

Professional Career Education and Guidance Forum Wales

Mercure Holland Hotel, Cardiff, 2.30pm – 4.30pm 24th September 2019

MINUTES

Welcome, Introductions and Matters Arising

ACTION

Attendance: Jan Ellis (chair) The CDI, Carolyn Parry, The CDI Cymru Wales (facilitator), Ciara Bomford (minutes) Careers Wales, Jo Hatch, Welsh Government, John Pugsley, Welsh Government, Kate Owen, RCT Borough Council, Marie Jobson, Careers and Enterprise Company, Angela West, HEFCW, Jane Morris, Governors Cymru Services, Lloyd Williams, University of South Wales/AGCAS, Lesley Cotterall, Coleg Y Cymoedd, Michelle Harris-Cocker, Coleg Y Cymoedd, Hayley Dunn, Chwarae Teg, Louise David, University of South Wales, Angie Oliver, NHS Wales, Steve Jones, Bridgend College, Mark Owen, Careers Wales, Janet Davies, Careers Wales, Felicitie Walls, WCVA, Judith Lyle, Gower College, Steve Pringle, Estyn, Colette Cousins, Careers Wales, Andy Jones, DWP, Rob Williams, NAHT, Jon Burnes, Swansea University, Louise David, University of South Wales

Apologies: Kathryn Robson, Adult Learning Wales, Tim Opie, WLGA, Sam Evans, Welsh Government, Becky Watkins, Dŵr Cymru Welsh Water, Michelle Gunn, Princes Trust, Alyn Connick, Estyn, Karen Evans, NHS Wales, Mia Rees, Prince's Trust, Andy Jones, DWP, Sharon Davies, NHS Wales.

Jan Ellis welcomed everyone and introduced the meeting, the purpose of the group being to give a voice to everyone who works in or has an interest in the career development sector in Wales.

Presentation from John Pugsley and Jo Hatch – New Curriculum for Wales

John presented the case for change. Curriculum was devised in 1988 and needs of learners and employers have changed. Prof Graham Donaldson was commissioned to review and presented "Successful Futures" which was agreed. This led to the 6 Areas of Learning and Experience. Careers and the World of Work will now be known as Careers and Work-Related Experience (CWRE). Careers is a fundamental part of the curriculum from the age of 3, integrated into all 6 areas of learning and experience. There will be separate guidance and additional resources to help teachers. There are also Four Purposes, which are supported by careers:

- Ambitious capable learners – developing career management skills that can be used lifelong
- Enterprising creative contributors – participation in employer engagement and enterprise activities
- Ethical informed citizens – understanding business ethics and the labour market to support decision making
- Healthy confident individuals – developing skills and knowledge to live independently

Curriculum developed by practitioners in pioneer schools and networks, feedback gained from engagement events and surveys.

Points were raised about the importance of using Have A Go equipment and voluntary work (Lesley Cotterall, Felicitie Walls). John Pugsley to take back question of how voluntary work and the third sector can contribute.

JP

The Education Business Exchange makes schools aware of employer engagement opportunities, and its links are facilitated by Career Wales Business Engagement Advisers. Mark Owen to consider how the third sector can be better linked into the EBE.

MO

Points were raised about the importance of engaging girls in traditionally male industries and encouraging a wider diversity of people into the NHS and other more female dominated sectors (Hayley Dunne, Angie Oliver). John Pugsley described the physics mentoring programme to address the drop off of girls at A-Level Physics. Jo Hatch reported that gender stereotyping will be addressed at an early age in the new curriculum to break down stereotypes with case studies, exemplars and guidance. John Pugsley to give an update at next meeting on new curriculum development and whether research into influencing the influencers (parents, teachers etc) will go forward.

JP – next meeting

Points were raised around the constraints on schools and the limited access to employers that primary schools have, but the need to address primary school pupils to prevent disengagement and limited aspirations. Parents may not know how to access opportunities. (Rob Williams). Jo emphasised the importance of careers being at the heart of the curriculum.

Jan Ellis reminded group that there is a CDI Award for work in primary schools and offered to share good practice with Jo Hatch. Jan Ellis also made a plea for students in FE not to be forgotten, and Jo Hatch commented that FE representatives were included in the working groups.

John Pugsley outlined that success would consist of teachers feeling confident and engaged in delivering the curriculum, and learners having their learning needs met to move forward with their next steps.

The Gatsby Good Career Benchmarks in RCT – Kate Owen

Kate presented on the Gatsby Benchmarks pilot which has been taking place in RCT. Visited North East of England to see how it has worked there.

First step was to look at the schools' careers programme, which was not always in place – tended to be ad hoc. Moved onto looking at “memorable” encounters with employers which would influence their thinking (e.g. breaking down stereotypes). Important to look at the pupils in the middle who are not always targeted by current projects. “Every lesson needs to be a window into a future career path”. The pilot has renewed focus on work experience and led to more resource invested in this area, and argued that the borough council should monitor how many pupils are getting work experience. The 1to1 personal career interview with a Careers Wales/level 6



qualified professional is essential to bring all of this together. Designated Careers Leader is an important part of the pilot.

Progress to date – 14 schools have completed their first audit, and second audit will take place in December. 7 more schools will begin their first audit shortly. Benchmarks must be achieved by 91% of pupils, not just small pockets.

Employability = (Qualifications + Skills + Work Experience) x Connections

Taking the ad hoc to the strategic, taking the 'add on' to the 'embedded'. Lots of employers and voluntary sector organisations are needed to support the pilot.

Supporting Whole School Improvement by Meeting Gatsby Benchmarks – Marie Jobson

Emphasised the importance of being intentional – how do you want your learners to come out of this? Also the importance of “each and every one” rather than pockets of good provision. The benchmarks can be used as a self-assessment tool. We need to broaden the definition of careers so it is embedded in the whole school/college vision, making learners ready for the world of work (e.g. building resilience, challenging stereotypes, raising aspirations). People in deprived communities do have high aspirations, but don't have the knowledge, tools or vision to achieve it. Strong link to behaviour – the young people getting excluded are those who don't see the links.

If you start with the benchmarks you don't get substantial change – need to start with intentions and use the benchmarks to achieve it.

Careers & Enterprise Company have just produced “State of the Nation 2019” report, showing excellent progress with young people being engaged with employers, and young people's skills and work readiness improving. Points were raised about how similar developments are also taking place in HR (Lloyd Williams).

Powerful piece of research that links careers to achievement Motivated to Achieve (Nick Chambers, Education and Employers) – suggests positive correlation (e.g. more hours spent revising).

Workshop activity

Final Comments

Carolyn encouraged people to join the CDI and make use of events, magazines, free webinars, networking and training.

Jan reminded people that CDI have produced a paper on the role of the Careers Leader, available online and on paper. The National CDI conference is on 2nd and 3rd December in Gateshead, themes looking at wellbeing, mental health and resilience, the future of work, and working digitally.

