



UNIVERSITY OF
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iCeGS ANNUAL REVIEW

2020

INTERNATIONAL
CENTRE FOR
GUIDANCE STUDIES

The International Centre for Guidance Studies (iCeGS) is a research centre with expertise in career development and widening access. The Centre conducts research, provides consultancy to the career sector, offers a range of CPD, and delivers training for career development professionals and Career Leaders, in addition to doctoral-level study.

The Centre employs a team of researchers and lecturers with a range of academic and professional backgrounds, and we work closely with a network of research associates and partners who contribute specialist knowledge and capacity as required. iCeGS has a strong ethos which connects social justice to policy and practice through our research.

WELCOME

to the 2020 iCeGS annual review

Welcome to the iCeGS Annual Review for 2020. The purpose of the annual review is to showcase examples of research, teaching and development activities from the year. Needless to say, 2020 has been unique for reasons we will not again rehearse, the team moved to working from home in March and other than for a small number of teaching sessions we have not physically met since then. I would like to, first of all, congratulate the iCeGS team for their unrelenting professionalism in continuing to work to the highest standards both with stoicism and with a sense of humour. A key challenge for all the team was the need to move all our work online, we learnt a lot this year about delivering research and events in this way. 2020, is presented by many as the last year, there have, however, been other opportunities.



The move to online events has provided careers practitioners with access to CPD, which otherwise may not have been open to them. We have also experienced this as all our events have had record registrations, including our annual lecture. We hope to continue to offer some of our activities online once we return to whatever the new normal is.

Some highlights for iCeGS this year include:

- The Gatsby Benchmark Implementation Project in the North East of England came to a conclusion this year, and we look forward to the opportunity to disseminate the findings
- I was invited to be a co-chair for the Workforce of the Future Inquiry: careers guidance and transitions into work in a challenging labour market. The inquiry had three calls for evidence sessions and a call for evidence. The inquiry will report during Winter 2020/ 2021
- iCeGS has been a founding member of the Career Development Policy Group which has been campaigning for a career guidance guarantee for all. Open letters have been sent to Education Ministers and the Secretary of State to raise awareness of the importance of quality career guidance in supporting the economy post-COVID-19. Information can be found here: Use the link: derby.ac.uk/research/centres-groups/icogs/research-and-consultancy/-career-development-policy-group
- 2020 has brought the highest recruitment we have had to date for the M.A. in Careers Education and Coaching. This is really positive for the profession. We look forward to these 20 new practitioners continuing to work with us over the coming years
- The latest cycle of the Research Excellence Framework (REF) came to a head this year and the team have been working hard to publish our work in academic journals. iCeGS also produced one of the Impact Case Studies for the Education submission focusing on the Gatsby Benchmarks and Career Leaders. Examples of our many papers can be found towards the end of the publication
- Finally, I would like to welcome our newest recruit, Dr Hannah Blake. Hannah joined us in March after completing her PhD at Cardiff University. Hannah's research explored corporate social responsibility and the role of businesses in schools in South Wales. We look forward to actually spending some time with Hannah hopefully in the new year

I think we are all looking forward to the end of 2020, it has felt a long and difficult year. Let's all hope that 2021 is less traumatic for all of us.

Dr Siobhan Neary, Head of iCeGS

PROJECTS



Special Education Needs and Disabilities (SEND) Alumni Resource Development (Leeds LEP)

iCeGS have been working with other colleagues within the Institute of Education at the University to develop resources for the Leeds City LEP focussed on establishing SEND Alumni Careers Networks. All young people are in need of learning from other people as part of their career development and especially learning from people they can relate. Career development can create a particular challenge for young people with SEND who lack role

models in Higher Education and especially in employment.

Our project has focused on equipping schools in the Leeds City area to recruit SEND alumni to support their careers programmes. This support involved conducting a literature review, running a series of focus groups with careers practitioners and then developing resources and training materials primarily for careers leaders. This process feeds into several strengths of the Centre of training career leaders, working to support inclusive careers provision in schools with a focus on disadvantaged pupils and promoting careers support for SEND young people to whom they can relate.

The Careers & Enterprise Company Personal Guidance Fund Evaluation

iCeGS have been evaluating the progress and impact of sixteen different programmes designed to explore, identify and develop different approaches to delivering personal guidance in English schools and colleges. The programmes have variously focussed on using technology, taking a whole school approach, developing a triage system, delivering group guidance and improving monitoring and evaluation for personal guidance delivered to traditional receivers of personal guidance (those in Years 11, 12 and 13) as well as targeted groups including younger students, students with special educational needs and disabilities or mental health issues, vulnerable students and parents. Our interim findings suggest that equipping careers advisers with advanced knowledge and skills such as coaching is helpful in facilitating engagement with a range of different students and that this has positive outcomes for all kinds of students in both schools and colleges.



Evaluation of the implementation of the Gatsby Benchmarks in the North East

The four-year evaluation of the implementation of the Gatsby Benchmarks in 16 pilot schools and colleges has now finished. iCeGS have been gathering Benchmark audit data, qualitative data from stakeholders, school/college staff and students about their experiences, career readiness data from students and attainment and destination data from the government to identify what progress in fully achieving all eight Benchmarks has been made, how schools and colleges have gone about doing this, the factors necessary for this progress to take place and the impacts it has on students, staff, schools/colleges and the wider community.



The evaluation has produced a rich, but complex set of findings which, at the time of writing, are under a final review before publication. However, we can say that all kinds of schools and colleges can and do make excellent progress in fully achieving the Gatsby Benchmarks within two years, and this has a significant and observable impact on the career readiness of students which is evidenced through psychometric instruments as well as teacher, parent and employer observations.

Career Development in Children: Identifying critical success conditions and strategies



Created by an Inuit artist and depicts the transition of the orca to the wolf. Hybrid animals are popular in first nations pacific west coast peoples. It demonstrates the fluidity and adaptability needed to navigate life's challenges.

iCeGS Staff have this year been successful in submitting a proposal to undertake research into the career education that elementary (primary) school children receive in Canadian schools. We have been excited at being able to forge new relationships with colleagues in Canada in order to complete this project for the Canadian professional career development association CERIC (Centre for Employment Relations, Innovation and Change).

The project will take two years and end in March 2022 with the publication of the research report and a handbook for teachers which exemplifies the best practice uncovered during the project. The project will be particularly interesting as it explores the experiences of teachers, stakeholders and young people across Canada including indigenous peoples, minority groups, those in rural and isolated communities as well as the English and French populations in cities.

The project will be carried out over several phases, including a literature review, an online survey, focus groups, interviews and school visits.

The Higher Education Careers Service Unit (HECSU)

iCeGS, in partnership with the University of Nottingham, were successful in attracting some funding from HECSU to undertake a small research project "The 21st Century Careers Professional." Against a background of external drivers and increased metrics influencing university careers services, we assessed the implications for professional practice in what appears to be developing as an increased pedagogical delivery model for careers work, resulting from decentralised modes of delivery. The research identified the increases that digital activities and resources play, not least of all as a result of COVID-19.



EVENTS AND CONFERENCES

This year has been unusual in the challenges it has thrown us, but we have managed to provide an exceptionally varied programme of events. We started the year in December 2019 with our annual lecture, which was delivered by David Andrews OBE.

David took the opportunity to lead us through a critical review of the Gatsby benchmarks, including a clarion call for more focus to be given to the taught careers programmes in schools and colleges. The event was recorded, and David's paper, 'Is Gatsby great for careers education? A vision for the future of career learning in schools?' is also available to download at: derby.openrepository.com/handle/10545/624739.



A lecture delivered by David Andrews OBE



Practitioner-researcher conference - 'Demystifying Research: Encouraging Curiosity'

Events

Our first practitioner-researcher conference in partnership with the CDI, 'Demystifying Research: Encouraging Curiosity' took place in February 2020 and was attended by practitioners wishing to develop their research practice in order to provide evidence of the impact of their work. With a range of high-profile speakers and workshops on the themes of resourcing research, innovative approaches to research and using research to inform practice the delegates had a very informative time. Look out for the 2021 conference on the 25th February.

The virus seriously disrupted our physical events, and the CDI's student conference became an online event which some of the team contributed in its delivery. This year's joint CDI/ iCeGS Career Leaders conference was rescheduled from the summer to November but it afforded us the opportunity to deliver our first fully digital interactive conference with an online exhibition, workshops, meeting spaces and keynote speeches. We replaced the conference with an online panel which presented various scenarios from speakers who spoke of their experiences of evolving practice in the light of the COVID-19 restrictions. Our ongoing collaboration with the CDI has been very instrumental in helping us learn these new skills, and we are excited to be using these as we move forward.

Associates

Our Associates Network goes from strength to strength, and despite the limitations imposed on face to face gatherings this year, we managed to maintain our schedule and held a virtual panel meeting in May to discuss the impact of COVID-19 on the sector and a full meeting of the iCeGS Associates in July. We learned from these experiences that sometimes online meetings can really work to our advantage as we were able to welcome many of our international Associates who might not otherwise have been able to join us. In July, our Associates heard presentations on the response to the pandemic by the Cheshire and Warrington LEP area and also on career learning for primary school children.

This year we have welcomed several new Associates and look forward to working with them and our established colleagues over the next few years to develop our thought leadership for the sector. We were also pleased that Chris Percy has joined our visiting team and been conferred as an iCeGS Visiting Research Fellow.

M.A. in Careers Education and Coaching

We welcomed twenty new students to our M.A. in Careers Education and Coaching in September. This year is our biggest cohort yet and truly reflects the diverse nature of the sector. Recruitment for the September 2021 programme is already underway with new students joining in our pre-programme activities. At a time of great uncertainty, careers work is receiving renewed focus, and our alumni have moved into some very exciting opportunities. Several of our students have taken roles as enterprise coordinators, career leaders in schools and colleges, careers consultants in higher education and as private practitioners. For the first time this year, one of our students has been recruited as a Careers Hub lead. Our alumni are also taking on voluntary activities within the sector with two now acting as regional representatives for the Career Development Institute.

The MA programme has been re-developed as a blended learning experience for this year. The team have given a great deal of thought to the preparation of pre-recorded lectures, podcasts and online activities. Whilst this has been hard work, we are confident that our new materials and approaches, including online seminars, are engaging and the feedback from students has been very positive. Students have even held their first online social activities, including a coffee morning and an evening quiz. The student WhatsApp group has been very active in sharing resources and debating live issues as they emerge in the media. The teaching team are active members of the Career Development Institutes QCD leaders' group and have contributed to the review of the QCD learning outcomes.

CEC Career Leaders Training

iCeGS successfully secured funding for a second round of career leaders training and continue to work closely with colleagues at the Careers and Enterprise Company to recruit and train students on our accredited level 6 programme as well as our non-accredited programme. It has been interesting this year to be working with school and college-based colleagues at a time of national crisis. Our philosophy of developing a community of practice for students on our programmes has ensured that there has been ample opportunity to share practice and approaches during the lockdown and subsequent restrictions. We have engaged in discussions about online personal guidance and web-based careers events as well as our normal mix of theory, policy and practice. Our recent evaluation of the programme was very positive and demonstrated the impact on the student's confidence.

TEACHING AND LEARNING



"The programme, the programme leader and other colleagues from the sixth forms have provided me with the reassurance that we are progressing well with identifying our strengths and areas for improvements within the [Gatsby] Benchmarks"

PUBLICATIONS

Brown, C. Hooley, and T.Wond, T. (2020) **'Building career capital: developing business leaders' career mobility'**. Career Development International, pp. 1-15.

Galfalvi, E., Hooley, T., and Neary, S. (2020) **'Are young people aged 16-19 using or expecting to use the gig economy for their careers?'**. Journey of the National Institute for Career Education and Counselling, 45, pp. 34-40.

Gough, J and Neary, S. (2020) **'The Career Development Profession: Professionalisation, Professionalism and Professional Identity'**. In P. Robertson, T. Hooley, & P. McCash. (Eds.), **'Oxford Handbook of Career Development'**. Oxford University Press.

Hagaseth Haug, E., Hooley, T., Kettunen, J., and Thomsen, R. **'Setting Nordic career guidance in context'** in Hagaseth Haug, E., Hooley, T., Kettunen, J., and Thomsen, R. (Eds.) **'Career and career guidance in the Nordic countries'**. Leiden, The Netherlands: Brill, pp. 1-20.

Hanson, J. and Burke, C. (2020), **'Addressing unrealistic optimism with counterfactual reasoning in an employability module in higher education'**, Journal of Applied Research in Higher Education, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JARHE-02-2019-0047>

Hanson, J., and Clark, L. (2020). **'Future frontiers: the impact of career coaching on year 11 students'**. IAEVG Conference Proceedings Career Guidance for Inclusive Society. Bratislava, Slovakia 11-13 September 2019. IAEVG: Slovakia, pp. 185-203

Hanson, J., and Neary, S. (2020). **'The Gatsby benchmarks and social mobility: impacts to date'**. IAEVG Conference Proceedings Career Guidance for Inclusive Society. Bratislava, Slovakia 11-13 September 2019. IAEVG: Slovakia, pp. 168-185.

Hearne, L. and Neary, S. (2020). **'Let's talk about career guidance in secondary schools! A consideration of the professional capital of school staff in Ireland and England'**. International Journal for Educational & Vocational Guidance, pp. 1-14.

Hooley, T. (2020). **'Election over, Brexit next. But, what is the future for career guidance?'** Careers Matters, 8(1), pp. 14-15.

Hooley, T. (2020). **'Save the student labour market'**. The Student Employer, pp. 12-14.

Hooley, T. (2020). **'Career development and human capital theory: Preaching the "education gospel"'**. In Robertson, P., Hooley, T., & McCash, P. (Eds.). **'The Oxford handbook of career development'**. Oxford: Oxford University Press, pp. 1-14.

Hooley, T. (2020). **'Pining for the fjords: International perceptions of work, education and career guidance'**. In Hagaseth Haug, E., Hooley, T., Kettunen, J. and Thomsen, R. (2020). **'Career and career guidance in the Nordic countries'**. Leiden, The Netherlands: Brill, pp. 37-50.

Hooley, T. and Staunton, T. (2020). **'The role of digital technology in career development'**. In Robertson, P., Hooley, T., & McCash, P. (Eds.). **'The Oxford handbook of career development'**. Oxford: Oxford University Press, pp. 1-14.

Hooley, T., Thomsen, R., and Sultana, R. (2020). **'Shaping the new normal: Practising career guidance in the time of coronavirus'**. Careers Matters, 8(2), pp. 12-13.

Kotera, Y., Ting, S-H., and Neary, S. (2020) **Mental health of Malaysian students: U.K. comparison, and relationship between negative mental health, self-compassion, and reliance**. Higher Education. [Online].

Moore, N. (2020). **'Understanding the digital skills of the career development sector'**. Career Matters, 8(1), pp. 10-11.

Lauder, L and Neary, S. (2020). **'The role and relevance of theory in careers professionalisation and practice'**. British Journal of Guidance and Counselling [Online].

Neary, S. (2020). **'Diversifying the careers workforce: opportunities and challenges'**. Journal for Perspectives of Economic, Political and Social Integration, 25 (2), pp. 65-81. DOI: 10.18290/pepsi-2019-0009

Neary, S. and Hanson, J. (2020). **'The personal guidance fund-developing new and innovative practice'**. Careers Matters, 8(1), pp. 20-21.

Williams, J., Akehurst, G., Alexander, K., Pollard, E., Williams, C. and Hooley, T. (2020). **'Evaluation of the careers leader training'**. Brighton: Institute of Employment Studies.

A new staff member at iCeGS

This year we welcome Dr Hannah Blake, she joined iCeGS in March (two weeks before lockdown) after living in Cardiff for four years while studying for her PhD in Sociology. Hannah's PhD research focussed on business engagement in schools in South Wales. It consisted of a series of interviews with businesses and schools as a means of understanding the increasing role that businesses are playing in the education system. Prior to this, she completed a Masters at the University of York and a B.A. (Hons) at the University of Hull. In her spare time, Hannah enjoys spending time with family and friends, baking, and travelling. The latter of which has unfortunately been postponed for 2020.



PhD Student

In September, Lewis Clark started a doctoral study at the University of Derby. His research will focus on the future world of work where he will explore how the future world of work is presented in literature and resources, and how this information is understood by careers professionals and integrated into careers guidance. Lewis is passionate about this research because many young people today will have to navigate through a world of work that that is being reshaped by a myriad of factors, such as advancements in technology, the aftermath of COVID-19 and demographic changes, among others. He hopes that this research will contribute to discussions around the future world of work and also help career professionals to further understand the challenges that young people are facing.



If you are interested in finding out more about his research or you are a career professional at a secondary school in the U.K. and would be interested in participating in his research, please feel free to drop him an e-mail at I.clark@derby.ac.uk.

iCeGS Staff

Dr Siobhan Neary,
Head of iCeGS
E: s.neary@derby.ac.uk

Nicki Moore,
Senior Lecturer in Career Development
E: n.moore@derby.ac.uk

Tom Staunton,
Lecturer in Careers Development
E: t.staunton@derby.ac.uk

Dr Jill Hanson,
Senior Researcher
E: j.hanson@derby.ac.uk

Dr Hannah Blake,
Researcher
E: h.blake@derby.ac.uk

Lewis Clark,
Research Assistant
E: l.clark@derby.ac.uk

Paul Challacombe,
Researcher Project Coordinator
E: p.challacombe2@derby.ac.uk

Professor Tristram Hooley,
Professor of Career Education
E: t.hooley@derby.ac.uk



To find out more about our work

Our social media channels continue to bring you news about the Centre and the careers industry. You can find out more about what we do on our website, derby.ac.uk/icegs.

We have the following social media channels:

 @iCeGS
 @icegsuod
 International Centre for Guidance Studies (iCeGS)

We aim to post something on our social media channels every day. However, if you still want to find out more about what we do and gain exclusive information about our events and future publications, please join our e-mail mailing list. derby.ac.uk/icegs/contact-icegs



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International Centre for Guidance Studies

Head of Centre: Siobhan Neary
University of Derby
Kedleston Road
Derby
DE22 1GB

T +44 (0)1332 591267
E icegsenquiry@derby.ac.uk

