



Professional Standards Committee Meeting Agenda
Thursday 16th September 2021
1 pm to 4 pm
Action Notes

Present: Avril Hannon (PSC Chair), Elaine Newell, Vicki Love, John Walker, Lydia Lauder, Mark Fox, Lisa LaRue, Hannah-Courtney Bennett, Luisa Moreno and Ciara Bomford.

In attendance: Mark Yates, David Morgan, Nicki Moore until item 4 and Claire Johnson.

Apologies: Elaine Watson and Finneen Bradley.

(Elaine's term on PSC concludes in November and due to family illness she will be unable to attend further meetings).

Resignation: Emma Bolger has resigned due to other work commitments

Avril asked for thanks to be expressed to Emma Bolger, Elaine Watson and Mark Yates for their valued contributions to the work of the Professional Standards Committee and hopes that Mark will stand again for election. John Walker's first term concludes before the December PSC meeting and he has agreed to be "in attendance" for that meeting and is encouraged to stand for re-election as he too is a valued member of PSC.

Declaration of Interest: None.

1. **Introductions:** As this was the first PSC meeting attended by David Morgan in his role as CDI Chief Executive, introductions were made.

2. CDI Strategy

David Morgan explained that a team of Board members (Dave Cordle, Carolyn Parry, Monica Lemecha, Kath Wright and Nicki Moore) and Jo Thorniley and Claire Johnson from the CDI staff had worked with him to develop the draft CDI Strategy 2021 to 2025. Having presented the Strategy to groups of CDI members and interested parties he now wished to find out the thoughts of PSC members. He explained that as the Strategy is still draft that he would not circulate it until after the Board has approved it in October. Overall the Strategy was well received by PSC members and David thanked everyone for their comments and insights.

David's PowerPoint presentation covered: Purpose, Vision and Mission. Strategic Statement.

Strategic Pillars: Broadening membership; Strengthening standards; Influencing change and Working for a fairer future.

Strategic Enablers: Growing funds for investment and Organising for growth.

Values.

Key performance Indicators.

3. Chartered Status: progress and next steps

The Executive Summary covering a summary of the findings of the scoping research undertaken by iCeGS on behalf of the CDI and a PowerPoint presentation produced by Nicki Moore had been circulated before the meeting to PSC members. An article, written by Nicki will be published in the October edition of Career Matters and asks the question, Should Career Development be a Chartered Sector?

Nicki emphasised the fact that chartered status would be for the whole career development sector. This means that all parts of the sector would need to collaborate and that the whole process of engaging partners in conversation, agreeing the way forward strategically etc. could take up to ten years and that there is no guarantee of success. Achieving chartered status does not affect pay and conditions.

The work outlined in the proposed CDI Strategy aligns with the work that would need to be undertaken on working towards chartered status.

Nicki said that there are many questions which will need to be addressed, first but not least:

- What does the CDI hope to achieve by petitioning for Chartered status?
- How would becoming a Chartered body build on the current arrangements for professional registration and improve public perception?
- How might individual Chartership sit within a framework of progressive, professional recognition?

The CDI Board has agreed the next steps of:

- A detailed research activity which explores stakeholders views to be undertaken by iCeGS.
- An audit of the CDI current position against the Privy Council requirements.
- In creating a stakeholder group to guide the research, we will invite members of the PSC to be involved.

Once these stages have been completed, the Board will make a decision about next steps.

PSC members agreed that there is a lot more to achieving chartered status than originally thought. Comments and questions included:

- how will other partners react to the CDI taking the lead?
- the need to influence policy makers on the journey towards chartership
- would the sector achieving chartered status be in the interest of all UK governments/assemblies?
- this work provides an opportunity for greater collaboration across the sector
- likely increase in membership fees may not be sustainable for employers who pay for bulk membership
- could similar benefits be achieved without the need to achieve chartered status?
- the work needed to achieve chartered status would benefit the sector even if the decision was taken not to petition for this.

4. Action Notes from 10th June 2021, true record and Matters Arising

The Action Notes were agreed as a true record. Due to agenda time constraints Claire did not provide a verbal update on the Action Points but a written summary of these is provided below:

- BAME student group and main consultation/advisory group – David has taken over coordinating
- Expert training sessions for Supervisees and Supervisors will be delivered by Rachel Mallows and John Walker on 27th and 28th October
- Career Matters (CM) photos, encouraging use of photos of “real” people would need permission in writing to use these
- Avril has written to Deirdre Hughes about writing an explanation of Chatbots but is yet to receive a reply.
- Novated Legacy Fellows all notified, article in October CM
- Digital ideas fed through to new Events and Training Manager, Juliette Knowles by Claire.

- Claire has not yet spoken to Michael about #Weare digital. More thought needed about this and the CDI's digital work
- CM articles - John's two CM articles deferred to January (Challenging clients and strategic thinking)
- Avril (Legacy Fellows) and Finneen's articles (QCD UWS students) produced for October CM
- Claire and John talking about strategic development for career development professionals – October
- News by Email has been revamped
- Claire's CM article in October had a broader all levels/all job roles focus
- Mentoring Scheme now planned to run from early 2022
- AGCAS contacts – Lydia picking this up again with AGCAS via their Employer Engagement Task Group as a possible project for 21/22
- News by Email on EDI scenarios – waiting until Case Study work is decided
- CDI Year of EDI? Broader focus for 2022 will be 100 year anniversary but EDI will also feature in what we do.
- How to support wellbeing of members. No items sent by PSC members to Claire. Item in News by Email – no time at the moment for this due to other priorities but will plan it in for 2022.
- CPD Newsletter ideas sent to Lyn Barham by Claire.

5. Questions on the Constituency Updates

As agreed, all PSC members had produced a brief written report about their constituency and these had been circulated prior to the meeting. PSC members agreed that there is no need for each rep to talk through their points again but that it is useful to provide any updates and to answer any questions posed by other PSC members. The reports appear as an Appendix to these Action Notes and the additional notes provided by PSC members during the meeting have been added in italics.

Actions:

- To reinforce the CDI recommendation of 45 minutes for personal career guidance interviews in his article on the new Statutory Guidance in October Career Matters. **DAVID**
- To follow up her email to Paul Chubb (Quality in Career Standard) asking if anything can be added to the assessment criteria. **CLAIRE**

Here is the link to [Take control of your career - OpenLearn - Open University](#) mentioned in the constituency report from Lydia Lauder.

6. CDI Professional Development Update

The report had been circulated prior to the meeting. If any PSC members have any questions about this, please email Claire.

7. CDI Code of Ethics Case Studies

Avril thanked everyone for their work on these to date and assured everyone that no work will go to waste.

Actions:

- To be the main agenda item at the PSC meeting on 2nd December. **CLAIRE**
- To add caveat to the website that the case studies are being revised (Done). **CLAIRE**
- To meet with Lydia and John late September to plan the way forward concerning

the case studies, the Framework and the use of the Equality Impact Assessment table.

AVRIL

- To send any thoughts on the process to Avril.

ALL

8. Update on Pathways in Careers

Avril explained that the aim of these videos was to attract people to the sector and also show those already working in the sector the breadth of roles available. They could also be used to enhance the visibility of those people working in the sector who are from BAME communities as well as people who have disabilities.

Having originally been told that there was no CDI budget for this work to be recorded professionally the recordings had been done using Zoom. Issues such as poor lighting, sound quality and non-standard background meant that although the content was good the quality meant that they could not be used. On reflection the use of the interview approach had not been entirely effective and it may be better for a piece to camera approach to be used for future recordings. Avril thanked the sub group members, Lydia, Emma, Elaine W and Ciara for their work on this.

Actions:

- To contact the participants involved in the recordings to thank them for their input and explain the reasons for this work not being used.
- To discuss with the new Marketing and Membership Manager, Susan Buckley a possible way forward and if anything from the current recordings could be used as audio only.

AVRIL

DAVID/CLAIRE

9. Any Other Business - None

10. **Dates of next online meeting:** 2nd December 2021, 9.30 am to 12.30 pm.

Agenda items to include:

- CDI Code of Ethics Case Studies
- Arrangements for PSC Elections
- Judging UK Career Development Awards.
- CDI Fellowships (Panel – 3 PSC members and 3 Board members)

Future meetings. Date in February tbc. Could possibly be a hybrid meeting as some PSC members unable to attend in person due to employer policies regarding the need for face to face meetings.

Claire Johnson. Head of Professional Development and Standards 26th September 2021.

Appendix

CDI Professional Standards Committee: Constituency Reports, 16th September 2021

1. Professional Constituencies

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

Elaine Newell (based on a straw poll from Elaine's network)

Key points:

- All schools and colleges are hoping that this academic year looks more like a 'normal' pre-pandemic year.
- However, much is still 'up-in-the-air' – with many plans tentative; likely to still be a mixture of face-to-face and virtual activities/events.

'Basically, we're planning for everything but keeping detailed planning to nearer the event' (Sixth Form College)

'The Headteacher is very keen for students to experience as much "normal" as possible but recognises that it needs to be done sensibly and that everyone involved needs to be comfortable with it' (11-18 school)

- There is a recognition that at least some virtual activities/events may continue for *positive* reasons including increasing accessibility.

'We'll still offer interviews through Teams, the phone etc., however is best for the client' (FE College)

'We felt our virtual offerings were very strong last year so are planning for 'real life' events but are prepared to host them virtually' (Sixth Form College)

'The development of online platforms such as TEAMS has been very beneficial and means that we have scope to offer even more opportunities to our students, especially when guest speakers, universities or employers are a long way from X and travel is cost/time consuming. In these situations, we will continue to utilise TEAMS and provide career learning opportunities via this format' (Sixth form College)

'The online talks gave students the option to log into different talks (to reflect their areas of interest) (11-18 school)

- Face to face guidance and group sessions for own students, inside school/college, seems to be back on track but still some resistance to having outside people coming into school/college.
- Some examples of still working in bubbles e.g. rather than a large-scale careers fair, having an event aimed at individual departments.
- Schools/colleges are particularly keen to get 'real' work experience back. Virtual work experience last year was seen as a very mixed bag in terms of quality and impact with some organisations seen to be taking the opportunity to cash in and providing little of value. However, there is still some hesitation by employers to return to real work experience.

'Work experience wise we're supposed to be delivering actual placements for Years 10 & 12 but the company we contract with to support the programmes is not signing up to anything right now and have asked us to wait till the end of next month to see where they're at with employers committing to offering work experience - I have a feeling it may well end up being a mix of virtual and actual' (11-18 school)

- Universities, on the whole, are running Autumn 'open days' virtually.

'To summarise, "real life" encounters of careers are more engaging and our preferred method of careers exploration, but our students will receive a hybrid of both physical and virtual opportunities and this is likely to remain in place even when the pandemic is over' (Sixth form college)

Mark Fox

- All 38 LEP areas to produce a strategic plan for careers hubs aligned with local/regional skills plans
- A focus on inclusion – engaging the disengaged and low-scoring schools on Compass evaluations
- Central role for employers working with schools and maximising Enterprise Adviser engagement
- Promoting technical education routes to all students
- Elevating status of Careers Leaders
- Creating a new Careers Leader Community of Practice
- Ensuring SEND institutions have high quality careers support
- Creating a 'system change' in careers that is sustainable and self-improving
- *Much more reporting and scrutiny of Compass+ data. (Carl Grimes has central C&EC role)*
- *Central C&EC training to enable the sharing of plans*
- *New strategy for LEPs and Careers Hubs aligned to Local Skills Plans.*

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

- **Peer Support for Private Practice (PS4PP) – Virtual meetings**

There has been a drop-off in numbers so they are trialling a move away from evenings to a lunch time timeslot to accommodate those who are unable to make evening meetings as it was felt it imposed on family time. The next meeting is on Tuesday 14th September at 12.30 pm and bookings can be made via the CDI website <https://www.thecdi.net/Skills-training-events/peer-support-for-private-practice-ps4pp-virtual/10442?Occlid=18562> The meetings will run in this new timeslot monthly until the end of the year at which time they will re-evaluate. *Debbie Dymock has taken over hosting of the group which was previously hosted by Mark Rice and there will now be a rotating chairing of the group.*

Lisa likes the short video produced by David Morgan on how a career coach helped him in his move to the CDI.

- **LinkedIn Private Practice Community of Interest**

We are still welcoming new CDI members to the group (currently have 382 members) and there's been greater engagement which is fantastic. Members consistently remark at how useful they find this online community to ask pressing questions and to gain input from other members on issues unique to those in private practice. Lisa LaRue is a group manager and has a question around how

we manage these online communities to ensure only CDI members benefit from this member benefit. While we vet members before admitting them to the group, how do we ensure that only current CDI members remain in the group? How do we manage this issue in the main CDI Members LinkedIn group? (E.g. does someone at the CDI check membership of members on a regular basis?)

Claire replied that membership is checked before someone is allowed to join the group and that lapsed members are checked on a monthly basis.

Career guidance/coaching in the public sector including educational establishments: Mark Yates and Luisa Moreno

Luisa Moreno

- SDS delivered the Results Helpline in Scotland for 2 weeks from 10th August. The 0808 100 8000 number/details of how to speak to an Adviser was included with all SQA certificates sent out in Scotland (approx. 145,000 candidates). Call volume reduced this year, as anticipated, as a result of pupils receiving predicted grades at the end of June and engaging with support earlier than results day. The calls we did receive were of a longer duration, with more complex CIAG needs. For now, in Scotland, exams are scheduled for Spring 2022
- Face to face Careers Adviser engagement has resumed in all mainstream schools. Digital delivery will continue to complement provision
- Scotland's Careers Review ongoing. The next phase will ensure a clear focus on the future needs, aspirations and expectations of the service in the context of the future of work – how should career services change to meet the future needs of society

Mark Yates

- School work has returned to predominately face to face work now in schools. As with LM's update, digital delivery likely to be reviewed as to how its use could be utilised for the future too.
- AGCAS have published their latest Phoenix journal, which looks at how university careers services have used Technology to develop their provision over the last year. It is definitely worth a read - <https://www.agcas.org.uk/Phoenix>.
- T levels are being promoted more. There has been concern expressed about the proposed removal of BTEC funding, which may reduce student choice. There has been a government petition circulated to encourage the Dept. of Education to consider delaying this.

Professional development including training/research/sector development: Lydia Lauder, John Walker and Emma Bolger

Lydia

1. Continuing to diversify digital delivery channels

- Such as training needs for use of Teams – some demand for this from students.
- Issues of usage include: e.g., data protection in sending out links; chatbox access for all post the meeting / session; unable to track unique personal identifier data?

2. Action Planning:

- More need to develop this as the focus on equality, diversity and inclusion increases within institutions and the sector. (Recent AGCAS Conference focus on this). Eradicating differentials in levels of access, participation and success amongst varying student demographics. Effective action planning needed towards boosting student's confidence, resilience, motivation and their ability to succeed.

- More dynamic methods based on video such as use of Adobe Connect and Skype (sharing resources, white board etc) for collaborative action planning.
- Research into impact of action planning on end users i.e., OU students and triangulating the evidence base to improve practice against quality standards.

3. LMI Training

- **LMI Interactive Course on Open Learn** as part of the OU's Careers and Employability Services' (CES) response to changing career needs arising from the impact of the pandemic, a new learning activity.
- 'Take control of your career – A guide to Labour Market Information (LMI)' has been developed by CES in partnership with OpenLearn. The resource builds awareness, skills and confidence in using labour market information (LMI) to discover, explore and plan achieving personal and career goals.
- 'Take control of your career' empowers users to research, reflect and use LMI independently in making decisions about their study and career options.
- Videos, tips, tools are embedded in **interactive UK map**, which also directs users to key sources of national regional and international LMI to begin their research.
- X2 topics: Topic 1 breaks down what LMI is and why you'll benefit from using it. In Topic 2 you can explore interactive maps of the UK with LMI links for your preferred locations.

Emma

YXM130

Emma Bolger (UWS lecturer and OU Associate Lecturer/Consultant) has created a Career Guidance and Development pathway through OU module YXM130 Make your learning count: <https://www.open.ac.uk/courses/modules/yxm130> The route gives people the opportunity to follow a structured pathway through a suite of CGD-relevant OERs.

Doctoral Research

A number of CGD relevant PhD opportunities advertised over the summer: ICEGS (on diversity within our sector), UWS (dementia and career guidance) and Glasgow/UWS (Virtual models of working and the implications for CIAG).

Vacancies

Very healthy recruitment at present with students moving swiftly into employment with various employers post-qualification and vacancy numbers consistently strong at all levels.

John Walker:

- *Increased demand from people wishing to undertake the full Level 6 Diploma in Career Guidance and Development, perhaps as a result of the Statutory Guidance (July 2021).*
- *Working on a project for WECA looking at career-related learning for those young people in alternative provision who can have a disjointed experience of education.*
- *Cornwall Careers Hub really like the new CDI Career Development Framework.*

2. National Constituencies

England: Vicki Love

- **What actions could or should be taken to reinforce the CDI recommendation, endorsed by the most recent statutory guidance, with respect to the 45 minutes allocation for every personal guidance interview.**

The time allocation for personal guidance interviews is becoming an increasingly difficult issue for providers when contracting with schools to deliver CIAG services. One of our members, a schools team manager highlighted to me that that some of his schools only wanted to secure personal guidance provision of 20 minutes per individual. As I am responsible for supporting schools undertaking the Quality in Careers Standard in the Kent area (under the Investor in Careers Award (IiC) awarding body via Careers South West (CSW) he asked me to check what the CSW position on this would be. Their response to my question was the following:

'We support the CDI position on personal guidance. We accept that some young people will benefit from a career Information interview which is likely to be shorter in duration. We would follow the CDI recommendation within the Statutory Guidance and expect a personal guidance to be a minimum of 45 minutes. This would allow time to build a contract, explore the client's issues/careers questions and develop an agreed action plan. We see that for some young people a careers information interview might be appropriate, particularly as a follow-up and this is likely to be shorter with, may be, some action points rather than a full action plan'.

But the criteria do not incorporate timings and currently individual assessors are free to interpret the criteria in the Quality in Careers Standard flexibly in that respect. It seems that the valuable win that the CDI achieved in getting its recommendation for 45 minutes incorporated into the statutory guidance is not being maximised if schools are easily able to disregard it. It remains to be seen whether Ofsted will choose to reinforce the recommendation or not. Could or should the CDI seek amendments to the Quality in Careers Standard and what other measures could be taken to reinforce the guidance, to give members support either when commissioning or delivering CIAG services to schools?

Scotland: Elaine Watson

- **Skills Development Scotland - Career Review**

Since February 2021, SDS has facilitated the gathering of extensive evidence on Scottish Career Services. This evidence base will provide the necessary level of insight to inform the review and ensure that Scotland's Career Services meet the present and future need of Scotland's young people

The review will capture and respond to the views, needs and experiences of young people, parents, employers, teachers as well as experts in further and higher education.

It aims to ensure careers services are fit for purpose and future proofed and to provide recommendations for the implementation of all age career services across Scotland in line with [Scotland's Careers Strategy - Moving Forward](#) report.

The review will also look at best practice and innovation from across the world with the aim of presenting final recommendations to Ministers this December.

Scotland's Career Strategy: Vision

- For a world class, professionally led, aligned and flexible system of career information, advice and guidance (CIAG) services which delivers for everyone
- A system where people can expect a high standard of support that meets their needs when they need it most
- A system that is fully interconnected to ensure citizens access the right people and services, including employability and skills support.

Further details about background to the Review and timelines can be accessed here:

[Career Review | Skills Development Scotland](#)

- **University Careers Services – What will be the ‘New Normal’ for Career & Employability Services?**

As the autumn semester begins next week in many of Scotland’s HEI’s, it is a mixed picture as to how University Careers Services in Scotland will be delivering to students. While some lessons learned from the pandemic suggest that on-line delivery in some aspects of our work were effective, a question mark remains as to which aspects will remain virtual and which will return to face to face delivery.

Blended or Hybrid learning seems to be the best way forward for this Academic Year and further evaluation and review will follow.

Graduate Outcomes Survey results have recently been published and each University is currently reviewing the data and considering the key messages coming out of the survey and how this might influence future planning and delivery. The data for the 2018/19 cohort was collected during the pandemic. Overall, as would be expected, there was an increase in graduate unemployment and a 50% drop in the rate of graduates taking time out to travel.

- **[The impact of the Covid-19 pandemic on Graduate Outcomes 2018/19 | HESA](#)**

New data for the next survey is about to be collected so it will be interesting to view the results compared to the Covid cohort.

- **CDI Scotland - Facebook Page**

There has been a new Facebook page established for CDI Scotland members. At time of writing 141 members have joined the group. It would be good to see this group grow, and discussions develop.

Wales: Ciara Bomford

- Careers Wales have been developing assessment strategy and resources for the new Level 6 Diploma in Career Guidance and Development from OCR, ready to start with a small cohort in October.
- Recruitment will be low for the next 12 months as ESF funded Activate projects are now into the exit phase, and staff deployed to these projects will need to be brought back into core work at the end of the business year. The only posts being advertised are those where Welsh language is essential, as this is a skills shortage for us and we are obliged to service Welsh medium school in Welsh.
- A new leadership development programme for aspiring managers is being launched in October. 14 people will follow a two year development programme that includes training,

mentoring, stretch projects and work shadowing. Six people out of 30 from the last programme in 2018 have moved into management roles within Careers Wales.

- A programme of refresher training and coaching has been launched for Careers Advisers in Services to Young People, as a result of a quality assurance exercise carried out earlier in the summer.
- *Careers Wales will be the Gateway for the new Youth Guarantee.*
- *Careers Advisers now have target groups for interviews rather than offering blanket interviewing. Career Check questionnaires are used to determine the need for an interview and pupils can also request one.*

Northern Ireland: Finneen Bradley

1. N.I. Careers Service bulletins

The Careers Service provides up to date information about the different sectors of the Northern Ireland economy in regular bulletins and "newsflashes". Useful links and information on new updates are below.

[Careers occupational information | Department for the Economy \(economy-ni.gov.uk\)](https://economy-ni.gov.uk/careers-occupational-information)

Bulletins

- [Careers Occupational Information Unit bulletin - Manufacturing](#)
- [Careers Occupational Information Unit bulletin - Legal Careers](#)
- [Careers Occupational Information Unit bulletin - Life Sciences](#)
- [Careers Occupational Information Unit bulletin - Data Analytics](#)
- [Careers Occupational Information Unit bulletin - Software Technology](#)

Subject-based career guides

- [Careers Occupational Information Unit bulletin - Spotlight on Physics](#)

Newsflashes

The latest information on the following sectors:

- [Newsflash - Cyber Security in Northern Ireland](#)
- [Health and Social Care](#)
- [Social work and social care careers](#)

Labour market updates -Articles on job opportunities during the COVID-19 pandemic:

- [The fastest growing job types in Northern Ireland](#)
- [Online job postings trends 2021](#)

2. Skills Academies

Economy Minister Gordon Lyons launched a new FinTrU North West Assured Skills Academy offering 20 high quality training places for people with degrees.

The Assured Skills Academy will offer a four-week intensive training course with North West Regional College and Ulster University to develop core skills for the business services sector.

Participants who complete the training are guaranteed an interview for a role at FinTrU's NW Centre of Excellence.

Link to full article:

[Lyons announces latest FinTrU North West Assured Skills Academy | Department for the Economy \(economy-ni.gov.uk\)](#)

3. Careers & Wellbeing/mental health

The Careers Academy team are all trained in using the new Elemental platform as referral handlers. As we all know there is a very fine line between careers and counselling especially as learners can open up throughout a one to one. The team can carry out wellbeing assessment and signpost to the relevant department for support intervention. There is currently a project ongoing to see if this has an impact on retention.

[NWRC Student Support Platform | North West Regional College](#)