

ANNUAL REVIEW

2018

The International Centre for Guidance Studies (iCeGS) is an applied research centre established in 1998 with expertise in widening participation, career and career development.

The Centre conducts research, provides consultancy to the career sector, offers a range of training and delivers a number of accredited learning programmes up to and including doctoral level. A history of the Centre is available in the book. Hyde, C. (2014): *A Beacon for Guidance*.



WELCOME

to the 2018 iCeGS annual review

This year has been both an important and busy year for the centre (actually when is it not a busy year)! In 2018 we celebrated our 20th anniversary which has allowed us to take some time to reflect on both the work of the Centre but also what has been a tumultuous time in the careers world, particularly here in the UK.



The end of 2017 saw the launch of the long-awaited Careers Strategy in England quickly followed by the statutory guidance for schools and colleges in January 2018. Collectively these provide an important steer for how career provision is being regarded, promoted and supported in England and specifically the centrality of the Gatsby Benchmarks.

2018 also saw iCeGS in partnership with the CDI host both the CDI student conference and the newly launched National Careers Education and Learning Conference (previously known as the David Andrews Conference). These events help to connect practitioners from all parts of the sector with researchers and academics and to develop a shared dialogue to influence policy makers. This connectivity is essential to our professionalism and to the continued success of the sector. iCeGS is proud to have a role in facilitating these ongoing discussions.

Our role in the delivery of initial training and CPD for the sector continues to grow. Our MA in Careers Education and Coaching has seen its first graduates transition into a range of exciting new roles. In early 2019 our offer extends as we will be providing both accredited and non-accredited training for Careers Leaders.

We were delighted this year to have the opportunity to sponsor the Career Development Institute (CDI) National Career Development Award for Lifetime Achievement. This became especially pleasurable as our Visiting Fellow David Andrews was the recipient in recognition of his work in careers education and championing the role of the careers lead in schools.

A particular highlight for the iCeGS team was winning the University of Derby Excellence Award for Outstanding Contribution to Research Excellence. We were very proud and honoured to receive this, especially in our anniversary year. A key priority for us this year has been promoting and disseminating our work more widely, we have adopted Twitter (@icegs) as our primary medium. A different member of the team hosts the account on a weekly basis and all the team have managed our account on a weekly basis. We hope that this will better promote our publications, projects and activities. As well as increasing our engagement with others in the sector.

All in all, an exciting and busy year. We look forward to what 2019 will bring!

Dr Siobhan Neary, Head of iCeGS



THE TEAM

iCeGS employs ten members of staff each with their own unique set of skills and expertise.

Our team is drawn from a variety of academic disciplines including psychology, sociology, education and career development.

The Centre is led by **Dr Siobhan Neary** who has worked in iCeGS since 2005 and is passionate about CPD and the professionalisation of the career development sector. **Nicki Moore** leads the Centre's CPD portfolio and is programme leader for the MA in Careers Education and Coaching. We have an established team of researchers including **Vanessa Dodd** and **Dr Jill Hanson** who both bring expertise in methodological design and data analysis and lead many of our research projects.

As with everywhere we experience change and have had the opportunity to welcome several new members of staff over the last 18 months. We are very pleased that **Dr Katy Vigurs** (Associate Professor of Career and Higher Education) joined the centre in April 2017. Katy brings a wealth of experience in higher education and widening participation research to iCeGS. **Tom Staunton**, Lecturer in Career Development, joined the Centre in July 2017 to support the development of the new MA in Careers Education and Coaching provided by the Centre.

The research team has been further expanded through **Lewis Clark** (Research Assistant), **Dr Julia Everitt** (Researcher) and **Dr Ciaran Burke** (Associate Professor of Higher Education) joining the centre. Bringing a range of quantitative, qualitative and theoretical expertise these new additions to the team will strengthen it moving forward. Finally, the team is delighted to welcome **Paul Challacombe** (Research Project Co-ordinator) providing guidance and support on project management.



International Visitors

iCeGS provides support and a temporary 'home' for international visitors and over the last eighteen months we have hosted visitors from Norway, Pakistan, Sweden, Finland, Australia and Germany. Our visitors value being part of a vibrant research community and have opportunities to engage in discussions about research, theory and practice.

The Associates Network

The members of our Associate Network represent all parts of the UK sector including students, practitioners, managers, researchers, trainers and policy makers.

The network meets three times a year to discuss, debate and learn about issues affecting their work. We also have several international Associates from Europe and beyond who support our work and ensure that we maintain our position as a community of thought leaders for the sector.

Our Associates Network is supported by three visiting professors (Professor Wendy Hirsh, Professor Jim Bright and Professor Jim Sampson) and two Visiting Fellows (David Andrews and Jane Artess).

Visiting scholar -

Ingrid Bårdsdatter Bakke,

The Inland Norway University of Applied Science

As a researcher, in progress, in the careers field and working in a country with a small research community, it has been important to develop a network within a wider international community of careers. As I started to orient myself, I quickly understood that iCeGS at the University of Derby was an international hub of research and developmental work within the careers field. The team includes several internationally recognised writers on its list of associates in addition to a staff of highly capable and acknowledged researchers, and a master's program in career guidance. Learning about the iCeGS team and their work was my motivation for contacting iCeGS, and luckily, I was offered a period as visiting scholar, from January - June 2018.



During my stay I was happy to be able to give a guest lecture for the students on the MA in Careers Education and Coaching in March. I also participated at the 20th anniversary conference, where a range of interesting keynotes and sessions gave new insights and perspectives to take home. I also participated in the Associate's meeting in April. I liked this concept and felt it was something I could take home with me and will promote the idea at my own institution. I felt most welcome as an Associate, and I was very thankful that the iCeGS staff took time out of their busy schedules to meet with me and discuss research and careers. I was given a mentor, Dr Katy Vigurs, and her support and insights helped me immensely in the analysis of my qualitative material.

Being a visitor in the UK and not having my usual careers colleagues around me, I was very thankful to be allowed to be a part of the discussions and conversations at iCeGS, it helped me develop my thinking and gave me knowledge and understanding of the careers world in the UK.

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EVENTS



To celebrate our twentieth year, iCeGS has engaged with partners and members of the career development sector to deliver three exciting conferences.

Over 270 students, practitioners, sector managers, stakeholders and policy makers have attended our events. We have reflected the broad and varied interests of the sector and explored theory, research and practice through lively debate and reflection.

International Conference

Our anniversary conference in May brought to Derby leading academics, researchers, thinkers and practitioners from across the world including; Professor David Blustein from Boston College (USA), Professor Ronald Sultana, University of Malta, Dr Phoebe Moore University of Leicester.

Together with over 40 speakers and workshop presenters we had an opportunity to engage in challenging and innovative thinking on a broad range of topics including the use of data in career practice, issues of rurality, religious belief, the gig economy and a whole school approach to guidance.



Professor David Blustein - Presenting at the iCeGS 20th Anniversary Conference 2018



National Careers Education and Learning Conference

In 2018, iCeGS worked with the CDI to deliver the first national careers education and learning conference. The conference had the Gatsby Benchmarks as a focus and the delegates heard from a range of practitioners and specialists who presented insights for each of the Benchmarks. The conference was well received by the delegates:

“One of the best conferences I have attended. A wide range of enthusiastic and knowledgeable speakers and participants. Well-structured and paced. Plenty of opportunities to get to know and learn from people working in the sector.”

Conference Delegate



Student Conference

Our collaboration with the CDI saw the University of Derby hosting the national student conference for the first time. The event was attended by students from programmes offering the Qualification in Career Development from universities across the UK.

The students engaged with presentations and workshops from a wide range of nationally recognised specialists in their fields on topics such as coaching skills, the government’s careers strategy and the Gatsby Benchmarks. The event was a resounding success and will be repeated in April 2019. We are looking forward to welcoming speakers and students as they engage in reflecting on a wide range of topics and issues.



PARTNERS



During our 20th anniversary year we have continued to work with a wide range of organisations to evaluate and support projects which contribute to the evidence base.

This includes the implementation of the Gatsby Benchmarks in the North East of England, a range of widening participation projects for the Derbyshire and Nottinghamshire Collaborative Outreach Programme (DANCOP), the Edge Foundation's Next Generation Learning, HEFCE addressing barriers to student success and projects for the Careers and Enterprise Company.

The Careers and Enterprise Company

Since October 2017, iCeGS has been commissioned to produce four high profile, research-based 'What Works?' reports for The Careers and Enterprise Company.

The first report, 'Transition programmes for young adults with SEND' (Hanson et al., Oct 2017) explores how young people with special educational needs and disabilities face unique challenges in progressing from education to work and analyses what the evidence says about the impact of transition programmes.

The second report, 'The evidence base for career websites' (Vigurs et al., Nov 2017) addresses how career websites can refer to a range of online learning tools, including websites and apps, that are designed for young people in order to help them make informed decisions about their futures.

The third report, 'Teacher CPD delivered by employers' (Dodd, Dec 2017) investigates the impact that teacher continuing professional development (CPD) delivered by employers has and what can be learned about best practice.

The final report, 'Personal guidance' (Everitt et al., Nov 2018) explores the impact of the provision of personal guidance and includes best practice examples of how schools and colleges can implement it.

As well as produce the open access reports, each lead author conducted a 1-hour webinar with practitioners and policymakers to present the main findings and implications for policy and practice. All four reports can be freely downloaded from The Careers and Enterprise Company website. Recordings of the webinars can also be accessed via the Careers and Enterprise Company website.

The Edge

In April 2018, iCeGS was commissioned to undertake the evaluation of the Ford Next Generation Learning UK Pilot on behalf of the Edge Foundation, an independent education charity dedicated to shaping the future of education.

This UK Pilot is based on the Academies of Nashville model which is regarded as a model career academy programme for the changing educational policy landscape in the United States. The aims of the evaluation are to gather details around the development of the Ford Next Generation Learning UK Pilot and then to look at what works and does not work during the implementation phase.

The idea is to determine which aspects of the model can then be rolled out to other parts of England. We have been working with three schools in the North East which include Excelsior Academy, Churchill Community College and Norham High School and the implementation phase commenced in September 2018.



PROJECTS



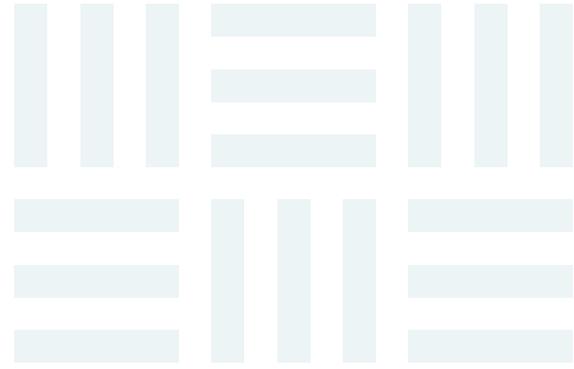
Evaluation of the Gatsby Benchmark Pilot in the North East of England

iCeGS is conducting a high-profile evaluation of the Gatsby Benchmarks for Good Career Guidance Pilot in the North East of England.

This is a four-year longitudinal study due to be completed in 2020. The pilot itself planned to systematically implement the eight Gatsby benchmarks in 13 secondary schools and three further education colleges with strategic and operational support from the North East LEP.

Each year, iCeGS's evaluation design includes a large-scale student career readiness survey, in-depth school and college case studies, interviews with external stakeholders, an analysis of student outcomes using the National Pupil Database and a financial analysis of the costs of implementing the Benchmarks.

CONTINUING PROFESSIONAL DEVELOPMENT



The iCeGS continuing professional development programme goes from strength to strength in line with our mission statement: 'to be the 'go to' organisation for teaching and learning activities which result in innovation in practice and to create the careers sector thought leaders of the future both within the UK and beyond'.

To meet this focus, the team have worked to develop our range of accredited and non-accredited programmes and support to the sector.

Career Leaders

In line with the government's careers strategy. The Careers and Enterprise Company have provided funding to train careers leaders in schools.

iCeGS will be delivering careers leaders training from 2019 and the team are currently preparing the new materials which will be used in the Advanced Diploma in Career Development, the programme at the heart of the training. We are looking forward to welcoming our new students!

The Masters in Careers Education and Coaching

The MA continues to growth that has attracted 23 students to date. In 2018 we had our first graduate, Zoe Catterall who is now employed as an Enterprise Co-ordinator with Doncaster Learning and Enterprise Partnership.

Many of our students are already employed in roles such as career leaders, teachers, practitioners and managers across the sector whilst others have gone on to work in a variety of roles in the community or in education-based provision. The feedback from our students and employers is that our programme is a fantastic preparation for their new roles.

Student Insight:

Zoe Catterall

Almost two years have passed since my first day as a student at the University of Derby studying the MA in Careers Education and Coaching, and how time has flown! I was delighted to become the first student to graduate from this new course in summer 2018.

I am now the Enterprise Coordinator in Doncaster, working on behalf of the Careers and Enterprise Company supporting schools and colleges in the area with meeting the Gatsby Benchmarks and connecting with employers.

The MA has equipped me with the knowledge and expertise required to support Career Leads in my new role and allows me to draw upon contemporary thinking and research to drive improvement in careers provision across my caseload of schools and colleges.

The course offered a deep insight into a number of different approaches to career education, information, advice and guidance which allows me to identify best practice and help develop innovative careers programmes. The ability to draw upon expertise from the International Centre for Guidance studies (iCeGS) greatly supported my own research and continues to support my CPD since graduating.

I feel that the course provided an excellent stepping stone into the career development profession and has opened many doors for me, and I would highly recommend this pathway to others who have an interest in this diverse sector.



DOCTORAL STUDIES

Cathy Brown

PhD Student: Business Leaders: Career Capital and Role Transitions

My research study explores the career capital required by business leaders to undertake organisational role transitions. Career capital can be described as the non-financial resources a role holder applies within their career.

It is widely acknowledged that role transitions are becoming more prevalent within careers and can be experienced by some as stressful, especially business leaders where the stakes are arguably higher. Despite this growing relevance, it is perhaps surprising to learn that this area is currently under-researched.

I selected a case organisation approach, where I interviewed 36 business leaders who had undertaken a voluntary, side-wards or upwards role transition within a UK, construction business. So as to gain an in-depth understanding of their role transition experiences, I selected a narrative interview approach and applied thematic analysis to bring meaning to their stories.

As the research study progressed, I have increasingly seen the growing relevance of Bourdieu's capital theory within the context of career capital, in particular with the concepts of social capital, capital circularity and symbolic capital.

I have thoroughly enjoyed my research experience. As a Chartered Occupational Psychologist and organisational development consultant, this progression into the world of research has not been without its challenges. However, I have found my supervisory support at the University of Derby truly outstanding.

Opportunities have opened up, helping me to connect into the careers network both across Europe and internationally. Last year, I was accepted onto the ECADOC programme in Mannheim, Germany. Conference-speaking invitations have been forthcoming from national, European and global careers institutions, together with chances to publish both academic and practitioner articles.

As I near the end of my part-time PhD, I can reflect and acknowledge how my business has strengthened further from my enhanced research capabilities. My clients are now benefiting from new insights into career mobility. Moreover, I look forward to exploring how new insights, value and possibilities can be created within the research and practitioner arenas.



Tom Staunton

PhD Student: Students' Career Related Social Media Use

I started my part-time PhD in September 2017, so I am now coming up to being 18 months in. My topic is looking at how recent graduates use social media to navigate career related transitions after they finish their degrees.

Despite there being lots written on how students could be using social media there has been a lack of research into how social media is actually used by students in practice. I am hoping to explore how students actually use social media to support their career by developing their identities, build relationships and engaged in learning. I am hoping this will allow me to develop fresh insights into how the actions of individuals and the technology itself come together to shape their careers. I am hoping this will create new theoretical understandings and practical implications for the career development field.

Over the last 18-months, I have mainly been engaging in developing an initial literature review and developing my research tools. I have benefited from opportunities to attend SRHE events around the digital university and research methods. I also attended the ECADOC summer school in Athens last summer. I feel ECADOC is a really important community for doctoral students and early-career researchers. I really enjoyed meeting other career development researchers and learning from some really high-quality researchers and practitioners. Next stages for me will be to start gathering data, hopefully in the new year and looking to do more work around some new developments in the digital literature.



PUBLICATIONS

Our publications continue to reflect the wide interests of our researchers and clients.

In 2018 we have published in a variety of academic journals, books and publishers. Below is a sample of our 2018 publications:

Boyask, R. and Vigurs, K. (2018) "Developing a Methodology for Public Engagement with Critical Research", *Policy Futures in Education*, 16 (2), pp. 217-231. <http://hdl.handle.net/10545/622042>

Burke, C. (2018) "Maybe it is for the Likes of Us...: Reconsidering Classed Higher Education and Graduate Employment Trajectories". In: Stahl, G., Wallace, D., Burke, C. and Threadgold, S. (eds.) *International Perspectives on Theorizing Aspiration: Applying Bourdieu's Tools*. London: Bloomsbury. <https://www.bloomsbury.com/uk/international-perspectives-on-theorizing-aspirations-9781350040342/>

Burke, C. and Christie, F. (eds.) (2018) *Understanding Graduate Careers: Research, Policy and Practice in Context*. London: Routledge. <https://www.taylorfrancis.com/books/e/9781351401241/chapters/10.4324%2F9780203732281-7>

Burke, C. and Hannaford-Simpson, S. (2018) " 'Investing Your Future': The Role of Capitals in Graduate Employment Pathways". In: Burke, C. and Christie, F. (eds.) *Understanding Graduate Careers: Research, Policy and Practice in Context*. London: Routledge. <https://www.taylorfrancis.com/books/e/9781351401241/chapters/10.4324%2F9780203732281-7>

Costa, C., Murphy, M. and Burke, C. (2018) "Capturing Habitus: Theory, Method and Reflexivity". *International Journal of Research and Method in Education*. (Online early view) <https://www.tandfonline.com/doi/abs/10.1080/1743727X.2017.1420771>

Dodd, V., Hanson, J., (2018) "Give yourself the edge: Evaluation report". Derby: University of Derby. <http://hdl.handle.net/10545/622947>

Everitt, J., Neary, S., Delgado, M.A. and Clark, L. (2008). *Personal Guidance. What Works?* London: The Careers & Enterprise Company <http://hdl.handle.net/10545/623154>

Hanson, J., (2018) "University Applicant Study: NEMCON." Derby; University of Derby <http://hdl.handle.net/10545/623123>

Hooley, T. and Cutts, B. (2018). " 'It All Kind of Symbolises Something Doesn't It?' How Students Present Their Career Image Online", *Journal of the National Institute for Career Education and Counselling*, 40 (1), pp 40-47. <http://hdl.handle.net/10545/622694>

Hooley, T. and Rice, S. (2018) "Ensuring Quality in Career Guidance: A Critical Review". *British Journal of Guidance & Counselling*. <http://hdl.handle.net/10545/623112>

Moore, N. (2018). "Thinking Digitally in a Digital World". *Careers Matters Issue 6 (1)* 42-43. Stourbridge. CDI <http://derby.openrepository.com/derby/handle/10545/622084>

Moore, N. and Hanson, J. (2018). "My Future: Developing career education and guidance at school Research to support the development of teacher training and guidance". Derby; University of Derby <http://hdl.handle.net/10545/622945>

Neary, S. (2018) "Schools and Employers Must Work Together". *Business Network*. (June 2018): 44-46. <http://hdl.handle.net/10545/622880>

Neary, S. and Hanson, J. (2018) "A New Career in Higher Education Careers Work", In: Burke, C. and Christie, F. (eds) *Understanding Graduate Careers: Research, Policy and Practice in Context*, London: Routledge. <http://hdl.handle.net/10545/622881>

Robinson, D., Moore, N. and Hooley, T. (2018). "Ensuring an independent future for young people with special educational needs and disabilities (SEND): a critical examination of the impact of education, health and care plans in England", *British Journal of Guidance & Counselling*, 46 (4), pp 479 - 491 <http://hdl.handle.net/10545/622051>

Stahl, G., Wallace, D., Burke, C. and Threadgold, S. (eds.) (2018) *International Perspectives on Theorizing Aspiration: Applying Bourdieu's Tools*. London: Bloomsbury. <https://www.bloomsbury.com/uk/international-perspectives-on-theorizing-aspirations-9781350040342/>

Staunton, T. (2018). "A Critical Response to Hooley's Seven Cs of Digital Literacy". *Journal of the National Institute for Career Education and Counselling*, 40, pp 47-53. <http://derby.openrepository.com/derby/handle/10545/622591>

Vigurs, K., (2018) "Mindful networks? Navigating and negotiating life and work in academia". In: Lemon, N. and McDonough, S. (eds) *Mindfulness in the Academy*. Singapore: Springer. pp 59-70. <http://hdl.handle.net/10545/622929>

Vigurs, K., Boath, E. and Frangos, J. (2018) "Twittering Away - Is Twitter an Appropriate Adjunctive Tool to Enhance Learning and Engagement in Higher Education?", *Innovative Practice in Higher Education*, 3 (2), pp. 101-103. <http://hdl.handle.net/10545/622718>

Vigurs, K., Jones, S., Everitt, J. and Harris, D. (2018) "Graduate Gap Years: Narratives of Postponement in Graduate Employment Transitions in England." In: Burke, C. and Christie, F. (eds.) *Graduate Careers in Context Research, Policy and Practice*, London: Routledge.

Vigurs, K., Jones, S., Everitt, J. and Harris, D. (2018) "Higher Fees, Higher Debts: Unequal Graduate Transitions in England?" In: Riddell, S., Weedon, E., Minty S., and Whittaker, S., (eds) *Higher Education, Access and Funding: The UK in International Perspective*. Bingley: Emerald, pp. 81-98. <https://www.emeraldinsight.com/doi/abs/10.1108/978-1-78754-651-620181005>

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