

## Action Notes

**Present:** Avril Hannon (PSC Chair), Elaine Newell, Vicki Love, John Walker, Lydia Lauder, Emma Bolger, Mark Fox, Mark Yates (from 11 am), Lisa LaRue, Finneen Bradley, Luisa Moreno and Ciara Bomford.

**In attendance:** Claire Johnson. Monica Lemecha for item 4 only.

1. **Apologies:** Hannah-Courtney Bennett, Elaine Watson and David Morgan.

2. **Declaration of Interest**

Avril Hannon declared an interest in the item on the Update of CDI Legacy Fellows and absented herself for this item.

3. **Action Notes from 11<sup>th</sup> February 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 remaining Action Points and after further discussion some further Actions were agreed:

- Career Matters. Luisa Moreno's and her SDS colleagues' article on the use of the Code of Ethics appeared in the April edition and Lydia Lauder's article on Impartiality will appear in the June edition. John Walker's article on how to challenge clients will now appear in the October edition..
- Emma Bolger and Uuganaa Ramsay are delivering a free CDI webinar on Race Equality and Career Guidance Practice on 15<sup>th</sup> June. A recording of this will be available in the members' only CPD Resources Area.
- The CDI has convened a group for CDI student members from BAME communities. This group met three times during May to discuss establishing a wider group for all CDI members from BAME communities and ways in which the CDI can improve support to these members and their visibility in the sector. A further meeting is scheduled for 29<sup>th</sup> June to further develop these plans.
- Chartered Status: Nicki Moore produced a paper, *Getting to Chartered Status: First Report to the Professional Standards Committee (June 2021)* which was circulated to PSC members in advance of the meeting.
- The *CDI Blueprint of Learning Outcomes for Professional Roles in the Career Development Sector* was launched in April and warmly welcomed by CDI members and stakeholders. A copy was sent by Jan Ellis to Gillian Keegan MP, Minister for Apprenticeships and Skills.
- *CDI Code of Ethics: Guide for Employers and Partners* was launched on 4<sup>th</sup> May and has been well received. It was also circulated to the Executive Group working on the revised matrix Standard and to Paul Chubb for circulation to Quality in Careers Standard colleagues.
- *CDI Guide on Safe and Ethical Use of Web Conferencing* was updated following the last PSC meeting and the updated version is on the website and was promoted through an item in News by Email. [Safe and ethical use of web videoconferencing for personal careers guidance](#) - CDI Position Paper (updated March 2021)
- Avril and Claire met during March to update the PSC Work Plan. This was sent to the CDI Board for their meeting on April 26<sup>th</sup> and a copy circulated to PSC members with the papers for this meeting.

- Following the launch of the *CDI Guidance on the Benefits and Delivery of Supervision in the Career Development Sector*, John Walker and Rachel Malloys delivered two free CDI webinars during May. Recordings are available in the members' only CPD Resources Area. The webinars were well attended (60+ across the two webinars) and well received. The need for costed training was established and Claire is discussing this with David Morgan with a view to online training being available from late September.
- Following discussion at the last PSC meeting the paper on AI Digital Assistants has been updated by CDI Project Associate (Digital Learning) Michael Larbalestier. PSC members agreed that this could now be made available. It is now on the website and will be promoted through News by Email. [AI Digital Assistants - Frequently Asked Questions](#)
- Suggestion has been made by Michael Larbalestier that Deirdre Hughes would be better placed to produce a paper on Chatbots. This may incur a cost. PSC members suggested that anyone writing such a paper would need to do so in an unbiased way and not promote any commercial interest.
- Information about the QCD and the Level 6 Diploma in Career Guidance and Development have been sent to the Careers Service in Northern Ireland by Claire.

#### **Actions:**

To discuss with the editor of Career Matters more use of member photos rather than the use of stock photos to represent and promote the diversity of CDI members. **CLAIRE**

To seek clarification from the CDI Board on the time commitment of PSC members if the work on Chartered Status is taken forward. **AVRIL**

To invite Nicki Moore to the next PSC meeting to discuss Chartered Status **CLAIRE**

To contact Deirdre Hughes and ask her, as a longstanding CDI member, to consider writing the paper on chatbots free of charge for the benefit of CDI members. **AVRIL**

To discuss suggestions made by the sub group on promoting the power of career development with David Morgan as part of the new CDI Strategic Plan. **CLAIRE**

4. **Update on CDI Legacy Fellows:** A paper written by Monica Lemecha had been circulated to PSC members prior to the meeting. Discussion covered the criteria for novation and the process to be followed if a non-novated CDI Legacy Fellow required explanation as to why they had not been novated to a CDI Fellow. There was also some discussion about the process for the awarding of CDI Fellowships in the future.

It was agreed that:

- Any non-novated CDI Legacy Fellow requiring further explanation on non-novation would be asked to provide evidence of how they meet the criteria for a CDI Fellowship and send this to Monica as CDI Honorary Secretary. This information would then be shared with PSC and a decision reached on whether or not to novate.
- CDI Fellowship Awards Group (3 representatives of the CDI Board and 3 representatives of PSC, with the chair of PSC as its convenor and Chair) to include Monica Lemecha to discuss the process for awarding CDI Fellowships in the future.
- Article in Career Matters, October 2021 to explain the process for CDI Legacy Fellows and the process to be used for CDI Fellowships in the future. (Post meeting – Avril has written this article and agreed content with Monica.)

Monica concluded her input by saying how much the work of PSC members is appreciated by CDI Board members.

## 5. Questions on the Constituency Updates

As agreed, all PSC members had produced a brief written report about their constituency and these had been circulated prior to the meeting. PSC members said that they liked this approach as it gave time to digest the content of each report rather than listening to a verbal report. The reports appear as an Appendix to these Action Notes.

Each report was taken in turn and PSC members invited to pose questions.

Post meeting Mark Fox added some further information about C&EC developments:

- New competency framework for hub leads has been developed with six key competencies all linked to the central theme of leading a careers hub
- Onboarding to Compass Plus is being strongly encouraged as a way to plan, manage and monitor a school's programme. Building up this evidence base will show what works when meeting the benchmarks. So far 1700 schools have onboarded, about 40% of the secondary school population
- A new set of resources to be used in teacher CPD for careers is being launched in September called 'My learning, my future'. Some of these resources are already available e.g., PowerPoints by subject for Benchmark 4
- The Teach First online Careers Leader training will be taken down in July and replaced by new online learning modules for Careers Leaders and other stakeholders e.g., providers
- Careers Leaders are strongly encouraged to apply for the new round of fully funded CL training starting in September

### Actions:

To liaise with the Private Practice Steering Group to inform future constituency reports.

**LISA/HANNAH**

Based on the ACGAS Tech Lunch Munch sessions, to suggest Digital Bytes on use of Padlet, Mentimeter, Kahoot, Canva and Biteable to Michael Labalestier. (Lydia available for more information)

**CLAIRE**

To discuss with Michael the idea of #wearedigitalcareerpractitioners. Similar to the #wearecareers show.

**CLAIRE**

To write an article for October Career Matters on aspects of strategic development and thinking for career development professionals

**JOHN**

To revisit the idea of offering training sessions on Strategic Thinking.

**CLAIRE & JOHN**

To discuss the format and length of News by Email with David Morgan

**CLAIRE**

To feedback to David Morgan and Alison Dixon the view that Career Matters focuses on Level 6/SCQF Level 11 practitioners and can alienate those who are qualified to Level 4 and working for National Careers Service and other organisations.

**CLAIRE**

To discuss with Alison Dixon the author guidelines for Career Matters and for the language to be inclusive of Level 4 and Level 6/SCQF level 11 practitioners.

**CLAIRE**

To ask her three colleagues to write a 550 word article for October Career Matters on

the benefits of the blended learning approach to achieving the QCD.

**FINNEEN**

## 6. CDI Professional Development Update

The report had been circulated prior to the meeting. Claire added the following updates:

- The CDI has been awarded a further C&EC contract to deliver funded training for Careers Leaders. Number of funded places to be confirmed.
- The CDI is advertising for a Professional Training Manager, details in Careers in Careers.
- University of West England is now approved as a QCD Centre.
- Canterbury and Christ Church University has successfully validated its new Post Graduate Diploma in Career Development.

### Action:

To promote the CDI Mentoring Service to Level 6 candidates.

**CLAIRE**

## 7. Update on Pathways in Careers

Avril apologised for the slow progress on this activity due to unavoidable circumstances. She reported that some videos had been produced and these revealed the need for a consistent style, corporate background and some technical improvements.

### Action:

Avril to reconvene the subgroup of Elaine W, Ciara, Emma and Lydia before the end of June to discuss guidance on the production of the videos.

**AVRIL**

## 8. Institutional/Third party Guide to the Code of Ethics

A paper produced by Lydia had been circulated prior to the meeting. Discussion on the purpose of and audience for this guide led to the suggestion that joint work with AGCAS would be more appropriate than the CDI producing a guide. AGCAS had produced a guide in the past but has not been in a position to update it.

### Action:

To ask AGCAS about updating this guide and if input from the CDI would be useful. (AGCAS Employer Engagement Group and Quality Group).

**LYDIA**

## 9. Reviewing the Code of Ethics Case Studies

Prior to the meeting, PSC members had looked at the Case Studies and made recommendations on the revisions needed and in some instances had made changes. Mark Yates had produced a draft of a Case Study on the Accessibility principle. A paper summarising the recommendations had been circulated prior to the meeting. A brief summary of the revised headings to use for the case studies, based on the Code of Ethics Case Study Framework had also been circulated.

PSC members considered the revised headings and agreed:

- Heading 6 to be changed to: Evaluate the selected course of action and best practice on equality, diversity and inclusion followed
- Heading 9 to be changed to: References and further reading.

### **Actions:**

To establish a sub group of Emma, John and Lydia to look at the Framework headings and see how best to include the Equality principle in all case studies and report to the next PSC meeting.

Sub group to consider the need for a case study on Unconscious Bias, if separate case studies are needed on Equality and the need for a case study or explanation showing the links to the legislative framework document.

**EMMA, JOHN and LYDIA**

To ask members via an item in News by Email for ideas on possible scenarios in relation to EDI.

**CLAIRE**

To discuss with David Morgan the idea of having 2022 as the CDI Year of EDI.

**CLAIRE**

## **10. How to support the well-being of CDI members**

The Briefing Paper produced by Claire Nix and Anthony Barnes on [Careers Advisers and Careers Leaders in the 21st Century: Managing the Challenges of Covid-19](#) - had been circulated prior to the meeting.

PSC members agreed that having a page on the home page of the CDI website devoted to supporting the well-being of CDI members is needed. The Briefing paper could be located there and links to additional items provided, e.g. Mindfulness sessions, Action for Happiness Calendar and CDI Supervision Training and CDI Mentoring Service.

Post meeting – Claire recalled that the CDI CPD Newsletter in May 2021 was on Lessons from Lockdown and contains useful links.

### **Actions:**

To send Claire items for inclusion on this page.

**ALL**

To produce an item for News by Email asking members for their suggestions.

**CLAIRE**

## **11. Ideas for future Career Matters articles by PSC members**

### **Ideas for topics for future CPD Newsletters**

#### **Career Matters articles:**

Strategic development and influence for career development professionals

**JOHN**

CDI Fellowships

**AVRIL**

How to challenge clients

**JOHN**

Experiences of the blended learning QCD.

**FINNEEN**

#### **CPD Newsletter ideas:**

- Delivery via new technologies and how to make online meetings zing
- Changes in the labour market
- Career guidance in uncertain times – how to encourage a positive mind-set and building resilience
- Tactics and techniques for career guidance interviews and different types of interview

### **Action:**

To notify Alison Dixon of the above Career Matters articles and discuss the CPD newsletter suggestions with Lyn Barham.

**CLAIRE**

## **12. Any Other Business - None**

13. **Dates of next meetings:** Thursday 16<sup>th</sup> September 2021, 1 pm to 4 pm and Thursday 2<sup>nd</sup> December 2021, 9.30 am to 12.30 pm. Both meetings will be held using the CDI Zoom platform.

Claire Johnson. CDI Professional Development Manager, 15<sup>th</sup> June 2021.

## Appendix

### CDI Professional Standards Committee: Constituency Reports, 10<sup>th</sup> June 2021

#### Professional Constituencies

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

1. In schools most of the last 3 months has been taken up with **Year 11 and Year 13 assessments**. This has been a huge task for teachers and, as most Careers Leaders still have a teaching commitment, has affected their capacity to deliver a 'normal' careers programme. Most have openly stated that their priority for careers has been the intended destinations of their leavers and ensuring each makes a positive transition this summer.
2. There is concern about the amount of careers **activity that has been missed** by two year groups now, including work experience, careers fairs and, in a number of instances, personal guidance sessions (not seen as a priority in some schools). However, Careers Leaders report that many of their students at transition points have been more proactive than usual in making their decisions because they are concerned about making sure they choose the right pathways after Year 9, 11 or 6<sup>th</sup> form.
3. Colleges report a **highly successful use of online personal guidance sessions** with an improvement in numbers and a higher attendance rate than if they have to make their way to the careers office in person. Students have been equally proactive in asking questions about their future and have been very receptive to guidance.
4. Universities have **vastly enhanced their support** via VLEs, websites, self-help modules, alumni mentoring, online courses and individual support. Take up, like colleges, has been high and far more first year students have been seeking help early on instead of waiting until their second – or more likely third – year. This means careers support can now begin much earlier and hopefully be more effective by the time those students leave.
5. Both colleges and universities maintain that, despite the slow return to face-to-face support, many students will prefer to continue to access support virtually or want the option of both. However, practitioners in FE and HE have talked about **some of the difficulties inherent in effective online guidance** – particularly when facilitating group sessions – in that students can turn cameras and mics off if they do not want to engage.

In addition, Elaine has provided this quick recap of the Skills for Jobs White Paper (Skills for Jobs: Lifelong Learning for Opportunity and Growth) which impacts on **careers in schools and colleges**

Careers in schools:

- Careers Strategy officially ended in 2020 – no indication here about whether it will be renewed. (Most schools and colleges, QICS providers etc. are still operating under the guidance of the strategy for want of anything else).
- The paper uses the terms Careers Guidance, Careers Education and Careers Advice interchangeably (so what's new?!) which made the proposals unclear and confusing for those of us to whom this matters.
- Careers & Enterprise Company to 'align' with National Careers Service to ensure and all age guidance service and revamp of NCS website to reflect this. Sir John Holman to lead this review.
- CEIAG from Year 7 (currently guidance says from 8 although many schools with good provision already provide careers education for year 7).
- Strengthening Careers Hubs and role of Enterprise Advisers.
- Increased training available for Careers Leaders – but still on voluntary basis.
- Strengthening the 'Baker Clause'. This is to ensure that all schools are giving access to colleges and other providers to highlight non-academic routes. (latest figures indicate that fewer than 5% of young people started an apprenticeship after their GCSEs). However, the language of the paper is focused on enforcement and compliance; there is a risk that this drives a focus on minimal compliance by schools rather than the opportunity to expand the range of information available to pupils and work in a cooperative way with FE providers.
- HOWEVER nothing about 'Personal Guidance' and the need for professionalism.
- No mention of the inconsistent application of Gatsby Benchmarks and how that might be reviewed going forward. Although there has been really positive progress from a low base, the average achievement across English secondary schools is 3.75 benchmarks being delivered (out of a total of 8). So still below 50%.
- All quite vague about timing and the levels of funding. Still not indication of a ringfenced budget for schools. At the moment schools have the duty but must fund it from their broader funding pot, making a step change unlikely until this changes.
- Finally, although the paper was delayed, taking into account Covid-19, there is little focus on the massive amount of support that will be required to help all young people and especially those with additional barriers to catch-up.

#### Areas for post-16

- Life Time Skills Guarantee which includes Life Long Loan entitlement for all forms of Post 16 training, not just university + no costs for adults taking their first Level 3 (currently they have to take out a loan)
- Stress on improving Technical & Higher Technical Qualifications which are employer led. Trailblazer areas will Pilot Local Skills Improvement Plans led by Chamber of Commerce
- Post 16 technical education at Levels 2 & 3 to move towards employer led standards
- Strengthening of Apprenticeships – more flexible and more £ for employers
- Strengthening of Traineeships including one specifically for construction which has been very much lacking
- Colleges becoming College Business Centres
- Increase number of Institutes of Technology
- Strengthen and increase T levels
- New Skills & Productivity Board to identify local skills gaps

Post meeting Mark Fox added the following points about C&EC developments:

1. New competency framework for hub leads has been developed with 6 key competencies all linked to the central theme of leading a careers hub
2. Onboarding to Compass Plus is being strongly encouraged as a way to plan, manage and monitor a school's programme. Building up this evidence base will show what works when meeting the benchmarks. So far 1700 schools have onboarded, about 40% of the secondary school population
3. A new set of resources to be used in teacher CPD for careers is being launched in September called 'My learning, my future'. Some of these resources are already available eg, powerpoints by subject for Benchmark 4
4. The Teach First online Careers Leader training will be taken down in July and replaced by new online learning modules for Careers Leaders and other stakeholders eg, providers
5. Careers Leaders are strongly encouraged to apply for the new round of fully funded CL training starting in September

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

1. Supervision
  - a. the Supervision page is now on the CDI website <https://www.thecdi.net/Supervision>  
Thank you Claire.
  - b. The *Supervision for All* webinar was delivered on 17 May and was well attended. I would be interested to hear what the feedback was from a Private Practitioners perspective... <https://www.thecdi.net/Resources/d6e4b641-bfae-4300-bf39-522f23b3bb01>
  - c. What are the next steps with this – should we be looking to get something included in the Code of Ethics?
2. Hannah has spoken with Mark Rice and the Peer Support evening groups have restarted. The first one was held on 19<sup>th</sup> May and was well attended.
3. The Private Practice Steering Group now has a vacancy – should one of us put ourselves forward for it – thoughts?
4. Career Coach as a protected title. This is one of the topics that seems to attract an ongoing narrative.
5. Continue to explore ways in which to raise public awareness of RCDPs and how they can help individuals and organisations – further to the subcommittee meeting in January, it was agreed that this was something that we should discuss with the new CEO.

Carried over from last month – nothing to update, but still live;

6. Best practice guidance (as being scoped by the private practice steering group) on coaching agreements, policy documents (website Ts&Cs, privacy, environmental policy etc)
7. 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)



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

### **Scotland's Careers Service Review**

1. People may know that the Review is the response to the Young Person Guarantee – No one left behind initial report [Young Person Guarantee – No-one Left Behind Initial Report](#). The aim is to provide recommendations for the future of Scotland's all age guidance service, to support people's career development and maximise the benefit from services in the post pandemic world.

Timeline of the Careers Service Review is ongoing, as below:

#### **Delivered by**

**'As is' Review:** complete review of existing policy, funding, service offers, user perception and performance for current provision.

End of May 2021

**Identify any gaps:** gaps in provision informed by 'as is' review.

End of July 2021

**Design and development:** design and develop prototypes for new services, changes to existing services and a target operating model to support these.

End of October 2021

**Recommendations:** informed by all activity and input from stakeholders, develop recommendations for submission to Scottish Government.

End of December 2021

### **2. Provisional Grades prior to SQA Awards**

In Scotland, pupils will be told their provisional grades before schools break for the summer at the end of June. This is in consultation with the Children and Young People's Commissioner in Scotland, to ensure transparency for young people and their parents on the back of a difficult year. Actual SQA Awards will be issued on the 10<sup>th</sup> August.

SDS will still run the Results Helpline from the 10<sup>th</sup> August. However, SDS will also provide support to pupils/parents, in the interim period between the issue of provisional grades and the issue of actual Awards. Pupils/parents will be directed to our existing Careers Helpline and My World of Work will have dedicated content and webinars, to support callers who may be anxious or wish to discuss their options and choices. HEIs will not discuss any offers until August 10<sup>th</sup>.

### **3. Scotland – school and centre offer post easing of restrictions**

Careers Advisers are back in schools delivering CIAG and facilitating development of Career Management Skills. Careers Centres are now open across Scotland, by appointment only, due to the restrictions on numbers in the Centre at any given time. Non face to face engagements still taking place as appropriate.

Mark Yates

4. Demand from schools for adviser time seems to be in demand – several advisers (me included) have made the point that they are getting requests, and often from schools wanting experienced input.

5. Universities – facing challenges with admissions for a second year re centre based grades, hard to predict who will get grades and impact on course entry numbers. Also, university leavers, whilst likely to cope better with finding work after their courses, do face a more challenging time in finding a graduate job that fits with their intentions.

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

## **A. Training**

### **Improving technological delivery**

- How to make online meetings more effective and engaging.
- OU has been involved in a number of AGCAS Tech Lunch Munch sessions – micro webinars on Padlet, Mentimeter, Kahoot, Canva and Biteable.

### **Supporting the specialist needs of students e.g. neurodiversity needs**

- Training on improving the employability outcomes of our Neurodiverse graduates – involving:
  - Practitioners to better support Neurodiverse students and recent graduates
  - Ensuring resources, including embedded employability in modules, are fully accessible to Neurodiverse students and recent graduates.
  - Supporting employers in their recruitment of more Neurodiverse graduates.
- Future training planned on supporting **BAME students needs**.

## **B. Research**

- ‘Carers Needs and Employability Support For Carers Needs’ by OU – findings to be presented at AGCAs Conference in June.
- Virtual Employer Visits
- Email Guidance – HECSU funded research by OU (to be published shortly). Presented at CDI Tech Fest Conference. Lots of interest in this – both in terms of strategies for practice as well as the quality assurance resources that were developed to support e-guidance practice. OU developing a full training resource on email guidance.

## **C. Sector Development**

### **Employer Engagement and Graduate Recruitment**

- **Institute of Student Employers HE Conference held in March 21 – covered topics such as:**
  - How employers are planning to run early talent recruitment strategies through 2021 and beyond
  - How the sector and students will need to adapt and evolve to new virtual methods of recruiting
  - How market sectors differ in approaches to student engagement
  - How individual sectors are evolving their future recruiting plans and strategies
  - Has Coronavirus saved the careers fair? Are virtual careers fairs the new normal?
  - The impact of technology on attracting and recruiting practices

- Approaches to improve the diversity of graduates hired

- **AGCAS Research survey: Evaluating the effectiveness of employer engagement activities in a post-pandemic world**

In February 2020, the AGCAS Employer Engagement Task Group set out to understand the range of careers-related, student-industry interactions that happen across universities and to establish which activities are the most effective for universities, employers and students/graduates.

Summary Report available [here](#).

Since then, the landscape of employer engagement activities has changed dramatically as a result of the pandemic and shift to remote working. Another survey in February 2021 was run to understand the impact of the last year on the effectiveness of employer engagement activities.

### **Additions from John**

#### **Training**

Spoken with two South West career hubs and both have talked about the need to provide some further support to career professionals on aspects of strategic development and influence. This is interesting from a perspective of career related outcomes and how important this is for post pandemic local and national economic recovery.

A key aspect of career professional development picked up in regional meetings is some support and development to refresh on careers guidance practice – contracting and understanding the guidance journey were mentioned

#### **Sector developments**

Career leaders needing to consider the development of career related learning within a curriculum development context. I have been working with Cornwall and Isles of Scilly Career Hub on developing curriculum planning skills across a number schools. This is a particular area of development for those who do not have a teaching background.

### **Addition from Emma**

I think from me there is little to note other than that at postgraduate level, the universities have been continuing to deliver in line with the adjusted arrangements for the QCD, and recruitment to the programmes remains healthy, despite the impact of Covid-19.

## **National Constituencies**

**England:** Vicki Love

Format of CDI Fortnightly Bulletin

One of our members in the South East region was very complimentary about the quality of the information provided in these bulletins but found that it was too much information in one email. They found they often overlooked these emails especially given time pressures and wondered if there was merit in looking at how such information could be disseminated e.g. shorter emails

highlighting specific reports etc. and signposting to where they could be found, or just signposting to the CDI website where CPD information was stored.

## 2. Routes to Professional Qualification

Some members working in the National Careers Service contract area have expressed some concern at the Career Development Sector Progression Pathway on the website as it defines L4 as the qualification for support roles. Whilst the CDI have for some time recognised L6 as the minimum qualification for qualified roles it seems to be the first time there is anything in black and white designating L4 as 'support' only. Also feedback from some other L4 practitioners is that they felt the Careers Matters magazine seemed to be aimed more at those with a L6 qualification.

**Scotland:** Elaine Watson

Unavailable.

**Wales:** Ciara Bomford

1. Careers Wales, along with other organisations across Wales (including schools), have been delivering training on ACEs to all delivery staff. This training was funded as a train-the-trainer programme by Welsh Government, with training delivered to the trainers from each organisation by the ACE Support Hub – more info at [aceawarewales.com](http://aceawarewales.com). This has sparked discussion about what trauma-informed careers services look like.
2. Careers Wales have contributed to consultation on the new level 6 Diploma and the NOS. The level 6 Diploma looks much improved but sadly comes at a time when recruitment into Careers Wales will be slowing down significantly as ESF projects are coming to an end and staff need to be redeployed from those projects.
3. The CAT (Career Assessment Tool) used by the Working Wales projects to assess the barriers of adult customers (16+) has been reviewed and updated. There are now two versions, one for young people and one for adults.
4. Organisations across Wales are preparing for the implementation of the ALN Bill in 2022. This will bring significant changes to the role of careers advisers in working with young people with ALN, as Careers Wales will no longer be responsible for Learning and Skills Plans or specialist funding applications. [Additional learning needs \(ALN\) transformation programme \(gov.wales\)](https://www.gov.wales/government/policies/learning-and-skills/learning-needs-programme)
5. COVID cases are now low in Wales, and schools are back open. Careers Advisers are now back in most schools, and Careers Wales offices are opening in phases with social distancing in place. Quality checks on career guidance interviews delivered digitally show that telephone interviews tend to be very short, 15 minutes on average, whilst video interviews tend to be longer and are more likely to be similar to face-to-face interviews in depth and length. Demand for interviews is lower than expected at the moment, and the jobs market seems buoyant. Many organisations are reporting informally that there is "Furlough fatigue" and that some people are reluctant to come back to offices having got quite comfortable on Furlough or working from home. Other people have really struggled with working from home, and mental health issues appear to be particularly impacting on younger employees.

## Northern Ireland: Finneen Bradley

1. **Traineeships** -The six regional Further Education Colleges in Northern Ireland, with the support of the Department for the Economy, have launched a new system of vocational learning focused on building a skilled workforce.

The Level 2 Traineeship will equip participants with the knowledge and skills needed by employers and permits movement across to Apprenticeships and progression to Further Education. The awards aim to address the growing skills gap in Northern Ireland and provide students with the necessary knowledge and skills for entering the world of work, as well as opportunities to progress to further study, including Higher Level Education. [Further Education Colleges launch new Traineeship and Advanced Technical Awards - Belfast Live](#)

2. **Advanced Technical Award** - The new Advanced Technical Award at Level 3 has been designed to meet the needs of industry and includes a 3 A-level equivalent qualification, industry related project work, skills development and a component of work-based learning.
3. **Skills Strategy launch for NI** –This consultation sets the key themes and proposed commitments for a new Skills Strategy for Northern Ireland: Skills for a 10x Economy. It is intended that the Strategy will formally launch in the Autumn and set the strategic direction for the development of Northern Ireland’s skills system to 2030.
  - a. [Dodds launches 10X skills strategy to create more and better jobs | Department for the Economy \(economy-ni.gov.uk\)](#)
  - b. [Skills Strategy for Northern Ireland - Skills for a 10x Economy \(economy-ni.gov.uk\)](#)
4. **CDI** – Two staff from the Careers Academy team Gavin and Stephen have successfully completed their QCD in career guidance via CDI & University of West Scotland blended learning. Another staff member Paddy Stewart is near completion. Given the lack(none) of Career guidance qualifications available in Northern Ireland, I think these should be widely promoted for the blended learning option and even perhaps a case study showcasing their experience etc.