

CDI Wales Forum – 10th February 2021

Held on Zoom 2pm – 4pm Recording and slides available here:

<https://www.thecdi.net/Wales-Professional-Forum>

Delegates (taken from delegate registration list):

Jan Ellis, The CDI (joint Chair) and Carolyn Parry, CDI Cymru Wales (joint Chair); Ciara Bomford, Careers Wales, CDI PSC (minutes); Chris Percy, Careers and Enterprise Company; Philipp Cyrus, Social Value; Prof. Tristram Hooley, iCeGS, University of Derby; Avril Hannon, Professional Standards Committee Chair; Charlotte Leese, Estyn; Lloyd Williams, AGCAS Cymru Wales and University of South Wales; Bronwen Rickard, University of South Wales; Bronwen Raine, Antur Cymru; Karen-Anne Dolman, Welsh Government; Elisa Vigna, Cardiff University; Janet Davies, Careers Wales; Nadine Davies, DWP (Director Wales); Martyn Reed, Adult Learning Wales; Anne Tanner, Call of the Wild; Kate Owen, Rhondda Cynon Taf Borough Council; Judith Lyle, Gower College; Michele Harris-Cocker, Coleg y Cymoedd; Lesley Cottrell, Coleg y Cymoedd; Nadine Davies, DWP (Director Wales); Becky Watkins, Dŵr Cymru/Welsh Water; Michelle Gunn, Prince's Trust; Angela West, HEFCW; Andy Jones, Gower College; Stacey Long, Ysgol y Deri; Emma Richards, Chwarae Teg; Susan Bracegirdle, NHS Wales; George Jones, Older People's Commissioner; Oliver Stacey, University of South Wales; Emma Hughes, Welsh Government; Andrea Jones, Careers Wales; Sarah Finnegan Dehn, independent practitioner; Suzanne Owen, Careers Wales

Apologies received:

Hayley Dunne, Chwarae Teg; Sarah Hughes, Creative and Cultural Skills; Professor Wendy Dearing, WIDI; Jane Morris, Governors Wales; Sam Evans, Welsh Government; Steven Pringle, Estyn; Jean Church, IoD Wales Council; Mark Owen, Careers Wales; Shirley Rodgers, Careers Wales; Natasha Davies, Chwarae Teg; Tim Opie, WLGA; Karoline Whittington, Call of the Wild, Gemma Hallett, miFuture

Welcome, Introductions and apologies

Carolyn Parry welcomed everyone to the meeting, and Jan Ellis introduced the first speaker.

1. Chris Percy – Measuring the Economic Value of Career Guidance

Copy of slides and recording available on-line: <https://www.thecdi.net/Wales-Professional-Forum>

Chris summarised the issues with trying to measure the economic benefits of career guidance e.g. it can be difficult to disentangle the impact of different activities, and there can be diverse benefits that are hard to spot.

Health spending the UK has nearly doubled while education has remained static, partly because the links between education and wealth have not been well made.

World Skills Survey from OECD 2019 showed that UK is bottom in the proportion of young adults who found their career guidance useful, even though a relatively high proportion of them had had guidance.

Explained a starting point for sceptical audiences. How many people need to have a positive impact that they care about (e.g., not dropping out of college) for the service to break even – costs of interviews vs. benefit to the treasury from the wage gain of positive impact. There are likely to be cost savings even with quite conservative estimates of the number of positive impacts. We should look at short and long-term impacts.

Example – the cost of an interview likely to be £40-80. If career guidance reduces university drop out by 5% (average wage gain 0.1%) or one in 125 people are prevented from becoming NEET (average wage gain 0.8%), there is a positive return on investment. Overall, for every £1 put into career guidance, the return to the exchequer should be £4.40, although this might take 10-20 years.

There are further areas to explore e.g., the links with career guidance and health, wellbeing, resilience, confidence.

For CEC report please visit:

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/partial_roi_estimation_for_personal_guidance_-_chris_percy_2020_vpublic.pdf

2. Philipp Cyrus - Social Value and Career Development

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Philip presented the framework for social value measurement, National TOMs (Themes, Outcomes, Measures) Wales. This work is grounded in the Wellbeing of Future Generations Act.

The framework allows organisations to compare their performance by sector, provides a way of assessing and awarding tenders, and allows businesses to invest where they can deliver more value. The framework is a set of outcomes mapped against the goals of the WFGA, with a financial value attached to each outcome. We can attempt to calculate the value to society of different acts e.g., employing an ex-offender vs. someone with a good CV might create £23,119 of social value.

They use data sources including ONS to work out the social value of different activities and outcomes, including careers support, so you can multiply the number of activities delivered by the social value unit that they generate.

3. Tristram Hooley – Quality in Careers Education and Guidance

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Tristram presented a framework that had been developed in English for use with young people. He defined career guidance as including the full range of career support activities, including one to one career guidance, group activities, experiences of the world of work and contact with employers.

The pandemic has made career transitions harder, and many people will need to make career shift, and therefore need career guidance to help them deal with this.

For quality, you need policy that tells people what to do, organisations that can deliver, processes that include the key components (e.g. Gatsby Benchmarks), people who are qualified to do the work, measurement of outcomes and a positive evaluation from users. Different aspects of quality can be emphasised.

We can define outcomes that are valuable, and they are worth measuring in their own right, even if they don't lead to economic benefits. These outcomes might be career management skills (or knowledge), and we can assess whether people have improved those skills.

The new CDI framework outlines what you need for a good career under six headings; grow throughout life, explore possibilities, manage career, create opportunities, balance life and work, and see the big picture. Each heading can be then broken down for each age group. This can be the basis for planning a careers education programme and the basis for quality assuring careers work.

The CDI framework is being published after Easter.

Jan Ellis added that the CDI would be running free webinars to promote the framework.

4. Facilitated discussion and feedback: How could measuring the economic and social impact of career development work provide a lever for change to level up outcomes

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Carolyn led a feedback session from the group. People felt that evidence about quality and return on investment was a useful lever with lots of stakeholders, including Welsh Government. There are challenges, including the complexity of approaches, the resources required to do the work and the danger of getting drawn into payment by results. However, they can be mitigated with simple tools and by evaluating throughout.

The participants felt there was a place for a review of all the work done around Wales, including the work Careers Wales are already doing with Cardiff University and Wiserd. Lloyd Williams and Anne Tanner expressed an interest in continuing the conversation.



Next meeting

Jan Ellis thanked the speakers, and reminded everyone that the **next meeting was via Zoom on Wednesday 26th May, 10am – 12pm.**

She also reminded people that the CDI National Research Conference is coming up on the 25th February and is free to students.

The UK Career Development Awards commence on March 9th, and are a free online event, spread over three twilight events. There are Welsh entrants in nearly every category.

There is also an event for people working digitally, Tech Fest, on the 29th and 30th March.