

Present: Avril Hannon (PSC Chair), Elaine Newell, Vicki Love, Lydia Lauder, Lisa LaRue, Ciara Bomford, John Walker and Mark Fox,

In attendance: Claire Johnson.

1. **Apologies:** Hannah-Courtney Bennett, Mark Yates, and Luisa Moreno, Elaine Watson

Elaine Watson's term on PSC concluded in November. She was offered the opportunity to remain on PSC during the interim arrangements but sadly due to family illness she has decided to resign from PSC.

2. **Declaration of Interest:** None.

3. **Action Notes from 2nd December 2022, true record and Matters Arising**

The Action Notes were agreed as a true record. Claire provided a brief update on the Action Points not covered elsewhere on the agenda, as follows:

Page 3. All current PSC members due to complete their term during 2022 have agreed to continue on PSC for the interim period. As there are currently no PSC reps for Scotland and Northern Ireland it was agreed that if a view is needed on the Scottish or Northern Irish perspective in relation to the work being undertaken by PSC that these can be sought from Peter Robertson as the CDI Project Associate (Scotland) and a relevant CDI member in Northern Ireland.

Page 4. Following the suggestion in the Constituency Report from Lisa, the CDI is developing a webpage on digital tools: title/brief summary/use in the sector: Linked to CTRL assessment of digital confidence. This will be promoted in News by Email and Career Matters in April and members encouraged to send their suggestions for additions to this list. Lisa gave an example of a transcription tool she is using called <https://otter.ai/> and Claire will add this to the list.

Page 4: Mark replied to Lydia's question and said *we have found getting students to engage has been rather patchy at times this term, after expecting that face to face work would almost 'flood back' this semester, a lot seems to have remained online.*

Page 5. CDI Academy is looking at developing training relating to specific Level 6 units including the one on LMI and the six new units. Some training will be accredited and other training offered as Expert Training online, 2 or 3 hour sessions.

Page 5. Avril is awaiting a reply from Deirdre Hughes about the Chatbot article.

Page 5. Supervision Training rescheduled to April 25th and 26th due to poor take-up of the original dates.

Page 5. CM articles – John has produced an article on Challenging Clients for April Career Matters.

Page 5. Avril will thank participants for their contribution to the Pathways recordings by 11th March

Page 5. Claire is revising the Career Development Progression Pathway and associated webpages on qualifying to work/working in the sector/Register. The existing Pathways videos will be considered as part of this, and consideration given to whether the project could be developed to link to the Progression Pathway, as was envisaged when the project first started.

Action:

- To check with Ashley the availability of the video recordings undertaken by Elaine, Lydia and Ciara to see if the audio would be useful as a resource. **CLAIRE**

4. Update on EPSC Terms of Reference

Claire and Avril reported that the draft Terms of Reference had been discussed by CDI Board Members on 10th January. Two amendments have been made to clarify the EPSC voting rights of the HPD&S and the need for further work to be undertaken as part of the Governance work in relation to the voting rights and Board meeting attendance of the Chair of EPSC. It was also noted that there needs to be clarification on how Council members (Regional Reps) feedback issues in relation to ethics and professional standards to the relevant PSC rep.

Further discussion of the document by PSC members led to the following suggested additions to the Terms of Reference version 6:

Reflecting current practice issues and opportunities, page 2

Bullet point: Gathering feedback from members within respective constituencies on developments in professional practice, as well as the professional standards and ethical challenges faced by practitioners. TO BE CHANGED TO:

Act as a point of feedback from members and Council members on developments in professional practice, as well as the professional standards and ethical challenges faced by practitioners.

Expectations of the EPSC Chair, page 3

ADD IN as a further bullet point: Chair the overall co-ordination of the judging panels for the UK Career Development Awards.

Meetings, page 4

CLARIFY the bullet point: The role of secretary for the EPSC meetings will be part of the Honorary Secretary/Honorary Secretary Elect role, subject to that change being agreed. To make clear that the Honorary Secretary/Honorary Secretary Elect would be present at EPSC meetings "in attendance" to provide the secretary role and not in their role as a CDI Board member.

Action:

- To make these changes to draft 6 of the Terms of Reference and send to Avril, David Morgan and Monica Lemecha for consideration and action. **CLAIRE**

It was also decided that adding the email addresses of PSC members to the relevant Governance page on the CDI website would help members to communicate with the relevant PSC rep. The suggestion was also made that a reminder in News by Email a month before each PSC meeting would encourage members to communicate with the PSC rep in order to inform the Constituency Reports.

Actions:

- To check that absent PSC members are happy for their email addresses to be included and then add all relevant mail addresses to the website. **CLAIRE**
- To check with Susan Buckley if the email addresses of all Reginal Reps can be added to the website. **CLAIRE**
- To ask David Morgan to include reminder in News by Email. **CLAIRE**

5. Update on Governance Paper

Avril reported that it was agreed by a vote from the membership at the CDI AGM on 10th December 2021 that in order to provide stability to the Finance Sub-Committee which Craig Garton chairs that he can remain on the Board for a further year without the need for re-election but at the end of this year there would need to be an election as this is an elected position on the Board. This is in line with the extensions to terms of office for other Board members and PSC members.

Claire reminded everyone that recordings of the AGM and the Installation of the new CDI president, Carolyn Parry are available on the CDI website.

<https://www.thecdi.net/CDI-National-Conference-2021>

6. PSC Paper presented to the AGM

A paper on the work of PSC during April 2020 to March 2021 was presented by Avril at the AGM and was well-received by members. This paper had previously been circulated to PSC members with the Action Notes from the December PSC meeting.

7. CDI Code of Ethics – case studies/member support needs

Papers relating to this item had been circulated prior to the meeting to PSC members. Avril thanked John and Lydia for their work in looking at the existing Ethical Case Studies. John and Lydia thanked all PSC members for the work they had done in looking at the case studies in terms of continued relevance and accuracy of information. They explained that having applied a traffic light system based on a currency of 3 years and the new equality impact assessment framework proposed by John, Emma and Lydia that of the 12 case studies there are 3 that do not require some or significant work to update them.

The case studies that do not require further work are those relating to: Continuous Professional Development; Work with Challenging Clients and Discussing Weight in a Careers Discussion.

Actions:

- To move these three case studies to the members' only CPD resources section of the website so that they can be used by CDI Student members and other members as required.
CLAIRE
- To remove all Ethical Case Studies from the CDI Governance page and add a statement to say that three of the original case studies are now in the members' only section and that a survey of CDI members will be undertaken during Spring 2022 to determine the need for and format of case studies which could replace those that were written originally. To include a link to the survey.
CLAIRE
- To advise QCD Centres that the above actions have been taken as the original case studies were often used by QCD students.
CLAIRE

Discussion included: the potential need for and format of case studies; consideration of the fact that most ethical principles can be applied to an ethical dilemma; there are no right answers to an ethical dilemma; should the resources focus on how the Code of Ethics supports professional practice; some principles are cross cutting, e.g. equality and accessibility; different principles affect different practitioners depending on their own experience and context; who will be the audience for any case

studies – do these need to be different for students, new practitioners, experienced practitioners?; many members aren't currently aware of the case studies; of those who are aware, some think they are too long and too academic; any resources need to appeal to the whole membership not just those who are Level 6/SCQF Level 11 and above qualified.

Following this discussion, it was agreed by all PSC members that a survey of CDI members to determine their needs for resources to support their ethical practice would be needed.

Actions:

- To meet to draft survey questions and send these to Claire by 22nd April. **LYDIA & JOHN**
- To ask David Morgan about the timing of the next Big Listen Survey. **CLAIRE**
- To send Lydia and John the questions from the last Big Listen Survey. **CLAIRE**
- To speak to Susan Buckley and David Morgan about promoting the survey to encourage completion. **CLAIRE**

Aim to send the short survey out late April/early May with no more than a month's deadline to allow time for analysis of the results by John and Lydia before the next PSC meeting on 28th June.

8. Constituency Reports

Avril thanked everyone for their time in producing the reports. She asked that future reports highlight anything that PSC could consider and take forward.

Lisa provided some additional information relating to history of the private practitioners' group, steering group and peer support group which had been sent to her after she had submitted her constituency report. She said that these groups were now disbanded due to dwindling attendance and that different ways of taking this work forward were being considered.

Other points raised in relation to the constituency reports were:

- Some practitioners are finding that 45 minutes for personal career guidance interviews is now possible, due to the statutory guidance, whilst others are still struggling to have this time allocation.
- The shortage of career guidance professionals and poor pay remains an issue. Claire mentioned the last Big Listen Survey and the fact that statistics and information from this are being used by David Morgan to lobby government officials and in his role on the Careers England Recruitment and retention Committee.
- As requested by the CDI, Kieran Gordon from Careers England, provided contacts for staff to speak to QCD students about working for the National Careers Service. Vicki Love reported that CXK is now offering NCS placements to students from Canterbury and Christ Church University.

9. Update of CDI Fellowships and UKCDA judging

Avril reported that the Fellowship judging panel has met and decisions have been made. PSC members confirmed that their judging panels are now underway for the UKCDAs.

10. CDI Professional Development Update

Claire provided an update based on the paper circulated to PSC Members before the meeting.

11. Centenary Celebrations

Claire explained the plans for the Centenary Celebrations at Blists Hill on Saturday 18th June 2022. Further details can be found at: <https://www.thecdi.net/100years> Booking will open shortly. She also mentioned the possibility of an event for former Presidents of CDI founding organisations and CDI Fellows to be held in the Autumn.

12. Any other Business

Mark Fox asked about the CDI marketing of Regional meetings as he had attended a recent meeting which had been poorly attended. Following further discussion with Mark after the meeting, Claire is taking this to a CDI Managers' meeting on 8th March for further discussion regarding the marketing of these meetings and the legality of sharing email addresses of members in the different regions with the relevant regional rep.

13. Date of next meeting

Tuesday 28th June 2022, 9.30 am to 12.30 am.

Agenda items to include:

- Feedback on the member survey on CDI support for improving ethical practice
- EPSC Terms of Reference
- Feedback on judging UK Career Development Awards and Fellowships process and Centenary Celebrations

Claire Johnson. Head of Professional Development and Standards 5th March 2022.

Appendix

CDI Professional Standards Committee: Constituency Reports, 4th March 2022

1. Professional Constituencies

Career education/leadership in schools/college/HE: Elaine Newell and Mark Fox

Elaine Newell

I have included information in two areas – the Levelling Up White Paper and the CEC online modules for Career Leaders.

Levelling Up White Paper: 10th Feb 2022

A couple of links to information (in general) on the Levelling Up White Paper

<https://www.gov.uk/government/publications/levelling-up-the-united-kingdom>

<https://www.theguardian.com/inequality/2022/feb/02/what-does-the-levelling-up-white-paper-say>

Points of interest for Careers Professionals

- No new funding for schools
- New 'UK National Academy' planned to stretch learners 'beyond the curriculum'. Will support students from all backgrounds and areas - *'The new academy will 'harness cutting edge technology to ensure geography and income is no barrier to being academically stretched beyond the curriculum'*

Developed with experts and taught by a diverse range of expert teachers, the academy will be made available on line to support the work of schools.

It will be fully funded and used by choice – based on the views of Head Teachers, teachers and parents.

- A ‘national mission’ to ensure 90% of children leaving primary school in England are reaching the expected standard in reading, writing and math’s by 2030
- Fifty-five ‘education investment areas’ have been announced. These are generally the areas with the weakest educational results in England. They will be prioritised for “new elite sixth-forms”, while underperforming local schools could also see themselves moved into academy chains

Also, in these areas, teachers will be offered retention payments to encourage them to continue teaching in local schools. NB previously introduced under a ‘career payments’ scheme launched by the Department for Education in 2019 but scrapped a year later

Proposal of ‘specialist’ 16-19 Free Schools, with no ‘elite’ requirement: DfE will encourage bids to run these but will be modelled on existing schools

- A consultation on serial ‘Requires Improvement’ schools (if have 3 consecutive RIs) joining multi-academy trusts
- Funding for National Citizens Service for the next 3 years and offered to all state schools. NCS will move from its flagship residential offer over the school holidays to a year-round scheme expected to allow young people the opportunity to take part in residential breaks, community schemes and online training.
- Wider roll out of Local Skills Improvement Plans – pilots end in March

People may not be aware that **Careers and Enterprise Company has some free online learning modules** (in partnership with the University of Huddersfield).

<https://www.careersandenterprise.co.uk/careers-leaders/careers-leader-training/online-learning-modules/>

1. Careers Leader Induction

The Careers Leader Induction online learning module is designed to provide foundation knowledge and understanding of key elements of Careers Leadership
2-4 hours to complete.

Not accredited but it may be useful for Careers Leaders who are unable to access an ‘full’ programme, for whatever reason or who would like to dip their toe in the proverbial water.

2. Governors: Careers Awareness

The aim of this module is to equip Governors with the knowledge needed to support and challenge, so that all students receive high quality careers education

3. Education Leaders: Careers Awareness

The aim of this module is to support Education Leaders to explore the value of careers education, both in terms of the benefits for young people and for its contribution towards meeting school, special school and college strategic priorities

And 'coming soon'

Providers: Careers Awareness

The aim of this module is to allow providers to understand how they can effectively contribute to the progressive careers programmes of schools, special schools and colleges

Mark Fox

Some interesting observations from school and college advisers about their work with young people this term, starting with the challenges:

1. More students seem to be looking at college now rather than staying at school, though many who want to stay at school will not have the grades to do so
2. Many schools have not had on-site visitors for two years now and this has severely affected both the knowledge about career options and the confidence to pursue them
3. Extra resource has needed to go into helping students make post-16 applications in the absence of talks, visits and tasters from colleges/apprenticeship providers
4. The value of careers guidance still varies massively from the wider school and college staff – some see it as vital at this time, for others it is about catch up curriculum
5. The effects of lockdown have varied hugely – many young people have struggled but for some where school is not their preferred place to be they have thrived (perhaps a comparison with adults wfh?)
6. More wellbeing group sessions are needed now for undergraduates, especially those in their final year with very little experience of the workplace before their first job applications
7. Current Year 13s have not taken external exams since their SATs in Key Stage 2 and are nervous about the exam process
8. Careers education and personal development are now very closely aligned
9. The Careers Adviser role is now much more tech-focused and requires knowledge of online interviewing, social media and posting relevant info/resources on websites
10. Many young people 'outside the system' feel they have had very little support from their school to move on after Year 11
11. Too many students are confused about who their careers adviser is, what is their background and what is a personal guidance appointment
12. The Year 11 interview process this year has been very drawn out
13. More students are saying things like 'I'm just going to get a job/apprenticeship', struggling to see the point of their education
14. More young people want decisions made for them and have lost their sense of independence
15. The key challenge is still having the time to give all the support currently needed

Key positive points mentioned:

16. Face to face visits are starting up again and students are responding well to this
17. Students are always grateful for the 1:1 guidance appointments which are recognised as very positive and helpful – they have 'boosted morale' and given hope
18. Some teaching staff do see the value of personal guidance at this time and in some cases make more referrals to the careers adviser than the careers leader

19. More schools are commissioning personal guidance and there is less argument about the length of interviews since the statutory guidance finally gave a recommended length of 45 mins
20. Face to face work between colleges and schools means we can return to the myth-busting which can only take place properly in person

Career guidance/coaching in the private sector: Lisa LaRue and Hannah Courtney-Bennett

- There is a growing demand for ‘Career Counsellors’ evidenced by [LinkedIn data](#) (see #8). Coaching associations are also reporting a rise in demand for professional coaching generally with more coaches moving into the career coaching niche since the pandemic. Continuing to promote RCDP status will help us stand out from the crowd in a massively growing market.
- Private practice community are interested in seeing ethics case studies that feature dilemmas they might face in private practice
- Private practice community acknowledges the need for professional supervision to support ethical and professional practice as well as supporting their own career development needs
- Update on Private Practice Peer to Peer meetings – they are on hold for now due to low attendance and members are exploring ways to continue supporting the constituency

Career guidance/coaching in the public sector including educational establishments: Mark Yates Luisa Moreno – no report available as Luisa is away from work.

Mark Yates

- School, college and university students -massive increase in mental health issues, which is noticeable in the work
- Related to this, a really noticeable interest in psychology/mental health careers is coming up from students in school/college
- More schools are making contact about the possibility of guidance work, there seems to be a lack of qualified advisers with capacity to pick up more work.
- Higher Apprenticeship: Career Development Professional – first person has passed.

Professional development including training/research/sector development:

Lydia Lauder

1. **Embedding a continuous improvement approach to practice.** For example, recent OU training included providing:
 - An understanding of the principles, theories and process of Continuous Improvement.
 - Understanding and usage of the tools of Continuous Improvement.
 - Adopting a growth mindset for Continuous Improvement – looking at the skills and aptitudes needed for engaging in evidence based practice and how this ties in with attitudes for personal, team and service development.
2. Work on **equality, diversity and inclusion with a focus on narrowing awarding and progression gaps for black, minority and ethnic students** and those with **mental health** needs. Applying this in staff-facing, student facing, employer engagement and data-driven strategies. Work undertaken across HE in this space and particularly involving student voice,

including partnership working with BAME students. Recent OU careers service Focus Group with BAME students has been run and explored the following themes:

- How does your ethnic background influence BAME students and alumni career thinking and progression needs?
- Exploring and securing careers resources to ensure that they are appropriate for BAME students and alumni.
- Increase BAME student and alumni engagement to enhance retention and awarding on modules and qualifications.

Findings are being shared via a poster at an upcoming Employability Conference between OU and Nottingham Trent University. <https://www.open.ac.uk/employability-conference/> 'Employability Conference 2022: expanding the narrative for a rapidly changing world - continuing the conversation'.

John Walker

1. Feedback from a number of careers organisations on supporting adult guidance in relation to new government contracts. Seems to be a demand for support and training on assessment and working with adult clients with barriers to education, training and employment.
2. Seems to be a growing interest in apprenticeships for CDP with a number of providers looking to increase staff number and looking for professionals qualified in careers guidance
3. Feedback from career leaders has been that they really like the CDI framework and want to expand their knowledge and how they might use this in their own schools and colleges.
4. Working with parents and carers is a theme that has come out of a recent series of conversations with schools. Schools are worried about the lasting impact of the pandemic and students' confidence and motivation and see parents and carers as significant within post pandemic solutions to this. Year 9 students in relation to options and choices seem to be "all over the place" in the words of one deputy head

2. National Constituencies

Northern Ireland: Vacancy **Scotland:** Vacancy

England: Vicki Love

No items to report back on a constituency level but I continue to raise the concern many members feel about the challenge of providing quality CIAG within outcome driven contexts. Little can be done on an individual or it would seem an organisational level where competition exists with regards to bidding for government funded contracts. The CDI has been playing a vital role in trying to lobby government in this regard and it is crucial that this continues and where possible intensifies in circumstances where quality of service is compromised.

Wales: Ciara Bomford

- **New Working Wales Programmes:** March sees the launch of two new Welsh Government funded programmes, ReAct Plus and Jobs Growth Wales Plus. These programmes will extend the benefits of the programmes to a wider range of people, improving access to training and career guidance. ReAct Plus focuses on adults, and extends the support previously given to people facing redundancy to a wider range of adults who would benefit. Jobs Growth Wales Plus focuses on 16-18 year olds who are NEET, with improved support and access to various forms of work experience. More information is available at:

[job-growth-wales-programme-specification.pdf \(gov.wales\)](#) Careers Wales has a central role in both programmes, providing career guidance and referral.

- **Speech and Language Awareness Training:** Welsh Government have specified that all advisers working in the employability sector should be trained to recognise speech and language issues, and offer appropriate support. All Working Wales Careers Advisers in Careers Wales will do this training in March 2022.
- **First Cohort of Trainee Careers Advisers on new Level 6 Diploma:** The first cohort of trainee careers advisers have now started on the new level 6 Diploma. They will be undertaking new units that cover using digital technology in the career sector and working with clients to develop employability skills.