

iCeGS
ANNUAL REVIEW
2022

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INTERNATIONAL
CENTRE FOR
GUIDANCE STUDIES

Welcome to the 2022 iCeGS annual review

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 including 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 works 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 iCeGS Annual Review for 2022.

I am finding it increasingly difficult to believe that we are at the end of yet another year!

As usual, the iCeGS Annual Review gives the team an opportunity to reflect on our many achievements over the last year. This year like other years there are several activities which we feel particularly proud about. In May, the outcomes of the Research Excellence Framework (REF) were announced. This is a national assessment of the quality and impact of university-based research. iCeGS contributes to the Education submission within the University and we were pleased to have our work on the Gatsby Benchmarks recognised as world leading.



It has been great to get back to 'normal' this year, whatever that may look like. In July we hosted, in partnership with the CDI and Optimus Education, the National Careers Leaders conference which attracted over 180 delegates.

A personal highlight has been the opportunity to present my professorial inaugural lecture live at the University in April. The lecture entitled 'Guiding the Future: A professionalisation project for the career development sector' explored the last three decades of challenges and opportunities for the career development workforce. It was wonderful to see so many friends, family and colleagues, past and present join me for the occasion. It is available to download [here](#) if anyone would like to see it.

The team have started travelling again, contributing to conferences overseas in several countries including Kosovo, Denmark, Sweden, the Czech Republic, and Finland. It was also with great pleasure we were able to welcome international colleagues to visit us at Derby. In September Yuko Ryan, an Associate Professor from Shizuoka University and Dr Yuriko Sato from the Tokyo Institute of Technology were able to join us to learn more about the career sector in England and the Gatsby Benchmarks. You can learn more about their visit later.

Other highlights for us include:

- Co-hosting the National Research Conference for Careers Practitioners in partnership with the CDI, AGCAS, and NICEC. This important event shines a spotlight on the incredible research practitioners are conducting not just in the UK but wider afield.
- Working with our colleagues in the Career Development Policy Group to host a series of round tables in February/March to disseminate the Career Guidance Guarantee
- Ka Tung Lai (Terry) joined us as a Research Assistant in July. We are currently in the middle of a round of recruitment and look forward to welcoming more new people over the coming months.

And finally, we are starting to think about celebrating our 25th anniversary in 2023. The Centre which began life as the Centre for Guidance Studies in 1998, was established to connect and promote the relationships between research, policy, and practice. After twenty-five years, this is still the golden thread that underpins our work. This is an important milestone for the Centre, and we have a range of activities planned to acknowledge and celebrate both our achievements and those of the Career Development Sector over the last quarter century. Keep an eye on our social media and website to learn more.

I would like to thank the team for their hard work and commitment, and we look forward to the opportunities and celebrations 2023 will bring.

Siobhan Neary, Professor of Career Development Practice and Head of iCeGS



Professor Siobhan Neary at her inaugural lecture

Projects



Getting to Chartered Status: Understanding the views of stakeholders

For many years, those working in the field of career development have mooted the idea of petitioning for a Royal Charter. There have been a variety of reasons why this has not been forthcoming, including the range and number of professional organisations working to support practitioners.

Nowadays there is more unity across the sector as demonstrated by the Career Development Policy Group, and the CDI has taken a lead to explore this topic on behalf of the sector and commissioned research from iCeGS to understand the appetite, barriers and enablers to moving

towards this significant change in the way the sector is regulated. Nicki Moore has led the second in a series of research projects which could support any petition to the Privy Council.

This phase of the research explores stakeholders' views about the potential for a petition. Participants have been drawn from all over the UK and beyond and have contributed data through a survey, focus groups and interviews. In total, 657 practitioners, employers and managers have contributed, and the findings will be reported widely and are expected to result in a collaboration of professional organisations to consider the next steps.

The Careers & Enterprise Company's (CEC) Teacher Encounter Fund

In September iCeGS started working with The Careers & Enterprise Company (CEC) to evaluate their newly created Teacher Encounter programme. The aim of the programme is to develop the relationship between classroom teachers and employers whilst embedding a culture of careers within education. The fund has been launched to help CEC Careers Hubs to explore 'what works?' in regards to bringing careers into mainstream education. Through this fund, the Careers Hubs can apply for funding to deliver a range of models of teacher encounters with businesses, from mentoring sessions to visits to industry and placements. The iCeGS team are working closely with The Careers & Enterprise Company to develop pre- and post-encounter surveys for teachers and employers to measure their engagement and confidence.

The data from these surveys will enable us to analyse the distance travelled by both employees/ers and teachers to see if engagement between teachers and businesses supports the embedding of careers into mainstream education. The research team will also be participating in CEC led webinars for the programme as well as undertaking focus groups which will explore the participant's experiences and the impact of the programme.

Evaluation of STEM Learning's STEM Ambassador Programme

In Spring we undertook an evaluation of the impact of STEM Learning's STEM Ambassador programme upon STEM Ambassadors. STEM Learning is the largest provider of STEM education and careers support to schools, colleges and community groups in the UK providing training, CPD sessions, free resources and governor support. The STEM Ambassador programme is one of STEM Learning's ways of building young people's awareness and interest in STEM careers. The programme is in its 20th year and has amassed over 25,000 STEM Ambassador volunteers from over 7,000 employers. These ambassadors work with young people in schools and the community to provide the vital connection between STEM employers and young people.

The evaluation explored the Ambassadors' experiences of the programme, the impact of the programme both on their volunteering and those they engage with and the effect of Covid-19 on the programme and shifts to virtual engagement. We worked with STEM Learning to adapt and refine their annual evaluation survey to better capture the data we were interested in. The evaluation found that motivations to participate in the programme were borne from wanting to raise awareness of STEM amongst young people and inspire the next generation. Young STEM Ambassadors in particular were seen to gain most skills from their volunteering roles and believed that volunteering was particularly important for their career progression.

The STEM Ambassador programme was well received by its volunteers who had adapted well to a virtual and hybrid version of their role during Covid-19. Volunteers reported that their role had a positive impact on engaging schools and young people in STEM activities and careers.

Supporting Adult Guidance: Post-19 Careers Benchmarks

iCeGS has been working with Hartlepool Learning and Skills Service who have developed a set of post-19 careers benchmarks, based on the Gatsby Benchmarks. These have been developed to support organisations that provide information, advice and guidance for adults to reflect on current practice and identify how services could be enhanced. The project team have undertaken a small evaluation with organisations that have piloted the Benchmarks and key stakeholders to better understand how the Benchmarks are being used, how they could be enhanced and to consider opportunities to make them more widely available.

Career Guidance and Inequality

Professor Tristram Hooley is advising the Organisation for Economic Cooperation and Development in a project looking at the capacity of career guidance to challenge and reduce inequality. The project is using the OECDs international data to examine whether access to career guidance is determined by class, gender, sexuality or migrant status. The project will then explore models of career guidance that are capable of challenging inequalities.

Career Management Skills in Low- and Medium-Income Countries

Professor Tristram Hooley and Dr Hannah Blake are working with the International Labour Organisation to explore the viability of a career management skills framework that can be used in low- and medium-income countries. Career management skills frameworks are used to describe the knowledge, skills and attributes that individuals need to build successful careers. They are commonly used as the basis for the development of career education curricula. However, so far career management skills frameworks have largely been confined to high-income countries. This project is therefore dealing with a wide range of challenging issues about how to inform educational practice in countries with limited infrastructure and large informal labour markets.



International Work

Career development in children: an update

This 3-year research and development project is funded by CERIC, The Canadian Education and Research Institute for Counselling. The project is examining the practices in Canadian primary education which support career development and will involve gathering data from teachers, children and their parents and employers. The pandemic has severely impacted our progress with this project as access to schools was limited during the period. The team has been concentrating on producing three literature reviews. One considers the theories and concepts which underpin career development activities for elementary children, one is a curriculum and policy review and the third is a review of business and industry partnerships. These will be published shortly on the CERIC website. Data collection from schools will begin in Spring 2023 with a view to publishing a practitioner handbook for elementary school teachers by January 2024.

Green Career Guidance in Norway

iCeGS delivered a session for a local careers association based in the south of Norway looking at the UN Sustainability Goals and Green Career Guidance. Green issues have unsurprisingly been growing in importance for the career guidance sector but countries such as Norway with a significant sector of the economy based around fossil fuels face particular challenges engaging with a Green transition. This session helped careers practitioners think about different responses that career guidance can take to engaging with sustainability and especially how career guidance as a discipline can balance the needs of individuals, economies and the future of our planet. The session was well received and led to lots of lively debate about this important issue.

Malta: Digital Technology and Career Guidance

Tom Staunton recently ran two sessions for the National Careers Association of Malta. These sessions focussed on the interaction between digital technology and career guidance. This was especially considered in the context of the pandemic and how it has led to technology becoming more prevalent. The sessions focussed on how individuals could use digital technology for their careers and how practitioners could use technology to support their practice. Both sessions were well attended and created good opportunities to engage with Maltese practitioners. These sessions built on Tom's research from his PhD and his wider research work as well.

Swedish Guidance Association's annual conference

Professor Tristram Hooley was invited to address the Swedish Guidance Association's annual conference in Gothenburg on the subject of career guidance and social justice. He then ran a workshop with practitioners the next day exploring a new model for career counselling based on his new article 'Building a radical career imaginary'. Tristram then took the long train journey across Sweden to present an academic seminar at Stockholm University focused on critical and social justice informed approaches to career guidance.



Turku Institute for Advance Studies

In Finland, Professor Tristram Hooley spent a week at the Turku Institute for Advance Studies (TIAS) in Finland as a visiting fellow. TIAS is an interdisciplinary research centre which is designed to accelerate the careers of early career researchers. Professor Hooley worked with TIAS' early career researchers to develop their research and writing and then gave a keynote exploring the nature of academic careers through career theory and career guidance research.

British Journal of Guidance and Counselling Special Edition

As part of a longstanding collaboration with researchers at Aarhus University, Denmark, Professor Hooley was invited to visit Professor Rie Thomsen and Dr Kristina Mariager-Anderson to work on the special issue that they were co-editing on *Critical Perspectives in Career Guidance Research*. This special issue has now been published in the *British Journal of Guidance and Counselling*.

Euroguidance Conference (Prague)

Euroguidance is an international network of guidance centres and practitioners dedicated to supporting European mobility. They invited Professor Tristram Hooley and iCeGS associate, David Andrews to visit and speak at their 2022 conference about the work that they have been doing with careers leaders in the UK. This work builds on their book *The Careers Leaders Handbook* which has just been published as a second edition and now includes more discussion of careers leadership internationally.

European Doctoral Programme in Career Guidance and Counselling and NICE

In September, Professor Siobhan Neary was invited to give keynote lectures at both ECADOC (the summer school for students doing career related doctoral studies) and the NICE Academy in Pristina, Kosovo. The focuses of the lectures were on the career needs of service children and on the challenges and opportunities of embedding guidance within educational settings.

iCeGS Visitors

In September 2022, I was fortunate enough to visit iCeGS in Derby. The visit was part of a government-funded research project organised by a group of researchers from the Japanese Society for Career Education (JSSCE). The project's main component is an international comparative study on school and work transition support for vulnerable youth, and the UK is one of the case countries.

Seen from the Japanese perspective, England seems to have made significant progress in the provision of careers education since the Gatsby benchmarks. However, due to travel restrictions imposed by Covid-19, it was impossible for a time to get a first-hand perspective of recent developments in careers education policy and practice in England. The iCeGS visit aimed to fill this gap with the insights of experts who have been actively involved in the field.

Not only did iCeGS help me gain a grounded understanding of the development of careers education in England since the 2010s, but also they impressed me with the depth and width of their professional work as an independent research organisation. iCeGS has provided critical analysis of changing policy trends in careers education over the last two decades and produced extensive publications. Also, in terms of practice, they have been actively seeking collaboration with a range of key players to contribute to policy formation and practice by getting involved in various projects at the national as well as the local level. As a result, they have been a key driver for the current provision of careers education in England. Furthermore, they invest considerable effort into elevating the professional



level of career workers by training career leaders with their own courses as well as addressing the need for a better system to nurture career professionals for schools and communities. Learning about the work of iCeGS made me realise how significant a role a specialist institution can play in society. I also cannot help but respect their managing such a professional operation considering the backdrop of the rapidly changing climate of higher and secondary education in the UK.

I sincerely appreciate iCeGS for their generosity in sharing their knowledge and experience directly, particularly at a time when the trend is often for communication to be conducted online. I could see that iCeGS values international collaboration for academic excellence. Their experience and open-mindedness in working with different countries at the personal and institutional level certainly made me feel welcome. My visit to iCeGS could not have been more fruitful.

Yuko Ryan
Associate Professor
Shizuoka University, Japan

Policy

Career guidance policy amongst the scandal, turmoil and confusion of 2022.

Writing a brief summary of politics and policy in 2022 is something like trying to pack an elephant into a suitcase. This is the year when we have had two monarchs, three Prime Ministers and five Secretaries of State for Education. It is the year of the war in Ukraine, the cost-of-living crisis, the collapse of the pound, the revealing of the 'partygate' scandal, the death of the Queen and, to put the cherry on top, the year when Matthew Hancock appeared on 'I'm a celebrity get me out of here'. Which all leads me to say, with great trepidation, top that 2023.

In the smaller world of education policy there has also been plenty going on. The government passed its Skills Act which is supposed to mark a new era in the delivery of technical education, clearing the way for a new funding system and more deeply embedded forms of local employer governance of the skills system.

Meanwhile, the educational impacts of Covid and the underfunding of the education system continue to unfold, resulting in, amongst other things, teaching and lecturing unions girding themselves for strike action over this academic year. Career guidance has also seen some significant, if relatively minor developments. We have seen a Career Guidance Act, which has extended the entitlement to career guidance down to year seven, new statutory guidance, the retendering of the National Careers Service and some changes in providers.

The Educational Select Committee has also begun an enquiry into career guidance which saw iCeGS' Professor Tristram Hooley clashing with Robert Halfon MP (who then went on to be appointed as the new minister for careers). Potentially more significant than anything done by the government we have also seen The Blunkett Review which sets out a vision for education for an incoming Labour Government, which includes a substantial, if somewhat confused and underwhelming, section on career guidance.

The Welsh government has new guidance for careers in the curriculum as part of the major set of reforms introduced as part of the Curriculum for Wales. Whilst, Scotland has been conducting a major review of its careers services and is now moving on to begin to implement the recommendations of this review.

As always, iCeGS has been at the centre of policy and practice in careers across the UK and beyond. We have been working with government and key stakeholders through both the International Centre for Career Development and Public Policy and the UK focused Career Development Policy Group as well as a myriad of other forms of engagements. We have been consistently producing high quality policy relevant research and arguing that lifelong access to career guidance should be at the heart of policy in all countries. Whoever is in government and whatever their policies may be, we expect this to continue. In a world that is as volatile as the one that we are living in, the need for guidance is greater than ever.

Events and Conferences

Our programme of events continues to inspire and motivate practitioners, managers and policy makers. It is challenging to create a programme which meets such diverse interests, however, in the academic year 2021 - 2022 we have achieved a great balance.

Annual Lecture December 2021

In December 2021 we were joined online by Dr Marcelo Ribeiro from the University of Sao Paulo, Brazil for the iCeGS annual lecture. The title 'Constructing contextualized theories in career guidance and counselling: A North-South intercultural dialogue' introduced people to the challenging ideas around the application of theories from the global north into global south contexts. As a result of his input, the revalidation of the MA programme will carefully consider the issues he raises in our teaching and learning philosophy. Marcelo produced a paper to accompany his lecture which can be found in the iCeGS publication list.

Associates

We have had a dynamic and interesting year with our Associates network. Our March meeting saw us able to bring in some of our international Associates including Canadian Dr Lorraine Godden with Professor Tristram Hooley presenting research on careers policy construction, while Australian Associates Dr Lizzie Knight and Dr Michael Healy (with Tom Staunton) presented some of their research on how EdTech platforms are transforming HE career delivery. These were really interesting sessions and it was great to see how technology allowed us to make use of our international Associates in this manner. It was also really positive to hear from our MA alumni Polly Wiggins in July on her dissertation research into chronic illness and career guidance. Providing a platform for our MA alumni is something we have done a number of times and hope to continue to do so into the future.

Moving forward, our Associates network is hoping to use a new model splitting between the traditional network and policy updates with a seminar series which will be open to Associates, the university and the wider career guidance sector. So, watch out for more information in the near future.

Practitioners Research Conference February 2022

The International Centre for Guidance Studies (iCeGS), The Career Development Institute (CDI), NICEC and the Association Graduate Careers Advisory Services (AGCAS) collaborated to deliver the National Practitioners Research Conference in February 2022 virtually, using the conference platform 'Hopin'.

The conference delegates received inspirational speeches from Professor Wendy Hirsh, Dr Julia Yates, a national and international panel, and seminars covering a wide variety of topics such as theorising research, collecting, and analysing data and some important insights into inclusivity in research and the imperative to decolonize research methodology and engage with minority voices. The conference also provided opportunities to network, and we ran a poster session.

The event was attended by 210 delegates. This year the event was truly international and attracted delegates from North and South America, Africa and Europe as well as from across the UK. The event received excellent feedback and we were pleased that delegates explained the many ways in which their attendance would impact on their practice including supporting their existing research activities, supporting them in their studies and developing their networks. One delegate noted: "It's been a wonderful boost and encouragement to progress with research - so many generous presentations and I have a very long list of resources to be checking out!! Thank you so very much." We are now planning next year's conference which will take place virtually on February 16th 2023.

National Career Leaders Conference June 2022

iCeGS, in collaboration with the Career Development Institute and Optimus Education, hosted the fifth National Career Leaders Conference at the University of Derby, Kedleston Road Campus. The overarching theme for the conference was 'Deepening Strategic Career Leadership'. This was the first time in several years that we had hosted an in-person event and we were naturally worried about how people would respond. We needn't have worried! Over 180 individuals attended the event and engaged in a great programme of nationally renowned speakers including Ryan Gibson, the AET National Lead for Careers, a previous winner of National Career Leader of the Year, and Nicola Hall, Director of Education at the Careers & Enterprise Company.

We delivered 18 workshops including some fascinating topics such as 'Breaking and Building Social Capital (Michael Rafferty) and Every Teacher Really is a Teacher of Careers! (Jo Seward). The Panel represented three views of career leadership: work in a sixth form college, and two views of work in busy secondary schools. These were provided by Amanda Green Director of Aspiration, Bedford Academy, Emma Perry Assistant Headteacher and Careers Lead, Hednesford Valley High School and John Morrison Careers leader, Aquinas College

We used social media to promote the event and were pleased with some excellent feedback. We are always keen to ensure that our events have an impact and as one delegate noted: "Great to be back face to face with careers professionals again. Fantastic keynote speakers, workshops and networking opportunities. Lots to take back to our students and plans for 22/23"

Planning is already underway for next year's event which will take place on Tuesday 23 June.

Teaching and Learning



The MA in Careers Education and Coaching

As we emerge from the privations of the pandemic, it is a great opportunity to thank all of our placement providers and alumni mentors for all of their hard work and support over the last few years. The support which you have given to the students has been unrivalled and we salute your innovation and creativity as you have welcomed our students into virtual classrooms, events and guidance sessions across the country!

Our first cohort of students for the MA Careers Education and Coaching arrived in January 2017. Since our early beginnings, we have trained 63 new professionals. One of our intentions when we developed the programme was that it should help launch the careers of a new cohort of thought leaders. Our students have gone on to take up roles in every segment of the career development sector and it has been wonderful to watch the careers of our early graduates develop. Not only have we helped to develop some excellent practitioners and managers, but several of our students have also taken up roles as regional representatives for the Career Development Institute. We have also been delighted to see them write articles to help shape the thinking of others. It is a joy to open a new edition of Career Matters or the NICEC Journal and to see articles written by our alumni!

At Derby we don't sit on our laurels and this year we will be revalidating our MA. There will be some changes to both content and process, but this is an exciting time for the team. We have learned a lot through the pandemic about blended learning approaches and we will certainly be reviewing

our approach to pedagogy. Expect to see more on digital technology and its application for career development practices.

Careers leader training

iCeGS offers two programmes for career leaders, both sponsored by The Careers & Enterprise Company. These are a 40-credit accredited level 6 programme and a non-accredited programme also benchmarked at level 6. The content for these programmes are similar, however, the assessment process differs and for those wishing to prepare for an Ofsted inspection or a Quality in Careers assessment, the non-accredited programme allows students to develop an electronic portfolio of artefacts which can be used for several purposes. We hope to make an impact on the thinking and practices of career leaders who we believe are in an incredibly privileged position of helping shape the careers of young people in their schools and colleges. As always, our programme has been well received as illustrated by two of our alumni:

"I enjoyed the training and assignments, in particular how they directly linked to practice."

"Excellent course and superbly delivered and advice provided."

We were successful this year in securing a further year's contract to deliver the programme on behalf of The Careers & Enterprise Company and look forward to meeting and working with our career leader students from around the country.

Doctoral Study

iCeGS is passionate about contributing to the next generation of thought leaders, theorists and practitioners in the career development sector. As such we have a thriving doctoral community which we are keen to grow. Below are some examples of the studies that our doctoral students are currently undertaking.

PhD Student – Ifza Shakoor

I am now a year into my doctoral journey with iCeGS at the University of Derby, researching the areas of equity and diversity in the career development sector and diversifying the pipeline. I am using a critical qualitative inquiry methodology, which encompasses a transformative, social justice ideology to explore equity and diversity. I recently launched a questionnaire aimed at qualified practitioners with three years or less experience, living and working in England, and qualified to level six or higher to explore their lived experiences, motivations, and longer-term career goals. This research will make policy recommendations for driving forward transformative change and diversifying the pipeline.



This first year of my journey has flown by with achieving key milestones, attending conferences both in the UK and internationally with my first international conference for the combined NICE Academy/ECADOC Summer School. I have also had the opportunity to host webinars and present in Wales and Scotland, and I hope to make connections in Ireland in this next year.

Studying with iCeGS has given me the advantage of understanding the sector and learning from expert colleagues, getting to grips with career-related terminology and jargon, and gaining a nuanced understanding of what the sector currently looks like, why it needs diversifying, and what the barriers to diversification are.

Working with Professor Siobhan Neary as my Director of Studies has been brilliant for me to expand my network, narrow down my research area, and study a topic which is close to my heart. I have focused my research area on ethnic diversity within the career development sector using a social justice lens. Another advantage of studying with iCeGS is my access to cutting-edge research at the forefront, discussing research ideas with my colleagues such as Nicki Moore, Tom Staunton, Dr Hannah Blake, and Professor Tristram Hooley, who has been a brilliant source of guidance and support. I would encourage anyone thinking of starting a doctoral journey and researching an area of career development to consider studying with iCeGS.

In other news, in June 2022, I secured a position as the CDI's first Equity, Diversity, and Inclusion Coordinator, which has given me the fortunate position of putting my research into practice by supporting marginalised groups, underrepresented people and driving forward transformative, collaborative change. I am working across the four nations on all areas of diversity and intersectionality, gaining an understanding of what the EDI issues, enablers and barriers to equity are and how the CDI can support each nation. This is incredibly exciting, as it has allowed me to expand my knowledge of the sector by liaising regularly with career practitioners and organising EDI webinars and programmes which will all lead to the formation of a member-led EDI strategy. If you wish to participate in this research project, please get in touch with me at i.shakoor@derby.ac.uk

My blog is called Doctoring a Career, which can be accessed at <https://doctoringacareer.wordpress.com>

Our other doctoral students include:

Chris Percy - Understanding the benefits and limitations of employer engagement in English education

Lewis Clark - A study exploring how careers professionals understand and address the future world of work challenges in their practice

Sheena Bevitt - A longitudinal exploration of the lived experience of a year in work placement through a change management lens

Louise Rutherford - University and employer collaboration to enhance graduate employability: A regional case study of business schools

Esther Galfalvi - Young people and the online gig economy

Tom Staunton - An exploration into graduates' use of social media as part of their career-related transitions

Publications

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A new staff member at iCeGS

Research Assistant - Ka Tung Lai (Terry)

I joined the University of Derby as a Research Assistant at iCeGS in July. I was involved in varied research projects such as Getting to Chartered Status: Understanding the views of stakeholders. Previously, I spent a couple of years in research positions in Hong Kong. I worked as a researcher to support research activity in non-profit organizations and Education Bureau (Hong Kong) such as conducting evaluation studies on the impact of the new academic structure for Senior Secondary Education. My research interests are in the area of career education focusing on curriculum development for secondary students and the training programmes for disadvantaged groups.



Visiting Professors and Fellows

David Andrews,
Emeritus Visiting Fellow of Career Education and Guidance

Jane Artess,
Visiting Fellow of Career Education and Guidance

Chris Percy,
Visiting Research Fellow

Dr Elnaz Kashefpakdel,
Visiting Research Fellow

Dr Wendy Hirsh,
Visiting Professor of Career Development

Dr Jim Bright,
Visiting Professor of Career Development

iCeGS Staff

Professor Siobhan Neary,
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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. Our webpage engages with over 10,000 people annually and has a wealth of information about the careers sector, including our publications, project information events and opportunities.

We have the following social media channels that have an annual engagement of over 200,000 people, and we post news regularly about the sector and information on events and research. Why not visit our social media platforms to find out what we are talking about:

@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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