

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

In attendance: David Morgan, Monica Lemecha items 1-6 and Claire Johnson.

1. **Apologies:** John Walker, Mark Yates, Mark Fox, Luisa Moreno, Elaine Watson

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

Resignation: Finneen Bradley has resigned due to other work commitments

Avril asked for thanks to be expressed to Finneen Bradley and Elaine Watson for their valued contributions to the work of the Professional Standards Committee.

2. **Declaration of Interest:** Avril stated her personal interest in aspects of the Governance paper.

3. **CDI Governance: re-assessing governance structures for the future**

Monica presented the paper which had been circulated prior to the meeting. This covered:

- The reasons for re-assessing the governance structures;
- Board appointments;
- Honorary Secretary-Elect;
- CDI Council;
- Temporary suspension of the rules relating to the appointment (election) of PSC members;
- Clarification of the status of the Chair of PSC as a Voting Member of the CDI and the relationship with the Board.

Monica invited PSC members to give their views on the Recommendations contained in the paper.

On the point of asking the membership for any objections to Craig Garton remaining on the Board for a second three year term of office without the need for an election, PSC members advised that he should be asked to remain for a year and for there then to be an election. This would provide necessary stability to the Finance Sub-Committee, which Craig chairs, and would also be in line with the other, later, proposals regarding extensions to terms of office for Board and PSC members, bearing in mind that Craig is an *elected* member of the Board.

PSC members also advised that consideration would need to be given to the question of whether the second term served by someone whose tenure has been extended by a year, should be two or three years, if they are subsequently re-elected.

Action:

- To speak with Craig and reword the paper before it is presented at the AGM on 10th December 2021.

MONICA

On the point about Regional Reps moving to the role of CDI Council reps during 2022, the question was asked about the role of the CDI Council and if this is needed. It was agreed that more research is required in this area and the use of PARN to investigate how similarly constituted membership organisations operate. This would then inform any decisions on the role of Council.

On the point about suspending the current rules relating to the appointment (election) of PSC members and the Chair, all PSC members agreed that this is a good idea. This would allow sufficient time to fully review the Terms of Reference for PSC, the clarification of the role of the Chair as a Voting member of the CDI and their relationship to the Board.

David and Monica also said that the Board would be discussing Board roles in readiness for any move to Chartered Status and the work to be undertaken to implement the 2025 CDI Strategy. There needs to be a measured and timely approach to any governance changes.

David also mentioned the need to consider the fact that the CDI is currently a Limited Company and the appropriateness of this. Avril raised the fact that there can be tension between the need for the CDI to make a profit and it also being a membership organisation.

Avril encouraged all PSC members to attend the AGM on 10th December when the final version of this paper will be presented.

4. Ethics and Professional Standards Committee: Draft Terms of Reference (ToR)

Avril introduced this paper, produced by Avril, Monica, David and Claire, which had been circulated to PSC members before the meeting. In response to a question from Hannah regarding why the Terms of Reference needed to be changed, Avril replied that this draft ToR formalises what has been happening and provides clarification especially regarding the relationship between the Head of Professional Development and Standards (HPDS) and the work of PSC.

PSC members present were in agreement with the content of the paper and comments made were:

- Adding Ethics to the title of the Committee is a good idea as this makes this important element of the Committee's work more visible to members.
- The HPDS should be a permanent, non-elected member of EPSC and have voting rights.
- Although strongly desirable for EPSC members to be on the Register it was agreed that this would limit the number of members eligible to stand for election. It was therefore agreed that in the event of there being a Disciplinary Panel that EPSC members who are not on the Register but who have relevant experience in relation to the case could be on the Panel.
- The visibility of EPSC members needs to be increased to enable them to gather feedback from their constituencies relating to Ethics and Professional Standards
- Regional reps/Council members would need to feedback any issues raised by their constituents relating to Ethics and Professional Standards to the relevant EPSC member for use at EPSC meetings.
- To be clear that the Board would not take decisions relating to matters relating to Ethics and Professional Standards without consideration by the Chair of EPSC and if necessary EPSC members.

The draft ToR will be discussed at the CDI Board meeting on 10th January 2022 which Avril and Claire will attend for relevant items.

Actions:

- To update the ToR in the light of these comments and send to DM/AH/ML **CLAIRE**

- To further read and make any additional comments to Claire by 10th December **ALL**
- To contact PSC members not present for their comments by 10th December **CLAIRE**
- To add in the minor wording changes suggested by Carolyn Parry. **MONICA**
- To add further discussion of the ToR to the next PSC agenda. **CLAIRE**

5. PSC Elections: Chair and Members

Having discussed the Governance paper and the draft ESPC Terms of Reference, Avril explained that the PSC elections scheduled for early 2022 would be suspended and that elections for EPSC members and the Chair would take place following an AGM or EGM in 2022, at which agreement of the governance arrangement and EPSC ToR would be sought from the membership. This would have the benefit of avoiding the loss of an experienced Chair and experienced PSC members during a time of change in the governance arrangements and work of the CDI.

Action

- Those PSC members who have already reached the end of their three year term or second three year term and those for whom this situation will arise in 2022 to let Claire know by 10th December if they are willing to remain on PSC for this interim period. **EN, JW, LL, MY, LM, VL and CB**

6. CDI Fellowships: process and documentation

Avril reminded PSC members of the process for the awarding of CDI Fellowships.

- All PSC and Board members can put forward names for consideration.
- In 2022 all CDI members will be invited to nominate members for Fellowships, using a process similar to that used for elections and including a pen portrait of the nominated person.
- A Fellowships Panel on three Board members and three PSC members, chaired by the Chair of PSC will then decide on who will be awarded CDI Fellowships which will be presented during early Summer 2022.

The membership nomination process will take place from mid-January to mid-February 2022 and the Fellowship Panel will meet later in February to reach their decisions.

Actions:

- To produce the documentation and guidance required for the membership nomination process. **AVRIL**
- To let Avril know by 17th December if you would like to be on the Panel. **ALL**

7. Judging UK Career Development Awards

Claire explained that due to the cancellation of the National Career Guidance Shows for 2022 that the presentation of the UKCDAs has been postponed from March 2022. The presentations will now take place at an event to celebrate the centenary of there being a professional association for the sector in early summer, date tbc.

The deadline for UKCDA nominations is 17th December 2021. The CDI Board will shortlist entries at the Board meeting on 10th January and then PSC members will form the judging panels, as in previous years. These panels will take place during February/early March with decisions reached no later than 21st March.

Action:

To let Claire know which category/categories you would like to judge by Friday 17th December. **ALL**

8. CDI Code of Ethics and Future Plans

A paper regarding this item, produced by Avril following her meeting with John and Lydia had been circulated to PSC members prior to the meeting.

Lydia said that the traffic light system in relation to the existing case studies would be made available ahead of the next PSC meeting in late February/early March.

Avril explained that there needs to be a decision on what happens next, e.g. more case studies; different topics; different approaches to the case studies other than a written document; how to approach EDI as a theme; what support the CDI can offer in relation to the Code of Ethics e.g. webinars, discussion/briefing papers; expert training sessions; EDI Impact assessment and do we need additional expertise in this area? How well used are the case studies which take time and effort to produce? We know that they are used by students but do other members use them?

PSC members agreed that further research with their own constituencies is needed.

Action

To seek views on the above from constituencies and send these to Claire by Monday 14th February for discussion at the next PSC meeting. **ALL**

9. Questions on PSC Constituency Updates

The reports produced by each PSC rep are available at the end of this document. Please note that there are additional points in the report from Mark Fox which were not circulated prior to the meeting.

In response to the report from Elaine, Lydia asked a question regarding whether or not Ofsted would look at compliance with the Baker Clause. Elaine replied, in theory, yes, but this can be variable in practice. David mentioned the discussions the CDI has with Ministers, DfE et al, the distinction between recommendations and mandatory requirements, the desire for a Career Guidance Guarantee and that much depends on Government listening to these points and its ability to make any changes.

Regarding the report from Hannah and Lisa, Claire said that a page explaining CTRL is now available on the CDI website. This assessment of digital confidence enables members to determine their digital CPD needs and provides suggestions on how these can be met. <https://www.thecdi.net/CTRL---Digital-Confidence-Assessment-for-Careers-Practitioners>

As Mark Yates was not available to answer questions on his report, Lydia asked if he could clarify what was meant by the sentence, "HE student engagement has been harder work this semester."

PSC members noted and agreed from their own experiences with the point made by John Walker that Careers Advisers and Careers Leaders are struggling with how to bring LMI into the career guidance conversation in a meaningful way.

Actions:

- To let Lydia know what the sentence "HE student engagement has been harder work this semester." means. **MARK Y**

- To talk to Susan Alder about possibly using information from the Level 6 unit on Using Career-related information with clients as a basis for Expert Training sessions. **CLAIRE**

10. CDI Professional Development Update

Claire presented the report that was circulated prior to the meeting. In response to a question from Elaine about the new OCR qualifications she said that where a unit from the previous qualification is completely identical in content and Level to a unit in the new qualification that the certificate of unit achievement from the previous qualification can be used as evidence and no further work would be required. It is advisable to check that the OCR centre's EQA also has the same understanding of this.

11. Action Notes from 16th September 2021, 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:

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- Avril has now received a reply from Deirdre Hughes about the article on Chatbots and Deirdre will produce this.
- Expert training sessions for Supervisees and Supervisors due to delivered by Rachel Mallows and John Walker on 27th and 28th October postponed due to low number of bookings. Rescheduled for early 2022.
- CM articles - John's two CM articles deferred to April and June (Challenging clients and strategic thinking)

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- David reinforced the CDI recommendation of 45 minutes for personal career guidance interviews in his article on the new Statutory Guidance in October Career Matters.
- Clare followed up her email to Paul Chubb (Quality in Career Standard) asking if anything can be added to the assessment criteria regarding the 45 minute interview recommendation. **The** criteria have now been changed to include this recommendation.
- Caveat added to website re Case Studies being revised.

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- Avril will draft an email for relevant PSC members to send to the participants involved in the Career Pathways recordings to thank them for their input and explain the reasons for this work not being used.
- Claire to discuss with the CDI Marketing and Membership Manager, Susan Buckley a possible way forward and if anything from the current recordings could be used as audio only.

12 Any Other Business

Avril has written the PSC Report: April 2020 to March 2021 and will present this at the AGM on 10th December.

Elaine asked about the CDI contact with the Dept for Justice. David suggested that Elaine emails Claire in the first instance about her query and she can then forward this onto David if necessary.

12. Date and time of the next meeting

Monday 28th February 1.30 pm to 4.30 pm or Friday 4th March 9.30 am to 12.30 pm. Claire will seek availability from all PSC members and will confirm the date. Meeting will be held using the Zoom platform.

Agenda items to include:

- CDI Code of Ethics Case Studies – feedback on constituency ideas
- EPSC terms of Reference and EPSC elections
- Feedback on judging UK Career Development Awards and Fellowships process.

Claire Johnson. Head of Professional Development and Standards 4th December 2021.

Appendix

CDI Professional Standards Committee: Constituency Reports, 2nd December 2021

1. Professional Constituencies

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

Elaine Newell

I wanted to alert committee members to two areas of particular relevant to schools and colleges in England - from primary to tertiary – with the usual apologies to those who are already aware of these items.

1. Secondary and tertiary

In October, the government released findings of an impact evaluation of the Skills and Post-16 Education Bill.

Bit of quick introduction,

- In January 2021, the government set out its intention to reform the skills and further education (FE) system through the **Skills for Jobs: Lifelong Learning for Opportunity and Growth white paper**. The stated overall aim of the reform to ensure that further education supports people to get the skills needed by the economy. The **Skills and Post-16 Education Bill** forms the legislative underpinning for the reforms set out in the Skills for Jobs white paper. The bill is wide ranging around the requirement of post-16 provision to better promote skills – particularly to meet local needs.
The main implication for CEIAG specifically is around ensuring that ‘all pupils will have a number of mandatory encounters with providers of approved technical education qualifications or apprenticeships’.
- Introduced as an amendment to the Technical and Further Education Act 2017, the **Baker Clause** stipulates that schools must allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes that are available to them.
- **Gatsby Benchmark 7** states: Encounters with further and higher education: All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities, and in the workplace.

The main points of the impact evaluation for schools and colleges state that, despite the Baker Clause being a legal requirement, only 37% of schools are achieving Gatsby Benchmark 7 and that 70% of FE providers said that they were finding it difficult to gain access to schools. Even when they were getting access there is evidence that schools were 'not following the spirit in which the law was intended' For example, handpicking students so that not all students get full access to support their career decision making.

As a result, the government's intention is to strengthen the Baker Clause by

- Creating a more specific set of minimum legal requirements by specifying who is to be given access to which pupils and when ie every student meets providers and there will be a new minimum legal requirement around duration and expectations of content.
- Taking tougher formal action against schools not complying
Making government funded careers support for schools condition on compliance with the Baker Clause.
- There will be a simplified complaints procedure for providers to let the DFE know of schools who are not complying.
- Compass+ data will be monitored

Providers will have to ensure that the major objectives of an encounter are met, this will need planning between the school and the provider to ensure that every encounter includes

- Information about the qualifications the provider offers
- The career routes these qualifications lead to
- Provide insight on what it might be like to learn or train with the provider
- Answer student questions.

This will be in a forthcoming update of the statutory guidance, along with examples of good practice.

2. Primary

Careers learning with primary school students has been occasionally raising its head above the parapet for many years but has been, more often than not, quickly shot down again and meeting with resistance from most quarters.

However, in the last year or two, it seems to be being taken more seriously and there has been a lot of work going on from various bodies and individuals to support those interested in delivering careers learning in primary schools.

Rather than write in detail about what is happening, if you have an interest, you can have a look at the following recent resources

The CDI Primary Careers Framework (October 2021)

https://www.thecdi.net/write/Framework/CDI_124-Framework-Handbook_for_schools-v5.pdf

Based on the recently updated framework we are probably familiar with, the framework is based around 6 key learning areas which are then broken down into learning aims and then objectives.

It is accompanied by a Primary handbook which includes information on how to deliver.

The Careers & Enterprise Company Primary Resource Platform

CEC has also launched a Primary Resources Platform which links to hundreds of resources - searchable via keyword, key stage, skill developed, context, category or even sector. It also has a useful section on why primary careers learning is so important and a quiz to help schools determine what you are already doing and what they might look to do going forward. There is also a really nice little video which also presents the rationale for introducing careers learning to primary age children. <https://youtu.be/9SF3-z1dqjE>

The Primary Quality in Careers Standard

Several of the awarding bodies who deliver QiCS had already developed a framework for primary schools. Following consultations in 2020/21 with the Department for Education, the Careers and Enterprise Company, and Awarding Bodies for the Quality in Careers Standard, the Quality in Careers Consortium has resolved to offer this scheme for National Endorsement of quality awards to recognise and celebrate excellence in children's careers education and support in primary schools. [Careers Education in primary schools \(qualityincareers.org.uk\)](https://qualityincareers.org.uk)

Mark Fox

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

1. Year 11s in school seem less attached to their institution as in previous years due to so much disconnect since March 2020.
2. Many students have very little understanding of the world of work – only the proactive ones have taken advantage of virtual work experience offers
3. Students feel a sense of shock at having to make big decisions now, they are unprepared, do not know about the post-16 and 18 pathways and many have no career ideas at all
4. There is a big rise in mental health issues and lots of listening/exploring in 1:1 sessions. More follow up needed for these students but highly unlikely in the era of catch up curriculum
5. Remote guidance in schools, colleges and universities makes many young people anxious and it is not possible to account for body language or non-verbal cues
6. Many personal guidance sessions are mini careers programmes to fill gaps in knowledge; but students preferring individual face to face contact rather than events
7. Hard to bring in employers as many have their own risk assessments as well as schools and colleges having ours
8. Careers interviews more important than ever before as young people have been focusing on the present rather than the future
9. In some cases length of careers interviews has been extended to cover the number of questions being asked
10. Technology been good to send info to parents though
11. As an external adviser more background info now needed on young people in order to help them properly e.g., how have they been over the last 18 months?
12. Online guidance when the student is at home can work well, parents can participate
13. Online also good for EHCP students, more chance of all professionals coming together if virtual
14. In some schools pupils very focused on doing well in exams and achieving something as a response to the upheaval of the last 18 months
15. University careers sessions well-attended as students don't need to get out of bed too early and travel to the careers centre – can just open up laptop in their room

16. Some students saying it's unfair to have to go to extra lessons after school and also have pressure of exams to deal with
17. A number of students were 'forced' to come back to school for 6th form because they could not find apprenticeships, or their offer was withdrawn by the employer. Others came back to school who would have been college applicants but couldn't attend open days etc. so were nervous about the FE option
18. A trend is developing of students wanting to go into health and helping professions e.g., therapy and counselling in addition to medical
19. Some higher-achieving students more stressed because feel they are being left behind in their studies
20. Students who have been able to attend careers fairs/employer visits really enjoyed them and relieved to have real experiences again

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

Private Practice Peer to Peer (PPP2P) meetings

These monthly meetings continue and are a great support to CDI members in private practice. It is likely to continue in its current lunchtime timeslot and members will decide at next month's meeting in which format it will continue.

Digital tools

Members in private practice often work alone and are responsible for their own continuing professional development. They also wear many hats. For example, not only do they increasingly deliver career support digitally (using meeting platforms such as Zoom, Skype or MS Teams), they also need to use a variety of digital tools to carry out their work and successfully run their private practice. These digital tools support them in managing client records, social media management through to website design and management. A frequently asked question in different forums is 'What digital tools are you using?'. Is it worth collating a list of popular digital tools that can support career development professionals in carrying out their work? This would potentially benefit all members, not only those in private practice.

Digital skills

- Private practitioners need to continually identify skills and knowledge gaps and have access to a mix of bite sized and master classes to develop digital skills. How can we support members in accessing this training? (either through CDI training or signposting to other learning opportunities)
- Do we also need to consider more advanced training in the use of tools like Zoom, Skype and MS Teams or is the CDI already offering this? (e.g. brainstorming and mind mapping tools, Zoom whiteboard usage for groups & one to one work and how to host successful workshops/webinars using advanced features/functionality).
- The <https://www.thecdi.net/CPD-Resources/CDI-Webinars> lists past webinars - can we have a filter added so that we can search for what we're looking for? E.g. if items are tagged 'digital skills' - filtering results by this tag will show only digital skills webinars.
- Digital Bytes is a great resource. Is there a strategy to keep building this valuable information bank? (there are only 14 items as of 22 Nov 2021 – only 4 of these were added this year).
- Having opportunities to practice skills in a supportive environment is also beneficial to build skills, experience and confidence (The PPP2P group does this)

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

Luisa Moreno – no report available.

Mark Yates

- There seems to be a continued demand from schools for adviser time, I've seen new CL's start and having an experienced adviser working in the school has been positive to support them.
- HE work, continues to be blended delivery, students seem to like having the virtual and face to face support available. Student engagement has been harder work this semester.
- Employers seem to want to carry on with a certain amount of virtual engagement, and value the wider reach of these activities, where they can engage with more students from a greater number of institutions.

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

Lydia Lauder

1. Student Voice

- An excellent week held at the Open University celebrating Student Voice Week in November. Some innovative approaches being deployed to engage students as co-creators, partners and collaborators in service design, strategic decision-making and delivery, rather than just feedback or information providers. Universities exploring how the partnership model can be developed .

Supporting Neurodiverse Students

- **What happens next? 2021 (AGCAS Disability task group)** Key finding “At all qualification levels, graduates disclosing autism were least likely to be in full time employment and were most likely to be unemployed. This reiterates findings in previous editions of What Happens Next? [AGCAS What Happens Next 2021 - February 2021.pdf](#) The stats demonstrate a high level of academic success by neurodivergent students that is not matched by progression to employment.
- **Useful research project conducted by the OU careers service.** Initial outcomes / outputs: change language and highlight Skype as option during booking process; mind map examples created (action plans); PowToon animated videos created (How to book an appointment, How to prepare for your appointment); Infographics versions of PowToon animations. Word document as alternative version; staff tips and resource checklist.
- **Some best practice approaches and models of delivery across different universities.** Examples include:
 - University of Strathclyde –Worked on a project with Autism Network Scotland to produce “Autism and Transitions- Transitioning from University to meaningful work” (used to develop our resource) <https://auvisionsite.wordpress.com/>
 - NTU- Autism Support Team (Disability support- Autism, Academic support, specialist mentors)

- Glasgow Caledonian University's – Student Wellbeing Service was first University to achieve "Autism Accreditation" from the National Autistic Society, currently the "UK's only autism-specific quality assurance programme of support and development for those providing services to autistic people. Achieving accreditation is a way for organisations to show they are committed to understanding autism and offer excellent support to autistic people." (<https://www.autism.org.uk/what-we-do/news/glasgow-university-student-well-being-service>)
- A lot of the developments and resources are around supporting students in the transition into HE, and support for studying. The <https://www.autism-uni.org/> project has produced best practice guides and an online toolkit. These include some really useful advice and suggestions, focus on how to ensure physical spaces and face to face interaction is inclusive, such as the layout of libraries, or use of group work.

John Walker

- Some interesting feedback from a meeting I attended on benchmark 8. This links to the conversation we have had at PSC on time given for a guidance interview. The consensus was that around 35-40 minutes allowed a good guidance conversation to take place. Anything less was not as effective in helping the client there and then with choices, decisions and plans.
- I facilitated a consultation event in West of England with a number of schools focusing on the needs of looked after children. I was struck by the fact that from my experience and theirs most career leaders are not directly involved in feeding into the personal education plan of looked after children even though there is a careers section in it. I am doing some work on this in South Gloucestershire at the moment so will report back on how this connection between career leader and designated lead for looked after children in schools is working.
- I am still finding advisers and career leaders are struggling with how to bring LMI into the careers guidance conversation in a meaningful way. I think there is some real potential in the CDI looking at some further CPD on this

2. National Constituencies

England: Vicki Love

1. It was good to see the inclusion of the CDI recommendation for personal guidance interview timings in the revised Quality in Careers Standard and also reference to it in David Morgan's article in the latest CDI Career Matters magazine.

2. Responses to my email to the regional rep's re items to raise at the committee meeting.

I had a response from Dr. Oliver Jenkin (South-West), as follows:

'Laura Collins and I recently surveyed South West members to try and get a sense of what they would like to see in future regional meetings. Some of the responses we received would also have relevance for the CDI's CPD offer in a national sense. E.g. more input on LMI, especially regional LMI and the unfolding impact of Covid-19. There were also responses asking about support for people with SEND to enter employment, input from SEND-friendly employers, etc. Some responses also asked for more input relating to adult provision.'

Scotland: Elaine Watson – no report available

Wales: Ciara Bomford

- New level 6 Diploma. We have registered 3 new trainees for the new diploma, and have selected optional units. This has involved re-vamping all our assessment resources and training programme.
- Welsh Government will be launching ReAct+ in the new year, which will open up funding support that currently exists for people who are made redundant to a wider range of people who are close to the labour market including young people who are NEET and people who have recently lost their jobs. ReAct funding includes money for re-training, and for support linked to this (including counselling, childcare and travel to training). Careers Wales is the gateway into this package of support. There be a number of training needs for advisers, to help them understand all the points they can refer to.
- Welsh Government have required all organisations in the adult employability sector to train their advisers in speech and language awareness, and have also funded the roll out of ACE Awareness training to the sector.
- Careers Wales is currently in the middle of a thematic Estyn inspection on Careers Services for Young People aged 14-16

Northern Ireland: Finneen Bradley – no report available.