

International Centre for
Guidance Studies (iCeGS)

Annual Report 2014



Introduction

I am pleased to introduce this annual report. The International Centre for Guidance Studies (iCeGS) is a specialist research centre, which was established in 1998. We have always produced annual reports, but we have decided to publish our 2014 report publicly. This decision aligns well with the Centre's values and our commitment to producing high quality research in the public interest. I hope that this is the start of a new tradition and that it will keep everyone informed about the variety of work we are now undertaking.

2014 was a very exciting year for iCeGS with a lot of new international research and publications. We have also been very privileged to have some excellent new researchers join the team.

Professor Tristram Hooley

Introduction to iCeGS by Professor Tristram Hooley



“We know that career support in schools is changing as a result of the Education Act and changes to Connexions funding. But if we want to support good careers practice in schools, what would that look like?”

At iCeGS we have expertise in career guidance and career development. We are interested in how policy, practice and theory interact, and are committed to producing research that underpins high quality lifelong career development for all.

Our Centre has a strong interest in the international and local policy changes that affect career development, and we frequently work with governments and non-governmental organisations to influence policy and to try and ensure that it is evidence-based. Recently, we have been working with organisations in Canada, Australia, Saudi Arabia, China and Malaysia, as well as those in England, Scotland and Wales to support the development of guidance policy and practice. In all of our research, we work with key stakeholders to inform them about evidence and practice from across the world, while attending to their context and needs.

The Centre is funded by a wide range of organisations to help them to learn from the existing evidence-base and to develop and evaluate new initiatives. Alongside our research, we also offer a range of learning programmes up to and including doctoral level. iCeGS has particular interests in the following areas:

- career progression and employability
- careers work in schools
- careers work in higher education
- careers work with adults
- workforce development
- equality and diversity
- technology and guidance
- research and evaluation of education and guidance programmes
- comparative and international studies of careers work.

I am proud of the Centre's achievements over the last 16 years. Its influence on policy and practice was documented in *A Beacon for Guidance*, and is available on our web site: www.derby.ac.uk/research/icegs.

As a result of the success in the last year, particularly in obtaining key grants, continuing to influence policy and increasing our publication output, the Centre has been able to welcome new staff to complement the skills and expertise of the existing team.

I see the forthcoming year as beginning further changes in career development as, while many of the changes enacted under the Coalition Government are still bedding in, we are about to enter the general election period. Whatever happens politically, I am confident the Centre will continue to both navigate and influence the changes which are made.

This annual report provides a summary of the Centre's achievements in 2014, highlights particular projects and introduces readers to the Centre's new and existing staff.

Further information can also be found on the Centre's website: www.derby.ac.uk/research/icegs

Our projects

iCeGS has been involved in a diverse range of high impact projects over the last year. This section begins by providing some further detail on some of our biggest projects, before giving a table of all of the other projects that we undertook in 2014.

Gatsby Charitable Trust

We know that careers support in schools is changing as a result of the Education Act 2011 and changes to Connexions funding. But what would really good careers practice in schools look like? This was the question posed to iCeGS from the Gatsby Charitable Trust, set up by Lord Sainsbury. Their interest derived from the need for the UK to attract, train and retain more young people into STEM learning so that they continue into STEM-related careers.

iCeGS have been actively researching careers policy and practice in general, and STEM careers in particular, for a number of years. We partnered with Warwick University to deliver the STEM careers awareness timelines project, for example, and followed this with a study of school leadership in career-related learning for the National STEM Centre, so we were a natural partner for the Gatsby work.

Jo Hutchinson of iCeGS worked closely with Professor Sir John Holman of the Gatsby Charitable Trust to lead the project. We undertook a literature review of key pieces of evidence, facilitated consultations with key stakeholders and experts, and explored current practice and prevailing notions of the principles underpinning careers guidance. We were keen to move the discussion beyond current practice in state schools so we also undertook international case study visits to countries renowned either for their success in attracting highly educated young people into STEM, or for their careers systems. These countries were Finland, Ireland, Germany, Netherlands, Hong Kong and Canada. In addition, we examined practice in English independent (fee-paying) schools as they are often advanced as exemplars for good careers practice and progression outcomes.

This research was synthesised into a series of 'benchmarks' that described what good practice in careers looks like. We then undertook a survey of schools in England to test how many schools achieved those benchmarks.

The result was a report with ten recommendations that calls upon schools, employers, the government and other bodies to collaborate, so that pupils are provided with career guidance to the level of the benchmarks. Through this collaboration, head teachers and governors can put in place a career guidance system that measures up to best practice, helping to set up their pupils not only for the rest of their education, but for the rest of their lives.

The Sutton Trust

iCeGS was funded by the Sutton Trust to investigate the role of career guidance in social mobility and to assess the impact of recent policy in the area.

The Centre undertook a three-part study. First, a review of the existing evidence on the effectiveness of career guidance was undertaken, alongside an analysis of recent policy changes. Second, using data from multiple sources for UK schools, the study has attempted to quantify the impact that career guidance programmes have on outcomes, covering student performance, attendance and destinations - this is perhaps the most innovative part of the study. Third, the study has undertaken detailed case-study work with 14 schools, with the goal of defining the necessary ingredients for effective career guidance.

The findings from the review of the existing evidence suggest that there has been a major change in the availability of career guidance for young people. In general, this change has been for the worse, with a decline in the quality and quantity of careers provision being observed across a range of studies. However, the ways in which these changes have impacted on practice vary across the country, resulting in a 'postcode lottery' of provision.

The quantitative analysis revealed that:

- at GCSE, Quality Awards are associated with an improvement in GCSE performance and a decrease in persistent unexplained absences.
- at A-level, Quality Awards are associated with a decrease in persistent unexplained absences. For state schools and sixth-form colleges, Quality Awards are also associated with an increase in A-level performance. They are further associated with improved destinations, with a higher proportion of A-level students destined for top-third higher education institutions and a lower proportion of A-level students with NEET outcomes.

The detailed case study work with 14 schools helped to clarify what effective career guidance looks like. The schools each held a Quality Award and had well-established practices. The similarities that existed between their practices demonstrated a substantial consensus about how to provide school-based career guidance effectively.

The Evidence Base on Lifelong Guidance

iCeGS was commissioned by the European Lifelong Guidance Policy Network (ELGPN) to synthesise the existing international research base on the impact of lifelong guidance, including its educational outcomes, economic and employment outcomes, and social outcomes.

The project involved a detailed review of the existing research evidence in the field. A key component of this work was close collaboration with the ELGPN to aid access to the research base in a range of languages. The research was then synthesised together and presented in three formats (short summary, extended summary and full guide). The intended audience for the publication was European policymakers with an interest in lifelong guidance.

The guide highlights the evidence that exists to underpin policy making and suggests that guidance is most effective when it is conceived as a lifelong system. Policy-makers are encouraged to continue to develop this evidence base to ensure that policies are based on the best evidence available.

Developing Career Guidance Expertise in Norway

The National Unit for Lifelong Guidance (VOX) in Norway is funding the University College of Lillehammer in partnership with Buskerud and Vestfold University College, to develop a masters degree for careers practitioners.

iCeGS were approached to provide consultancy support in developing the new programme, which included two main activities:

- the development team from Norway undertook a study visit at Derby to explore issues of programme development, resources and best practice.
- iCeGS staff (Siobhan Neary) attended a two day consultation event in Oslo with other experts from Finland, Iceland, Denmark and Germany to support programme developments. The key agenda items included co-operation between partner institutions, politics and governance of programmes, developing the research agenda and building international networks.
- Tristram Hooley was also invited to provide plenary input to a conference for Norwegian career development practitioners.

What stakeholders say about iCeGS

Professor Hooley and his colleagues at iCeGS are at the heart of the research effort to shed light on the crucial area of Careers Education, Information, Advice and Guidance. Their multi-methodology expertise and ability to consistently ask the most pertinent and creative questions has seen them produce some of the most important work in this field in the last 10 years. Of particular help to the Bridge Group has been their ability and willingness to use the evidence base they have created to think proactively about, and engage directly with, the policy-making process, making them central to any discussion about what we consider to be one of the most important areas in education at present.

Tessa Stone, Chair of the Bridge Group

At Teach First, we are acutely aware that the impact of educational inequality is felt not just in the classroom, but also in the employability outcomes for young people. Many of our teachers have been trying to address this issue in a range of ways through their classroom practice, their work with employers, or setting up social enterprises. We wanted to understand what support we should be providing our community in terms of initial teacher training, professional development and school support, in order to address the career needs of young people from disadvantaged backgrounds. In order to do this, we needed to have a clear understanding of what global best practice looks like, in systems similar to our own, in order to integrate key elements into our leadership development programme. Through working with iCeGS, we have been able to do this, with the institute providing a high quality report to a demanding deadline. Through their research, they have provided

a conceptually clear but analytically robust framework which enables us to see the different roles teachers can and should play in terms of careers and employability. We are now in a position to turn the theory into action.

Jude Heaton, Associate Director: Pupil Progression, Community Impact

The CDI, the UK-wide professional body for the career development sector, and iCeGS both have a major role to play in influencing practice in the career development sector. During 2014, iCeGS has worked closely with the CDI on a number of projects, including a research report on employers, job roles, skills, behaviours and qualifications required to work within a career development role within the UK, led by Dr Siobhan Neary. This work has subsequently informed the development of the CDI Career Development Sector Progression Pathway which will support practitioners, employers and the public to better understand the careers workforce and the various roles within the sector.

Dr Neary is also a valued member of the CDI Professional Standards Committee, contributing to many of the discussions which have informed CDI work on professional development throughout the year. Other iCeGS researchers including Professor Tristram Hooley and Nicki Moore, have contributed to CDI workshops and training events. The CDI looks forward to continuing its excellent working relationship with iCeGS in 2015.

Claire Johnson, Professional Development Manager, Career Development Institute

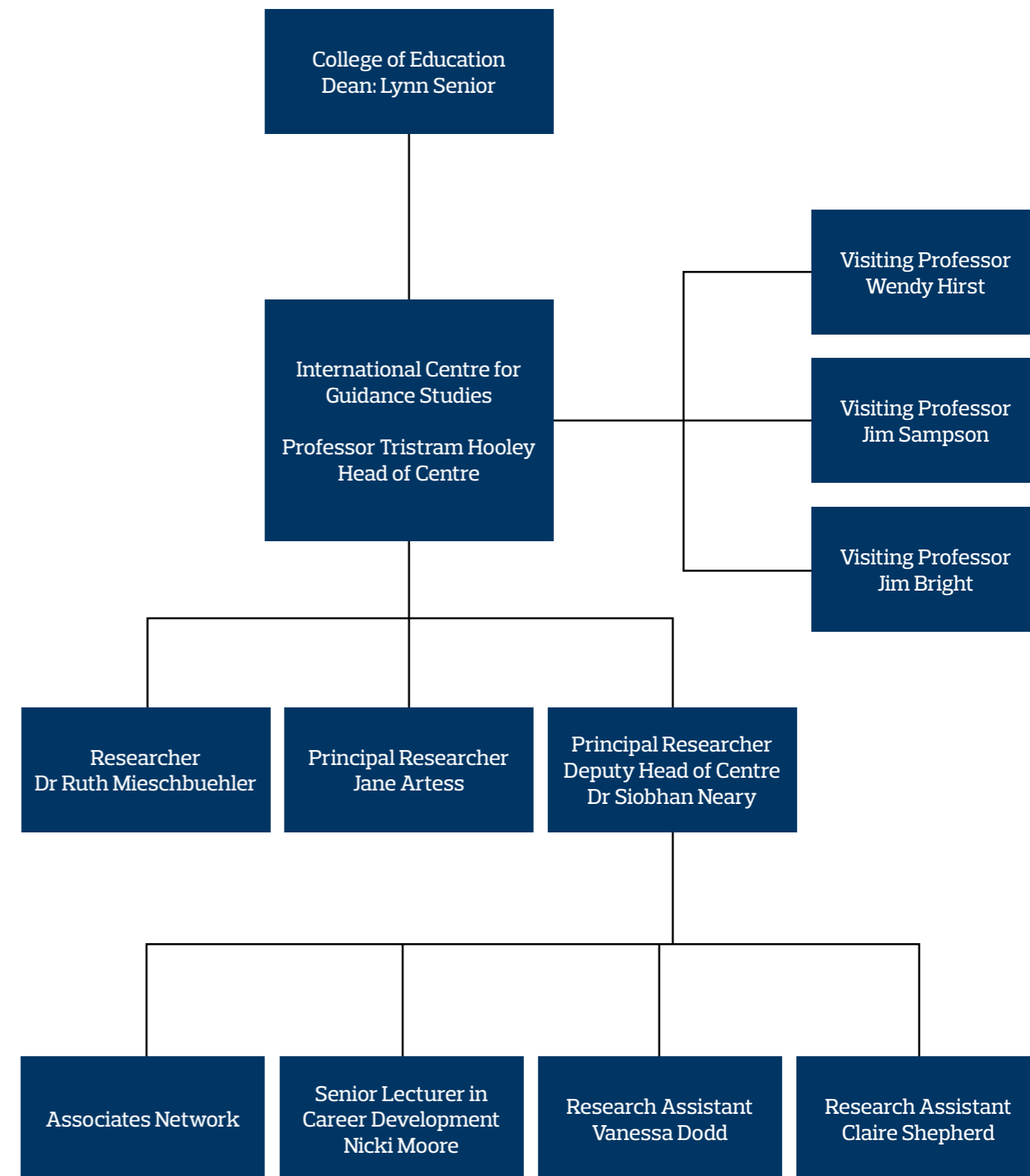


iCeGS has been pleased to work with the following organisations over the last year:

- Agency
- Chesterfield College
- Construction Industry Training Board (CITB)
- Department for Business Innovation and Skills/Skills Funding
- D2N2 Local Enterprise Partnership
- Education and Training Foundation
- European Lifelong Guidance Policy Network
- Gatsby Charitable Trust
- Health Education East Midlands
- HEFCE
- icould
- Kent County Council
- Kingdom of Saudi Arabia
- Lincolnshire County Council
- London Legacy Development Corporation
- Manchester Solutions
- National Association of Head Teachers (NAHT)
- National House Building Council (NHBC)
- Skills Development Scotland
- Sutton Trust
- Teach First
- The Career Development Institute (CDI)
- The European Union
- The Royal Mail
- Tribal Education
- University of Derby
- VOX (Norway)
- Y Touring

iCeGS structure

iCeGS has seen a number of changes in staff during the year. The following diagram shows our current structure and so you can get to know the staff a little better, we have provided the profiles of some of our newer staff below:



Profiles of the newer members of the team

Jane Artess

Jane recently joined the iCeGS unit of the University of Derby as Principal Research Fellow. She had previously worked as Director of Research for the Higher Education Careers Service Unit (HECSU) for 11 years. Jane also designed, managed and contributed to the Futuretrack longitudinal studies of graduate career development commissioned to the University of Warwick and Birkbeck University.

Jane represented HECSU in local and national bodies, including the UK's employment, business and industry network, HEFCE's public information on HE steering group, and many other stakeholder groups including DBIS, HESA and RCUK. Jane has also worked internationally, particularly with Serbia and Romania, and presented at many conferences internationally.

Jane's leadership skills will be of benefit to iCeGS, as she is very familiar with developing, planning and strategic leadership in relation to graduate employment research, course delivery and staff development in HE. She has worked with universities within the UK with regard to their careers and employability services, including undertaking bespoke research on topics such as graduate employability, work-based learning, online careers education, etc.

<http://www.derby.ac.uk/research/icegs/staff-associates/>

Dr Ruth Mieschbuehler

Ruth works as a Researcher at iCeGS at the University of Derby. She is conducting research into education, higher education and career development.

Previously, Ruth worked as Pedagogic Research Assistant in the Oxford Centre for Staff and Learning Development at Oxford Brookes University. She gained experience in applied research while working at the Centre for Diversity Policy Research and Practice at Oxford Brookes University and at the Quality Enhancement Department of the University of Derby. Ruth also taught for five years in the Swiss further education sector and was a Programme Leader for Languages.

Vanessa Dodd

Vanessa is a Research Assistant at iCeGS. She is a trained social science researcher in qualitative and quantitative methods. Her research interests are wide ranging and include community development, globalisation, visual sociology, social capital and its linkages to career development, careers policy in general, and career transitions and wellbeing.

Professor Jim Bright

Jim is a Visiting Professor of Career Development at the University of Derby and Professor of Career Education and Development in the School of Education at the Australian Catholic University (ACU) based in Sydney. His research interests primarily focus on complexity, change and chance in career development as captured in the Chaos Theory of Careers co-authored with Professor Robert Pryor.

Jim has written or co-written 11 books that have been translated into over 10 different languages, including independently verified best-sellers. Jim has been a consultant with many leading firms in Australia and the UK, and has provided hundreds of medico-legal expert witness reports on vocational capacity relating to workplace injury, workers' compensation, police hurt on duty and motor vehicle accident claims.

Beth Cutts

Beth is currently an English undergraduate student at Derby, working as a Research Assistant at iCeGS. She is carrying out a research project regarding current undergraduate views on appearance in the workplace, and the transition from the identity of student to that of employee.

David Andrews

David Andrews works as a self-employed, independent education consultant, trainer, researcher and writer, specialising in career education and guidance. He leads courses for careers leaders in schools and careers advisers, provides consultancy to local authorities, schools and colleges and careers companies, and has spoken at numerous conferences.

David is a Fellow of the National Institute for Careers Education and Counselling (NICEC) and an honorary life member of the Career Development Institute (CDI). He is a Visiting Fellow in Career Education and Guidance at the iCeGS and a Visiting Senior Lecturer at the Centre for Career and Personal Development at Canterbury Christ Church University. In 2003, he was awarded an OBE for services to careers education.

Professor Wendy Hirsh

Wendy Hirsh MA, PhD, FCIPD works as an independent consultant and researcher on a range of people management issues, especially career development, talent management, succession planning, workforce planning and leadership development.

Wendy is Principal Associate at IES, where she was formerly Associate Director, a Fellow of the National Institute for Career Education and Counselling (NICEC), Associate of Roffey Park Institute, Visiting Professor at Kingston and Derby universities and Associate of the Institute for Government. She has been voted into the Top 20 UK HR Thinkers three years running by HR Magazine's *Most Influential* awards.

iCeGS publications (2014)

Most of these publications are freely available on our website

Chavaudra, N., Moore, N., Marriott, J. & Jakhara, M. (2014). Creating an Evidence Base to Support the Development of a Holistic Approach to Working with Children and Young People in Derbyshire: A Local Authority Case Study on the Integration of Social Pedagogy in Children and Young People's Services. *International Journal of Social Pedagogy*, 3(1), 54-61.

Hooley, T. (2014). The evidence base on lifelong guidance. Jyväskylä, Finland: European Lifelong Guidance Policy Network (ELGPN).

Hooley, T. (2014). 'We wanted to change that particular part of the world': the role of academics in the career development field. learning from the career of Tony Watts. *Journal of the National Institute for Career Education and Counselling*, 33: 37-43.

Hooley, T., Hutchinson, J. and Neary S. (2014) Evaluating Brightside's approach to online mentoring. Derby: International Centre for Guidance Studies, University of Derby.

Hooley, T., Matheson, J. and Watts, A.G. (2014). Advancing ambitions: The role of career guidance in supporting social mobility. (PDF, 2.5 MB) London: Sutton Trust.

Hooley, T. and Yates, J. (2014). 'If you look the part you'll get the job': should career professionals help clients to enhance their career image? *British Journal of Guidance and Counselling*, 00: 1-10.

Hope, A.S. (2014). Communities that care: an insight into male career patterns in a small neighbourhood. Ed.D. Thesis. University of Derby.

Hutchinson, J. (2014). 'Girls into STEM and Komm mach MINT': English and German approaches to support girls' STEM career-related learning. *Journal of the National Institute for Career Education and Counselling*, 32: 27-34.

Hutchinson, J. and Dickinson, B. (2014). Employers and schools: How Mansfield is building a world of work approach. *Local Economy*, 29(3): 236-245.

Hutchinson, J., Neary, S., Marriott, J. and Jackson, H. (2014). Strategic consultation on the FE workforce and Initial Teacher Education workforce for the Education and Training Foundation. Derby: International Centre for Guidance Studies, University of Derby.

Hyde, C. (2014). A Beacon for Guidance. Derby: International Centre for Guidance Studies, University of Derby.

Langley, E., Hooley, T. and Bertuchi, D. (2014). A Career Postcode Lottery? Local Authority Provision of Youth and Career Support Following the 2011 Education Act. Derby: International Centre for Guidance Studies, University of Derby.

Marriott, J. and Hooley, T. (2014). Evaluating the Legacy Careers Project. Derby: International Centre for Guidance Studies, University of Derby.

Mellors-Bourne, R., Hooley, T. and Marriott, J. (2014). Understanding How People Choose to Pursue Taught Postgraduate Study. Bristol: HEFCE.

Mellors-Bourne, R., Metcalfe, J., Pearce, E. and Hooley, T. (2014). Understanding the Recruitment and Selection of Postgraduate Researchers by English Higher Education Institutions. Cambridge: CRAC.

Moore, N. and Neary, S. (2014). Teaching Theory in Practice. CERIC.

Moore, N., Zecirevic, M. and Peters, S. (2014). Establishing Croatia's lifelong career guidance service. *Journal of the National Institute for Career Education and Counselling*, 32: 19-26.

Neary, S. (2014). Enabling reflective learning in lifelong career guidance. *British Journal of Guidance and Counselling*.

Neary, S. (2014). Reclaiming professional identity through postgraduate professional development: careers practitioners reclaiming their professional selves. *British Journal of Guidance and Counselling*, 42(2): 199-210.

Neary, S., Marriott, J. and Hooley, T. (2014). Understanding a 'Career in Careers': Learning from an Analysis of Current Job and Person Specifications. Derby: International Centre for Guidance Studies, University of Derby. Neary, S., Thambar, N. and Bell, S. (2014). The global graduate: developing the global careers service. *Journal of the National Institute for Career Education and Counselling*, 32: 57-63.

Taylor, A.R. and Hooley, T. (2014). Evaluating the impact of career management skills module and internship programme within a university business school. *British Journal of Guidance and Counselling*, 42(5): 487-499.

Watts, A.G. (2014). Recent developments on the roles of employers and of careers professionals: A pivotal phase in determining future careers provision for young people. *Careers England Policy Commentary 26*. Careers England. Watts, A.G. (2014). Revised Statutory Guidance and Non-Statutory Departmental Advice on Careers Guidance and Inspiration in Schools. *Careers England Policy Commentary 27*. Careers England.

Watts, A.G. (2014). Revised guidance for colleges. *Careers England Policy Commentary 28*. Derby: International Centre for Guidance Studies, University of Derby.

Watts, A.G. (2014). National careers council final report. *Careers England Policy Commentary 29*. Derby: International Centre for Guidance Studies, University of Derby.

Watts, A.G., Bezanson, L. and McCarthy, J. (2014). The international symposia on career development and public policy: retrospect and prospect. *Australian Journal of Career Development*. Online First.



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