

GUIDELINES FOR CONTRIBUTORS

Manuscripts are welcomed focusing on any form of scholarship that can be related to the NICEC Statement. This could include, but is not confined to, papers focused on policy, theory-building, professional ethics, values, reflexivity, innovative practice, management issues and/or empirical research. Articles for the journal should be accessible and stimulating to an interested and wide readership across all areas of career development work. Innovative, analytical and/or evaluative contributions from both experienced contributors and first-time writers are welcomed. Main articles should normally be 3,000 to 3,500 words in length and should be submitted to one of the co-editors by email. Articles longer than 3,500 words can also be accepted by agreement. Please contact the relevant issue co-editor(s) prior to submission to discuss the appropriateness of the proposed article and to receive a copy of the NICEC style guidelines. Final decisions on inclusion are made following full manuscript submission and a process of peer review.

MEMBERSHIP

Membership of NICEC is also available (£75 pa or £50 pa for full-time students). Members receive the journal, free attendance at NICEC events and other benefits.

For information on membership, please contact: membership@nicec.org

COPYRIGHT AND DISCLAIMER

Articles are accepted on the condition that authors assign copyright or licence the publication rights in their articles to the National Institute for Career Education and Counselling (NICEC). An important goal of NICEC is to encourage freedom of expression. Individual viewpoints expressed in the journal do not represent NICEC as a whole.

PUBLISHER

The *Journal of the National Institute for Career Education and Counselling* is published in partnership with the CDI by: National Institute for Career Education and Counselling (NICEC), The Lodge, Cheerbrook Road, Willaston, Nantwich CW5 7EN.

www.nicec.org

EDITORIAL

- 2 Overview of this issue
Pete Robertson

ARTICLES

- 3 The impact of COVID-19 on career
Tristram Hooley
- 13 'How do I get hired?' Early career individuals' employment strategies during the COVID-19 pandemic
Rochelle Parks-Yancy and Delonia Cooley
- 24 Career development during COVID: Increased migration aspirations of South African University students
A. J. Albien and T. A. Beppo
- 31 Meeting the career development needs of single parents
Elsa R. Olaru and Emma Bolger
- 40 Decolonising career guidance: Experiences of female BAME career guidance professionals through the lens of intersectionality theory
Vaidehi Ranavaya
- 48 Opportunities and risks in the use of AI in career development practice
Marianne Wilson, Pete Robertson, Peter Cruickshank, and Dimitra Gkatzia

NEWS

- 58 Call for papers
- 59 Forthcoming events

Overview of this issue

Issue 48 marks a landmark in the evolution of this Journal. We have moved to an open access platform for electronic format. This means the Journal will be freely accessible to all via the internet. The Journal is now hosted by the Open Journal Systems (OJS) platform. Current issues and the full back catalogue will be available and searchable. This includes issues in the period 2000-2010 (Issues 1-25), when this publication went under its previous name of *Career Research and Development: The NICEC Journal*. We hope that open access will bring the work of NICEC Fellows to a wider audience. We will continue to offer opportunities to career development practitioners, research students, and new voices in the field, to publish alongside established academics.

This is an open call issue, attracting submissions on a variety of topics. We have prioritised contributions that address the unavoidable issue of the impact of the COVID-19 pandemic on careers, together with articles addressing other themes of contemporary change, and current concern.

It is difficult not to understand COVID through the lens of one's own experience. Whilst some experiences may be shared, to a large degree people's socio-economic status determined the impact of the pandemic on their lives. For some, predominantly the professional classes, work continued unabated, shifting to the home environment. For others COVID destroyed livelihoods, or jeopardised income security. Some work cannot be done at home and 'key worker' groups had to expose themselves to risk of infection by continuing in the workplace. And some, notably health workers, had dramatically increased workloads.

The effects of the pandemic are at once subtle and far reaching. The relationship between work, technology, time, and space has been disrupted. To some extent, COVID has accelerated pre-existing social and industrial changes. Its impact has been global, and this is reflecting in our international selection of articles. Crucially the effects of COVID cannot be understood in isolation from other factors and trends that it is

entangled with. As result this issue also addresses some other contemporary social and technological issues.

We start with **Hooley** who offers an overview and personal reflections on the impact of COVID on careers, locating it in a socio-political context. This article provides a big picture within which we can frame our conversations on recent global events as a shaper of career development.

Parks-Yancy and Colley take the conversation to the USA, and present evidence of the challenges faced by jobseekers during the pandemic. The way in which jobseekers present themselves to employers in a difficult labour market becomes critical to their success.

Continuing international perspectives, **Albien and Beppo** describe a study into the aspirations of South African students, in a difficult labour market. They demonstrate that COVID has influenced young people's migration intentions.

Returning to the UK, **Olaru and Bolger** explore the career development experiences of single parents, acknowledging that the challenges they face have been intensified by COVID.

Ranavaya explores the experiences of BAME (Black, Asian and Minority Ethnic) career development practitioners. This is an under-researched topic, seen here through the contemporary lens of decolonisation.

Finally, **Wilson, Robertson, Cruickshank and Hall** explore the potential and the pitfalls of artificial intelligence technologies for career development services. They highlight some of the ethical issues that these emerging technologies present to the profession. This article was edited by Lyn Barham.

Pete Robertson, Editor
