

# Developing the evidence base – the research landscape in career development

**Professional Careers  
Education and  
Guidance Forum Wales  
21 May,  
Mercure Hotel, Cardiff**

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# About iCeGS

# Who are we?

Established in 1998 as the Centre for Guidance Studies (CEGS) to link careers practice, policy and research

Added 'International' in 2008 iCeGS



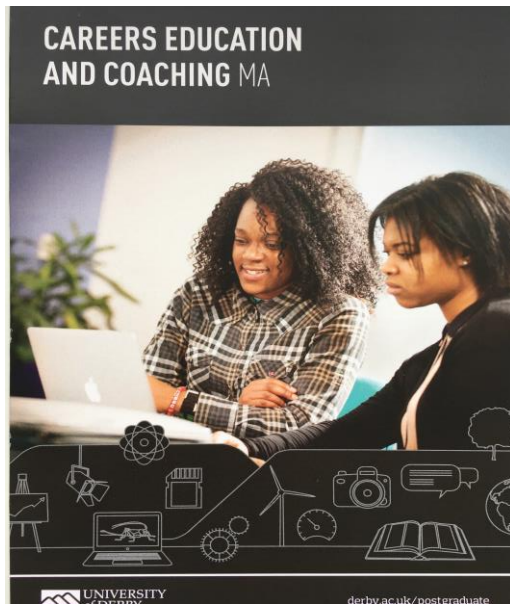
We are committed to the development of professional practice through research informed teaching

# What we do?



- iCeGS is an international research centre with expertise in **employability** and **career development**.
- The Centre conducts **research**, provides **consultancy**, offers a range of **training** and delivers a number of accredited **learning** programmes up to and including doctoral level.
- Staff are involved in undertaking research across the world, advising governments, careers and employability providers, educational organisations and in working with practitioners.
- We are supported by an Associate network of over 100 practitioners and consultants

# Teaching and Learning



Home - Research - Research areas - International Centre for Guidance Studies (ICeGS) - Courses - Doctoral programmes

## Doctoral programmes

**Research at Derby**

Research areas

Research in the Colleges

**International Centre for Guidance Studies (ICeGS)**

ICeGS news

ICeGS projects

News from the sector

Research and consultancy

Publications

Courses

- Masters in Education, Careers Learning Pathway
- Doctoral programmes
- Short courses and training

Staff and Associates

Commercial Products for ICeGS

Institute for Innovation in Sustainable Engineering

Institute of Education

Our researchers

Research degrees

**Studying at doctoral level means undertaking an extended research project at the cutting edge of the discipline**

Doctoral students will be supervised by two members of Centre staff and supported to pursue their research interests and contribute to the evidence base around career and career development. The programmes are open to national and international students with relevant qualifications and experience.

Recently completed doctorates in the Centre have focused on the evidence base in career work and on **mastering (dis)advantaged career spaces**. The Centre is current supervising projects around **adult transitions in working class communities**, and **contingent professional development in the careers profession**. We are able to supervise a wide range of topics around the areas of career and career development. Please get in touch to discuss your research ideas.

The Centre offers a number of different routes to study at doctoral level. The main routes of study are:

- EdD (Doctor of Practice)
- New Route PhD
- PhD

To discuss which route would be appropriate for you telephone 01332 591265 and ask to speak to [Tristram Holroyd](mailto:Tristram.Holroyd@derby.ac.uk) or email [Tristram.Holroyd@derby.ac.uk](mailto:Tristram.Holroyd@derby.ac.uk).

You can also find out more about doctoral programmes of study on the [University of Derby Research website](#).

Publications

About ICGS

Contact ICGS

Sign up to ICGS

Contact with us

A Beacon for Guidance

Home - Research - Research areas - International Centre for Guidance Studies (ICeGS) - Courses - Short courses and training

## Short courses and training

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**We are committed to providing high quality opportunities to enhance professional practice, we offer a suite of bespoke short courses, email training programmes.**

All ICGS training utilises research undertaken by the Centre providing participants with skills and knowledge that is on the leading edge of practice. The training packages have been constructed allowing control and response to be tailored and delivered to those meeting the specific needs of the commissioning organisation. Content training and support packages include:

- **Advanced interview skills** - a three days training package supporting experienced practitioners to recruit, select and attract their potential skills.
- **Interview Skills for Adversity** - a two day programme providing an introduction to guidance for interview and advice workers.
- **Resilient Guidance** - a one day training course aimed at managers and those interested in learning about guidance which develops an understanding of the current evidence and how it informs individual organisations.
- **Effective Advice and Guidance by Telephone** - a one day workshop exploring the evidence and supporting practitioners in the delivery of quality practice using the telephone.
- **Training for Effective Careers Guidance** - a one day workshop supporting advice and guidance practitioners in developing a quality practice using the telephone and face to face support practice.
- **Using social media for careers work** - this one day introductory training course provides a basic overview of what is meant by social media (e.g. Facebook, Twitter) and how to use it in careers work. The course is suitable on and participants will need to be able to access a computer throughout the day.

Publications

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A Beacon for Guidance

Home - Research - Research areas - BA (Hons) Education Studies with optional pathway in SEND, TESOL or Career Development

## BA (Hons) Education Studies with optional pathway in SEND, TESOL or Career Development

Course search

Visit us

Order your prospectus

What our students say

Applying

Undergraduate study

Postgraduate study

Professional development

Past-time study

Online learning

Study abroad

Careers and employment

Fees and finance

Accommodation

Student life and support

Contact us

**Why choose this course?**

Sarah Chapman, BA (Hons) Education Studies

100% of our Education Studies graduates went on to further study within six months of completing this course (HESA, 2016).

- 90% of students said that they were satisfied with the overall quality of this course, according to the 2016 National Student Survey (NSS).
- Gain a solid understanding of education, from early years to lifelong learning, from both a national and international perspective.
- Tailor your degree to your career aspirations by choosing one of the three specialist pathways in Special Educational Needs and Disability (SEND), Teaching English to Speakers of Other Languages (TESOL), or Career Development.
- Consider different aspects of education in a range of settings, within and outside school.
- Gain an insight into international education on one of our exciting placements. Previous students have visited The Gambia, Mexico and

OPEN DAY

Find out more

UKIUE course enquiries - Derby courses

International course enquiries

Order a prospectus

Book your place at an Open Day

Course enquiries

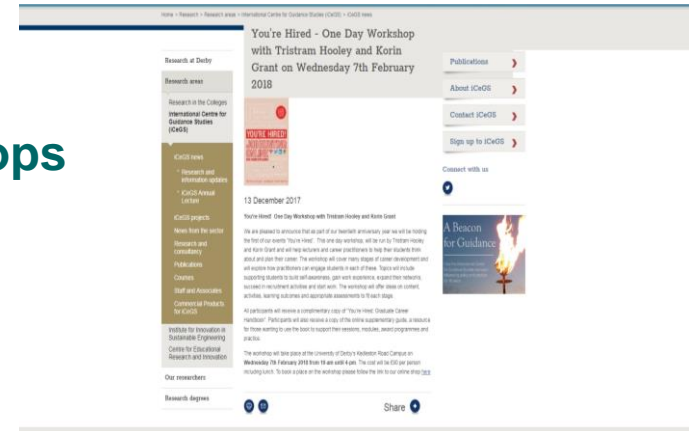
Course leader: Ruth Merritt-Croft  
E: [r.merritt-croft@derby.ac.uk](mailto:r.merritt-croft@derby.ac.uk)  
T: +44 (0)1332 595509

Where will I study?

# Events



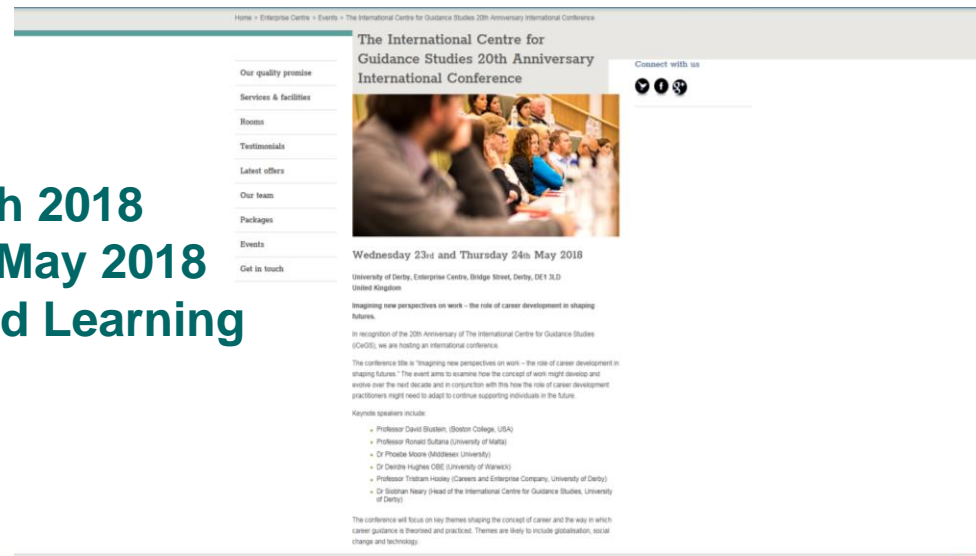
# Workshops



# iCeGS Annual lecture – Autumn 2019

# Conferences

- **CDI student conference – March 2018**
- **20<sup>th</sup> Anniversary Conference – May 2018**
- **National Careers Education and Learning Conference – July 2018**







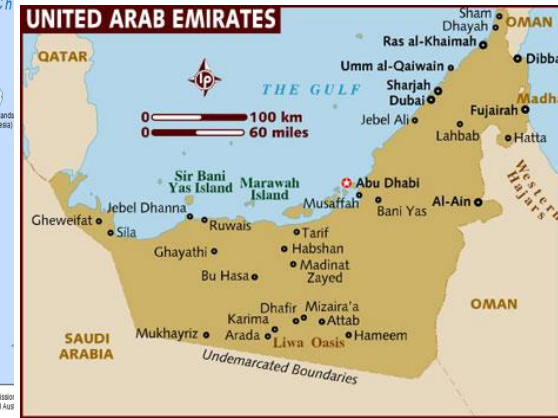
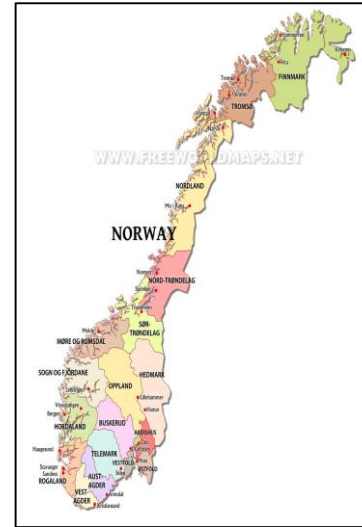
# Where we do it: The UK

## Key projects:

- Evaluation of Gatsby Pilot
- Identifying Best Practice for the National Careers Service
- Evaluating Bridge to Employment – Employer engagement project
- Evaluating Education, Health Care plans for the DfE
- Producing an online tool for Governors for Wellcome Trust
- Evaluating employer school engagement projects for The Edge Foundation



# Where we do it - International work





**About research**

# What is research? How can it help?

Research is a careful and detailed study into a specific problem, concern, or issue using scientific methods.

- It increases knowledge
- Tests ideas
- Establishes new theories

**Basic Research:** The documentation, discovery, interpretation, or the research and development (R&D) of methods and systems for the advancement of human knowledge.

**Applied research:** Research to solve problems



# Evaluation?

When people seek to evaluate what they are doing as part of an attempt to learn and improve, they are usually undertaking a **formative evaluation**, so called because it is undertaken to inform what is done while the activity is still in progress.

***‘We would like to find out how to do these things better’***

When people evaluate to make a judgement on the value of a particular activity and to draw out what has been learnt, it is usually a **summative evaluation**; so called because it attempts to create a summary of what has been achieved and what the impacts have been.

***‘We would like to find out how well these things work’***

**Dent et al (2014)**

# Types of evaluation

**Input evaluation** measures what goes into the provision for example policies, entitlement statements, programmes of careers education, staffing, curriculum time

**Output evaluation** has the emphasis on the outcomes and results of the learning for example students are better career planners



# Why evaluate?

Evaluation enables us to:

- examine what we do
- think about how we can improve it
- decide on whether it was worth doing
- provide others with a summary to help them to understand what was done.

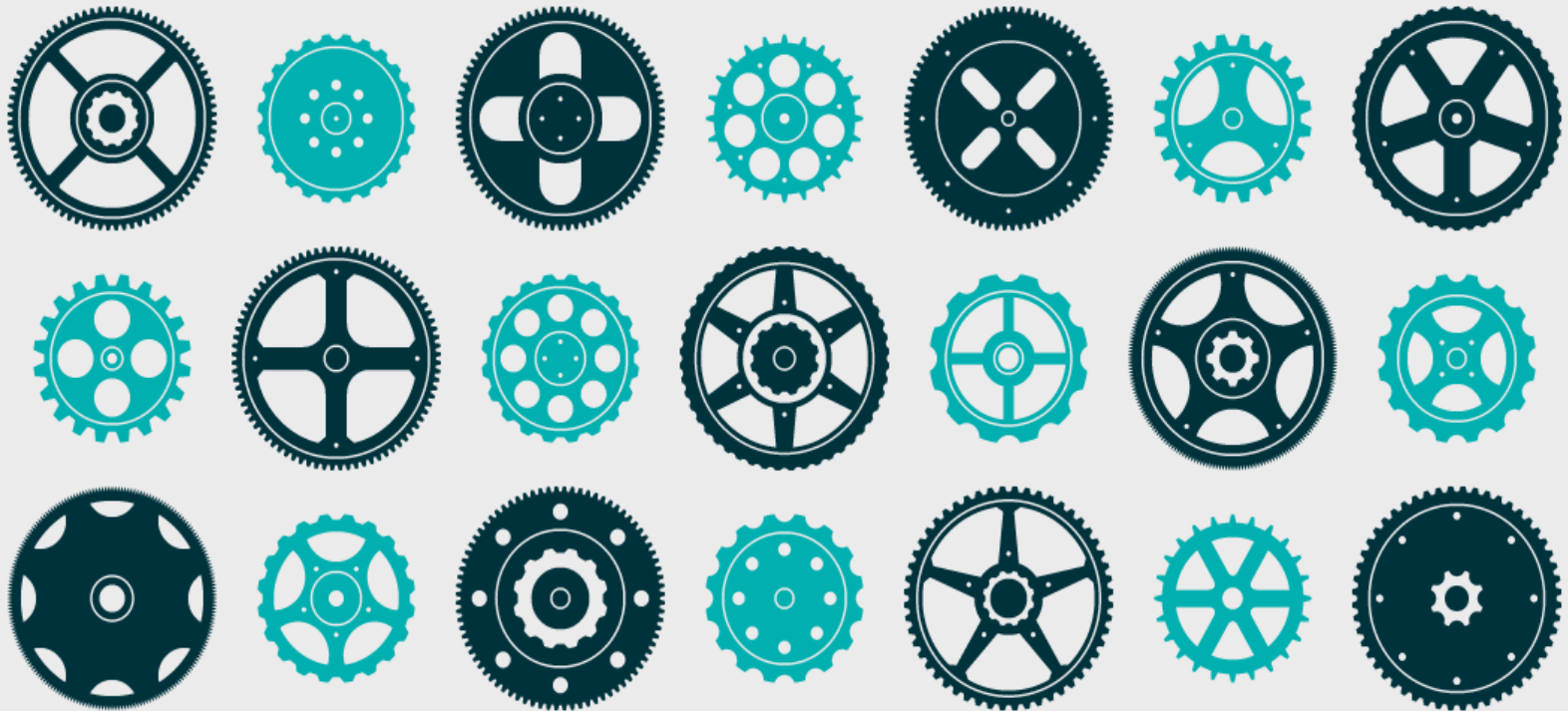


# What are the limitations of research

- It doesn't always give us the answers we want to hear!
- Sometimes it just leads to more questions
- Sometimes we ask the wrong questions
- Sometimes we use the wrong methods







**Current themes in  
research**

# Public policy rationales

Learning aims	Labour market aims	Social aims
<ul style="list-style-type: none"><li>• Participation in vocational and higher education</li><li>• Reducing early school-leaving</li><li>• Enabling learning mobility</li><li>• Efficient investment in education and training</li><li>• Lifelong learning</li></ul>	<ul style="list-style-type: none"><li>• Labour market efficiency</li><li>• Flexibility/flexicurity.</li><li>• Supporting employment mobility</li><li>• Youth employment.</li><li>• Active labour markets</li><li>• Effective skills utilisation</li><li>• Employee engagement</li></ul>	<ul style="list-style-type: none"><li>• Active ageing</li><li>• Social equity</li><li>• Social inclusion</li><li>• Health and well being</li></ul>



# Key organisations

## Academic institutions

- iCeGS
- Canterbury Christchurch
- Warwick Institute of employment Research

## Publicly funded organisations

- Careers and Enterprise Company
- Local Authorities
- HEFCE

## Professional associations

- Career Development Institute
- AGCAS
- CIPD



# Key organisations

## Learned societies

- NICEC

## Commercial research organisations

- CRAC
- CFE research

## Third sector organisations

- Gatsby Charitable Trust
- Education Employers

## Employer representatives

- CBI

## International organisations

- Erasmus
- NICE
- CERRIC



NICEC



CRAC  
The Career Development Organisation



JRF JOSEPH  
ROWNTREE  
FOUNDATION



GATSBY



Erasmus+

# Key organisations in Wales

## Welsh Government:

Gracey, F (2010). [Skills Growth Wales: Final Evaluation](#). Cardiff. Welsh Government

## Chwarae Teg: Building a Wales where women achieve and prosper

Arad Research (2014). [Barriers to modern working practices for businesses in Wales](#). Cardiff. Chwarae Teg

Hutchinson, J., Moore, N., Davies, A., Thomas, M. and Marriott, J. (2013). [Gendered Horizons: Boys' and Girls' Perceptions of Job and Career Choices](#). Derby: International Centre for Guidance Studies, University of Derby.



# Interesting projects: Learning aims

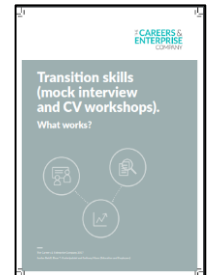
## Gatsby:

Gatsby Charitable Foundation (2014). [Good Career Guidance](#). London. Gatsby Charitable Foundation.



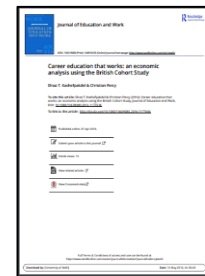
## CEC:

Rehill, J, Kashfepakdel, E & Mann, A (2017). Transition skills (mock interviews and CV workshops). What works? London. CEC



## Education and Employers:

Kashfepakdel, E., & Percy, C. (2016): [Career education that works: an economic analysis using the British Cohort Study](#), Journal of Education and Work, DOI: 10.1080/13639080.2016.1177636



# Interesting projects: Labour market aims

## CIPD:

Gerwyn Davies, G. & Rolfe, H. (2017). [Facing the future: tackling post-Brexit labour and skills shortages.](#) London.



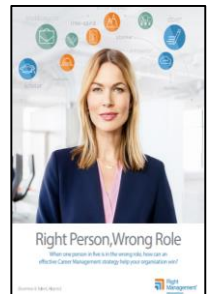
## Education Employers:

Mann, A., & Huddleston, P. (2015). [How should our schools respond to the demands of the twenty first century labour market? Eight perspectives.](#) London. Education and Employers Taskforce.



## Other organisations:

Right Management (2017). [Right person, wrong role.](#) London

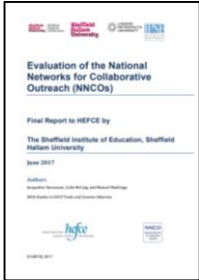




# Interesting projects: Social aims

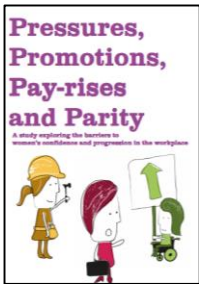
## HEFCE:

Stevenson, J., McCaig, C., & Madriaga, M. (2017). [Evaluation of the National Networks for Collaborative Outreach \(NNCOs\)](#) London. HEFCE.



## Chwarae Teg:

Johnson, J. (2015). [Pressures promotions, pay rises and parity: A study exploring the barriers to women's confidence and progression in the workplace.](#) Cardiff. Charwae Teg.



## DFE:

Adams, L., Tindle, A., Basran, S., Dobie, S., Thomson, D., Robinson, D., & Shepherd, . [Experiences of Education, Health and Care plans A survey of parents and young people.](#) London DFE



# Interesting projects: Professional practice

## Professionalisation

Neary, S., Hanson, J., and Cotterill, V. (2017) [A Career in Career – understanding what career looks like in the career development sector](#). *Careers Matters* 5 (1) 20-21.

## Digital skills

Moore, N (2018). Thinking digitally in a digital world. *Career Matters* 6 (1) 42-43

Moore, N., & Hanson, J. (2018). My Future: Developing career education and guidance at school. Research to support the development of teacher training and guidance. Derby. International Centre for Guidance Studies.



# Context: How do we interpret BREXIT?

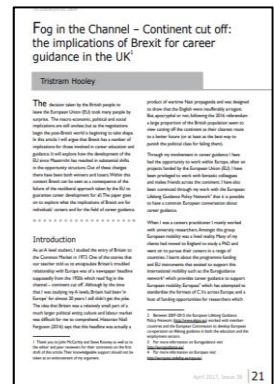
Should it be interpreted as a call for more focus on tackling poverty, or income inequality, or for increasing community cohesion?



# Who is talking about BREXIT and its impact on the world of career development?

Swales, K. (2016). [Understanding the Leave vote](#). London. NatCen Social research

Hooley, T. (2017). [Fog in the channel - Continent cut off: The implications of Brexit for career guidance in the UK](#). Journal of the National Institute for Career Education and Counselling (NICEC), 38, 21-27  
JOURNAL:





# How to get hold of the research

## Research organisation websites:

- [International Centre for Guidance Studies](#)
- [Education and Employers](#)
- [Warwick Institute of Employment Research](#)
- [Careers and Enterprise company](#)

## Academic journal articles:

- [British Journal of Guidance and Counselling](#)
- [NICEC Journal](#)

## Research archives:

- [University of Derby Research Archive \(UDORA\)](#)
- [Research Gate](#)
- [Google Scholar](#)



# Questions?

