

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

In attendance: Carolyn Parry (CDI President) and Claire Johnson.

- 1. Introductions:** PSC members introduced themselves to Carolyn.
- 2. Apologies:** Hannah-Courtney Bennett, Mark Yates, Mark Fox and Luisa Moreno
- 3. Declaration of Interest:** None.

4. Action Notes from 4th March 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 1:

- New Digital Tools web page is available. Poor response to News by Email item asking members for suggestions. Claire has now asked Associates, trainers, PSC members and Chris Webb via #WeAreCareers for suggestions. <https://www.thecdi.net/Digital-Tools>.
- Avril will follow up with Deidre Hughes about the Chatbot article after 20th July.
- Supervision Training for Supervisors took place in April. Dates have been confirmed for September. John said that the Supervisors' training was well received and stressed the need for Supervisees' training too as it's important that all participants understand the relationship.
- John's article on Challenging Clients appeared in April CM. Strategic Management article appeared in June CM.
- When further developing the updated Progression Pathways, Claire will consider if any aspects of the Pathways recordings can be used as either audio clips or transcribed snippets to illustrate the Progression Pathway. Lisa could use her Ottr licence to help with transcription.

Page 2:

- ESPSC Terms of Reference – suggested changes from the last PSC meeting have been made and sent to David, Monica and Avril.
- PSC member email addresses are now on the CDI website for contact by members.
- Regional rep email addresses are currently being sorted
- News by Email item to encourage members to contact PSC members, May 2022 and also June CM article by CJ.

Page 3:

- Code of Ethics – three case studies moved to the members' only area. Others that were out of date have been archived and QCD centres advised.

Page 4:

- Blists Hill cancelled due to very few people able to book.
- Former Presidents' and CDI Fellows' Lunch or Dinner – TBC, potentially for the Autumn.

5. CDI Code of Ethics #CDIBigListen survey results, discussion, next steps

Lydia and John presented the methodology and analysis of the results of the Big Listen Survey in relation to the use of the CDI Code of Ethics and the use of the Ethical Case Studies. Please see the slides for the analysis.

Key themes in relation to the Code of Ethics were:

- More publicity and ways to publish and promote the Codes of Ethics.
- Making them more relevant across of range of careers development practice including in contract negotiations and compliance.
- More on line resources including short video clips of ethical practice issues.
- Development and training opportunities to support ethical practice.
- Using the Codes of Ethics as a way of establishing and positioning the benefits of using a career professional who complies with a Code of Ethics.

Key themes in relation to the Case Studies were:

- Make them shorter, more succinct.
- Broaden and diversify the range of case studies .
- Ensure Currency.
- More creative ideas for application to practice.
- Improve accessibility and quality

In discussion – Lydia wondered if the survey participants were an adequate sample and suggested that this was unlikely to be the case but will look at this further once she has the demographics.

Questions for consideration at the next PSC meeting:

Should we keep producing case studies? If so, what improvements are needed and if case studies are mainly used by students should the responsibility for producing them rest with QCD and Level 6 Centres?

Does the responsibility for producing further case studies and resources rest with PSC members, or should they advise the Head of Professional Development and Standards of the need and then dependent on how this fits into the CDI Strategy and resources available, the HPD&S could commission the work to be done, either by PSC members or by a third party.

Other ideas from PSC members for future discussion

- Column in Career Matters in which members suggest ethical dilemmas followed in the next edition by a range of responses to show that there isn't simply one answer to a dilemma.
- A means by which members can receive a quick response to an ethical dilemma – perhaps Code of Ethics Champions, trained by the CDI who can answer these questions.
- Better means of and greater visibility for the Code of Ethics and related resources, e.g. a QR code added to the Code of Ethics linking to resources. Code of Ethics on main home page. Promoting Code of Ethics in News by Email, Career Matters articles.
- To use Word function to check accessibility of written documents.
- How to reach people who have not engaged with the Code of Ethics.
- To emphasise the importance of the Code of Ethics during Supervision training and in all CDI Academy training including the C&EC funded training for Career Leaders.
- To look for opportunities for where the Code of Ethics can be promoted throughout the work of the CDI and the website.

- To look at how the Code of Ethics can be made more visible in a school/college environment.
- To promote better use of the [CDI: Code of Ethics: a Guide for Employers and Partners](#) (March 2021).
(Claire said that this is now referenced in the new contextual guidance for FE to help with meeting the revised matrix Standard).
- Consider a more succinct version of the Code of Ethics.

Avril thanked Lydia and John for their work on this item.

Actions:

- To add to the agenda for the next PSC meeting. **CLAIRE**
- To write article for October Career Matters on use of/ greater visibility of the Code of Ethics. **CLAIRE**
- To ask David Morgan for the survey demographics and send to Lydia and John. **CLAIRE**
- To think about and the discuss ideas further at the next PSC meeting. **ALL**

6. Constituency Reports

The Constituency Reports were circulated prior to the meeting. Please see Appendix.

Discussion of the reports led to the following comments /suggestions:

Career education/leadership in schools/college/HE: Elaine Newell

“Students from SEND backgrounds, Asian ethnic backgrounds, disadvantaged backgrounds, and males are disproportionately likely to be affected by the changes. This is because students from these backgrounds are disproportionately highly represented on qualifications likely to no longer be available in future.”

<https://www.smf.co.uk/half-white-working-class-black-british-students-england-get-university-vocational-qualifications-btecs/>

The fact that students may be affected as stated above is a cause for concern. Careers Advisers can have a role in raising aspirations of clients potentially affected by this and to also help raise awareness of parents. This could be a useful topic for a future article in Career Matters.

Career education/leadership in schools/college/HE: Mark Fox

Careers Advisers may need to offer more of a counselling approach or referral on to relevant services because more students are presenting with mental health issues and are disengaged due to the pandemic.

This was echoed in the verbal report from John Walker.

Avril suggested that Peter Beven could be approached to offer Motivational Interviewing training as this is an area of expertise.

Lisa mentioned new LMI opportunities and Alan Bullock’s blog on LMI and the plethora of new job titles.

Action:

- To discuss with Sue Alder/Juliette Knowles if the CDI can offer/source CPD sessions on Motivational Interviewing/Solution Focused interviewing and Mental Health First Aid.

CLAIRE

Career guidance/coaching in the private sector: Lisa LaRue

Key Findings from Private Practitioner Survey:

- Members want free or low-cost training
- Much of what people want isn't specific to private practice
- Business training is a core need for those in private practice
- Factors influencing bookings include timing, price, Return on Investment quality of provision/presenter credibility
- There are a lot of good suggestions for CPD topics, but some sifting is needed so that provision is offered through the appropriate channels. There is a risk of duplicating training that should be core provision it doesn't make sense for Communities of Interest and regional groups to put effort into organising the same training.
- Some appetite for networking/community/peer support but not strong.

Action:

To discuss with Juliette Knowles the possibility of the CDI offering or signposting to relevant business training for those private practitioners wanting information on setting up a business. **CLAIRE**

England: Vicki Love

In response to the paper from Chris Targett, *A Question of Ethics*, submitted as part of Vicki's report, PSC members agreed that this warrants fuller discussion at the next PSC meeting and a decision reached on any steps to be taken and the possibility of a Career Matters article for January 2023.

PSC members raised the following questions/thoughts on the paper:

- Is this really an issue for clients or just a perception?
- It presupposes clients have a choice of Careers Adviser/Coach which may not be the case for pupils/students.
- Is this more of an issue for Career Coaches and adult clients where clients have a choice?
- Explaining how the interaction will take place should be part of the contracting process/coaching agreement.
- How far does the CDI Code of Ethics help with these questions? Transparency principle?
- Producing definitions of career guidance/career coaching/career consultancy is challenging but likely to be needed for any application for Chartered Status.

Actions:

- To reread the paper in advance of the next PSC meeting. **ALL**
- To send Claire a link to a relevant BJGC article. **LYDIA**

This is the link to the blog on epistemic justice that Lydia mentioned. This also provides the link to the BJGC paper on this. [How should we understand epistemic justice in career guidance theory and practice? – Career guidance for social justice \(wordpress.com\)](#)

7. Update on CDI Fellowships and UKCDA Events

Avril said that the Chair of EPSC will be responsible for convening judging panels for the UKCDA in 2023. The Board will shortlist.

Carolyn, as CDI President and PSC members agreed:

- There needs to be greater clarity and definition for each of the award categories. This year there was confusion over the term Career Leader as some Careers Advisers entered this category.
- There should be relevant differences in the judging criteria for each award. The Research Award should be more specific about the need for this to be based on sound research practice.
- There should be an option not to make an award if they entries do not meet the judging criteria.
- The award entries must abide by the CDI Code of Ethics.

Everyone agreed that the online UK Career Development Awards ceremonies had been very good. However, more time should be allowed for the winners to say more about their winning entry. Claire mentioned that details of all shortlisted and winning entries are available in the UKCDA [Brochure](#) and that David has recorded interviews with all of the winners. These recordings and those of the events will be available soon on the CDI website.

Action:

- To discuss with David the potential need for a small working group, including PSC members, to provide definitions for each of the categories, clearer instructions and tips on the quality of the entry needed and differentiated judging criteria for each category. **CLAIRE**

8. CDI Professional Development Update

This paper was circulated prior to the meeting. No questions were raised.

9. CDI Strengthening Standards Roadmap

Discussion deferred to the next meeting as this requires more time than was available at this meeting.

10. CDI Discipline and Complaints Process

When EPSC comes into effect, current PSC members agreed that the job title of Professional Development Manager will be changed to Head of Professional Development and Standards. Although in the proposed arrangements for EPSC the HPD&S will be a member of EPSC, for the purposes of any Disciplinary Panel this role will not be eligible to be part of the Panel but will undertake the Presenting Officer role. PSC members agreed that this would be of benefit as it would be inappropriate for a CDI employee to be on the Panel, and as the Presenting Officer would be a time consuming role that this is better served by a CDI employee rather than a EPSC member in a voluntary capacity.

11. Any other Business: None.

12. Date of next meeting: Doodle poll circulated for an agreement of a date in September.

Agenda items to include: Action Notes; Code of Ethics: next steps; Consideration of the Question of Ethics paper and Strengthening Standards Roadmap paper.

Claire Johnson. Head of Professional Development and Standards 30th June 2022.

Appendix

CDI Professional Standards Committee: Constituency Reports, 28th June 2022

1. Professional Constituencies

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

Elaine Newell

T-levels and the levelling up agenda

T Levels are new technical courses for 16-19 years in England, Wales, and Northern Ireland launched in September 2020 by DfE. They follow GCSEs and are equivalent to three A levels. Like A levels, they are designed as two-year courses. They combine 80% of classroom learning and 20% of industry placement (45 days).

In Scotland, 'Technical Levels' are also offered by selected schools as an alternative school-leaving qualification in place of the Scottish Advanced Higher. Scottish colleagues can put me right if I have that wrong.

Correction from Luisa Moreno— for accuracy, these aren't available in Scotland (to my knowledge). The equivalent(s) in Scotland would be our **Foundation Apprenticeship** (equivalent to 1 Higher usually) or the **Scottish Baccalaureate** (equivalent to 2 Advanced Highers).

I can't see any T Level on the Scottish Credit Qualifications Framework, so in Scotland, I would replace this as **Foundation Apprenticeship**.

In its efforts to streamline and enhance the quality of post-16 education, the Department for Education (DfE) aims to make A Levels and T Levels the main post-16 education qualifications. The vision is to establish two main educational pathways, an academic route (A levels) and a vocational one (T levels), with the only other available alternative alongside to those being apprenticeships.

The first three T Levels within the Construction, Digital, and Education & Childcare routes were introduced in 2020. A further seven T Level courses became available from September 2021 - three qualifications in the Health & Science Route, another qualification in the Construction Route and two additional courses in the Digital Route. Subjects including Engineering & Manufacturing, Finance, Creative & Design and Legal will be introduced from September 2022 and 2023 – bringing the total number of T Level courses to 24.

For an easily accessible introduction to T levels, see the BBC Bitesize Article.

An important issue is around qualifications which will be 'defunded' with the introduction of T-levels and the potential negative impact for social mobility. Funding for overlapping post-GCSEs options, including many BTECs, will be removed from 2024. (initially the plan was for BTECs to be removed in 2021).

A research paper by the 'Social Market Foundation' found that 44% of white working-class students entered HE with at least one BTEC and 37% of black students entered with only BTEC qualifications. In fact, the Social Market Foundation found in a previous study that not achieving five 4 to 9 (previously C to A*) grades at GCSEs increases the likelihood that a student will take a BTEC by almost 200% and residing in the most deprived area increases the likelihood by 104%.

Because T Levels are equivalent to A Levels (one T Level equals to three A Levels), they are likely to have stricter entry requirements than BTECs – although this does vary between college providers. Typically T Levels require five GCSEs at grades 4 to 9 including Maths and English; 40% of young people in England do not currently achieve five GCSEs.

Students that do not meet the entry requirements can enrol in a T Level Transition Programme (Level 2) designed to support students to progress to the desired T Level (Level 3). But clearly, with the Transition Programme, students need to invest three years to achieve a T Level, which is a longer route, thus less attractive, especially for young people looking to access the labour market sooner. This design has the potential risk of leaving behind students with lower GCSE attainment who have benefited from the BTEC offer to progress into further education and work.

At the same time, because of the Government strategy to cut funding for entry level routes in favour of the Level 3 offer, there has been a reduction on Level 2 apprenticeship opportunities. Level 2 skilled individuals in the UK labour force tend to be concentrated in construction, social care and hospitality; areas, as we know, that are struggling to recruit. As with BTECs, level 2 apprenticeships are especially popular with lower achieving school leavers and those from disadvantaged areas.

The Government's own response to the Review of post-16 qualifications at level 3 and below in England admitted that:

“Students from SEND backgrounds, Asian ethnic backgrounds, disadvantaged backgrounds, and males are disproportionately likely to be affected by the changes. This is because students from these backgrounds are disproportionately highly represented on qualifications likely to no longer be available in future.”

<https://www.smf.co.uk/half-white-working-class-black-british-students-england-get-university-vocational-qualifications-btecs/>

<https://www.bbc.co.uk/bitesize/articles/zdr28hv>

Mark Fox

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

- Overwhelming! Lots of catch up work, clear Covid legacy affecting our young people, disengagement in careers education, knowledge gaps affecting students, adviser role often seems like information-giving at the moment
- Gap from normal experiences in school very evident, lack of drive amongst some young people to do anything
- Can see effect of Covid time on exam preparation, struggle for many young people (especially SEND) and for staff organising
- Lots of mental health needs and disengagement, new approach is needed to work with the current cohorts, must have flexibility amongst providers and employers
- Education and training providers must adapt to unique needs of young people now, not all can return to classroom for learning when on training schemes and funding for providers must be flexible to accommodate individual needs of yp

- Very difficult to move on young people who are NEET, even more so now due to current landscape of provision and support, though will always be that group of yp who cannot be moved on for whatever reason
- Many careers guidance appointments more like counselling sessions – reassuring students and supporting them through difficult choices with limited preparation over the last 2 years
- Can see effects of pandemic on 1st year undergraduates, attendance down and mental health issues up
- Very hard to do careers interviews online with yp turning off cameras and lots of communication features missing, must rethink ways of doing things to support current students and maintain balance between ambition and realism
- Reduced opportunities for students to meet employers as many are still following their own Covid workplace rules

Key positive points mentioned:

1. Lots of exciting things in the pipeline: new projects and new opportunities
2. Real appetite amongst students to go out on work experience but taking more time to organise as so many employers still have Covid restrictions in place
3. Students' IT skills have greatly improved
4. Students and advisers are relieved at the return to face-to-face guidance sessions
5. The colleges have put on some excellent activities for school students over the last 2 years

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

Private Practice Steering Group

The steering group previously met every six weeks for about 2.5 years to support the private practice membership, organising webinars and the PS4PP (peer support for private practice). Waning interest and a lack of positive outcomes led to the group taking a break from January 2022. The group agreed to take the following actions:

- a) Survey private practice members to see what they really wanted
- b) Meet informally thereafter to discuss survey findings and consider next steps.

Private Practitioner Survey 2022

- Survey sent to CDI members on 13 April 2022; closed on 16 May 2022.
- Sent to entire CDI membership (5,000) as the CDI data system does not hold the level of detail required to be able to extract solely private practitioners.
- Number of responses: 67
- The purpose of the survey was to identify what sort of training and networking opportunities members private practice would like to have.
- Steering group member Charlotte Whitehead conducted an initial analysis of survey data and prepared a report to be provided to the Steering Group. She highlighted a few key findings (see below).
- Suggestions for the improvement of further surveys were also developed by Charlotte Whitehead and include suggestions on frequency, timing, length and wording of survey questions.
- The CoI PP Steering Group will be meeting soon to discuss the survey findings and consider next steps.

Key Survey Findings:

- Members want free or low-cost training
- Much of what people want isn't specific to private practice
- Business training is a core need for those in private practice
- Factors influencing bookings include timing, price, RoI, quality of provision/presenter credibility
- There are a lot of good suggestions for CPD topics, but some sifting is needed so that provision is offered through the appropriate channels. There is a risk of duplicating training that should be core provision it doesn't make sense for CoIs and regional groups to put effort into organising the same training.
- Some appetite for networking/community/peer support but not strong.

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

Luisa Moreno

- **Scotland's Careers Review** – after months of evidence gathering, insight sessions and stakeholder engagement, the Careers Review has made 10 recommendations, accepted by the Scottish Government, to support people to thrive in the future. The recommendations cover: Schools and Education; Colleges; Universities; Employers and Developing the Young Workforce; Local Services and Communities; Skills Development Scotland. For more information go to www.CareerReview.scot
- **Results Helpline** – 145,000 candidates will receive their SQA results on 9th August. This will be the 30th anniversary of the Helpline in Scotland. 60 Advisers will be involved. Training will include UCAS and SQA training. The Helpline will run from the 9th to the 17th August
- **QCD Placements** – SDS will again host and will return to face-to-face QCD placements. The next cohort of approx 40 students from University of West of Scotland and Napier University will attend a 2 week placement in November 22 and February 23
- **CIAG** – face to face CIAG happening in schools complimented by digital delivery as appropriate.

Mark Yates

- Delivery seems very much 'back to normal', with face to face work happening. But with the continued use of virtual delivery helping to keep flexibility/'reach' happening, in schools, colleges and universities.
- AGCAS Standards for university services are continuing to be rolled out, part of these standards look at the professionalism of staff and how CPD etc is delivered and kept up to date.
- Continued interest in mental health, NHS, psychology careers evident from students. How to get relevant work experience is starting to become less of a concern as organisations open up more.

Lydia Lauder

HE Widening Access & Participation – expanding the evidence base to leading not lagging data indicators:

1. **Student engagement** – with fluctuating numbers there is **focus at the OU CES and in HEIs within student insight activities to understand the barriers, challenges and reasons for lack of engagement with careers.**

- We are particularly interested in exploring this in relation to **specific equality, diversity and inclusion characteristics** such as understanding the perspectives of students from black and minority ethnic backgrounds and those with mental health needs. Considering the intersectionalities of these demographics also.

2. These are underpinned by the **strategic drivers:**

- **Ofs – Office For Students (2019)** - <https://www.officeforstudents.org.uk/annual-review-2019/a-new-approach-to-fair-access-participation-and-success/>

‘In response to these persistent gaps (in participation), the **OfS has radically reformed the regulation system.** We require every university and college that wants to charge fees up to the higher limit to submit a plan that sets out how it will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

The **OfS monitors access and participation plans to make sure that the providers honour the commitments they make to students, and we are empowered to take action if not.** This scrutiny is underpinned by reforms to individual provider regulation, through the access and participation plans; by sector-level regulation, through activities to support and promote effective practice; and by financial investment, through dedicated OfS access and participation funding.

Rather than standardising investment, we want universities and colleges to tailor it to align with their plans. We are interested in effective, efficient, evidence-based interventions with proven outcomes. We have more powers to draw on if we believe a university or college is failing in its access and participation measures: not only can we lower the maximum amount it can charge for fees, we can also require it to take specific actions under ongoing conditions of registration, or report on specific aspects of its plans to ensure progress.

This aspect of OfS regulation is one where we are at our most hands-on.’

- **Matrix standard** – currently under review and the revised standard is to be launched in Autumn 2022.
 - There are now **7 elements** and a **much stronger emphasis within the standard on well-being throughout** these elements.
 - A focus on ensuring that we as providers of IAG **have the resources on delivering this both to staff and students.**
 - This must be an **integrated business-as-usual approach** rather than a bolt-on aspect.

More information is available at: <https://matrixstandard.com/understanding-the-matrix-standard-review/>

John Walker provided a verbal update at the meeting and echoed the need for more mental health awareness when providing career guidance interviews. He also said that many students are demotivated and Careers Advisers could benefit from refresher training on motivational skills, solution focused interviewing and goal setting.

2. National Constituencies

England: Vicki Love

1. I have received a paper from Chris Targett for consideration by the committee. He has requested we consider in particular the following recommendations:
 1. That the CDI undertake an audit of approaches and perspectives to establish what makes practitioners' practice different from each other. That they then produce or commission a guide to help clients make sense of the many different approaches within the career development profession.
 2. That the CDI provide a simple classification for careers work that is easy to understand.

He has also requested the committee's view regarding publishing the article in an edition of Career Matters, and if so, if we agreed that he could add to his article that his recommendations were submitted to the committee for consideration, and what the outcome was.

Scotland: Vacancy

Wales: Ciara Bomford

- ReAct Plus has been launched. This is a new project for adults that extends the support previously available only to people being made redundant to a wider range of adults who are job ready. There is funding available for training and Careers Wales are the gateway into accessing the funding, through guidance interviews to help people understand their local labour market and make informed decisions.
- Careers Wales are currently reviewing their approach to CV production, and modernising resources on the website, updating eLearning for staff and upskilling colleagues to support customers with specialist CVs including video CVs.
- Careers Wales advisers working with adults in the Working Wales project will now be expected to take a "lead worker" role, and spend more time working with customers, giving more direct support and co-ordinating referrals to other organisations. This is a significant change in direction from when Working Wales was first launched, where Careers Wales were the gateway into support and focused on assessment of need but were expected to refer to other organisations to provide on-going support. This has brought up a lot of discussions about supporting, enabling and empowering, and the benefits and appropriateness of each for different customers.
- L&D managers in Careers Wales, Skills Development Scotland and Northern Ireland Careers Service have been linking up with a view to running a skills sharing workshop in the autumn for L&D teams.
- Careers Wales have launched a new app to be used by managers who are observing and assessing the quality of guidance interviews delivered by their teams. The app puts the focus on outcomes rather than process and calculates a grade for the interview based on the outcomes.

Northern Ireland: Vacancy