

Action Notes

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

In attendance: Claire Johnson.

1. Apologies: Mark Yates and Jan Ellis.

2. Declaration of Interest: None

3. Action notes of the meeting held on 11th November 2021, true record and matters arising

The Action Notes were agreed as a true record. Claire stated that many of the actions from the previous meeting were covered on the agenda for today's meeting. Claire made the following points in relation to the other Action Points and some further Actions were agreed:

- Code of Ethics: Career Matters articles - Vicki Love's and Chris Targett's article appeared in the January edition of Career Matters. Luisa Moreno's article on the use of the Code of Ethics is scheduled for the April edition and Lydia Lauder's article on the ABC Approach is scheduled for June. John Walker's article on how to challenge clients will appear in the June edition of Career Matters.
- Emma Bolger's article on Unconscious Bias appeared in the January edition of Career Matters. Jan Ellis has continued to attend PARN meetings on EDI; work is continuing to ask members to update the ethnic origin section of their membership details and all CDI students who are from BAME communities have been contacted to ask what additional support could be of use to them.
- Lydia Lauder, Mark Yates and Hannah Courtney-Bennett have all volunteered to be on the PSC Sub Group to act as an advisory panel for the research into the possibility of the CDI applying for Chartered Status which will be undertaken by Nicki Moore and colleagues at iCeGS. Claire reported that Nicki is finalising the research brief and when more details are known about the advisory group which will also include Monica Lemecha, Avril Hannon and possibly Claire Johnson these will be shared.
- Claire stated that there had been no response to the News by Email item inviting members to contribute Lessons from Lockdown. To support careers advisers and careers leaders a CDI Briefing Paper on Managing the Challenges of Covid-19 is being written by Claire Nix and Anthony Barnes. This will be available in March. Mark Fox, who has seen a draft, said that this would be a very valuable source of support for CDI members.
- The *CDI Partners' Guide to the Code of Ethics* and the *CDI Blueprint of Learning Outcomes for Professional Roles in the Career Development Sector* are both very nearly finalised and will be available in March and publicised widely to the sector, CDI members, stakeholders, interested parties and government officials.
- It was agreed that the Partners' Guide would have a new title of:
CDI Code of Ethics: a Guide for Employers and Partners.

- Nobody came forward in response to the News by Email item requesting members to contact Claire if they were interested in the Voluntary/Community sector member vacancies on PSC.
- Documents for the CDI website on working with challenging clients. No suggestions have been made to Claire by PSC members. This will be a future PSC item for further discussion.

Actions:

To notify Alison Dixon about John Walker’s article on how to challenge clients for the June edition of Career Matters. **CLAIRE**

To change Partners’ Guide title. **CLAIRE**

To send contact information to Claire for anyone who may be interested in the Voluntary/Community sector member vacancy on PSC. **ALL**

Add to the agenda for the next PSC meeting - documents for the CDI website on working with challenging clients. **CLAIRE**

4. UK Career Development Awards

Claire reported that those PSC members who are involved in the judging panels have been sent the documents and access to the shortlisted entries by Jan Ellis. The UK Career Development Awards, CDI Fellowships and the Rodney Cox Lifetime Achievement award will be presented virtually on 9th, 10th and 11th March from 3.30 pm until 5 pm. The NICEC Award in memory of Dr Bill Law which is for research undertaken by students will be presented on Thursday 11th March. Details of those people who are shortlisted can be found at: <https://www.thecdi.net/Awards-Shortlist>
 Booking for the free sessions: <https://www.thecdi.net/skills-training-events/uk-career-development-awards-2021/10938>

5. CDI Fellowships

Avril explained that the PSC sub group had met to decide on the nominations for Fellowships and a sub group of the Board had done the same. Three Fellowships have been jointly agreed between the two sub groups and these will be awarded on 11th March.

Appointment of CDI Chief Executive – Avril has had a meeting with Carolyn Parry, CDI President Elect. Carolyn reported that a new CDI Chief Executive was appointed in December but has since been made a better paid offer and will not now be taking up the appointment. The post has been re-advertised and interviews will be in early March. Jan Ellis has agreed to remain in post to allow for a transition period.

6. Online recording of career guidance interviews

Prior to the meeting, Claire had circulated a document outlining an issue regarding the recording of career guidance interviews. These recordings had been requested by schools as a means of answering any issues which may arise due to safeguarding concerns. Members had raised concerns on the CDI Facebook page for Career Development Professionals about confidentiality, who could access such recordings, where they would be kept, duration and then deletion of recordings and by whom. PSC members were therefore asked for their views.

After a detailed debate which included discussion of the use of recordings for quality assurance and CPD purposes; the point that organisations have different policies regarding security and curation of recordings and the fact that some schools have systems which record everything automatically

including all online teaching sessions, it was agreed that the following statement should be added to the CDI document on the *Safe and ethical use of web conferencing for personal career guidance*.

When a school/college requests that online recordings are retained for safeguarding purposes the Adviser must:

As part of the contracting element of the interview, explain that the interview is being recorded, state the purpose for which the recording will be retained and where, who will have access and the date by which the recording will be deleted and by whom. The client's agreement to this must be recorded in writing as part of the written record of the interview which is shared with the client.

It was agreed that requesting permission for using recordings for quality assurance or CPD purposes is a separate issue and that written consent must also be gained in these instances.

Action:

To add to the *Safe and ethical use of web conferencing for personal career guidance* document and promote this document again via the CDI Communities of Practice: CDP and CL and a News by Email item.

CLAIRE

7. CDI Professional Development Update

This report had been circulated prior to the meeting and Claire talked through the various items. Avril commented on the breadth and depth of the work being undertaken by Claire, Marion and the team of Training Associates, Assessors and Internal Quality Assessors and Dr Lyn Barham who produces the monthly CPD newsletter. All PSC members agreed that the whole team should be congratulated. John commented on the positive impact that the C&EC funded training for Careers Leaders is having on Careers Leaders and their organisations and pupils/students.

8. PSC National Constituency Updates

Prior to the meeting the majority of PSC members had sent some bullet points to Claire. These covered the points made in their constituency report and are reported here and supplemented with additional comments made during the meeting.

Wales

Ciara Bomford's comments

1. Careers Wales is launching a new strategic vision in March– Brighter Futures – which outlines the direction of the company for the next five years – the goals are:
 - to provide a bilingual, inclusive, impartial careers guidance and coaching* service for the people of Wales,
 - to develop our work with employers, training providers and entrepreneurs to understand their skills requirements and opportunities for young people and adults,
 - to support delivery of the Curriculum for Wales and contribute to the achievement of the four purposes, and
 - to develop a skilled, engaged and agile workforce and enable the delivery of high-performing customer-centred services.
2. The CDI have been working with Careers Wales to encourage the use of the CDI resources, webinars and benefits. CDI (Jan, Carolyn and Claire) delivered a webinar to Careers Wales members in December, and 8 CDI champions have been nominated from around the company

*Coaching is a new addition to the offer.

to take part in twice yearly meetings with the CDI and promote the CDI to their colleagues. A summary of CDI benefits is also going to be added as a link to people's home pages.

3. Wales is still in lock down, so all services are being delivered digitally. Redundancies are creating demand for adult interviews in some areas. There is a lot of demand for training to support advisers with telephone and video conference interviewing. A lot of concern about mental health, particularly of young people, and how this will impact on their career planning. A lot of need for training on topics such as career resilience, coping with job loss. Coaching circles are popular and staff find them a supportive way to learn from peers and offload the emotions they experience in working with other people's difficulties.

Scotland

Elaine Watson's comments:

1. Review of the National Occupational Standards – Scottish Representation - Emma Bolger involved in this.
2. SDS have highlighted growing concerns about the mental health and wellbeing of young people/ service users in coping with the online environment and the training needs of Advisers in supporting clients. Advisers also need support with their own well-being.
3. Scotland CDI Facebook site coming soon.

Elaine said that she likes the idea of CDI Champions that is being adopted by Careers Wales and will speak to Ciara about this and then to Peter Robertson as CDI Project Associate (Scotland). Everyone agreed that a discussion on how to support the well-being of CDI members should take place at the next PSC meeting.

Northern Ireland

Finneen Bradley's comments:

1. Social Prescribing: In response to an increasing number of students who have presented with declining mental health and wellbeing, the college is working in partnership with a local company called Elemental. This is a cloud based platform that enables students to gain access to community support organisations. These support interventions are monitored and tracked. Baseline measurements are taken of the wellbeing of the student prior to participating in a support intervention. The wellbeing assessment will be re-measured again upon completion of the support intervention. It is important to share such partnerships that may benefit other education establishments. This project will be closely managed to see impact on wellbeing, retention and mental health and employability. Finneen is happy to share any further information if required.
2. QCD: Finneen is currently supervising three members of her team who are near completion of the QCD. She has witnessed these individuals grow and their personal development has been excellent. In Northern Ireland, Ulster University used to offer the PG/QCG however this is no longer offered. There is a gap in NI in terms of qualified careers advisers. Perhaps the CDI need to link with the DFE Careers Service NI. Finneen is hoping to get further members of her team enrolled in the QCD. She would like it noted also the positive experience her team have had completing this qualification and a big thanks to Emma and Marjorie at UWS.

Claire agreed to promote the QCD further with DFE Careers Service NI, especially the virtual delivery.

3. Predicted grades and progression: Students are now dropping out in year 13, they cannot progress with A levels. Is this due to the pressures of the current pandemic and virtual learning, or is this a case of students receiving higher predicted grades than their actual academic capability? This leads to the student progressing onto a level of course they aren't actually fit for and leaving to pursue an alternative route. This can present issues for Careers Advisers and how best to advise the students.

John and Hannah said they had faced similar issues with students struggling with their studies as a result perhaps of embarking on A level or HE study based on predicted grades. Mark Fox said that some parents were encouraging their children to stay on at school as a "safer" option and that the lack of apprenticeship opportunities had meant that pupils had opted for A levels when a vocational route may have suited them more. John suggested that asking students about their strengths and their approach to learning can be a useful way of helping students to think through their next steps.

England

Vicki Love's comments:

1. Employers providing time and access to CPD opportunities remains an issue with some employers. CDI Regional members are beginning to do a good job in supporting the CPD needs of members.

PSC members commented on the fact that practitioners could take more responsibility for their own CPD and take advantage of the wider range of CPD opportunities provided by the CDI, many of which are free. At the moment practitioners are busier than ever due to Covid-19 issues and finding the time for CPD can be a problem.

2. Pay for qualified Careers Advisers. This has been raised on the CDI Community of Practice: Career Development Professionals and Joanne Malloy Graham is starting a campaign for better pay for Careers Advisers. Can the CDI do something about better pay?

Claire responded that the CDI is not a trade union and therefore cannot do anything directly about this, although Jan does mention this at meetings with DFE and the need for parity of pay with qualified teachers. Avril added that it is in the CDI Articles of Association that the CDI cannot operate as a trade union.

3. The CDI response to the White Paper. Vicki said how good this was and congratulated the CDI on producing this briefing paper so quickly.

4. Issue concerning third party organisations offering virtual work experience opportunities.

Vicki had been contacted by Laura Radford (CDI Regional Rep: South West) who had been asked to raise this issue with PSC on behalf of Careers Advisers who attended a recent regional meeting. The issue concerned the use of third-party organisations that are currently offering a wealth of virtual work experience and other careers-related opportunities. The opportunities are offered by employers, but organised and promoted through the third party.

Students typically have to register with these third party organisations in order to apply for the opportunities. They have to tick a box saying they agree to terms and conditions.

The third party then holds that data (which can sometimes include whether the student meets Widening Participation criteria). Whilst their privacy policies and data holding policies fall within GDPR practices, the careers adviser who raised this point mentioned that each company can decide their

own data handling arrangements (e.g. how long they hold the data for). This means that as a practitioner, they have felt that they must fine-comb each company's terms and conditions in order to share this with clients, especially those under 18, and thus, with their parents to gain consent. This scenario is especially of interest if the young person should be engaging with virtual work experience for example, as a mandatory part of their course.

The careers adviser wonders if there is anything that could be done by the CDI around perhaps setting recommended terms and conditions for holding this sort of data relating to young people, for companies who want to work with schools and colleges to provide these services.

PSC members discussed the issue and agreed that if schools/colleges are asking pupils/students to sign up to a third party's terms and conditions e.g. for work experience then this should be covered by the school/college's data sharing agreement. As a Careers Adviser or Careers Leader it is important to advise pupils/students to read carefully any Terms and Conditions before agreeing to them. This is a valuable life lesson and could be part of a careers education programme.

It was agreed that a sentence covering the need *if appropriate* to advise clients to read Ts & Cs carefully before signing any agreement should be added to the CDI *Safe and ethical use of web conferencing for personal career guidance document*, if appropriate.

Actions:

To add how to support the well-being of CDI members to the next PSC agenda. **CLAIRE**

To supply Claire with contact details for DFE Career Service NI. **FINNEEN**

To add sentence on Ts & Cs to *Safe and ethical use of web conferencing for personal career guidance*, if appropriate. **CLAIRE**

9. PSC Professional Constituency Updates

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

Luisa's comments:

1. Skills Development Scotland continue to adopt a Coaching Approach to the development of CMS/delivery of CIAG, for school and post school customers – all virtually.
2. Direct access to 121 CIAG, for adults, through newly established SDS Helpline. Launched first week in January.
3. Scottish Government launched Scotland's Young Person's Guarantee November 2020. Aim for every 16 to 24 year old to have the opportunity to access Further/Higher Education; Apprenticeship or other training; Volunteering or supported activity; Employment/work experience.
4. School/FE work in England – online delivery getting more embedded and established, rather than "just" reacting to an expected event like lockdown.
5. HE work – increasing pressure on HE services to support students in an uncertain economic world, with pressures from wider University stakeholders wanting their services to "make a difference" for student outcomes.

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

Elaine's comments:

1. The main issue Careers Leaders are currently concerned about is transition for this year's school and college leavers – many students have not had personal guidance this year and have missed out on events, visits and work experience throughout the last year so are not equipped to make the right decisions.
2. In addition to this there are fewer apprenticeships available, and a pressure from some parents for their children to opt for the 'safe' option of 6th form, college or continuing in education post-18.
3. These are tough times for school-based Careers Advisers who, unlike most advisers in college (though by no means all), are usually not part of a team. They are having to adapt to several online platforms, negotiate numerous safeguarding regulations and still accept less than adequate remuneration for the work they do. More schools are employing their own adviser via the apprenticeship route using levy funds.
4. The Enterprise Adviser Network has lost a number of EAs who were supporting schools and colleges as a result of furlough, redundancy or a change of priority in their role. However, a number of employers are still keen to work with institutions in recognition of an eventual end to the current situation and are offering virtual support such as video content and project-based learning.
5. Schools and colleges continue to make a number of requests for support for their careers programmes, one of the top requests being for accurate labour market information and key messages for young people when preparing for their future in a post-pandemic world.

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

Hannah's and Lisa's comments:

1. Provided input to the draft Supervision document.
2. Continuing to explore ways in which to raise public awareness of RCDPs and how they can help individuals and organisations – Claire, Hannah, Finneen and Lisa met on 29th January to discuss this.
3. Best practice guidance (as being scoped by the CDI private practice steering group) on coaching agreements, policy documents (website Terms & Conditions, privacy, environmental policy etc.).
4. Private practitioners steering group is coordinating a range of professional development activities (webinars etc.) for private practitioners to address needs.
5. How can we attract more CDI members to the Register and non-member Career Coaches to the CDI? (some of these are already with ICF, EMCC, CIPD etc.).

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

Lydia's comments:

1. **Impact Assessment in Careers:** Taking a closer look at this and developing approaches via blended model of qualitative, quantitative and theory led methodologies to demonstrate impact assessment. Joining up of data sources and findings to understand not only on what has been achieved (retention, progression, success) but why and how. Tying together larger scale surveys with qualitative feedback and insights from daily operational data.

2. Looking at developing staff in this area also and how they can undertake IA at an individual / team level (in addition / complement / feed into to the service wide approaches).
3. **Technology Training:** diversifying the way we engage with students in response to the current crisis. Student feedback is mixed on use of Teams for example. We are looking at safe and quality-based approaches to developing use of this channel.

Lydia's comments on how further work with institutions/third parties could be undertaken was difficult to hear due to an IT issue. Suggestion made to add this to the agenda for the next meeting and for Lydia to write a brief outline of the need for this and how this could relate to the CDI Code of Ethics.

Actions:

To provide a brief outline of the need for an institutional/third party guide to the Code of Ethics for the next meeting. **LYDIA**

Add discussion of institutional/third party guide to the Code of Ethics to the next agenda. **CLAIRE**

10. CDI Guide to Supervision

Version 2 of this Guide had been circulated to PSC members prior to the meeting for comment. These comments were summarised by Claire, shared with John and Rachel Mallows and Version 3 will be produced by 15th February by John and Rachel. Claire will then recirculate the Guide for final comments prior to publication. John thanked all PSC members for their very valuable comments. PSC members thanked John and Rachel for all of their hard work in producing the document.

Prior to the meeting an outline of the learning outcomes for training to be provided by the CDI to Supervisors and Supervisees had been circulated. It is planned that there will be:

- CDI: Introduction to the value and use of Supervision for Supervisors (3 hour online training)
- CDI: Introduction to the value and use of Supervision for Supervisees (2 hour online training)

Full day face to face training or split into two virtual sessions

- CDI: Becoming an Effective Supervisor
- CDI: Becoming an Effective Supervisee

Actions:

To send comments on the proposed training content to John by 22nd February. **ALL**

To speak with John and Rachel about the development of the training materials. **CLAIRE**

To circulate Version 3 of the Guide to PSC members w/c 15th February. **CLAIRE**

11. CDI Guidance on the use of Virtual Assistants

The CDI document, *Virtual Assistants – FAQs*, written by Michael Larbalestier had been circulated prior to the meeting. This document had been written in response to a request from PSC following discussion at a previous meeting on ethical considerations relating to the use of digital technology when undertaking career development activities.

PSC members agreed that it is a well written, useful, explanatory document. Suggestions were made to:

- Change the title to AI Digital Assistants to avoid confusion with Virtual Assistants who provide online administrative/technical services.
- Add information on how the accuracy of AI Digital Assistants is judged.
- Mention the fact that smart phones and televisions can also record conversations covertly.
- Add information on the fact that AI Digital Assistants can be a useful tool but are not an alternative to careers information/advice/guidance delivered by someone who is qualified to do so.

PSC members commented that a further document could be needed to address the ethical issues of using AI Digital Assistants and that a similar explanatory document on chatbots would be useful as well as information on the ethical issues that could arise when using them.

Actions:

To feedback the comments of PSC members to Jan and Michael and ask if a similar document on chatbots can be produced. **CLAIRE**

To add ethical considerations of the use of AI Digital Assistants and chatbots to the next PSC agenda. **CLAIRE**

12. Reviewing the CDI Code of Ethics Case Studies

Emma reported that QCD Centres make good use of the Case Studies. As some of these had been written several years ago and predate the revision of the Code of Ethics in 2019 she suggested that it would be useful if these could be updated. It would also be timely to look again at the framework/guidelines for the content of case studies.

PSC members agreed to take at least one case study each, add track changes/comments and to send these to Claire by 14th May. Discussion could then take place at the meeting in June, date tbc and PSC members would then be responsible for making the changes. It would also be agreed at that meeting if there is a need for further case studies or for ones that focus on issues that are more of a dilemma.

Actions:

To read the case study, make track changes/comments and send to Claire by 14th May. **ALL**

To instigate a version control system on future case study documents. **CLAIRE**

Accountability	John
CPD	Luisa
Impartiality	Finneen
Equality	Emma and Lydia
Competence	Ciara
Confidentiality	Avril
Duty of Care Transparency/Trustworthiness	Elaine Newell
Autonomy	Hannah

N.B. Currently there is no case study on Accessibility.

13. Update from the PSC Sub Group on the power of career development

Hannah, Lisa, Finneen and Claire met on 29th January 2021 and produced the following suggestions of ways in which the profile of Registered Career Development Professionals could be raised and the power of career development.

1. Social Media Campaign on the power of career development and greater use of various hashtags.
2. Short recordings featuring case studies from Career Advisers/Coaches about the work they do
3. Short recordings featuring clients who have benefited from career development
4. Written testimonials from clients stating how career guidance helped them
5. Blogs to promote the power of career development.
6. *Use of Search engine optimisation. (SEO) is the process of optimising online content so that a search engine likes to show it as a top result for searches of a certain keyword*
7. Produce guidance sheets for people who write the CDI blogs on word length, key words to use for SEO.
8. Social media survey to find out what key words people use when searching for a career adviser/career coach so that the relevant key words can be used in blogs and webpages etc. so that these pages come up first when someone searches.
9. Add a hyperlink for use next to the RCDP logo that people have on their email footer which explains what professionally qualified career development is and why it is important
10. Promote the fact that career development professionals are qualified in the same way that other professionals are, e.g. dentists, doctors et al
11. Hold an annual National Career Development Week (More realistically a Day at this stage) to promote what career development is
12. Aim to have the CDI and career development be the first thing that comes up from a search rather than the many organisations offering career coaching or career coaching training and which do not lead to a professional qualification.
13. Look to promote professionally qualified career development with other organisations, e.g. BUPA offers career development sessions as part of its offer.

Claire mentioned that Jan Ellis will be meeting with a PR firm and that a small budget has been set aside for April 2021/March 2022 for policy and PR activities. It was agreed that Claire would ask Jan when this meeting with the PR firm is to take place, the sub group would meet again to scope relevant activities from the above list and then decisions could be taken on what activities the PR firm could take forward and what would remain for PSC members/CDI staff to work upon.

Actions:

To speak to Jan about her meeting with the PR firm.

CLAIRE

To arrange a further sub group meeting.

CLAIRE

14. Review and update of current PSC Work Plan 2020-2021

The current Work Plan had been circulated prior to the meeting. Claire mentioned that the CDI Board is currently working on the CDI Strategic Plan which will lead to a CDI Business Plan. In the absence of a CDI Business Plan, Avril and Claire will meet to update the current PSC Work Plan, note activities that have been achieved, those that are ongoing and add in new activities relating to: Reflective Practice; Access to CPD; Code of Ethics for Third Parties; updating Code of Ethics Case Studies and potential

writing of new ones. Once there is a CDI Business Plan, the PSC Work Plan can be updated further if there are Business Plan outcomes which require the support of PSC members.

Action:

To meet to discuss the PSC Work Plan.

AVRIL & CLAIRE

15. Length and frequency of future PSC meetings

Avril led a discussion on possible new models for future PSC meetings. Meetings are very likely to continue to be virtual for the time being as this has improved attendance and has also considerably reduced the cost of holding meetings. As there are now more PSC members and more activities being undertaken then the current model results in long meetings and concentration can be a challenge to maintain.

PSC members discussed having two shorter meetings in the same month or moving to a model of having three hour meetings but quarterly rather than the four hour meetings held three times a year as is currently the case.

It was agreed that a quarterly, three hour meeting model with a short mid-meeting break would work as would more frequent half day meetings, provided that all PSC members produced a brief constituency report that Claire could circulate prior to each meeting. PSC members could then ask questions about the reports at the meeting and agree any actions, rather than time being spent on verbal reports from each PSC member. All meetings to be held on Zoom as some PSC members have licences which could be used if the CDI one is busy.

Post meeting – Lisa suggested meeting at the end of each quarter: March, June. September and December.

Action:

To meet to further discuss these models, how they might work, and how this would affect the dates and agenda/content of future meetings.

AVRIL & CLAIRE

16. Update on Pathways in Careers and next steps

Avril updated PSC members on progress with this activity. Elaine W, Ciara, Lydia have produced recordings which require editing. Emma and Avril still have recordings to arrange once the sub-group has agreed on editing and next steps. Avril has spoken to Errol Blackwood.

Action:

To communicate with the sub group to discuss editing and next steps.

AVRIL

17. Board Rule Change Paper

Avril reported that she has attended a CDI Board meeting on 25th January 2021 to present the paper that covered the views of PSC members on the proposed Board rule changes. Avril said that the Board asked for their thanks to be passed on to PSC members for their detailed consideration of the issues.

The outcome of the discussion with the Board is that the Honorary Secretary will remain in role for a further year in order to cover the transition to a new Chief Executive. The Board will discuss having additional Board members at a later stage. The Honorary Secretary is researching the Articles of Association of other membership organisations to see what they do.

Avril also said that as Chair of PSC and one of only seven Voting Members of the CDI that she has asked for sight of Board Meeting Agendas in the future so that the views of PSC members can be taken into account for any relevant items. Avril has invited the President Elect, Carolyn Parry to attend a future PSC meeting.

18. Any Other Business

None.

19. Date of next meeting

June 2021, tbc. (Virtual)

Agenda items for the next meeting: Apologies; Declaration of Interest; Action Notes, True Record and Matters Arising; Professional Development Update from PDM; PSC Constituency Updates; Documents for the CDI website on working with challenging clients; How to support the well-being of CDI members; Revisions to the CDI Code of Ethics Case Studies; Possible need for an institutional/third party guide to the Code of Ethics; Document on use of Chatbots; Ethical considerations when using chatbots and AI Digital Assistants; Update on Pathways in Careers; CDI: Guidance on Supervision/Training; Update on the PSC Work Plan; Update on Chartered Status PSC Sub Group; Feedback on UKCDA and CDI Fellowships; AOB and date of next meeting, September 2021.

Claire Johnson, Professional Development Manager and PSC Secretary, 14th February 2021.