	29.766

TITLE OF BOOKLET: DENTAL SURGERY ASSISTANTBOOKLET NO. 27SOURCE: C.O.I.C. 'IF I WERE'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	1	4	10	6	7	28
2	1	6	9	7	7	30
3	1	4	10	6	7	28
4	1	7	8	7	6	29
5	1	4	10	6	7	28
6	1	5	7	7	6	26
7	2	7	8	8	12	37
8	1	8	9	7	8	33
9	2	6	8	10	7	33
10	1	7	9	7	7	31
11	2	7	8	11	8	36
12	1	8	7	8	6	30
13	1	4	10	6	7	28
14	1	7	9	7	6	30
15	2	4	10	6	8	30
16	1	8	8	7	6	30
17	2	6	8	10	7	33
18	2	7	7	6	7	29
19	2	6	8	10	7	33
20	1	8	6	7	6	28
21	1	4	10	6	7	28
22	1	7	7	7	6	28
23	1	5	10	8	8	32
24	1	8	6	6	6	27
25	1	7	8	7	7	30
26	1	6	7	6	7	27
27	2	7	8	11	8	36
28	1	5	6	6	6	24
29	1	6	7	9	7	30
30	1	5	8	7	7	28
TOTAL	38	183	246	223	210	900
AVERAGE	1.266	6.100	8.200	7.433	7.000	30.000

BOOKLET NO.28

TITLE OF BOOKLET: COWMANSOURCE: C.O.I.C. 'IF I WERE'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	1	5	11	11	5	33
2	1	6	9	10	6	32
3	1	8	11	11	5	36
4	1	7	9	9	6	32
5	1	8	11	11	5	36
6	1	9	10	9	6	35
7	2	5	8	8	11	34
8	1	7	9	10	6	33
9	2	5	7	7	9	30
10	1	8	10	8	6	33
11	2	8	11	11	5	37
12	1	5	9	10	6	31
13	1	5	11	11	5	33
14	1	7	7	9	6	30
15	2	8	11	11	5	37
16	1	6	9	8	5	29
17	2	5	9	11	8	35
18	1	8	8	8	6	31
19	1	8	12	11	4	36
20	1	7	9	9	6	32
21	1	8	11	11	5	36
22	1	7	9	9	7	33
23	1	7	12	11	5	36
24	1	8	10	8	6	33
25	1	5	11	10	6	33
26	1	9	8	8	5	31
27	1	8	11	11	5	36
28	1	7	10	9	6	33
29	1	6	9	10	5	31
30	1	8	8	7	6	30
TOTAL	35	208	290	287	177	997
AVERAGE	1.166	6.933	9.666	9.566	5.900	33.233

BUILDER'S LABOURERBOOKLET NO.29

TITLE OF BOOKLET: _____

SOURCE: C.O.I.C. 'IF I WERE'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	1	6	10	9	5	31
2	1	7	8	7	5	28
3	1	6	10	7	5	29
4	1	7	9	8	6	31
5	1	6	10	9	5	31
6	1	7	8	7	6	29
7	2	7	9	7	11	36
8	1	8	8	7	6	30
9	2	6	7	7	9	31
10	1	8	8	7	6	30
11	3	7	8	6	8	32
12	1	6	9	8	5	29
13	1	6	10	9	5	31
14	1	7	8	8	6	30
15	1	6	10	9	6	32
16	1	7	9	8	8	33
17	2	7	10	7	8	34
18	1	6	8	9	7	31
19	1	5	12	9	6	33
20	1	6	7	7	6	27
21	1	6	10	9	5	31
22	1	8	9	8	6	32
23	1	6	10	9	6	32
24	1	6	9	7	7	30
25	1	7	8	9	5	30
26	1	6	7	8	6	29
27	1	8	11	11	5	36
28	3	7	8	6	8	32
29	1	6	10	7	5	29
30	2	6	7	7	6	28
TOTAL	39	197	267	236	188	927
AVERAGE	1.300	6.566	8.900	7.866	6.266	30.100

TITLE OF BOOKLET: BRICKLAYERBOOKLET NO. 30SOURCE: C.O.I.C. 'IF I WERE'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	1	7	11	8	6	33
2	1	8	10	7	6	32
3	1	7	11	8	6	33
4	1	9	9	9	5	33
5	1	7	11	8	6	33
6	2	10	9	9	5	35
7	2	7	8	9	11	37
8	1	9	10	8	6	34
9	2	7	8	6	7	30
10	1	9	11	8	6	35
11	2	7	11	8	6	34
12	1	9	9	9	7	35
13	1	7	11	8	6	33
14	1	8	10	8	6	33
15	2	7	11	8	7	35
16	1	7	9	9	5	31
17	2	7	8	5	8	30
18	2	8	8	8	6	32
19	3	7	9	6	8	33
20	1	9	10	8	6	34
21	1	7	11	8	6	33
22	1	9	10	9	5	34
23	1	8	11	8	5	33
24	1	10	9	6	6	32
25	1	9	11	7	6	34
26	2	8	10	8	6	34
27	1	7	11	8	6	33
28	1	9	10	8	5	33
29	1	10	9	7	6	33
30	1	8	8	8	5	30
TOTAL	40	241	294	234	185	994
AVERAGE	1.333	8.033	9.800	7.800	6.166	33.133

TITLE OF BOOKLET: STABLEHANDBOOKLET NO. 31SOURCE: C.O.I.C. 'IF I WERE'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	1	8	12	9	5	35
2	1	9	10	8	6	34
3	1	8	12	9	5	35
4	1	10	10	8	6	35
5	1	8	12	9	5	35
6	1	9	9	9	5	33
7	2	6	6	9	12	35
8	1	9	10	10	6	36
9	2	6	7	5	8	28
10	1	9	8	9	7	34
11	2	8	12	9	5	36
12	1	9	10	8	7	35
13	1	8	12	9	5	35
14	1	10	8	8	6	33
15	2	8	12	9	8	39
16	1	10	10	8	6	35
17	2	6	7	6	9	30
18	1	9	9	9	6	34
19	1	8	13	10	5	37
20	1	10	7	8	5	31
21	1	8	12	9	5	35
22	1	8	10	8	6	33
23	1	8	12	6	6	33
24	1	10	11	8	5	35
25	1	9	10	9	6	35
26	1	7	8	8	8	32
27	1	8	12	9	5	35
28	1	9	11	10	7	38
29	1	10	10	9	6	36
30	1	9	11	11	5	37
TOTAL	35	254	303	256	186	1034
AVERAGE	1.166	8.466	10.100	8.533	6.200	34.466

TITLE OF BOOKLET: ROOM MAIDBOOKLET NO. 32SOURCE: C.O.I.C. 'IF I WERE'

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	2	5	10	11	5	33
2	1	6	11	9	6	33
3	2	5	10	11	5	33
4	1	7	9	9	6	32
5	2	5	10	11	5	33
6	1	7	10	10	6	34
7	2	5	7	7	12	33
8	1	7	9	9	5	31
9	2	6	8	5	9	30
10	2	8	10	10	8	38
11	2	5	10	11	5	33
12	1	7	9	9	6	32
13	2	5	10	11	5	33
14	1	8	9	10	6	34
15	2	5	10	11	8	36
16	1	7	9	9	5	31
17	2	5	7	6	7	27
18	2	9	10	10	5	36
19	1	7	10	8	6	32
20	2	8	10	9	9	38
21	2	5	10	11	5	33
22	1	8	9	9	6	33
23	2	5	10	11	5	33
24	2	5	11	8	6	32
25	1	6	10	7	5	29
26	2	8	8	8	5	31
27	2	5	10	11	5	33
28	1	6	11	9	5	32
29	1	7	10	8	6	32
30	2	7	11	10	5	35
TOTAL	48	189	288	278	182	985
AVERAGE	1.600	6.300	9.600	9.266	6.066	32.833

THE GARDENER (SAY ITTITLE OF BOOKLET: WITH FLOWERS.)BOOKLET NO. 33SOURCE: ACTIVITY FACTSHEETS (T. NELSON)

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	7	14	14	8	46
2	3	10	16	15	7	51
3	1	3	6	4	6	20
4	2	8	8	10	7	35
5	1	3	6	8	6	24
6	2	7	12	12	8	41
7	4	8	14	10	7	43
8	3	7	10	13	8	41
9	2	8	12	12	8	42
10	4	8	13	9	7	41
11	2	7	11	12	6	38
12	2	3	6	5	6	22
13	2	9	10	12	5	38
14	1	3	6	4	6	20
15	1	6	9	8	8	32
16	2	4	7	4	7	24
17	2	7	12	11	6	38
18	4	9	14	10	7	44
19	2	8	11	8	6	35
20	1	3	6	5	7	22
21	1	3	6	4	6	20
22	2	6	8	9	5	30
23	1	3	6	4	6	20
24	2	8	8	8	6	32
25	3	8	9	9	7	36
26	3	9	11	11	6	40
27	1	3	6	4	6	20
28	2	6	9	9	6	32
29	3	7	10	8	7	35
30	3	8	12	9	6	38
TOTAL	65	189	288	261	197	1000
AVERAGE	2.166	6.300	9.600	8.700	6.566	33.333

TITLE OF BOOKLET: AS HOUSES

BOOKLET NO. 34

SOURCE: ACTIVITY FACTSHEETS (T. NELSON)

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	10	16	8	45
2	3	9	12	14	7	45
3	2	2	7	5	5	21
4	3	8	8	9	7	35
5	2	2	7	5	5	21
6	2	8	9	12	6	37
7	4	9	13	9	7	42
8	3	10	11	12	7	43
9	4	9	15	10	6	44
10	3	9	10	13	5	40
11	2	2	7	6	5	22
12	3	8	11	11	7	40
13	2	2	7	5	5	21
14	3	7	8	10	6	34
15	2	2	7	6	8	25
16	3	9	9	9	5	35
17	4	10	15	8	7	44
18	2	8	12	9	6	37
19	2	3	8	10	6	29
20	2	7	8	9	7	33
21	2	2	7	5	5	21
22	3	9	9	11	6	38
23	2	2	7	6	6	23
24	2	6	10	12	7	37
25	2	8	8	9	5	32
26	2	9	11	10	6	38
27	2	2	7	5	5	21
28	2	9	8	9	6	34
29	3	10	9	12	7	41
30	3	7	7	10	6	33
TOTAL	77	196	277	277	184	1011
AVERAGE	2.566	6.533	9.233	9.233	6.133	33.700

BOOKLET NO. 35

TITLE OF BOOKLET: _____

SOURCE: ACTIVITY FACTSHEETS (T. NELSON)

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	4	8	16	17	8	53
2	3	10	12	15	6	46
3	1	2	4	4	5	16
4	2	8	13	12	5	40
5	1	2	4	4	5	16
6	2	7	12	10	6	37
7	4	9	14	9	7	43
8	3	8	14	13	5	43
9	4	8	14	10	6	42
10	3	8	13	14	5	43
11	2	6	22	20	5	55
12	3	7	15	13	6	44
13	1	2	4	4	5	16
14	3	9	11	15	5	43
15	2	6	22	20	8	58
16	3	7	15	15	5	45
17	4	9	15	12	7	47
18	3	8	12	13	6	42
19	2	6	22	20	5	55
20	3	8	15	12	6	44
21	1	2	4	4	5	16
22	2	7	14	12	6	41
23	1	2	4	4	5	16
24	2	8	13	13	5	41
25	3	9	11	14	5	42
26	3	8	12	15	6	44
27	2	6	22	20	5	55
28	3	8	12	14	6	43
29	3	7	14	12	5	41
30	2	10	12	15	5	44
TOTAL	75	205	387	375	169	1211
AVERAGE	2.500	6.833	12.900	12.500	5.633	40.366

BOOKLET NO. 36

TITLE OF BOOKLET: (ANIMAL CRACKERS)

SOURCE: _____

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	7	12	7	8	37
2	3	9	14	9	7	42
3	1	2	4	2	6	15
4	2	7	10	8	8	35
5	1	2	4	2	6	15
6	2	7	10	7	6	32
7	4	9	14	9	7	43
8	2	8	8	8	6	32
9	4	9	13	8	7	41
10	3	8	12	7	7	37
11	3	4	6	3	6	22
12	3	7	9	8	6	33
13	1	2	4	2	6	15
14	2	8	10	9	6	35
15	2	6	14	12	12	46
16	3	7	12	10	6	38
17	4	10	15	10	7	46
18	3	8	13	9	6	39
19	2	3	6	3	7	21
20	3	9	10	10	6	38
21	1	2	4	2	6	15
22	3	7	11	7	6	34
23	1	2	4	4	5	16
24	2	9	12	9	6	38
25	1	2	4	2	4	13
26	2	7	8	8	5	30
27	1	2	4	2	6	15
28	2	9	9	8	6	34
29	3	9	13	9	7	41
30	2	8	12	8	6	36
TOTAL	69	189	281	202	193	934
AVERAGE	2.300	6.300	9.366	6.733	6.433	31.133

THE MOTOR MECHANIC (A SPANNERTITLE OF BOOKLET: IN THE WORKS)BOOKLET NO. 37SOURCE: ACTIVITY FACTSHEETS (T.NELSON)

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	17	13	8	49
2	2	9	14	10	6	41
3	1	1	2	4	5	13
4	3	7	10	9	6	35
5	1	1	2	4	5	13
6	2	8	14	12	5	41
7	4	10	13	11	7	45
8	3	9	12	10	6	40
9	4	10	13	11	7	45
10	3	9	11	12	6	41
11	2	3	14	6	5	30
12	3	7	12	9	6	37
13	1	1	2	4	5	13
14	3	10	9	12	6	40
15	2	5	7	8	10	32
16	2	9	14	9	7	41
17	4	10	15	10	7	46
18	3	9	9	12	6	39
19	3	8	14	11	6	42
20	4	8	10	9	5	36
21	1	1	2	4	5	13
22	2	9	10	10	7	38
23	1	1	2	5	4	13
24	3	6	8	8	8	33
25	4	10	12	8	6	40
26	3	9	11	11	7	41
27	1	1	2	4	5	13
28	3	12	8	9	6	38
29	4	10	12	9	6	41
30	3	9	10	12	5	39
TOTAL	78	210	291	266	183	1028
AVERAGE	2.600	7.000	9.700	8.866	6.100	34.266

TITLE OF BOOKLET: _____

BOOKLET NO. 38SOURCE: G.P.ALEXANDER

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	4	11	7	7	32
2	4	12	12	6	6	40
3	3	11	27	21	5	67
4	3	10	15	10	6	44
5	3	11	27	21	5	67
6	3	9	16	9	6	43
7	3	9	27	20	5	64
8	3	10	18	8	6	40
9	3	9	23	20	5	60
10	3	7	10	9	7	36
11	3	11	27	21	5	67
12	3	10	10	12	6	41
13	3	11	27	21	5	67
14	3	8	9	9	6	35
15	3	11	27	21	7	69
16	3	7	10	12	5	37
17	3	4	10	8	7	32
18	3	10	17	13	6	49
19	3	11	27	20	6	67
20	3	9	12	16	5	45
21	3	11	27	21	5	67
22	3	8	10	8	7	36
23	3	11	27	21	6	68
24	3	10	16	13	6	48
25	3	8	12	14	5	42
26	3	9	18	16	5	51
27	3	11	27	21	5	67
28	3	6	12	12	6	39
29	3	10	14	10	7	44
30	3	12	18	12	6	51
TOTAL	91	280	538	432	174	1515
AVERAGE	3.033	9.333	17.933	14.400	5.800	50.500

HOW TO BECOME AN OPTICIAN

TITLE OF BOOKLET: _____

BOOKLET NO. 39

SOURCE: BRITISH OPTICAL ASSOCIATION

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	2	8	26	9	9	54
2	3	11	20	11	6	51
3	1	5	24	10	6	46
4	3	9	16	10	6	44
5	1	5	24	10	6	46
6	2	8	22	8	7	47
7	1	5	23	12	8	49
8	2	11	17	9	6	45
9	1	5	23	10	7	46
10	2	10	22	7	6	47
11	2	5	24	11	6	48
12	2	8	20	8	6	44
13	2	8	24	14	9	57
14	2	9	18	12	6	47
15	2	5	24	10	6	47
16	2	9	20	9	7	47
17	2	8	25	13	9	57
18	3	8	24	11	7	53
19	1	5	24	10	6	46
20	2	8	22	9	7	48
21	1	5	24	10	6	46
22	2	9	20	11	7	49
23	1	5	23	10	6	45
24	2	8	18	9	6	43
25	1	4	25	9	5	44
26	2	8	22	11	6	49
27	1	5	24	10	6	46
28	2	9	20	9	6	46
29	2	7	22	8	5	44
30	2	8	24	9	7	50
OTAL	54	218	664	299	196	1431
VERAGE	1.800	7.266	22.133	9.966	6.533	47.700

TITLE OF BOOKLET: PHARMACY

BOOKLET NO. 40

SOURCE: THE PHARMACEUTICAL SOCIETY

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	1	3	12	3	8	27
2	1	4	10	5	6	26
3	1	4	14	6	7	32
4	1	5	9	7	6	28
5	1	4	14	6	7	32
6	1	4	9	4	6	24
7	1	4	14	5	8	32
8	1	3	10	5	7	26
9	1	4	14	5	8	32
10	1	5	12	4	6	28
11	2	5	15	6	8	36
12	1	4	12	4	7	28
13	1	3	12	3	8	27
14	1	4	11	6	7	29
15	2	4	7	4	7	24
16	1	5	12	6	8	32
17	1	4	14	6	7	32
18	1	6	9	5	7	28
19	1	5	15	6	7	34
20	1	3	12	4	8	28
21	1	4	14	6	7	32
22	1	3	13	4	6	27
23	1	4	15	8	7	35
24	1	3	10	8	6	28
25	1	4	12	5	7	29
26	1	5	11	5	6	28
27	1	5	15	6	8	35
28	1	3	12	5	7	28
29	1	4	13	6	6	30
30	1	3	10	4	7	25
TOTAL	32	121	362	157	210	882
AVERAGE	1.066	4.033	12.066	5.233	7.000	29.400

CAREERS IN BUILDING

TITLE OF BOOKLET: _____

BOOKLET NO.41SOURCE: NAT.JOINT COUNCIL FOR BUILDING IND.

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	2	4	12	8	10	36
2	1	3	10	7	8	29
3	2	3	5	5	7	22
4	2	5	11	8	10	36
5	2	3	5	5	7	22
6	2	4	9	9	9	33
7	2	3	6	6	7	24
8	2	5	10	8	6	31
9	2	3	5	5	7	22
10	2	4	10	8	7	31
11	3	2	6	7	8	26
12	2	4	8	8	7	29
13	2	3	5	5	7	22
14	2	5	12	8	9	36
15	3	2	6	7	9	27
16	2	4	8	8	7	29
17	2	3	5	5	7	22
18	2	5	7	6	6	26
19	3	2	6	7	8	26
20	2	5	10	8	6	31
21	2	3	5	5	7	22
22	2	4	8	8	6	28
23	2	3	5	5	7	22
24	2	4	10	6	6	28
25	2	3	7	5	7	24
26	2	5	10	8	7	32
27	3	2	6	7	8	26
28	2	4	9	9	7	31
29	2	5	10	7	7	31
30	2	4	9	7	8	30
TOTAL	63	109	235	205	222	834
AVERAGE	2.100	3.633	7.833	6.833	7.400	27.800

TITLE OF BOOKLET: POLICEBOOKLET NO. 42SOURCE: HOME OFFICE

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	2	9	27	25	9	72
2	3	10	24	21	7	65
3	1	11	30	11	5	58
4	2	10	25	20	8	65
5	1	11	30	11	5	58
6	2	10	26	22	8	68
7	1	12	27	10	6	56
8	2	9	24	18	8	61
9	1	11	30	11	5	58
10	2	9	22	22	7	62
11	2	10	29	12	7	60
12	2	9	25	25	8	69
13	2	9	27	25	9	72
14	2	10	28	22	8	70
15	2	10	29	12	8	61
16	2	9	25	20	9	65
17	1	11	30	11	5	58
18	2	12	28	21	9	72
19	1	10	29	12	6	58
20	2	11	30	21	7	71
21	1	11	30	11	5	58
22	2	9	28	16	6	61
23	1	11	30	11	5	58
24	2	10	21	17	7	57
25	1	10	25	10	8	54
26	2	9	30	22	8	71
27	1	10	29	12	7	59
28	2	9	22	22	9	64
29	2	11	27	24	8	72
30	2	10	24	20	6	62
TOTAL	51	303	811	517	213	1895
AVERAGE	1.700	10.100	27.033	17.233	7.100	63.166

TITLE OF BOOKLET: CAREERS IN JOURNALISMBOOKLET NO. 43SOURCE: NAT. COUNCIL FOR TRAINING OF JOURNALISTS

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	7	19	14	8	51
2	3	9	15	10	7	44
3	1	6	12	9	3	31
4	3	8	12	12	6	41
5	1	6	12	9	3	31
6	3	8	13	11	6	41
7	1	7	12	9	6	35
8	2	9	15	12	6	44
9	1	6	12	9	3	31
10	3	7	16	13	7	46
11	2	7	13	10	5	37
12	3	7	15	11	7	43
13	3	9	16	12	9	49
14	3	8	14	14	8	47
15	3	8	14	12	8	45
16	3	7	17	10	8	45
17	1	6	12	9	3	31
18	2	8	14	9	6	39
19	2	7	13	10	4	36
20	2	6	15	11	7	41
21	1	6	12	9	3	31
22	2	7	14	10	5	38
23	1	6	13	9	3	32
24	2	8	15	12	4	41
25	1	7	10	8	3	29
26	2	8	13	11	5	39
27	2	7	13	10	5	37
28	2	8	14	14	6	44
29	2	7	15	15	5	44
30	2	8	13	11	6	40
TOTAL	62	218	413	325	165	1183
AVERAGE	2.066	7.266	13.766	10.833	5.500	39.433

TITLE OF BOOKLET:

BOOKLET NO. 44

SOURCE: DEPT. OF EDUCATION AND SCIENCE

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	9	16	12	9	49
2	3	10	14	14	8	49
3	3	9	16	12	9	49
4	3	7	12	10	6	38
5	3	9	16	12	9	49
6	3	7	10	9	7	36
7	3	8	15	11	8	45
8	3	8	13	12	8	44
9	3	9	16	12	9	49
10	3	7	12	10	7	39
11	3	10	15	13	8	49
12	3	8	13	12	6	42
13	3	9	16	12	9	49
14	3	10	15	11	7	46
15	3	10	15	13	8	49
16	3	9	12	9	7	40
17	3	9	16	12	9	49
18	3	8	14	11	8	44
19	3	10	15	13	10	51
20	3	9	11	12	7	42
21	3	9	16	12	9	49
22	3	10	14	14	7	48
23	3	10	11	14	9	47
24	3	9	15	10	7	44
25	1	7	10	8	3	29
26	2	8	12	10	6	38
27	3	10	15	13	8	49
28	3	7	11	9	6	36
29	3	9	14	12	8	46
30	3	8	12	12	7	42
TOTAL	87	262	412	346	229	1336
AVERAGE	2.900	8.733	13.733	11.533	7.633	44.533

TITLE OF BOOKLET: CAREERS IN AGRICULTURE

BOOKLET NO. 45

SOURCE: A.H.I.T.B.

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	7	11	10	6	37
2	3	6	8	8	6	31
3	3	11	24	11	3	52
4	3	9	16	8	6	42
5	2	9	20	15	4	50
6	3	8	14	12	6	43
7	3	10	23	12	8	56
8	3	9	18	11	6	47
9	3	8	20	4	10	45
10	3	8	15	9	6	41
11	3	11	23	12	9	58
12	3	10	13	13	6	45
13	3	9	16	8	7	43
14	3	7	14	10	6	40
15	2	8	12	7	9	38
16	3	6	11	11	7	38
17	3	8	20	14	10	55
18	3	9	14	12	8	46
19	3	11	23	12	9	58
20	3	7	13	11	6	40
21	3	11	24	11	3	52
22	3	9	15	12	5	44
23	3	11	25	14	3	56
24	3	9	17	10	5	44
25	3	10	22	10	6	51
26	3	7	18	9	5	42
27	3	11	23	12	9	58
28	3	8	16	11	7	45
29	3	7	12	10	7	39
30	3	10	17	10	6	46
TOTAL	88	264	517	319	194	1382
AVERAGE	2.933	8.800	17.230	10.633	6.466	46.066

TITLE OF BOOKLET: FORESTRY IN GREAT BRITAINBOOKLET NO. 46SOURCE: FORESTRY COMMISSION

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	2	0	2	3	10	17
2	2	4	3	3	7	19
3	2	0	4	3	10	19
4	2	3	3	4	7	19
5	2	0	4	3	10	19
6	2	5	4	4	10	25
7	2	0	4	3	10	19
8	2	4	2	4	9	21
9	2	0	4	3	10	19
10	1	2	3	3	7	16
11	2	2	5	4	9	22
12	2	3	4	4	8	21
13	2	0	4	3	10	19
14	2	1	2	3	8	16
15	3	11	27	9	6	56
16	2	6	6	4	10	28
17	2	0	4	3	10	19
18	2	4	4	3	9	22
19	2	1	5	4	9	21
20	2	3	2	3	8	18
21	2	0	4	3	10	19
22	2	5	3	4	10	24
23	2	2	4	4	10	22
24	2	4	4	4	9	23
25	2	1	3	4	8	18
26	2	2	5	3	10	22
27	2	1	5	4	9	21
28	2	3	3	4	10	22
29	2	1	2	4	10	19
30	2	2	2	3	10	19
TOTAL	60	70	131	110	273	644
AVERAGE	2.000	2.333	4.366	3.666	9.100	21.466

TITLE OF BOOKLET: STATE ENROLLED NURSEBOOKLET NO. 47SOURCE: DEPT. OF HEALTH AND SOCIAL SECURITY

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	4	8	8	7	30
2	3	5	10	10	7	35
3	3	11	27	9	5	55
4	3	6	12	11	8	40
5	3	11	27	9	5	55
6	3	10	10	9	6	38
7	3	11	22	9	8	53
8	3	8	15	8	7	41
9	2	7	14	8	8	39
10	2	6	10	9	7	34
11	3	11	27	9	5	55
12	3	5	8	9	7	32
13	3	8	15	8	6	40
14	3	7	9	9	7	35
15	3	11	27	9	6	56
16	3	9	12	8	8	40
17	3	4	8	8	7	30
18	3	7	10	9	6	35
19	3	11	26	8	7	55
20	3	5	10	10	7	35
21	3	11	27	9	5	55
22	3	7	12	8	6	36
23	3	11	26	10	6	56
24	3	12	12	9	7	43
25	3	4	8	8	7	30
26	3	7	14	10	6	40
27	3	11	27	9	5	55
28	3	9	15	10	7	44
29	3	6	12	8	7	36
30	3	7	11	9	7	37
TOTAL	88	242	471	267	197	1264
AVERAGE		8.100	15.700	8.900	6.566	42.166

TITLE OF BOOKLET: MEDICAL LABORATORY TECHNICIANBOOKLET NO. 48SOURCE: DEPT. OF HEALTH AND SOCIAL SECURITY

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	6	17	16	8	50
2	3	6	15	13	7	44
3	2	10	30	22	5	69
4	3	8	18	15	8	52
5	2	10	30	22	5	69
6	3	10	20	16	7	56
7	3	11	27	18	6	65
8	3	9	18	21	6	57
9	2	6	17	13	7	45
10	3	8	15	15	6	47
11	2	10	30	22	5	69
12	3	11	22	16	7	59
13	3	8	17	20	6	54
14	3	9	18	18	7	55
15	2	10	30	22	7	71
16	3	10	17	16	6	52
17	3	6	17	15	8	49
18	3	9	20	16	6	54
19	2	10	29	20	6	67
20	3	6	19	16	8	52
21	2	10	30	22	5	69
22	3	8	16	16	7	50
23	2	10	30	24	5	71
24	3	9	21	18	6	57
25	2	6	16	14	7	45
26	3	6	18	18	8	53
27	2	10	30	22	5	69
28	3	9	22	18	7	59
29	3	12	21	20	6	62
30	3	6	18	16	8	51
TOTAL	80	259	648	540	195	1722
AVERAGE	2.666	8.633	21.600	18.000	6.500	57.400

TITLE OF BOOKLET: SPEECH THERAPY AS A CAREERBOOKLET NO. 49SOURCE: THE COLLEGE OF SPEECH THERAPISTS

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	0	2	2	2	5	11
2	1	4	5	4	5	19
3	0	2	2	2	5	11
4	1	5	4	5	5	20
5	1	2	2	2	5	12
6	1	3	3	2	6	15
7	2	3	2	2	6	15
8	1	2	4	3	5	15
9	0	2	2	2	5	11
10	1	3	3	3	6	16
11	2	3	2	2	5	14
12	1	2	4	4	5	16
13	1	4	0	2	5	12
14	0	3	3	2	6	14
15	1	3	4	4	5	17
16	1	2	2	2	5	12
17	0	2	2	2	5	11
18	1	3	3	4	6	17
19	2	3	2	2	5	14
20	1	4	2	3	5	15
21	0	2	2	2	5	11
22	1	2	3	4	6	16
23	1	2	3	2	5	13
24	1	3	4	3	5	16
25	1	2	2	2	5	12
26	1	3	3	3	5	15
27	1	2	2	2	5	12
28	1	4	2	3	5	15
29	1	2	3	2	6	14
30	1	3	3	2	5	14
TOTAL	27	82	80	79	157	425
AVERAGE	0.900	2.733	2.666	2.633	5.233	14.166

TITLE OF BOOKLET: INSTITUTE OF MED. LAB. SCIENCES

BOOKLET NO. 50

SOURCE: _____

MODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	2	7	13	9	9	40
2	2	7	10	8	7	34
3	2	5	8	6	6	27
4	2	8	12	10	7	39
5	2	5	8	6	6	27
6	2	7	9	9	9	36
7	2	6	8	8	7	31
8	2	8	11	9	7	37
9	2	7	10	9	8	36
10	2	7	11	8	8	36
11	2	5	8	6	6	27
12	2	8	13	8	7	38
13	2	7	13	9	9	40
14	2	8	10	9	7	36
15	2	5	8	6	6	27
16	2	7	12	8	8	37
17	2	7	10	9	8	36
18	2	8	13	9	7	39
19	2	5	8	6	6	27
20	2	9	9	9	9	38
21	2	5	8	6	6	27
22	2	8	8	9	7	34
23	2	5	8	6	7	28
24	2	7	12	8	6	35
25	2	7	11	8	6	34
26	2	6	12	6	7	33
27	2	5	8	6	6	27
28	2	7	8	7	7	31
29	2	8	10	7	7	34
30	2	6	11	8	6	33
TOTAL	60	200	300	232	212	1004
AVERAGE	2.000	6.666	10.000	7.733	7.066	33.466

THE VETERINARY PROFESSION

TITLE OF BOOKLET: _____

BOOKLET NO.51SOURCE: THE ROYAL COLLEGE OF VET. SURGEONS

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	5	11	10	7	36
2	2	6	13	11	8	40
3	3	11	27	11	5	57
4	3	5	10	9	7	34
5	3	11	27	11	5	57
6	2	8	16	10	6	42
7	3	11	28	16	7	65
8	2	10	18	12	7	49
9	3	5	10	7	7	32
10	3	8	15	9	8	43
11	3	11	27	11	5	57
12	2	9	17	12	6	46
13	3	5	11	10	7	36
14	2	10	13	12	6	43
15	3	11	27	11	5	57
16	3	9	16	10	7	45
17	3	5	10	7	7	32
18	3	9	20	12	7	51
19	3	11	26	10	6	56
20	3	7	11	11	7	39
21	2	5	18	6	6	37
22	3	10	17	10	7	47
23	3	11	27	10	6	57
24	3	5	12	10	7	37
25	2	8	14	12	6	42
26	3	11	16	9	7	46
27	3	11	27	11	5	57
28	3	7	13	7	6	36
29	3	9	10	10	7	39
30	3	11	18	11	7	50
TOTAL	83	255	525	308	194	1365
AVERAGE	2.766	8.500	17.500	10.266	6.466	45.500

CAREERS IN HOTELS AND CATERING

TITLE OF BOOKLET: _____

BOOKLET NO. 52

SOURCE: H.C.I.T.B.

MODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	4	11	7	7	32
2	2	5	9	9	9	34
3	3	12	24	17	3	59
4	3	8	15	10	6	42
5	3	12	24	17	3	59
6	3	10	16	13	6	48
7	3	12	22	18	5	60
8	3	9	18	14	7	51
9	3	4	18	17	7	49
10	3	10	14	12	5	44
11	3	12	24	17	3	59
12	3	9	11	13	6	42
13	2	10	10	11	10	43
14	3	7	12	10	7	39
15	3	12	24	17	3	59
16	3	11	16	12	6	48
17	3	4	18	17	7	49
18	3	9	14	10	6	42
19	3	12	23	18	4	60
20	3	7	9	13	7	39
21	3	12	24	17	3	59
22	3	6	18	12	7	46
23	2	9	20	16	4	51
24	3	10	16	12	5	46
25	2	10	12	9	6	39
26	3	12	24	17	3	59
27	3	9	13	10	6	41
28	3	8	17	13	6	47
29	2	10	14	12	7	45
30	3	6	12	8	7	36
TOTAL	85	271	502	398	171	1427
AVERAGE	2.833	9.033	16.733	13.266	5.700	47.566

TITLE OF BOOKLET: CAREERS IN AGRICULTUREBOOKLET NO. 53SOURCE: A.T.B.

MODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	19	17	8	55
2	3	10	17	13	6	49
3	2	9	20	15	4	50
4	3	8	16	14	5	46
5	2	9	20	15	4	50
6	3	8	17	15	5	48
7	3	10	16	15	6	50
8	2	8	14	12	5	41
9	3	8	20	4	10	45
10	3	9	18	8	6	44
11	2	9	20	15	4	50
12	3	8	15	15	5	46
13	3	8	19	17	8	55
14	2	10	16	14	5	47
15	2	9	20	15	7	53
16	3	8	17	17	6	51
17	3	8	20	14	10	55
18	3	10	18	13	5	49
19	2	9	20	15	5	51
20	3	8	19	17	6	53
21	2	9	20	15	4	50
22	3	8	15	13	5	44
23	2	9	20	10	6	47
24	3	10	15	15	5	48
25	2	8	17	13	5	45
26	3	8	19	16	6	52
27	3	11	23	12	9	58
28	3	9	14	13	5	44
29	3	8	17	10	6	44
30	3	10	19	16	5	53
TOTAL	80	264	540	413	176	1473
AVERAGE	2.666	8.800	18.000	13.766	5.866	49.100

TRAIN OFF-THE-JOB AS A

TITLE OF BOOKLET: _____

PLUMBERBOOKLET NO.54SOURCE: C.I.T.B.

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	20	14	10	55
2	3	8	16	10	8	45
3	2	10	17	10	6	45
4	3	8	15	8	8	42
5	2	10	17	10	6	45
6	3	9	14	9	6	41
7	2	11	16	10	6	45
8	3	8	13	10	7	41
9	3	8	7	7	8	33
10	3	9	14	12	6	44
11	2	10	17	10	6	45
12	3	8	18	11	7	47
13	3	8	22	14	10	55
14	3	8	16	12	6	45
15	2	10	17	10	9	48
16	3	9	20	12	8	52
17	3	8	10	13	10	44
18	3	10	18	14	7	52
19	2	10	16	9	6	43
20	3	9	15	10	6	43
21	2	10	17	10	6	45
22	3	8	14	14	7	46
23	3	10	13	12	3	41
24	3	8	16	12	6	45
25	3	9	14	10	6	42
26	3	8	15	11	6	43
27	2	10	17	10	6	45
28	3	8	12	14	8	45
29	3	9	20	13	7	52
30	3	10	18	11	6	48
TOTAL	82	269	472	332	207	1362
AVERAGE	2.733	8.966	15.733	11.066	6.900	45.400

THE CAREER OF EQUAL OPPORTUNITY

TITLE OF BOOKLET: _____

BOOKLET NO. 55SOURCE: THE ASSOC. OF CHARTERED ACCOUNTANTS

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	7	10	8	8	36
2	3	6	9	10	7	35
3	3	7	11	10	3	34
4	3	8	8	8	6	33
5	3	7	11	10	3	34
6	3	8	12	9	5	37
7	3	7	12	8	8	38
8	3	8	10	10	5	36
9	3	7	10	7	8	35
10	3	8	9	8	6	34
11	3	7	11	10	3	34
12	3	8	10	9	5	35
13	3	7	10	8	8	36
14	3	7	9	9	6	34
15	3	7	11	10	8	39
16	3	8	10	8	4	33
17	3	7	10	7	8	35
18	3	8	12	8	5	36
19	3	7	11	10	4	35
20	3	8	9	9	5	34
21	3	7	11	10	3	34
22	3	7	10	10	5	35
23	3	10	12	10	3	38
24	3	8	9	9	6	35
25	3	7	10	9	5	34
26	3	8	11	8	4	34
27	3	7	11	10	3	34
28	3	7	10	8	4	32
29	3	8	9	9	6	35
30	3	8	8	8	5	32
TOTAL	90	224	306	267	159	1046
AVERAGE	3.000	7.466	10.200	8.900	5.300	34.866

TITLE OF BOOKLET: CAREERS IN BUILDING

BOOKLET NO.56

SOURCE: NAT. JOINT COUNCIL FOR THE BUILDING TRADE

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	#	&	&	LL	*	#¢
2	#	&	*	10	6	34
3	3	4	11	7	7	32
4	3	8	10	8	6	35
5	3	4	11	7	7	32
6	3	7	9	9	6	34
7	3	5	8	8	10	34
8	3	6	10	9	6	34
9	3	7	7	11	8	36
10	3	5	8	8	6	30
11	3	4	11	7	7	32
12	3	7	10	8	6	34
13	3	7	7	11	8	36
14	3	5	9	9	6	32
15	3	4	11	7	7	32
16	3	6	8	8	6	31
17	3	7	7	11	8	36
18	3	8	8	9	5	33
19	3	4	7	7	11	32
20	3	6	8	8	8	33
21	3	10	24	17	5	59
22	3	7	12	10	5	38
23	3	4	10	7	7	31
24	3	7	11	9	6	36
25	3	7	12	10	5	37
26	3	8	14	8	6	39
27	3	4	11	7	7	32
28	3	8	9	12	5	37
29	3	5	8	8	8	32
30	3	7	10	10	5	35
TOTAL	90	185	297	271	201	1044
AVERAGE	3.000	6.166	9.900	9.033	6.700	34.800

A FLYING START

TITLE OF BOOKLET: _____

BOOKLET NO. 57SOURCE: DURHAM CONSTABULARY

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	7	14	14	8	46
2	3	7	12	10	6	38
3	4	12	23	15	6	60
4	3	8	14	9	6	40
5	4	12	23	15	6	60
6	3	8	12	13	6	42
7	4	12	20	15	7	58
8	3	9	18	14	6	50
9	3	7	14	14	8	46
10	3	10	13	11	6	43
11	4	12	23	15	6	60
12	3	7	16	10	7	43
13	3	9	15	14	6	47
14	3	10	18	14	6	51
15	4	12	23	15	6	60
16	3	9	17	13	6	48
17	3	7	14	14	8	46
18	3	10	15	15	6	49
19	4	12	22	15	6	59
20	3	7	16	14	7	47
21	4	12	23	15	6	60
22	3	9	15	12	6	45
23	4	10	24	15	6	59
24	3	7	14	16	7	47
25	3	7	16	14	6	46
26	3	10	18	14	6	51
27	4	12	23	15	4	58
28	3	9	12	14	6	44
29	3	8	14	15	5	45
30	3	7	14	14	7	45
TOTAL	99	278	515	413	188	1493
AVERAGE	3.300	9.266	17.166	13.766	6.266	49.766

TITLE OF BOOKLET: CORDON BLEUBOOKLET NO.58SOURCE: CORDON BLEU COOKERY SCHOOL

MODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	4	11	7	7	32
2	3	4	9	7	6	29
3	1	0	0	4	3	8
4	2	3	8	5	5	23
5	2	2	6	4	6	20
6	1	3	7	6	5	22
7	2	7	8	9	7	33
8	2	5	9	7	6	29
9	1	0	0	3	3	7
0	2	2	2	5	5	16
1	2	4	6	6	4	22
2	2	3	4	4	4	17
3	3	4	11	7	7	32
4	2	4	6	6	5	23
5	1	3	8	7	7	26
6	2	4	9	7	6	28
7	1	0	0	4	3	8
8	2	4	6	6	4	22
9	2	3	7	5	5	22
0	1	2	4	4	4	15
1	1	0	4	10	7	22
2	2	4	8	6	5	25
3	2	4	6	7	4	23
4	1	2	4	8	4	19
5	2	5	5	5	4	21
6	1	3	8	7	5	24
7	1	6	7	8	9	31
8	1	3	6	6	6	22
9	1	0	4	7	7	19
0	1	2	6	8	5	22
TAL	50	90	179	185	158	662
ERAGE	1.666	3.000	5.966	6.166	5.266	22.066

TITLE OF BOOKLET: SICK CHILDREN'S NURSINGBOOKLET NO. 59SOURCE: REGIONAL HOSPITAL BOARD

MODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	2	7	13	9	9	40
2	2	8	15	10	7	42
3	2	7	13	9	9	40
4	2	6	12	8	8	36
5	2	6	10	10	7	35
6	2	8	12	9	7	38
7	2	7	12	9	9	39
8	2	8	13	8	7	38
9	2	7	13	9	9	40
10	2	7	12	9	8	38
11	2	7	13	9	9	40
12	2	8	11	8	8	37
13	2	7	13	9	9	40
14	2	8	12	8	8	38
15	2	7	13	9	9	40
16	2	7	10	8	7	34
17	2	7	12	9	8	38
18	2	8	13	8	7	38
19	2	7	13	9	8	39
20	2	8	12	9	9	40
21	2	7	13	9	9	40
22	2	8	12	9	8	39
23	2	7	13	10	9	41
24	2	8	10	9	7	36
25	2	7	11	9	7	36
26	2	7	13	8	8	38
27	2	7	13	9	9	40
28	2	8	11	8	7	36
29	2	8	12	10	8	40
30	2	7	13	8	7	37
TOTAL	60	219	368	265	241	1153
AVERAGE	2.000	7.300	12.266	8.833	8.033	38.433

TITLE OF BOOKLET: AS CHARTERED ACCOUNTANTSSOURCE: THE INSTITUTE OF CHARTERED ACCOUNTANTSBOOKLET NO.60

MODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	4	8	16	14	8	50
2	3	9	15	12	8	47
3	3	10	30	16	5	64
4	3	8	17	13	6	47
5	2	8	18	12	6	46
6	2	10	15	14	8	49
7	2	10	11	12	8	43
8	2	8	16	13	6	45
9	2	9	18	14	6	49
10	2	9	15	14	5	45
11	3	10	30	16	5	64
12	2	9	19	12	6	48
13	4	8	16	14	8	50
14	3	9	17	13	6	48
15	2	10	13	10	8	43
16	2	9	15	12	7	45
17	4	8	16	14	8	50
18	2	9	14	12	6	43
19	2	10	12	11	8	43
20	2	9	15	12	6	44
21	3	10	30	16	5	64
22	2	9	15	13	7	46
23	3	10	30	15	6	64
24	2	9	18	12	7	48
25	2	10	15	12	6	45
26	2	8	14	13	7	44
27	2	10	13	10	8	43
28	2	8	16	12	7	45
29	2	10	19	13	7	51
30	2	9	16	11	8	46
TOTAL	73	273	524	387	202	1459
AVERAGE	2.433	9.100	17.466	12.900	6.733	48.633

TITLE OF BOOKLET: ALL ABOUT US - AND YOU

BOOKLET NO.61

SOURCE: I.C.I.

INDIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	2	8	12	8	7	37
2	2	8	10	9	7	36
3	2	8	12	8	7	37
4	2	9	11	9	6	37
5	2	8	10	9	6	35
6	2	8	10	8	7	35
7	2	8	13	12	10	45
8	2	8	10	9	7	36
9	2	8	12	8	2	32
0	2	8	11	9	6	36
1	2	8	12	8	7	37
2	2	9	10	9	6	36
3	2	8	12	8	7	37
4	2	8	13	8	6	37
5	2	8	12	8	7	37
6	2	8	11	9	6	36
7	2	7	11	9	8	37
8	2	8	10	8	7	35
9	2	8	13	10	8	41
0	2	9	12	8	6	37
1	2	8	12	8	7	37
2	2	8	14	8	6	38
3	2	8	12	9	7	38
4	2	8	13	10	7	40
5	2	8	12	8	7	37
6	2	8	13	9	6	38
7	2	8	12	8	7	37
8	2	8	13	9	7	39
9	2	9	11	8	5	35
0	2	8	12	8	7	37
TOTAL	60	243	351	259	199	1112
AVERAGE	2.000	8.100	11.700	8.633	6.633	37.066

WHO NOT TEACH OVERSEAS?

TITLE OF BOOKLET: _____

BOOKLET NO.62SOURCE: MIN. OF OVERSEAS DEVELOPMENT

DIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	7	5	9	8	32
2	2	8	6	8	7	31
3	3	5	3	8	7	26
4	2	7	5	8	8	30
5	2	6	6	9	7	30
6	2	8	8	8	6	32
7	3	5	5	8	8	29
8	2	6	5	9	7	29
9	2	5	4	8	8	27
0	2	7	5	8	6	28
1	3	5	3	8	7	26
2	2	6	6	7	6	27
3	3	7	5	9	8	32
4	2	5	5	7	7	26
5	3	5	3	8	7	26
5	3	6	6	8	6	29
7	3	7	5	9	8	32
3	3	8	7	7	6	31
9	3	5	3	8	7	26
0	2	6	5	7	6	26
1	3	5	3	8	7	26
2	2	6	6	8	8	30
3	3	5	3	8	8	27
4	2	6	6	7	7	28
5	2	5	6	5	6	24
5	2	7	5	9	8	31
7	3	5	3	8	7	26
8	2	6	7	7	7	29
9	2	7	5	7	6	27
0	2	7	6	9	8	32
TOTAL	73	183	150	237	212	855
AVERAGE	2.433	6.100	5.000	7.900	7.066	28.500

BRITISH AIRWAYS TRAINING SCHEMES

TITLE OF BOOKLET: _____

BOOKLET NO.63SOURCE: BRITISH AIRWAYS

MODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	8	19	17	8	55
2	2	8	21	15	8	54
3	1	10	14	10	6	41
4	2	8	15	11	7	43
5	2	9	16	12	8	47
6	2	8	14	10	7	41
7	1	10	12	10	7	40
8	2	8	18	12	6	46
9	1	8	11	7	10	37
10	2	9	19	15	6	51
11	2	10	14	10	6	42
12	2	8	16	9	6	41
13	3	8	19	17	8	55
14	2	9	17	13	6	47
15	2	10	14	10	7	43
16	2	8	16	11	6	43
17	1	8	12	8	9	38
18	2	9	15	10	7	43
19	1	10	14	10	6	41
20	2	8	12	12	6	40
21	1	10	14	10	6	41
22	2	8	13	13	7	43
23	1	10	14	10	6	41
24	2	8	15	12	7	44
25	2	8	18	12	7	47
26	2	9	16	13	6	46
27	1	10	14	10	6	41
28	2	8	15	11	8	44
29	2	9	17	14	6	48
30	2	8	13	10	8	41
TOTAL	54	262	457	344	207	1324
AVERAGE	1.800	8.733	15.233	11.466	6.900	44.133

TEN MEN IN INSURANCE

TITLE OF BOOKLET: _____

BOOKLET NO.64SOURCE: THE CHARTERED INSURANCE INSTITUTE

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	7	7	11	8	36
2	3	8	9	9	9	38
3	1	2	12	6	6	27
4	2	7	8	10	7	34
5	2	7	10	8	7	34
6	2	6	8	9	6	31
7	2	2	12	7	7	30
8	2	4	7	10	8	31
9	1	2	12	6	3	24
10	2	5	7	7	7	28
11	2	2	12	8	5	29
12	2	6	7	10	6	31
13	3	7	7	11	8	36
14	2	6	9	9	7	33
15	1	2	12	6	7	28
16	2	5	7	9	8	31
17	1	2	12	6	3	24
18	2	7	8	8	5	30
19	2	2	12	6	7	29
20	2	4	10	8	5	29
21	1	2	12	6	6	27
22	2	7	9	8	6	32
23	1	2	12	6	7	28
24	2	4	10	10	5	31
25	2	6	9	9	7	33
26	2	8	12	10	6	38
27	1	2	12	6	7	28
28	2	7	13	11	7	40
29	2	4	10	10	6	32
30	2	6	8	6	7	29
TOTAL	56	141	295	246	193	931
AVERAGE	1.866	4.700	9.833	8.200	6.433	31.033

THE PROFESSION OF CHIROPODY

TITLE OF BOOKLET: _____

BOOKLET NO. 65SOURCE: THE SOCIETY OF CHIROPODISTS

CODIFIER	ITEM 1	SECTION A	SECTION B	SECTION C	SECTION D	TOTAL
1	3	4	11	7	7	32
2	2	5	9	6	6	28
3	2	7	12	9	3	33
4	2	6	10	8	5	31
5	2	7	9	6	6	30
6	2	6	8	8	6	30
7	3	7	10	9	6	37
8	2	4	11	8	5	30
9	2	5	9	6	6	28
10	2	7	10	8	4	31
11	3	7	11	8	3	32
12	2	5	9	6	6	28
13	2	4	10	7	5	28
14	2	4	8	8	4	26
15	2	7	12	9	5	35
16	2	6	9	9	6	32
17	2	6	2	2	7	19
18	2	7	7	9	6	30
19	3	7	12	9	4	35
20	2	4	11	8	7	32
21	2	7	12	9	3	33
22	2	5	9	7	5	28
23	2	7	12	9	3	38
24	2	5	10	8	5	30
25	2	4	11	6	4	27
26	2	5	9	8	6	30
27	2	7	12	9	3	33
28	2	4	10	8	5	29
29	2	5	12	7	4	30
30	2	6	11	6	4	29
TOTAL	64	170	300	226	149	909
AVERAGE	2.133	5.666	10.000	7.533	4.966	30.300

TABLE . . . 31

CHILDREN'S READABILITY: CLOZE SCORES

Age of pupils, both G.C.E. and C.S.E. was 14.

(Max. score 35)

<u>Pamphlet</u>	<u>Ability</u>	<u>Score</u>	<u>Ability</u>	<u>Score</u>
1	G.C.E.	18	C.S.E.	14
2	"	18	"	14
3	"	24	"	21
4	"	26	"	20
5	"	22	"	16
6	"	23	"	25
7	"	21	"	16
8	"	23	"	17
9	"	16	"	20
10	"	15	"	12
11	"	24	"	20
12	"	20	"	20
13	"	26	"	21
14	"	19	"	13
15	"	19	"	16
16	"	21	"	17
17	"	26	"	18
18	"	26	"	19

TABLE 31 (contd.)

<u>Pamphlet</u>	<u>Ability</u>	<u>Score</u>	<u>Ability</u>	<u>Score</u>
20	G.C.E.	17	C.S.E.	21
21	"	19	"	22
22	"	18	"	20
23	"	18	"	25
24	"	19	"	15
25	"	20	"	23
26	"	18	"	18
27	"	21	"	18
28	"	19	"	21
29	"	18	"	22
30	"	17	"	19
31	"	20	"	28
32	"	18	"	20
33	"	18	"	18
34	"	18	"	20
35	"	20	"	19
36	"	21	"	24
37	"	18	"	21
38	"	17	"	16
39	"	18	"	17
40	"	18	"	12

TABLE 31 (contd.)

<u>Pamphlet</u>	<u>Ability</u>	<u>Score</u>	<u>Ability</u>	<u>Score</u>
41	G.C.E.	17	C.S.E.	15
42	"	19	"	21
43	"	20	"	13
44	"	19	"	14
45	"	20	"	18
46	"	20	"	18
47	"	17	"	19
48	"	18	"	18
49	"	17	"	13
50	"	19	"	17
51	"	19	"	13
52	"	18	"	14
53	"	19	"	18
54	"	20	"	15
55	"	19	"	18
56	"	17	"	17
57	"	19	"	20
58	"	19	"	10
59	"	16	"	14
60	"	18	"	11

TABLE ³¹ (contd.)

<u>Pamphlet</u>	<u>Ability</u>	<u>Score</u>	<u>Ability</u>	<u>Score</u>
61	G.C.E.	18	C.S.E.	14
62	"	20	"	12
63	"	18	"	16
64	"	18	"	15
65	"	18	"	11

TABLE 32CHILDREN'S READABILITY - CLOZE SCORESG.C.E. PUPILS

<u>Order</u>	<u>Booklet No.</u>	<u>Score</u>	<u>Title</u>	<u>Source</u>
1	4	26	Hotels and Catering	C.O.I.C. 'Choice of C.'
	13	26	Electrician	"
	17	26	Ophthalmic Optician and Dispensing Opt.	"
	18	26	Forestry	"
5	3	24	Professional Engineers	"
	11	24	Teaching	"
7	6	23	Speech Therapist	"
	8	23	Journalism	"
9	5	22	Medical Lab. Tech.	"
10.	7	21	Chiropodist	"
	16	21	Pharmacy	"
	27	21	Dental Surgery Asst.	'If I Were'
	36	21	People and their Pets	'Factsheet'
14.	12	20	Home Economics	C.O.I.C.
	25	20	Kennel Maid	'If I Were'
	31	20	Stablehand	'If I Were'

G.C.E. PUPILS

<u>Order</u>	<u>Pamphlet No.</u>	<u>Score</u>	<u>Title</u>	<u>Source</u>
	35	20	State Enrolled Nurse	'Factsheet'
	43	20	Careers in Journalism	A.H.I.T.B.
	46	20	Careers in Agric.	A.H.I.T.B.
	46	20	Forestry in G.B.	Forestry Commission
	54	20	Train off-the-job as a Plumber	C.I.T.B.
	62	20	Why Not Teach Overseas?	Min. of Overseas D.
23	14	19	Insurance	C.O.I.C.
	k5	19	Agriculture and Horticulture	C.O.I.C.
	21	19	Furniture Manuf.	"
	24	19	Upholsterer	'If I Were'
	28	19	Cowman	'If I Were'
	42	19	Police	Home Office
	44	19	Careers in Teaching	D.E.S.
	50	19	A Career in Med. Labs.	I.M.L.S.
	51	19	The Vet. Profession	R.C.V.S.
	53	19	Careers in Agric.	A.T.B.
	55	19	The Career of Equal Opp.	A.Cert.A.

G.C.E. PUPILS

<u>Order</u>	<u>Booklet No.</u>	<u>Score</u>	<u>Title</u>	<u>Source</u>
	57	19	A Flying Start	Durham Const.
	58	19	Cordon Bleu	C.Bleu
36	1	18	Eng. Bench and Machine Work	C.O.I.C.
	2	18	Building Crafts	"
	19	18	Police	"
	22	18	Building and Civil Eng. Contracting	"
	23	18	Nursing for Men and Women	"
	26	18	Electrician	'If I Were'
	29	18	Builder's Labourer	"
	32	18	Room Maid	"
	33	18	The Gardener (Say it with Flowers)	'Factsheet'
	34	18	Carpenter and Joiner (As safe as Houses)	"
	37	18	The Motor Mechanic (A Spanner in the Works)	"
	39	18	How to become an Optician	B.O.A.

C.C.E. PUPILS

<u>Order</u>	<u>Booklet No.</u>	<u>Score</u>	<u>Title</u>	<u>Source</u>
	40	18	Pharmacy	Pharm.Soc.
	48	18	Med.Lab. Tech.	D.H.S.S.
	52	18	Careers in Hotels and Catering	H.C.I.T.B.
	60	18	The World of Finance	I.C.A.
	61	18	All About Us and You	I.C.I.
	63	18	Br. Airways Tr. Schemes	Br.Airways
	64	18	Ten Men in Ins.	C.I.I.
	65	18	The Prof. of Chiropody	Soc. of Chir.
56	20	17	Animal Care and Vet. Science	C.O.I.C.
	30	17	Bricklayer	'If I Were'
	38	17	A Career as a Motor Mechanic	'Going My Way'
	41	17	Careers in Building	N.J.C.B.T.
	47	17	State Enrolled Nurse	D.H.S.S.
	49	17	Speech Therapy as a Career	C.S.T.
	56	17	Careers in Building	N.J.C.B.T.
63	9	16	Footwear and Leather Goods Manuf.	C.O.I.C.
	59	16	Sick Children's Nursing	Reg.Hos.Board (D.H.S.S.)
65	10	15	Accountant	C.O.I.C.

TABLE 33

CHILDREN'S READABILITY - CLOZE SCORES (Rank Order)C.S.E. PUPILS

<u>Order</u>	<u>Booklet No.</u>	<u>Score</u>	<u>Title</u>	<u>Source</u>
1	11	28	Stablehand	'If I Were'
2	6	25	Speech Therapist	C.O.I.C.
	23	25	Nursing for Men and Women	"
4	36	24	People and their Pets	'Factsheet'
5	19	23	Police	C.O.I.C.
	25	23	Kennel Maid	'If I Were'
7	21	22	Furniture Manufacture	C.O.I.C.
	29	22	Builder's Labourer	'If I Were'
9	3	21	Prof. Engineers	C.O.I.C.
	13	21	Electrician	'If I Were'
	20	21	Animal Care and Vet. Science	C.O.I.C.
	28	21	Cowman	'If I Were'
	37	21	The Motor Mechanic	'Factsheet'
	42	21	Police	Home Office
15	8	20	Hotels and Catering	C.O.I.C.
	9	20	Footwear and Leather Goods Manuf.	"

C.S.E. PUPILS

<u>Order</u>	<u>Booklet No.</u>	<u>Score</u>	<u>Title</u>	<u>Source</u>
15	11	20	Teaching	C.O.I.C.
	12	20	Home Economics	C.O.I.C.
	22	20	Building and Civil Eng. Contracting	C.O.I.C.
	32	20	Room Maid	'If I Were'
	34	20	Carpenter and Joiner	'Factsheet'
	57	20	A Flying Start	Durham Con.
23	18	19	Forestry	C.O.I.C.
	30	19	Bricklayer	'If I Were'
	35	19	State Enrolled Nurse	'Factsheet'
	47	19	State Enrolled Nurse	D.H.S.S.
27	26	18	Electrician	'If I Were'
	27	18	Dental Surgery Ass.	'If I Were'
	33	18	The Gardener	'Factsheet'
	45	18	Careers in Agric.	A.H.I.T.B.
	46	18	Forestry in G.B.	For.Comm.
	48	18	Medical Lab. Tech.	D.H.S.S.
	53	18	Careers in Agric.	A.T.B.
34	8	17	Journalism	C.O.I.C.
	16	17	Pharmacy	"

C.S.E. PUPILS

<u>Order</u>	<u>Booklet No.</u>	<u>Score</u>	<u>Title</u>	<u>Source</u>
	39	17	How to become an Optician	B.O.A.
	51	17	The Veterinary Profession	R.C.V.S.
	56	17	Careers in Building	N.J.C.B.T.
39	5	16	Medical Lab. Tech.	C.O.I.C.
	7	16	Chiropodist	"
	15	16	Agric. and Hort.	"
	17	16	Ophthalmic Optician and Dispensing Opt.	"
	38	16	A Career as a Motor Mechanic	'Going My Way'
	63	16	Br. Airways Training Schemes	Br. Airways
45	24	15	Upholsterer	'If I Were'
	41	15	Careers in Building	N.J.C.B.T.
	54	15	Train off-the-job as a Plumber	C.I.T.B.
	64	15	Ten Men in Insurance	C.I.I.
49	1	14	Eng. Bench and Machine Work	C.O.I.C.
	2	14	Building Crafts	"
	44	14	Careers in Teaching	D.E.S.

C.S.E. PUPILS

<u>Order</u>	<u>Booklet No.</u>	<u>Score</u>	<u>Title</u>	<u>Source</u>
	52	14	Careers in Hotels and Catering	H.C.I.T.B.
	59	14	Sick Children's Nursing	D.H.S.S.
	61	14	All About Us and You	I.C.I.
55	14	13	Insurance	C.O.I.C.
	43	13	Careers in Journalism	N.C.T.J.
	49	13	Speech Therapy as a Career	C.S.T.
	50	13	A Career in Med.Labs.	I.M.L.S.
59	10	12	Accountant	C.O.I.C.
	40	12	Pharmacy	Pharm.Soc.
	55	12	The Career of Equal Opp.	A.C.A.
	62	12	Why Not Teach Overseas?	Min. Overseas Develop.
63	60	11	The World of Finance	I.C.A.
	65	11	The Profession of Chiropody	The S. of C.
	58	10	Cordon Bleu	Cordon Bleu Cookery Sch.

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APPENDICES

It was not possible to bind the following Appendices into this Volume, as they are in booklet form:

1. Standards for Evaluating Occupational Materials, N.V.G.A., 1969.
2. Nursing for Men and Women, C.O.I.C. 'Choice of Careers' series.
3. Cowman, C.O.I.C. 'If I Were' series.

They are therefore to be found attached to the back cover.

4. Manual Calculation of ρ (rho) Rank Order Correlation Coefficient.
Manual Calculation of Pearson Product Moment Correlation Coefficient.

Appendix 4.

Manual Calculation of ρ (rho) Rank Order Correlation Coefficient

Formula:

$$\rho = 1 - \frac{6 \times \sum D^2}{N(N^2 - 1)}$$

Correlation of Codifiers 1 and 13.

$$= \frac{6 \times 6542}{274560}$$

$$= \frac{39252}{274560}$$

$$= 0.1429$$

$$1 - 0.1429$$

$$= 0.8571$$

$$r = 0.8571$$

Appendix 4.

Manual Calculation of Pearson Product Moment Correlation Coefficient

Formula:
$$r = \frac{\sum xy - n\bar{x}\bar{y}}{\sqrt{(\sum x^2 - n\bar{x}^2)(\sum y^2 - n\bar{y}^2)}}$$

Sum of Codifier 3: 1006
Sum of Codifier 5: 1061
Sum of Codifier 3²: 20052
Sum of Codifier 5²: 22001
Sum of Codifier 3 x Codifier 5: 19787

$$r = \frac{3365.98462}{\sqrt{(4482.22175)(4682.2089)}}$$

$$r = \frac{3365.98462}{\sqrt{20986698.5692}}$$

$$r = \frac{3365.98462}{4581.12416}$$

r= 0.73475

Nursing for Men and Women

Appendix 2

5p net

Careers and Occupational Information Centre
of the Employment Service Agency




Although written primarily for young people, the 'Choice of Careers' series of booklets will also interest parents and teachers. Older people who are thinking about a change of occupation will find them useful. A list of titles is at the end of this booklet.

The booklets are based on information obtained by first-hand investigation and enquiry. They aim to give a balanced picture of the occupations with which they deal.

Local education authority Careers Services provide vocational guidance to those in schools and colleges and help them to find employment. Those who have left education can continue to use the Careers Service, but alternatively they may seek advice and help from an Employment Office or Jobcentre of the Employment Service Agency.

You will find the address of your nearest Careers Officer in the telephone directory under 'Careers Office' or 'Youth Employment Service', and the address of the Employment Office or Jobcentre under 'EMPLOYMENT'.



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1 Nursing for Men and Women

This book is called *Nursing for Men and Women* because nursing is now a career open to either sex. Although many people may still regard it as predominantly a woman's career, there are 20,000 men in the profession. About one-third of them are in general hospitals and two-thirds in psychiatric hospitals; others are working in the community field and an increasing number of them are holding senior positions. Men are now also accepted for training as health visitors.



2 Your career



A JOB WORTH DOING

Nursing is one of the most worthwhile and rewarding of all careers. Many people nowadays get very little satisfaction out of their jobs. They find them too repetitive – the same thing, hour after hour, day after day. This doesn't happen in nursing. There is constant variety. And what could be more satisfying than knowing that you have helped a patient to recover from a serious illness, or brought a baby into the world?

PERSONAL QUALITIES

What sort of person do you have to be? First of all, you must be interested in people. You should have understanding, sympathy, and a sense of responsibility. You also need to be level-headed and 'unflappable'; able to keep your head in emergencies; and capable of dealing with things in a thoughtful, mature way. In other words, you need a lot of common sense. But you need to be intelligent in other ways too, for if you are to become proficient there are many things to be learned. Finally, you must be fit. Nursing isn't a light job, and unless you are physically fit and able to remain on your feet for long spells, you won't match up to it.

FORTHCOMING CHANGES

A number of changes are taking place in the organisation of the nursing

services following reports by three committees set up by the government. The recommendations of the *Mayston Committee*, which are now being put into practice, concern the administration of the community health service, and will provide an improved career structure for nurses in that service.

The *Salmon Report* and the *Briggs Report* both recommend changes which will have a changing effect on nursing as a career. So you should bear in mind that changes are taking place and check with your careers teacher or careers officer that you have up-to-date information for your particular purpose.

WHO CAN TRAIN?

In England and Wales, student and pupil nurses begin their training for the Register or Roll (with a training allowance) at the age of 18; in Scotland at 17½. Student nurses are trained three years for admission to the General Nursing Council 'Register'. Educational qualifications and methods of entry to training for the Register are dealt with in the section 'How you can train'.

Pupil nurses are those taking the shorter course lasting two years. They then become Enrolled nurses. Sound common sense is the basic requirement for this more practical course.

All hospitals employ some nursing auxiliaries who are given a brief in-service training, but this work is more likely to appeal to older men and women not wishing to undergo lengthy training.

Pupil/Student midwives must be at least 20 years old. Many, of course, are already qualified general nurses. The length of training varies according to the qualifications already held. Girls with no previous nursing training can train to become State Certified Midwives (SCM) in two years in England and Wales (at the present time). In Scotland only qualified nurses are trained as midwives.

For those with higher educational qualifications, there are several courses in which more than one discipline is studied to obtain more than one qualification. For example, there are four-year integrated courses leading to State Registration/Health Visitors Certificate/National District Certificate. Other courses combine State Registration with a baccalaureate or a university degree or diploma in such subjects as Social Science or Nursing Studies. Graduates can take a shortened course for State Registration.



Upper: In the library of a school of nursing

Lower: Nurses taking a well-earned break in a staff restaurant



WHILE YOU ARE TRAINING

During their training, learners may have the choice of living in or living out. Some schools of nursing insist that students live in during the first year of training. If you are leaving home for the first time, you will find that accommodation in the nurses' hostel is generally less expensive and certainly easier to acquire than lodgings outside. In the hostel, men and women have separate blocks. Most hostels have a study-bedroom for each nurse. Generally there are good facilities for laundry and hair-dressing, a kitchen, television room, and a lounge where visitors may be entertained. In addition, you will have the companionship of other young people. Some learners, of course, will want to live out, either with their families or in a flat. The benefit of living out is that you can get away from the hospital atmosphere and are more independent.

WHEN YOU HAVE QUALIFIED

After qualifying, most nurses continue to work in the National Health Service, either in hospitals or as community nurses. After completing a basic training course, there are opportunities for nurses to specialise in some particular aspect of nursing - theatre work, care of the aged (geriatrics), or (after further training) to move into teaching, management, health visiting, etc. Nurses can serve at home or abroad with the armed services, or with one of the international nursing organisations. A wide range of industries and other organisations offer jobs for the occupational health nurse.

THE NURSE'S LIFE

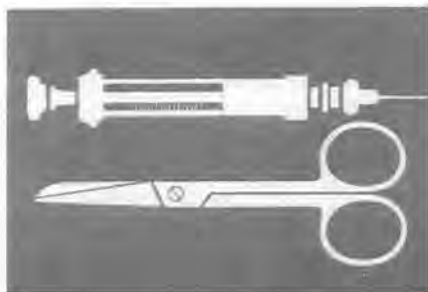
You must face the fact that nursing is a demanding profession. Although nurses work a basic 40-hour week, it necessarily involves shift work as patients have to be nursed during the day and night, every day of the year. Consequently, nursing involves irregular hours and you may find that your day off will often fall in the middle of the week. Social life can be made rather difficult at first, especially if your friends work regular hours and are free every weekend. However, most nurses adjust to their new routine very quickly and even find many advantages in being free during the daytime.

Of course, there are many necessary but unpleasant jobs to be done, such as emptying bed-pans and dressing nasty wounds, but this soon becomes a matter of routine to the experienced nurse. However, despite all your nursing care, not all patients can be expected to get well again and many disappointments are inevitable.



Nursing is still a vocation

3 Nursing in Hospitals



GENERAL NURSING

Each day brings its own problems in all hospital wards. However, leaving aside the unpredictable happenings, the following is the sort of routine followed by the nursing team on a medical ward, and it will give you some idea of what is involved.

At 6 am, before going off duty, the night nurse takes the patients' temperatures and pulse rates and writes up their charts. Then bedpans and urinal bottles are given to the patients in bed followed by bowls of water for personal washing. Those who can get up are helped to do so. Breakfast is served from about 7.30 am. Some patients will have to eat their breakfast in bed and may need help with feeding. The day nursing staff arrive at about 8 or 9 am and night nurses hand over to their colleagues; the night nurses report to the Charge Nurse or Senior Nurse. The day staff will probably commence with bedmaking and give bed baths for bed patients. By about 9 am the nursing staff report back to Senior Nurse for allocation of duties. These will include the preparation of treatment trolleys - checking and giving drugs during the medicine round, collection of specimens for laboratory tests, etc. Patients having special treatment such as blood transfusion or oxygen are observed regularly and the equipment checked.

While the nursing duties are being carried out, the sister or senior nurse is always available to give help and advice. He or she will try to get round the ward to have a chat with every patient, and to check their condition before the doctor carries out his ward round. The nurse in charge is responsible for getting reports back from the pathology laboratory or X-ray photographs for the doctor to see.

At about 10 am the doctor's ward round begins. This can be fairly lengthy in a medical ward. The doctor is accompanied by the nurse in charge and may invite student and pupil nurses to join in and to comment on the patient's condition and treatment. Since the nurse spends a lot of time with the patients, these observations are very valuable. Any change in treatment, or requests for special tests, are noted on the patient's record card and dealt with by the nursing staff. In some hospitals, computers are used to keep treatment records up to date.

If a patient is being discharged, relatives will need to be notified and an ambulance arranged. Some wards have clerical assistants to deal with these non-nursing matters, but the nurse in charge is responsible for seeing that the doctor's requests are carried out.

Shortly after noon, lunch is

served; most patients are encouraged to get up and be dressed for meals. Most modern hospitals have small dormitory units with day rooms where patients can take their meals. The food arrives ready to serve in most hospitals, and often meals are served by nursing auxiliaries.

One of the first duties in the afternoon may be to record temperatures and pulse rates. There will be another toilet round for bed patients, and medicines given for those needing medication. In most medical wards, special procedures requested by the doctor following his round are carried out in the afternoon.

Visiting time may commence at about 2 pm when the nursing staff are expected to be on hand to answer any questions or to arrange for a relative to see a doctor. If time permits, the ward sister may discuss the medical history and treatment of a patient with her nurses.

Tea will be served at about 3.30-4 pm followed by a general tidying up after the visitors have gone; and temperatures and pulse rates are again taken and recorded. Evening medicines are given out either before or after the evening meal. After this meal there may be some evening visiting, but after the last treatment round, patients settle down for a quiet chat or to watch TV before bedtime. The nurse in charge will write up her report ready to hand over to the night nurses.

At about 8 or 9 pm the day staff go off duty to enjoy a well-deserved rest, and the night staff returns. The night nurse checks the treatment for each patient, in case there have been any changes since she was last on duty. It often takes the ward a little time to settle down at night, es-

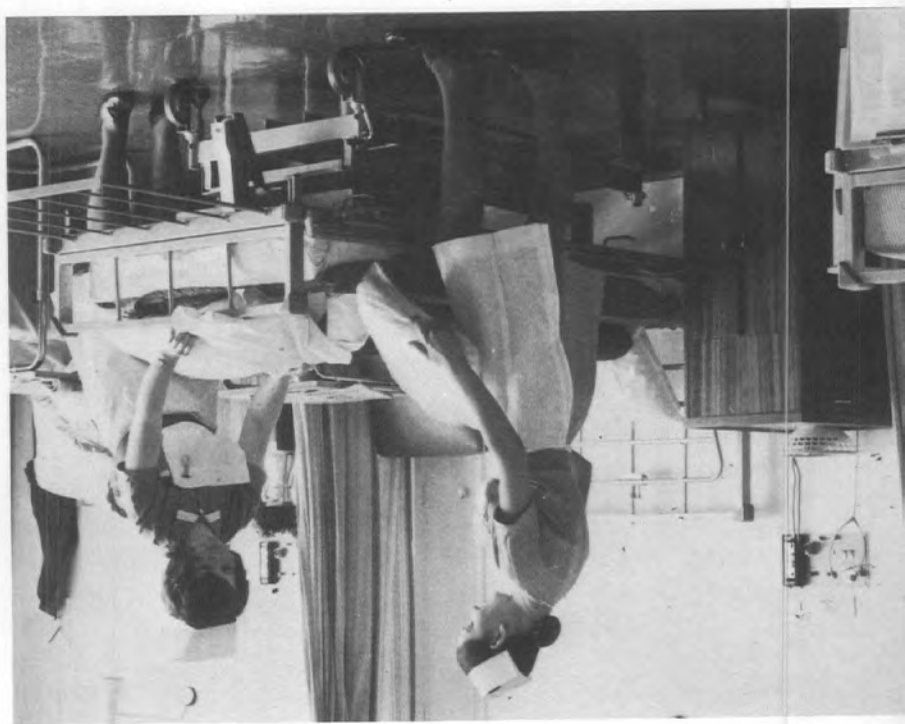


pecially patients who have difficulty in breathing, and it may well be close on midnight before the night nurse has time to wonder what she will get for dinner (she will probably have taken breakfast in the early evening before coming on duty).

This is only a very broad outline of work on a medical ward as nurses would pray for a day when everything ran so smoothly. Routines vary from hospital to hospital and ward to ward

Upper: Pupil nurses preparing a bed for a new patient

Lower: Flowers help an elderly patient on road to recovery



NURSING SICK CHILDREN

You may have a particular wish to nurse sick children. This was the case with Julia, who is now a staff nurse in a children's hospital. She had always wanted to be a nurse, and after visiting her own small sister in hospital she made up her mind to specialise in this branch of nursing. So she trained for the combined qualification of state registered nurse/registered sick children's nurse (this method of training is not available in Scotland) as she felt this would be most useful in her career.

A sick children's nurse needs to be very observant. Small children cannot tell the nurse what they think is the matter with them, what they want, or where they feel pain. So the nurse must have a real understanding of them. Julia believes she was greatly helped in this by having younger brothers and sisters in her own family.

An aspect of her work which Julia finds most rewarding is the treatment and training of children with chronic (long lasting) conditions, and helping them to accept and learn to live within their limitations. She used to enjoy the play therapy sessions, too. But now she is a staff nurse, she has additional administrative duties and seldom gets the opportunity to join in the children's games.

Julia knows that a children's nurse must give as much support to the parents as to the patients and therefore she must get to know the parents and the patients' families generally, if she is to fulfil her task. So the hospital welcomes parents to visit at any time and this means that Julia is constantly reassuring anxious mothers and fathers.





Three studies in the children's ward:

Opposite upper: Patients come
in all sizes

Opposite lower: Learning to take
her medicine

Above: Nurse and patient are
both tickled!



NURSING THE ELDERLY

This branch of nursing is called geriatrics. In recent years there have been great advances in the care and treatment of elderly patients. Many old people who in the past might have been confined to bed and hidden away in their own homes are now enabled to get about and take a real interest in life.

When old people become ill, their recovery is often very slow. This means that nursing care is slower and more painstaking. The work calls for physical stamina, because many patients can do very little for themselves and have to be fed and dressed. Those who have to remain in bed must be looked after with particular care if they are not to get bed sores. An important aspect of nursing concerns the rehabilitation of the patients to help their return to normal life. This involves teaching

patients to do things for themselves again, such as dressing and adapting to a diet.

You might be like Kate and enjoy working with elderly people. Kate is a pupil nurse in her second year of training. She is married with two children and when she came into nursing she found 'going back to school' and coping at the same time with a family was very hard work. But she has never been happier. When she goes off duty she is invariably very tired, but she finds the work most rewarding. It is her ambition to become matron of a home for the elderly eventually.

Left: "I'm a practical person and the SEN course particularly appealed to me"

Right: Concentration in an intensive therapy unit



NURSING IN AN INTENSIVE THERAPY UNIT

In an intensive therapy unit, those parts of a patient's body upon which life depends - heart, lungs, kidneys, brain - are supported by electronically controlled devices. Nursing in these units is therefore highly technical. The nurse is responsible for understanding and reading the machines correctly. Minutes or even seconds can be vital. The decision taken by the nurse can mean the difference between life and death.

Brenda took a post-registration course in Intensive Therapy, and received a certificate of proficiency from the Joint Board of Clinical Nursing Studies. She is one of the sisters in the intensive therapy unit (ITU) team in a large city hospital. Most of her patients are unconscious when admitted. Many are victims of road accidents, have suffered heart

failure, or are suffering complications after an operation. Brenda knows that a number of them will not recover. This makes the work particularly harrowing. There is, however, hardly any personal relationship between the patient and the nurse, for as soon as the patient begins to recover he is transferred to the appropriate ward.

The work of an ITU does not suit everybody. There are great pressures. Brenda was attracted to the job because the technical and analytical demands appealed to her. She has a calm and unhurried disposition, yet she can think and react quickly in an emergency. These are some of the qualities which are important not only in the care of the patient but also when dealing with anxious and often distressed relatives. Brenda feels that only a nurse with a stable personality and enough outside interests to provide a balance should do this work.



WORKING IN THE OPERATING THEATRE

You may be keen to work in a hospital's operating theatre. David was. After lectures on theatre procedure, he looked forward actually to being there. When he attended as an observer, like most student nurses he wondered how he would react. Would he feel very queasy? In fact he was so fascinated he had no time to feel anything at all!

David enjoyed his theatre experience very much. He decided

that when he is qualified he would like to specialise in theatre work. It is a technical job in which team work is essential. David is naturally methodical and dexterous and enjoys the variety that being a theatre nurse can offer.

Above: Teamwork in the operating theatre

Opposite upper: Enjoying skittles in a day hospital

Opposite lower: Student nurses practising remedial drama



NURSING IN A PSYCHIATRIC HOSPITAL

Even today there is still a considerable lack of appreciation of what is involved in psychiatric nursing. Treatment of the mentally ill is aimed at helping patients regain sufficient confidence in their capabilities to enable them to live as full a life as possible. Whilst it is true that some patients will not be able to take their place in the community again and will need continuous care and protection, the greater number of mentally ill patients will return to their families and a normal life.

Short Stay Patients

Some patients develop acute illnesses without very much warning. However, these generally respond fairly quickly to treatment, which is sometimes provided in short stay wards. Once treatment has begun, they may be well enough to return home, continuing to have treatment either





at home, attending as an out-patient, or attending for therapy at the day hospital. This is open from early morning until evening. The staff of psychiatric units consists of a team of nurses, occupational therapists, social workers, and psychiatrists.

Longer Stay Care

Other patients may take longer to return to normal life in the community. Whilst receiving treatment in hospital, most go off every day to the industrial rehabilitation workshops in the hospital and are taught tasks under the supervision of an occupational therapist. Some of them are elderly and require both physical and mental care. Some need to be bathed, dressed, and fed. So treatment is necessarily slow and calls for endless patience and the teaching of sound skills, hobbies and normal living patterns.

The Nurse's Role in Rehabilitation

To be a successful psychiatric nurse you need patience and enthusiasm first of all. You must be adaptable and have more of an 'outgoing' personality rather than that of an

introvert. You must be able to get well with people of all ages, and tolerant of their behaviour, even when it does not conform to 'normal' behaviour patterns. It can be very helpful if you are good with your hands, or have some sporting or musical skill, or experience of work in industry. Such experience and accomplishments can help you build up the fragile lines of communication with your patients which much of the success of your work must depend.

Much rehabilitation is achieved through discussion and participation in work and social activities. Your role as nurse would be to lead and encourage and participate in these group activities while listening and observing. You will find plenty of opportunities to develop your own skills by so doing. Every day is different, and you must have sufficient insight to adapt to the patient's immediate needs. Support at the right moment is all-important to build up a patient's confidence. Shopping or going to a football match, or any other normal activity can be enormous steps for a patient recovering from a mental illness.



Left: Mentally handicapped patients at work with their instructors in an industrial workshop

Centre: Enjoying playing in a percussion band

Right: Lunchtime for some mentally handicapped children

ING IN SPECIAL SLS FOR THE LY ILL

ntally ill or handicapped women must be nursed in of maximum security. em have displayed criminal , and are transferred to a sychiatric hospital direct courts or prisons. There are ecial hospitals for these A fourth is being built. one hospital in Scotland ecialises in the care of handicapped or mentally ill who require special security. ole of the nurse in these is no different from that of rses in psychiatric work, some patients will never be eturn to normal life. The les for this kind of nursing r than any other, and all of al hospitals have housing dation for married staff.

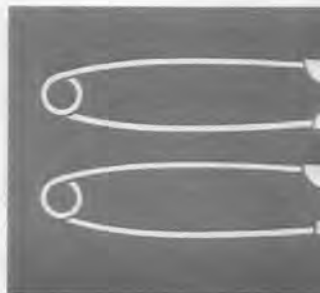
ING THE MENTALLY APPED

handicapped people are not ill. Most of them were born llectual and, in some cases,

physical limitations. Some mentally handicapped cease to develop as a result of illness or injury later in life. They have difficulty in learning social skills and as a result may need basic care such as washing, feeding and toilet training. But others are capable of learning to do simple and even more complex jobs in the industrial workshops.

Remedial therapy plays an important part in the treatment of the mentally ill and nurses work closely with occupational and other remedial therapists who belong to the medical team. Remedial therapy takes many forms. Some patients are encouraged to take part in group therapy, when a number of patients together are encouraged to sing, play in a percussion band, or take part in 'mirror' dancing to improve their co-ordination. Drawing, painting, and other creative activities all help to develop the patient's own limited resources. Progress is necessarily slow. A nurse may work for weeks, or even months, trying to teach a child to dress himself or tie a shoe-lace. The satisfaction that comes with success cannot be measured by ordinary standards.

4 Midwifery



Midwifery is a profession in its own right. Professional standards and training requirements are laid down by the two professional bodies – the Central Midwives Board for England and Wales, and the Central Midwives Board for Scotland.

ENTRY REQUIREMENTS

To train as a midwife, you must be at least 20 years of age. Most midwives are also registered or enrolled nurses, but you can still enter training in England or Wales with no previous nursing experience. You will, however, have to pass a short written examination which is not required if you are already an SRN or RSCN. In Scotland, on the other hand, you cannot enter training unless you are a registered or enrolled nurse. In fact most training schools only accept registered nurses, and there are some training schools in England and Wales where this rule also applies.

TRAINING

Once you have been accepted, you will do your training in an approved midwifery training school at a hospital, and you can do it under either of two training schemes.

Single period training

Under this scheme you do your training in one spell – with holidays, of course. Formerly this method was

open only to SRN, RSCN nurses, whose training tooled with a final examination. This scheme has now been extended to state enrolled nurses (an 18-month course of training followed by an examination), and to other applicants (2-year course followed by an examination). On this course you spend 16 weeks in a hospital, gaining experience of normal delivery, attending lectures in obstetrics, paediatrics, and the use of anaesthetics. You then spend 12 weeks in domiciliary midwifery, working in the community alongside a qualified midwife. Finally, you do a course of learning about abnormal deliveries and the care of newly born

Two-part training

Many training schools give training in two parts, and you must sit an examination at the end of each one. If you are aiming for specialisation in a branch of nursing – health care, for example – you may not do both parts. In such an instance you would complete Part 1 and then go on with the other specialisation you have in mind.

The length of your training will depend upon your previous nursing experience, as follows:

10 months for SRNs who have completed a 3-months' obstetric training course
12 months for general training (ie 4 months



period and 6 months' second period). This concession does not apply to single period training.

2 months for SRN and RSCN with no obstetric training.

8 months for RMN, RNMS, SEN, or women who have completed training in either thoracic or orthopaedic nursing.

1 year for women with no previous experience.

Candidates for both the 18-month and 2-year courses should either have

GCE 'O' levels or CSE Grade (including English) passes or a pass in the Board's educational test.

You do your training for Part 1 at a maternity hospital. You will attend lectures by consultant obstetricians and paediatricians as well as the midwifery tutors. You will also gain practical experience of normal deliveries in the labour suite, where you will observe a number of

deliveries before you are called upon actually to assist at a birth. In the course of this part of your training, you will yourself deliver 10 babies under supervision.

Three months of your training for Part 2 will take place in the community with a domiciliary midwife, under whose supervision you will do as many deliveries as possible, the other three-months' training is taken within the hospital. You will be given lectures by general practitioners, the medical officer of health, social workers in the Health Service, and a health visitor. You will then return to your training school for additional practical experience and lectures before taking the Part 2 examination. After training, you can either continue to work in a maternity hospital or unit, or you can go back to work in the community as a domiciliary midwife.

THE HOSPITAL MIDWIFE

Working in a maternity ward is quite different from any other kind of nursing. Except for the period whilst they are in labour, most mothers are pretty lively before and after the birth. Depending on the mother's circumstances and mental health, having a baby can be a joyous occasion. No matter how many babies they have already delivered, midwives enjoy anew the experience of helping a new life into the world. Most women who go into hospital have perfectly normal births, but some births are complicated and require the skilled care of a doctor. In some cases, patients need to have 'Caesarean' operations - possibly after spending many weeks in hospital for observation and treatment.

Normally, babies go straight into the nursery, but prematurely born babies, and babies with breathing difficulties or other complications are put into special baby care units, where trained staff keep a watchful eye on their progress and feed them until they are strong enough to enjoy normal feeds.

Most normal deliveries are discharged from hospital within 10 days, but it is not unusual for deliveries in the new GP units to be discharged after only 48 hours to the care of the domiciliary midwife, and the turnover of patients is quite high.

THE DOMICILIARY MIDWIFE

The domiciliary midwife works in three main areas:

1. The ante- and post-natal clinic at her health centre or GP's surgery.
2. The homes of her patients.
3. The GP maternity unit.

The domiciliary midwife is able to build up a much closer relationship



with her patients than her hospital counterpart is able to achieve. Most domiciliary midwives see their patients first at the ante-natal clinic where the mother-to-be comes to ensure she is progressing satisfactorily, to have regular checks on her weight, blood pressure and urine and to learn more about the actual birth and mothercraft. The midwife has access to her patient's medical history and the opportunity to get to know the domestic circumstances



The midwife may be in radio contact with her supervisor, so she can be contacted quickly.

Although it is more usual now for babies to be delivered in hospital, there are still some home deliveries and in such cases, when a baby is due, the midwife will call regularly to see the mother-to-be and try to keep within easy reach. When the patient goes into labour, the midwife goes to her home and stays with her until the baby is born. The domiciliary mid-

wife works on her own, and although she can call the family doctor if necessary, she has the main responsibility for the safety and well-being of her patient.

Pupil midwife and doctor work together to carry out an exchange transfusion while staff midwife monitors the baby's heartbeat

THE GENERAL PRACTITIONER MATERNITY UNIT

In many areas there are now special GP units where domiciliary midwives take their patients as soon as they go into labour. It may be a separate building or part of a maternity hospital.

Should the midwife feel at any time that the birth is not progressing normally she has the hospital resources close at hand, and she will have her patient transferred to the maternity hospital with its fully equipped operating theatre, and full-time medical staff.

Below: Domiciliary midwife helping proud parents



5 Nursing in the community

Still a familiar figure,
the district nurse is likelier
to arrive by car than traditional
bicycle nowadays

The district nurse in her smart blue uniform is a familiar figure as she drives around to give nursing care in the community. All district nurses have already completed nurse training, either for the Register or the Roll. This is followed by a 16-week training course for the National Certificate in District Nursing.

Nursing in the community is now closely linked with all other areas of the National Health Service, and the Nursing Services in the Community are the responsibility of the Area Health Authorities (in Scotland, the Scottish Home and Health Department and Area Health Boards) thus linking nursing in the community more closely with the hospital nursing service. Most district nurses are now attached to a general practice and work closely with a team of local doctors.

The district nurse has three main areas of work:

1. The patient's own home.
2. The GP's surgery.
3. The health centre.

In areas of small scattered population such as Cornwall or the highlands of Scotland, the district nurse has to work over a much larger area, and care for the patients of several general practitioners in that area. Her patients may live miles apart involving her in a considerable amount of travelling.



NURSING AT A HEALTH CENTRE

The health centre has been developed in recent years to provide groups of general practitioners with purpose-built premises where their patients can receive a wide range of health care. The primary health care team consists of doctors, nurses and health visitors. Other professional services such as speech therapy and chiropody may be available. Medical secretaries and receptionists are employed and there may be ancillary help from members of voluntary organisations such as the Red Cross and WRVS.

The nurses working in health centres are attached to GP groups. Some nurses may only work for their own doctors. In other centres, the nursing staff deal with all patients sent by any doctor in the group. During surgery hours the duty nurse does routine tests requested by the doctor, such as taking blood samples or testing urine. This speeds up treatment. In the past, patients had to wait for a report to come back from the pathology laboratories. When surgery is over, she may have a clinic for patients who, for example, have to have stitches removed, repeat injections, dressings changed or their ears syringed.

NURSING IN THE PATIENT'S HOME

Many hospital patients are now discharged early for home care. This has made the district nurse's work more varied, but also more demanding. For example, the patient who has recovered from a straightforward appendix operation may need to have the stitches removed at home.

The district nurse works with local families and is often asked to



give advice on social and welfare problems. She is ever observant and where she sees a need – perhaps a hoist to help relatives lift the patient, or a special mattress for an elderly patient – she will see that the equipment is sent. Very often the district nurse is the only person that an elderly person sees, and she arranges her day so there is time for a cup of tea and a chat with a lonely person. The male district nurse would generally help his patients to shave, but his female counterpart would have to find a willing helper. Most district nurses quickly acquire a list of helpers to do these little extra jobs. There is much more to being a district nurse than simply giving nursing care.

Although the district nurse works a basic 40-hour week, her hours are irregular. Sometimes she may have



evening visits to make and there may be night calls. However, most of the larger towns and cities have night nursing services.

THE HEALTH VISITOR

The health visitor is involved with the total health of the whole community. Her work is carried out in close liaison with the family doctor and district nurse, and a vital link is formed between the medical practitioner, the social and welfare services, hospitals, health education and the school health service. The health visitor is a fully qualified nurse with obstetric training and a Health Visitor's Certificate. The main priorities are: the early detection of abnormalities; prevention of the spread of diseases and illness, either mental or physical; the provision of the appropriate care and advice in

dealing with problems and illness.

The health visitor herself is not engaged in active nursing but is mainly concerned in observing and counselling. If technical nursing services, or medical help are required, she will contact the right people and provide follow-up and after-care.

A health visitor works approximately 40 hours a week, and works from an office at a health centre, a clinic or at a GP's surgery, or she may work from her own home. There is quite a lot of record keeping and this takes up around an hour every day.

When a baby is born, the health visitor is notified and it is her duty

Upper left: District nurse may assist doctor at a health centre

Above: Health visitor discussing care of new baby with mother

to visit the child soon after discharge from the midwife's care. Advice is given on prevention of infectious diseases, such as thrush or enteritis, and an immunisation programme arranged to prevent diseases which could prove fatal. The health visitor follows the child's progress at least until it starts school, making regular developmental checks, and applying special hearing and vision tests at the appropriate time, also advising on a variety of aspects of child rearing, including diet and behaviour problems. Most mothers take their babies regularly to a 'well baby clinic' where they are seen by the health visitor. Other children may be seen in their own homes. Because she has access to medical records, the health visitor knows the families where problems might arise and keeps a special eye on these.

To some extent, the work of the health visitor is governed by the kind of area in which she works. A newly developed area will have many young families with babies. An industrial area may contain a large number of immigrant families. The immigration authorities notify all health visitors of the new arrivals in their areas, to ensure that all the necessary health checks have been carried out and advise on the social services such as family planning. The health visitor may even be involved in arranging suitable accommodation. Communication is the main problem, and the health visitor may have to recruit the help of an interpreter.

The health visitor's work is extremely varied. It can include meeting young people at school when giving talks on such subjects as the hazards of smoking or taking drugs; supporting relatives with physically

or mentally handicapped dependents; giving advice on training and special equipment, and perhaps arranging hospitalisation while the relatives take a holiday. Visits may be paid to recently bereaved families, possibly after discussion with the family doctor or district nurse; visits may also be indicated because of marital problems, chronic ill health or alcoholism within a family. The health visitor will contact other experts who can help and support clients.

The health visitor's role is always interesting, involved with community health from the cradle to the grave. Until recently, health visitors were thought of as women, but during the past few years, men have trained as health visiting officers, and can now qualify equally with their female colleagues. Their role is equally varied and important and they are equipped to undertake the whole range of the health visiting functions and duties.

Many health visitors are also school nurses, assisting at medical and hygiene inspections, as well as undertaking the socio-medical follow-up visits arising out of school inspections. One important follow-up is to arrange appointments for treatment. In a few areas, the health visitor is assisted in this work by state registered nurses, and occasionally by state enrolled nurses, whose role is to carry out the routine aspects of school inspections.

TRAINING AS A HEALTH VISITOR

There are two methods of entry:

1. If you are an SRN or RGN with either full or Part 1 qualification in midwifery, or have completed an



approved obstetric course, and have a minimum of five 'O' level subjects or Grade 1 CSEs to include either English/Welsh or history, you can take a 1-year full-time course for the Health Visitor's Certificate at an approved training establishment, either university, polytechnic or college of further education.

2. If you have five subjects in the GCE including two at 'A' level, you may undertake an integrated full-time course lasting four years which includes state registration and health

visiting (but this is not available in Scotland).

For further information and lists of training centres write to: The Council For the Education and Training of Health Visitors, Clifton House, Euston Road, London NW1 2RS.

Health visitor is an SRN with an additional certificate – and is a key member of the nursing community team

6 Nursing in other fields

Nurse may have to work
in difficult and even
dangerous conditions

NURSING IN INDUSTRY AND COMMERCE

The occupational health nurse works in industry and commerce carrying out active nursing duties and working in close co-operation with the safety officer and personnel department in the prevention of accidents and health hazards in the place of work.

Occupational health nurses are employed wherever there are large numbers of workers, not only in large factories but in health centres on industrial estates, department stores, banks, offices, railways, and airports.

The main duties of an occupational health nurse are:

1. To provide a well-equipped surgery where workers can get prompt and skilled treatment. The nurse must take the responsibility for deciding whether to treat the patient in the surgery, send him to hospital, or refer him to his family doctor.

2. To look for potential or actual health hazards and advise workers and management accordingly. Also to ensure that workers are not employed on jobs for which they are physically unfitted. For example, the nurse would advise that a man suffering from bronchitis should not work in an area where he would be exposed to dust or irritating fumes. The nurse might also arrange for any medical supervision which might be required

by regulations to protect workers employed in certain jobs known to carry potential hazards to health. Where regular medical examinations are required, the nurse might assist at the examinations.

3. To keep employees' medical records up-to-date with accurate records of treatment.

Most occupational health nurses hold a regular surgery to deal with repeat dressings, injections, etc, but the surgery is always open to deal with emergencies. In addition the nursing staff ensure that first aid equipment throughout the premises is in good condition.

Occupational health nursing is less formal than nursing in a hospital. The nurse is a member of the staff and is employed by the company in the same way as the works manager, a junior typist or a salesman. Because of their training, nurses are often asked for advice on social problems and need to have up-to-date information on available social and welfare services. Many occupational health nurses visit sick employees at home, and keep an eye on newly retired personnel.

The job content of occupational health nurses is governed to a large extent by their type of firm or business. But whatever undertaking



it might be, the occupational health nurse is concerned with the total physical and mental well-being of all employees. Maturity and a well-balanced outlook on life are essential in a job which involves dealing with people from many different backgrounds, often multi-racial, their ages grounds, often multi-racial, and their ages ranging from 16 to 65.

Training for the Occupational Health Certificate of the Royal College of Nursing takes 6 months full time or 5 terms part time.

NURSING IN SCHOOLS AND UNIVERSITIES

Many boarding schools, colleges, and universities employ nursing staff to provide general medical care and treatment. Boarding schools usually have a sick bay for scholars suffering from the common infectious diseases - influenza, chicken-pox, mumps, etc. Universities run a health centre for both in- and out-patients. If you work in such a centre, you may be employed in the general recovery unit with patients who have had minor operations, such as the removal of an ingrowing toe-nail or a cyst, or who are suffering from glandular fever or tonsillitis - two of the most common student ailments. Or you may be in the out-patients' department, kept busy with the inevitable minor injuries occurring in a large youthful community with an enthusiasm for energetic sports. You will also find students seeking help with emotional problems and others needing assistance to deal with drug addiction.

NURSING IN HOLIDAY CAMPS

Many holiday centres employ state registered and enrolled nurses during the holiday season. Some organisations also require state registered

nurses for periods of duty at their continental holiday hotels and camps. If you are interested in this sort of work, you must be prepared to deal with anything. Casualty experience is obviously essential. When you are off duty, a great advantage of this employment is that you can enjoy all the facilities of the holiday camp.

NURSING IN THE PRISON SERVICE

The Home Office employs state registered and enrolled nurses in prisons and borstal institutions throughout England and Wales. At all men's establishments there are male prison hospital officers, who receive special in-service training if they do not already possess nursing qualifications.

The number of nurses employed in any single prison hospital is small compared with the number working in a National Health Service hospital, so if you wish to enter this work, you should be self-reliant and versatile.

Your role will be similar to that of the occupational health nurse. You deal with the minor injuries which occur in the workshops, etc, and look after patients suffering from minor ailments who are being treated in the prison hospital. Or you may work in one of the larger prison hospitals where patients suffering from more serious conditions are transferred. There are surgical units at Wormwood Scrubs, Grendon, Liverpool and Parkhurst, which offer opportunities for more specialised work - theatre duties, for example.

You may be employed in a women's prison giving ante-natal care to inmates expecting babies. Normally the babies are born in a general maternity hospital, but when the



mother and child return to the prison's mother and baby unit you will have the care of them again.

Specialised psychiatric care is given at prisons such as Grendon Underwood in Buckinghamshire, but there are opportunities if you have psychiatric training to help prisoners in any establishment to cope with their problems.

If you are interested in this field of nursing you may obtain further information by writing to:

The Nursing Matron-in-Chief
Home Office Prison Department
19 Eccleston Square
London SW1V 1PU

NURSING IN THE ARMED SERVICES

Royal Navy

Queen Alexandra's Royal Naval Nursing Service recruits women for nursing in naval shore hospitals. State registered nurses may enter the service with officer status. Training takes place at Haslar (near Portsmouth) and Plymouth.

Young men may train in Royal Naval nursing establishments for either the general or the mental part

Patient being taken to hospital by helicopter. The nursing officer is a member of Princess Mary's Royal Air Force Nursing Service

of the Register and become Naval Medical Technicians. After qualifying, medical technicians may go to sea. Men who are already state registered nurses may apply for direct entry as medical technician 5th Class, and after 6 months' training will be eligible for promotion to medical technician 4th Class (Acting Petty Officer).

There are also openings as medical assistants, for young men who are interested in medical care but do not possess the necessary academic ability to train as medical technicians. After a basic training course, they take a specialised course to become one of the following:

Naval Medical Assistant
Submarine Medical Assistant
Commando Medical Assistant

Army

Queen Alexandra's Royal Army Nursing Corps recruits women for nursing in military hospitals at home and abroad. If there are vacancies, a state registered nurse may enter as a commissioned officer.

The Royal Army Medical Corps Apprentice College takes suitable boys between the ages of 16 and 17 and provides a 2-year training course in preparation for a nursing career. Boys with the necessary academic qualifications can enter directly into student or pupil nurse training, but there are few opportunities for qualified male nurses in the service. Medical technicians work chiefly in medical centres in army camps.

Young men who do not wish to train either for the Register or the Roll may receive a shorter basic training to become medical assistants. Medical assistants work in medical centres rather than in hospitals. They are trained to give

first aid to casualties on active service, etc.

Royal Air Force

Princess Mary's Royal Air Force Nursing Service recruits women for nursing in RAF hospitals at home and abroad. There are opportunities for state registered nurses to enter the service as commissioned officers.

Young men are also employed on nursing duties, although there are only limited opportunities for male nurses at present.

General

Most young men and women in the services who are training either for the Register or the Roll have the opportunity to do some part of their training overseas. Student and pupil nurses are also seconded to civil hospitals to learn aspects of nursing not generally encountered in service hospitals, such as care of the elderly. All the services encourage nurses to take post-basic training courses after qualifying. If you are interested in a service career, you can obtain further details from your nearest Services Careers Information Offices.

NURSING ABROAD

Once you are qualified, a number of opportunities will be available for you to work overseas. The *Soldiers' Sailors' and Airmen's Families Association* employs nursing sisters at service stations overseas to provide health services similar to those provided at home by the community care teams for the families of service men. They have the combined duties of health visitor, district nurse, and midwife, and provide ante-natal care, school nursing, and health education working in close co-operation with Service doctors.

Other opportunities are provided by the *Save the Children Fund*, the *Overseas Development Administration*, the *Crown Agents for Overseas Governments and Administrations*, the *Foreign and Commonwealth Office*, and various missionary societies.

A certificate of registration or enrolment with one of the statutory bodies of the United Kingdom does not automatically entitle the holder to obtain work as a nurse in other countries. Every country overseas will have its own requirements for registration as a nurse in that country and you should therefore make quite sure, when applying for a job overseas, that your nursing qualifications will be acceptable for registration in the other country. In the USA, for example, requirements differ from state to state and registration as a nurse in one state will not necessarily be valid in the others. In addition to obtaining information from the registration body of the country or state concerned, nurses are strongly recommended to write to the International Department of the Royal College of Nursing for information and advice. This advice should be sought at least six months in advance of the date on which you intend to leave the country.

NURSING IN PRIVATE SERVICE

For the qualified nurse, there are many opportunities in private service, either with individual patients or in private clinics and nursing homes. In private service you may live in with the patient's family or attend the patient at home during agreed hours, perhaps to look after him during the night, or to give special treatment. In England and Wales, there are many posts with private maternity homes,

and midwives are often engaged to look after an expectant mother in her own home, but such opportunities are less usual in Scotland.

Another field of private service employment is the growing number of private nursing homes for elderly people. Generally in such homes there is little or no call on your technical nursing skills. The patients require general care rather than special treatment, and your main work may be domestic duties such as serving meals, rather than nursing work proper. So, unless you have a particular preference for this kind of work, it may be that you will easily become frustrated. On the other hand, according to your temperament, you may find it extremely rewarding.

NURSING IN THE BRITISH RED CROSS SOCIETY

Although most nurses who give their services to the British Red Cross Society are volunteers, there are some full-time posts for state registered nurses at the Society's permanent homes for the young chronic sick and the elderly. A cheerful personality, plus a love of children, and the ability to help with recreational activities such as riding and swimming are advantageous for a nurse who is interested in handicapped children.

The British Red Cross Society also has a panel of nurses (both men and women) who are prepared to accompany sick or disabled people who are travelling back to this country from any part of the world.

More information can be obtained from:

The Chief Nursing Officer
The British Red Cross Society
9 Grosvenor Crescent
London SW1X 7EJ

7 How you can train

Recommendations have been submitted to the Government for the future organisation of the nursing services. Some of these recommendations already have or are being implemented, but final agreement on others is still awaited. Consequently when reading the subsequent section you should bear in mind that these changes are taking place and check with your careers officer or careers teacher to make sure that the information is still up-to-date.

THE PRESENT ARRANGEMENTS

At present, nurses train to become either state registered nurses or state enrolled nurses. Nurses studying for the Register are called 'students', and those preparing for the Roll are called 'pupils'. There are many areas of training which are common to both student and pupil nurses.

There are several parts of the General Nursing Council 'Register'. Most nurses train first for the General Section to become State Registered Nurse (SRN), or in Scotland a Registered General Nurse (RGN). Students interested in mental illness can train to be Registered Mental Nurses (RMN), and those who wish to work with the mentally handicapped to be Registered Nurses for the Mentally Subnormal (RNMS). In Scotland this qualification is Registered Nurse for Mental



Defectives (RNMD). There are only a limited number of training schools in England and Scotland where training is given for the Sick Children's part of the Register only. Most schools of nursing offer a course leading to the dual qualification of SRN and Registered Sick Children's Nurse (RSCN) which takes 3 years 8 months. This gives the nurse a wider choice when seeking jobs. In Scotland training for the care of sick children is either a 3-year course, or a post-registration course of either 72 weeks or 48 weeks.

At present student nurses cannot begin their training for any part of the Register until (in England and Wales) they are 18 or (in Scotland) 17½. Training for any part normally takes three years, but there are pilot schemes at some schools of nursing where students with higher educational qualifications may take several other types of courses such as the 'Two and One' course (not available in Scotland). The course is educationally controlled for the first two years and this is followed by a one year's 'internship' or nursing under supervision. Although the nurse has taken examinations in a two-year period, Registration is not effected until the end of the third year when training is completed. Other courses which are based in a university or polytechnic and a school of nursing



lead to a baccalaureate degree in nursing awarded by the university, or the CNAA, and Registration. Some courses also lead to SRN and the Diploma in Nursing of the University of London.

ENTRY QUALIFICATIONS FOR TRAINING FOR THE REGISTER

Entry qualifications are laid down by the General Nursing Council for England and Wales and by the General Nursing Council for Scotland. Students must have one of the following qualifications before being accepted for training:

1 A minimum of two GCE 'O' levels or Grade 1 CSE passes, one of which should be English (or Welsh) language, or literature, or history.

The student must also provide written evidence that he or she has received at least five years' full-time education during which he or she reached a satisfactory standard in at least five other subjects. In Scotland, students require a minimum of two passes in the 'O' grade of the Scottish Certificate of Education, one of which must be English, and have completed five years' full-time education, during which at least five other subjects of general education have been studied.

Lifting is an important technique in nursing. These students are obviously enjoying the practical experience

2 A minimum of three GCE 'O' level or Grade 1 CSE passes, to include English (or Welsh) language, English (or Welsh) literature, or history. In Scotland, a minimum of three passes at 'O' grade (band A, B or C) of the Scottish Certificate of Education, one of which must be English.

3 Such other educational qualification as may be acceptable to the General Nursing Council for England and Wales, or the General Nursing Council for Scotland (this is mainly for the benefit of applicants from overseas).

4 A pass in the educational examination set by the General Nursing Council for England and Wales, or the General Nursing Council for Scotland.

IF YOU ARE NOT OLD ENOUGH TO BEGIN TRAINING

If you are too young to begin training, you may decide to stay at school and study for 'A' levels ('H' grades in Scotland), so that you can apply for one of the integrated or combined training courses; but if you want to get straight into nursing, there are one or two ways you may do so.

CADET TRAINING

(Not available in Scotland)

At some hospitals there are cadet schemes. Although the cadets are not involved in any actual nursing, they have the opportunity to work in various departments throughout the hospital, generally getting to know what hospital work is like. Nursing cadets are expected to attend a college of further education for a course in general studies which will help them to achieve the necessary educational standard for admission to a School of Nursing.



PRE-NURSING COURSES

(Not available in Scotland)

Many colleges of further education provide full-time pre-nursing courses which are sometimes run in co-operation with local Schools of Nursing. The aim of these courses is to give students background knowledge of such subjects as hygiene, child care, biology, first aid, sociology, etc. Successful completion of a pre-nursing course is not, however, a guarantee that the student will be given a place at a school of nursing, and students would be well advised to make their own applications to the Principal Nursing Officer (Teaching).



SHORT SPECIALISED COURSES

There are three specialised courses which young people may take before they begin training for the Register. These are in ophthalmic, orthopaedic and thoracic nursing. Students of the first two specialities may begin to train at 17 and students of thoracic nursing at 17½.

NURSERY NURSING

A nursery nursing certificate (NNEB) is awarded by the National Nursery Examination Board. The course lasts for two years and covers aspects of child care which are useful for girls interested in nursing sick children

or becoming midwives. Girls with NNEB certificates are sometimes employed in hospitals to look after healthy babies or convalescing children. You can find out more about nursery nursing from your local careers officer.

Nurses studying at a group tutorial



TRAINING FOR THE GENERAL PART OF THE REGISTER

As a student nurse, you spend an introductory period of 6-8 weeks in the training school, learning about the hospital service and the types of patients admitted together with studying subjects relevant to nursing studies such as physiology. You are shown basic skills such as how to take a temperature and pulse rate, the correct way of lifting a patient restricted to bed and giving a bed bath. You may practise doing these

on your fellow students and in turn on the patient. An orange is your first target for an injection with a hypodermic needle and syringe. For real experience you spend short periods of time in the wards with the patients. Dealing with bed pans and other people's dentures may turn your stomach initially, but it is all part of total nursing care. On the wards you will never be expected to carry out any nursing technique that has not previously been covered in lectures by the tutor or a clinical



teacher or by demonstration from a ward sister.

Throughout training, you and our fellow students go back into school for regular periods of study. In addition to lectures from nurse tutors, consultant medical staff come and give talks. Gradually, as your confidence grows and you acquire more skill and knowledge, you will be called on to undertake more advanced nursing techniques. In conjunction with study you will gain experience in different types of wards: medical

Opposite: Pupil nurse using an auroscope to examine an ear, under the watchful eye of the clinical teacher
Above: Nurse tutor helping a student nurse to identify tissue

wards where patients are usually treated with drugs and medicine; surgical wards in which diseases and conditions are treated by operations; pediatrics - the care of sick children; geriatrics - care of the elderly; and gynaecology - the diseases and disorders of women.

You will not be allocated for experience on night duty until you have had at least 6 months' experience (8 months in Scotland) and then only on the ward where you have been working during the day, so that the work routine on the ward, the patients and their nursing care are all familiar. There is always qualified staff close by to guide and advise.

Towards the end of your second year, there will be opportunities to gain experience in the casualty department dealing with accidents and emergencies, and also in the operating theatre. In your third year, you will learn something of ward management in preparation for your next step - staff nurse - and subsequently ward sister/charge nurse. During your third year you may choose to gain experience in two specialities - psychiatry, geriatrics, obstetrics, or community health. If you wish to qualify as a midwife, obstetrics should be your choice since it shortens your training; psychiatric nursing gives a 12-week reduction in subsequent training for RMN qualification. This choice of subjects available in general training in England and Wales does not apply in Scotland. All student nurses in Scotland must get four weeks' obstetric experience in their nursing course, but this does not entitle them to any reduction in midwifery training subsequently. They also spend four weeks' training in community care.



Throughout this training you are expected to produce written work for your tutors; this is usually in the form of nursing care studies. As far as possible theory and practical work are integrated and regular tests are given to ensure that you have fully understood aspects of total nursing care. Some schools of nursing also have internal examinations. However, in Scotland, practical examinations have now been replaced by continuous



assessment of clinical work.

To become a registered nurse, you must take and pass a final written examination. Before this you must complete four practical tests: aseptic technique – ensuring sterile conditions for dressings of wounds and prevention of the spread of infection; the administration of drugs; the provision of total nursing care of a patient during one span of duty and organising the care for a group of

patients by the nursing team.

During your three-year training for Registration, you spend a total of about six months in the nursing school, several days making educational visits, and the remainder of the time on the wards.

“After a time everything starts fitting together and making sense”



TRAINING TO BECOME A REGISTERED MENTAL NURSE

For this training, you spend the first 6-8 weeks on an introductory course. During this time, you will be introduced to the patients and learn how to manage patients who are up and about during the day, who attend occupational and social functions and who display disturbed behaviour.

During training you attend lectures, tutorials and group discussions. Group discussions play an important part in this training since ability to communicate is essential for psychiatric nursing.

You gain experience by working in various wards, in the occupational and industrial therapy centres and in the educational training departments of some hospitals. Towards the end of your final year you will be expected to care for patients with more complex conditions and problems and also to participate in teaching more junior student and pupil nurses. As a future charge nurse you also receive instruction in ward management.

During training you will also

spend a minimum of four weeks working in the community, perhaps assisting a welfare officer, a social worker, a probation officer or a community care team. It might also mean your working with mentally ill patients in their own homes.

During part of your training you might be seconded for further experience to a general hospital or a hospital for the sub-normal.

Before entering for your final examination you must have successfully completed four assessments of your work covering:

- 1 The administration of drugs;
- 2 Planning and carrying out of nursing care to a patient or group of patients;
- 3 Communication and organisation for a ward or group of between 10-12 patients, involving:
 - a Keeping progress records and writing ward reports;
 - b Giving a verbal report to the assessor;
 - c Organisation of ward duties for staff;
- 4 Teaching a first-year student or pupil some aspect of patient care.

RAINING TO BECOME A REGISTERED NURSE FOR THE MENTALLY HANDICAPPED

Hospitals for the mentally handicapped generally have wards for patients of all ages, young and old.

After an introductory course you gain experience in wards and departments caring for children and adults who are physically and mentally handicapped. There is great emphasis on recreational activities and play and occupational therapy. Children receive 'education' although this differs from the formal sort of education taught in most schools; you will be allocated to the school to assist the teachers.

Throughout training you will attend lectures in psychology, human biology and social biology (relationship with people within the society in which we live) and some nursing procedures. As with mental nursing, a great deal is learnt through group discussions.

In addition to nursing schools attached to hospitals for the mentally handicapped or ill, there are also training schools at the special hospitals where patients are treated under conditions of top security.

REQUIREMENTS FOR ENTRY TO TRAINING FOR QUALIFICATIONS FOR ENTRY TO THE ROLL

This course lasts two years. It will specially appeal to you if you have a practical turn of mind and are primarily interested in bedside nursing. No special school certificates are required by the General Nursing Council for admission to training for the Roll although many schools of nursing administer their own tests.

Once you have completed your training and been admitted to the Roll you are known as a State Enrolled Nurse (SEN), Enrolled Nurse in Scotland. In England and Wales there is a separate Roll for those who train to look after the mentally ill - SEN(M) - and the mentally sub-normal - SEN(MS). In Scotland there is one Roll only.

TRAINING FOR THE GENERAL PART OF THE ROLL

As a pupil nurse you spend a slightly shorter period in the school of nursing than do student nurses. The introductory course in this instance concentrates on the practical aspect of nursing and patient care. After about 24 weeks' ward experience you are given your first test to demonstrate your ability to attend to the general care and comfort of the patients, many of them elderly, in medical or surgical wards, and later on in the training your ability to observe, report and record a patient's condition and administer drugs. Your progress and performance is recorded in the form of an assessment by the School of Nursing.

TRAINING FOR THE PSYCHIATRIC PART OF THE ROLL

Training for the SEN(M) and SEN(MS) follows a similar pattern to that for the pupil nurse except that, as with all pupil nurse training, the emphasis is on practical nursing skills.

Opposite left: Using a model, tutor instructs student nurse how to give an injection

Opposite right: Male nurse reminds us that nursing is a profession for men as well as women

OTHER TRAINING COURSES

CLINICAL NURSING SPECIALISTS

These are nurses who wish to remain in a post where they provide expert care of patients, such nurses take an advanced course of nursing approved by the Joint Board of Clinical Nursing Studies.

IN NURSING EDUCATION

Clinical Nurse Teachers are experienced ward sisters who take a course in teaching skills for use at the bedside and who become Registered Clinical Nurse Teachers and as such are part of the Teaching team assisting student nurses and pupil nurses in carrying out nursing care of patients.

Nurse Tutors may have been clinical nurse teachers and all have been ward sisters or charge nurses. In addition they have taken training courses in teaching methods to become Registered Nurse Tutors. The nurses responsible for your education will form a team who teach in the School of Nursing and in wards or departments and who offer counselling and guidance when there are problems.

IN AN ACADEMIC SETTING

Nursing and nursing studies is a developing field in which there is a need for university lecturers and qualified nurses to work in nursing research. There are also opportunities to carry out research into nursing services for the General Nursing Council and the World Health Organisation.

FOR THE ENROLLED NURSE

The enrolled nurse uses his or her expertise in providing first-class care of patients. Within the hospital

offered. For example some universi

setting a State Enrolled Nurse could be promoted to Senior SEN and with Registered Nurses share the responsibility for organising the ward and the nursing team. There are also posts for SENs in the community services. Many homes for elderly people are run by women with many years of nursing experience and Enrolled Nurses.

FURTHER INFORMATION

If you are still at school and would like further information or advice about Nursing or any other career you should contact your Careers Officer who will be glad to help you and your parents to reach a decision about your career, or to try to find the right opening if you have already made up your mind. If you have left school you can apply either to your Careers Officer or to your nearest Employment Office or Jobcentre.

The information in this booklet was up to date at the time of going to press. Details of changes in technical education and training schemes and conditions of employment which have occurred subsequently can be obtained from the above sources.

Various photographs are reproduced by kind permission of *Nursing Mirror*. Some others are by courtesy of the Department of Health and Social Security.

This new booklet replaces *Choice of Careers No 89 Nursing for Men* which is now out of print.

9 Where to obtain further information

The Nursing and Hospital Careers Information Centre,
21-123 Edgware Road, London W2 2HX

The Nursing Officer at any of the following:

Regional Health Authorities

England and Wales

West Midlands: Arthur Thomson House,
46-150 Hagley Road, Birmingham B16 9PA

East Anglia: Union Lane, Chesterton,
Cambridge CB4 1PU

Yorkshire: Park Parade, Harrogate,
Leeds HG1 5AH

Mersey: 6th Floor, Wilberforce House,
The Strand, Liverpool L2 7RW

SE Thames, SW Thames, SW Thames:
10 Eastbourne Terrace, London W2 3QR

SE Thames: 46-48 Wellesley Road,
London SE9 3QA

North West: Gateway House, Piccadilly
Manchester M60 7LP

North East: Bevfiled Road, Walker Gate,
Newcastle-upon-Tyne NE6 4PY

Oxford: Old Road, Headington, Oxford
OX3 7LF

West: Fulwood House, Old Fulwood Road,
Leeds S10 3TG

North West: 27 Tyndall's Park Road,
Leeds B5 1PQ

Essex: Highcroft, Romsey Road,
Leicester SO22 5DH

Wales: The Chief Information Officer,
Information Division, Welsh Office,
Cardiff

Health Boards in Scotland

Argyll & Clyde Health Board
Thorndean, Main Road, Elderslie
Johnstone, Renfrewshire

Ayrshire and Arran Health Board
Ailsa Hospital, Ayr, Ayrshire

Borders Health Board
Newstead, Melrose, Roxburghshire

Dumfries and Galloway Health Board
Campbell House, Crichton Royal Hospital,
Dumfries

Fife Health Board
7 Comely Park, Dunfermline, Fife

Forth Valley Health Board
9 Gladstone Place, Stirling FK8 2AH

Greater Glasgow Health Board
351 Sauchiehall Street, Glasgow G2 3HT

Grampian Health Board
1-5 Albyn Place, Aberdeen AB9 1RE

Highland Health Board
Reay House, 17 Old Edinburgh Road,
Inverness IV2 3HG

Lanarkshire Health Board
Hartwood, Shotts, Lanarkshire

Lothian Health Board
11 Drumsheugh Gardens,
Edinburgh EH3 7QQ

Orkney Health Board
Calfour Hospital, New Scapa Road,
Kirkwall, Orkney

Shetland Health Board
44 Commercial Street, Lewick

Tayside Health Board, Vernonholme
Riverside Drive, Dundee, Angus DD2 1QF

Western Isles Health Board
Lewis Hospital, Stornoway, Isle of Lewis

Choice of Careers booklets

The entire series is currently being revised and booklets in a more attractive format will progressively replace the existing series.

The following titles remain available in the old series

Accountant 59	10p		
Advertising 44	12½p		
Agricultural Mechanic and the Blacksmith 40	11p		
Agriculture and Horticulture 85	13p		
Architecture and Landscape Architecture 16	16p		
Art and Design 103	22½p		
Banking and the Stock Exchange 67		<i>In preparation</i>	
Buildings Crafts 2	12½p		
Chiropodist 61	10p		
Clothing Manufacture 106	17½p		
Company Secretary 29	7½p		
Dancing and Drama 98	14p		
Dentistry 96	16p		
Dietitian 42	15p		
Electrician 79	12½p		
Engineering Bench and Machine Work for boys and girls 22	14p		
Engineering Draughtsmen 60	7½p		
Footwear and Leather Goods Manufacture 3	17½p		
Hairdressing and Beauty Culture 104		<i>In preparation</i>	
Home Economics and Institutional Management 13	16p		
Hotels & Catering 23	17½p		
Insurance 93		<i>In preparation</i>	
Journalism 83	12½p		
Library, Information and Archive Work 4	16p		
Local Government 28	14p		
Mathematical, Statistical and Computer Work 109			I
Medical Laboratory Technician 57			I
Medicine and Surgery 108			I 2
Merchant Navy Officers 72			2
Metal Working, Welding and Cutting 39			I
Music 101			I
Occupational Therapist 53			7
Office Work 65			1
Ophthalmic Optician and Dispensing Optician 74			I 2
Orthoptist 69		<i>In preparat</i>	
Pharmacy 62			?
Photography 115			?
Printing Crafts 45			?
Professional Engineers 92		<i>In preparat</i>	
Professional Sport 120			?
Radiographer 41			
Radio and Television Servicing 66			I:
Scientist 100			
Speech Therapist 51			I
Teaching 117			I
Woodworking Crafts 25			I

New series

Choosing your Career 1

This is a general booklet setting out the important points to consider before making an initial career choice.

The first titles in this series are as follows

Furniture Manufacture 38

Animal Care and Veterinary Science 111

Civil Air Transport 116

Women's Services 63

Food Science and Technology 11

Nursing for Men and Women 82

Police 80

Laboratory Technicians and Assistants 94

Law 26

Building and Civil Engineering Contracting 110

Agriculture and Horticulture 85

The serial number given after each title should be quoted when ordering.

Bulk rates for any one booklet (not composite orders) are:

Unit price	50 copies	Unit price	50 copies
7½p	£3	20p	£8
8p	£3.20	21p	£8.40
9p	£3.50	22p	£8.80
10p	£4	22½p	£9
11p	£4.50	24p	£9.60
12½p	£5	25p	£10
13p	£5	29p	£11.60
14p	£5.50	30p	£12
15p	£6	31p	£12.40
16p	£6.50	35p	£14
17p	£6.80	40p	£16
17½p	£7	45p	£18
19p	£7.60	50p	£20

Postage is not included in the above prices.

Booklets are available from Her Majesty's Stationery Office at:

London 49 High Holborn, London WC1V 6HB

Edinburgh 13a Castle Street, Edinburgh EH2 3AR

Manchester Brazennose Street, Manchester M60 8AS

Birmingham 258 Broad Street, Birmingham B1 2HE

Cardiff 41 The Hayes, Cardiff CF1 1JW

Bristol Southey House, Wine Street, Bristol BS1 2BQ

Belfast 80 Chichester Street, Belfast BT1 4JY

Government publications are also available through booksellers.

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**Standards for Use in Preparing and Evaluating
Occupational Literature**

Prepared by

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A Guide for Preparing Industrial Careers Brochures

Prepared by

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Foreword

One characteristic of modern times is the increasing complexity of the world of work. Occupations have become more numerous, more diverse, and more specialized. A particular occupation is subject to more variations in requirements, in activities performed, in settings, and in associations. Perhaps most significant is the increasing recognition that for modern man his job and place of work serve needs far more subtle than earning a living and are, therefore, likely to affect his overall way of life.

Hence how the individual chooses, prepares for, and enters the work world is a matter of vital interest to him. Among the many influences which will affect his occupational choice is the *knowledge he has of the opportunities open to him*. An important way in which he may acquire such knowledge is through reading descriptive materials. When descriptive occupational materials are adequate and reliable, the individual is aided in realizing suitability is not an absolute and fixed thing; rather it is dynamic, associated with growth, and conditioned by the opportunities and training available in a person's environment. Therefore, all who have any part in writing or publishing, evaluating, or recommending occupational materials, have an obligation to see that such materials are of good quality.

Good quality needs to be more than a matter of adequate coverage of various categories of job information such as duties, requirements, and earnings, although this is important. People differ in aptitude, temperament, needs, interests, experiences, environment, training, and physical capacities and are better suited for certain types of work than for others. Suitable occupational choices should be made, however, both in terms of the individual's interests, investment in training and ultimate satisfactions, and with recognition of industry's needs and manpower trends. Guides for occupational materials which define good quality in broad terms are plainly needed.

The following standards prepared by two groups of the NVGA differ in their focus of attention and style but are alike in their concern for the impact written materials may have on individuals. *The Standards for Use in Preparing and Evaluating Occupational Literature* is a revision of an earlier publication,¹ and represents NVGA's continuing concern for the quality of occupational materials.

¹*NVGA Standards for Use in Preparing and Evaluating Occupational Literature, 1950 revision.* The National Vocational Guidance Association, Division of the American Personnel and Guidance Association, Washington, D.C.

A Guide for Preparing Industrial Careers Brochures was written in reference to a specific kind of publication now being extensively prepared by companies, trade associations, and community welfare agencies.

Helen Faust, Chairman, Joint Commission Representing
Occupational-Educational Information Section
and
Career Information Review Service

Sidney A. Fine, Chairman
Committee on Industrial Brochures Guide

Standards for Use in Preparing and Evaluating Occupational Literature

AS THE title suggests, this statement on standards has been prepared to assist those who are writing, publishing or evaluating material descriptive of a single occupation or of a group of related occupations. The present guide, undertaken at the suggestions of the Trustees of the National Vocational Guidance Association is a revision of the *Standards* written by the Publications Committee of the Occupational Research Division of NVGA in 1950 and widely used since that time.

However, the concern of NVGA for the quality of occupational material goes back at least to 1924 and has been expressed in a series of publications written by individual members or committees of the Association. The writers of this report have sought to revise the 1950 statement in terms of present concepts and conditions.

Basic Concepts

In undertaking this revision, it was clear that the task was not so much the correction of the 1950 *Standards* as it was the addition of some basic concepts which would orient writers and publishers of occupational literature to the ends such publications can serve. The guidance profession particularly needs occupational information which can be used effectively with youth. While the maturity necessary for sound occupational choice is an outcome of many factors, a broad knowledge of occupations is essential as background information. This knowledge can be acquired in part by the use of written materials if these are prepared and used appropriately. Appropriate occupational literature will also be useful to adults and to professional persons in counseling and personnel services.

1. *A basic standard for any occupational publication should be the inclusion of a clear statement as to its purpose and the group to whom it is directed.*

For example, a publication designed to inform the counselor or teacher is unlikely to meet the needs of a junior high school student. Similarly an occupational pamphlet intended to recruit for a particular profession will be an acceptable aid in guidance only if it takes into account the needs of youth.

2. *Occupational information should be related to developmental levels which will vary with age, educational attainment, social, and economic backgrounds.*

For example, elementary school children need information that will expand their knowledge of the world of work, of the contributions and interrelationships of many kinds of workers, of the varieties of settings in which skills may be used, and of the satisfactions to be found through work. Junior high school students need more information about the relationship of abilities and interests to educational choices and occupational requirements. At the senior high school level more comprehensive information is needed by both the job-bound and the college-bound student.

Materials should be slanted to give youth help in planning next steps or in recognizing occupational implications of current studies or activities. They need to be related to the present or immediate future particularly for younger groups to whom five or ten years is meaningless. These generalizations are intended merely to suggest how important it is that occupational materials be based on an adequate understanding of the needs of the intended audience.

3. *Consideration should be given to the implications of the material for all groups in our society.*

For example, no statements about the advantages of a particular occupation should be made which involve or imply unfavorable comparisons with other occupations. When photographs are used, they ought to be as nearly as possible representative of all groups and areas in our society. To be truly representative, photographs should be identified as to locality and show ethnic groups proportionate to the local population.

Occupational information, particularly when prepared for youth, ought to be useful in stimulating aspiration and in encouraging individuals of all backgrounds to develop to their greatest potential. However, care should be taken to avoid the false stimulation which may result from too great stress on material values, status symbols, and the like.

4. *The description of an occupation should be an accurate and balanced appraisal of opportunities and working conditions which should not be influenced by recruiting, advertising, or other special interests.*

5. *Occupational information should include the nature of personal satisfactions provided, the kinds of demands made and the possible effects on an individual's way of life.*

Guidelines for Content

The quality and specificity of detail in occupational materials will vary with the intended use of the publication. For example, a publication intended for adults considering retraining or additional training should include more specific information about earnings and fringe benefits than one designed to help students explore the job world. The following is intended not as a schedule for analyzing occupations but as a check list to insure that a particular publication contains the necessary information.

• Definition of the occupation as given in the *Dictionary of Occupational Titles* or as determined by the U. S. Employment Service. (The D.O.T. title

should be included if definitions are provided by state employment services, professional and trade associations, unions, licensing bodies, job analysis.)

- History and development of the occupation including its social and economic relationships.

- Nature of the work such as duties performed, tools or equipment used, relationships to other occupations, possible work settings and fields of specialization.

- Requirements such as education and training, aptitudes, temperaments, interests, physical capacities, and working conditions.

- Special requirements such as licensure or certification imposed by law or official organizations.*

- Methods of entering the occupation such as direct application, personal reference, examination, apprenticeship. (Explanation should be made of the assistance which may be offered by unions, employers, professional and other organizations, public or private employment agencies, school and college placement offices.)

- Opportunities for experience and exploration through summer and part-time employment, work study programs, programs of the Armed Forces or voluntary agencies such as the Peace Corps, youth organizations and community services.

- Description of usual lines for advancement or of possibilities for transfer to related occupations either through seniority, experience, on-the-job or in-service training, additional education, and examinations.

- Employment outlook as suggested by trends likely to affect employment the next five, ten, or twenty years. (Factors affecting particular groups such as geographic area, age, sex, race, physical disabilities, and the like should be considered, as well as factors affecting outlook such as supply and demand, retraining programs, replacement needs, automation, and other technological developments.)

- Earnings, both beginning and average wage or salary according to setting, locality and other significant factors as well as supplementary income and fringe benefits such as commissions, tips, overtime, bonuses, meals, housing, hospitalization, vacations, insurance and retirement plans. (Related to earnings are costs or deductions for tools, equipment, uniforms, supplies, and the like.)

- Conditions of work and their implications for the individual's way of life, including where significant, daily and weekly time schedules, overtime, seasonality, physical conditions such as travel required, setting—indoor or outdoor, noise, confusion, temperature, health hazards and strength demands.

- Social and psychological factors such as work satisfactions, patterns of relationships with supervisors and other workers, and with unions, associations, or other organizations in which membership may be required or desirable.

- Sources of additional information such as books, pamphlets, trade and professional journals, motion pictures, slides and other visual aids, pertinent literature provided by government agencies, unions, associations, industry, schools, colleges and universities.

Criteria for Style and Format

The intended use of the occupational material will be a critical factor in the consideration of style and format.

- Style should be clear, concise, interesting, and adapted to the readers for whom the material is intended.

- Publishers are encouraged to be creative and imaginative in presenting factual information in a stimulating fashion. The typography should be inviting, the total format pleasing, and the illustrations should be of a quality to enhance the effectiveness of the material and to make it appropriate for the age level for which it is planned.

- Charts, graphs, or statistical tables should be properly titled and interpreted. Sources and dates of basic data should be given.

- The occupational book or pamphlet should state specifically, the publisher, date of publication, the sponsoring organization, group, or individual, and the author. Information about the author's training and experience should be provided. Pages should be numbered in sequence and the price, when applicable, should be included.

- In view of the changing nature of occupations, it is important that information be kept up to date. Provision should be made for review and revision when the original publication is issued and new editions should state whether or not contents have been revised. Dates of original publications and of the data used should be given on both first and revised editions. When information about wages or other data subject to relatively rapid change is used, date and source should be indicated.

A Guide for Preparing Industrial Careers Brochures

THIS guide has been prepared by the National Vocational Guidance Association as an aid in writing brochures about career opportunities in a single industry. While the purpose of such brochures, generally, is to provide information about a business or industry, recruit employees, and promote good public relations, the emphasis in this guide is on the vocational needs of the readers. The aim should also be to provide information that can be useful to counselors and teachers of "careers" courses.

Fundamental to the satisfaction of vocational needs is the recognition that individuals differ due to various combinations of aptitudes, temperaments, interests, capacities, training and experiences, and that these factors determine suitability for different types of work. Research and experience indicate that suitability for work is a condition for easier training and may be associated with greater job satisfaction, productivity, and suitability of employment. At the same time, it is necessary to recognize that suitability for work is dynamic, conditioned by opportunities and training available, and by early work experiences.

Therefore, in describing work activities within an industry, opportunities for an individual's occupational growth and advancement should be included.

In order to provide up-to-date, usable information, career brochures need to be revised regularly.

Industrial careers brochures should be adapted to the needs of certain groups of potential workers and job seekers; some of these groups are:

1. Those who are interested in an industry, such as aircraft or electronics manufacturing, rather than in a specific occupation, because of glamor, financial rewards, or familiarity. They need an industrial careers brochure to introduce them to the world of work as well as specific job information.

2. Those who have chosen a specific occupation, such as stenographer or machinist, that exists in many industries. They need information on the industry's locations, growth, wage levels, working conditions, and its products or services.

3. Those who are considering an occupational change because of technological or economic developments, age, handicap, or other personal reasons. They need information about related occupations and retraining programs in industries where their skills can be utilized.

In presenting information, the writer should consider ways in which individuals think about jobs. For example, some job seekers tend to think of job opportunities in terms of occupational classifications, such as sales, transportation, repair and maintenance, or the professions. Others think in terms of school subjects, such as mathematics, bookkeeping, languages, or woodworking. Some individuals think about jobs available to technical school or college graduates. Others think in terms of working with people, ideas or things, or in situations involving outdoors work or physical activity.

The writing style and vocabulary should be understandable at the junior high school level. Technical terms and concepts, where used, should be defined. To avoid high turnover to industry and disillusionment to the career seeker, writers are urged to present opportunities as accurately as possible.

The cover and format should be eye-catching. Pictures and illustrations showing individuals on the job should be included to provide greater understanding of the work setting.

A Suggested Brochure Outline

I. Introduction

A. Purpose and uses of brochure

1. Sponsoring organization
2. Audience for brochure

B. Scope of information

1. National or local data
2. Geographic distribution of jobs

C. Sources of information

D. Date of data collection

E. Publication date

II. Industry characteristics and trends

A. Description of products or services

B. Role of the industry in the economy

C. Size of the industry

1. Number of employees
2. Volume of products or services
3. Physical plant

D. Employment outlook

1. Past trends and current situation
2. Seasonal or cyclical factors
3. Forecast

III. Occupations in the industry

A. General occupational groups

B. Individual occupations

1. Entry jobs
 - a. Opportunities: scholarships, summer jobs, apprenticeships
 - b. Requirements: education, experience, licensing, equipment, personal traits
2. Promotional opportunities
 - a. Channels
 - b. Steps
3. Earnings
 - a. Entry salaries
 - b. Median after 5, 10 years
 - c. Tops ranges
4. Fringe benefits
 - a. Sick leave
 - b. Vacation
 - c. Insurance
 - d. Retirement
5. Working conditions
 - a. Plant environment
 - b. Locations
 - c. Hours
 - d. Employee facilities

IV. Unions and professional organizations

Writers of industrial brochures who wish information on assistance with vocational guidance aspects may call upon the National Vocational Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

If I were a

7

COWMAN

WHAT WOULD
I DO?



As a cowman you would :

- * milk and feed the cows twice daily
- * collect the cows and take them to the milking parlour
- * wash and dry udders and attach milking machine clusters
- * measure the feed
- * clean and sterilise equipment and clean the milking stalls
- * feed other livestock
- * get hay, roots, silage from store
- * use tractors and other equipment
- * remove manure from yard and stalls
- * take care of sick animals
- * keep records of milk production and food consumed
- * help with other farm duties as required

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DURHAM

WHAT WOULD BE THE REQUIREMENTS?



You would need to:

- * be quite good at figures
- * be fit and strong
- * work long hours and at weekends
- * live in the country sometimes in isolated spots
- * work with machinery
- * learn to drive a tractor.

WHAT SORT OF PERSON WOULD I NEED TO BE?



You should:

- * like an outdoor, physically active life
- * want to accept responsibility
- * like animals
- * not be afraid of cows
- * be able to get up early
- * be happy working on your own
- * not mind cold and wet conditions to work in.

WHAT TRAINING WOULD I BE GIVEN?



There are several ways you could train :

- * on-the-job working with an experienced cowman
- * as an apprentice : 3 year training, attending day release classes one day per week
- * at a full time course at an Institute (you need 1 - 2 years practical experience first though)
- * at a full-time College course (again 1-2 years practical experience needed also certain CSE or GCE/SCE passes).

WHERE COULD I WORK?



You could work :

- * in a milking parlour which can get cold and wet underfoot.

As an experienced cowman you could work :

- * on a large estate with several herds
- * on a mixed farm as the cowman with an assistant to share the duties
- * on a mixed farm as the cowman where you did everything on your own.

WHAT PROSPECTS WOULD THERE BE?



You could progress to :

- * head cowman
- * farm or dairy manager
- * dairy farmer on your own though it is difficult to find a farm to rent and you need capital to buy one.

You might with experience also consider :

- * salesman-selling agricultural supplies to farmers.

WHAT ELSE?



You can read more about the job in :

- * Choice of Careers booklet No. 85 — 'Agriculture and Horticulture'.

Some similar jobs :

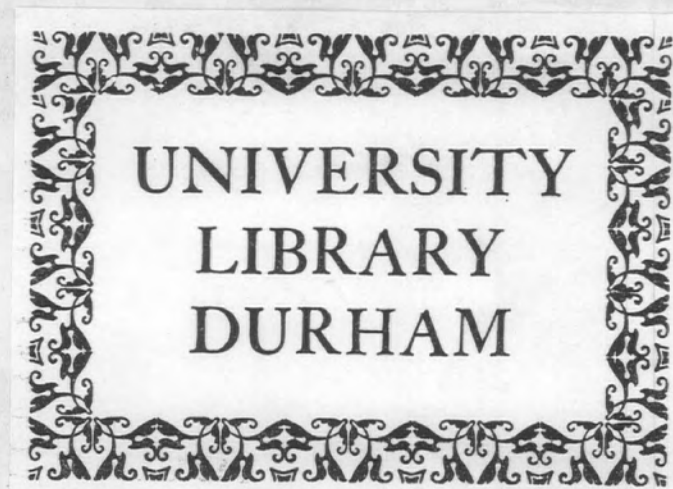
- * poultryman
- * pigman
- * shepherd
- * stable hand or groom (see leaflet No. 55).

See your school careers library —

Classification - Wab

**Guidelines
for
Preparing and Evaluating
Occupational Materials**

1969



NATIONAL VOCATIONAL GUIDANCE ASSOCIATION
A division of the
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION