CAREER EXPLORATION FOR SCHOOL AND COLLEGE

Vega Professional

A structured way to explore careers, understand current readiness and plan the education or experience that comes next.

COUNSELLING SUPPORT

Which pathways are worth exploring, and what evidence supports each one?

Five kinds of evidence

The 108-item form covers interests, tested capability, behaviour, work values and tolerance for working conditions. Capability uses questions with keyed answers; the other domains use methods suited to preferences, experience and situational judgement.

Fit and readiness stay separate

Interest and work-value alignment support exploration. Capability and behaviour inform readiness. Environment tolerance raises named cautions. Strong interest does not erase a capability gap, and a preference is not treated as a weakness to repair.

Careers have reference profiles

Career profiles draw on the O*NET occupational content model and curated regional education routes. Similar profiles are grouped into families so that near-identical jobs do not create a false impression of many distinct choices.

Guidance follows the learner's stage

School guidance supports stream or qualification choices. College guidance narrows exploration to careers associated with the student's degree. The report presents pathway themes, career options, evidence and practical next steps.

METHOD FIRST. INTERPRETATION AND EVIDENCE LIMITS ON PAGE 2.

READING THE RESULT

What the evidence supports

Read a band as evidence to explore

Fit bands describe the support for considering an option. They are not probabilities of success or percentages of personal suitability. Where interests are weakly differentiated, a precise ordering may not be defensible.

Check readiness and requirements independently

Readiness concerns the evidence collected by this assessment. It does not establish eligibility for a qualification, professional licence or job. Check admissions, licensing and the actual demands of the role separately.

Use the cautions in the conversation

A work-value shortfall, an uncomfortable working condition or limited opportunity to demonstrate a behaviour should lead to a question or experience to investigate. Missing evidence should not be interpreted as a demonstrated weakness.

Evidence limits

The source paper distinguishes software verification from empirical validation. At its publication date, decision thresholds had not been calibrated against a real student cohort, and outcome validation remained ahead. Short scales, self-report bias and shared occupational profiles limit the precision of individual distinctions.

Appropriate use

Combine the report with a counsellor conversation, the learner's educational context, practical experiences and independently checked course information. Do not use it alone to exclude a student from a subject or career.

A practical next step

A useful follow-up is one concrete exploration step: discuss an option with a practitioner, try a relevant project, or investigate a qualification route. Review what that experience adds to the original evidence.

Source: Vega Professional methodology white paper, 10 September 2026. This concise adaptation preserves the source's evidence limitations. It is not a fresh validation study or a change to an assessment release. Product availability and programme direction should be confirmed before a deployment.